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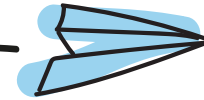


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Unbox
your
future



Introduction



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Unbox Your Future is an innovative workplace experience. There are 5 steps, which we estimate requires approximately 20 hours of volunteering time spread over multiple weeks. This is a group work experience placement; with a group of young people supported by a group of business volunteers (ideally who are from different departments, joined via different pathways or perhaps are from different organisations within the same industry such as SMEs).

Designed to be high impact, with low time commitment. The purpose is **exposure**.

We want to provide students and staff with accessible labour market information: giving them the opportunity to **explore** different sectors and **learn** about job roles direct from an employer in that sector; and **demonstrate** the knowledge, skills and behaviours identified as priorities by our Leicestershire businesses (LSIP). This workplace experience will provide young people (and teaching staff) with opportunities to **meet employees**, get **hands-on experience** in that industry, complete a **real project** and **visit a workplace**.

Unbox Your Future has two tiers:

1. **Explore** – with information provided in a box, staff and students have access to physical and digital labour market resources to explore and learn about jobs and careers together in the classroom. Schools also can explore the box independently and further develop any project work outside of the formal work experience sessions. The box can then form part of any future curriculum lessons as staff have also learned how it relates to their subject area.
2. **Experience** – to help the young people ‘unbox’ their potential future, we have designed a project-based workplace experience programme.

Spread over multiple weeks, Unbox Your Future gives business volunteers, young people, and teachers a chance to **build a relationship** and create an inspiring and motivating experience for all. Once per week, the school and the business come together to deliver a session.

In-between the sessions both sides can reflect, reset, and make any adjustments needed before going into the next session.



Step one

Virtual

Introduction meeting

Approx. 1 hour

Step three

Virtual

Guided content creation

Approx. 5 hour

Step two

Virtual or at the school

Planning meeting with
the school

Approx. 1 hour (+ travel time
if attending in-person)

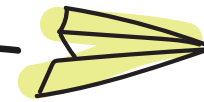
Step four

Delivery

Session 1 – in school

Careers presentation delivered
to a whole year group using the
items in the box to tell your
story

Approx. 1 hour



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Delivery

Session 2 – in school
Project brief delivered to a class group, with guided learning time from you

Approx. 1 hour

Delivery

Session 4 – in the workplace
Students deliver their project in the workplace

Approx. 3 hours

Delivery

Session 3 – in school or in the workplace
Session to support the students as they develop their project – offering your expert advice and guidance

Approx. 2-3 hours

Delivery

Session 5 – in school
Session to provide feedback to young people on their performance.

Approx. 2-3 hours

Step five

Virtual

Final evaluation and wash up sessions with the Careers Hub

Approx. 1 hour



Introduction Meeting

The first step to setting up an Unbox Your Future workplace experience is a virtual meeting with the Careers Hub project team.

We will use this time to:

- talk you through the outline of the project, using this guide;
- discuss the outcomes that you as an organisation want to see as a result of this outreach (e.g. talent pipeline);
- chat through the project in more detail, helping you pull together some initial ideas; and
- identify a school and/or curriculum area that we can reach out to.

No preparation is needed prior to this conversation.

