

Your how to guide for schools

Leicester & Leicestershire
CAREERS HUB

**THE CAREERS &
ENTERPRISE
COMPANY**

llep Leicester & Leicestershire

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Unbox your future

Introduction

Unbox Your Future is an innovative workplace experience. There are 5 steps, which we estimate requires approximately 16 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.



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Step one

Delivery Models
Approx. 1 hour

Step two

Planning meeting with the
LLEP and the business
Approx. 1 hour

Step three

Guided pre-placement resource
completion with students
Approx. 1 hour

Step four

Delivery
Session 1 – in school
Careers presentation delivered
to a whole year group using the
items in the box to tell a story
Approx. 1 hour

Delivery

Session 2 – in school
Project brief delivered to a class
group, with guided learning
time from the business
Approx. 1 hour

Delivery

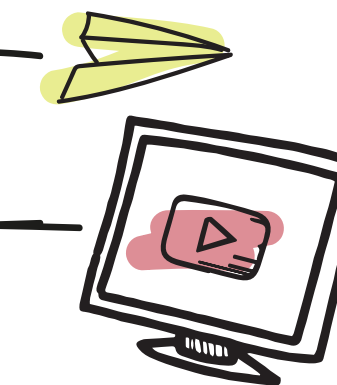
Session 3 – in school or in the workplace
Session to support the students as they
develop their project
Approx. 2-3 hours

Delivery

Session 4 – in the workplace
Students deliver their project
in the workplace and receive
feedback on their
performance
Approx. 3 hours

Step five

Final evaluation and wash up
sessions with the LLEP
Approx. 1 hour



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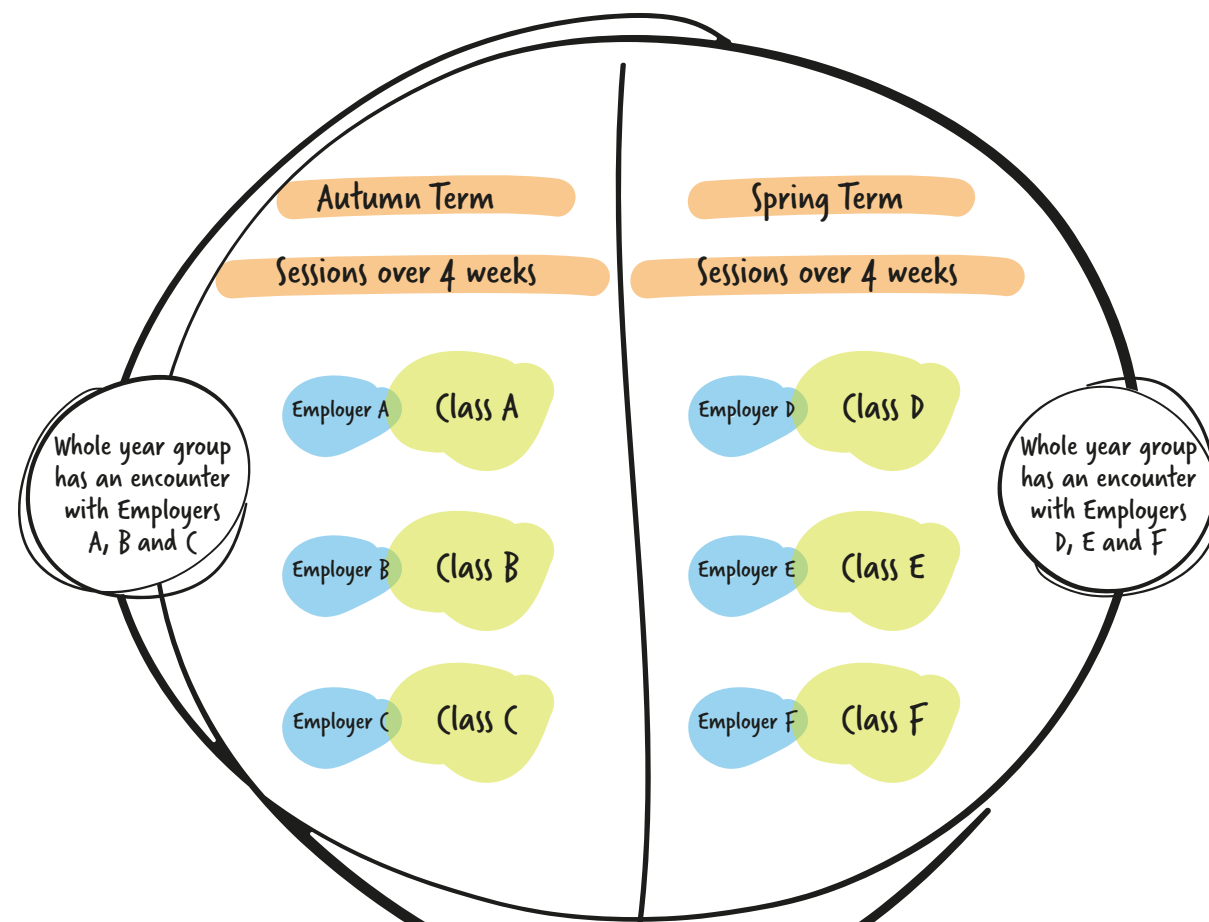
Delivery Models

