



Dorset
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY

Working with schools, colleges & employers across



Employer Booklet

Careers Education Guide



dorsetcareershub.co.uk

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Introduction

Dorset Careers Hub connects education and employers to improve careers provision across the region.

Funded by The Careers and Enterprise Company (CEC), Dorset Council and BCP Council, our ultimate aim is to ensure young people make their best next step and fulfil their potential. Collaboration is key and we take pride in the close working relationships we have with schools, FE colleges, training providers and HE institutions across the pan-Dorset area.

Dorset Careers Hub is equally committed to working alongside local organisations, of all sizes, to establish an industry-wide business community that delivers quality careers education for young people.

Our core priorities are to:

- Raise the quality of careers education in schools, special schools and colleges against the Gatsby Benchmarks through training, targeted support and quality assurance.
- Support implementation of a national work experience guarantee, with a focus on schools serving disadvantaged communities.
- Promote all pathways with equity, amplifying apprenticeships, technical and vocational routes.

Benefits for business:

- Attract your talent pipeline
- Bridge the skills gap
- Gain fresh perspective
- Develop a culture of inclusivity
- Enhance your social value proposition

This resource aims to support businesses, with varying careers education experience and knowledge, to 'get involved' in activities that aim to inspire young people as they prepare for the world of work.

Did you know

87%

of employers report
their work with
schools and colleges
encourages young
people to take up
careers in their sector.



An introduction to employer encounters

Meaningful interactions with the world of work help young people and their families broaden their understanding of the opportunities available both locally and beyond.

Increasing young people's awareness of modern job opportunities dispels myths and allows exploration of required skills and how they can be developed.

The activities listed opposite outline a flavour of initiatives schools and colleges need support with. The list is designed to allow employers to consider which activities are suitable for their organisation.



Opportunity	Delivery time	Preparation for business
Business volunteering Enterprise Adviser Network – working 1:1 or with schools/ colleges in a geographical location to support Careers Leaders with the strategic planning of careers programmes	• Four meetings per academic year, in-person and/or virtually • Networking events with Pan-Dorset Business Volunteer Network, usually three per year	• Review the strategic planning of a school's career programme • Provide mentoring for Careers Leaders • Support schools to deliver proactive and engaging careers activities
Careers exhibitions	• Between four and eight hours	• Preparation of interactive activity • Sourcing team members from your network
Employability workshops Mock interviews and assessment centres, CV Skills, LinkedIn guidance, application support and selection preparation	• Between one hour and one school day	• Create or source a presentation or activity • Provide mentoring for students • Question preparation and pre-reading
Presentations Inspirational, Job Specific, Skills, Company, Sector, Employability, Career Pathways	• 10 – 20 mins	• Create or source a presentation • Source speakers from your network
Modern Work Experience Workplace Visit, Taster Day, 2 Day – 2-week Block Placement, Extended Placement, Virtual Work Experience, Work Experience Directory Membership	• Two hours – two weeks	• Liaison with school or student • Activity and workload planning • Creation of resources

Advice, support and resources for the above activities can be found here:
dorsetcareershub.co.uk/employer-activities-resources



School visits: Checklist

Here is some guidance to help you and/or your team prepare for a great employer encounter.

Have you...

- ✓ Received and noted details for your main contact?
- ✓ Confirmed location and timings?
- ✓ Got photo ID? If you have a DBS, we recommend you take this with you.
- ✓ Informed the school about what equipment and space you will need? Remember to let the school know if you need IT support.



For presentations:

- ✓ What are the key messages and how can you relate them to a young person's experience?
- ✓ Have you considered the language you will use? Have you removed acronyms or abbreviations which refers to industry terminology. Use images and examples where possible.
- ✓ Have you prepared opportunities for the audience to ask questions?
- ✓ Where can you signpost to additional sources of information?

For employability workshops:

- ✓ What skills will students be developing? Consider this in addition to subject knowledge related to your industry/sector.
- ✓ Have you liaised with staff to identify aims and objectives? This will make the session meaningful and support impact.
- ✓ Is the session interactive? Allow students time to complete practical activities.
- ✓ Have you considered clear step by step instructions for tasks?
- ✓ What support is available for students with additional needs? The school can support you with this.
- ✓ What extension or back-up activities are in place, in case things do not go to plan?

Other areas to consider:

- ✓ If you are planning to set a challenge or project, have you established how you will feedback to students?
- ✓ Have you shared an overview of your organisation so the school or college can promote your visit in external communications?
- ✓ Are you prepared with resources such as information leaflets, posters or handouts for staff to share.
- ✓ Have you discussed how you can continue to connect with young people via future careers activities and events?



Working with young people with SEND

You may find yourself working with young people with Special Educational Needs and Disabilities (SEND).

To support with delivery, we recommend you communicate with school or college staff in advance, as they understand the student(s) needs and abilities. Collaborative planning can ensure your visit and activity is accessible to all.

Here is some guidance to help:

Preparation:

- Have you spoken with staff to understand any need-to-know information about the students you will be interacting with?
- Do you need to send editable printouts in advance to be differentiated to individual needs?
- Are your presentations and worksheets uncluttered and simple?
- If you are planning team work, ask the staff to allocate students to groups.