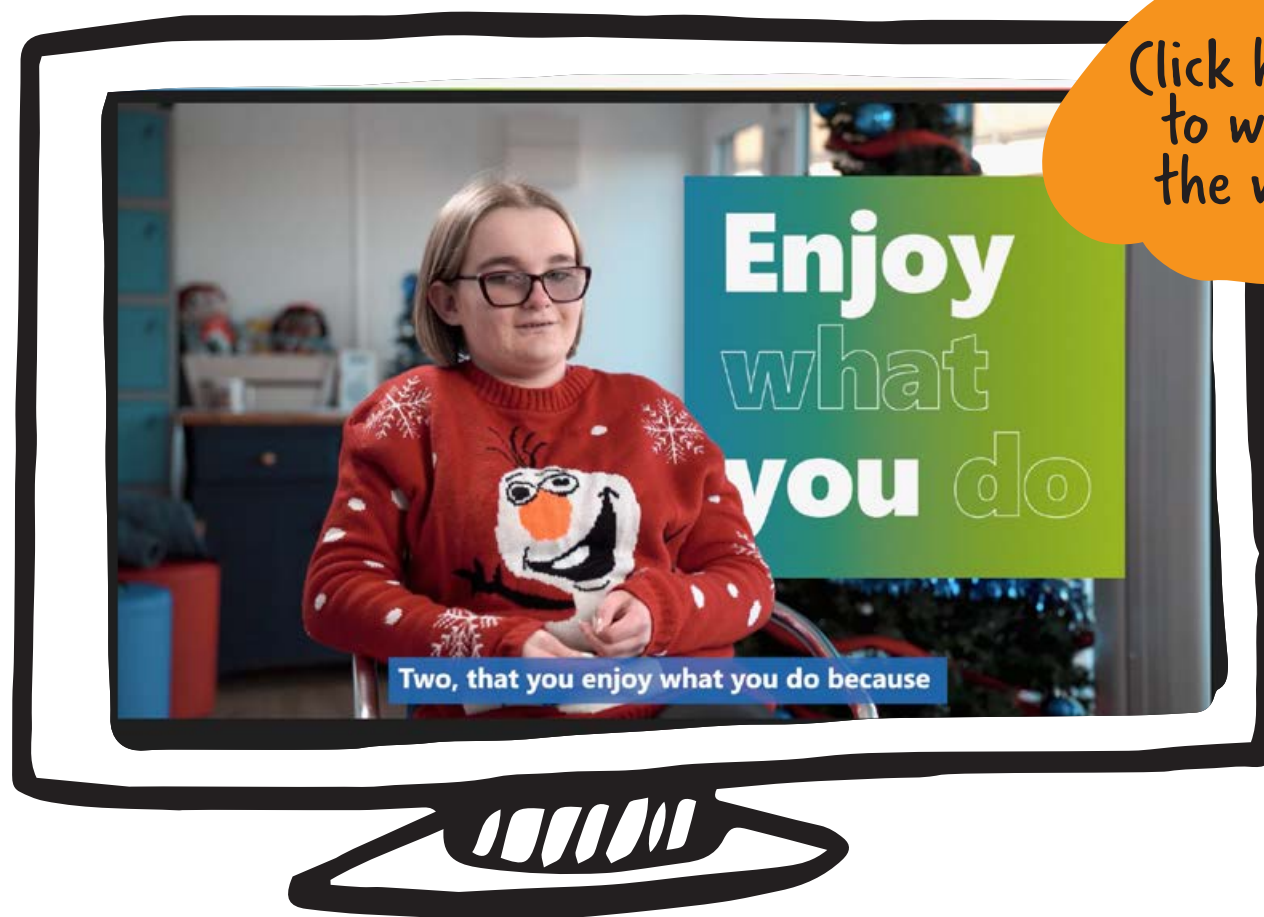
Take a look at the video on page 9 to see how some of our business volunteers worked with our SEND schools to deliver inspiring experiences of the workplace.



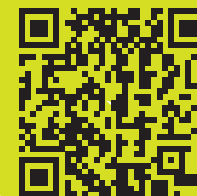
Time required:
1 hour



Virtual



Click here
to watch
the video





Bringing the school and business together

Now that you have an idea about what Unbox Your Future is and a few initial thoughts on projects or roles that are relevant to your workplace, we will meet with a school. The Careers Hub Team will bring together volunteers from your organisation and champions from within the school; typically the Career Leader and a classroom teacher.