The way you choose to arrange the Unbox Your Future model will differ depending on the size of your student cohort and the structure of your academic calendar. We have created two possible models to help get you thinking about how it could work for your school.

Before you meet with your business volunteers, think about how it would work within your schools so that you can discuss this during step two.

The example delivery models are designed around approx. 180 students. Depending on your student numbers, we would increase / decrease the number of employer volunteers.

option one - split delivery



option two - simultaneous delivery

Delivery Session One: ^{1 hour}

Careers Presentations

Spread over two weeks

Week A

Monday – Employer A
Wednesday – Employer B
Friday – Employer C

Week B

Monday – Employer D
Wednesday – Employer E
Friday – Employer F

Delivery Session Two: ^{1 hour}

Project Briefs

E.g. a one hour lesson in period 2

Employer A & Class A
Employer B & Class B
Employer C & Class C
Employer D & Class D
Employer E & Class E
Employer F & Class F

Delivery Session Three: ^{2-3 hours}

Project Preparation

E.g. two + hours in the am/pm off-timetable

Employer A & Class A
Employer B & Class B
Employer C & Class C
Employer D & Class D
Employer E & Class E
Employer F & Class F

Delivery Session Four: ^{3 hours}

Project Delivery

E.g. am/pm trip out of school off-timetable

Class A visit Employer A
Class B visit Employer B
Class C visit Employer C
Class D visit Employer D
Class E visit Employer E
Class F visit Employer F

Need 6 buses or multi drop offs so access needs considering.

Step two

Bringing the school and business together

Now that you have an idea about what Unbox Your Future is and a few initial thoughts on how you might arrange it at your school, we will meet with the businesses to look at projects.

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 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 work up.
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. Students will complete a personal profile, which can be shared in advance where appropriate and necessary (see page 13).
4. **Commitment.** Agreed dates should be confirmed in this meeting.



Time required:
1 hour (+travel)



Virtual or
in-school

Case study Leicester City Council

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 and Allotment & Amenities.
- 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).





Let's get creating

We want to create an environment where your students can thrive. Therefore, we have two things we would like you, as the school to work on; which will be factored in to the businesses planning.

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 (see page 16)
- Highlight the link between curriculum learning in school and working life

Discuss and explore these with the students. The businesses will be building space for these within their projects.

Reasonable Adjustments

We expect students to complete our We Discover Work Experience Booklet (see appendix XXX), which includes a profile and reasonable adjustment requirements.

There are things to complete with the students before the placement, during the placement and after the placement to consolidate their learning. Time needs to be factored in to complete these.



The Business volunteers will now create a suite of resources for the delivery of their project, factoring in these learning objectives and the needs of your students.

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. Marking / feedback criteria document (see page 32)



Time required:
1 hours



Virtual



The project

To be impactful, the project has to be real and we will be working with the businesses to assure the quality of the experience. There are a couple of things to consider as a school:

1. Projects will be based on jobs that young people can do in the volunteer's organisation (for example, technical apprentices, trainees, sales / marketing / finance assistants)
2. What skills and behaviours do young people need to have **when they join** the organisation. Take a look at the Knowledge, Skills and Behaviours that businesses will select from on page 16. These have been shortlisted by businesses in Leicester and Leicestershire from the Local Skills Improvement Plan. Students will be demonstrating these during the placement.

Case study Inspired to Care

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.



Click here
to watch
the video





The project

The Local Skills Improvement Plan (LSIP) has developed a series of KSBs or Knowledge, Skills and Behaviours. Businesses will select from these so young people can develop and demonstrate those skills important to local businesses through this work experience, helping them to be work ready when they leave school.

