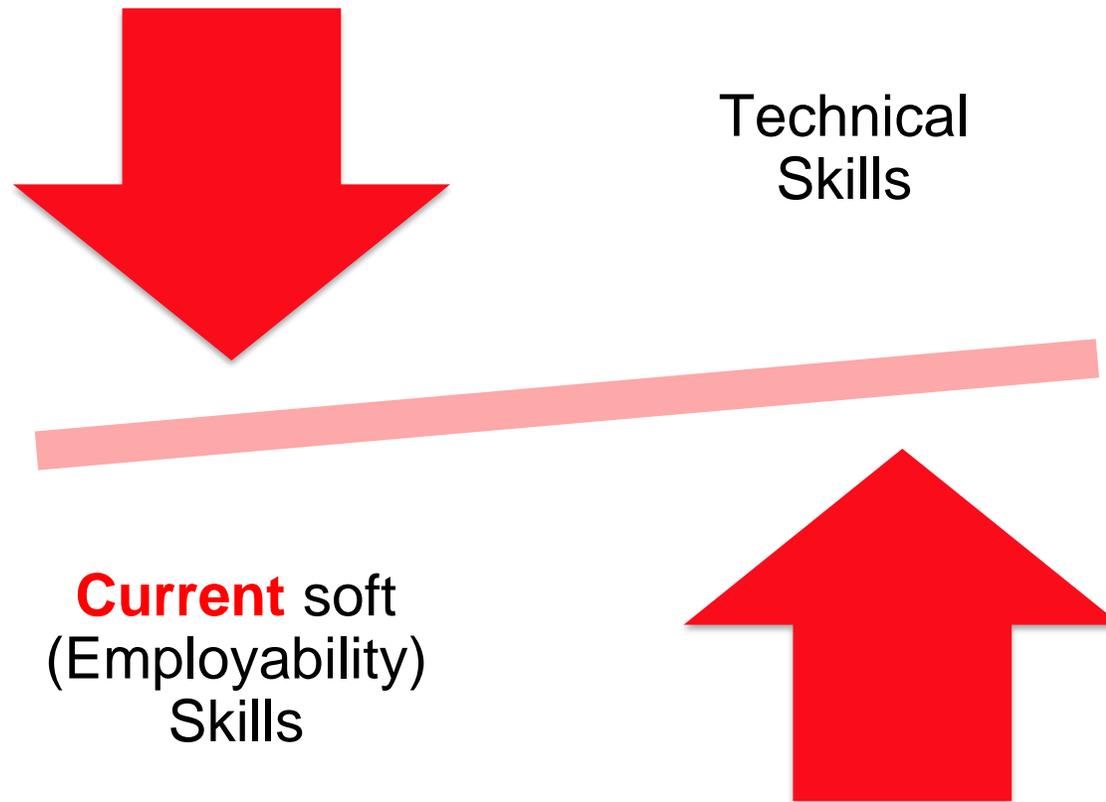


Meeting Stakeholder Needs

Registered address: Elizabeth House, Mezz Floor, 39 York Road, London, SE1 7NQ
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Skills Preparation

Feedback from the pilot identified that education providers' existing preparation delivery required more thought and development, to meet the additional expectations of industry placements.



Aim

To explore the concept of 'quality' from different stakeholder perspectives, and to investigate the opportunities students have to develop current technical and soft skills.

Outcomes

- Identify the technical skills required for each route.
- Identify the factors that make a quality industry placement for all stakeholders – student; parent/guardian; education provider; employer.
- Consider the necessary soft skills students need to develop for 2019 onwards, and assess the opportunities they are given to develop and record them with their education provider.
- Analyse next steps to improve student readiness at provider level.

What Do We Want and How Do we Get There?

<https://www.youtube.com/user/YourLifeSkills>

Opportunities:

LifeSkills
Created with  BARCLAYS

SKILLS
TO SUCCEED



acc
ASSOCIATION
OF COLLEGES



Timing is Everything

During the pilot some preparation activities took place after the placement had started which resulted in placement drop-outs.

- ▶ 85% of drop-outs were due to student reasons including professional behaviours
- ▶ 12% due to employer reasons – technical and soft skill-related
- ▶ 26% happened during placement

So...

- ▶ Effective matching of student to placement was key, therefore thorough assessment of students soft skills and aspirations is important.
- ▶ Identifying which technical and soft skills are required for each route is key.
- ▶ Ensure students understand what skills they have developed, and how.
- ▶ Put a clear, graduated JD and A/Os in place (**audit**)
- ▶ Most successful models started at least two terms prior to placement



SEND/LLDD Considerations

One provider experienced a breakdown 4 days into placement due to the employer not considering the learner to have the right attitude after a poorly worded email was sent to them.