There are four outcomes:

1. **Relationship development.** Is this the 'right fit'? Do the business and school values and intended outcomes align? Where appropriate the business can have a tour of the school and meet some students too.
2. **Project development.** We will discuss initial concepts with the school to ensure the content is age/stage appropriate and where it best aligns (e.g. within a certain area of the maths curriculum). Business volunteers should come away with a confirmed project idea to use for step three (guided content creation).
3. **Health, Safety and Environment.** This is an opportunity to discuss risk assessments – the business should share their premises risk assessment to support the school's external visit RA.
4. **Commitment.** Agreed dates should be confirmed in this meeting.



Time required:
1 hour (+travel)



Virtual or
in-school

Case study

Leicester City Council



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Leicester City Council employees from the Allotment and Amenities Team came together with staff from Ellesmere College to create their Unbox Your Future project. Employees were able to pitch potential project ideas to the school and work together to come up with the best experience for the students.

The winning project was to create and install Blue Tit and Robin/Blackbird nest boxes, seeking to increase the biodiversity on site, with the added benefit of those boxes being monitored by students in the long term to see what moves in.

- Initial sessions involved learning about roles and teams within the Neighbourhood and Environment Services department, which includes City Wardens, Pest & Dogs, Technical Services/Service Support & Intelligence, Landscape Development, Allotment & Amenities and the CCTV team.
- Students spent two sessions in Abbey Park working in a workshop environment, using a variety of tools including drills, routers and saws to cut out templates of marine plywood, to assemble bird nest boxes.
- Students learnt about how to work in a workshop environment, and use PPE including gloves, goggles and ear plugs.
- Students used a GPS device to log and record the specific locations (site locations logged onto MapInfo database).



Step three

Let's get creating

Business volunteers, with support from the Careers Hub, will create a suite of resources for the delivery of their project.

1. The project (see page 14)
2. The box (see page 18)
3. Career presentation for session one (see page 23)
4. Briefing paper for session two (see page 27)
5. Feedback (see page 32)

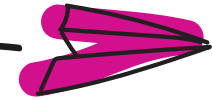
We want to create an environment where students can thrive. Therefore, we have two things you should be aware of when planning your project.



Time required:
5 hours



Virtual



Learning Objectives

We set learning objectives for the young people, these are:

- Get involved and try something new
- Ask lots of questions
- Develop your knowledge, skills and behaviours
- Highlight the link between curriculum learning in school and working life

When developing your resources, please ensure that space is built into the project for young people to be able to demonstrate these.

Reasonable Adjustments

Students will complete a work experience booklet.

Make sure you understand who the students are that will be working with you, do you need to make any adjustments to help them thrive?





The Project

To be impactful, the project has to be real. There are three things to consider:

1. What jobs can young people do in your organisation (for example, technical apprentices, trainees, sales / marketing / finance assistants)? Choose one, this will be the basis of the project.
2. What skills and behaviours do young people need to have **when they join** your organisation as employees? Take a look at the list of knowledge, skills and behaviours on page 16 to help identify what is important to you.
3. What change are you looking to see **within your business** as a consequence of this outreach (e.g. commitment to CSR, a more diverse talent pipeline or an increased awareness amongst young people of your sector)?

Case study

Inspired to Care



15

Employing your time meaningfully doesn't just mean paid employment; for some young people this may not be part of their future. However, helping these young people think about how they are going to meaningfully employ their time once they leave education is very important.

There are invaluable voluntary roles within the community, one of which is the role of a Befriender. As a Befriender you will visit older people who may be experiencing isolation and loneliness to offer support and companionship.

"Having worked in the community as a care worker myself, I know first-hand how much people enjoy meeting and talking to new people, from all backgrounds. It really brightens their day. Especially when they are either at home all day on their own or in care home, seeing the same faces every day."

Jenny Heap, Adult Social Care Recruitment & Retention Officer

Ash Field School worked with Enable and Inspired to Care to build the communication skills and confidence of the young people, leading up to them running a Befriender coffee morning at the Enable premises.





