



# TOOLKITS FOR MANAGING A COMPREHENSIVE RANGE OF INDUSTRY VISITS FOR SCHOOL AND COLLEGE STAFF AND STUDENTS



## EDGE CEIAG Project

### Toolkits for managing a comprehensive range of industry visits for staff and students

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## Introduction

The benefits of schools and colleges working with employers and training providers is extensive and well planned and successful activities can inspire and raise students' aspirations, introducing them to a wider range of careers and opportunities which can be available to them. Employer engagement can help young people to learn about what working life and careers are really like, receive advice and information from professionals, can help them to focus more on their academic work and help make student destinations more diverse and successful, including reducing the risk of students becoming NEET.

This booklet provides general guidance and toolkits for eleven different employer-led activities, which can be arranged with employers in their workplace. It is designed to be used by all members of staff working in schools who need to engage with employers, especially new staff or those who are new to this type of activity. It is intended to provide a step-by-step "how to guide" to organising activities, with each toolkit being a stand-alone resource.

For those who have greater experience of brokering employer-led activities (e.g. experienced Careers Leads), some of the material will cover familiar territory, but it will nonetheless provide a useful planning framework and ensure common pitfalls are avoided.

Information and guidance is included about how to arrange the individual activities, the resources and materials needed, key considerations, a planning timeline, the relevant year groups the activities would suit and links to specific Gatsby benchmarks (see below), the government standard for best practice in careers related activities in school and college settings. It is hoped that this guide and the toolkits contained within will help staff to build a framework from which to create unique and productive relationships between employers, students and staff.

### **The eight Gatsby Benchmarks of Good Career Guidance** <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Benchmarks define all the elements of an excellent careers programme, based on recent national and international research. The Government's expectation is that schools/colleges begin to work towards these Benchmarks immediately and meet them by the end of 2020. They are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

**Using Gatsby to audit your school/college's ability to deliver CEIAG** Before deciding what kinds of activities to arrange, it can be useful to conduct an audit (if one has not been completed previously) in line with these Benchmarks, to see what careers-related employer activities are already happening in your school or college and how well they are working. The Careers and Enterprise Company offer a useful audit tool [www.careersandenterprise.co.uk/compass](http://www.careersandenterprise.co.uk/compass) .

## Using Enterprise Advisors from the Careers and Enterprise Company via GFirst LEP:

Enterprise Advisers (EAs), senior business volunteers who work closely with a local school or college to help develop a practical careers plan as part of the Careers and Enterprise Company support, are currently available to assist Gloucestershire schools in carrying out many of these activities.

Please contact Rob Jenkins, Senior Enterprise Coordinator, Mobile: 07803 411512, Direct: 01242 715481 or email: [rob.jenkins@gfirstlep.com](mailto:rob.jenkins@gfirstlep.com) to identify and / or recruit your Enterprise Adviser and what support is available.

**Table 1 - Toolkit overviews:**

Toolkit	Gatsby Benchmark	Activity	Ideal for students studying or teachers teaching	Duration	General aims and objectives of activity	Classification of activity	General considerations	Resources
1	7	Visit to local college or training provider for hands-on vocational tasters	<ul style="list-style-type: none"> <li>KS4/5</li> <li>Teachers of KS4/5</li> </ul>	½ day - 1 day	<ul style="list-style-type: none"> <li>Students are given the opportunity to take part in a range of practical activities related to different job and vocational areas</li> <li>Students are clearer about the educational routes they need to follow to a specific vocation or to join a specific sector</li> <li>Students are clearer about the workplace skills they need to develop e.g. communication skills, team working etc.</li> </ul>	<p>Specific contact with vocational training provider</p> <p>Interactive experience</p> <p>Broad overview of work-related skills</p>	<p>Contact training provider/college in good time to arrange visit</p> <p>Establish group size early on i.e. will the whole year group or selection of students be visiting?</p>	<ul style="list-style-type: none"> <li>Pens</li> <li>Camera to take pictures</li> <li>Access to school mini-bus to facilitate school visit</li> <li>Risk assessment completed by teaching staff</li> <li>Reflective log templates to be completed by each student participating after the event</li> </ul>
2	5/6	Visit to local employer for work shadowing experience	<ul style="list-style-type: none"> <li>KS4/5</li> </ul>	2-4 hours	<ul style="list-style-type: none"> <li>Individual students are given the opportunity to shadow employees in realistic work settings and ask questions about the specifics of work roles, and the workplace generally</li> <li>Students are clearer about the workplace skills they need to develop e.g. communication skills, team working etc.</li> </ul>	<p>Specific contact with an employer</p> <p>Interactive experience</p>	<p>Contact the employer(s) in good time to broker visit</p> <p>Will the students need to be visited/supervised in the workplace by a member of teaching or support staff?</p>	<ul style="list-style-type: none"> <li>Will school minibus be required?</li> <li>Reflective log templates for each student participating</li> <li>Risk assessment completed by teaching staff (and/or employer)</li> <li>Will student need to wear clothing specific to the visit e.g. business dress/coveralls/work boots? Will protective clothing be supplied by the employer?</li> <li>Camera for photo-journal</li> </ul>

