



Education & Skills  
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# EDGE PROJECT

(Education Developing Gloucestershire's Employability)

## Review of Feedback from Work Placements



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## Executive Summary

- The feedback from employers asked them to assess the student against four key aspects, professionalism, relationships, attitude and employability skills. The overall average across 320 placements completed during 2017/18 academic year ranked each of these aspects between *Good* and *Excellent*.
- The proportion of assessments ranked as *Needs Improvement* remained constant across all key aspects. However the proportion identified as being *Excellent* dipped for Employability Skills; this may be due to the emphasis employers place on this criteria.
- The feedback identified areas for improvement from both the employer and student's point of view. These can be found from the database on the EDGE website, [www.gottheedge.co.uk](http://www.gottheedge.co.uk).
- The Overall Employer Comments had common themes, reliability, work ethic, communication and confidence.
- There were a group of placements designed especially for students with learning difficulties. The overall ranking against the four key aspects for these placements were between *Satisfactory* to *Good*.
- Feedback identified for 7% of the placements that the employer would be happy to consider employing the student in the future.

## Introduction to EDGE Project

The Education Developing Gloucestershire's Employability (EDGE) Project is a pioneering scheme that aims to make a difference to the future employability of local young people by focusing on the business and economic needs of Gloucestershire. The aim will be to leave a lasting legacy by identifying skills gaps and shortages, designing learning programmes to meet these needs, resulting in the retention of talent and knowledge in the county following the completion of young peoples' study, including higher level courses.

A partnership between SGS College, Cirencester College, Hartpury College and Gloucestershire College has been formed to deliver this innovative project.

This EDGE Partnership has engaged with Gloucestershire's micro, small and medium sized enterprises (SMEs)<sup>1</sup> to ascertain how to make education in schools and colleges more relevant to the real world of work, whilst also improving Careers, Education, Information, Advice and Guidance (CEIAG).

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<sup>1</sup> Companies with less than 250 employees.

The evidence gathered from employers has been utilised to develop an innovative curriculum for schools and colleges that will be relevant to the local economy and in line with the growth needs of the County. These curriculum resources can be found on the EDGE website, [www.gottheedge.co.uk](http://www.gottheedge.co.uk).

*"They don't seem to be able to relate experience from lesson to life."*  
Quote from employer consultation

The feedback from the consultation was used to design and develop a series of four innovative toolkits for careers education in both schools and colleges:

- 🌐 Employers supporting the delivery of curriculum through:
  - Lesson based activity to support the curriculum
  - Work-related employment projects
  - Team-based work-related Challenge
  - Mock Interviews from local SMEs
  - Interviewing Employers Challenge
  
- 🌐 Visit to employers covering:
  - Hands-on vocational tasters
  - Tour of a large facility
  - Making the most from take-your-daughter/son-to-work days
  - Team building events for staff
  - Placements for teachers
  
- 🌐 Database of support offered by local SMEs to support the development of employability skills including:
  - Offering work experience
  - Giving careers advice and talks
  - Organising industry projects
  - Mentoring young people
  - Contributing to curriculum development
  - Delivering business workshops
  - Providing 'hands on' activities for students
  - Carrying out mock interviews
  - Offering CV/job application advice
  - Visits to work place
  - Organising industry days
  
- 🌐 Real-life videos identifying how SMEs use English and Maths skills covering the following concepts:
  - Key English Skills
    - Speak clearly to be understood, with video.
    - Listen and respond appropriate with video.

- Promote and explain your own ideas with video.
- Evaluate, analyse and respond to other people's ideas with video.
- Use appropriate vocabulary to meet customers' expectations with video.
- Identify fact and opinion.
- Write clearly using a range of different styles to match audience and purpose.
- Combine explicit and implicit information from a range of sources.
- Use accurate spelling, punctuation and grammar.

### Key Maths Skills

- Use of compound measures such as speed, distance travelled, time taken, mass, volume, density, pressure or force with video.
- Calculation of areas, perimeters, volumes and angles with video.
- Solve problems using equations, formulae or statistical methods to investigate situations and their probability with video.
- Use of positive and negative numbers with video.
- Use of simple or compound interest with video.
- Able to add, subtract, multiply and divide whole numbers, decimals, fractions and percentages.
- Collect, represent, use and interpret data using statistical measures, tables, diagrams and graphs.
- Use of ratios and proportions.

Full reports with the developed resources for both the curriculum and careers guidance EDGE initiatives can be found on the EDGE website:

[www.gottheedge.co.uk](http://www.gottheedge.co.uk).

The final key EDGE initiative was to pilot extended, taking place over 13 weeks, work placements. Each EDGE placement would have agreed objectives prior to the start and would conclude with feedback review between the employer and the student.

This is a review of feedback from the extended work placements arranged during the academic year 2017/18.

*"The people I worked with were very welcoming and helpful. The atmosphere being friendly and helped me feel a lot more comfortable voicing opinions. I value the time I spent greatly as it helped me discover more about the radio industry and decide whether it is a career I want to personally pursue."*

*Quote from Student's feedback*

*“During my placement I have learnt how to handle a variety of situations to do with customers and how to best serve them. I have learnt how to use an array of new IT systems to do my job better. My mentor has been exceptional in explaining my job role to me as well as helping me whenever I needed it. Everyone else was always very approachable and friendly as well as willing to help. I have enjoyed my time and would recommend the placement to someone else in a similar position to me.”*

*Quote from Student’s feedback*

## Views from Employers and Education Providers

*“We are still a small and young company. Working with students and apprentices is an attractive option to us but we will need to rely on whoever we bring on board to be a self-motivated, lone worker, understanding the company very quickly and be able to respond and generally “hold the fort” on the day to day basis. It’s an exciting, as well as challenging time.”*

*Quote from employer consultation*

The Partnership embarked on two consultations:

- 🌐 With 450 of Gloucestershire’s micro, small and medium sized enterprises, employing 250 or less staff, (SMEs) by July 2017 to ascertain how to make education in schools and colleges more relevant to the real world of work.
- 🌐 With education providers, that is local schools and colleges to understand the current employability curriculum including work experience delivered.

