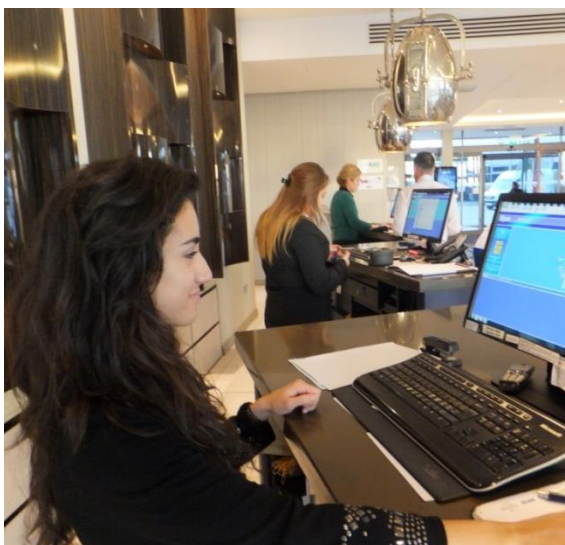


Employers' guide to Work Experience with Careers & Employability



Highlands
College



SUCCESS STORIES START HERE



Experience of Work is vital for the workforce of tomorrow.






Mary Hubert
Director Careers & Employability

Our students, Jersey's young people, are the workforce of tomorrow and they want to progress quickly and successfully into work and be given the opportunity to hone their skills, learn from real employers and prepare for their futures.

To help them do this, we need to provide them with valuable **Experience of Work**, so your help in providing our students the opportunity to experience this is hugely appreciated.

We are fortunate to work with great employers, in every sector, who open their doors to our students and offer them invaluable placements and work experience. The lengths of placements vary. Students usually spend two weeks with an employer but shorter or longer placements are possible and usually depend on the level of skill and vocational area.

It is essential that **Experience of Work** is an effective means of learning; enabling the students to develop skills and knowledge to make well founded decisions about their future careers and we hope that the information and practical advice contained within this guide will make the process easier for you. Topics covered include:

-  The Progression Qualification
-  How to carry out a work experience student induction
-  What tasks a work experience student might carry out for your organisation
-  How to review student progress
-  How to conclude the work experience placement

Meet the team



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Work Experience Placements

A Guide for Employers

HOW WORK EXPERIENCE WORKS FOR EMPLOYERS

In addition to making a real difference to someone's working life, work experience can benefit an organisation in a number of ways:

-  **Recruitment opportunities:** providing work experience placements can be a way to access the local labour market and explore a pool of talent that you may otherwise not have considered.
-  **Staff development:** supervising and coaching young people on work experience can develop the capabilities of staff, especially those who do not normally have any line management responsibilities.
-  **Engagement in the local community:** investors, the media and consumers tend to favour ethical employers who have a positive public image. Work experience placements can enhance your image in the community, by addressing some of the social issues related to youth worklessness.

“Our work experience student was very likeable, conscientious and worked well in a placement that had lots of variations. They got on well with the staff and the work undertook will help us greatly with our archiving processes”.



HOW WORK EXPERIENCE BENEFITS YOUNG PEOPLE AND SOCIETY

Work experience can enhance the prospects of young people and reduce youth unemployment by:

-  **Breaking the vicious cycle that many young people find themselves in** – many young people find they can't get a job because of a lack of experience and can't get experience because they can't find a job. The offer of a structured programme that reflects working life is crucial if young people are to secure employment.
-  **Providing constructive feedback and coaching** which will help young people develop job-specific and sector-specific skills.
-  **Allowing young people to experience different job roles and organisational cultures**, to help them make better informed choices about their future. Working alongside experienced staff helps to improve the communication skills of young people and encourage professional behaviour.
-  **Giving young people the opportunity to undertake job interviews and completing application processes**, to improve their recruitment skills.
-  **Providing a positive experience of the world of work** in order to build the young person's confidence and motivation.
-  **Helping young people to strengthen their CVs and develop a network of useful contacts.**

Work Experience Placements





How to Provide Valuable Work Experience

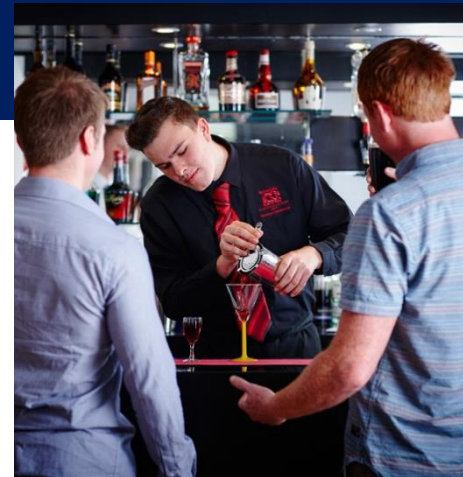
IS IT NECESSARY TO GIVE YOUNG PEOPLE ON WORK EXPERIENCE A FULL INTRODUCTION TO THE ORGANISATION?

