



Redefine
Redefine
Redefine
Redefine
Redefine

Redefine experiences of the workplace

How to meet Gatsby Benchmark 6
more meaningfully and deliver
positive student outcomes

#MakeltWork

A guide to changing the way we deliver experiences of the workplace

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Introduction

It's time to change
the way we deliver
experiences of the
workplace



Introduction

It's time to change the way we deliver experiences of the workplace

The purpose of this guide is to support you in planning for impact – ensuring that today's experiences of the workplace are aligned to your school or college's priorities and student needs. Why? Because we believe that the current context of the world today has given us a unique opportunity to 'slow down to speed up'.

With fewer opportunities for students to physically get into workplaces due to the pandemic, we have a chance step back and focus less on the pressure of placing young people in work environments purely to satisfy the requirements of Gatsby Benchmark 6. We can instead concentrate on improving the impact and value of the experiences themselves as part of a progressive careers programme aligned to school/college priorities.

Across the following pages, you'll see that we aim to provide inspiration and resources for the implementation of more meaningful experiences of the workplace – and we want to help you plan for impact in terms of positive student outcomes.

You'll also see that the wording in this guide is significant and reflects the good practice expectations reflected in the Gatsby Benchmarks and within 'Careers in Context: A Can Do Guide'. However, before we focus on that, it's important to stop and take time to reflect, then challenge our perceptions while focusing on interpretations of the detail of Benchmark 6 itself.

Do you remember?

Working towards Benchmark 6 can be emotive for us all – stirring up memories of past experiences. But what do you think about when you consider 'experiences of the workplace'?

Was your own experience useful? Were you thrust into an unfamiliar environment with any specific direction? Did it prepare you for the world of work?

At this point, it is important that we re-calibrate and approach the steps and prompts in this guide with an open mind. We are seeing impactful and innovative practice emerging from schools and colleges and we are keen to share the thinking, ideas and practice of impact lead approaches to Benchmark 6.





Shifting perceptions

Work experience
vs. experiences
of the workplace

Shifting perceptions

Work experience vs. experiences of the workplace

Gatsby Benchmark 6 describes experiences of workplaces as: “work visits, work shadowing and/or work experience”. It is important to be clear upfront that work experience is not synonymous with experiences of the workplace. We are approaching this topic with growth mindsets and can do attitudes, taking the opportunity to reframe perceptions.

It is crucial for us to understand what the expectations of Benchmark 6 are before we can focus on planning for impact, so here's a quick recap:

Benchmark 6: defined

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.

1. **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.
2. **By the age of 18**, every student should have had one further such experience, additional to any part-time jobs they may have.

Benchmark 6: detailed

Benchmark 6 allows you to align elements of your progressive careers programme clearly to your school or college's strategic priorities – as identified in a strategic careers plan.

For guidance on developing a strategic careers plan, driven by a vision for careers linked to your school or college's priorities, please access our [Benchmark 1, Module 1 resources and support](#).

If you have a vision statement and strategic objectives for careers in your school or college then ensure that experiences of the workplace are aligned to these. Ask yourself:

1. What is your vision for careers?
2. What are your strategic objectives?
3. What are the priorities for your school or college?





Planning for impact

Focusing on aims



Planning for impact

Focusing on aims

As we consider planning for impact, let's focus solely on aims. Try and avoid the temptation of imagining what experiences of the workplace may look like and how they may be implemented for now, because we'll look at this in the next section.

By simply setting specific aims and intent, you can influence the nature and implementation of the experiences of the workplace – and these experiences can therefore have significant planned impact.

You also have a significant opportunity at the moment to ensure that experiences of the workplace for current cohorts can start to address some of the challenges arising from the pandemic. Education Leaders and employers have identified the following key challenges, where experiences of the workplace can be explicitly planned as part of the solution to acutely meet student needs:

- 1 Closing the gap
- 2 Engaging the dis-engaged
- 3 Socialisation of students
- 4 Social, emotional and mental health (SEMH) of students
- 5 Practical skills development
- 6 Careers opportunities/roles awareness
due to missed employer engagement activities
- 7 Preparing for online recruitment processes and working practices

Remember, to maximise the impact of experiences of the workplace, it is important that they are not simply an end unto themselves. 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.



