

Activity

Description

Time Commitment

Ambassador visits to schools

- A representative from a company, eg:
- gives a presentation to a class about work in a particular sector
 - addresses a school or year group assembly
 - contributes to a careers event or industry day

- Variable – a one-off visit or a series of sessions.
- Involvement in a lesson may last from 30 minutes to 2 hours.
- A presence at a careers event may take up a day, a half-day, or an evening.

Hosting visits by students to workplaces

- Ideally these have an explicit curriculum focus, eg:
- demonstrating the importance of effective written and spoken communication in the workplace;
 - demonstrating to students of the Diploma in Manufacturing and Product Design how a new product moves from design to manufacture and marketing.

- Negotiable, eg: a day, half-day or two hours.
- Health and safety checks are managed by the EBP at Connexions West of England.

Advising a teacher

- A business representative acts as an informal consultant to a teacher, eg:
- giving advice on how to link an applied or vocational subject to the world of work.

- Negotiable.
- Periodic phone calls and/or visits as needed.

The business representative can act as a 'critical friend', observing lessons, or evaluating outcomes and giving feedback to teachers.

Information advice and guidance

Young people, their teachers and Connexions Personal Advisers, all benefit greatly from the expert knowledge of people working in business and industry.

Appropriate IAG is more important than ever in the 14-19 curriculum. It helps learners by:

- explaining progression routes
- encouraging the best choice of course
- placing learning in context
- improving motivation and raising achievement.

Employers can support the development of young people by advising on:

- CV and letter writing (including co-teaching these skills)
- interview skills (including mock interviews)
- supporting Plan-it (the career development part of MyPlan4Life).

Negotiable, can include:

- occasional consultancy for teachers, advising on the needs and expectations of industry
- an hour's support in a lesson
- online guidance via the Plan-it system.

Business partner

- A business representative supports a young person on an applied or vocational learning programme, eg:
- a Higher or Advanced Diploma, or the Academy Study Programme
 - a Young Apprenticeship.

- Example: ten one-to-one meetings over 18 months.
- The EBP at Connexions West of England can advise on CRB checks and other issues e.g. insurance.

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Mentor

One-to-one meetings with a designated young person, to monitor progress, and give encouragement and advice.

- Negotiable, as agreed by mentor and mentee.
- Average two hours per month.
- The EBP at Connexions West of England can advise on CRB checks and other issues e.g. insurance.

E-Mentor

Online support for individuals or groups of students with project work/coursework.

- Negotiable, as agreed by mentor and mentee(s).

Enterprise advisor

Advising and supporting young people in their business education as volunteers for organisations such as Young Enterprise and businessdynamics.

- Attending young people's board meetings as appropriate.
- Giving presentations at enterprise sessions.

Curriculum development

Collaborating with teachers to devise activities in support of specific curriculum areas, eg:

The 14-19 Diplomas, such as the following (*offered from 2008*):

- Creative & Media
- Construction & the Built Environment
- Engineering
- ICT
- Society Health & Development

or developing work-related activities to stimulate learners in **core curriculum subjects** such as English and Mathematics.

The possibilities are endless.

- Negotiable – anything from a tightly focused one-off session to a rich ongoing partnership.

Supporting basic skills

Helping young people as literacy or numeracy volunteers for organisations such as ABLAZE and Business in the Community.

For learners who are experiencing difficulty with these skills, the support of an adult from the world outside school can strongly stimulate motivation and raise achievement.

- A series of visits to the school as appropriate.
- Each session with a young person is likely to last about half an hour.

Block work experience

Hosting work experience placements.

Ideally, a placement links with an aspect of the young person's learning programme. Experience gained on the placement is recorded in a log developed by the EBP at Connexions West of England, which the young person can have accredited.

- One or two week block.
- Health and safety checks are managed by the EBP at Connexions West of England.
- Placements can be set up and managed using WEX Online, (part of MyPlan4Life, the online service for young people provided by the EBP at Connexions West of England).

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Extended work experience

Supervising a placement that is usually linked to a specific programme of study such as a BTEC or Diploma.

The young person has two mentors, one in the workplace, and one in school or college.

The employer and education provider need to collaborate closely in setting up and managing the placement. Ideally, both organisations will have appointed a manager with time available to commit effectively to this work.

- The student usually attends the workplace for a regular weekly session, typically a day or half-day, over several weeks or months.
- Health and safety checks are managed by the EBP at Connexions West of England.
- Placements can be set up and managed using WEX Online, (part of MyPlan4Life, the online service for young people provided by the EBP at Connexions West of England).

'Collaborative' work experience

When an organisation is not able to take sole responsibility for a young person's work experience, it may be possible to share a placement between more than one host – eg. hosting one day each as part of a week's placement.

This can enable smaller companies to support young people's experiences of work. It can also allow a group of learners to take part in a placement together without significantly increasing the supervisory requirements.

Ideally, the learner will be engaged in a project that gives coherence to the experiences gained during the placements.

- The EBP at Connexions West of England will support the setting up of collaborative placements.

Teachers' Professional Development Placements (for groups)

Hosting placements for teachers, which help to place the curriculum in context, and enable teachers to follow up by developing relevant and realistic resources.

Group placements are most effective when they focus on a specific area of the curriculum and the role it plays in the host employer's industry. They can include tours of workplaces and demonstrations of relevant skills and technology.

- Usually a day or half-day.
- Teachers' PDPs are set up and managed by the EBP at Connexions West of England.

Teachers' Professional Development Placements (for individuals)

Individual placements can take the form of

- work-shadowing **or**
- a project or piece of research agreed between the host employer and the teacher.

- As agreed between teacher and host employer.
- Can be set up by the EBP at Connexions West of England.

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Competitions and challenges	<p>Setting a challenging brief for teams of students is an excellent source of motivation, and can create outcomes of real value to an employer.</p> <p>A company's representative can</p> <ul style="list-style-type: none"> ● support competitions managed by organisations such as STEMNET ● commission a product or piece of research and awards prizes for the best results ● visit a school with a presentation about the job application procedure, receive 'applications', interview 'candidates', and give feedback to the class ● award prizes at celebration events. 	<ul style="list-style-type: none"> ● As agreed between the employer and the school.
Virtual visits and simulated experiences of work	<p>Focused access to company software and websites. This can be used to enrich and support the learning in BTEC and Diploma courses. The potential range of curriculum applications is very wide.</p> <p>Filmed demonstrations of a company at work and interviews with employees can be powerful stimuli for young learners, showing the important part played by classroom subjects in the workplace.</p>	<ul style="list-style-type: none"> ● Initially a substantial commitment to set up the link, then a light touch via liaison with the relevant teacher(s). ● A DVD is a highly cost-effective 'proxy' experience of work, made once and used many times.
Co-teaching and assessing a topic	<p>When a curriculum topic links closely with the world of work it will be of great value to the learning if a representative from the relevant industry joins the teacher to place the topic in context.</p> <p>This may include a contribution to the assessment of a project.</p>	<ul style="list-style-type: none"> ● From a half an hour visit to an extended partnership over several weeks.
Sponsorship	<p>Schools greatly appreciate and acknowledge support such as:</p> <ul style="list-style-type: none"> ● provision of equipment ● funding and awarding prizes ● contributing funds to new building developments. 	<ul style="list-style-type: none"> ● Whatever the budget can bear.
School governor	<p>Develop a rich relationship with a local school that enables you to influence its policy and practice.</p>	<ul style="list-style-type: none"> ● This is an extensive commitment, but offers great rewards.



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Education Business Partnership

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