The SMEs’ consultation was conducted face to face with an EDGE representative supporting the completion of the Employer Questionnaire. The responses from 450 employers were recorded on a database and analysed. A summary of the consultation has been included in Annex A, link here to [Annex A](#).

Of the employers consulted 3 in 10 had progressed a student on work placement into paid employment. The total number progressing from work placement was 311.

The main barrier to progression into employment appears to be that the placement was not conducive for a young recruit. This may have been avoided if more help was given to the student to identify the right placement for him/her. However the motivation of the young person was also seen as a significant issue.

The key challenges identified from the consultation in employing young people focused on the following aspects:

- 🌀 Attitude
- 🌀 Communication skills
- 🌀 Lack of experience
- 🌀 Financial burden to the business to spend time developing a young recruit through need to supervise and loss of productivity through having an inexperienced worker.

*“The amount of supervision required. Training supervisors so they are clear of their responsibilities. Students don't ask for help when they're not sure.”*

Quote from employer consultation

*“The time that you need to spend with them slows the business down. I find it is often quicker and easier to do it myself.”*

Quote from employer consultation

The second consultation focussed on the employability curriculum currently delivered in local schools and colleges.

All schools responding to this consultation offered work experience placements to their students. However for all, this means one week placement with pre-placement activities varying considerably with little bespoke preparation for the specific placement. Annex B summarises the work experience offered at the time of the consultation, link here to [Annex B](#).

All colleges offered work experience placements to their students either through block or weekly release depending on the needs of their specific course. The significance of work experience is well recognised in colleges with support from Work Placement Coaches and treatment of the placement being integral to their course. Annex C summarises the work experience offered at the time of the consultation, link here to [Annex C](#).

# Review of Feedback from EDGE Placements

## Methodology

An analysis of feedback from work placements completed during 2017/18 academic year has been conducted. The feedback for each placement involved reviewing the achievement of the placement's objectives, assessing the student against four key aspects with an overall comment from both the employer and the student.

*"Very happy with my placement. I always knew what tasks I had to complete for the day and it was a clear schedule. People were genuinely very kind and definitely welcoming. I didn't feel like I wasn't included in the office. I understood what was expected of me all the time and knew if I needed help anyone would offer advice.  
No improvements at all. Satisfactory level = outstanding.  
All good things!"*

*Quote from Student's feedback*

A database of feedback comments including the four key aspects can be found on the EDGE website, [www.gottheedge.co.uk](http://www.gottheedge.co.uk).

## Four Key Aspects

The employer was asked to rank the student against the key aspects to their placement, professionalism, relationships, attitude and employability skills on a four point scale, 1 - needs improvement, 2 – satisfactory, 3 – good and 4 – excellent.

## Professionalism

*“Not being able to cope with the working hours which are longer than a school day. Having the right attitude. Lack of motivation and use of initiative.”*

Quote from employer consultation

This was described as covering, attendance, punctuality, appearance, liaison with supervisor and ability to carry out duties.

*“She is a super young lady and has been a complete superstar helping around the farm.*

*She has been extremely polite and completed everything I have asked of her to a high standard. She has worked not only part of a team but also on her own where she has shown great enthusiasm and has shown a willingness to get things done and take responsibility.*

*With regards to her attendance, punctuality, appearance and ability to carry out duties I would rank as excellent.*

*She is extremely polite and well-mannered and we have very much enjoyed her time with us. Any future employer will be lucky to have her.”*

Quote from Employer's feedback

The overall average across all 320 placements was 3.45. There is very little difference in this average across partners with highest being Cirencester College with 3.58 and the lowest being SGS College with 3.38. However it should be noted that SGS College conducted significantly more placements than any other partner.

## Relationships

*“Really struggle with communication skills. Can't hold a conversation or hold eye contact.”*

Quote from employer consultation

Here employer was asked to review relationships the student had had with colleagues and clients whilst on placement as well assessing the student's communication skills, team player ability and confidence.

*"She was a wonderful addition to our team and achieved all her aims here. She was fantastic with our elderly members and worked very well in a team. She communicated well and listens to instructions and acts upon them. Very proactive. She is already so missed here, please come back!"*  
Quote from Employer's feedback

Across all placements completed in the last academic year the average ranking was 3.36 with a range of 3.25 for SGS to 3.53 for Hartpury College.

### *Attitude*

*"Need real life skills. Teach respect, positive attitudes, and manners. Enthusiasm for roles."*  
Quote from employer consultation

This aspect covered the student's enthusiasm, acceptance of advice, perseverance and co-operation whilst on placement.

*"Is an enthusiastic learner and I believe he has enjoyed his time working in different areas of the business. Exhibits a positive outlook and attitude in the warehouse. Showed enthusiasm for roles within the warehouse and a willingness to take on tasks. Shows initiative by seeking involvement rather waiting to be told every instruction. Has shown to be committed to doing his best with any of the tasks given to him."*  
Quote from Employer's feedback

*"She helped during beast from the East at a time where no one wanted to help. Really, really brilliant helper throughout. She has developed lots since being here. Has been an excellent work placement student."*  
Quote from Employer's feedback

The overall average across all placements completed was 3.42. Again the range between partners was very small from 3.35 for SGS College to 3.52 for Cirencester College.