What are your aims?

Below is a list outlining potential aims for experiences of the workplace.
Feel free to review it and add anything you think has been missed:

☐ Sense check of career interests/ideas

☐ Raising opportunity awareness

☐ Exploration of career opportunities

☐ Understanding pathways at 16 and 18

☐ Understanding LMI (Labour Market Information)

☐ Understanding growth sectors and the changing economy, including skills 'in demand, etc

☐ Supporting positive destination data/reduce NEET (Not in Education, Employment or Training)

☐ Understanding specific sectors/roles

☐ Challenge stereotypes

☐
☐
☐
☐ Increasing student confidence

☐ Raising aspiration

☐ To support socialisation

☐ Essential skills development

☐ i.e. Developing teamwork

☐ Increasing student maturity

☐ Developing specific practical skills

☐
☐
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☐ Engaging the disengaged

☐ Understanding workplace behaviours/expectations

☐ Developing competencies within recruitment processes

☐ CV development

☐ Developing a student's network

☐ Understanding enterprise and self-employment

☐ Getting 'real-life' experience of work via projects, etc

☐ Securing part-time work

☐
☐
☐
☐
☐
☐

What are the key aims for your students to achieve?

Looking at the list above, and taking into consideration your own school or college's priorities, which three aims for experiences of the workplace are a priority for your students?

N.B. You may wish to repeat this exercise for different cohorts.

