



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



Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

Toolkit abstract	
Duration of visit	1 day
Key beneficiaries	All students studying to KS3/4/5 and of additional relevance to; <ul style="list-style-type: none"> • those expressing interest in vocationally orientated full-time courses <i>or</i> applying for apprenticeships after Year 11 and Year 13
	Staff teaching students to KS3/4/5 and of additional relevance to; <ul style="list-style-type: none"> • Staff teaching vocational subjects • Careers and other CEIAG staff in schools wishing to gain deeper insights into specific careers and the local labour market
Gatsby Benchmarks associated with this activity	5/6
Activity aim	The aim of this type of activity is for students, their teachers and support staff to gain greater insights into a large workplace which presents students with the opportunity to consider a heterogonous range of workplace roles in one visit

Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

Section 1: First considerations before arranging visit to a large facility e.g. a local airport

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 what do my students need to find out about anticipated workplace roles they will see on the visit?	What information do they need from this visit to help them make informed careers decisions?
What currently studied subjects will the roles discovered on this visit link to?	What key questions do I want them to ask whilst there?
Skills	
Specific skills or aptitudes that may be needed to work in the workplace visited.	What opportunities would there be to use communication, team-working and other soft workplace skills in the workplace visited or any other?
Importance of English, maths, ICT to roles in this workplace visited.	Any other important career-related information e.g. unique qualifications needed to progress towards specific career goals in the workplace visited, for example training to become a pilot or working in airport security?

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, STEM subjects?
What questions might I or the accompanying member(s) of staff want to ask the employer and employees during the visit?	What will success look like?
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?

Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

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 the company looking to recruit new employees, graduates, apprentices or interns?
Is this an opportunity for the organisation to develop its own staff?	Will my students be asked to take part in promotional activity for the company during the visit 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 – for a visit of this nature do I intend to take a whole year group, or students who have elected to study specific GCSE subjects e.g. STEM subjects or vocational subjects e.g. Health and Social care	How will I ensure that this visit appeals to students with specific SEND needs e.g. autism?
Can I use the school mini-bus(us) or will I need to hire a larger vehicle e.g. a 48-seat coach? If a coach is being used will the school pay? Do the students need to pay?	How many staff will need to accompany the students on the visit?
What are my expectations of their staff?	What specific access arrangements do I need to consider? Can these be fulfilled by the employer?
Do I have a robust emergency care plan and emergency contacts details?	Do I need to write a risk assessment in addition to the one written by the employer?

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Section 2 – Research prior to making contact with the facility

2.1. Key considerations

<p>What sort(s) of facility might I wish to contact?</p> <ul style="list-style-type: none"> • Range of roles that the students can see e.g. a health care facility will include health care and support staff and a range of roles, functions, and workplace skills on display. • Can a similar experience be delivered by visiting a large event e.g. a police station open day, air show or county show? 	<p>Is the activity something available to all students, or will interest be limited to a specific number of students? How can the activity be made relevant to different students with different interests and learning styles?</p>
<p>Speak to representatives of the local organisation 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 large local employers and organisations and may be able to recommend particular organisation of the right size for your needs who are approachable and/or have supported your school before.</p>
<p>Visit the website of the preferred organisation/event to establish if they already offer this type of activity or specific educational activities or events relevant and of benefit to young people.</p>	<p>Can your school alumni or parents help in terms of this type of workplace visit?</p>
<p>Important points to remember!</p>	
<p>For a visit to a large facility or large event e.g. RIAT Fairford, there will be designated people in place to process your request, and often such opportunities are offered directly to schools. Your careers lead will likely be the recipient of such offers and this activity will present many opportunities for your students to consider workplace roles.</p>	

Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

Section 3 - Making initial contact with the facility

3.1. Preferred method(s) of communication with facility

Communication method	Benefit	Drawback
<p>Preferred method(s)</p> <p>Initially make contact by phone with the facility</p> <p>For a large facility there are several people that you could approach e.g. ;</p> <ul style="list-style-type: none"> • General Manager • Education Community Manager • HR or Training and Development Manager • Corporate Social Responsibility (CSR) Manager • Marketing and Communications Manager 	<p>An e-mail might suffice here, but a phone call is generally your first in-road when approaching a facility cold because it gives you chance to discuss your needs and how the facility can fulfil them.</p>	<p>Be prepared to be directed towards a specific programmed date which may not fit in with your scheduling plans.</p>
<p>Important points to remember!</p>		
<p>Demand to visit an airport or other such large facility e.g. a large construction site will often be highly organised, but also in demand from other schools, so be prepared to have a longer lead time to plan such a visit, it could be that you may need to wait up to a year for this type of activity.</p>		
<p>Be prepared to share your visit with other schools who may be programmed to attend on the same date as yourself. If this represents any potential conflict of interest or isn't to your school's preference look at alternative date.</p>		

Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

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

Providing correct and full contact details	
By phone	
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, 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. Some organisations will be informal and will say, ask for Jane or Dave for example, but keep it formal until you meet in person.
By e-mail (initial or subsequent communication)	
As designated lead, 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 has alternative contacts to re-contact if you’re not available.
What do you want from them to make the visit a success?	
Explain that you would like to organise a day facility visit 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. Also emphasise that you would like to see a range of different job roles within their environment.	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. This is particularly important if you plan to visit a more hazardous environment e.g. a production facility or workshop.
It is also helpful to be clear about why you might have chosen this type of facility to contact; not only does it impress the organisation but 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 relevant to their career planning.	Specify age of students coming as often activities can be geared to a specific group, and the facility may already have its own programme that you can engage with, which may include age appropriate resources.

Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

Important points to remember!

You need to ensure that the date you book isn't going to be at the mercy of other timetable considerations. The facility will likely be taking time behind the scenes to schedule activities, and resource it accordingly, and it will do reputational damage if you cancel at the last minute.

If this is the first visit of its type for your school, view it as something that can become a permanent fixture in your careers education programme. This is good for the facility too, as they can plan for your school to visit each year at a certain fixed time.

3.3. Next steps after making initial contact

Some points to consider before the visit

<p>After the initial phone call it is very sensible to visit the facility so that you essentially create an agreement between the parties i.e. your school and the employer. This also gives you chance to iron out any bugs before the visit.</p>	<p>Establish with the facility if they plan for this to be a passive experience i.e. show and tell, or a more hands-on proactive visit where students will undertake specific activities.</p>
<p>During a site visit or other preparatory conversation ask the employer what skills and qualifications they value the most in their workplace. This will help you and your student(s) to link the activity to curriculum aims and assist to prepare the students for their visit. As this is more general visit where multiple roles may be observed by the students, ask them to specify this for some key roles at the facility.</p>	<p>If you are in a position to share general information about the characteristics of the student or students who will be visiting as this can be helpful for the employer, particularly if they need to consider access arrangements.</p>

Housekeeping

<p>Ensure that the employer is aware that a reduction of group size 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 and the employer are clear about;</p> <ul style="list-style-type: none"> • Duration of the visit –a full day starting at x and finishing at y. • Who the member of staff is who will be receiving your party. • What site you are going to? In the case of large organisations, the person you make the arrangements with might be based at a different site to the one you are due to visit.
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Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

Section 4 – Planning the Activity

4.1 SMART Objectives for visit

1) Activity prior to volunteering (students)	Measure of success
1.1 Students briefed to ask at least one arising out of the visit e.g. what roles do you have in your facility?	Student to complete reflective log after visit to discuss what they learned and what question(s) they asked whilst visiting the employer particularly in relation to the range of roles seen during the visit. In the case of an airport, it could be pilot, aircraft engineer, airport security worker, terminal staff, and fire and rescue staff at the airport.
2) Activity during the visit (staff)	Measure of success
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.	Verbal or written feedback given to the student on the day in response to comments made by the student in the reflective log. Verbal or written feedback given to the employer host on the day of visit.
2.2. Ensure that all students and staff complete any feedback forms provided by the employer to improve future experience.	All staff and students present submit forms to employer at the end of the visit
3) Activity during the visit (students)	Measure of success
3.1. Student to undertake activities as directed by employer.	Student to complete reflective log to discuss what they liked and/or disliked about the visit, and suggest a different facility if the visit wasn't to their satisfaction.
3.2. Student to suggest what could be improved for future visits.	Student to complete reflective log to discuss what they would improve upon for a future visit, or for other students having the same experience

Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

4) Activity after the visit (students)	Measure of success
4.1. Student to complete a reflective log of their experience	<p>In addition to the above, reflective log could include response to the following sample questions;</p> <ul style="list-style-type: none"> • The best part of the visit was (why). • The part I enjoyed the least about visit was (why). • Did you enjoy the visit (why) and, if not, why? • Have you learnt something new from this experience? if so, what? • Do you think you know more about this particular type of employment? • Describe the activities you undertook whilst with the employer. Did you feel challenged enough? What could you do differently next time? • Describe the range of job roles you saw during the visit. • What has this taught you about the workplace? Describe how is it different from school?
5) Activity after the visit (staff)	Measure of success
5.1. Staff to collect contact details from members of staff met during the process of the visit 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 visit is complete

5.1.1 Follow-on steps for the students

- Ensure the student has information to enable them to meet the representatives of that facility again e.g. at a future careers event, or know how to apply for jobs, apprenticeships or school leaver/graduate schemes with them or similar organisations in the future.
- As above, ensure the students write 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 one or a group of the student(s) to be the one(s) who write to thank the employer. Often a letter shows greater professionalism and commitment to the company.

Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

5.1.2. Follow-on steps for the staff

- It is often sufficient to thank the staff on the day 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 (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 visit.
- Make timely suggestions about improvements which can be made to the learning experience to your team and the employer.
- Brief other colleagues about the experience and celebrate the successes of individual students and any particular noteworthy moments.

Section 6 – Timeline

6.1. Timeline

- 1 year – 4 months prior to visit contact the facility in question to broker a visit.
- As soon as possible after arranging the visit, pre-visit the facility to clarify arrangements and see what the student(s) will see and be working on if activities are included that adequate risk assessments are in place for the visit.
- Day of visit ensure that students attend and leave at times agreed.
- 1-2 days after the visit, call, e-mail or write to the contact at the facility to thank them, provide any feedback, and follow up on any student queries.
- 3-4 days after the visit, publish pictures, write an article and share with the facility.
- Immediately after the event or no longer than 6 months after make contact again with the employer to schedule another visit.

Toolkit 5: Tour of a facility e.g. Airport, Court, health care facility, farm, production facility or large retail outlet

Section 7 – Information Sources

7.1. Additional resources and helpful contacts

Cotswold Airport www.cotswoldairport.com/

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

Dyson year 8 workshops (30 mile radius from SN16 ORP only) <http://www.jamesdysonfoundation.co.uk/form/request-a-workshop-for-your-school/>

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

Gloucester Crown Court <http://www.thelawpages.com/magistrates-county-crown-court/Gloucester-Crown-Court-24.html>

Gloucestershire Constabulary HQ <https://www.gloucestershire.police.uk>

Gloucestershire County Council <https://www.gloucestershire.gov.uk/jobs/about-working-for-gloucestershire-county-council/work-experience/>

Gloucestershire Airport <https://www.gloucestershireairport.co.uk/>

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

Hartpury College - <https://www.hartpury.ac.uk/>

Invista - <http://www.invista.com/> 01452 633000

Imjin Barracks-HQ NATO Rapid Reaction Corps <https://arcc.nato.int/contact/imjin-barracks>

Renishaw - www.renishaw.com/en/working-with-schools--34611

Royal Agricultural University <https://www.rau.ac.uk/>

Royal International Air Tattoo <http://www.airtattoo.com/airshow>

Royal Three Counties Show <https://www.threecounties.co.uk/partners/opportunities/royal-three-counties/>

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

Severn Trent Water <https://www.severntrent.com/help-and-contact/contact-us/>

Skill Zone <http://skillzone.glosfire.gov.uk/>

Stagecoach West - 01452 418630

Unilever <https://www.unilever.co.uk/about/who-we-are/company-registered-names/>