The project

The Local Skills Improvement Plan (LSIP) has developed a series of KSBs or Knowledge, Skills and Behaviours. Use these to identify what is important to your business for entry level positions. What should young people be able to demonstrate **before they join you** – so they can develop those skills through this work experience, helping them to be work ready when they leave school.

Knowledge

LSIP

- a. Technical and Vocational Knowledge
- b. Knowledge of Health and Safety
- c. Financial Knowledge
- d. Basic Literacy Communication
- e. Basic Numeracy
- f. Marketing Theory
- g. Social Media understanding Technology – social
- h. Leadership and Management Theory
- i. Sustainability and Environmental Practice
- j. Basic IT Technology – administrative
- k. Advanced IT
- l. Employment rights, law and practice (e.g. EDI) Reasonable adjustments

Skills

LSIP

- | | |
|--|--|
| a. Communication – Verbal | Speaking in front of people,
Listening well |
| b. Communication – Written | |
| c. Team Working | Working together with others |
| d. Customer Service/Support | |
| e. Office Administration | |
| d. Management and Leadership | Being a leader |
| e. Sales | |
| f. General Employability | Following an instruction |
| g. Standard Industry Software | Technology – administrative |
| h. Coding and Programming | Technology – administrative |
| i. Time Management | |
| j. Project Planning and Project Management | Setting a goal |
| k. Occupational or Vocational skills | |

Behaviours

LSIP

- | | |
|--|--------------------------|
| a. Polite and Courteous | Being polite |
| b. Hard Working | |
| c. A team player and collaborative | Working well with others |
| d. Self-motivated | Working well on my own |
| e. Resilient and adaptable | Staying positive |
| f. Innovative | Being creative |
| g. Eager to learn | |
| h. Smart and well presented | Looking smart |
| h. Ethical and Honest | |
| i. Reliable | Being on time |
| j. Assertive and Confident | |
| k. Quality focussed and results driven | |



The Box

The box has two functions:

1. to be a tactile way of bringing your careers presentation to life in week one; and
2. something that can be left at the school for young people and teachers to go back and use in-between the sessions and as part of embedding careers into the curriculum going forward.

Each item has to be relevant to your industry, your organisation and your role / the role built into the project.

There should be a mixture of labour market information and more tactile elements such as uniforms, ID badges etc. that bring a sense of belonging and workplace into the school.



Case study

Peter Le Marchant Trust



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Peter Le Marchant Trust offer canal boat cruises, their aim was to get more young people volunteering on the waterways. In their box they included:

Tactile elements:

- Hi Vis Jacket – crewing and environmental work
- Rope – mooring and rope work
- Lanyards – representing our trust when wearing
- Lego boat – young people and boating, why we do this
- Tea and Biscuits – how many biscuits do we serve each year?
- All aboard activity pack

Labour market information:

- Tourism and hospitality WOW LMI pack
([World of Work Leicester and Leicestershire | LLEP](#))
- Logo picture – what's on the logo, what does it mean?
- Castle and Rose plaque – heritage and use of the canals in the past
- Boat photos – symphony/serenade – boats 40 years old, sizes, weights, new holiday boat, details, accessibility etc
- Social Media header – our PLMT Team





Delivery overview

Session one

- One hour
- Virtually or at the school
- Using the items from the box to help tell the story, business volunteers deliver a presentation about their industry, their business, their job role, the KSBs required and the pathways available to young people.

Session three

- Two hours
- At school or at the business premises
- Students develop their projects with the support of business volunteers around them. Students receive a tour of the business premises if onsite.

Session two

- One hour
- At the school
- The employer works with a smaller group of students and briefs them on the project they will be undertaking, using the items in the box. Students are put into groups or given their roles and they can work through the brief with the employer present.

Session Five

- One or two hours
- At the school
- Business volunteers have meetings with the students to look at their work experience booklets and discuss feedback. This is also an opportunity to discuss pathways into the industry in more detail for those students interested.



Session four

- Three hours
- Business premises
- Students deliver their final project and receive feedback on the output. If they haven't already, students receive a tour of the business premises.



