



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



## Toolkit 7: Staff STEM inset training hosted by medical or technology company/organisation

<b>Toolkit abstract</b>	
<b>Duration of visit</b>	1 day
<b>Key beneficiaries</b>	Outcomes from this activity will benefit all students studying to KS3/4/5 and of additional relevance to; <ul style="list-style-type: none"> <li>• those expressing interest in vocationally orientated full-time courses or applying for apprenticeships after Year 11 and Year 13</li> </ul>
	Staff teaching students to KS3/4/5 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>
<b>Gatsby Benchmarks associated with this activity</b>	5/6
<b>Activity aim</b>	The aim of this activity is for your staff to participate in STEM inset training hosted in an employer that makes use of STEM subjects in its primary role e.g. engineering, ICT, medical etc. This will enable your staff to learn more about a contemporary work environment, its core activities and how it puts STEM subjects to day to day use.

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### Section 1: First considerations before contacting an employer

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

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

Knowledge	
Prior to the visit what do the staff need to know about the employer they are going to be hosted by?	What additional information will the staff need to help students make informed careers decisions, particularly in STEM areas?
What links will there be to currently taught STEM curriculum areas arising from this visit?	What key questions do I want the staff to ask whilst there?

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

What are the objectives of the activity for the school and its students?	How can this visit help to invigorate learning in academic subjects in particular core subjects?
Has the school already visited this facility before and if so was it beneficial?	What activities will I plan in school to follow up the event?

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

What are the main objectives of the activity for the employer (and its employees), is it a CSR opportunity for them?	Is the company looking to influence recruitment of new employees, graduates, apprentices or interns as a result of skill shortage?
Is this an opportunity for the organisation to develop its own staff e.g. through delivery of training workshops or networking with educational providers?	Is the organisation looking to develop other strategic relationships with the school, e.g. sponsorship of facilities or provision of materials, equipment or expertise?

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

How many staff are participating in the INSET training?	Is the workplace hosting the training accessible to all members of staff attending, or do special arrangements need to be made?
Will the training be on a specific INSET day, or will it be outside of normal school hours?	Will the host provide refreshments or will these need to be provided?

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### Section 2 – Research prior to making contact with employers hosting this type of experience

#### 2.1. Key considerations

Is the school looking for a venue to STEM orientated host for its INSET training, or is the training specifically about STEM related careers?	Is the hope that the organisation will provide INSET training that explains how STEM subjects can help towards future careers in industries like theirs or similar ones elsewhere?
Is the training likely to be a mix of bespoke training from a STEM Ambassador, for example, and break-out sessions organised by the school but hosted in a live workplace?	Can your school alumni or parents help in terms of this type of employer engagement?
<b>Important points to remember!</b>	
It is likely that the largest local organisations are going to be the ones best place to help. They are likely to have the greatest purchase with sector groups e.g. CITB, SEMTA.	
Research with your schools careers advisor will indicate the employers who will more likely act as host to this type of activity	

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### Section 3 - Contacting the employer

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

Communication method	Benefit	Drawback
<p><b>Preferred method(s)</b>            Since this is a bespoke activity and one that a company will be likely be very keen to support, it is best to initially call some larger key businesses that you have in mind to discuss what can be offered.</p> <p>Initially make contact with the company with a broad outline of what you have in mind and ask to speak to the person who is most appropriate to help in this situation.</p>	<p>Many engineering and high technology companies have well developed Educational Outreach and CSR programmes and will be looking for ways to find effective interfaces with schools.</p> <p>This encounter with your staff could also be the start of wider strategic working in the future for your school.</p>	<p>As a business seeking to maintain its sustainability the organisation may focus upon its unique recruitment needs and as a result you may feel as if this doesn't adequately address your specific needs in relation to the delivery of curriculum.</p>
<p><b>Important points to remember!</b></p>		
<p>Despite well intentioned altruistic actions, and excellent support from sector groups, businesses are still businesses and will have their own agenda in terms of the needs of their company. Any training provided by the company needs to meet their needs as much as yours, so it is wise to discuss the relevance to curriculum of any resources used by them to train your staff.</p>		
<p>Involve your team at a departmental level to establish where they feel gaps exist in their knowledge and how this training could be helpful.</p>		

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### 3.2. What to do include in your ask?

<b>Relevance &amp; points to negotiate</b>	
What curriculum need is this filling for my students, and what do I actually need from the employer?	Supporting materials given out by the employer need to be educationally relevant to be able to incorporate into schemes of work and lesson plans.
Can the engagement at this level lead into more specific support of students by the employer, i.e. could a representative of the organisation follow this visit up by a talk to groups of students, or assisting with a project?	What will I judge as being relevant to the curriculum? Is it a demonstration of the direct use of STEM subjects, or what an employer will look for in a student who has interest and good results in STEM subjects?
<b>Important points to remember!</b>	
There inevitably will be some ambiguity about how relevant this training will be to the classroom environment, but the visit will be relevant in the sense that it is an opportunity to see a live environment where taught subjects are ultimately applied.	
Bespoke activity such as this will be subjective in terms of how it can be applied by individual teachers, and should be regarded as fact finding as opposed to hard and fixed mandatory content.	