Objectives:

- When setting your objective(s), have you considered ensuring language is kept simple? Have you got it displayed in written form somewhere in the room?
- What do you want pupils to know, do or produce by end of the session?
- Have you included a 'skills focus' (for example teamwork) to give students a way to celebrate success beyond the objective(s)?
- Have you briefed staff in advance about the format of the session?

Activities:

- Have you considered breaking instructions into stages?
- How can you allow flexibility to ensure all students have time to complete tasks?
- How many students will be in the class? Consider keeping groups small so all students can get involved.
- What precautions will you take to warn students/staff about loud noises or light flashes that feature in presentations or videos?
- How will you celebrate everything non-completers have achieved? The process is often more important than the outcome as it helps build students confidence.

Participation:

- Have you considered communication styles such as speaking in short clear sentences?
- Remember it is natural to focus on the most engaged students; however, this can impact other students' participation. Some may not make eye contact or fidget with an object; remember they are listening and processing everything you are communicating.
- Are you prepared for alternative approaches to the activity? Students may think 'outside the box' and share their ideas in alternative ways.



Employer Standards for Careers Education

THE CAREERS &
ENTERPRISE
COMPANY

Shaping the workforce of tomorrow

Inspire young people
for their best next step



Prepare young people
to be career ready



Collaborate for success



Organisations across all sectors are facing recruitment challenges and report those entering the workforce do not have the required skills.

- How do I build a strong talent pipeline?
- How do I increase diversity in my workforce?
- How do I best deliver against our ESG or social value commitments?

Employers who work with the education sector say it is helping them develop talent pipelines, close skills gaps, increase diversity and attract applicants to vacancies and apprenticeships.

You too can be part of the solution, make a difference and develop the skills of your future workforce.

Employer Standards is a simple framework to help you ask the right questions up front, cut through complexity, evaluate, improve performance and create the impact you are looking for.

**Learn more
and access
the tool**

Compare your approach against employers who have already benefited from using the tool



How it works

The free online self-assessment tool enables you to:

- **Assess** current activities, receiving a ranking of 'aspiring, achieving or exceeding' for each Standard
- **Benchmark** against sector, national averages and business size
- **Track** progress over time, with historic submissions saved in our secure portal
- **Improve** by learning from best practice

You will receive:

- A real-time results and recommendations report
- An evidence pack underpinning each Standard to support your business case
- Inspirational case studies from other businesses already 'achieving or exceeding' in each Standard
- Curated resources* to improve the quality of your careers education outreach.

By following the recommendations, participants will contribute to a world class careers education system whilst meeting key business objectives, including talent attraction, highlighting career opportunities within your sector and business and giving back to the local community.

*99% of businesses plan to take action based on their results, with almost half intending action within a month



Business volunteering

Could you inspire a young person with their career journey?

Sharing your industry knowledge can make a big difference to a student considering their progression pathway. You could be the influence who changes their life chances by showing what is possible.

We know interactions with business and industry can have a big impact on future careers choices. According to the pilot [FutureSkills survey](#), young people are benefiting from an increase in employer engagement:

- **80%** of young people have an increased awareness of different careers.
- **75%** of young people have a greater understanding of what they need to do to achieve their ambitions.
- **70%** of young people feel more motivated to work hard at school and college.

Dorset Careers Hub offer a volunteering model to connect business professionals and schools/colleges to transform careers education, and in turn, support young people with their best next steps.

There are 3 different volunteering models available:

- **Give an Hour Programme**
- **1:1 Enterprise Adviser**
- **Agile Enterprise Adviser**

Give an Hour Programme

In as little as an hour, you could change the course of a young person's life just by sharing your story or helping them to understand more about the world of work.

The 'Give an Hour' programme invites you to make a difference to the young people in your area by giving as little as one hour of your time.

It might feel like an hour is too short to have a real impact, but we know from experience that an hour can create new perspectives and inspire new ideas. Just to hear someone's career story or be able to speak to someone who can listen and give advice. Could you be that someone?



1:1 Enterprise Adviser

What is an EA?

Enterprise Advisers are experienced professionals from all industries who work directly with a school's senior management team to help them develop their careers education programme.

They do this by providing insight into the demands of the industry and the contemporary world of work. EAs help schools and colleges focus their efforts and strive for continuous improvement, while facilitating links with local businesses and employers.

This work is vital in helping to deliver relevant and inspiring careers education.

Why join the EA Network?

This is a hugely worthwhile volunteer post whereby your time, experience, expertise, relationship building skills and passion for developing and supporting the workforce of tomorrow, will bring about positive change in local schools and colleges. Your role as an Enterprise Adviser can support young peoples' pathways into your industry and shape their careers.

Bridging the gap between the world of work and education, you will work with the Careers Leader and wider senior leadership team of your assigned school or college to create opportunities for young people.

Agile Enterprise Adviser

Like the 1:1 Enterprise Adviser role, Agile Enterprise Advisers are experienced professionals who can be matched 1:1 with a school/college **but** also offer their knowledge and expertise to **more than one institution**.