## Employability skills

*"Prepared to ask questions. Students aren't enquiring enough and don't ask enough questions."*

Quote from employer consultation

These covered the following:

- Using initiative
- Planning and organisation
- Team working
- Problem solving
- Customer handling
- Can-do attitude
- Taking responsibility
- IT skills

*"Is a conscientious, hard-working student. Works independently. Is a self-motivated student. Readily grasps daily tasks given. Generates neat and careful approach to his work. Checks work thoroughly before submitting it. Stays on task with little supervision. Avoids careless errors through attention to detail"*

Quote from Employer's feedback

The average overall for the placements completed in the academic year was 3.28 with a fairly tight distribution across partners, 3.15 SGS College to 3.51 for Cirencester College.

### *Distribution*

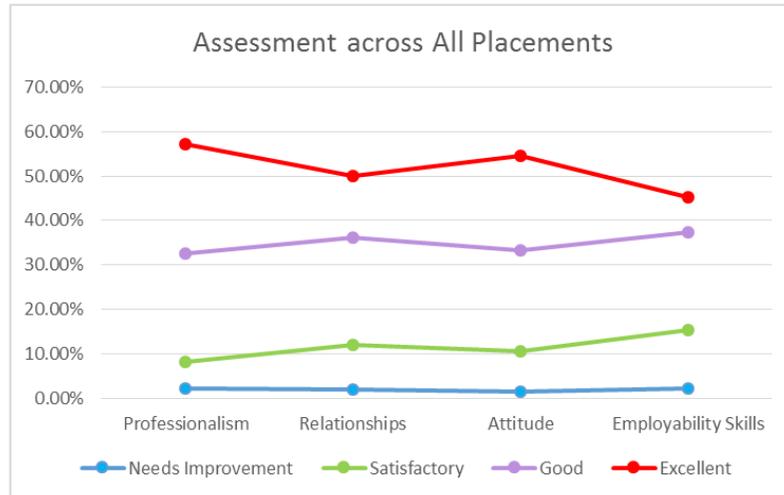
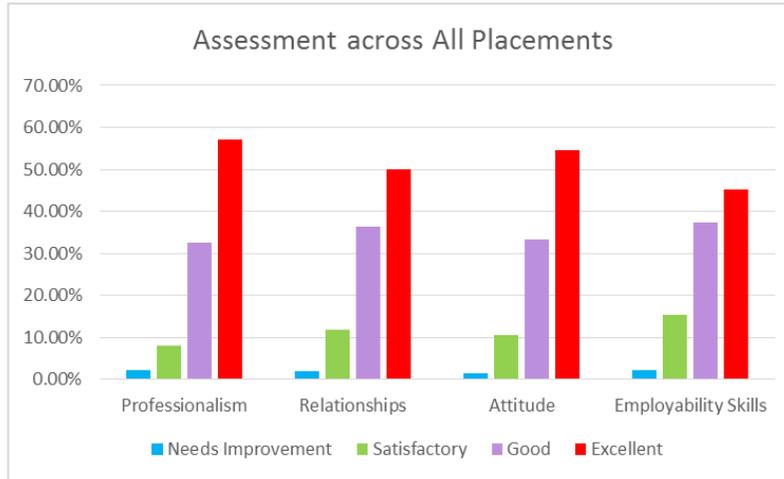
The distribution against the four rankings is shown in Figure 1 for all placements whilst Figure 2 shows the distribution for each partner.

When considering the distribution of rankings, whilst the proportion of *Needs Improvement* is constant there is a reduction in the proportion of students with *Excellent* Employability Skills when compared with the other three key aspects. This probably reflects the emphasis that employers place on this aspect.

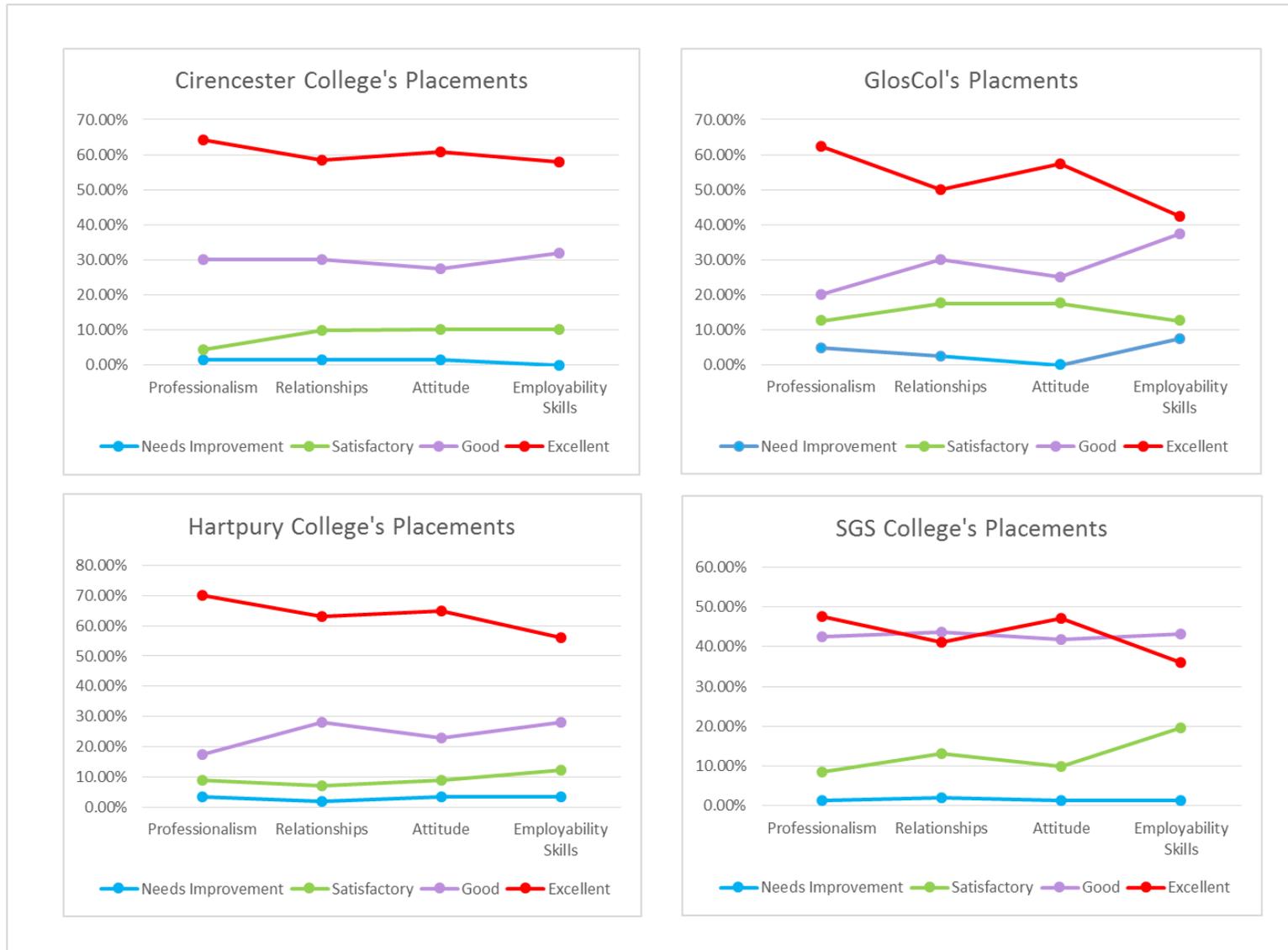
There are difference in the pattern of distribution between partners. For instance SGS College has a constant predominance of *Excellent* and *Good* assessments across all four key aspects. Gloucestershire College's distribution shows less emphasis on *Excellent* students across key aspects compared to other partners whilst Hartpury College's distribution is strongly focused on *Excellent* ranking.

