



Low Carbon Learning: Next Gen

Construction Skills Programme for 16–24 year olds

Key Facts

Workshop Locations:

Inverness UHI in Highland,
Forres Academy in Moray,
Argyll UHI in Lochgilphead,
Yell Academy & Anderson High
School in Shetland.

Organisations Attending:

Inverness UHI, Inverness High
School, Forres Academy, Elgin
Academy, Lochgilphead High
School, Yell Academy & Anderson
High School.

Total Attendees:

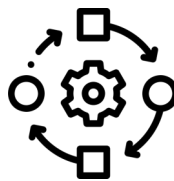
112 over 5 workshops

Thematic areas covered:

Retrofit, Passivhaus, Digital
Construction

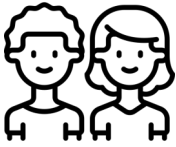
Remote Workshops

Given travel times involved in bringing students to our innovation factory in Blantyre we took our staff and portable versions of our equipment to rural locations in Scotland. We worked closely with the university of Highland and Islands (UHI) and Developing Young Workforce (DYW) and school headteachers to find appropriate venues to take students through our workshops. We gave the rural location the same choice of Passivhaus, Retrofit or Digital Construction workshops and covered two or more of those thematic areas depending on the preference of the host.



In all instances this required us to adapt the sessions to fit the delivery location and mode of transport that was available. We built portable rigs (mini stud walls) that allowed us to do taping workshops in the north of the mainland. UHI Shetland supported the build of others on Shetland. We made videos of our innovation factory to ensure the remote session didn't miss out on seeing the technology within the factory for the digital workshop. We made mini wiki models that again made transporting them possible which were subsequently used in our factor workshops.

Impact



Traveling to school locations made it possible to engage with some young people who would have been unlikely to attend a day trip.

One girl told us she hadn't completed a full day school in 6 months. She came back to our session after lunch even though her friends left at lunchtime. She showed keen interest in technical drawing within the workshops and enjoyed the opportunity to explore 3D modelling during the digital construction workshop. We were able to discuss future options for her to progress a career in technical drawing.

Another student who told us she was autistic said that "she'd normally have given up by now but I'm able to keep going" due to the support of the staff and type of task we had set her.

BE-ST were able to provide targeted support with low ratio groups.



Working remotely better established our links and working relationships with UHI, DYW and schools.



There was a high level of gratitude expressed that we had "made the effort" to bring the programme to rural areas. This was underpinned by a feeling like they often miss out on this type of opportunity.



The cost of a workshop per student in rural areas was comparable with the cost per head to bring students to our Innovation factory. Further reinforcing the benefit in being able to run workshops within others venues.



We were able to upskill our staff to better understanding the challenges of rural life and construction and education in a rural context.