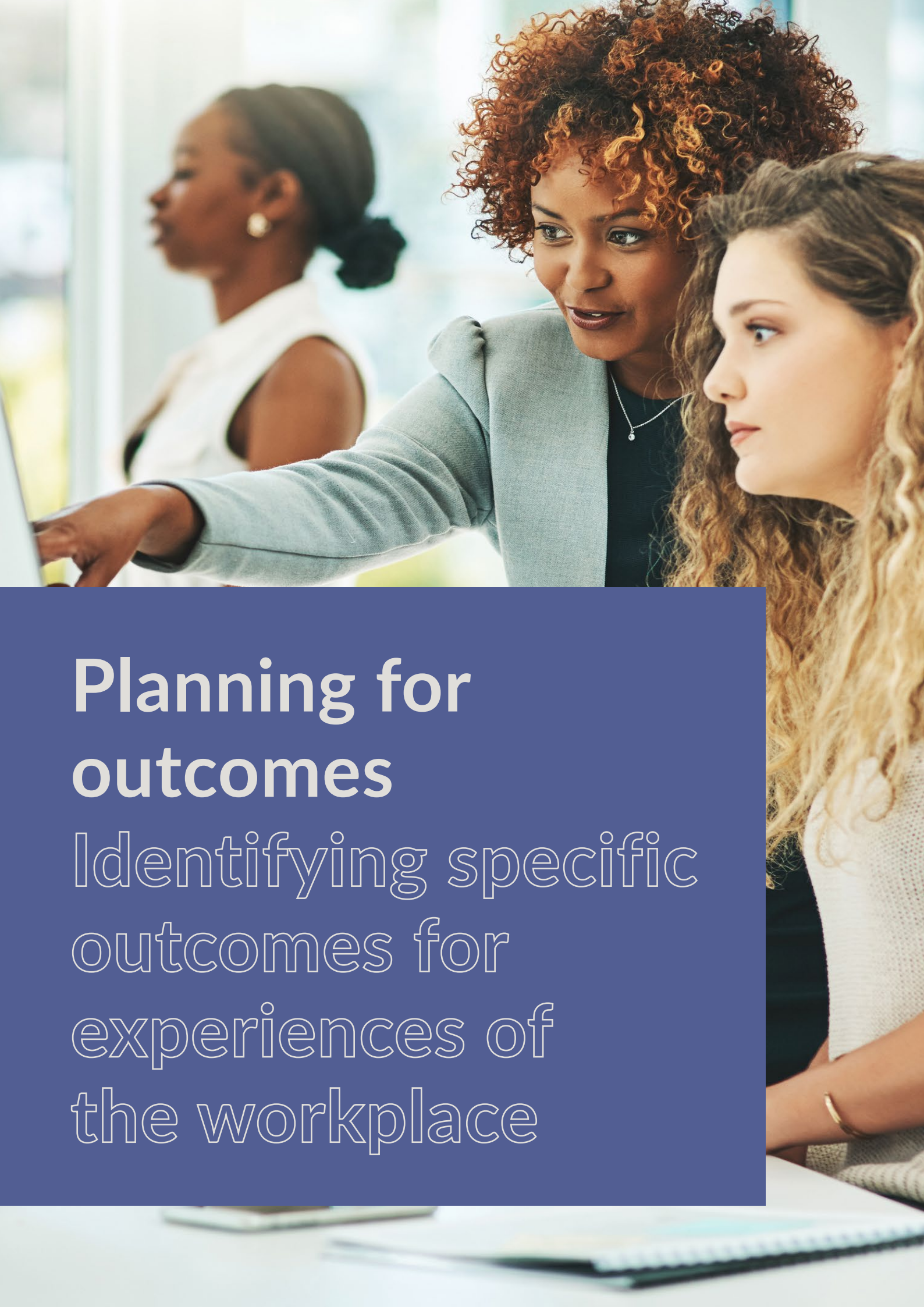
	KS3	KS4	KS5
1			
2			
3			

What are the essential skills your students need to develop?

To help you identify your aims and plan for impact, identify three essential skills that you want students to develop through experiences of work. You may wish to refer to the eight essential skills in the Skills Builder Framework.

N.B. As above, you may wish to repeat this exercise for different cohorts.

	KS3	KS4	KS5
1			
2			
3			



Planning for outcomes

Identifying specific
outcomes for
experiences of
the workplace

Planning for outcomes

Identifying specific outcomes for experiences of the workplace

In this section, we will build on your thinking about your priority aims in order to identify specific outcomes for experiences of the workplace.

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

- 1 Learning outcomes are defined based on the age and needs of students
- 2 The student meets a range of people from the workplace
- 3 There is an extensive, two-way interaction between the student and the employee
- 4 The student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer

What does good look like?

Within 'what good looks like' there are two defined outcomes for experiences of the workplace:

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



Knowledge and Specific Skills

Please see below for an overview of skills and specific knowledge that that be the basic scaffolding of your entire progressive careers programme.

You may use experiences of the workplace as a vehicle to ensure that these are delivered appropriately within your progressive careers programme.

As a Careers Leader you could therefore select learning outcomes from those suggested below to tailor activities in order to cover key learning outcomes within a progressive careers programme.

You may also use these suggested learning outcomes for students to set their own additional learning outcomes for any experiences of the workplace.

KS3	KS4	KS5
To be able to identify careers other than those of your family/carers	To be able to identify careers other than those of your family/carers	To be able to identify careers other than those of your family/carers
To be able to identify some of the business or employers in your area of the country	To be able to identify some of the business or employers in your area of the country	To be able to identify some of the business or employers in your area of the country
To understand the skills needed by employers in your local area	To understand the skills needed by employers in your local areas	To understand the skills needed by employers in your local area
To understand how to find out how much you could earn in different types of jobs	To understand how to find out how much you could earn in different types of jobs	To understand how to find out how much you could earn in different types of jobs
To understand who to go to for information and guidance about careers at school	To identify the support you need to help you make education and career choices	To identify the support you need to help you make education and career choices
To identify and know how to access trustworthy websites that can help you decide what to do in the future? To know how to find information online to help you make education and career choices	To identify and know how to access trustworthy websites that can help you decide what to do in the future? To know how to find information online to help you make education and career choices	To identify and know how to access trustworthy websites that can help you decide what to do in the future? To know how to find information online to help you make education and career choices
To understand how jobs and careers may change in the future	To understand how jobs and careers may change in the future	To understand how jobs and careers may change in the future
	To understand how to build a network of people who work in industries and businesses that interest you	To understand how to build a network of people who work in industries and businesses that interest you
To identify what you might do for a job or career in the future	To identify jobs or careers that match your interest and skills	To identify jobs or careers that match your interest and skills