However the effect of size of the cohort will have a greater effect on ranking for the smaller participation from Gloucestershire College and Hartpury College.

Figure 1



**Figure 2**



## Reflective Comments

The feedback asked both the employer and the student to comment on aspects which could be improved. Full details can be found from the database on the website by selecting non-blank records under either Areas for Improvement Identified or Learner is reflective.

*"He should always take an idea through to conclusion and test it to see if it works, as he has a lot of innovative ideas to offer but sometimes lacks confidence in taking these forward."*

*Quote from Employer's feedback*

*"I feel like I could have completed work a bit quicker as I made rather slow progress throughout my placement."*

*Quote from Student's feedback*

*Student received Good to Excellent against all key aspects.*

## Themes from the Overall Employer Comment

The Overall Employer Comments had several common themes.

These included both positive comments and areas for improvement against the following aspects. These will prove to be invaluable for the student's development.

### Reliability

*"She was always enthusiastic when interacting with the children and other team members at the nursery. She was always punctual and would stay beyond her expected times. She was willing to do any tasks assigned and all of the children loved having her with them."*

*Quote from Employer's feedback*

*"She needs to work on her punctuality and preparation for sessions.\**

*Quote from Employer's feedback*

## Work Ethic

*"He performed well and showed a good understanding of industry. He worked well in a team and was professional."  
Quote from Employer's feedback*

*"She sometimes needed to show more enthusiasm when carrying out activities but we felt this would all come with more experience.\*  
Quote from Employer's feedback*

## Communication

*"A great communicator. Well-liked by the team and the children. Can think on her feet and sort out small issues."  
Quote from Employer's feedback*

*\*She struggles a bit with verbal communication and does not say if she doesn't understand what is expected but just stops work. She needs to improve this. She struggles to see the point of doing some tasks and can then be very reluctant to complete.  
Quote from Employer's feedback*

## Confidence

*"She was a confident, able student who was professional in all aspects of her work. She had a "can do" attitude and bags of enthusiasm and we would be happily have her back."  
Quote from Employer's feedback*

*"Just needs to work on accepting guidance and advice for what it is and not view it as criticism which it most certainly is not."  
Quote from Employer's feedback*

From the database on the website these themes can be selected to see full comments made.

## Placements for Learners with Learning Difficulties

There were a group of placements designed especially for learners with learning disabilities or difficulties.

*"He was a very keen worker and got stuck in to all jobs with enthusiasm, being a very good team member."*

*"She proved to be very good. She took direction well and listened. Her attitude was great and I'm pleased with the results."*

*Quotes from Employer's feedback*

We feel that these need to be specifically highlighted as whilst the placements were assessed against the same criteria it is important to recognize the significance for the learners and their parents/carers to receive such comments about their employability.

*"I didn't think I would like it as much as I did. It taught me to keep going and I learnt some new skills."*

*"I had fun on my placement and liked being outdoors."*

*"I liked clearing the mulberry tree – they should have given me an axe."*

*Quotes from Student's feedback*

These comments have been included in Annex D, link here to [Annex D](#).

With regards to the placements' assessment the averages for each key aspect were *Satisfactory to Good*.

 Professionalism	2.8
 Relationships	2.6
 Attitude	2.8
 Employability skills	2.5

## Placement leading to Employment

Feedback from some placements identified that the employer was happy to offer the student employment. This represented 7% of all placements completed this academic year.

Whilst this may be seen as being low, the placements in the main occurred outside the normal recruitment period for school and college leavers, that is June to September. Also these are small companies who investment in educational leavers

is typical lower than larger employers.

