

Benchmark 6

Experiences of the Workplace

February – March 2021



I had one of those epiphanies, which helped me to understand that I might not be fulfilling my moral purpose (the focus for everything and every decision I make) for my students.

The thought of letting them down is abhorrent to me and so I knew that we had to have an additional member of staff to support the lead. I was lucky enough to have a potential candidate so all I had to do was find a source of funds and that was down to moral purpose too!

Headteacher, Bucks

Never has there been a more important time for our students and wider community. Our Careers Leader will have the opportunity to rewrite the rule book on Careers Guidance to not only raise aspiration but “Broker Aspiration” benefitting our students and wider community.

Headteacher, ELAG

Objectives

- To understand how Careers Leaders can plan and implement meaningful experiences of the workplace aligned to school/college priorities and positive student outcomes
- To recognise different approaches to delivering meaningful experiences of the workplace
- To understand how Careers Leaders can embed meaningful experiences of the workplace within a progressive careers programme
- To be able to support a Careers Leader to recognise and be able to make the case confidently with education leaders for delivering meaningful experiences of the workplace within a progressive careers programme





Share a memory of any successful experiences of a workplace you had as a young person

Explain why it was a successful learning experience and what it was about the experience that enabled you to learn in a way that worked for you.

e.g.

Volunteering/Social Action

Workplace Visits

Work Experience Placements

Supporting a family member/friends

Benchmark 6

Experiences of the Workplace

- Work visits
- Work shadowing
- Work experience

What good looks like

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

- By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

Experiences of the Workplace

Aims .

Planning for impact: aims

First step is to focus on the overall intent and the aims of experiences of the workplace without jumping ahead to implementation and what experiences will 'look like'.

The implementation will flow from the overall intent and aims set by Careers Leaders.

Overall intent and aims may be influenced by:

- School/special school/college priorities
- Socio-economic context of the school/college
- Challenges linked specifically to the Covid-19 pandemic
- Destination data

Aligning Experiences of the Workplace to Strategic Priorities

1

What is the vision for careers or for the whole school/college?

2

What are the current strategic objectives for careers?

3

What are the current priorities for the school or college?



What are particular challenges facing schools/special schools/colleges and their students as a result of the Covid-19 pandemic?

Challenges linked to Post Covid-19 Recovery Planning:

Closing the gap

Engaging the disengaged

Socialisation of students

Social, emotional and mental health (SEMH) of students

Practical skills development deficit

Reduced careers opportunities/roles awareness due to missed employer engagement activities

Developing need to prepare students for online recruitment processes and working practices



What aims might a Careers Leader set for Experiences of the Workplace?

- Examples
- Themes
- Reflection

Learning about careers and the world of work*	Developing yourself though careers, employability and enterprise education*	Developing career management and employability skills*
Sense check of career interests/ideas	Increasing student confidence	Understanding workplace behaviours/expectations
Raising opportunity awareness	Raising aspiration	Developing competencies within recruitment processes
Exploration of career opportunities	Supporting socialisation	CV development
Understanding pathways at 16 and 18	Engaging the disengaged	Developing a student’s network
Understanding LMI (Labour Market Information)	Increasing student maturity	Understanding enterprise and self-employment
Supporting positive destination data/reduce NEET (Not in Education, Employment or Training)	Developing specific practical skills	Getting ‘real-life’ experience of work via projects, etc
Understanding specific sectors/roles	Essential skills development i.e. Developing teamwork	Securing part-time work
Challenge stereotypes		Essential skills development i.e. Developing teamwork

Planning for impact: aims

What aims are relevant for cohort:

- Key Stage
- Response to student immediate needs (including Covid-19 recovery)
- Response to student self-assessment
- Links to school/special school/college priorities

BREAK

Planning for Impact

Aims into Action: Learning Outcomes .

Planning for Impact: Aims into Action!

What does 'good' look like?

- To help exploration of career opportunities
- To expand (student) networks
- ...

