



Understanding how to embed progressive work experiences

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Using this resource

This resource is part of a comprehensive set of guidance designed to help you:

- Establish a sustainable and strategic approach to careers leadership.
- Develop a progressive and responsive careers provision that meets the needs of all learners.
- Evaluate your careers provision and plan for impact.

Careers Impact: Full set of Guidance

Our guidance includes the following key documents:

- [Careers Leader Roadmap](#)
- [Benchmark 1: Suggested universal career-related learning outcomes](#)
- [OnTrack+ Practice Guide](#)
- [Understanding How to Create a Strategic Careers Plan](#)
- [Understanding How to Develop Progressive and Responsive Careers Provision \(Careers Learning Journeys\)](#)
- [Understanding How to Effectively Evaluate Your Careers Provision](#)
- [Understanding How to Embed Careers in the Curriculum](#)
- [Understanding How to Embed Progressive Employer Encounters](#)
- [Understanding How to Embed Progressive Work Experiences](#)
- [Understanding How to Embed Progressive Encounters with Further and Higher Education](#)

Alignment with The Careers Impact System

All resources in this suite are aligned with Themes 1 and 2 from the Careers Impact Maturity Model, which underpins a [Careers Impact internal leadership review](#).

- Careers Impact Maturity Model ([schools and special schools](#))
- Careers Impact Maturity Model ([colleges](#))
- Careers Impact Maturity Model ([Independent Training Providers](#))

The maturity model provides a shared language for positioning careers as a driver for improvement in schools, special schools, colleges, and ITPs. It defines all elements of sustainable and strategic careers leadership.

A Careers Impact internal leadership review supports the quality assurance of your careers provision and encourages continuous improvement aligned to your whole institution's priorities.

The resources in this set of guidance provide practical support in developing an impact led approach to careers in your institution.

Alignment to the Gatsby Benchmarks

Importance of Benchmark 6

The Gatsby Next 10 years report noted that ninety-seven per cent of respondents to the open consultation from the education, business, and careers sectors stated that providing experiences of workplaces is critical to good careers guidance¹. Careers Leaders indicated that having experiences of workplaces can motivate young people, give them focus, and help them develop important skills. These sentiments were echoed by headteachers, college principals, and young people. Young people expressed a desire for more opportunities to experience workplaces and a wider range of experiences to understand what different workplaces are like and how they function.

- **Gatsby Benchmark 6: Summary**
- **Secondary Schools: Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.**
- **Colleges & Training Providers: Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.**

Understanding how to embed impact driven work experience within progressive and responsive Careers Learning Journeys

This guidance will support you in ensuring that your approach to modern work experience is aligned to your school, special school or college’s priorities and learner needs.

From September 2026, schools should be reforming their work experience programmes according to this guidance <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers> so that all pupils can benefit from the opportunities, development and learning that work experience provides.

Planning an approach to work experience can be emotive – stirring up memories of past experiences.

Reflection

- » What do you think about when you consider ‘work experience’? Were your own experiences useful? Were you thrust into unfamiliar environments with specific direction? Did they prepare you for the world of work?
- » Take a moment to capture and note what you believe the ‘purpose’ of work experience to be.

When we ask this question in research forums or in workshop delivery, there are often more than 40 different answers to this question of what the purpose of work experience is.



The potential value and therefore purpose of work experience is VAST.

Clarity of purpose is essential. It's important to recognise that the goals for what you want your learners to know, understand, and be able to feel or do as a result of work experience are unlikely to be fully achieved through a single experience.

This resource is designed to help you focus on planning a progressive approach to experiences of the workplace and to planning for impact for each experience within that approach.

Guiding principles

To support a meaningful approach to Benchmark 6 and the updated statutory guidance this resource is underpinned by the following core guiding principles:

- Start early to develop a progressive approach that allows for experiences across key stages or across programmes of study.
- Be intent and outcome led.
- Be responsive to learner need, evaluation data and regional/national labour market context.

Benchmark 1: Suggested universal career-related learning outcomes suggests a set of learning outcomes that could underpin your progressive approach to meaningful work experience.