### 3.3. Next steps after making initial contact

Take up the offer of a meeting or site visit to negotiate what you feel would work best, this will help you define what they can offer, and also what would be most helpful to learn from them to help your students.	Define responsibilities, if it is to be a workshop based activity with delivery by both your staff and for example STEM ambassadors establish who will do what on the training day.
<b>Housekeeping</b>	
If this activity is taking place in a school holiday are all of your part-time and full-time staff available to attend?	Ensure that you are clear about; <ul style="list-style-type: none"> <li>• Duration of the visit –a full day starting at x and finishing at y</li> <li>• Any offer of support by the school is realistic</li> </ul>

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### Section 4 – Planning the Activity

#### 4.1. SMART Objectives for visit

<b>1) Activity prior to the visit (staff)</b>	<b>Measure of success</b>
1.1 Staff to define what they hope to gain from visit by answering a short survey.	Against the agreed aims arising from the survey, how successful has the activity been in helping develop knowledge and awareness?
<b>2) Activity during the visit (staff)</b>	<b>Measure of success</b>
2.1. Staff to undertake activities as directed by employer / trainer.	Using a survey at the conclusion of the training, staff will reflect on how helpful the activity has been against defined training aims.
2.2. Staff to suggest what could be improved for future visits	Using the same survey, the staff participating will be asked to consider what could be improved upon if training of this nature were repeated with the employer.
<b>3) Activity after the visit (staff)</b>	<b>Measure of success</b>
3.1. Staff to complete a reflective log of their experience	In addition to the survey above, reflective log could include response to the following sample questions; <ul style="list-style-type: none"> <li>• The most useful part of the training for your teaching was (why)</li> <li>• The least useful part of the training for your teaching was (why)</li> <li>• Did you enjoy generally the visit (why) and, if not, why?</li> <li>• What are the key things you have learnt from this experience?</li> <li>• Do you think you know more about the application of STEM subjects to this particular type of employment?</li> </ul>
<b>4) Activity after the visit (staff)</b>	<b>Measure of success</b>
4.1. Staff to report on how they used learning from the training in the classroom.	<ul style="list-style-type: none"> <li>• Example of a lesson plan or particular element of the scheme of work influenced by the training.</li> <li>• Explicit use of resources supplied by the company at the training activity including virtual resources supplied.</li> </ul>

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### Section 5 – After the Activity

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

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

- Contact the employer after the visit and thank them for their support of your team and your school and invite them to visit the school if they have opportunity to do so.
- Provide any feedback that you have received from the staff about the experience.
- Publish their experiences on your website including photos and videos and share with other members of your team and the employer (data protection permitting).
- As outlined above, ensure that accurate records have been made of the names and positions of any staff they met/ or you contacted whilst brokering the visit.
- Make timely suggestions about improvements which can be made to the learning experience to the employer based on feedback from attendees.

### Section 6 – Timeline

#### 6.1. Timeline

- 3-6 months before intended INSET training make initial contact with the employer(s) shortlisted for support.
- As soon as possible arrange a visit to discuss what can be offered and negotiate who will deliver what during the INSET training.
- 1 week before training call to ensure everything is still set and ready to go, also contact any guest trainers attending the session.
- 1 week before the visit confirm that staff are clear where they are going to.
- Day of the visit, ensure that you are visible to other staff attending and ensure they go to the correct rooms etc.
- 1-2 days after the visit, call, e-mail the employer to thank them, provide any feedback, and follow up on any queries, comments raised by the staff.
- 3-4 days after the visit, publish pictures, write an article to go on your school website or to be put in newsletter and share with the employer.
- Based on your initial conversation with the employer immediately afterwards and no longer than 6 months after make contact again to establish any other forms of support they can offer.

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### Section 7 – Information Sources

#### 7.1. Additional resources and helpful contacts

CITB <https://www.citb.co.uk/>

Cotswold Airport [www.cotswoldairport.com/](http://www.cotswoldairport.com/)

Cotswold BMW Cheltenham [www.cotswoldcheltenhambmw.co.uk/](http://www.cotswoldcheltenhambmw.co.uk/)

G.E. Aviation <https://www.geaviation.com/>

Ecotricity <https://www.ecotricity.co.uk/business-energy/corporate-social-responsibility>

Gloucestershire NHS Trust – work experience <http://www.gloshospitals.nhs.uk/en/Work-for-Us/Work-Experience/>

Nuffield Hospital <https://www.nuffieldhealth.com/hospitals/cheltenham>

Renishaw - [www.renishaw.com/en/working-with-schools--34611](http://www.renishaw.com/en/working-with-schools--34611)

Richmond Village <http://www.richmond-villages.com/retirement-villages/painswick/>

St Oswald's Village <https://www.rooftopgroup.org/homes/extracare/st-oswalds/>

SEMTA <http://semta.org.uk/>

STEM <http://www.graphicscience.co.uk/stem/>