Design: process and considerations

You have done your scoping, you have some ideas about how you can deliver a virtual or blended work experience programme and you know what schools want and what they will be bringing to the table. Now to plan. You'll be thinking of who in your business will be leading and taking part in your programme, identifying their roles, how many participants you would ideally like to engage with, what technology you'll be using, what your timescale is going to look like and creating a scheme of work.

Designing Your Programme

Co-creating your programme is key to its success. Working collaboratively across the members of your team who will be involved in delivering and the schools or colleges you will be engaging with, will result in a great experience for everyone involved.

The design of your programme doesn't necessarily need to be set in stone right from the start - it can be dynamic, developing to include ideas and suggestions from all involved, until you reach the final project plan. This will generate a real sense of ownership for everyone, and that makes for much more effective working.
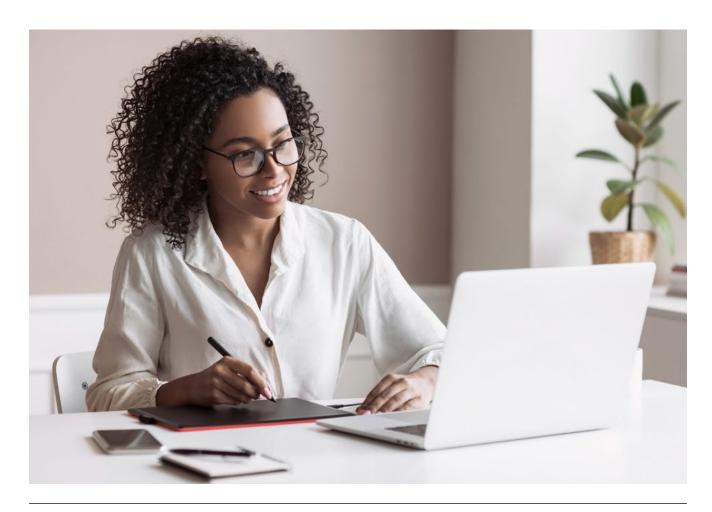
An overarching vision of what you want to deliver and a time-line are both important. Capgemini says 'start at the end and consider what you want the students to get out of it from the outset. Start with the social value that you think your company can bring and work out how to achieve this in a meaningful way, and not feel you need to offer five days as one excellent day can be more beneficial than five average or poor ones, according to Capgemini.

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Enterprise Adviser networks like Greater Lincolnshire Enterprise Adviser Network (GLEAN) have some great suggestions if you need some inspiration. They might include a specific project for students to complete, like a presentation on a new product and how it might be advertised, or researching competitors and summarising how they compare. You could also include an employability task such as reflecting on personal skills and then creating a CV.

Plan ahead for your employee involvement, and work with schools to set dates and content in advance to enable work experience to be integrated into their timetables and curriculum schemes of work. Look at the dates you intend to deliver and

work backwards, identifying deadlines for each element of your programme design. Tesco runs a well designed work experience programme. To open their programme to more students, you can see the job advert for the Virtual Work Experience for Y10 within Tesco F&F Clothing. They have shared an example of one of their work experience timetables here. You can download template and other useful resources to adjust for your programme from our digital guide.

Ensuring that activities are relevant to the workplace and feedback is provided is essential to help schools and colleges achieve Gatsby Benchmark 6 and for ensuring a good experience for young people. Fortem says 'Whilst developing this programme, our team worked alongside the D2N2 Local Enterprise Partnership team to ensure the virtual work experience could help schools to achieve Gatsby Benchmark 6. All our work experience modules are based on real working examples of Fortem job roles and tasks within these roles.' Have a look at Fortem's Frequently Asked Questions.

> **Teachers will be able to see opportunities for cross curricular work to increase the impact of the programme for those taking part.**

Schools and colleges have Career Leaders whose job it is to facilitate the administration side - including all the associated forms, as well as lead on strategy. You will need to check with them about insurance and necessary risk assessments if you are going to have a physical visit and access any policies they may have which they share with businesses they engage with. You'll also need to agree the terms and outcomes of the work experience with them on paper. This will form part of the evaluation process after delivery. Visit our Step By Step Guide to see The Education Development Trust's Top Tips for VWEX Employers for more information on health & safety plus safeguarding.

Your Students

It's important to find out more from schools about the students who will be taking part. How many students will be participating? Do any have special requirements? For example, will participants have Special Educational Needs and/or Disabilities (SEND)? Knowing this will inform your thinking around delivery. Do they have previous work experience? Are there any specific safeguarding issues? Do all the students have access to the technology and platforms they will need to take part?

Movement to Work supports young people not in Education, Employment or Training (NEET). They say 'Analysis suggests that disadvantaged young people will be amongst the worst affected groups of people as a result of the COVID-19 crisis. Yet they could also be the smartest solution to rebuilding our workforces.' Accenture and Movement to Work joined forces to create a useful guide to designing a virtual work experience programme. Use this guide to extend your programme to NEETs.

> " It's important from an inclusion perspective to make as much of your programme available to every student, regardless of their personal safeguarding status.