Start early to develop a progressive approach that allows for experiences across key stages or programmes of study

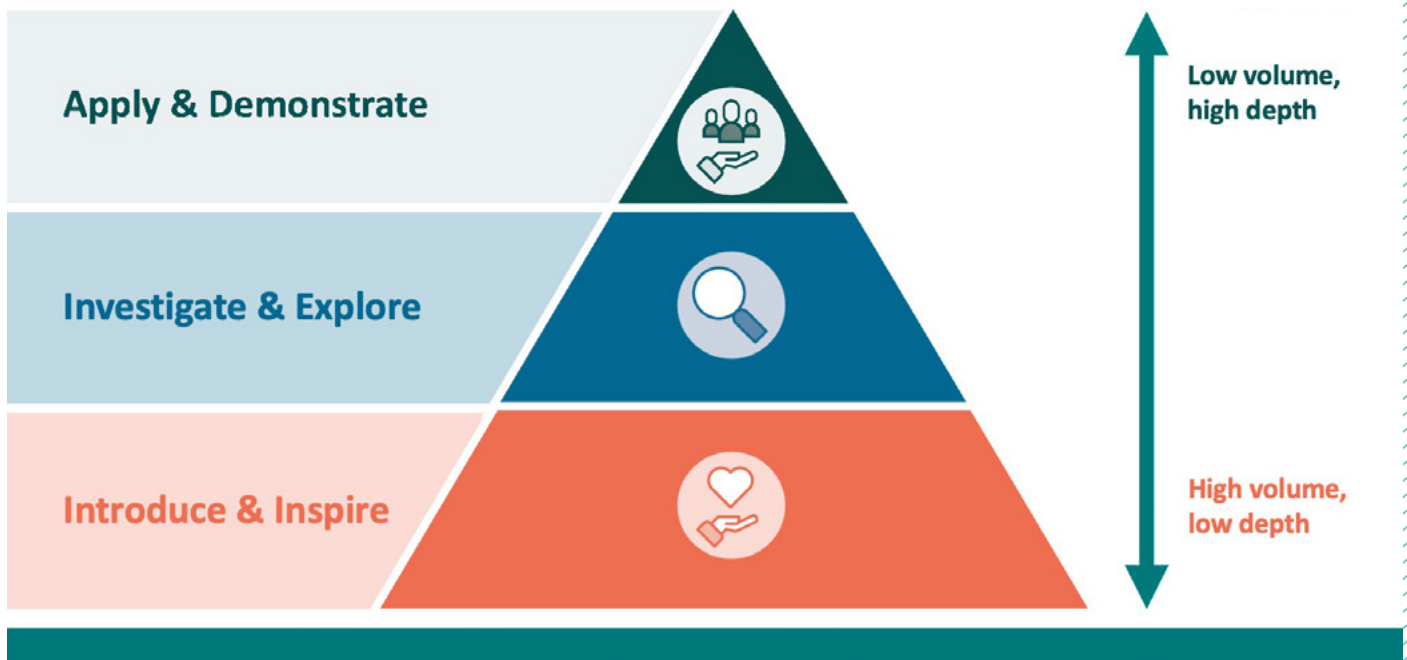
Support learners throughout their Careers Learning Journeys to develop the skills, knowledge, and behaviours necessary to have impactful and meaningful work experiences. It is essential that work experience is not treated as an ad hoc activity but is embedded within a comprehensive and progressive provision to maximise its value and impact on your learners as leavers.

The CEC have developed equalex, which is a framework for quality work experience (rooted in the Careers Impact System maturity model). equalex enables all learners to develop the skills knowledge and behaviours needed to access and support 10 days' worth of meaningful experiences in an equitable way.

Find out more here: [Modern Work Experience](#)

Consider the following equalex diagram, which highlights how your approach to modern work experience can be progressive with learning outcomes underpinning your provision to support learners from when they join you to when they transition to their next steps:

Experiences of Workplaces as a progressive



Be intent and outcome lead

By clearly identifying and defining your purpose and intent, you can shape how work experiences are designed and carried out.

Articulating clear intent also makes it easier to evaluate the effectiveness of these experiences.

Education leaders and employers have pinpointed several key challenges that modern work experiences can address to better meet the needs of learners:

- Disengagement of learners and poor attendance.
- Challenging learner behaviour.
- Narrow aspirations.
- Levels of learner SEMH needs.
- High NEET data.
- Maintaining sustained destinations data.
- Challenge of Essential Skills development.
- Learner awareness of and confident understanding of all routes, including technical and vocational pathways.
- Learner confidence with a wide range of recruitment processes and working practices.

To maximise the impact of workplace experiences they should be embedded into a progressive Careers Learning Journeys underpinned by learning outcomes. The CEC framework for quality work experiences equalex, is a multi-experience model that uses learning outcomes to join activity together during a young person's time in education.

This approach ensures that workplace experiences are meaningful and contribute significantly to the growth and skill development of learners.

When considering your approach to modern work experience, we recommend that you frame the aims for work experience within wider strategic priorities for your school, special school or college.

Refer to our guidance on [Understanding how to create a strategic careers plan to support your thinking about how your approach to work experience can deliver on your strategic priorities as a school, special school or college.](#)

Reflection

Consider the needs of your learners and the context and strategic priorities of your school, special school or college.

Intent: Which of the following are relevant to meet the needs of your learners?

You can add any not featured in this list:

- To broaden learner aspirations.
- To increase learner confidence.
- To challenge stereotypes/misconceptions.
- To engage the dis-engaged.
- To 'close gaps' and tackle disadvantage.
- To support and encourage positive choices and behaviours.
- To provide equity of learner opportunity at key transition points.
- To reduce NEET.
- To support positive sustained destinations for all learners.
- To support positive learner social, emotional and mental health (SEMH).
- To measurably develop learner essential skills.



Confidence Check: could you articulate this if asked?

“What is your approach to supporting all learners to access meaningful work experience opportunities?”

How could you evidence the support you give to ensure work experience is equitable?

What are the benefits of setting a clear purpose and intent(s) for your approach to work experience?

- » By clarifying the overall purpose and intent for work experience aligned to the strategic priorities of your school, special school or college you are allowing the experiences to 'become part of the solution' and to contribute to overall school or college improvement.
- » More practically you are also starting to inform the structure and content of work experiences.

Having a clear and shared purpose and intent for work experience supports you in engagement of parents and carers, staff and employers.

Using an outcome driven approach

Setting outcomes

Thinking about the purpose and intent that you have identified for work experience, take time to consider the learning that would deliver that intent.

For example,

Purpose and intent:

Suggested universal career-related learning outcomes

- To broaden learner aspirations.

Example learning outcomes:

- » Learners have a broad knowledge of a range of career opportunities which enables informed decision making.
- » Learners have a deeper level of knowledge and understanding about roles, responsibilities and pathways of a few potential careers.
- » Learners can reflect on when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.

Reflection:

What do you notice about the above example learning outcomes?

In your reflection, you may have considered how the intent of broadening aspiration can be broken down into multiple learning outcomes that can be delivered across multiple experiences.

The examples of learning outcomes above are in no way exhaustive yet start to give detail and structure to how you can approach modern work experience to broaden the aspirations of your learners.

You may also have reflected that these learning outcomes are progressive, building towards the ultimate goal of broadening aspirations.

Activity

Think about developing a progressive approach to work experiences.

Identify and consider specific examples of experiences that would help learners achieve the desired learning outcomes across key stages/programmes of study.

In which 'phase' might you place the following experiences:

- » Workplace placement.
- » Workplace visit day.
- » 'Meet the staff' workshops during school/college visits (e.g. theatre performances, museum/gallery visits, out of bounds centres, etc.).
- » Workplace safari (visiting multiple workplaces).
- » Careers insight spotlight during an author visit.
- » Curriculum visit and related employer task (e.g. English class visiting BBC to explore journalism roles and responsibilities ahead of BBC journalism competition).
- » Shadowing.
- » Employer project with employer encounter within the curriculum.

Phase	Example Learning Outcome	Example experiences
Introduce & Inspire	Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	
Investigate & Explore	Learners have a deeper level of knowledge and understanding about roles, responsibilities and pathways of a few potential careers.	
Apply & Demonstrate	Learners can reflect on when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experience to make informed career decisions.	

Reflection:

What did you notice about the list of suggested work experiences?

Your approach to modern work experience can start with reviewing experiences that are already taking place across your school, special school and college. There may be work experiences already taking place within curriculum areas and within the wider offer to learners.

