



Making it Meaningful in Practice: BM7

This guidance is designed to help Careers Leaders to ensure that each encounter with providers of the full range of learning opportunities is meaningful for all participants. This resource supports Careers Leaders to embed encounters within a progressive careers programme and that all activity can support impact evaluation.

BM7: Guiding principles



- **Start early**

- Implement a progressive programme that broadens horizons and scaffolds development of knowledge & understanding required for students to identify their best next steps from when students join you



- **True advocacy**

- Grow your expertise in all career pathways and opportunities for young people
- Become an expert in the latest vocational and technical opportunities for your young people



- **Challenge misconception and assumptions head on**

- Consider all stakeholders and their knowledge, understanding and potential misconceptions



- **Equality of access to information and understanding**

- All pathways for all young people
- Provide equality of access to information and understanding



- **Be informed by trends and success**

- Use destination data and LMI to identify any gaps and implement appropriate intervention
- Use relevant destinations data and LMI to inform continuous improvement
- Harness employer and alumni voice through multi-BM approaches where young people can be supported to understand learning opportunities through encounters and experiences of the workplace

Planning

What	Why	How	Completed
Consider your audience	To ensure that all students have equal access to understanding value of ALL learning opportunities, including technical and vocational pathways	Consider how cohorts and groups are supported to access encounters and experiences of all pathways. Challenge any unconscious bias in student/cohort selection. Refer to FSQ and Destination Data to inform interventions	
Learning outcomes are defined, based on the needs of students	To support the encounter to contribute to a progressive careers programme building on what has gone before and preparing students for what is to come	Refer to frameworks such as the CDI's Framework for careers, employability and enterprise education and the Skills Builder Universal Framework	
Consider if the encounter would be better delivered as a virtual, blended or virtual encounter	To maximise value of encounter	Consider learning outcomes, availability of providers and time/space/tech capacity available for the encounter	
Structure activity and ensure all participants are briefed to promote all learning opportunities	To support students to consider all learning opportunities available to them without prejudice	Work with your Enterprise Adviser/Enterprise Co-ordinator to identify providers from all learning opportunities, including technical and vocational routes Refer to this options map to see all learning opportunities 'at a glance'	
Consider labour market information and key destination data trends when planning encounters	To support students to make informed decisions about all learning opportunities available to them and to respond to key LMI/ Destination Data trends	Careful and targeted use of LMI provides key information about sectors, jobs forecasts and the skills and qualities employers look for in their workforce Example sources of LMI: <ul style="list-style-type: none"> • Access key LMI sources such as: Home - Office for National Statistics (ons.gov.uk) • Nomis - Official Labour Market Statistics (nomisweb.co.uk) • Work with your Enterprise Co-ordinator and/or Enterprise Adviser to understand key local LMI • Access insight data to identify Destination Data trends for your school/college 	
Support providers engaged in the encounter to highlight the relevance of subjects studied by students	To support students to understand the relevance of their subjects and of elements of their curriculum (BM4)	Refer staff to the My Learning, My Future resources to support them with highlighting the relevance of their subject and making links from the curriculum to careers and the world of work	

<p>Brief providers/ employers about aims and context of encounter</p>	<p>To maximise value of employer/ employee expertise and time by supporting students to develop careers knowledge and skills, understanding of LMI and of all learning opportunities that are available to them</p>	<p>Briefings could include:</p> <ul style="list-style-type: none"> • Aims /learning outcomes of the encounter/ experience • Guidance on how to pitch the encounter/ experience at the right level for students • The size of the group • Any key contextual information about the school/college 	
<p>Brief providers/ employers on the needs of all students</p>	<p>To ensure that the encounter is accessible and differentiated to engage all participants</p>	<p>Liaise with the SENCO to ensure that all students needs are met and that key contextual information about student(s) is shared with providers appropriately</p>	
<p>Brief students ahead of the encounter</p>	<p>To understand the learning outcomes and to prepare questions, etc.</p>	<p>This can be done in different ways:</p> <ul style="list-style-type: none"> • Students to set their own objectives for the event • Pre event resarch tasks on relevant pathwys/LMI <p>Consider how pre-event tasks may also engage parents through homeowrk research or crafting questions for providers ahead of the event</p>	
<p>Brief staff on aims of the encounter and key messaging</p>	<p>To support staff knowledge, challenge existing stereotypes and to ensure they understand their role in supporting students to get maximum value from the encounter</p>	<p>Consider inviting link governor or share a briefing for SLT/Governors ahead of the encounter to raise awareness of the value and scope of the encounter</p>	
<p>Brief parents/carers about the encounter and support with signposting</p>	<p>To support parent/carer knowledge of all learning opportunities, to challenge existing stereotypes and to aid well-informed and balanced careers conversations at home</p>	<p>Supports parents/carers to access <u>Talking Futures</u> resources</p>	