KS3	KS4	KS5
To identify what subjects you might want to study for GCSE	To be able to articulate a plan for what to do after Year 11	To be able to articulate a plan for what to do after school/sixth form/college
To understand all options after Year 11, including apprenticeships, A-Levels, traineeships and T-Levels	To understand all options after Year 11, including apprenticeships, A-Levels, traineeships and T-Levels	To understand all options at 18 including apprenticeships, higher education and employment
To understand why an apprenticeship might be right for you	To understand why an apprenticeship might be right for you	To understand why an apprenticeship might be right for you
To understand why Higher Education might be right for you	To understand why Higher Education might be right for you	To understand why Higher Education might be right for you
	To understand the costs and benefits or different learning and career options	To understand the costs and benefits or different learning and career options
	To understand different types of recruitment and selection processes, including interviews and assessment centres	To understand different types of recruitment and selection processes, including interviews and assessment centres
To understand how to present yourself well if you want to be chosen for a role	To be able to present yourself well in a selection process for a course or job	To be able to present yourself well in a selection process for a course or job
	To feel confident talking about your skills in an interview	To feel confident talking about your skills in an interview

Using the table below, consider specific outcomes that could align to the aims and essential skills identified as priorities above:

	KS3	KS4	KS5
1			
2			
3			

Find out more

For further information and inspiration on learning outcomes, please take a look at the Career Development Institute's [framework](#) of desirable learning outcomes from careers, employability and enterprise education, which can be found via their website.

Employer engagement

Having identified planned intent and key skills for experiences of work, it's time to consider what an employer might want from supporting experiences of work.

Review the list and add in any advantages to employers not listed below:

1. Idea generation

2. Talent pipeline

3. Staff development

4. Brand recognition

5. Youth perspective

6. Community links

7. Corporate social responsibility

8.

9.

10.

Next, identify any key benefits to employers linked to your priority aims, key essential skills and planned outcomes:

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Case Study

North Hertfordshire College

North Hertfordshire College are appealing to employers to support their 'Give a Future' campaign to develop meaningful employer encounters and experiences of work that are aligned to business needs.

Visit: nhc.ac.uk/giveafuture



The Give a Future campaign has given a focus to employers showcasing opportunities to support young people, and encouraging development and knowledge sharing, despite the ever-changing barriers. We have been delighted with the wholehearted support we have received from employers and the new opportunities to engage.

Claire Cooper

Head of Student Experience



Case Study

Morgan Sindall

Priority aims:

- 1 Address skills shortage in construction
- 2 Encourage more females to apply for degree apprenticeships

Outcomes:

- 1 To understand a wide range of roles and opportunities within the construction industry and to understand a range of pathways
- 2 To develop practical team working skills through a design-based project (linked to the design and build of a sustainable building)

How does Morgan Sindall support students to meet the defined outcomes through experiences of the workplace?

- 1 Careers talks from a diverse range of employees highlighting roles, responsibilities and pathways from site managers through to the regional Managing Director
- 2 Specialist input linked to the design-based project from expert engineers, architects and construction managers
- 3 Virtual team meetings/Q&A support sessions conducted by key staff for the students as they worked on their design-based project

Impacts

- 73% of students would consider a career in construction as a direct result of the week
- 60% of our entry level recruits have experienced education engagement with us over the last three years, with over 70% of them taking part in our work experience programme



Learn more about experiences of the workplace at [Morgan Sindall](#).

Now, more than ever, I feel like the partnership between education and business is one of the most important things for our economy, our communities, the inspiration of our next generation and our social mobility.

Helen Clements
Social Value Manager



Summary of planned intent

To summarise the questions you've answered across the past few pages of this guide, now map your thinking so far for one chosen cohort.

Experiences of the workplace

Cohort:

Priority aims:

Specific outcomes:

Key essential skills:

Key advantage(s) to employers:

Ready to take the next step?

At this point, you can probably start to see a structure or shape emerging to ensure that the relevant aims and outcomes are achieved. This may already look different to previous experiences of workplaces delivered in your school/college – but that's a good thing.

In the next section, we will consider implementation. Any 'business case' you end up making for the time, resources and support you need will be underpinned by the work you have done so far. This ensures that experiences of the workplace are planned for impact, based on the needs of your students and the context/priorities of your school or college.





Implementation

Defining
the relevant
supporting
activities

Implementation

Defining the relevant supporting activities

In this section, we're encouraging you to be creative! We want you to put your thinking into action and have a go at bringing one of your outcomes to life.