This model works well for any individuals who would like to work with multiple schools and can offer their experience to the needs of the institution and their students. Agile EAs may support a cluster of schools in a geographical location.

For more information and to register your interest, please contact our team:
dorsetcareershub@dorsetcouncil.gov.uk



Dorset WorkEx Directory

Can you provide a workplace experience for a young person? From two hours to two weeks, all workplace opportunities prepare young people to transition from school to work.

We believe that every young person across Dorset should have access to opportunities that allow them to experience the world of work. The business community has a vital role to play in delivering the Government's ambition to ensure every young person has access to **10 days' worth of high-quality, meaningful workplace experiences** during secondary education between Year 7 – 11.

Dorset Careers Hub want to support local organisations to offer work experience to young people across Dorset.

We are collaborating with employers across the region to build and grow the Dorset WorkEx Directory. This online directory is available to staff in Dorset schools and colleges, listing local employers who have pledged to support workplace experiences for young people.

Why does it matter?

When young people and employers work together with purpose there are benefits to both:

- Young people gain insight into the world of work – including the skills required. This helps them make future career decisions and builds motivation in the here and now.
- Employers learn about their future workforce (and can even begin the recruitment process).
- Disadvantaged young people, who may have fewer connections and social networks, benefit from high quality interactions.



From 2 hours to 2 weeks...

There are lots of different ways that you can support this programme, including offering:

- **Virtual Work Experience**
- **Site Visit/Tour**
- **Taster Day**
- **2-3 days' Workplace Experience**
- **1-2 weeks Block Placement**
- **Extended placement (i.e. an afternoon a week)**

It is more important than ever for young people to have a better idea of what their future may look like, and you can help.

What makes a good experience?

Thinking about what makes a good workplace experience, will help you deliver mutually beneficial experiences, for both you and the participating young people. When you're thinking about your offer, you may like to consider:

1. How learning outcomes are defined based on your offer and the needs of the students.
2. Which colleagues and departments students will interact with.
3. When and where extensive, two-way interactions will be facilitated.
4. How you can support young people to perform a task or produce a piece of work and then offer feedback.
5. Where there are opportunities to learn from the student. Can you use real life scenarios? The student may have the solution you need!

What support is available?

Whether you have been working with schools for years and are experienced in offering opportunities, or if you are just starting your outreach journey, we are here to help.

Help us to give you the support you need, by letting us know your questions, your challenges and any barriers there might be to running a Workplace Experience activity.



You can sign up by following the link here:

dorsetcareershub.co.uk/work-experience-and-placements

Modern Work Experience

Modern Work Experience will help young people to make informed choices and improve career readiness and employability by offering multiple, variable and targeted experiences throughout their education journey.

The equalex framework, developed by The Careers & Enterprise Company, plays a vital role in supporting the government's commitment to introduce 10 days' worth of modern work experience for every young person, starting from Year 7.

Designed to meet the needs of young people, educators, employers, and providers, the framework enables a wide range of high-quality activities through a whole-school approach, effectively bridging the gap between the curriculum and the world of work.

The framework is split into three sections:

- **Introduce & Inspire**
- **Investigate & Explore Learning**
- **Apply & Demonstrate**



Introduce & Inspire

Learning Outcome

Increased Awareness of opportunities

Learners have a broad knowledge of a range of career opportunities which enables informed decision making.

Learning Objectives

- Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.
- Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
- Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.

Learning Outcome

Improved Self-Awareness

Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.

Learning Objectives

- Learners are aware of essential workplace skills and can self-assess their current skill level.
- Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
- Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.

Learning Outcome

Inspiration Learners are inspired and motivated by careers opportunities which they may not have otherwise considered.

Learning Objectives

- Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
- Learners can identify career role models and articulate their early career aspirations.

Investigate & Explore Learning

Learning Outcome

Career Readiness
Learners have developed essential skills which will support them to transition to the workplace.

Learning Objectives

- Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.
- Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.
- Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.

Learning Outcome

Exploration of roles and responsibilities
Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.

Learning Objectives

- Learners understand the different routes into employment and understand the differences between pathways.
- Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do.
- Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.

Learning Outcome

Understanding of growth sectors and the changing economy
Learners understand how the local and national labour market is changing and what this might mean for their career choices.

Learning Objectives

- Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.

Apply and Demonstrate

Learning Outcome

Applying Knowledge and Skills in the workplace Learners can evidence when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.

Learning Objectives

- Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.
- Learners can demonstrate what they have learnt because of their experience of the workplace and articulate how this will inform their future decision making.
- Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.
- Learners can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.
- Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.

Did you know

You do not need an external health and safety consultant to visit and assess your workplace. School and colleges do not need to assess every workplace.

DBS checks for certain sectors are not required. It may be required if a young person will spend a prolonged period alone with just one person.

In June 2013, the government simplified the rules regarding health and safety guidance for those taking part in work experience, by confirming that the insurance industry now treats students as employees. They are covered by existing Employers' Liability Compulsory Insurance policies provided the insurer is a member of the Association of British Insurers.

Source: <https://www.gov.uk/government/news/ministers-to-end-work-experience-health-and-safety-confusion>



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