Implementation

What	Why	How	Completed
Ensure the encounter involves two-way interaction between students, appropriate provider staff and young people	To ensure students understand and see the value of all learning opportunities available to them, including technical and vocational pathways	Consider all possible activities, depending on the desired learning outcomes. Consider how to make the activities interactive, hands-on and realistic – particularly when supporting learners to understand technical pathways	
Evidence that all students actively participated		Consider providing students with something to complete - a worksheet or booklet which means they are accountable and responsible to find out information and process it	
Record each activity on Compass+	To build an overview of encounters within a progressive careers programme	Find out more about Compass+ here	
Provide students with reflection time and tools	To evidence that the student has reflected on the experience and that it has shaped their thinking about future pathway	Consider student access to online applications/learning logs, etc.	

Reflection & Progression

What	Why	How	Completed
Support students to continue to reflect and learn from the encounter/ experience	<p>To support students in incrementally building their knowledge and understanding of all learning opportunities and to support them to make informed decisions at key transition points</p> <p>To ensure that career activities are followed up and supported, not a 'one off' experience</p>	<p>Ensure that the encounter/experience sits within a progressive careers programme</p> <p>Provide students with access to tools and sources of information to find out more about the learning opportunities to which they have been introduced.</p>	
Gather feedback from all stakeholders about encounters with providers of the full range of learning opportunities	<p>To inform continuous improvement and impact evaluation of your careers provision</p> <p>To ensure that next steps planned within your programme meet student needs</p>	<p>Consider approaches to feedback highlighted in the Impact Evaluation Toolkit</p> <p>Collecting and Reviewing Impact Evidence Guidance Document</p>	
Use Compass+ to record key feedback themes	To support with evaluation of your careers provision	Find out more about Compass+ here	
Share key successes and scope of encounter with key stakeholders	To raise profile of value of careers provision	<p>Consider press releases alongside key employer partners and how to share value and impact of encounter on social media/website, etc.</p> <p>Include key messaging and successes from the encounter within reports/ updates to SLT and governors</p>	
Gather information about confidence levels of parents in understanding of all learning opportunities	To inform continuous improvement of parental engagement. Determine if your methods of communication or ways of sharing information are having the impact you need them to in order to ensure all students are being fully supported at home.	Use Talking Futures resources to help evaluate your delivery	
Share best practice	To inform practice and to support professional development in your school and within enterprise Adviser Network/Careers Hub	Work with your Enterprise Co-ordinator/Careers Hub Lead to develop case study highlighting impact or encounter	

Further CPD and resource

- Encounters with Higher and Further education - Practical ideas for achieving Gatsby Benchmark 7: This [report](#) provides practical insights from Careers Leaders about how to deliver meaningful encounters with further and higher education for young people in secondary schools, colleges and special schools. It is targeted at schools and colleges seeking ideas for how to improve their provision
- Technical Education Pathways Resource: These [resources](#) (created in partnership with the Association of Employment and Learning Providers - AELP which will support you in promoting the wide range of technical education pathways which are available for young people. The resources are designed for careers colleagues to use to explain these pathways to young people as well as promoting the wider work of the Training Provider (ITP) sector
- Our training courses help Careers Leaders understand their role and develop the skills required to strategically embed a careers programme in their school or college. All Careers Leaders working in state-funded secondary schools and colleges, including SEN and AP, are eligible to apply for a fully funded training place. Read our [training catalogue](#), which includes all the information you need to chose the right course for you.
- For a deeper reflection on '[Making it Meaningful](#)', refer to the Making it Meaningful toolkit for further resource and support



Where does Parental Engagement fit in your setting? Get thinking about how to amplify parental engagement in careers with these three starters:

1. Does parental engagement feature in your development plan? Consider how careers could be a positive vehicle for parental engagement.
2. Consider the principles of good parental engagement on page 10 of the [Talking Futures Toolkit](#) and how this could shape your future plans.
3. Engage Senior Leaders and Governors using this [flexible PowerPoint presentation](#) and [handout](#) to help secure support for parental engagement activities.