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

- 1 Learning outcomes are defined based on the age and needs of students
- 2 The student meets a range of people from the workplace
- 3 There is an extensive, two-way interaction between the student and the employee
- 4 The student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer

Get creative!

Begin by focusing on one of your outcomes and think about what students need to take away from meeting a range of people from the workplace. What sorts of activities with people from the workplace could support a young person to meet this outcome?

On the next page, you'll find a few examples to get your creative juices flowing...



Cohort: 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:

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



For employer visits we have a range of suggested activities, they can include ranging from introduction, tour, questions to answer from observations on the way round, being paired with an employee to observe /help them for an hour warehouse retrieval exercise, ask the apprentice, etc.

Careers Leader

Students got to observe and follow the progression of treatment of a patient. This is the kind of experience that is difficult to do in person. Sessions are live, the students do get opportunity to ask questions throughout the session. There is "homework" for each session where the student gets to reflect on what they have seen and learnt from the session. Students find it very useful!

Careers Leader



Cohort: Year 8

Priority aim: Raising opportunity awareness

Outcome: To be able to identify careers other than those of your family/carers

Think: How do you support a young person to identify careers other than those of your family/carers through an experience of the workplace?

Ideas:

- 1 Immersive virtual or physical tour of an organisation; meeting staff and understanding role profiles
- 2 'Roles and responsibility' career speed dating with a range of employees, either virtually or physically
- 3 Youth social action projects with allocated roles and employer engagement support
- 4 Follow the journey of a product or process within an organisation and/or supply chains with a focus on the roles and responsibilities at each stage
- 5 Role stereotype interactive challenge
- 6 Local 'business safari' virtual and physical visits to key employers with opportunities to meet HR/key staff
- 7 Local LMI investigation project supported by virtual and physical workplace visits and employer Q&As



“

My students went to visit an RAF base for the day. This was a really exciting day full of have-a-go activities, and they had work tasks to complete. The Red Arrows had been on tour and returned from USA that day. They flew in, and our students got the full treatment, meeting the Reds, going around the aircraft, and having a fabulous experience that they will never forget.

Careers Leader

”

Cohort: Year 9

Priority aim: Supporting positive destination data/reduce NEET (Not in Education, Employment or Training)

Outcome: To be able to identify some of the industry/businesses where you might like to work in the future

To identify jobs or careers that match your interest and skills

To understand all options after Year 11, including apprenticeships, A-Levels, traineeships and T-Levels

To be able to articulate a plan for what to do after Year 11

Think: How do you support positive destinations and develop understanding of workplace behaviours/expectations via experiences of the workplace?

Ideas:

- 1 Careers journey' speed dating with a range of employees, either virtually or physically
- 2 Discovery days in a range of local businesses, including SMEs/ start-ups,etc.
- 3 Labour Market Information based project research task with support and input from a range of employers
- 4 Challenge to present potential personal pathways following experience(s) of the workplace
- 5 Immersive virtual or physical tour of an organisation; meeting staff and understanding role profiles
- 6 'Roles and responsibility' career speed dating with a range of employees, either virtually or physically
- 7 Youth social action projects with allocated roles and employer engagement support
- 8 Follow the journey of a product or process within an organisation and/or supply chains with a focus on the roles and responsibilities at each stage
- 9 Role stereotype interactive challenge



“

We are looking to build even stronger links with local charities to help our students make our town a better place

Careers Leader

”

Ideas (cont):

10 Local 'business safari' virtual and physical visits to key employers with opportunities to meet HR/key staff

11 Local LMI investigation project supported by virtual and physical workplace visits and employer Q&As

“

We set fact finding tasks for students about the business they are working with and this has worked well

Careers Leader

In year 10 our students work shadow and undertake a work based task which they get feedback on.