Toolkit	Gatsby Benchmark	Activity	Ideal for students studying or teachers teaching	Duration	General aims and objectives of activity	Classification of activity	General considerations	Resources
3	5/6	Targeted volunteering experience e.g. one-off or once a week activity	<ul style="list-style-type: none"> <li>KS4/5</li> </ul>	1 day (or recurrent)	<ul style="list-style-type: none"> <li>Individual students are given the opportunity to gain workplace experience through a piece of volunteering, either as a one-off or as a recurrent piece of work</li> <li>Students are clearer about the workplace skills they need to develop e.g. communication skills</li> </ul>	<p>Specific contact with an employer</p> <p>Interactive experience</p>	<p>Contact the employer/charity in good time to broker visit</p> <p>Will the students need to be visited in the workplace?</p>	<ul style="list-style-type: none"> <li>Will school mini-bus be required?</li> <li>Reflective log templates for each student participating</li> <li>Risk assessment completed by teaching staff (and/or employer)</li> <li>Will student need to wear specific clothing?</li> </ul>
4	5/6	Morning or afternoon workplace visit	<ul style="list-style-type: none"> <li>KS3/4/5</li> </ul>	½ day	<ul style="list-style-type: none"> <li>Groups of students are able to visit a specific workplace with the intention of learning more about specific roles and activities carried out by employees</li> <li>Students are clearer about the educational routes they need to follow to a specific vocation</li> <li>Students are clearer about the workplace skills they need to develop e.g. communication skills</li> </ul>	<p>Specific contact with an employer</p> <p>Interactive experience</p>	<p>Contact employer in good time to arrange visit</p> <p>Establish group size early on i.e. whole year group or selection of students</p> <p>Confirm with the employer if the students will undertake any specific activities</p>	<ul style="list-style-type: none"> <li>Access to school mini-bus to facilitate school visit</li> <li>Reflective log templates for each student participating</li> <li>Risk assessment completed by teaching staff (and/or employer)</li> <li>Do students need to be wearing reflective vests?</li> </ul>

Toolkit	Gatsby Benchmark	Activity	Ideal for students studying or teachers teaching	Duration	General aims and objectives of activity	Classification of activity	General considerations	Resources
5	5/6	Tour of a facility e.g. Airport, Court, health care facility production facility, farm or large retail outlet	<ul style="list-style-type: none"> <li>KS3/4/5</li> </ul>	1 day	<ul style="list-style-type: none"> <li>Groups of students are able to visit a specific workplace with the intention of learning more about a range of roles and activities carried out by employees</li> <li>Students are clearer about the educational routes they need to follow to a specific vocation seen on the visit</li> <li>Students are clearer about the general workplace skills they need to develop e.g. communication skills for any of the roles seen</li> </ul>	<p>Specific contact with an employer</p> <p>Interactive experience</p>	<p>Contact employer in good time to arrange visit</p> <p>Establish group size early on i.e. whole year group or selection of students</p>	<ul style="list-style-type: none"> <li>Access to school mini-bus to facilitate school visit</li> <li>Reflective log templates for each student participating</li> <li>Risk assessment completed by teaching staff (and/or employer)</li> <li>Do students need to be wearing reflective vests?</li> </ul>
			<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>
6	5/6	Maximising take-your daughter/ Son-to-work days	<ul style="list-style-type: none"> <li>KS3/4/5</li> </ul>	1 day	<ul style="list-style-type: none"> <li>Individual students are given the opportunity to gain workplace experience through a one-off experience in parent/guardian's workplace</li> <li>Students are clearer about the educational routes they need to follow to a specific vocation seen on the visit</li> <li>Students are clearer about the general workplace skills they need to develop e.g. communication skills</li> </ul>	<p>Specific contact with an employer</p> <p>Interactive experience</p>	<p>Ensure that the student and their parent/guardian is supported by the school to make this the best experience possible</p> <p>Ensure that other opportunities are facilitated for other students in the cohort to gain work experience</p> <p>Will the students need to be visited in the workplace?</p>	<ul style="list-style-type: none"> <li>Reflective log templates for each student participating</li> <li>Risk assessment completed by teaching staff (and/or employer)</li> </ul>