Session one delivery

Session one is a careers presentation delivered to an entire year group, increasing the number of young people that you get to directly work with.

We have found that by bringing along a box of items that can be left in school (see page 18) it helps to build a relationship with the students and make them feel more comfortable and confident to ask questions.

Use the items in your box, as part of your presentation to help you tell your story and Unbox Their Future.

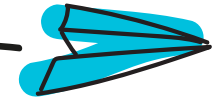
We have a number of things that will support you to create an engaging careers presentation. Take a look at page 23 to help get you started.



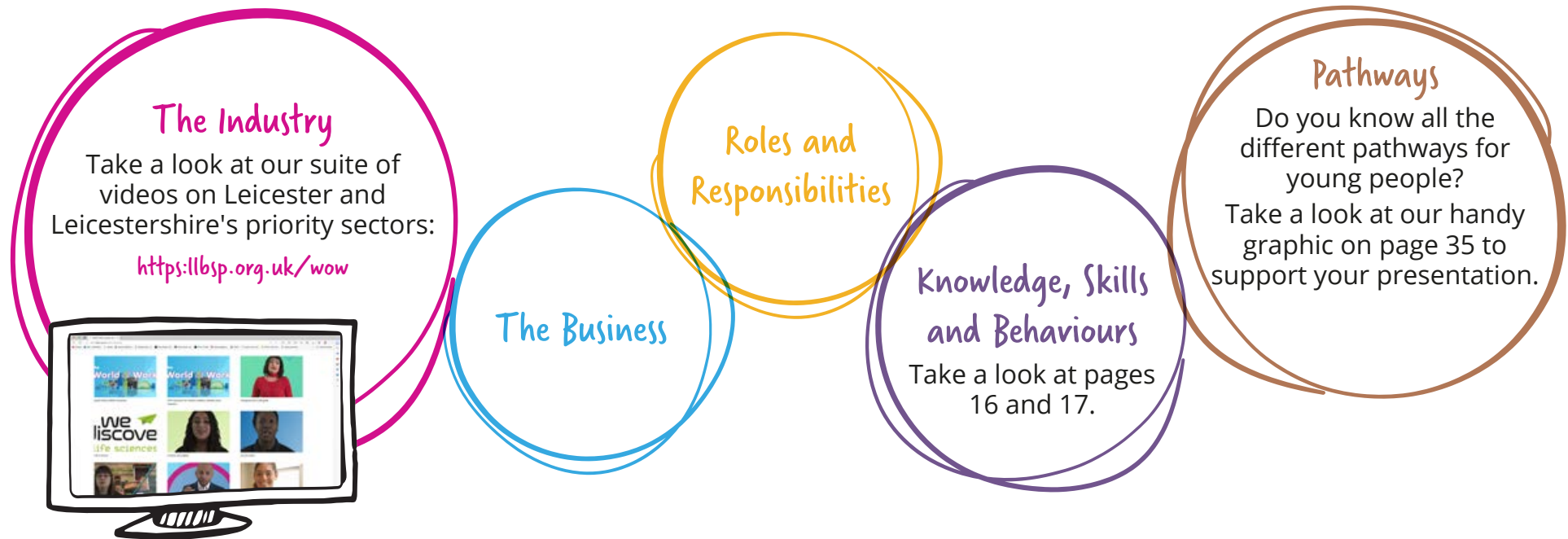
Time required:
1 hour (+ travel)



Virtual or
in-school



There are five pillars to the careers presentation. You and your journey should be weaved into this as much as possible to make it real for the young people.



Step four

Session two delivery

Session two is an opportunity to meet the smaller group of students you will be working with for the remainder of the project.

Start with a reminder about who you are and what you do and then it is time to dive into the project with them.

On pages 26 and 27 you will see an example Project Brief, the main bulk of this session is presenting this to the students and getting the initial set up done (for example, do they need breaking up into smaller groups, if so, how will you organise them?).