For most young people, coming to work for you on a placement may be a very new experience. At the start of the placement it is good practice and beneficial to an individual's development for them to receive an introduction to your company and the workplace. This 'settling in' phase helps the young person to feel valued.

WHAT SHOULD THE INTRODUCTION TO THE ORGANISATION CONTAIN?

Providing an induction offers an opportunity to get to know the young person. It's a chance to discuss previous relevant experience, establish the young person's goals, talk about each other's expectations, and allow the young person to ask questions. It should include:



-  Presenting an introduction to your organisation (covering things like products and services, culture and values and structure) in addition to the names of the staff that a person on work experience may need to contact.
-  A tour of your facilities – including work areas, where they can get food and refreshments from, the location of toilets, first aid facilities and fire procedures. (Providing health and safety information is also a legal requirement).
-  An overview of the role, covering what the young person is expected to do and the day-to-day duties that they will be responsible for (including any projects to be worked on).
-  Allocating a 'buddy' to the young person can also be a useful means of support, enabling them to be able to ask questions in a more informal setting. This role should be carried out by someone who is keen to do it and who has a friendly supportive nature.



A young person entering the world of work for the first time may find the workplace intimidating, as they might not know how the workplace functions or appreciate how they should behave.

Overall, try not to overburden the individual on their first morning and give them plenty of time to digest any information or forms that you hand over.

Depending on the nature of your organisation, you may also need to:

-  Inform reception or colleagues of the work experience participant's arrival on their first morning.
-  Set up computer login details for them to use and provide any documentation that they need to read before they can begin work.

Work Experience Placements

How to Provide Valuable Work Experience

“The student in question was very courteous and able to conduct herself in a professional manner. She was given a number of routine but important tasks throughout her placement and carried them out very efficiently”.



WHAT TASKS SHOULD THEY DO?

If work experience is to be mutually beneficial, it is important that the young person is given as much of an insight into the world of work as possible. The emphasis needs to focus on ‘tasks’, rather than ‘tea’ where they are exposed to professional development opportunities and practise skills that they can demonstrate to potential employers.

Good practice is to offer them a ‘mini-project’ they can work on whilst on placement. This could relate to an area you are particularly keen to get young people’s views on, or something they are likely to be interested in doing – but is not ‘business crucial’ for the employer. Please bear in mind that many of these young people will have had limited exposure to working life and may have areas for skills development.

Work experience is about supporting an individual in developing their skills to increase their opportunities in the labour market. Identifying some work shadowing opportunities and offering specific tasks to work on with practical supervision but which offers scope for them to use their ideas and creativity are effective ways to give the young person a real flavour of the world of work.

HOW SHOULD I DEVISE A SUITABLE WORK PLACEMENT PLAN?

Ideally, you should prepare a full plan for the work placement, which can be adapted for each individual work placement. Preparing properly for a work placement is key to its success and smooth running, making it less resource-intensive for employers and easy to manage.

An effective way to devise a suitable work plan is to consult colleagues to find out if they have any specific projects they feel an individual could contribute to and if they have some time to supervise and mentor the young person. Above all it is important that the young person has a positive and encouraging experience in the world of work, so it’s important to be prepared to be non-judgemental and demonstrate patience and understanding – ultimately you are helping a young person take a significant step towards employment.








Helping young people to strengthen their CVs and develop a network of useful contacts.

Work Experience Placements





Before, during and after placement

WHAT IS THE GENERAL PROCEDURE FOR A PLACEMENT?



Before the placement

-  Workplace positions are negotiated with employers by Personal Tutors.
-  Students are matched to a position based on their course and career planning.
-  Choices submitted to Careers & Employability to forward CVs to businesses to assist the Employer in supporting the right candidate.
-  Student calls placement to arrange interview. **We strongly recommend a formal interview takes place as this will benefit all parties.**
-  Employability tutors conduct work ready activities to prepare students for the experience.

During the placement

-  Students attend the workplace every day of the programme.
-  Student is supervised and provided with tasks that are agreed, appropriate and at times, challenging.
-  Student completes online work experience journal on a daily basis to record tasks carried out.
-  Tutor makes a call and arranges a supervisory visit to check on the students' progress and welfare. Where relevant, students are assessed for industry-based competencies.

