

# Work Experience Framework: How to guide

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## Introduction

**The benefits to young people from engaging with employers and experiencing the workplace are well evidenced. These include:**

- Young people can explore careers helping them to make informed choices
- Develops their understanding of the workplace and expectation of employers
- Enables them to develop specific skills
- Opens further opportunities with employers
- Can lead to jobs or apprenticeships

### **The employer also benefits through:**

- Connecting with young talent and shaping the future workforce
- Developing and highlighting skills that employers require
- Opportunity for employees to develop their interpersonal, supervisory and leadership skills
- Young people bringing a new perspective to the business and potential challenges

### **The common challenges and concerns that employers face include:**

- Time and other commitments required from the workforce
- Ensuring the experience is meaningful for all involved
- Ensuring young people are sufficiently prepared for the experience
- Balancing fluctuating business demands with supervision of the young people
- Implications relating to young person's age, health and safety or safeguarding
- Geographical location

The Work Experience Framework has been developed to address some of these challenges whilst aiming to ensure that the benefits to young people, employers and educators are maintained. The suggested age and content of activities is targeted at Year 10 (age 14-15) and above age 14-18.

The Framework is composed of sequenced modules including guides for employers and educators (facilitators) and activity resource packs for students. It is intended that facilitators can adapt and enrich the resources provided with their own material where they feel most appropriate. The modules can be stacked to structure a traditional 5-day placement or spread out over time through face-to-face, blended or even fully virtual delivery in which some or all elements may be delivered in school, college or home.

## Intended Framework Outcomes

- Provide a structure that can be used in its entirety or adapted to suit
- Accessible and meaningful activities for students to support elements of employer engagement and develop wider employability skills
- Easy to follow guides for facilitators, reducing the preparation and time commitment to deliver a meaningful encounter
- Ability to deliver in the workplace, education setting or a combination
- Flexibility to allow virtual, face-to-face or blended engagement

## Scheduling and sequencing modules



Module titles and suggested sequence		Module number
Goal Setting & Reflection	Pre-experience Preparation (Company Research)	1
	Pre-experience Preparation (Formulating a Travel Plan)	2
	Company Induction	3
	Teamwork	4
	Being an Effective Employee	5
	Problem Solving	6
	Effective Project Management	7
	Company Workplace Challenge	8
	Recruitment Process	9
	Pitching & Presenting	10
	Employer Feedback	11

The Framework is comprised of 12 modules which can be sequenced to ensure pre-experience preparation, skill development, completion of a workplace challenge and reflection all feature in the overall experience.

Activities for students have a suggested duration to support planning of the experience. Recognising that students work at different paces, some additional resources and extension activities are included.

Similar to that of traditional work experience placements, the Framework allows for delivery over 5 consecutive days. Students could complete all modules (apart from pre-experience modules 1 & 2) with sufficient time for independent / team working, additional employer activities and breaks.

Figure 1, illustrates the progressively sequenced modules from a student's perspective should they work through all 12 modules, complete the workplace challenge, present experiences to an audience and receive feedback from their linked employer.

**Figure 1**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	28	29	30	1	2
09	Goal Setting & Reflection	Module 6: Problem solving	Workplace Challenge: Independent/ Team working	Module 9: Recruitment process	Presentation Preparation
10	Module 3: Company Induction Workplace/ Virtual Meeting				
11	Module 4: Teamwork	Module 7: Effective Project Management	Module 10: Pitching & Presenting		
12					
13			Module 11: Employer Q&A panel; W		
14	Module 5: Being an effective employee	Module 8: Workplace challenge	Workplace Challenge: Independent/ Team working	Workplace Challenge: Independent/ Team working	Live Presentations
15					
16	Reflection	Reflection	Reflection	Reflection	Module 11: Employer Feedback Sess



Figure 2 illustrates the same delivery time over 5 days, where the employer is required to provide prerecorded material or engage in live delivery. The remaining time when students are working through module activity can be facilitated and supervised by the employer or educator depending on the agreed delivery method, however activities are designed to be mostly self-led therefore require minimal planning / facilitation time.

**Figure 2**

	MONDAY 28	TUESDAY 29	WEDNESDAY 30	THURSDAY 1	FRIDAY 2
09	Module 3: Company Induction Workplace/Virtual Meeting				
10					
11					
12			Module 11: Employer Q&A panel; W		
13					
14		Module 8: Workplace challenge			Live Presentations
15			Module 11: Receive Q&A feedback		
16					Module 11: Employer Feedback Sess

The Framework also supports delivery of modules over an extended period, for example over a half term, where modules can be progressively allocated to fit into existing lesson times or student timetables e.g. PSHE or Careers lessons. It is recommended that where employers will be interacting with students in modules such as Company Induction (Module 3), Workplace Challenge (Module 8), and Employer Feedback (Module 11), and final presentations, times and methods of interaction are agreed mutually by the educator and facilitating employer with sufficient notice for interaction to take place.

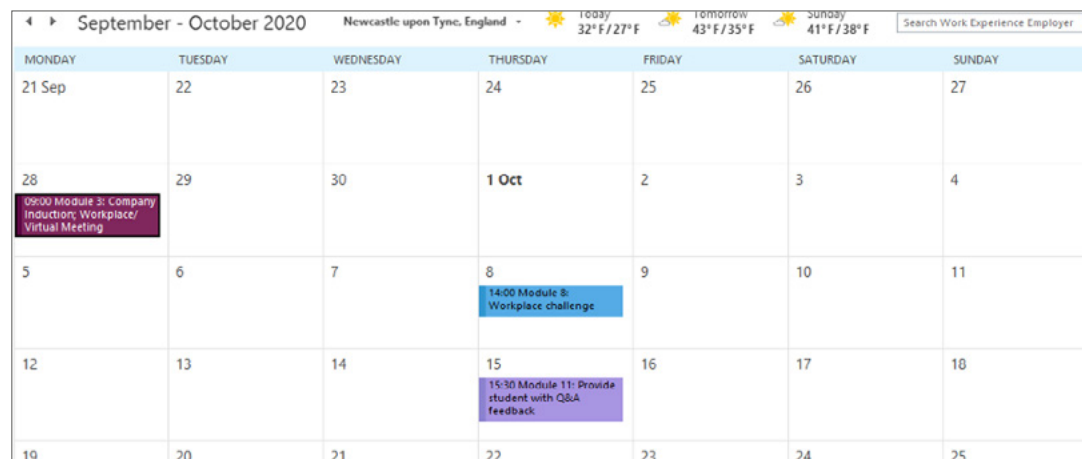
Figure 3 illustrates how modules can be progressively sequenced over an extended period from a student's perspective.

**Figure 3**

September - October 2020					Newcastle upon Tyne, England		Today 38° F / 35° F	Tomorrow 41° F / 34° F
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY				
21 Sep	22	23	24	25				
07:00 Goal Setting & Reflection 09:00 Module 1: Compa...			13:00 Module 2: Formulating a travel plan					
28	29	30	1 Oct	2				
09:00 Module 3: Compa... 11:00 Module 4: Teamw... 14:00 Reflection			14:00 Module 5: Being an effective employee 16:00 Reflection					
5	6	7	8	9				
09:00 Module 6: Proble... 11:00 Module 7: Effectiv... 14:00 Reflection			14:00 Module 8: Workplace challenge					
12	13	14	15	16				
12:30 Module 11: Emplo... 14:00 Workplace Challe... 14:30 Reflection			09:00 Module 9: Recruitment process 15:30 Module 11: Receiv...					
19	20	21	22	23				
11:00 Module 10: Pitching & Presenting				09:00 Presentation Prep... 16:00 Module 11: Emplo... 17:00 Reflection				

Figure 4 reflects where the employer would be required to provide prerecorded material or engage in live delivery over the same same extended period of time.