Support colleagues to align all planned visits in the annual calendar to your learning outcomes and any visit can become an experience of work.

It is important to have a good understanding of how work already taking place within the curriculum meets your universal learning outcomes. Use this [Curriculum Audit Tool](#) to establish where knowledge is being delivered and evidence is being gathered against the Universal career related learning outcomes.

Consider the wider approach to careers in the curriculum and if there are any opportunities to make changes to planning of careers education supported by employers or of employer encounters to become experiences of work (e.g. through project-based learning set by employers or curriculum visits.)

Work experience is not always in one particular key stage nor is it for any particular length or group size. Modern work experience for learners is a progressive offer of multiple experiences that measurably support learners to make aspirational and informed decisions, effective and sustained transitions and to be 'careers ready'.

Activity:

Use the [Curriculum Audit Tool](#) regular school, special school or college visits already **'introduce & inspire'** your learners and contribute to a broad knowledge of a range of career opportunities which supports informed decision making'?

What actions could you take to support employers who are hosting visits to **'introduce & inspire'** learners and to contribute to a broad knowledge of a range of career opportunities which enables informed decision making?

Using information and data to support a progressive and responsive provision

Be responsive to learner need, evaluation data and regional/labour market context

1. Be responsive to learner need, evaluation data and regional/labour market context

Consider how labour market information (LMI), destinations data and measuring learners' current careers knowledge and skills can support you to plan both universal, responsive and personalised work experiences for groups of learners or for individuals.

Step 1: Making effective use of LMI

When planning progressive work experiences for learners, it is crucial to understand relevant labour market information (LMI), including regional and national growth sectors. This knowledge helps in creating a comprehensive careers provision, that includes progressive experiences tailored to your learners' needs.

Consider regional and national LMI to design work experiences that align with the specific needs of your learners and the context of your school, special school, or college.

Example sources of LMI:

- 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 regional LMI and to build connections with employers.

Education and training options/ Progression routes	Your training options
Career pathways	National Careers Service (Explore careers) , Young People
Skills	Skills England , Local skills dashboard , Skills for Life: it all starts with skills , Your training options
Job demands and working life	Career ideas
Job applications and interviews	Find work and training
Employment sectors, employers, jobs, salaries and employment trends	ONS labour market overview , ONS local indicators
Financial planning	Financial education guidance for primary and secondary schools in England

Step 2: Destinations Data

Analysis of destinations data can support you to develop an impact led approach to work experience within a progressive careers provision.

Destinations Data includes intended, actual and sustained destinations of learners, providing valuable insights into their career planning and outcomes.

Here's how you can use destinations data to enhance your approach to work experiences:

1. **Identify trends and gaps:** Analyse the destinations data to identify trends in the career paths chosen by your learners. Look for any gaps in the types of careers or industries that are underrepresented, particularly those that align to growth areas in your region (see below). This can help you tailor your work experience opportunities to fill these gaps and ensure a diverse range of experiences.
2. **Align with growth sectors:** Use the data to align work experiences with regional and national growth sectors. By understanding where learners are heading, you can focus on providing experiences in industries that are expanding, particularly those providing opportunities in your region.
3. **Personalise Experiences:** Effective use of aspirations and intended destinations data supports the responsiveness of work experiences to align with the interests and aspirations of learners. This approach ensures that learners receive relevant and meaningful exposure to their desired career paths. Being responsive in this way depends on an intent led approach to supporting learners to broaden aspirations and challenging stereotypes to ensure that experiences aligned to interests do not confirm bias or further contribute to limited aspiration.
4. **Inform employer partnerships:** Use destinations data to inform your partnerships with employers. Highlight the sectors and roles that are most popular among your learners and seek out employers in these areas. This targeted approach can lead to more relevant and impactful employer encounters and work experiences.
5. **Evaluate and improve:** Regularly review destinations data to evaluate the effectiveness of your approach to work experience and to the wider careers provision. Use this information to make continuous improvements, ensuring that the provision remains aligned with the evolving needs and aspirations of your learners.
6. **Engage Stakeholders:** Share the insights from destinations data with staff and parents and carers. This can help them understand the importance of work experiences and their intent and supports effective careers conversations to help learners in making informed decisions about their next steps.