To include an activity under Benchmark 6, it must meet the following minimum requirements:



- Learning outcomes are defined, based on the age and needs of students.



- Student meets a range of people from the workplace.



- There is extensive two-way interaction between the student and employees.



- Student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer.

Planning for Impact

Meeting a range of people from
the workplace

Planning for Impact:

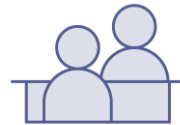
Meeting a range of people from the workplace

- **Example:** Year 7
- **Priority aim:** Raising aspiration
- **Outcome:** To understand all options after Year 11, including apprenticeships, A-Levels, traineeships and T-Levels
- **Think:** How do you support a young person to understand all options at 16 through an experience of the workplace?
- **Ideas:**

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Planning for Impact:

Meeting a range of people from the workplace

- Immersive virtual or physical tour of an organisation; meeting staff and understanding their individual careers journeys
- Planned input from HR/recruitment teams within experiences of the workplace
- ‘Careers journey’ speed dating with a range of employees, either virtually or physically
- Planned Q&A with a range of employees within an organisation who have taken varied pathways
- Role stereotype interactive challenge with a focus on pathways
- ‘Pathways at 16’ project supported by virtual and physical workplace and FE visits, plus Q&As

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Planning for Impact: Reflection

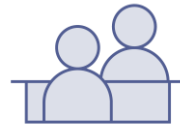
Example:

- School/college as a workplace
- Workplace visits
- Work shadowing
- Block placement
- Volunteering/social action
- Project based learning

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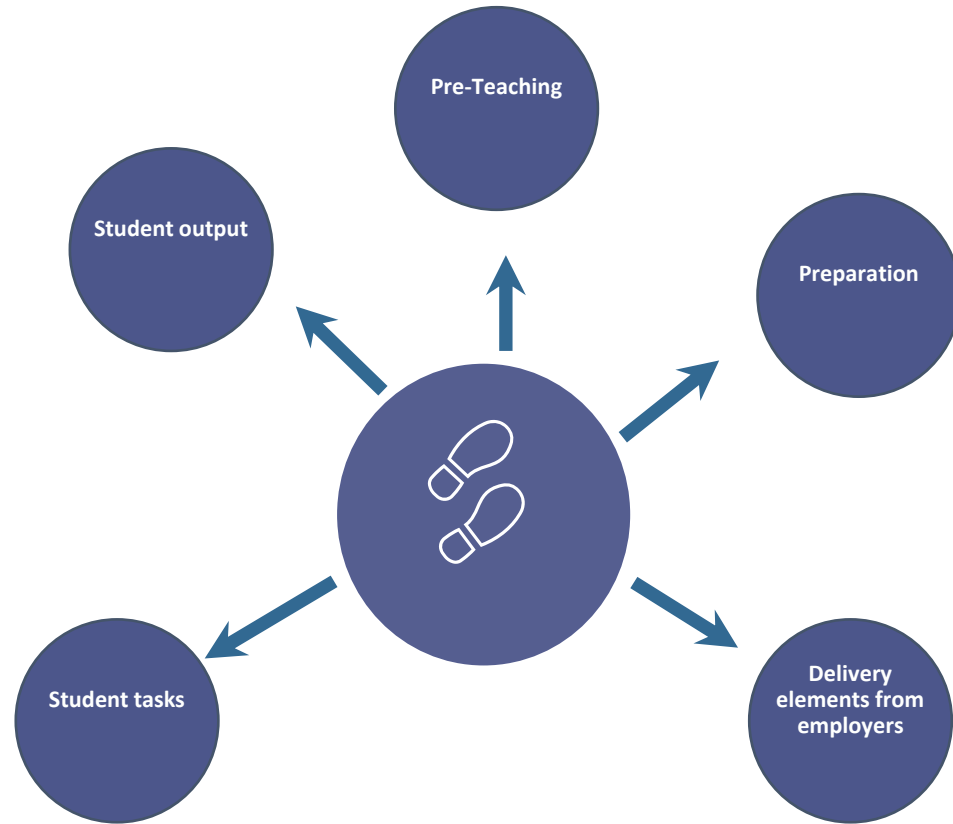
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Planning for Impact

