



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



Education & Skills  
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### Toolkit 3: Targeted volunteering experience e.g. one-off or once-a-week activity

Toolkit abstract	
Duration of visit	1 day or recurrent
Key beneficiaries	All students studying to KS4/5 and of additional relevance to; <ul style="list-style-type: none"> <li>those expressing interest in vocationally based full time courses <i>or</i> applying for apprenticeships after year 11 and year 13</li> </ul>
	Staff teaching students to KS4/5 and of additional relevance to; <ul style="list-style-type: none"> <li>Staff teaching vocational subjects</li> <li>Careers and other CEIAG staff in schools wishing to gain deeper insights into specific careers and the local labour market</li> </ul>
Gatsby Benchmarks associated with this activity	5 / 6
Activity aim	<p>The aim of this type of activity is for students and their teachers and support staff to gain greater insights into workplace practice, types of skills required, job types and roles and the sorts of job offers made to young people via a bespoke piece of volunteering, more likely, but not necessarily with a charitable or community based organisation.</p> <p>It is most likely that as a member of staff you will be facilitator of this experience and not present whilst the student completes the experience.</p>

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### Section 1: First considerations before arranging visit to employer/volunteering host

#### 1.1 Key questions to ask before initiating contact

##### 1.1.1 What learning outcomes do I want for my students from the visit?

Knowledge	
Prior to the visit do my students need to find out about the workplace or roles that they have expressed interest in or will this piece of volunteering enable them to experience the workplace in its broadest sense?	What information do they need from the piece of volunteering to help them make informed careers decisions?
What currently studied subjects does the volunteering link to?	What key questions do I want them to ask whilst there?
Skills	
Specific skills or aptitudes needed for the workplace volunteered in.	Will there be opportunity to use communication, team-working and other workplace skills?
Importance of English, maths, ICT to workplaces visited	Any other important career related information e.g. unique qualifications needed to progress towards a specific career goal in the sector volunteered for e.g. community action worker?

##### 1.1.2. What do I want from the experience?

What are the objectives of the activity for the school and its students?	Will I or another member of staff be present, or will the student be alone?
What questions might I or an accompanying member of staff want to ask?	What can I do to enable the student to see the relevance and link between a voluntary work experience to future employability?
Has the school already visited this establishment before and, if so, was it beneficial?	What activity will I plan in school to follow up the event?

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#### 1.1.3. What does the organisation want from the visit?

What are the main objectives of the activity for the employer (and employees/volunteers)?	Is the company looking to recruit new volunteers, donors or employees?
Is this an opportunity for the organisation/charity to develop its own staff and volunteers?	Will my students be asked to take part in promotional activity for the company or charitable organisation and, if so, what do I need to do about it?

#### 1.1.4. Group size, access considerations, budget and staffing considerations

How many students do I intend to be involved – i.e. one student or a group of selected students. Is this realistic for the company/charity?	How will I ensure that this visit appeals to a student with specific SEND needs e.g. autism?
Do I need to use the school mini-bus or will the students make their own way there?	How many staff (if any) need to accompany the student(s) on the visit?
Ensure a risk assessment is carried out in the case that the student will be unsupervised in the workplace and on their way to and from the workplace.	What specific access arrangements do I need to consider? Can these be fulfilled by the employer?
Have I written a robust care plan and have an emergency contact(s)	Have I obtained parental consent and managed refusal for the student?

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### Section 2 – Research prior to making contact with the employer/volunteering host

