

Industry Placements Planning

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Aim

To share good practice from research gathered from pilot providers and explore a range of factors around IP planning.

Outcomes

- Identify potential roadblocks that may impact on the success of IPs from the perspectives of different stakeholders, based on pilot findings
- Establish an effective timeline/start point for effectively planning IPs
- Assess existing areas of strength and those for development relative to IP planning at institutional level

Establishing the Parameters

Non-negotiable

- ▶ Placements have to be external
- ▶ Minimum 315 hours (45 days)
- ▶ Industry specific
- ▶ 10% cohort on placements 18/19

Flexible

- ▶ CDF used to support provision
- ▶ Duration models



Key Planning Issue 1: Communication and Staff Structure

Staffing Structure: Is Everyone On Board?

Key players:

- ▶ **SLT** – budget, over-arching strategy, staff engagement and buy-in
- ▶ **Operations Manager** for overseeing all implementation
- ▶ **Employer Engagement Team** – not existing WEX/work placement team ideally.
- ▶ **Curriculum staff** – subject knowledge, industry knowledge/links, relationship with students/parents

Key recommendations from pilot:

1. Ensure good communication across the board; avoid 'pockets' of awareness.
2. Hold regular meetings at all levels and mix key players, i.e. not just SLT or curriculum-team-only meetings.
3. Create shared documents and ensure these are accessible, especially if central coordinator is unavailable.
4. Link Employer Engagement Team and curriculum staff early to share knowledge.



Key Planning Issue 2: Timetabling and Route Specifics

Timing & Duration Models: One Size Doesn't Fit All

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One block:

- ▶ Spring block (all students in a course going out in Spring term)
- ▶ Summer block (all students in a course going out in Summer term)
- ▶ Spring or Summer (some students on a course going out in Spring, and some in Summer)

Multiple Blocks:

- ▶ Short block + long block
- ▶ Multiple shorter blocks throughout the year

1 day release:

- ▶ Autumn start, 1 day a week

2/3 days release:

- ▶ Autumn start, 2 days a week

Block first, then day release:

- ▶ Short block + 2 days a week
- ▶ Short block + 1 day a week

Day release first, then block(s):

- ▶ Day release then short Spring or Summer block
- ▶ Day release plus short blocks throughout the year

Potential positives or barriers to any of these?

Key Timetabling Considerations

- **Route-specific** considerations – Engineering, Hair, Digital
- **Employer-specific** considerations – NHS
- **Curriculum impact** – GCSEs and other assessments

Key Planning Issue 3: Stakeholder Readiness

Key Preparation Considerations

- **Student readiness** – have they developed sufficient employability skills to be work ready yet? How will they do that? What skills do 2020 employers want? Are they travel-ready?
- **Employer readiness** – are they skilled in handling any additional needs? Is a JD in place? Is the placement a quality placement? H&S/adaptations in place?
- **Provider readiness** – is a CRM in place? Have named contacts been shared? Are parents aware? Are student targets set?

Not an exhaustive list!

Pre-Emptive Planning: Student and Parent Issues

- Placement breakdowns due to learner attitude or **lack of engaging work** to do
- Placements need to gradually **increase in responsibility/challenge**, otherwise learners start to lose interest. Reflect this in a tiered JD.
- If treated entirely as regular members of staff, then they **felt they should be paid** - this led to drop outs. Reflected in some parental feedback – ‘free labour’.
- Students felt they needed to feel **valued, acknowledged and involved** at their placements and to see a clear purpose to their attendance - specific projects, skills and how they will link to their **future aspirations/careers**. How are you checking these?

Activity

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In groups agree what actions belong where on the timeline.

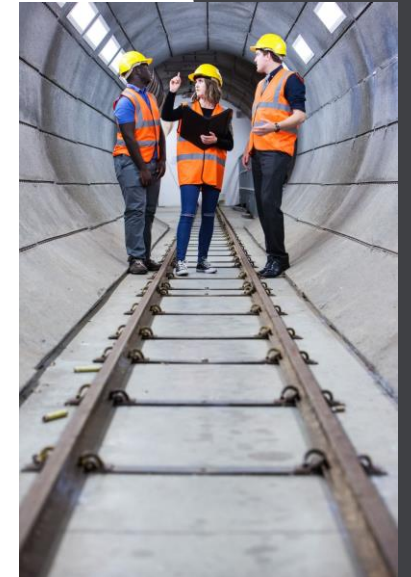
Please be ready to share your thoughts and experiences so far afterwards.

Some Immediate Priorities: KPIs and Processes

- Business Development
- Student Engagement
- Student Preparation
- Matching

For each of these areas:

- Are your existing processes effective?
- Do they start and conclude at the right times?
- Has curriculum been involved in the planning?
- How are you assessing student aspirations and soft skills?
- What system are you using to track your leading and lagging KPIs?



Group Discussion

In your groups please apply your thoughts and ideas from the presentation and group activity to the following questions.

Q1. What changes do you feel could be made within your organisation to roll-out a successful industry placements project plan?

Q2. What do you feel your organisational strengths and areas for development are in terms of your industry placements plan?

Allocate one group member to scribe brief notes of your findings.

Be ready to feedback your findings to the wider group.

Peer Tips

- Create and share an action plan with clear accountabilities
- Conduct meetings with curriculum teams **before Spring Term** to plan for a September or January start and get their buy-in
- Inform students during enrolment period IP is key feature
- Remind students and parents again during induction week in September. **Both could self-source with enough notice!**
- Account for **maths** and **English** in your plan, including revision.
- Plan your communication - conduct information sessions for **students, staff and parents** so everyone understands the benefits and the expectations of IPs
- Plan for contingencies
- Involve employers in recruitment and marketing