Two-way interaction between
the student and the employee



BREAK

Planning for Impact Feedback

Planning for Impact:

Students performing a task or producing a piece of work relevant to that workplace and receive feedback on it from the employer

- Students sharing a task with employers for feedback
- Students producing a piece of work for feedback
- Presentations to employers

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Measuring Impact and Sharing Success

What is good practice to be able to:

- Measure impact

Measuring Impact

- Evaluation forms from students and employers
- References from employers
- Feedback from students, employers, staff and parents/carers
- Qualifications/Accreditation
- Students sharing a task with employers for feedback
- Students producing a piece of work for feedback
- Presentations to employers
- Log books/journals/diaries
- Skills Builder Benchmark

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Measuring Impact and Sharing Success

What is good practice to be able to:

- Share Success

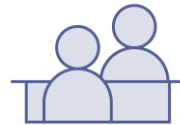
Celebrating Success

- This is deliberately an open and very wide question – it is one that we have to wrangle with in order to support CLs
- To feedback, we will be focusing on actual examples of aims, any themes that emerge around potential aims and each group will reflect on the idea of aims for experiences

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Business case

Securing Resources and Support

Planning for Impact: Aims into Action!

When CLs present plans to SLT/Governors and the wider teaching staff, they could include the following information as part of a proposal:

- Aims related to your school, special school or college's priorities
- Outcomes related to your students' progressive careers programme
- A proposed delivery model and accompanying activity
- The support required from SLT/Governors (e.g., human resource, budget, time, etc.)
- How will feedback be shared and success celebrated within school, special school or college's community

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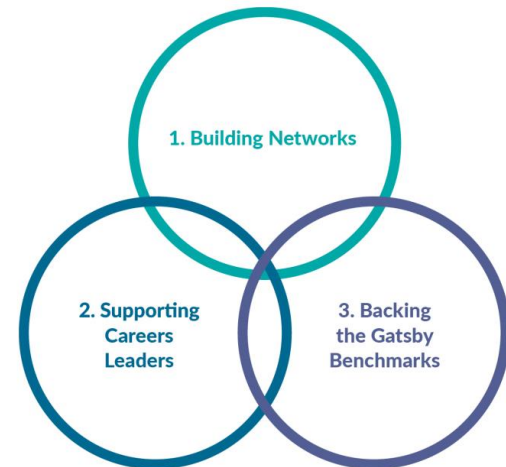
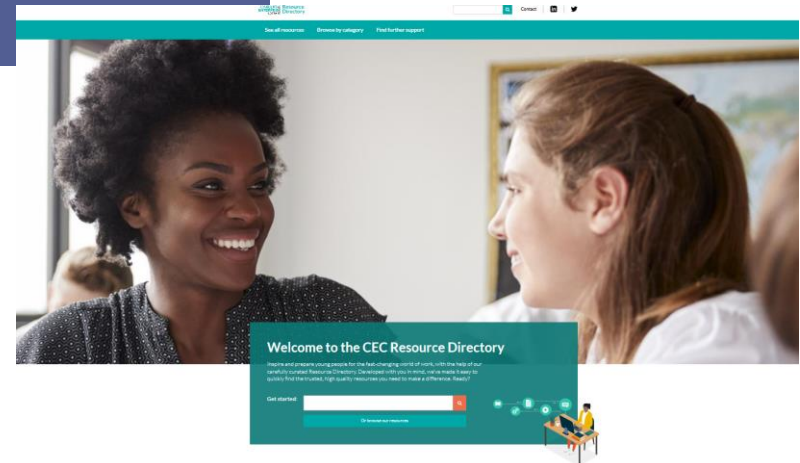
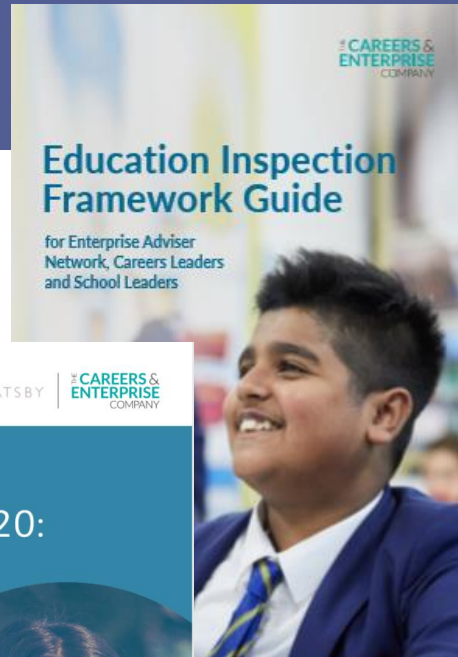
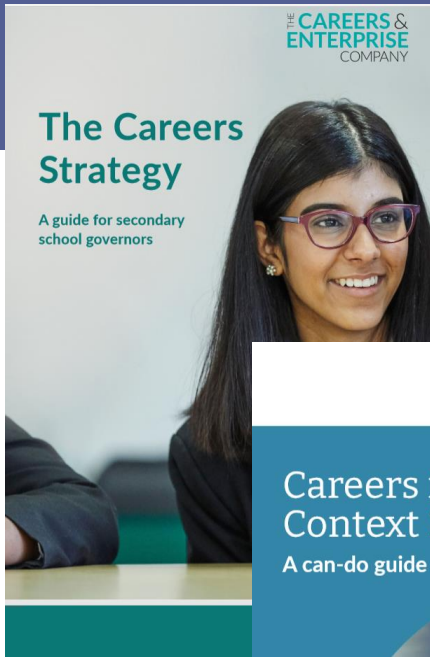
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BREAK

Resources

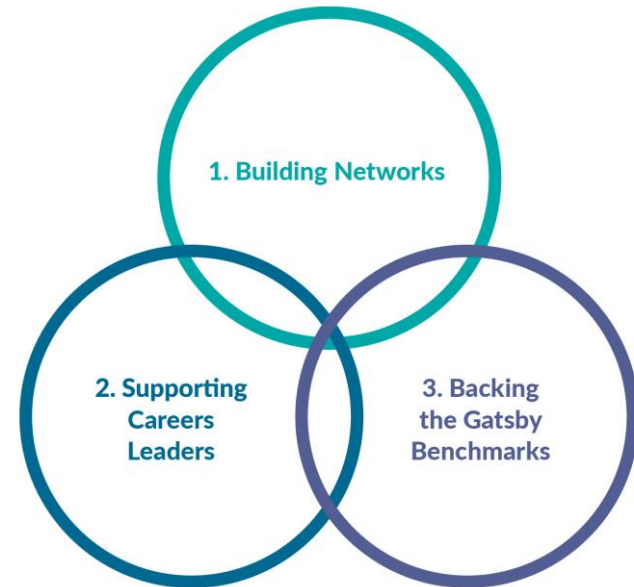


Free Online Training Modules:

An Introduction to Careers Leadership

Course aims:

- Understand what good careers leadership looks like
- Understand each of the Gatsby Benchmarks in detail
- Have given some consideration to what a careers programme and strategy for your school or college could look like
- Have identified the next steps in your development as a Careers Leader



Recommended for:

- Careers Leaders
- SLT/Governors with responsibility for Careers
- Careers Coordinators
- Enterprise Advisers
- Enterprise Coordinators

Funded training bursaries for Level 6/7 Careers Leadership are available:

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I personally have found the role considerably enhanced by completing the L6 diploma in Careers Guidance and Development to fully understand the theoretical principles which underpin careers work and I would strongly recommend this to any prospective Career Leader or as a way to refresh an experienced Careers Leader.

Philippa Hartley, Careers Leader at Huntcliff School



QUESTIONS?