#### 2.1. Key considerations

<p>What sort(s) of employer/volunteering body might I wish to contact?</p> <ul style="list-style-type: none"> <li>• Consider employment or volunteering sector e.g. community action organisation, charity retailer.</li> <li>• Size of organisation e.g. local organisation or national.</li> <li>• Reputation of the employer/charity locally.</li> </ul>	<p>Is the activity something available to all students, or is it something that is available on a request basis? Do students participating get additional recognition e.g. an open badge/certification?</p>
<p>Speak to representatives of charities or community-based organisations when they are at events already organised by your own school e.g. at a careers fair/post 16 event or practice interview sessions etc.</p>	<p>Speak to your designated careers lead in school as they will often have pre-existing contact with a range of local employers and voluntary organisations and may be able to recommend particular organisation that is approachable and/or has supported your school before</p>
<p>Visit the website of the preferred employer/charities/community organisation(s) to establish if they already offer this type of activity or specific activities relevant and of benefit to young people.</p>	<p>Can your school alumni or parents help in terms of volunteering opportunities?</p>
<p><b>Important points to remember!</b></p>	
<p>Some employers and voluntary organisations will offer highly structured opportunities for volunteering including open badges and even NVQs whilst others may not. In the case of a smaller employer e.g. a builder or garage be careful that your student isn't being exploited for unpaid labour.</p>	
<p>For Health and Safety/Safeguarding reasons some employers/voluntary organisations may not offer certain types of volunteering experience or may need your students to be 18 or over before undertaking volunteering.</p>	
<p>Your initial contact could be part of a wider ask for support as opposed to a bespoke activity, so will volunteering be part of a potential menu of support that the employer could be asked to support?</p>	

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### Section 3 - Making initial contact with the employer/volunteering host

#### 3.1. Preferred method(s) of communication with employer/volunteering host

Communication method	Benefit	Drawback
<p><b>Preferred method(s)</b></p> <p>Initially make contact by phone with the organisation/charity</p> <p>For small organisations/charities it is probably best to approach or ask for the 'manager' or owner/director. Ring to confirm full name, preferred contact details and time of day it would be best to re-contact.</p>	<p>An e-mail might suffice, but a phone call is generally your first in-road when approaching a company cold.</p>	<p>Some charitable organisations will jump at the chance to recruit a young person, but be clear when facilitating for a student(s) that the volunteering shouldn't be an impediment to their full time studies.</p>
<p>In larger organisations there are several people that you could approach (see Toolkit 2 for details) but specifically in the case of charities e.g.;</p> <ul style="list-style-type: none"> <li>• Volunteer Services Manager</li> <li>• Marketing and Communications Manager</li> <li>• Fundraising Manager or Appeals Director</li> </ul>		<p>If a student wishes to do more volunteering, discuss options with the organisation. What will the student and their family need to do independently to organise this?</p>
<p><b>Important points to remember!</b></p>		
<p>Ensure that if you are brokering a volunteering experience, that the employer or voluntary organisation has adequate PLI and also has its own risk assessments in place for your students to volunteer in their workplace.</p>		
<p>Be prepared to write a clear risk assessment, outlining where the school's duty of care ends, and the employer/voluntary organisation's begin. Remember if you are brokering this experience, the students are going in the name of the school, not necessarily as private individuals.</p>		

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### 3.2. What to include in your initial e-mail/say in your call

<b>Providing correct and full contact details</b>	
<b>By phone</b>	
When prompted to do so by the secretary or the person you make first contact with, ensure that you supply the best number you can be contacted on. This is sometimes difficult in schools, and so also give information about when it is best for you to be contacted e.g. during break-time, lunch-hour or best after school.	If you need to have a subsequent conversation with a manager or other designated person in the company/voluntary organisation, ensure that you ask for their full title, direct telephone number and when they prefer to be contacted. If you are asked to e-mail ensure you have the correct address. Often charities will be informal and will suggest to ask for Jane or Dave for example, but keep it formal until you meet in person particularly for record keeping.
<b>By e-mail (initial or subsequent communication)</b>	
As designated lead facilitator, always ensure that you use your full name, job title and supply full contact details, including postal address for your school at the foot of your e-mail. Essentially, in this situation you are “sponsor” to the student or students volunteering.	Copy other members of your team into the e-mail so that the employer/volunteering host has alternative contacts to re-contact if you’re not available.
<b>What do you want from them to make the visit a success?</b>	
Explain that you would like to organise some volunteering experience(s) for x amount of students on a date convenient to the employer, stating times when it would be difficult to the students to visit e.g. holidays, exam periods.	Specify ages as opposed to year groups as employers often won’t recognise terms such as Key Stage 4 or Year 11 unless they have children of their own.
It is also helpful to be clear about why you have chosen this company/charity to contact. Not only does it impress the organisation it can also make the experience more specific to a subject area and more relevant to the student, i.e. it isn’t just an experience of work, it is directly relevant to their career planning.	Specify age of students coming as often activities can be geared to a specific group, it is also helpful for some charities as they may offer age specific opportunities and this will avoid the risk of cancellation as a result of last minute hitches.
<b>Important points to remember!</b>	
Charitable organisations can offer a huge range of excellent experience and, since they often have more specialist expertise in recruiting and cultivating and retaining volunteers, this can offer straightforward access to work place skills and the expectations of a workplace	
Be confident that the volunteering opportunities fit in with timetabling considerations, so, for example, can they be outside of school hours e.g. on a Saturday morning or after school?	

