Preparing Students
For Industry Placements

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.

Technical Skills

Soft
(Employability)
Skills
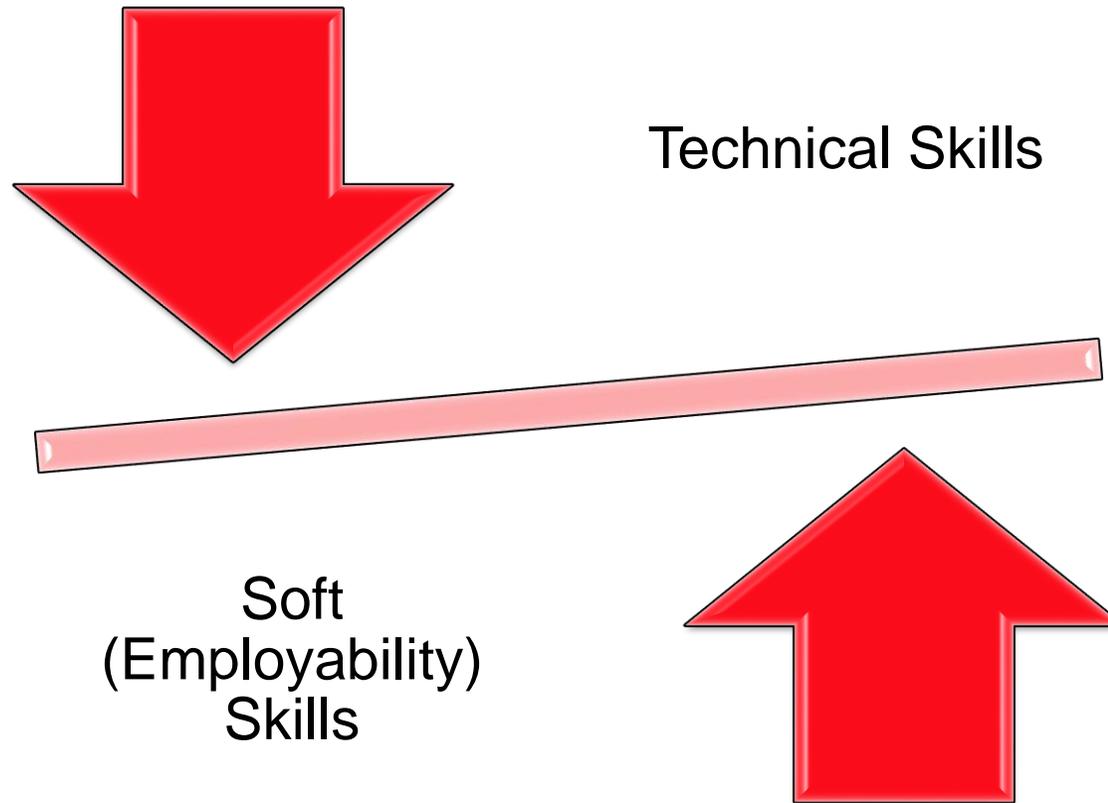
Aim

To explore the necessary technical and soft skills required of students, and what opportunities they have to develop them.

Outcomes

- Identify the technical skills required for each routeway.

- 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:

Timing is Everything

A quick reminder…

▶ During the pilot some preparation activities took place after the placement had started

▶ Effective matching of student to placement was key, so thorough assessment of students skills and aspirations is important

▶ Most successful model started at least two terms prior to placement

▶ 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

Pilot Case Study

One provider held a Student Readiness preparation week for their learners during half-term. The sessions were aimed at giving learners an understanding of expectations in the workplace; attitudes and behaviours, CV skills, interview skills, rights and responsibilities and health & safety. Unfortunately only six students turned up out of 40 students.
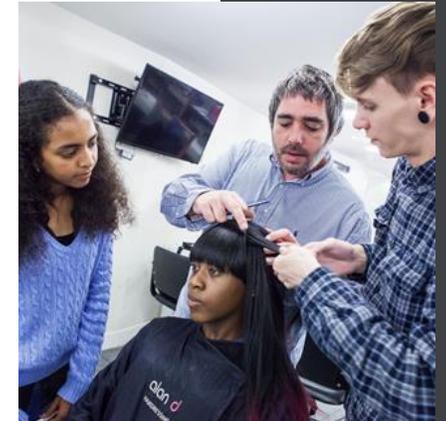
Some Good Practice to Include

Maximising Attendance

- ▶ Concise, benefit-focused messaging
- ▶ Timetable inclusive

Design Principles

- ▶ Co-Designing Materials
- ▶ Employer Encounters
- ▶ Soft Skills Training
- ▶ Feedback & Reflection

SEND/LLDD Considerations

Pilot Key Learning - Allow extra time (maybe term early) to allow for preparation.

One provider experienced a breakdown 4 days into placement due to employer not considering the learner to have the right attitude after a poorly worded email was sent to them. The learner has aspergers 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. A failure to properly support an SEND learner had occurred and it is something which needs to be addressed as it is not very inclusive.

SEND/LLDD Considerations

Pilot Key Learning - Allow extra time (e.g. a term early) to allow for…

1. Establishing a clear understanding of the student's profile, needs and aspirations
2. Developing a partnership working with students' parents/guardians
3. Communication with employer & agreement on how to make placement suitably accessible and feasible
4. Make reasonable adjustments in the workplace
5. Job carving/redesigning to tailor a role to the talents and abilities of the individual
6. Appointment of suitable workplace mentors and/or job coaches

The Education & Training Foundation has produced an excellent, comprehensive, free online learning toolkit (the "Toolkit") funded by the DfE

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

- ▶ Job Search
- ▶ Research
- ▶ CV Writing
- ▶ Interview Skills
- ▶ Rapport
- ▶ Time management and planning
- ▶ Professional Behaviours

- ▶ 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

*From https://www.monster.com/career-advice/article/work-skills-2018-1217

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?

Discussion

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

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

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

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