**Figure 4**



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
21 Sep	22	23	24	25	26	27
28 09:00 Module 3: Company induction; Workplace Virtual Meeting	29	30	1 Oct	2	3	4
5	6	7	8 14:00 Module 8: Workplace challenge	9	10	11
12	13	14	15 15:30 Module 11: Provide student with Q&A feedback	16	17	18
19	20	21	22	23	24	25

The Framework can also be fully disaggregated to enable modules to be delivered as part of a wider careers programme delivering specific modules at various points in the academic year. For example, Module 2 (Formulating a travel plan), could be delivered by educators when preparing learners to attend open days or part-time employment in wider careers guidance activities. Similarly, Module 9 (Recruitment process) may be used to support students as they work on CVs or personal statements.

### Method of delivery

There is no doubt that face-to-face employer encounters have the greatest impact on young people yet providing a meaningful 5 day work placement can be a significant challenge for employers. The use of technology to facilitate virtual meetings and engagement has become widely utilised and more accessible and can be considered as an effective method of delivery of at least part of a work experience.

#### Face-to-face work experience

- Students work on the 2 pre-experience modules supported by educators prior to attending their work placement
- The remaining modules can be used to support employers to structure the placement. Modules can be adapted and enhanced by the employer to suit their needs and current work experience offer.
- Each module is supported by a facilitator's guide and student resource pack minimising the preparation and time required of the employer whilst maintaining a meaningful encounter.

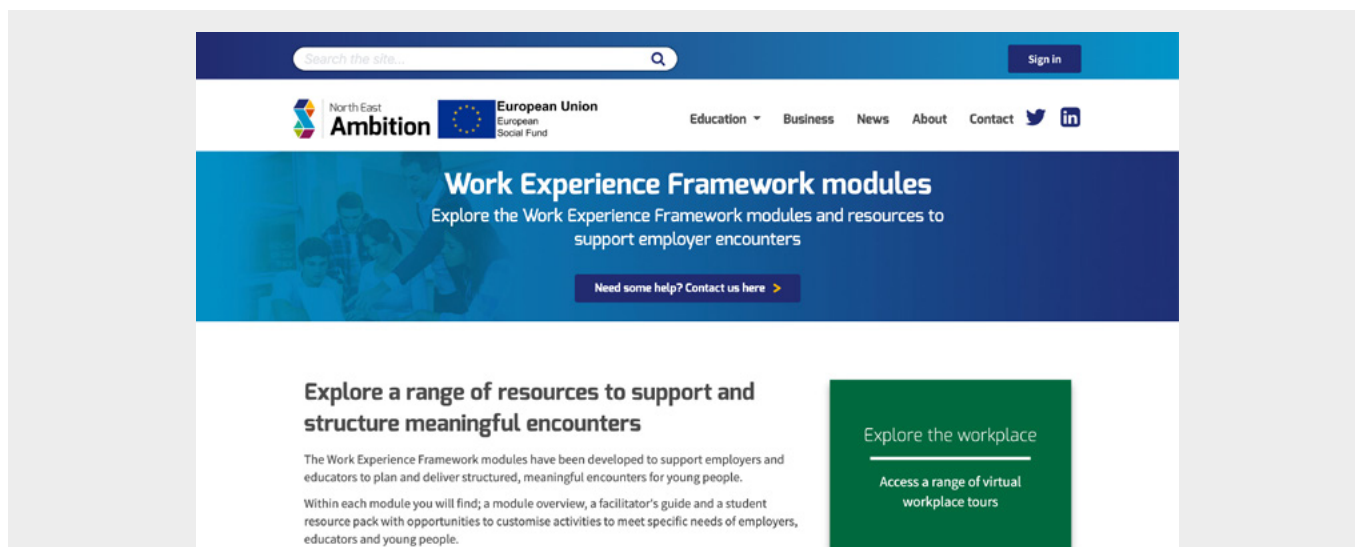
### **Blended work experience**

- Time spent in the workplace would be agreed between the employer and educator
- The following modules are most suited to delivery in the workplace:
  - ✓ Module 3 – Company Induction
  - ✓ Module 5 – Being an effective employee
  - ✓ Module 8 – Company workplace challenge
- An agreement will be required as to how students receive responses to Q&A session (Module 11) at the midpoint and how final presentations will be delivered with final feedback