**Dr J C Wilson**

**For the EDGE Partnership**

# Annex A

## Summary of Analysis of Employer Questionnaires

### Analysis of Employer Questionnaires

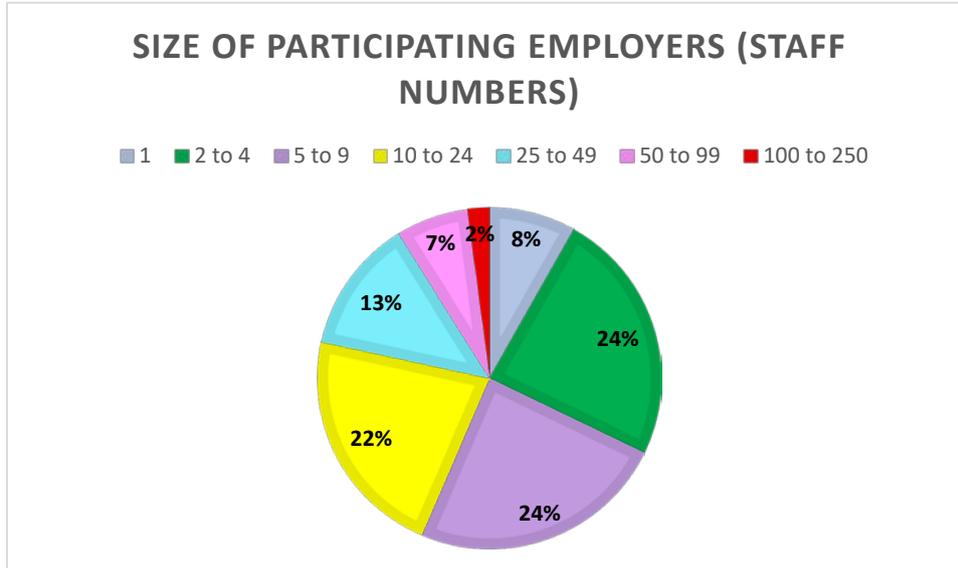
#### Summary of Participants

- There was good county-wide participation.
- Size profile of employers participating showed a bias towards larger SMEs compared with the county profile. However the majority of employers consulted had between 2 and 24 members of staff.
- The consultation included sole traders and micro businesses.
- A small majority, 55%, of participating employers were from local priority sectors.
- 68% of participating employers had recruited staff over the last year.
- 41% of the employers participating had had vacancies which were hard to fill.

#### Location of Participating Employers

The consultation reached across the county with participation focussed around each town within Gloucestershire as well as including more rural areas such as the Forest of Dean.

#### Size

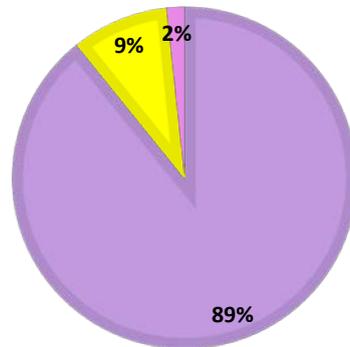


The majority of employers completing the survey, 70%, had between 2 to 24 members of staff. This majority was split evenly between 2 to 4, 5 to 9 and 10 to 24 employees. There were more sole traders participating than the 'larger' SMES, that is those with between 100 and 250 employees.

The profile for Gloucestershire's SMEs has a slightly different division of number of employees, grouping into three sizes. Below is the size profile for the county followed by a similar presentation for the participating employers.

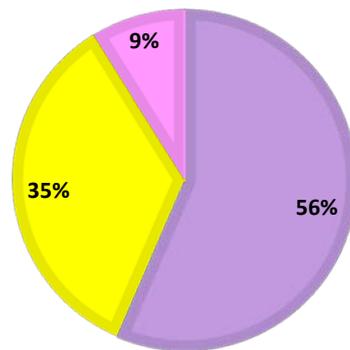
### SIZE PROFILES FOR GLOUCESTERSHIRE (STAFF NUMBERS)

0-9 10 to 49 50 to 249



### SIZE OF PARTICIPATING EMPLOYERS (STAFF NUMBERS)

0-9 10 to 49 50 to 249

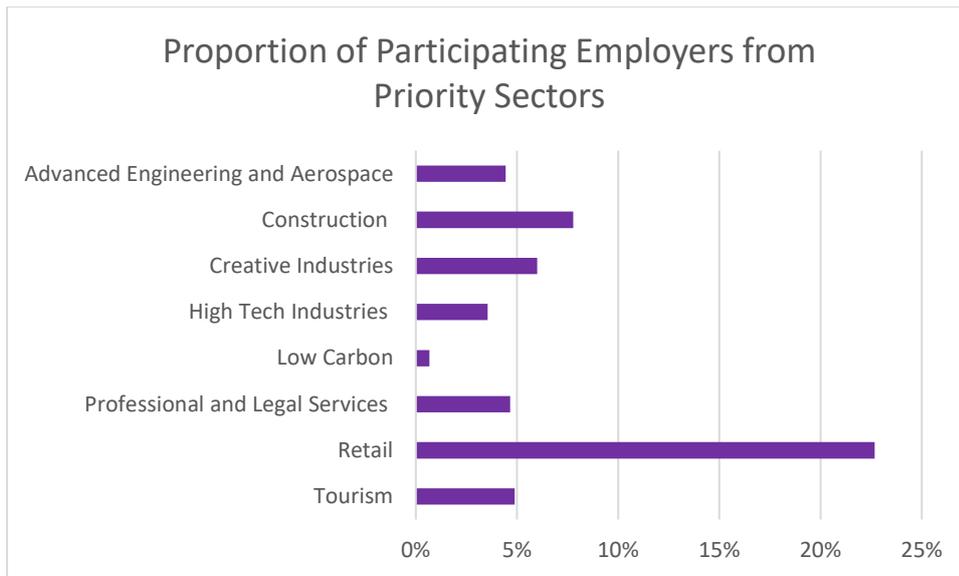


This shows that the consultation had a bias towards larger SMEs when compared to the county's profile.

This is probably due to the difficulty in engaging with sole traders or micro businesses as they tend to be less visible and probably less able to consider hosting a work placement.

