

# CASE STUDY



Ormiston Maritime Academy  
Maritime Futures careers curriculum



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Ormiston Maritime Academy, part of Ormiston Academies Trust, is a 11-16 non-selective school based in Great Grimsby in the county of North East Lincolnshire. Grimsby is a port town, on the south bank of the Humber Estuary close to the North Sea.

We are looking to connect our curriculum to our local environment taking into account the history geography of the maritime industry on our doorstep. Grimsby during the mid-20th century was the home port for the world's largest fishing fleet. Today Grimsby (including Immingham) is Britain's busiest working port, handling more tonnage than London. It is an important centre for car imports, food processing, particularly the finest seafood in the country, and the renewable energy industry.

Grimsby is emerging as a key player in the renewable energy revolution with potential to become the UK capital of the offshore wind industry. It has many key features which have made it attractive to the renewable industries, including:

- Direct access to the world's biggest offshore wind farms
- The UK's largest port capable of handling major projects
- Leadership in wind power, marine renewables and bioenergy
- Proven expertise in engineering and construction

Today, Grimsby is beginning to develop as an energy centre. It already generates more electricity from renewable solar, wind, biomass and landfill gas than anywhere else in England. The town gains 28 per cent of the electricity it uses from green sources. Its proximity to the biggest cluster of offshore wind farms in Europe is bringing new career opportunities to the area.

Ormiston Maritime Academy is developing the Maritime Futures curriculum to bring the wealth of career opportunities in the maritime sector into the classroom and marry the rigorous knowledge that forms the science, technology, Maths and Humanities curriculum with employer encounters and meaningful careers education.



# WHAT IS THE NEED FOR THE MARITIME SECTOR?



**The UK is one of the world's leading maritime nations. Its status is built upon our geography, a remarkable historical foundation and a large and vibrant economy.**

But leading maritime nations only hold that position because they adapt and plan for the future. So, the UK is looking far ahead, to allow it to support and grow the maritime sector with strength and determination.

Maritime 2050 is a maritime strategy to take the UK into the second half of the 21st century. The strategy identifies a need for a 'greater emphasis' on STEM subjects linked to the maritime sector "to create the training that equips the maritime workforce with the skills that will be needed in the future."

*"For UK maritime firms, an ageing population makes the challenges they already face in promoting the sector as an attractive career choice amongst young people even more acute. With firms competing to recruit from a relatively smaller pool of young people in future, the maritime sector will have to make itself increasingly attractive to recruit future seafarers from within the UK."*

Whilst the maritime sector is hugely important and rapidly growing there are not enough skilled workers to fill these positions. It is predicted that there will be a Marine skills shortage of over 300,000 seafarers by 2050 [Robert, 2018] and currently a shortage of 147,000 workers [World Maritime University, 2019]. The maritime industry also has a history of gender inequality. Recent figures show that women only make up 2% of the global maritime industry, with the majority of women working in ferries and cruise ships. [Maritime UK, 2018].

Alongside an ageing workforce there is a need for a clear pathway for young people to join the maritime sector. Our Maritime Futures curriculum goes some way to addressing this with young people aged 11 to 16.



# WHAT IS THE EDUCATIONAL NEED?



**As a coastal school Ormiston Maritime Academy has specific local context challenges we sought to address through this new curriculum.**

Research presents a concerning situation regarding attainment and coastal location. Those living on the coast are less likely to go to university and disadvantaged pupils have higher performance in non-coastal locations.

According to the Education Policy Institute (November 2020) report “the type of place pupils live in is a strong predictor of their academic attainment and progress compared to solely deprivation and ethnicity.”

There is an opportunity for coastal schools to work to meet this educational need through a local careers driven curriculum.





# WHAT IS OUR SOLUTION?

**We've created a broad and sustainable curriculum that is anchored in our local maritime context. We call it Maritime Futures.**

## **Maritime Futures aims to:**

- Build self-efficacy
- Create positive associations with local economic opportunities
- Illustrate the purpose of theoretical knowledge and motivate pupils who otherwise wouldn't see the relevance of theory
- Provide rigorous and challenging knowledge and techniques to underpin practical application
- Give pupils wide educational building blocks rather than narrow job training

## **We achieve these aims through:**

**Teaching national curriculum subjects through immersion in maritime topics at Key Stage 3, starting in Year 7 for it to be further built upon in Year 8 and Year 9:**

### **For example:**

- **Technology:** Exploration of renewable energy through design and build of a wind powered vehicle
- **Maths:** Looking at how coordinates are used to identify real-life points and journeys in shipping
- **Geography:** Studying containerisation, coastal defences and tourism in our local context

### **Using projects to apply knowledge:**

- Evidence has shown that real-world learning, particularly integrating work and careers education, increases students' understanding, by providing them with meaningful opportunities to apply their knowledge. It also can help students understand more about employment opportunities by helping them to develop the requisite knowledge and skills that will enable them to plan and manage their lifelong career journey (Andrews, 2011; Hooley et al., 2011). Furthermore, project based learning allows students' understanding to widen as they are given meaningful opportunities to apply, interpret and solve problems situated in the real world. [Rogers & McGrath, 2021].
- We use a variety of projects that build on the knowledge learnt in curriculum.

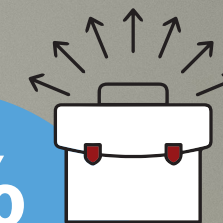
### **Embedding careers throughout the KS3 curriculum:**

- Local employers / maritime experts will routinely deliver lessons with students having employer encounters with a wide variety of careers.
- Students will have access to OAT Futures, a career portal which aims to broaden horizons and raise awareness of the career opportunities available throughout England, thereby removing geographical barriers which can present obstacles to students and prevent them from taking those next steps. The interactive website has also introduced young people to the breadth of maritime careers both onshore and offshore and made them aware of the wealth of opportunities in the local economy.



# HOW WILL WE MEASURE THE IMPACT?

83%



found the most useful  
aspect of the maritime  
curriculum was that  
it taught them about  
different jobs

## How will we measure the impact?

- Attainment and progress will be measured through an end of unit assessment and bi yearly assessments
- Student attitudes to learning will be measured through attitude to learning scores
- Student feedback will be gathered through surveys



If you would like to hear more about our local maritime curriculum please contact  
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