Toolkit	Gatsby Benchmark	Activity	Ideal for students studying or teachers teaching	Duration	General aims and objectives of activity	Classification of activity	General considerations	Resources
7	5/6	Staff STEM inset training hosted by technology, medical or technology company / organisation	<ul style="list-style-type: none"> <li>Teachers of KS3/4/5</li> </ul>	1 day	<ul style="list-style-type: none"> <li>Team of staff have opportunity to conduct specific INSET training experience in a workplace e.g. STEM training, Health &amp; Safety training etc. to be facilitated in the workplace by the employer or third party trainers</li> </ul>	<p>Specific contact with an employer</p> <p>Staff awareness activity</p> <p>Staff development opportunity</p>	<p>Contact employer in good time to arrange training experience</p> <p>Establish group size early on i.e. department or all teaching staff?</p>	<ul style="list-style-type: none"> <li>Flip charts,</li> <li>Pens and highlighters</li> <li>Laptop</li> <li>Access to school mini-bus</li> </ul>
8	5/6	Brokering an off-site location for Enterprise activity and/or awards ceremony	<ul style="list-style-type: none"> <li>KS3/4/5</li> </ul>	1 day	<ul style="list-style-type: none"> <li>Students have opportunity to participate in off-site employer- led enterprise activity</li> <li>Or Award ceremony for previously undertaken activity is hosted off site with an employer</li> </ul>	<p>Specific contact with an employer</p> <p>Interactive experience</p>	<p>Contact employer in good time to arrange learning experience</p> <p>Establish group size early on i.e. year group, selection of year group or activity winners &amp; runners up?</p>	<ul style="list-style-type: none"> <li>Access to school mini-bus to facilitate school visit</li> <li>Reflective log templates for each student participating</li> <li>Risk assessment completed by teaching staff (and/or employer)</li> </ul>

Toolkit	Gatsby Benchmark	Activity	Ideal for students studying or teachers teaching	Duration	General aims and objectives of activity	Classification of activity	General considerations	Resources
9	5/6	Facilitated networking visits – meet the expert	<ul style="list-style-type: none"> <li>KS3/4/5</li> </ul>	1 day	<ul style="list-style-type: none"> <li>Group of students are given the opportunity to gain greater workplace experience through meeting “experts” in their place of work</li> <li>Students are clearer about the educational routes they need to follow to specific vocations seen on the visit</li> <li>Students are clearer about the general workplace skills they need to develop e.g. communication skills</li> </ul>	<p>Specific contact with an employer</p> <p>Interactive experience</p>	<p>Contact employer in good time to arrange learning experience</p> <p>Establish group size early on i.e. year group or selection of year group</p>	<ul style="list-style-type: none"> <li>Access to school mini-bus to facilitate school visit</li> <li>Reflective log templates for each student participating</li> <li>Risk assessment completed by teaching staff (and/or employer)</li> </ul>
10	5/6	Off-site work-based team building experience	<ul style="list-style-type: none"> <li>Teachers of KS3/4/5</li> </ul>	1 day	<ul style="list-style-type: none"> <li>Group of staff to participate in a piece of off-site team building with an employer or charitable organisation with intention of networking with an employer and gaining insights into specific workplaces</li> </ul>	<p>Specific contact with an employer</p> <p>Staff awareness activity</p> <p>Staff development opportunity</p>	<p>Contact employer in good time to arrange training experience</p> <p>Establish group size early on i.e. year group or selection of year group</p>	<ul style="list-style-type: none"> <li>Access to mini-bus (if required)</li> <li>Specific clothing and equipment dependent on activity</li> <li>Risk assessment completed by leading member of staff (and/or employer)</li> </ul>
11	5/6	Teacher workplace placements	Teachers of KS3/4/5	1 day	<ul style="list-style-type: none"> <li>Individual member of teaching staff to participate in their own “work experience” to gain greater insights into specific workplace roles and the application of taught skills and subjects in the workplace</li> </ul>	<p>Specific contact with an employer</p> <p>Staff awareness activity</p> <p>Staff development opportunity</p>	<p>Contact employer in good time to arrange training experience</p> <p>Establish which staff member(s) attending the placement</p>	<ul style="list-style-type: none"> <li>Specific clothing or equipment required</li> <li>Laptop</li> <li>Risk assessment completed by participating member of staff (and/or employer)</li> </ul>