Careers Leader



”

Cohort: Year 10

Priority aim: To develop understanding of workplace behaviours and expectations

Think: How do you support a young person to understand workplace behaviours and expectations

Ideas:

- 1 Block placement at a fixed place of work with clear expectations set
- 2 'Roles and responsibility' career speed dating with a range of employees, either virtually or physically
- 3 Youth social action projects with allocated roles and employer engagement support
- 4 Local 'business safari' virtual and physical visits to key employers with opportunities to meet HR/key staff and hear about workplace expectations and what happens when
- 5 Virtual/Physical meeting with HR/key staff and hear about workplace expectations and what happens when things go wrong
- 6 Employer set project in teams with tight deadlines and opportunities for virtual meet/updates with formal presentation and feedback from employer



Block placements give consistency and really help students understand the importance of professionalism through being punctual within a week in the reality of working

Careers Leader



Cohort: Year 12

Priority aim: Skills and CV development

Outcomes:

To be able to present yourself well in a selection process for a course or job

To feel confident talking about your skills in an interview

Think: How do you support a young person to present themselves well throughout recruitment and selection processes via an experience of the workplace?

Ideas:

- 1 Students provide 'business clinic' support to local SME/start ups
- 2 Students are supported to source, secure and scope their own placement within the experience of the workplace
- 3 Mock interview/assessment centre events with local employers where students and employers use the language of the universal Skills Builder Framework
- 4 Planned input from HR/recruitment teams within experiences of the workplace
- 5 Q&A with staff about their experience of selection processes and advice
- 6 Simulated HR/recruitment activity within an experience of the workplace
- 7 Plan a recruitment campaign and recruitment process' project supported by virtual and physical workplace visit, plus Q&As
- 8 Employer set project in teams with tight deadlines and opportunities for virtual meet/updates with formal presentation and feedback from employer

We empower all students to find their own placements. 2/3 of the experience is actually finding the placement in my mind.....showing bravery, building resilience, pushing on through.

Careers Leader

This year we have designed our own virtual work experience week, based around students applying for the position (Interview/application/CV), first day at work (selecting outfits/virtual 360 of real businesses to identify areas they would need to know) real activities such as customer services, business emails, answering the phone etc) Finishing off with a real end of work placement interview.

Careers Leader



Have a go!

Cohort:

Priority aim:

Outcome(s):

Think:

Ideas:

“

We have set real world employer projects that they can then complete in school with employer input at the start and end points. This could be followed up with a placement - for example, multiple students visiting the company and shadowing the role of the ‘project setter’

Careers Leader

How are things shaping up?

Depending on what will help you deliver on your aims and outcomes, you should now be starting to visualise which experience of the workplace may be best to meet your needs:

1. School/college as a workplace
2. Workplace visits
3. Work shadowing
4. Block placements
5. Volunteering/social action
6. Project based learning

”

Key question: How long and what format is necessary to achieve planned impact?

The answer to this question will ultimately depend on your aims and outcomes. But to get you thinking here's a great example of a comprehensive series of progressive experiences of work.

Year 7: The school as a workplace/Takeover Challenges

Year 8: Local workplace visits/'Business Safaris'

Year 9: Employer-led challenge, including a workplace visit

Year 10: A series of site visits in a 'World of Work' week with project briefs to be completed and presented back in teams

Year 11: Individual career investigation via self-identified 'Block Placement'