With the remaining time, students will work through the brief in their groups and ask any initial questions with you present.

Take a look at the video on page 25 to see what project Cavendish Nuclear did.

Remember the learning objectives:

- What do you expect to see from the young people, what does 'getting involved' look like? Manage the expectations.
- Have you built in time for them to ask questions, remembering they may not want to ask in front of others.
- What KSBs should the young people be developing and demonstrating.
- Can you be explicit about the link between curriculum learning in school and working life – we can consult with the school on this.



Time required:
1 hour (+ travel)



In-school

Case study

Cavendish Nuclear

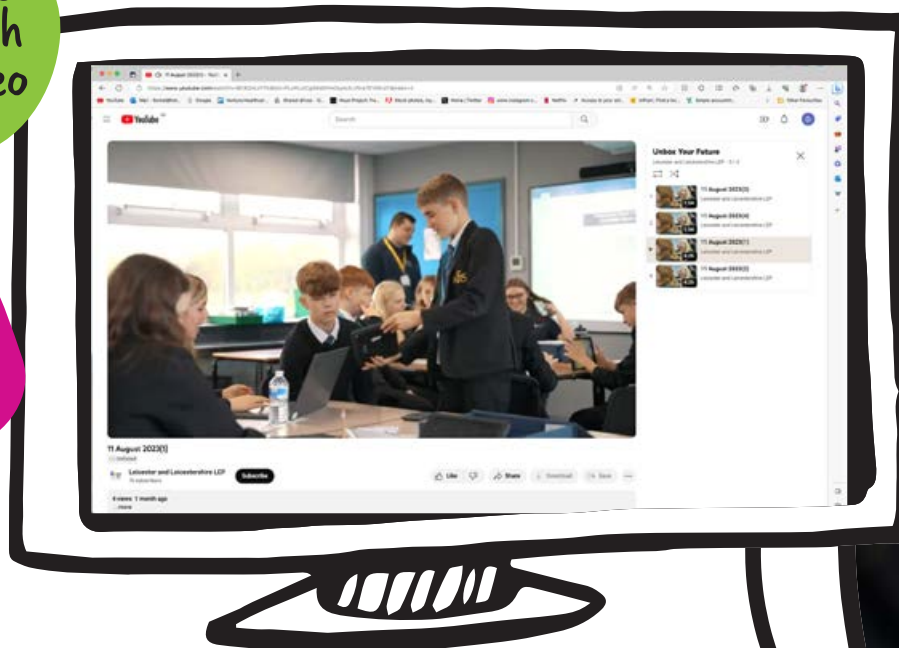


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"It gives you an idea of what it is like to be an apprentice...
it is getting a taste of what it is like".

Student from Martin High School

(Click here
to watch
the video





Case Study

Cadent Gas

Here is an example of a Project Brief written by Cadent Gas.

Project name:

The Liverpool Street Gas Leak

Target Audience:

The public / customers

Project overview

We have received a call from a customer saying they can smell gas at Liverpool Street station, London. As per our protocol, we have deployed a team to site to take initial gas readings and there is an inherent risk to life and property, with Gas entering into buildings.

As part of the initial inspections the below locations could be affected.

- The station which feeds the whole of London for Underground, and Network Rail
- One hotel with over 500 guests
- A hospital
- Several bus routes, some in close proximity to where we will need to dig

Goals and objectives

You will be split into small groups to start looking at how Cadent Gas are going to complete these works.

Each team will have a job to do and we have a pack for each role to look at and start preparing for the scenario.

The roles for this job are as follows:

- Site Supervisor
- Digging Teams
- Customer Liaison Officer
- Social Media Manager
- Compliance Inspector
- Reinstatement Manager
- Customer Services Centre Manager
- Streetworks Manager

We need to work together to complete this safely and timely, and cost effectively (e.g. minimising fines).

Are there any health and safety things to consider?

Our work often affects the general public and Cadent need to be confident that we are factoring in all members of the public as well as our own staff. If we fail to adhere to the legislation set by government then we could be prosecuted and fined.

It is really important that we think about the legislation in the Equality Act 2010, Chapter 2 Prohibited conduct (sec 20 22), 'Not to put a disabled person at a substantial disadvantage compared to a nondisabled person'.

Knowledge Skills and Behaviours

Each role pack will include key skills specific to that job e.g. social media understanding for the Social Media Manager.

The top three for all Cadent Gas roles are:

- Team working
- Communication
- Project planning

See page 16 in the How to Guide for a full list.

Learning objectives

Get involved – you will have a role to deliver, make sure you know what that role needs to achieve and how you can deliver that. Break it down into smaller steps and put them in a priority order.

Ask lots of questions – Cadent employees are here to support you to achieve your role's duties, call us over, put your hand up; if you are stuck or unsure then reach out to the volunteers.

Develop your KSBs – see the above key KSBs, think about how you are using these skills in your project preparation sessions e.g. communicating well with other job roles.

Links between curriculum learning in school and working life

Below are examples of how our project could link to the curriculum:

- Maths - managing the costs of the repairs.
- English - communication skills, writing, speaking and listening to customers via service centre, emails and social media as well as across the project team.
- IT - technical skills using project trackers as well as social media skills.

Step four

Session three delivery

You should begin with a short reminder of who you are and what you do. Alongside a reminder about the brief and what young people are trying to achieve.

Then the remainder of the session should see young people working on the task with hands-on support from the business volunteers.

What technical / strategic input can you offer that will make their work more successful. These young people are learning from you, for example:

- If they are using excel or PowerPoint, could you show them shortcuts or help them create something visual?
- If they are planning something, what might they have forgotten?

Students may not finish within this session, that is OK, we will work with the school to carve out additional time.



Time required:
2-3 hours



In-school or
on-site

Case study

Leicester City FC



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Programme Overview

Week one:

- Overview of LCFC
- Roles at LCFC
- Video interviews of staff at the club
- Unbox the box
- Roles and skills in the workplace

Week two:

- Explore what roles are available in marketing
- Key behaviours at work
- Linking 6 key transferrable skills to current experiences
- Key steps to gaining a job
- Introduction to marketing project

Week three:

- Plan and work on the marketing campaign around 'Her Game Too' (design t-shirts, banners, adverts etc.)

Week four:

- Tour of King Power
- Finalise Marketing Project
- Present to marketing staff
- LCFC deliver feedback



Step four

Session four delivery

Session four is the student's opportunity to shine; this is when they will be presenting back to you and they will likely be very nervous. We suggest that this session is done in three parts (but it can vary depending on the type of project set):

1. If it hasn't been done already, students should participate in a tour of the premises.
2. Students deliver their final project (e.g. hosting a canal boat cruise, delivering a project plan for a gas leak etc.).
3. You will then sum up the experience with a debrief, which includes feedback and provides you with an opportunity to promote any other opportunities you have available (e.g. volunteering, other work experience, part-time work etc.). It is also important to reinforce the pathways into your industry so students are really clear on how to make their transition into employment.



Time required:
3 hours



on-site*

*can be a third party site if it isn't safe/isn't possible to host on business premises

Case study

Colab



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The Colab project was for students to work in small teams – like the Colab studio does – and create a social media video reel to promote their client, Newbridge School. In session one Dan (pictured) facilitated this in the classroom, then the students filmed what aspects of school life they value the most, then edited in the follow up session.

For session four students visited Colab's studio to see and explore a working studio, and experience being filmed in front of the camera, presenting what they like most about being a pupil at the school. Colab had 28 students visit in two groups to manage the logistics. The students were engaged as they asked lots of questions and immersed themselves in the activities. This made the experience rewarding for Dan and the team, especially as they were helping a very local school.





Session five delivery

The purpose of this project is to replicate an experience of the workplace. Therefore, we have designed the feedback of the young people to replicate a review structure within a large organisation.

