

SECTOR EXPERTS INTO TRAINING – Frequently Asked Questions (FAQs)

What is Sector Experts into Training?

Sector Experts into Training (SEIT) aims to develop a programme to attract and retain industry professionals in a variety of mentoring, coaching, assessing, teaching, and training roles so that people can pass on their expert knowledge and experience to learners who are coming through Further Education (FE)

The education sector has complexity and necessary thoroughness within its processes and legislation/regulation to follow. Notwithstanding this, there is an opportunity to design, promote and deploy a national programme that attracts more current industry and sector experts into various education and training roles, with appropriate flexibility and support.

Following a national pilot to be run in North-West, South-West and South-East, we aim to recruit more suitably experienced industry professionals into various roles within a sustainable national programme that is recognised and supported by all relevant stakeholders, including employers, employees, and retirees.

Why is it needed?

The UK has ambitious targets for growth in the nuclear sector, across civil and defence, to deliver a resilient future energy system, maintain national security, and boost economic prosperity. It is predicted nuclear employers need to increase the workforce by 40,000 by 2030; to help achieve this we have committed to doubling our graduate and apprentice numbers. To achieve many of these it was acknowledged that the provider network needs industry support.

Sustained challenges within FE and Higher Education (HE) in attracting and retaining the necessary volume and specialisms of Suitably Qualified Experienced Personnel (SQEP) industry-experienced and expert individuals with the interest and necessary skills in teaching and training to meet current and growing volumes of new employees in nuclear. How to retain and share industry knowledge and experience currently being lost is a challenge with 35% of the current nuclear workforce being aged over 50.

Who do we need?

We are looking for people who are passionate about wanting to make a difference and applicants at all stages of their careers will be considered. You will be matched to a role that complements your skills and the time you are able to commit to. If you can commit to a few hours here and there, to part-time or even full-time then we want to hear from you. Typical starting points are illustrated in Table 1.

What is the recruitment process?

We will review your CV and have a chat to see if we have a suitable role you could support across our provider network. As churn in the educational sector is high if we don't have anything suitable for you when you initially apply, if you are willing and give us your permission, we will keep your details on file and contact you.

If you are employed, you must seek the permission of your home organisation to honour the commitment you make. We understand that work may need to be prioritised, some roles will lend itself to a more flexible approach however others will not so please consider this.

What qualifications do I need to have?

This will depend on the role you undertake. We will look at your skills, knowledge, experience, and interests and match you to a role that utilises the knowledge and experience that you bring. Some roles will require a prerequisite level of education or experience, e.g. if you wish to lecture on a degree programme you would be expected to be degree qualified in a relevant subject or if you wish to instruct a craft apprentice we would like you to have recent industry experience.

When am I needed?

The initial pilot phase will run from 5th January through to the end of March 2025, with the aim to have a sustainable programme endorsed on completion of the pilot.

Where will I be based?

National College for Nuclear (NCfN) are keen to explore how technology can support delivery so location should not be a barrier. This will of course depend on the role you undertake. e.g. in general, an instructor would need to be available at the educational establishment.

What roles are there?

There are a range of roles available, Table 2 and 3 provide a simple description of the roles we are looking to fill.

Will I get paid?

During the pilot employed persons will be paid for by their home organisation. Travel and Subsistence has been budgeted for. If you are not employed, then salary will be agreed with the participating educational establishment.

What support will I get?

Support and training will be provided dependent on your experience and the role you take. Everyone will have a dedicated buddy / mentor to support the throughout the pilot.

What time commitment might be needed in the pilot section from the volunteers?

Commitment is flexible. We will do our best to match a volunteer to a role dependent on their background and how much time they can commit (which will be down to each individual and or their company). I would suggest a minimum of ½ day a week would be needed to make it worthwhile. However, someone we have got is writing a policy for the college so that can be done over the whole period. We are being both pragmatic and realistic.

Are you looking for all starting point sector experts for all T&E roles, or just some?

We are trying to cover as many as we can, but part of the pilot will be to understand how hard/easy it is to achieve this.

How many volunteers are you looking for?

6 in each of the 3 regions is target. Hopefully over the pilot we will attract more that could be used to resource the programme moving forward.

What's the cut-off point for nominations?

We are not putting a cut-off as we will continue to onboard with the intention the programme continues to run past the end of the pilot. In practice for the pilot, we probably won't be able to account for anyone onboarded post End Feb as they won't have had the chance to do very much. Ideally, we would like to get everyone onboarded in January.

Table 1: Starting Points

Roles	Typical Activity	Typical Time Commitment
Secondee	Employed by home company, released within agreed arrangements to take up one or several roles in education and training.	Varied from 1 hour per week to 100% time spent at the educational establishment.
Step down	In agreement with home company, plan in place to gradually reduce hours and take up constant and/or increasing role within education and training,	Varied – semi-retired balance reduced time with company with a part me role in education and training.
Retired	Employment with home company has reached retirement.	Varied from 1 hour per week to 100% time spent at the educational establishment.
Career Change	Switching from home company into full-time or part time role in education and training	Varied from 1 hour per week to 100% time spent at the educational establishment.
General Interest	Seeking role in education and training in free time.	Varied from 1 hour per week to 100% time spent at the educational establishment.

Table 2: Lecturer/Tutor Roles

Roles	Typical Activity	Typical Time Commitment

Plan and deliver programmes and sessions of teaching and learning and assessment where appropriate within a subject specialism.		
Guest Speaker	Delivering bespoke 2-hour talks (1 per module) on specific case studies without formal summative assessment but supporting formative assessment.	1.5-3 hours per week
Vising Lecturer	Delivering a 2-hour formal keynote lecture (1 per block) within the scope of the formal module content and potentially supporting a section of summative assessment (under supervision of the module leader).	2 hours
Associate Lecturer	Delivery of full learning outcomes and sections of module content. Delivery hours per block to be agreed. Input and supporting summative assessment under the supervision of the module leader.	32 hours per annum
Module Leader	Acting as the formal module leader, managing the module delivery schedule and summative assessment (6/8 hours per block), after significant CPD and being allocated a Mentor from within the Dept.	64 hours per annum

Table 3: Other Roles

Roles	Typical Activity	Typical Time Commitment
Trainer /Instructor	Provide guidance, instruction, and support to help individuals and groups develop knowledge, skills, and behaviours in a variety of practical contexts.	Varied – ½ day (1 session) to FT
Assessor	Supports and guides learners working towards a vocational qualification(s) and/or standards within a college, training centre or workplace to ensure trainees meet relevant occupational standards to the requisite level.	Varied – dependent on number of learners you wish to work with ½ day (1 session) to FT
Coach Mentor	Helping people to set goals and work towards achieving them, reflecting, and evaluating their own progress and development. This can be support to a learner or Tutor.	Varied – dependent on number of learners/ staffs you wish to work with – 2 hours per learner / week
Case Study Development	Develop a case study / problem /project that could be embedded into the curriculum. e.g. how maths / English is used in industry	Varied
Curriculum Development	Review curriculum to insert real life industry content to enhance the learning experience.	Varied
Inspirational Speaker	Deliver bespoke 1-2-hour talk on your journey – targeted to individuals that have overcome adversity and can inspire the harder to reach students	2 hours
Maths or English Mentor	1:1 or small group support to individuals – could be done face 2 face or remotely - help a student work towards functional skills level 2 / GCSE Maths or English.	1 hour per week