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### 3.3. Next steps after making initial contact

#### Some points to consider before the volunteering experience

<p>After the initial phone call it is very sensible to visit the employer or volunteering host in their workplace enabling you to create an agreement between the parties i.e. your school and the employer/volunteering organisation.</p>	<p>Establish with the employer if the volunteering will involve the student partaking in a one-off or a recurrent activity.</p>
<p>During a site visit or other preparatory conversation ask the employer/volunteering organisation what skills and qualifications they value the most. This will help you and your student(s) to link the volunteering to curriculum aims.</p>	<p>If you are in a position to share general information about the characteristics of the student or students who will be volunteering this can be helpful for the employer.</p>

#### Housekeeping

<p>Ensure that the employer/volunteering host is aware that cancellations can occur owing to illness, unexpected changes at school, or a crisis. If they are parents they will know that this is common when working with teenagers, but it will avoid disappointment later on if they are made aware early on.</p>	<p>Ensure that you, the volunteering host and, most importantly, the student(s) are clear about;</p> <ul style="list-style-type: none"> <li>• Duration of the volunteering – i.e. is it a day or a day a week.</li> <li>• Be clear if it is longer than a week what days and hours the student will be regularly volunteering and if there is any specific cut-off date or if the volunteering will be terminated with mutual agreement.</li> <li>• Ensure that all parties are clear about the hours that will be worked.</li> <li>• Where the student needs to be DBS checked, ensure that you are familiar the process and that you have shared this with the student to avoid confusion on their part.</li> <li>• Be clear if a risk assessment needs to be written by you in addition to the host organisation</li> </ul>
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### Section 4 – Planning the Activity

#### 4.1 SMART Objectives for volunteering

<b>1) Activity prior to volunteering (students)</b>	<b>Measure of success</b>
1.1. Students briefed to ask at least one question arising out of the volunteering e.g. what paid roles do you have in your organisation?	Student to complete a photo journal during the activity and a reflective log after visit to discuss what they learned and what question(s) they asked whilst volunteering with the employer.
<b>2) Activity during the visit (staff, where present)</b>	<b>Measure of success</b>
2.1. Staff to observe and assess questions asked and activities undertaken by student(s) and reflect on ways to improve the experience and feed this back to employer/volunteering host.	Verbal or written feedback given to the student on the day or after volunteering completed in response to comments made by the student in the reflective log and pictures taken in the photo journal.
	Verbal or written feedback given to the employer/volunteering host on the day of volunteering or at the end of the volunteering period.
2.2. Ensure that all students and staff complete any feedback forms provided by the employer/volunteering host to improve future experience.	All staff and students present submit forms to employer at the end of the visit.
<b>3) Activity during the visit (students)</b>	<b>Measure of success</b>
3.1. Student to undertake voluntary duties as directed by employer or volunteering host.	Student to complete a photo journal and/or a reflective log to discuss what they liked and/or disliked about the volunteering, and suggest a different company/charity or type of employer if the volunteering wasn't to their satisfaction.
3.2. Student to suggest what could be improved for future volunteering activities	Student to complete reflective log to discuss what they would improve upon for a future volunteering, or for other students having the same experience.
<b>4) Activity after the volunteering (students)</b>	<b>Measure of success</b>
4.1. Student to complete a reflective log of their experience.	In addition to the above, reflective log could include response to the following sample questions; <ul style="list-style-type: none"> <li>• The best part of the volunteering was (why)</li> <li>• The part I enjoyed the least about volunteering was (why)</li> <li>• Did you enjoy the volunteering (why) and, if not, why?</li> <li>• Have you learnt something new from this experience? if so, what?</li> <li>• Do you think you know more about this particular type of employment? Describe what you have learnt from the volunteering.</li> <li>• Describe the duties and responsibilities you had whilst volunteering. Did you feel challenged enough? What could you do differently next time?</li> <li>• What has this taught you about the workplace? Describe how is it different from school?</li> </ul>

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5) Activity after the volunteering (staff)	Measure of success
5.1. Staff to collect contact details from other members of staff met during the process of brokering the volunteering to maintain contact following the activity.	Contact details included on a school database of employer contacts and shared with specific members of the school team, e.g. Careers education lead.