### **Virtual work experience**

- In the event that the work experience is delivered fully virtually, facilitator guides support the employer and educator through activities in each module
- Modules provide student activities that can follow lesson timetables either in blocked lessons or over an extended period of time
- Employers will need to consider how they are able to virtually deliver:
  - Module 3 (Company induction)  
Suggested video content can be produced on a mobile phone, digital camera or virtual live link
  - Module 5 (Being an effective employee)  
Suggested video content can be produced on a mobile phone, digital camera or virtual live link
  - Module 8 (Company workplace challenge)  
Short presentation or video of employer/ee setting challenge
  - Module 11 (Midpoint Q&A Interaction and endpoint feedback)  
E.g. slido, email or virtual link
- Consideration is required as to how students will access any additional resources employers use to customise activities

## Accessing and using modules



The screenshot shows the website for the Work Experience Framework modules. The header includes a search bar, a 'Sign in' button, and navigation links for Education, Business, News, About, and Contact. The main content area features a large blue banner with the title 'Work Experience Framework modules' and a sub-headline 'Explore the Work Experience Framework modules and resources to support employer encounters'. Below this is a green box with the text 'Explore the workplace' and 'Access a range of virtual workplace tours'. The bottom section has a heading 'Explore a range of resources to support and structure meaningful encounters' followed by a paragraph explaining the modules and a link to 'Need some help? Contact us here'.

### Each module of the framework includes:

- Module overview – a description of the module with outcomes for stakeholders and associated additional resources
- Student resource pack – a structured set of mostly self-led activities, designed to give students a meaningful encounter of the workplace and develop skills that will prepare them for their placement and the future
- Facilitator's guide – to be used by both educators and employers, depending on the format of delivery, to guide students through modules. Guides provide instructions for how best to deliver the module with students as well as suggesting opportunities for employers to give relevant examples to students of real workplace scenarios from their business

Resources are provided as PDFs so they may be accessed and used digitally allowing students to download and save their own digital copy or printed off as hard copies.

### Additional Resources

Some modules contain additional resources which are highlighted in the module overview and in relevant places throughout the student resource pack and facilitator's guide. These have been selected to complement the activities, however there are other resources available and you may choose to use some that you are already familiar with to support, personalise or enhance delivery.

Educators and employers are encouraged to customise the work experience where they can to make it relevant for students and to the business. There are signposted opportunities throughout modules for employers to provide resources relevant to their business that can complement activities.

### Workplace tours

As part of the Work Experience Framework, example company workplace tours are provided. These can be used to help employers structure their workplace tour and induction, supporting the delivery of Module 3: Company Induction.

It is acknowledged that a face-to-face experience is likely to have the greatest impact on students as it allows them to gain better insight into the workplace and meet a range of employees. Circumstances may prohibit this element being face-to-face for a range of reasons including; Health and Safety, security or product development IP issues, geographical location of business or school / college and therefore replicating the experience as closely as possible through a virtual link, film (using simple or professional equipment) or 360 Tours, may help overcome those barriers.

### Accessing further support

Whether you are an employer or educator facilitating a placement using the Work Experience Framework, the North East Local Enterprise Partnership (LEP) team are here to support you with; queries, development of workplace challenges and overcoming any challenges you may face.

If you are an employer and wish to offer work experience but do not yet have links to schools or colleges, the North East LEP can support brokering a suitable match.