#### *Sector*

*The single largest participating sector is Retail which together with other priority sectors for the county represented 55% of the employers consulted.*



*Other sectors with a significant number of participating companies are described below.*

Sector	Number of Participating Employers
Education	28
Childcare	27
Health and Adult Care	22
Leisure	21
Farming and Animal Care	14
Manufacturing	13
Food Manufacturing and Hospitality	12

*This analysis does not include charities and other voluntary bodies with 17 charities having participated in the consultation.*

#### *Recruitment*

Of the employers participating, 311 (69%) had vacancies over the last 12 months with the total number of vacancies from these employers being 1778. This equates to just under 6 vacancies per participating employer. However only 304, 68%, of employers consulted had recruited staff in the last year.

A total of 41%, of the employers stated that they had hard to fill vacancies over the last year.

#### *Employers with Corporate Social Responsibility policy*

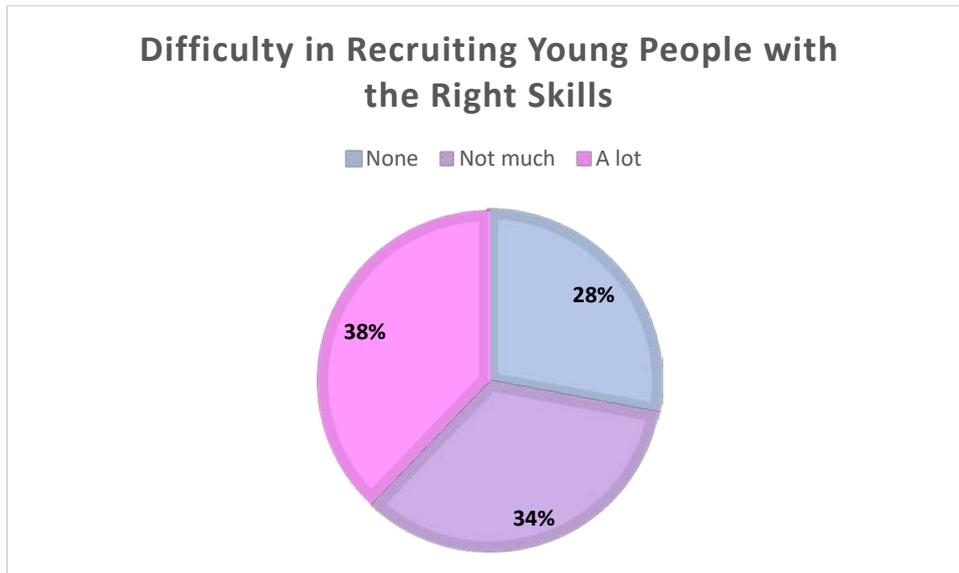
Participating employers were asked if they had a Social Responsibility Policy with respect to young people. Only 35% did have a policy; whilst this is low, SMEs might not be generally aware of the benefit of having such a policy.

## **Recruitment Difficulties**

- 🌐 Employers seek experienced skilled workers with the second largest group being those individuals new to employment.
- 🌐 Similar numbers of education leavers, apprentices and individuals over 50 were recruited.
- 🌐 Very few recent graduates were recruited with the majority of those that did so recruiting only one graduate.
- 🌐 The main reason for having hard to fill vacancies was the lack of the required attitude from applicants. The employer's location was cited as being an issue for employers in Cirencester, Berkeley, Wotton under Edge and the Forest of Dean.
- 🌐 When experiencing hard to fill vacancies, employers focus on maintaining their current level of business and operating costs by increasing the workload of existing staff. Having unfilled roles had an adverse effect on the introduction of new products and services as well as the employer's ability to meet their customer service and quality objectives.
- 🌐 Future recruitment challenges centre around the availability of recruits with the desired skills and attitude, the ability to succession plan and economic factors including Brexit.
- 🌐 60% of participating employers had recruited an education leaver in the last three years. However nearly three quarters of employers surveyed had experienced difficulty in recruiting a young person with the right skills
- 🌐 Only 29% of the employers who recruited a young person offered progression from work placements. This is mainly due to the placements not being linked to employment opportunities for young people.
- 🌐 More care is needed to identify the right work placement for each student and also to support the employer hosting the opportunity.
- 🌐 The main benefits of employing a young person was the fresh, open mind and energy they bring to the company.
- 🌐 The main challenges of employing a young person focuses around their attitudes and communication skills.

### *Recruitment of Education Leavers*

60% of participating employers had recruited a school, college or university leavers in the last three years. 40% employers had found it very difficult to recruit a young person with the right skills. The total number recruited in this time was 1213.