The learner has Asperger's and anxiety but neither the industry placement coordinator or the employer were aware of this because the learner's tutor did not pass on the information. The employer terminated the placement immediately and the college accepted this.

Pilot Key Learning - Allow extra time for preparation of **ALL** parties.

Technical Skills/Certification

- How many can you think of? Complete the grid.
- How/when will students develop these for the routeways you are running? Discuss.

Route	Technical Skills examples
Agriculture, Environment, Animal	
Construction	
Catering and Hospitality	
Legal, Finance, Accounting	
Health and Science	
Creative Design	
Hair and Beauty	
Engineering and Manufacture	
Business and Administration	
Digital	
Education and Childcare	

Employability Skills & Professional Behaviours

Spend a few moments mind-mapping what you think the top 5 soft skills/professional behaviours your students need to develop for their industry placements are.



In-House Employability Content Suggestions

- | | |
|--|---|
| <ul style="list-style-type: none">▶ Job Search▶ Research▶ CV Writing▶ Interview Skills▶ Rapport▶ Time management and planning▶ Professional Behaviours | <ul style="list-style-type: none">▶ Managing Anxiety▶ Communication Skills▶ IT▶ Financial Management▶ Travel Training▶ Prioritising▶ Risk Management |
|--|---|

NB: Can link these to Ofsted's Personal Development, Behaviour and Welfare criteria? What do you already have in place?

What skills are employers looking for?

Contributors including a career expert at Monster, Board Chair and CEO at World Future Society, the Head of the Learn and Work Futures Group at the Institute for the Future and the CEO of DigiStar Media have identified ***7 work skills that can make you more marketable to employers** up to 2020.

- Problem solving
- Data analytics
- Social media literacy
- Creativity
- Resiliency
- Good business sense
- Willingness to learn
- **Prove your worth from the get-go**



Task: Complete the Chart

Assess what opportunities students **at your education provider** have to develop these skills and any of those you mind-mapped.

How they are recorded?

Are there any gaps?