Students will be asked to complete a reflection document as part of their work experience booklet. This will see them look back at the delivery of the project and self-assess against the learning objectives; and they will then look forward at what KSBs they want to focus on.

You will see on page 33 what the students will be completing. It would be great to have your thoughts and observations as the students' workplace manager.

Looking back

Reflect on the achievements and successes the students had during this project. Think about the challenges and obstacles they faced, and what they did to overcome them. Think also about what they've learned and how they've developed, personally and professionally.



Objectives	Achievements	Lessons learnt
Get involved and try something new		
Ask lots of questions		
Develop your knowledge, skills and behaviours		
Highlight the link between curriculum learning in school and working life		

Looking forward

This is an opportunity to consider young people's goals and objectives. Take a look at the Knowledge, Skills and Behaviours document, are there any specific things you would like to see the young people develop, explore and demonstrate. There will be a space in the student work experience booklet for you and colleagues to add your thoughts.

Step five

Evaluation



We have a consistent approach to monitoring and evaluating the Unbox Your Future programme to ensure we quality assure and continuously improve what we do. We can build into this evaluation programme any specific additional measures you would like to see e.g. an increase in interest in apprenticeships.

Employers

Before the active delivery begins, we ask you to complete the online Employer Standards questionnaire.

After delivery has finished, we will ask you to complete a survey to reflect on how it went.

Schools

We will be working with the schools to monitor the characteristics of the young people participating to ensure we are reaching the most disadvantaged young people.

We will ask Careers Leaders to complete a similar survey to employers after delivery has finished, to reflect on how it went.

Participating students will be asked to complete a pre and post questionnaire to measure their change in knowledge, skills and behaviours from this programme.



Time required:
1 hour



Virtual

Qualification	Description	Length of Time	Assessment	Level of Study	Award UCAS Points	Entry Requirements	Work Experience	What does it lead to?
Apprenticeships	A real job with training and a salary	1 year minimum	Apprenticeship dependent (includes demonstrations, presentations and/or exams)	2/3 with the possibility to progress to higher and degree apprenticeships	No	Employer dependent Age 16+ Evidence of interest and ability to complete	Yes (paid job with at least 20% off the job training)	Higher level or degree Apprenticeship University/College Work
A Levels	An academic qualification, similar in style to GCSEs that prepares you for further study	2 years	Mostly exams at the end of the course	3	Yes	For individual schools and colleges to decide (commonly 5 GCSEs at grade 4 and above)	No	Apprenticeship University/College Work
T Levels	A technical study programme, equivalent to 3 A Levels, with an industry placement that makes up 20% of the course. T Levels are designed to give you the skills that employers need	2 years	Exams, projects and practical assignments	3	Yes	Set by each school / college	Yes (80% classroom, 20% work)	Apprenticeship University/College Work
Technical/ Vocational	Qualifications that teach you how to do tasks specifically related to the industry and role you want to be in	Course dependent	Course dependent (coursework and exams)	1+	Yes	Course dependent (coursework and exams)	Course dependent	Apprenticeship University/College Work
Applied	Qualifications that prepare you for further study by combining academic learning with practical skills to give you a broad overview of working in a sector	Course dependent	Course dependent (coursework and exams)	3	Some (course and award organisation dependent)	Set by each school / college	Course dependent	Apprenticeship University/College Work
Traineeships	A work focused study programme that prepares you for an apprenticeship or work	6 weeks - 6 months	A formal job or exit interview with written feedback. Coursework and exams are course dependent	N/A	Yes	Have little to no work experience and qualifies below Level 3	Yes	Apprenticeships Work
Entrepreneurship	Setting up your own business, as either a freelance service, a registered company, or a sole trader	N/A	N/A	N/A	NO	Industry dependent	Recommended before setting up your own business	Self-employment Funded support for research and development Product or service development and collaborations



Leicester &
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CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY

ean@llep.org.uk



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