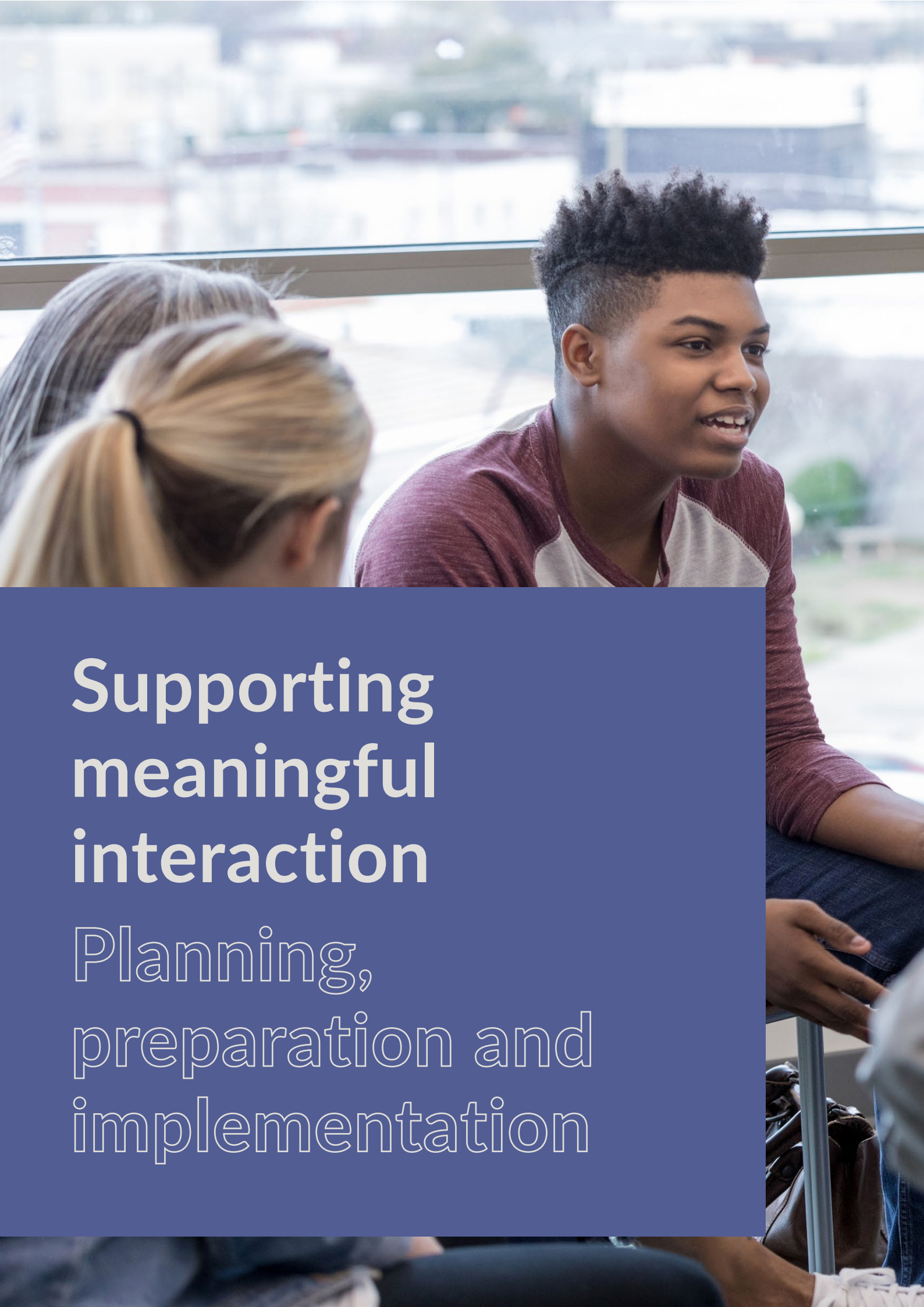
Year 12: SME Business Clinic to support CV and Application development

“

From Year 7 students have a chance to work in the school bank and tuck shop (both onsite) and as they move onto the next class (Year 8/9) they will volunteer in the local community. From Year 10-14 there is yearly volunteering offsite with work experience once a year on a supported placement.”

SEND Careers Leader

”



Supporting meaningful interaction

Planning,
preparation and
implementation

Supporting meaningful interaction

Planning, preparation and implementation

In this section, let's focus on the importance of supporting two-way interactions between students and employees.

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

1. Learning outcomes are defined based on the age and needs of students
2. The student meets a range of people from the workplace
3. There is an extensive, two-way interaction between the student and the employee
4. The student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer

Things to consider

To encourage and develop a fluid dialogue between students and employees, consider:

1. **Pre-teaching:** What do students need to understand ahead of the experience of the workplace?
2. **Preparation:** What should students prepare/research ahead of the experience of the workplace?
3. **Delivery elements from employers:** What should be included in your 'ask' from employers in terms of specific elements to highlight during the experience of the workplace?
4. **Student tasks:** What will students be expected to do during the experience of the workplace as a basis for interaction?
5. **Student output:** What output from students is expected as a basis for interaction and to show that outcomes for the experience of work have been met?





Capturing feedback

Gaining meaningful
response and
celebrating success

Capturing feedback

Gaining meaningful response and celebrating success

Finally, it's time to consider how feedback will be captured from all stakeholders involved with the experience of the workplace.

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

1. Learning outcomes are defined based on the age and needs of students
2. The student meets a range of people from the workplace
3. There is an extensive, two-way interaction between the student and the employee
4. The student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer

How will feedback be captured?