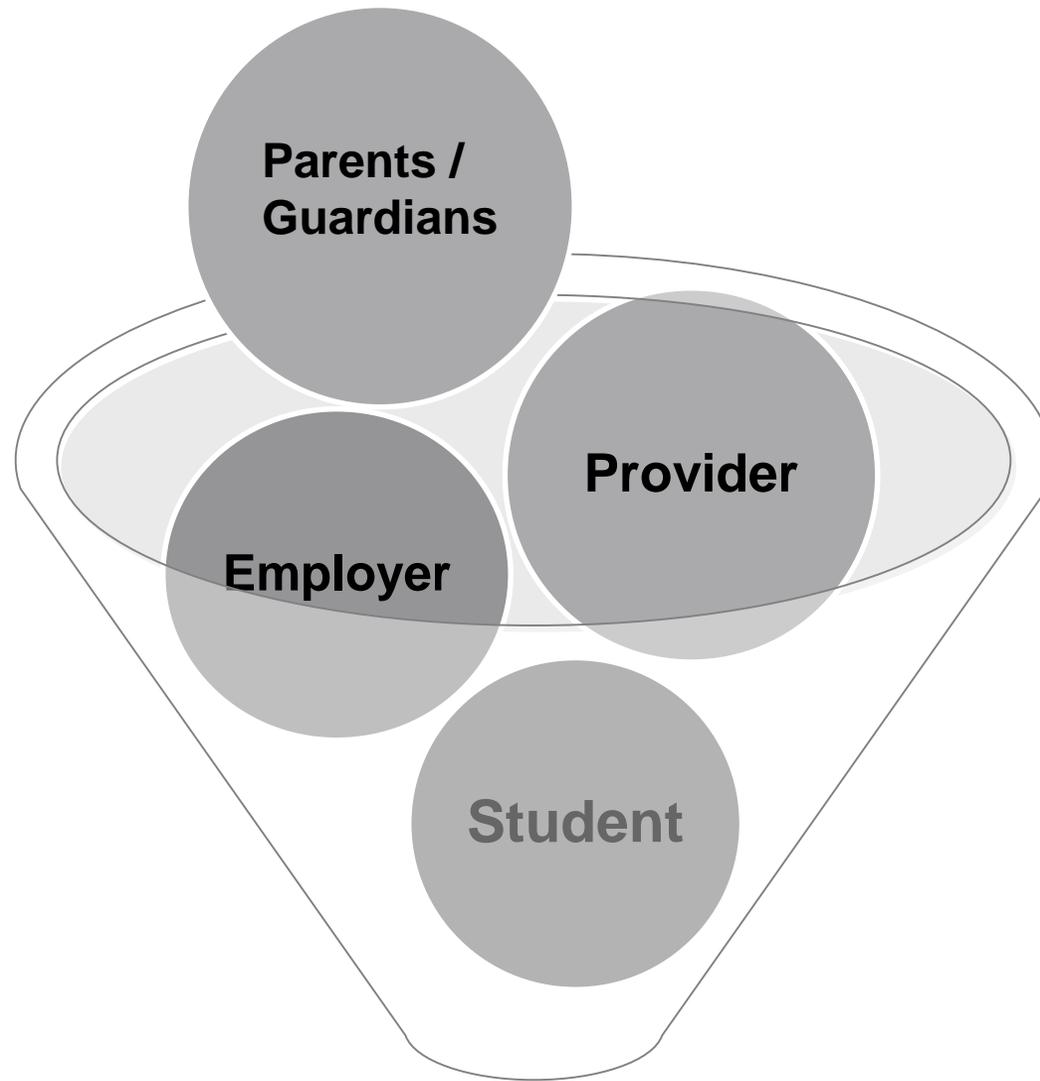


Take-away Questions

What additional **adjustments** do you feel need to be made for your learners?

What specific **challenges** do you see for the different routes?

Where do you see the key **sticking points** and opportunities to integrate student preparation within the year?



**Quality Industry
Placement**

What Are We Looking For?

Each group will be allocated one of the four key groups.

From the perspective of your given group, please determine the following, and be ready to feedback shortly:

- The key things you would want from an industry placement
- What is quality from your perspective?



Student: Best Practice

- Get to know what the student wants/needs in order to match, self source if possible - 85% of non-completions were due to student factors
- A clearly defined job description and expectations – project work can be great.
- Ongoing contact with the student - distance travelled.



Parent / Guardian: Best Practice

- Early communication, sense of involvement and knowledge of previous industry placement success.
- Highlight the opportunities provided.
- Launch event, ideally with employer feedback (there were issues in pilot when this didn't happen) – it's not free labour.
- An industry placement that offers a real opportunity for the learner so the parent or guardian can see the effect it has – clear job description, responsibilities, not repetitive tasks.
- A work placement that helps with soft skills, confidence and employability.



Education Provider: Best Practice

- SMART targets with the students - so education providers can measure distance travelled etc.
- Customer Relationship Manager (CRM) tool - to monitor all contact with student and employer, centralised resource
- Collaborative approach with the employer and young person - ongoing relationship with the employer.



Employer: Best Practice

- Selection - interviews etc. - sense of involvement and quality control.
- A placement that adds value - a Young Person who can contribute to the company. They need learners who are work ready and prepared.
- Strong ongoing relationship, ideally early involvement



- Whole organisation approach to planning and implementing industry placements, including staffing.
- Agreed learning objectives for each student on placement
- Accurate and sufficient record kept of the student's progress against agreed learning objectives
- Sufficient pre-placement preparation for the student has been put in place
- Placement log for each student
- The frequency and content of monitoring visits
- Breakdowns handled effectively and alternative placements
- Student satisfaction feedback, employer review and satisfaction feedback

**UPDATE:
Sept 2018**

In Summary: What does an industry placement have to be?

- Timing and duration
- Occupationally specific
- Student Readiness
- External
- SEND
- Link to the access to work funding page on the government website:
<https://www.gov.uk/access-to-work>



Resources

- ▶ www.barclayslifeskills.com
- ▶ <https://kudos.cascaid.co.uk/>
- ▶ <http://www.accenture.com>
- ▶ www.s2sacademy.com
- ▶ British Association for Supported Employment ([BASE](#))
- ▶ Education & Training Foundation - SEND: [Sources of Support Toolkit](#)
- ▶ [United Response](#)
- ▶ [DfE Guidance](#) on Supported Internships
- ▶ Access to work: <https://www.gov.uk/access-to-work>
- ▶ CDF Guidance on Industry Placements: <https://www.gov.uk/guidance/industry-placements-capacity-and-delivery-fund-cdf-for-academic-year-2019-to-2020>
- ▶ AOC industry placements guidance resources: <https://www.aoc.co.uk/industry-placements-guidance-resources>