### *Benefits of Recruiting a Young Person*

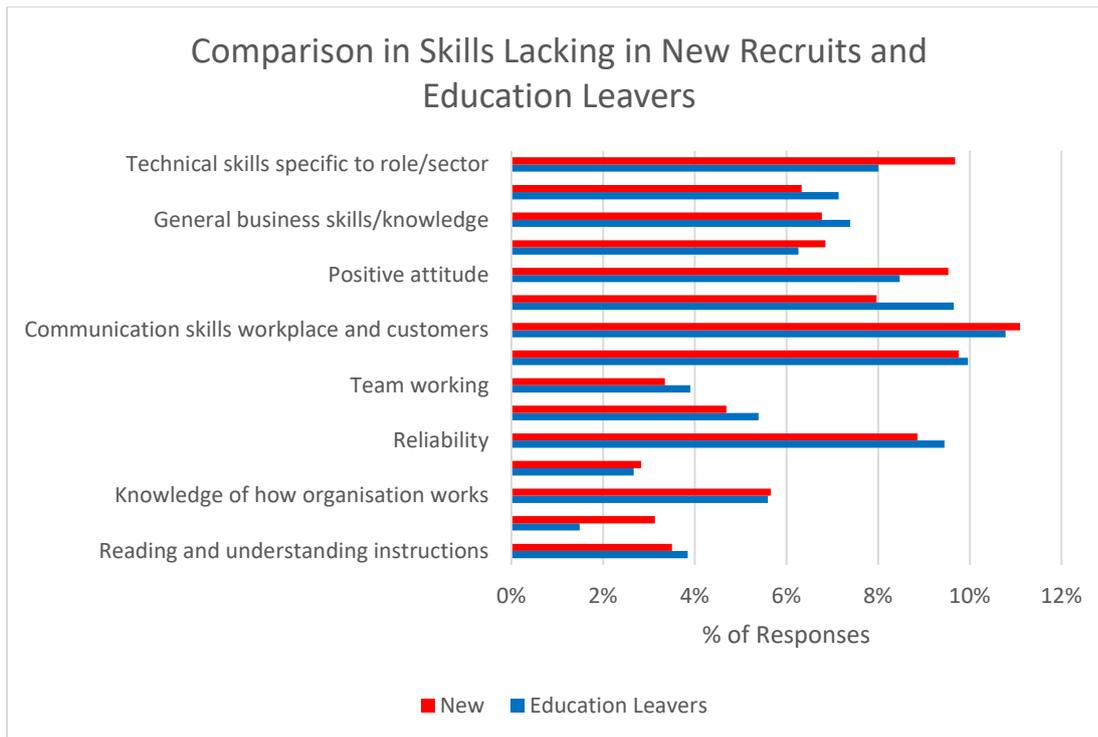
*The main benefits identified by employers was that young people do not have any preconceived ideas and can adapt better to the culture and requirements of the company.*

Other benefits include:

- 🌀 Energy and enthusiasm
- 🌀 IT skills
- 🌀 Youthful image
- 🌀 Financial, lower wages than older more experienced employees
- 🌀 Local

### **Skills Gaps**

- 🌀 Technical skills were found to be less lacking in education leavers compared to other new employees whilst the lack of self-discipline was prevalent amongst education leavers.
- 🌀 Numeracy and Literacy were similarly lacking amongst both groups with lack of technical skills being a greater issue for Advanced Engineering and Professional sectors' employers.
- 🌀 Suggested improvements to the curriculum centre around 13 Key Employability Outcomes.



There are many interesting aspects to this comparison:

- 🌐 Reading and understanding instructions and Numeracy and English are similarly lacking for both groups yet Computer skills are markedly better in Education Leavers.
- 🌐 The lack of technical skills is deemed to be significant for both groups by employers in Advanced Engineering & Aerospace but also Professional and Legal Services for education leavers.
- 🌐 With regard to general business skills, Advanced Engineering and Aerospace was the largest sector citing this as a skill gap in education leavers, which is considerably higher than any other sector, for instance 25% higher than the next highest sector, Professional and Legal Services.
- 🌐 In reviewing the need to adhere to the relevant dress code this is an equal concern for both Construction and Professional & Legal Services.

Link here back to [Views from Employers and Education Providers](#)

## Annex B

### Review of Work Experience currently offered by Local Schools

<p><b>What form does your Work Experience programme take (e.g. duration, time of year)</b></p>	<ul style="list-style-type: none"> <li> 1 week in April</li> <li> 1 week in July</li> <li> Week that crossed June/July in Year 10.</li> <li> Y10 - one week Y12 a minimum of 10 days over 2 years to include community service</li> <li> July – 1 week in yr. 10</li> <li> Year 12 and 13 as and when students require a work experience placement. Support is given to students to apply for a placement. The programme of work experience for sixth form students can often be accommodated in the weekly timetable.</li> <li> one week at the end of the summer term</li> <li> Year 11, 1st week of October - for all pupils. Flexibility in arranging extended placements (e.g., Army, in week prior to usual w/exp) and in identifying alternative placements for small group of pupils around their needs/areas of interest - usually 1 day per week</li> <li> Year 10- 1 week in July and Year 12- 1 week in Feb</li> <li> It is completed in Yr. 10 in June for one week. Each student goes to a company either organised by the school or by the individual student. Staff visit each of the students whilst they are there. In the sixth form, students arrange directly and are on occasion made aware of opportunities via weekly Careers Bulletin</li> <li> Optional week in Yr. 12</li> <li> Year 10- one week during school holidays, organised by students.</li> <li> Year 12 – one week in July organised by students</li> <li> One week for Yr. 10 during the last week of school in July</li> <li> Yr. 10 -13 have a choice if and when they want to do their work experience. All have the same set week in July</li> <li> Yr. 11 in December for one week</li> <li> Yr. 12 in July for one week</li> <li> One week a year, currently after the February half term. Flexibility allowed if other opportunities/timings crop up.</li> </ul>
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The table below lists the different activities which are particularly successful in enabling students to complete meaningful Work Experience

<p><b>Which activities are particularly successful in enabling your students to complete meaningful Work Experience placements?</b></p>	<ul style="list-style-type: none"> <li> Activities include role play which is especially useful for the students ( confidence and resilience wise)</li> <li> Delivered assembly and provide 1:1 sessions. Access to local employers through talks, events and open evenings</li> <li> Assembly guest speakers – two sessions of guest speakers</li> <li> Preparation - what to expect, what will be meaningful, visit whilst they are on WEX, follow up with a reflection.</li> <li> A list of local contacts who have held wex placements in previous years in the local areas. Enlisting the support of parents in their places of work.</li> <li> Work within PSHE and tutor time.</li> <li> One to one interviews, support from subject teachers and tutors.</li> <li> Health and safety checks</li> <li> Their own career aspirations and mapping this to fit</li> <li> Ensuring that all pupils go to placement of interest, that has been H+S checked and can meet needs of pupil</li> <li> The briefing at the launch of the programme to parents , tutors and students is key</li> <li> Year 10 Careers Day reflecting on practice and Working Shadow journal. Would benefit from centralised co-ordination and organisation of placements</li> <li> One to one interviews to find out the type of placement they are considering. This is followed up by a second interview if students are struggling to find a placement. Two units of WEX during tutor time to help them consider the benefits etc. All students have a booklet to complete during WEX - employers and visiting teacher also complete. These books are used within the interview for college placements and form part of the student reference.</li> <li> Briefing and review</li> <li> Their own ambition.</li> <li> We gear students up for WEX and prepare them for placements with briefings etc., Programme an integral part of CEG package, with Careers at Rich's provided with set 'stand-alone' Curriculum time.</li> </ul>
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Link here back to [Review of Feedback from EDGE Placements](#)