Reflection:

How do you collect and analyse aspirations and intended learner destinations? Who is involved in the analysis of this data?

How is aspirations and intended destinations data considered within your approach to work experience?

How do you use current intended destinations data to inform work experiences for each key stage/within programmes of study?

What is the correlation between your longer-term destinations data and regional growth areas?

How can you use this information to inform your approach to work experience?



Confidence Check: could you articulate this if asked?

“How do you use your data analysis to inform your careers provision and work experience offer?”

How could you evidence effective use of data?

Destinations Data

Compass+ users can enter interests and destinations information directly into a learner's individual [Learner Profile](#). You can record learner intended destinations and actual destinations too. Use relevant filters in the [Learner Reporting](#) feature to create and download destinations data to help identify learners without an intended destination or pathway of progression.

Access the [Understanding how to effectively evaluate your careers provision](#) resource to support approaches to the collection and analysis of destinations data.

Step 3: Measuring learners' current career knowledge and skills

FUTURE SKILLS QUESTIONNAIRE

The collection and analysis of learners' career readiness can be used to inform your approach to progressive work experiences.

Here's how you can use analysis of learner's career readiness to enhance your approach to work experiences:

1. **Identify skill gaps:** By assessing learners' current career knowledge and skills, you can identify areas where they may need additional support. This allows you to design work experiences that specifically address these gaps, helping learners develop the skills they need for their next steps.
2. **Support at-risk learners:** Career readiness insights can help identify learners who are at risk of becoming NEET (Not in Education, Employment, or Training). By tracking responses to tools like the Future Skills Questionnaire, you can provide targeted support and interventions, including work experiences that help these learners stay engaged and motivated.
3. **Monitor progress:** Regularly review career readiness data to monitor learners' progress. This helps you evaluate the effectiveness of your approach to work experiences and to the wider careers provision and make necessary adjustments to ensure it continues to meet the evolving needs of your learners.

Compass+ users can review responses to [The Future Skills Questionnaire](#) (FSQ) to help identify learners who may be at risk of NEET, track learners who are consistently selecting negative responses to FSQ questions and use responses to tailor support and intervention, including work experiences tailored to meet learners needs.

We recognise that the Future Skills Questionnaire may not be appropriate for all learners with SEND.

While the SEND version of the FSQ was designed for learners in SEND Group 1 (those who typically will not take Level 2 Qualifications/GCSEs), we understand that this group encompasses a diverse range of learners with varied learning needs. FSQ may not be appropriate for all learners in this group, and we therefore encourage practitioners to use their professional judgement when deciding on which learners would benefit from completing the FSQ. liaise with fellow colleagues to help make this decision, Heads of Department, the SENCo, Pastoral staff, the Careers Adviser for example.

Find out more about Future Skills Questionnaire for learners with SEND [here](#)

“An effective careers programme is tailored to the audience. With the FSQ we can amend the careers programme based on the learners' previous experiences and aspirations. I want to use it to identify the gaps and to celebrate the positives.”

Careers Leader

Step 4: Identifying learners who may benefit from additional support

ONTRACK+

The [OnTrack+ Practice Guide](#) is designed to help embed a process for identifying learners who may require targeted or personalised support to help prevent them from becoming NEET. Work experience opportunities can be an excellent way to engage and inspire all learners but using the insights gathered from OnTrack+ effectively, ensures that those at greatest risk are flagged for intervention and targeted for opportunities.

Here's how you can use the insights gathered from OnTrack+ to inform your approach to progressive work experiences.

1. **Identify groups needing enhanced pre-placement support:** Use OnTrack+ indicators to identify learners likely to need more scaffolding before their placement, providing targeted support and intervention.
2. **Prioritise high-risk learners:** If OnTrack+ flags students at greater risk of NEET, consider prioritising them for additional opportunities, including work experiences to broaden horizons and inspire.
3. **Consider matching to employers:** Where possible, identify employers experienced in supporting SEND, anxiety, low confidence, or other barriers. Ensuring employers are aware of any additional support requirements improves likelihood of successful placements and positive learner experience.
4. **Enhance parental engagement:** For learners identified at risk of NEET, ensure early conversations with parents or carers, explaining what support you will offer and how they can help. This will build a shared support network around learners most at risk of disengagement.