Digital Poverty

Digital poverty and inclusion are issues which need to be acknowledged. The aim of the Gatsby Benchmarks is to ensure every student, regardless of background, has access to high quality careers education and experiences. The potential of every young person should be allowed to shine through - and you never know, if you don't ensure your programme is accessible to any student, you might just miss that star employee of the future.

Digital Poverty is a serious issue. Inevitably, this is impacting more on those students who are

disadvantaged socially or economically. West of England Combined Authority joined forces with The Careers & Enterprise Company created a Digital Poverty Questionnaire list of things to consider, how you can help and where to find futher information.

Safeguarding

Ultimately safeguarding responsibility lies with the school, however employers should be aware of the requirements and always consider safeguarding when planning. Virtual delivery and contacting young people require additional planning to ensure both young people and delivery partners are appropriately safeguarded. It is recommended that you review your policies and ensure they are responsive to different working practices where appropriate, and that employers make a safeguarding statement available to schools, young people, and parents. These guidelines are recommendations only and virtual activity should be responsive to the guidelines issued by the Department for Education. Current Department for Education guidance for full opening of schools can be found here. Further guidance on safeguarding can be found in the document 'Keeping children safe in education – for schools and colleges'. Read more about the steps you should take to ensure you are taking the required steps when working with young people in our Safeguarding Guide.

Safeguarding when working together online and in the real world is essential. School and college staff are well trained in this area and will be able to advise you of the limitations which will need to be in place to ensure safeguarding and which will comply with their safeguarding policies. These can vary from school to school and student to student, and will be significantly different in the context of young people with SEND and Pupil Referral Unit (PRU) students. It's important from an inclusion perspective to make as much of your programme available to every student, regardless of their personal safeguarding status. A common solution is the use of a platform like Microsoft Teams, where the school sets the privacy parameters and hosts sessions, maintaining control to ensure a mutually safe and compliant environment. Read more about using technology when giving experiences of your workplace in our Guidance on Technology guide.

If you have any concerns about safeguarding or want to offer training to any of your team, the charity National Society for the Prevention of Cruelty to Children (NSPCC) offers great advice and runs excellent online training courses for anyone coming into contact with young people.

How you can help a school/college?

Establish what the challenges are, and how you can help. You may want to ask:

- What are the challenges the Careers Leader and other staff are facing delivering Careers Learning remotely?
- What proportion of students are affected by digital poverty/digital capital using the above definitions?
- What support has the Careers Leader had so far to address this? This could be government or other organisations?
- Which elements of Digital Capital are particularly difficult to address?
- Has the Careers Leader accessed the support via the CAS website?

Can your organisation help the school/college to address any of these challenges?

Content

Deciding on the final content of your programme will be the end point of this stage. It will encompass how and who in your organisation is going to deliver what, what the balance between pre-recorded material (virtual tours etc) and interactive sessions will be, what the agreed outcomes for them will be, and whether any elements can be accredited by an awarding body.

Writing a scheme of work for each session can seem daunting, but the Career Lead and teachers from the school or college you are working with will work alongside you to produce the planning documents. There are many examples available online for you to look at for reference, for example Greater Lincolnshire Enterprise Adviser Network (GLEAN) have provided some great templates.

Case study

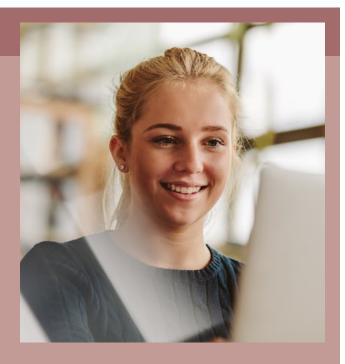### GLEAN's Enterprise Challenge (1 to 2 hours)

Example learning outcomes:

- Students can recognise the qualities and skills they have demonstrated both in and out of school that will help to make them employable

- Students can recognise when they are using qualities and skills that entrepreneurs demonstrate

10 mins - Warm up exercise (teacher to provide, or other resource (eg Barclays Life Skills modules) (lead - teacher)

10 mins - Introduce the challenge or task
Outline the task to the students, emphasising how the task is relevant to your place of work. Ideally the task should be an authentic (but simplified) example of the type of task employees at your organisation might undertake.
(lead - employee)

Between 30 mins and 1 hour (pre-recorded or live) – Your employer challenge
Students work on the task or challenge you have set for them. This could be in virtual break-out rooms or offline at home or in their classroom. Students produce a piece of work to receive feedback. Feedback can be done individually, or in small groups. The work could include creating a short presentation, drafting a letter to a customer, suggesting improvements to website, designing something, etc)
(lead - employee, with teacher support)

Employer provides feedback to student (individual or in groups). If the task is one which will take longer than the virtual experience, then feedback could be given at a later date – real time or recorded.

10 mins Student debrief – reflect on what they have learned, what they did well and what they could improve.
(lead - teacher)

Greater Lincolnshire
Local Enterprise Partnership

Scope
Design
Deliver
Evaluate

Give Young People Experience of Your Workplace
The digital guide

Need support to create a great experience of your workplace programme?
Visit **http://wex.careersandenterprise.co.uk** for a practical Step By Step guide,
downloadable resources and further information, plus further supporting research
reports and white papers. All in one place!

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