Have a think about what piece of work your students could do following their experience of the workplace, and how they might capture feedback from the employer. Here are a few suggestions to get you started, but please add your own ideas below:

1. Evaluation forms from students and employers
2. References from employers
3. Feedback from students, employers, staff and parents/carers



A man in a blue lab coat and safety glasses is gesturing with his hands, looking towards the camera. In the background, a team of people, also in blue lab coats, are smiling. The image has a blue overlay at the bottom containing the text.

Measuring Impact and Sharing Success

Measuring Impact and Sharing Success

There is often much to celebrate following meaningful experiences of the workplace. Part of maximising their value and impact is in how learning and development is shared with all stakeholders, including your school or college's community.

So, how will learning and development be captured and shared from the experiences of work?

Add your ideas to the list below:

Measuring Impact:

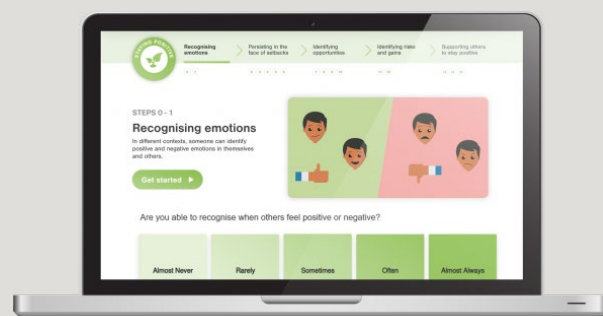
1. Qualifications/Accreditation
2. Students sharing a task with employers for feedback
3. Students producing a piece of work for feedback
4. Presentations to employers
5. Log books/journals/diaries
6. Use [Skills Builder Benchmark Tool](#)
7. Informing EHCP and Action planning
- 8.
- 9.
- 10.

Sharing Success:

1. Publication of an article or experiences of the workplace showcase e-book for governors and employer stakeholders
2. Presentations to peers/young students
3. Project learning exhibition
4. Celebration event
5. Photo records and Experiences of Work Selfie Challenges and #hashtags
6. Recognition Initiatives
- 7.
- 8.
- 9.

Skills Builder Benchmark

Skills Builder Benchmark is an online, self-assessment tool for students to discover their essential skills strengths and areas for development, through a personalised Skills Report. Bookend your provision to demonstrate impact, or simply use as a one-off to encourage students to quantify their learning in terms of the highly transferable skills they develop, as well as the other insights they gain.





We ask students to report each year in their EHCP review around their experiences of workplaces, volunteering and skills for work and so there is a running record of all they have taken part in or achieved. As a result, the next steps are very much student led and planned for - and we keep future aims/planning in mind from Year 12 onward as the transition to adult services for our students is like their next step into college/uni.

SEND Careers Leader

We ask students to present to each other and share their experiences, so it is a celebration. Students have presented to employers, too.

Careers Leader

Our Industry Excellence Partnership scheme has been very successful in recognising and rewarding the important contributions that employers make in providing meaningful experiences of the workplace.

Careers Leader



A photograph of two young chefs, a man and a woman, in a kitchen. They are both wearing white chef's coats and tall white chef's hats. The man is on the left, smiling and looking down at a cutting board. The woman is on the right, also smiling and looking down at the cutting board. They are both holding large kitchen knives. On the cutting board, there are several red tomatoes and some yellow and orange vegetables. In the foreground, there is a bunch of green leafy vegetables. The background is slightly blurred, showing kitchen equipment and a wall with some papers.

Summary

Presenting your plan

Summary

Presenting your plan

Linking experiences of the workplace to your visions, aims and outcomes allows you to make a clear 'business case' for the time, resources and support you need.

When you present your plan to SLT/Governors and the wider teaching staff, be sure to include the following information as part of your proposal:

- 1 Aims related to your school or college's priorities
- 2 Outcomes related to your students' progressive careers programme
- 3 A proposed delivery model and accompanying activity
- 4 The support required from SLT/Governors (e.g., human resource, budget, time, etc.)
- 5 How you will share feedback and celebrate learning and development with your school, special school or college's community



Need further support?

Contact your local Enterprise Adviser Network or Careers Hub for local solutions and best practice.

Visit '[Careers in Context: A Can Do Guide](#)' to access a template proposal to SLT/Governors.