## Section 5 – After the Activity

### 5.1. Follow-on activity after volunteering is complete

#### 5.1.1 Follow-on steps for the students

- Ensure the student has information to enable them to meet the employer/volunteering host again e.g. at a future careers event, or know how to apply for volunteering opportunities, jobs, apprenticeships or school leaver/graduate schemes with them in the future.
- As above ensure the student(s) write(s) a reflective log about the experience outlining what they learned, e.g. unexpected things about the activity, likes and dislikes, and questions to establish if this activity helped them to plan their subsequent career steps.
- Encourage the student(s) to be the one(s) who call or write to thank the employer/volunteering host. Often a letter shows greater professionalism and commitment to the company/charity.

#### 5.1.2. Follow-on steps for the staff

- It is often sufficient to thank the staff on the day or at the end of the volunteering period, but an e-mail or follow-up call on behalf of the school is often welcome and ensures continuity, especially if the organiser doesn't attend the event in person.
- Provide feedback when requested and anecdotal observations to host staff.
- Publish your experiences on your website including photos and videos and share with your team and the employer/volunteering host (data protection permitting).
- As outlined above, ensure that accurate records have been made of the names and positions of any staff met/contacted whilst brokering the volunteering opportunity to include in a database of contacts.
- Make timely suggestions about improvements which can be made to the learning experience to your team and the employer/volunteering host.
- Brief other colleagues about the experience and celebrate the successes of individual students and any particular noteworthy moments.

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### Section 6 – Timeline

#### 6.1. Timeline

- 6 months – 2 months prior to volunteering is due to commence contact the employer in question to broker volunteering opportunities.
- As soon as possible after arranging the volunteering pre-visit the employer/volunteering host to clarify arrangements and see where the student(s) will be working and what sort of duties they will be carrying out and that adequate risk assessments are in place.
- Day of volunteering – ensure that student attends and leaves at times agreed.
- End of volunteering period in case of weekly attendance identified and planned for accordingly.
- 1-2 days after the one off volunteering, call, e-mail or write to the employer/volunteering host to thank them, provide any feedback, and follow up on any student queries.
- 3-4 days after the volunteering, publish pictures, write an article and share with the employer/volunteering host with consent of student.
- Up to 6 months after make contact again with the employer/volunteering host to schedule next volunteering opportunity.

### Section 7 – Information Sources

#### 7.1. Additional resources and helpful contacts

Canals and Rivers Trust <https://canalrivertrust.org.uk/>

Caring for communities and people <https://www.ccp.org.uk/>

Charity Job <https://www.charityjob.co.uk/volunteer-jobs/south+west/gloucestershire>

Forest Voluntary Action Forum <https://fvaf.org.uk/>

Glosjobs <https://www.glosjobs.co.uk/education-apprentices-graduates-health-charity/charity-organisations-paid-and-voluntary-work/>

Gloucestershire Constabulary <https://www.gloucestershire.police.uk/more-on-us/recruitment/volunteers/>

Gloucestershire Libraries <https://www.gloucestershire.gov.uk/libraries/volunteer-in-a-library/volunteer-roles-and-vacancies/>

Gloucestershire Wildlife Trust [www.gloucestershirewildlifetrust.co.uk/](http://www.gloucestershirewildlifetrust.co.uk/)

Schoolsnet - <https://www.gloucestershire.gov.uk/schoolsnet/school-office/school-visits/> Suggested locations for visits, and H+S guidance for offsite visits

So Glos <http://www.soglos.com/culture/42147/14-places-to-volunteer-in-Gloucestershire>

Volunteering Gloucestershire <https://volunteerglos.org.uk/>

Young Gloucestershire <https://www.youngglos.org.uk/>