## Annex C

### Review of Work Experience currently offered by Local Colleges

<b>What form does your Work Experience programme take (e.g. duration, time of year)</b>	<ul style="list-style-type: none"><li> Students on vocational courses complete work experience as part of their programme of study which is typically either a block placement or on a weekly basis.</li><li> A Level students are advised to complete WEX in the holidays or at a time that does not impact significantly on their academic studies</li><li> This is a mixed model dependent on the Cohort. Areas such as Health &amp; Social Care, Early Years and Animal Management have specific days out on WEX each and every week, whereas other areas adopt a "block" approach.</li><li> Duration and time is specific to the individual course and seasonality requirements of the related sector to maximise the student experience</li><li> Variable according to the individual student. All our student development is personalised</li></ul>
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The table below lists the different activities which are particularly successful in enabling students to complete meaningful Work Experience

<b>Which activities are particularly successful in enabling your students to complete meaningful Work Experience placements?</b>	<ul style="list-style-type: none"><li> The lead in talks from our Work Placement coaches which provides learners with the knowledge they need to undertake a successful period of work experience</li><li> Prior work placement preparation; expectation of College grading criteria to support individualised placements. The significance of work experience within the Hartpury Study Programme Certificate is key to support its success.</li><li> Where the relationship between the college and the employer is positive and where the WEX is linked to the vocational courses</li></ul>
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Link here back to [Review of Feedback from EDGE Placements](#)

## Annex D

Employer's Overall Comment	Learner's Comments
He was a good team member, a keen worker and happy to carry out the tasks.	I did sieving for making compost. I did watering roses, cutting bushes. It all went well.
He was a lively and keen worker, always polite and cheerful and carried about any tasks given well.	I like watering the flowers. I am good at this.
He was a very keen and willing member of the team, always ready to lend and got in some good work.	I liked all the hands-on work, digging, making compost. It was nice being outside by the castle.
He was a very willing team member, a good worker keen to carry out at tasks given.	I liked clearing the mulberry tree – they should have given me an axe.
She was a good team member once given direction and seemed happy to join in the variety of jobs.	It all went well. I enjoyed being in the castle. I just got things done.
He as a good team member and always willing to carry out the tasks given.	Digging is my personal favourite. I follow instructions well.
She did some good work despite some of the projects being challenging. She was always a cheerful and enthusiastic member of the team.	I had fun on my placement and liked being outdoors.
He attended regularly and under supervision produce good results. He would sometimes lose focus so we found him new tasks to do.	I found it hard to stay focused but the staff gave me different jobs to do which I liked. It has helped me with my communication.
The student fitted in well with the team and did some good work to help with all the projects.	I enjoyed placement and I would like to go back again.
He was a good team member and did gave excellent work, leading the team on occasions.	I liked the work in the garden. I now like outdoor work.
The student worked well on the tasks provided and was enthusiastic. He assisted in team efforts to produce good work.	I found some of the work very tiring but the member of staff was very helpful and we were able to do different things.
He was a very keen worker and got stuck in to all jobs with enthusiasm, being a very good team member.	It was nice to be outside and we did lots of work. It was a good placement.
He was a very enthusiastic member of the team and was very proactive in leading the work.	I learnt about different plants and right tools to use on different jobs.
She was a quiet member of the team but once given direction proved a good worker.	I found it hard work and got tired. But I liked working with everyone.

Good teamwork, showed imitative at times hopefully he will grow in confidence. He only really spoke when spoken to and I hope his confidence continues to improve.	I liked my placement and it was good to be outdoors. I did get tired but was able to take a break.
She was a good team player with a good attitude. She was helpful and polite and always willing.	I didn't think I would like it as much as I did. It taught me to keep going and I learnt some new skills.
She was a very polite and helpful student. She performed well in every task. She was fairly quiet but I was pleased with her results.	I very much enjoyed the placement and liked working with friends.
She proved to be very good. She took direction well and listened. Her attitude was great and I'm pleased with the results.	At first this is something that I didn't really want to do, but I enjoyed it and the staff's comments have given me confidence.
He was always willing. I knew at times some of the tasks were not to his liking but he showed determination to succeed. He worked well in a team we were aware of his support issue but this wasn't a problem.	I liked working as a team and enjoyed looking around. Some of the jobs were a bit boring but I'm glad I completed all of the days and am pleased with what the staff member has said about me.
She plays a very active part in the group and was enthusiastic. She was a good team player and listened to instructions.	I learnt a lot about the different plants and when to care for them. I wasn't looking forward to being outdoors all of the time but the weather was always good. The staff were very helpful and I like the comments.
He had a tendency to lose concentration but once brought back to task was fine. Produced some good work. I was aware of his support needs and gave him tasks that were suitable.	I enjoyed being outside and was pleased to clear all the leaves. I learnt about the different plants. I listened to the staff member when I said the wrong things and made sure I didn't do it again.
She worked well once given a task and performed well under direction and on her own.	I enjoyed the placement and it helped with my communication.

Link here back to [Placements for Learners with Learning Difficulties](#)