After the placement

-  Evaluation feedback forms sent and completed by work mentor and student.
-  Careers & Employability follow up on feedback with placement and student, where relevant.

Qualifications at Highlands 6th

The following programmes contain a compulsory module called 'Working in the Industry'. Students on these programmes are required to satisfactorily complete a work placement in order to gain their programme of study.

The Progression Certificate

Broadly equivalent to 4 GCSEs at grades C to F. It provides an introduction to one or more work-related subjects as part of the Progression Pathways programme. It enables students to progress to either the Progression Diploma or to an advanced programme depending on the level achieved.

The Progression Diploma

Broadly equivalent to GCSEs at grade A* to C. Designed for school leavers to improve their level of general education by studying a work-related subject to a level that will enable them to progress to an enhanced level in the same or a related subject.

Diplomas

General - These are qualifications at level 3 that are equivalent to 2 or 3 A levels and are recognised as entry qualifications to university or direct access to employment at technician or junior level jobs.

Technical – Awarded at level 2/3 and are recognised by employers as entry qualifications into the related industries.

Work Experience Expectations for Employers & Students

Employer Commitment

Communicate with student prior to placement to discuss arrangements in the form of an interview;

Provide a minimum of 1 weeks work experience which is purposeful, substantial, offers challenge and is relevant to the young person's study programme, level and career aspirations;

Provide a supervisor to ensure the young person obtains a genuine learning experience suited to their needs;

Has a structured plan for the duration of the placement which provides real life outcomes for the student and employer;

Focuses on the skills required for that occupational sector;

Supports in developing employability skills;

Encourage building internal and external relationships;

Time to meet with College representative to discuss placement during placement period;

Completion of feedback form on work experience process and young person's performance

Progression Certificate

Examples of what works well

Shadowing;
Basic customer service;
General day to day duties;
Running errands

Entry level qualifications recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building specific knowledge and skills and is not geared towards specific occupations.

Progression Diploma

Examples of what works well (equivalent to a new employee in a junior role)

Shadowing;
Customer service;
General day to day duties;
Supervised data inputting;
Running errands

The General Education Pathway recognises the ability to gain knowledge, understanding and skills in a technical or vocational subject and to perform varied tasks with some guidance and support.

Advanced Pathway

Examples of what works well
(equivalent to a functional team member)

Specific projects (under supervision);
Some shadowing of the Senior Management Team;
Attend team/board meetings;
Assist with a wide range of duties essential to the successful running of the department;
Data inputting;
Deal with customer enquiries;
Build and maintain external and internal network and relationships;

The Advanced Pathway recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to pursue full time employment or university.



Work-based Learning Expectations for Employers & Students

Employer Commitment

Learning in the workplace can create opportunities for your apprentice to experience other parts of the business;

- allowing them to complete a small research project during less busy periods;
- sending the apprentice to trade fairs or exhibitions;
- providing opportunities for your apprentice to experience in the workplace what they are studying at any particular time;
- setting aside a 'training/study time' and/or area for study;

Where possible provide an experienced/qualified member of staff as a mentor/trainer

Apprenticeships

An apprenticeship is a full time paid employee who learns all areas of a trade while working and attending College 1 day a week.

Students can expect to:

- Deal with customer enquiries;
- Duties essential to the successful running of the business;
- Build and maintain external and internal relationships

Apprenticeships recognise the ability to apply a range of knowledge, skills and understanding while working within their chosen industry. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people who want to progress their career through industry-specific training and professional mentoring.

Employer Commitment

Work based learning (WBL) represents some 50% of the Foundation degree and involves considerable cost to the work placement organisation (the business), both in terms of student wages and staff time. It is therefore essential that the time is well spent.

For the business, work based learning is an opportunity to:

- Identify future employees;
- Influence the student's development to more closely meet the needs of the business;
- Inform the student of the professional skills required within a sector;
- Take on placement bright enthusiastic students to work on short term assignments;



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Work-based Learning

For the student, work based learning is an opportunity to:

- Develop key business skills and job knowledge;
- Take on increasing responsibility;
- Make well founded decisions on their future career.

The student activities during the periods of work based learning are of five types:

- Achieving business objectives;
- Building and applying job knowledge;
- Learning and practicing job specific behaviours;
- Practicing generic skills learnt in the class room;
- Researching the organisation to explore the practical application of theory;

Foundation degree year 1 recognises specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study.

Foundation degree year 2 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge.

Honours qualifications recognise a specialist high level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge.