



# TOOLKITS FOR MANAGING EMPLOYER-LED INPUTS INTO SCHOOLS AND COLLEGES



## Toolkit 12: Identifying and evaluating skills from work-related or skills-based activities

### Outline of activity

This activity involves reviewing and evaluating the actions that students have completed during work-related activities, such as work experience, volunteering, part-time work, Duke of Edinburgh awards and during other school-based career-related learning. It also involves mapping the skills that they have developed and used, with relevant and specific examples.

Guidance on how to evaluate the skills learnt during work experience has been included in the EDGE Curriculum. Please click on this link [www.gottheedge.co.uk](http://www.gottheedge.co.uk) and then select Curriculum under the Resources page to download the curriculum.

#### Aims of the activity:

- Students to identify the skills that they have used and developed through work-related experiences.
- Students can reflect on these experiences and provide examples of when they have used different skills.
- Students can identify where the gaps are against key skills required by employers and/or against skills required for a job they would like in the future.

#### This activity could include:

- A presentation from an employer about general or commonly requested key skills and how to provide examples that you have these skills.
- Students to use pre-prepared fictitious job applications to highlight key skills required and can look at how they would tackle answers.
- Students look at completed fictitious applications and responses that have been provided by the applicant. Students compare answers with the job description and person specification. Students then make judgements about which one they would employ if they were the recruitment manager, and why.
- Students assess and review their work-related experiences and map their key skills and examples of where and how these skills have been used.
- Students identify gaps against general/commonly-requested skills – what can they do to fill that gap? Students document how they plan to develop these skills.
- Students use the Careers Wales or Prospects website to identify skills required for careers of interest and match these with those already identified as having, or gaps for skills that they cannot currently evidence.

#### When to run this activity:

A good time to complete this activity is after your school or college curriculum-based work experience has been completed. However, if work experience is during the summer term, then this activity can be run during the first or second week of the new academic year.

Where work experience does not form part of your school or college curriculum, students should be given the chance to complete work-related tasks. This could include those suggested in this booklet and/or encouraged to find work experience during the holidays and inset days. In this instance, it would be useful for an employer to present to students 3-6 months earlier about why gaining work experience or completing volunteering is important, and how and where students can find a placement.

## Resources and materials needed

- IT facilities: computer for employer/teacher, internet access and sound.
- Workbook – key skills needed, record of my skills/examples/action plan.
- Work experience diary/journal.
- Fictitious job applications – written or supplied by the employer.
- IT classrooms to carry out research.
- Careers Wales: [www.careerswales.com/en/tools-and-resources/job-information/a-to-z/](http://www.careerswales.com/en/tools-and-resources/job-information/a-to-z/)
- Prospects website: [www.prospects.ac.uk/job-profiles/browse-a-to-z](http://www.prospects.ac.uk/job-profiles/browse-a-to-z)

## Activity considerations

- Try to use employers that are involved in recruitment or are experienced in delivering employability/recruitment style activities.
- Students may need reminding of the specific employer-run inputs they have had, plus access provided to previous work-related learning documents that they have completed.

## SMART objectives for students

- ✓ Students can recognise the skills they use and have developed through different work-related activities, e.g. including work experience, volunteering and during lesson activities.
- ✓ Students confidently provide examples to evidence their skills when writing CVs, applications forms and during interviews.
- ✓ Students understand where they have skills gaps and have an action plan in place to address these gaps.

### How to measure success:

- Through verbal feedback.
- Through worksheets identifying skills and gaps.
- From mock interview feedback forms, if held in school.
- Through student evaluation forms.

Timeline of activities		
	<b>3 months before</b>	<ul style="list-style-type: none"> <li>• Who is your target audience?</li> <li>• When and how will this be delivered? Whole year group? In classes?</li> <li>• Check dates: room availability and clashes with other events.</li> <li>• Contact employers: send specific and clear brief, address, times, audience.</li> <li>• Agree format, materials needed and how it will run with the employer.</li> <li>• Ask if colleagues have additional contacts.</li> <li>• Advise teachers who will support or help deliver what is expected.</li> <li>• Do you wish to take photographs? If so, who?</li> </ul>
	<b>2 months before</b>	<ul style="list-style-type: none"> <li>• Chase employers and contact new employers if needed.</li> <li>• Set up a contingency plan (what/who could step in?).</li> <li>• Produce workbook, send to employer to check.</li> </ul>
	<b>Week before</b>	<ul style="list-style-type: none"> <li>• Contact employer to confirm attendance/times.</li> <li>• Ask employers to send presentations to school or college.</li> <li>• Book resources and equipment.</li> <li>• Send evaluation forms and workbook to Reprographics department.</li> <li>• Send reminder to teachers and staff.</li> <li>• Brief students.</li> </ul>
	<b>Day before</b>	<ul style="list-style-type: none"> <li>• Collect materials and distribute.</li> <li>• Remind staff including Reception staff and students what is expected etc.</li> <li>• Check contingency in place.</li> <li>• Check employer's presentation has been received.</li> </ul>
	<b>On the day</b>	<ul style="list-style-type: none"> <li>• Greet employer, offer water, tea or coffee, advise where toilets are and fire alarm procedure.</li> <li>• Set up equipment. Introduce guest.</li> <li>• Manage behaviour, keep time, prompt questions.</li> <li>• Thank employer.</li> </ul>
	<b>Day after</b>	<ul style="list-style-type: none"> <li>• Email thank you to employer. Ask if they would consider doing this again or support another activity.</li> <li>• Gain verbal feedback and collate evaluation forms.</li> </ul>
	<b>Week/month after</b>	<ul style="list-style-type: none"> <li>• Review learning with students. Review evaluation forms and activity. What went well, what could be improved?</li> <li>• Complete newsletter write-up.</li> <li>• Check for photographic permission.</li> </ul>