Planning for meaningful work experiences

Gatsby have provided a definition of meaningful for all Benchmark 6 activities. This definition includes specific criteria that determine what qualifies as an experience, and all elements of the definition must be met for it to be considered a meaningful experience.

Defining 'meaningful' in Benchmark 6: Experiences of workplaces

A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person.
- be underpinned by learning outcomes that are appropriate to the needs of the young person.
- involve extensive two-way interactions between the young person and employees.
- include opportunities for young people to meet a range of different people from the workplace.
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace.
- include the employer providing feedback to the young person about their work.
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.

Activity

Using the definition of meaningful for Benchmark 6 and the example below, plan activities and a task within a Workplace Safari (visiting multiple workplaces) to make this a meaningful experience of workplace.



Confidence Check: could you articulate this if asked?

“How are meaningful encounters and work experience opportunities mapped and planned across all key stages?”

How could you demonstrate the sequencing process and the impact of it?

Phase	Learning Outcome	Learning Objective(s)	Experience	Activity 1	Activity 2	Activity 3 (Task)
<p>EXAMPLE Introduce & Inspire</p>	<p>Learners have a broad knowledge of a range of career opportunities which enables informed decision making.</p>	<p>Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.</p>	<p>Workplace visit day.</p>	<p>Careers Speed Networking activity with a range of employees from different departments with different contract types.</p>	<p>Employer presentation with learner Q&A about relevant labour market information, pathways, opportunities within the sector and information about the organisation.</p>	<p>Blog for company website about the sector, the organisation featuring two roles.</p>
		<p>Learners can describe a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.</p>				
<p>Phase: Introduce & Inspire</p>	<p>Learning Outcome: Learners have a broad knowledge of a range of career opportunities which enables informed decision making.</p>	<p>Learning Objective(s): Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment Learners can describe a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.</p>	<p>Experience: Workplace Safari (visiting multiple workplaces) in one day.</p>			

Reflection:

Careers Learning Journeys will include multiple encounters with employers and work experiences – what are the key differences between a meaningful encounter and a meaningful work experience?

Insight: Both Benchmark 5 (Encounters with Employers and Employees) and Benchmark 6 (Experiences of Workplaces) emphasise the importance of providing learners with opportunities to learn about the workplace, understand the skills valued, and gain insights into recruitment processes and what it takes to be successful.

They both stress the need for:

- **Clear purpose:** Objectives shared with both the employer and the learner(s).
- **Learning outcomes:** Appropriate to the needs of the learner(s).
- **Two-way interactions:** Interactions between learners and employees.
- **Preparation and support:** Both learners and employers are supported to prepare for the encounter or experience.
- **Inclusivity:** Additional support for vulnerable and disadvantaged learners, including those with special educational needs and disabilities (SEND).
- **Reflection:** Opportunities for learners to reflect on the insights, knowledge, or skills gained.

Differences

Benchmark 5: Encounters with Employers and Employees.

- **Focus:** Learning about what work is like, the skills valued in the workplace, and recruitment processes.
- **Activities:** Includes visiting speakers, mentoring, and enterprise schemes, etc.
- **Exposure:** Learners encounter employers of different sizes and specialisms, including the self-employed, reflecting trends in the labour market.
- **Interaction:** Opportunities for two-way interactions between the learner and the employer.

Benchmark 6: Experiences of Workplaces.

- **Focus:** Exploring what it is like to work in a specific environment and performing tasks relevant to that workplace.
- **Activities:** Includes work visits, work shadowing, and work experience placements, etc.
- **Exposure:** Opportunities to meet a range of professionals from the workplace and undertake relevant tasks set by the employer.
- **Tasks and feedback:** Learners undertake tasks or produce work relevant to the workplace, with feedback from employers.

For support in setting learning outcomes for your provision that inform objectives for work experiences, access the [Understanding how to develop progressive and responsive careers provision \(Careers Learning Journeys\) resource](#).

Extension:

Consider how an experience you have planned can be adapted to support effective parent and carer engagement.

There may be opportunities to engage parents and carers within the encounter or via a pre or post encounter task/homework.

For support developing an embedded approach to parent and carer engagement, access CEC parent and carer engagement resources [here](#)

Additional Support

If you use Compass+: Record and track experiences of workplaces by [creating experience of the workplace activities in Compass+](#). Assign individual learners, cohorts or custom groups to these experiences, you can also enter start and completion dates that span over time. Once the experience of the workplace has been completed, simply mark the activity as complete then add evaluation notes to the activity for future reference.

Find out how to use more Compass+ features and functionality effectively in your setting by completing our Compass+ self-paced training on [The Careers & Enterprise Academy](#). Go to the course Library and just search for Compass+ or FSQ. You can also visit the [Compass+ Help Centre](#) for further guidance and resources.

Benchmark 6 Making it Meaningful: Checklist

Use this handy checklist to plan for meaningful work experiences within a progressive and responsive careers provision:

Preparing for a meaningful work experience			
Progressive and responsive approach	Set relevant aims and learning objectives for the experience.	<p>What do you want learners to know, understand and be able to do as a result of this experience?</p> <p>Is this experience embedded within a progressive/responsive Careers Learning Journey?</p> <p>Have you considered data (e.g. intended destinations data/career readiness) to review aims and learning objectives?</p> <p>Are the learning objectives the same for all participating learners?</p>	
Preparation	Consider format of experience.	Considering the aims and learning objectives and the needs of learners and practicalities – what is the best format for this experience: in person, virtual or blended?	
Briefing and preparation of all stakeholders	Sharing the aims and learning objectives for the experience.	Do learners, employers, staff and parents and carers understand the learning aims and learning objectives of the experience?	
	Learner understanding of value and purpose of experience.	<p>Have learners set their own objectives for the experience?</p> <p>Have learners been made aware of what the experience will look like, is there any pre-experience information that can be shared such as videos, images etc to enable them to be prepared for what will happen throughout the experience?</p> <p>Has a pre-experience task been set with identified time for learners to prepare for the experience?</p>	
	Consider learner needs and how these can be shared, as appropriate.	<p>Have all learners' needs been identified and shared and has relevant contextual information about learner(s) been shared with employers as appropriate?</p> <p>*Consider use of Vocational Profiles to support with this*.</p>	
	Prepare and brief employers.	Is the employer(s) clear on the aims and learning objectives for the experience and what to focus on specifically in any delivery?	
	Parent and carer engagement.	<p>Have aims and learning objectives of the experience been shared with parents and carers along with the logistics?</p> <p>Have parents and carers been supported to understand where the experience sits within the progressive careers learner journey?</p> <p>Are there opportunities to engage parents and carers within the experience or via a pre or post experience task/homework?</p>	

Delivery			
Meaningful engagement	Two-way interaction	Does the experience allow for all learners to have extensive two-way interactions with employees?	
	Meeting a range of different people from the workplace	Does the experience include opportunities for all learners to meet a range of different people from the workplace?	
	Active engagement/ task	<p>Have you worked with the employer to agree an appropriate task(s) for all/specific learners to allow them to complete a piece of work relevant to that workplace and to the aims, learning outcomes and objectives?</p> <p>Have you support learners and parents and carers to understand the task?</p> <p>Is there time for learners to prepare for the task and how are parents and carers enabled to support this preparation?</p>	
	Feedback on task	<p>Have you agreed in advance how the employer will feedback on the task for all learners?</p> <p>Is there a process to ensure all feedback is relevant to the brief and learner needs?</p> <p>Is there a process in place for learners (and parents and carers) to understand feedback and be able to reflect on this?</p>	
	Reflection and learning	Is there dedicated time and activity planned to allow learners, in a way to suit all learners' needs to reflect on the insights, knowledge or skills gained through the experience?	
Evaluation			
Impact	Learner progress	Does impact evaluation of the experience include stakeholder voice/learner perception of career readiness/aspirations and/or analysis of intended destinations data or any other measure to measure progress against aims, learning outcomes and objectives?	
	Telling the story	<p>Have you explored opportunities to celebrate successes from the experience?</p> <p>e.g. Can the employer support with a newsletter or article to share online or via a press release?</p>	

THE CAREERS &
ENTERPRISE
COMPANY