The highlighted attributes are a great place to start as these have been identified as core KSBs by Skills Builder and are built into the LLEP We Discover Journal. Education and Business often use different language to mean the same thing, which is why these have been highlighted.

Knowledge

| LSIP | We Discover Journal |
|---|-----------------------------|
| 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 | We Discover Journal |
|--|--|
| 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 | We Discover Journal |
|--|--------------------------|
| 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 |
| 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 careers presentations 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.

Think about how you can use the information provided within this box to support the delivery or your lessons, or the information displays around school. Your Enterprise Coordinator can support you to bring careers into the curriculum so do reach out.

Case study Peter Le Marchant Trust



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 their 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 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 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.

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 Five (optional)

- One hour
- At the school
- Business volunteers deliver certificates and any further one-to-one feedback for individuals.





Session one delivery

Session one structure:

Business volunteers will deliver a careers presentation to the entire year group.

They will use the items in the box alongside a PowerPoint presentation to help tell their story:

- Who the volunteer is
- The industry (history, context, future proofing)
- The business (what service, product etc they provide)
- The volunteer's role within it
- Other roles within it
- Pathways available to young people
- Q&A

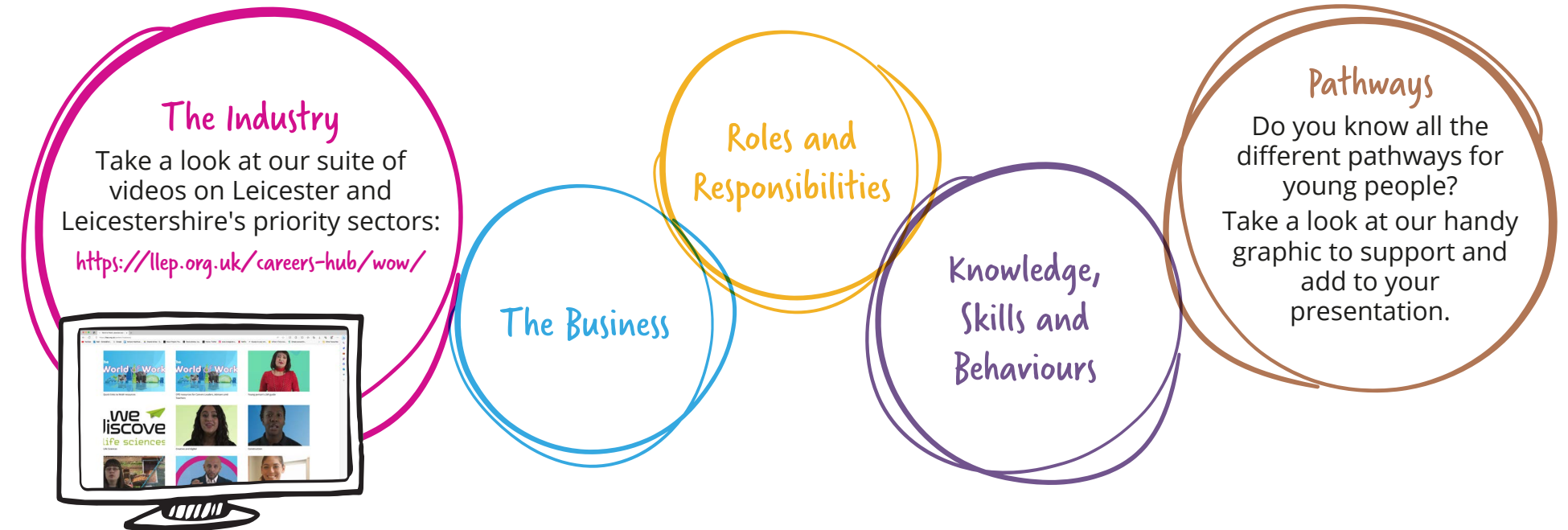


Time required:
1 hour (+ travel)



Virtual or
in-school

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



Step four

Session two delivery

Session two structure:

Business volunteers will come into the classroom to work with a class-sized group of young people to deliver a project.

The business volunteers will:

1. do a short reminder of who they are and what they do.
2. brief the students on the project.
3. complete the initial set up (e.g. getting into groups etc.).
4. support students to work through the brief in their groups and ask any initial questions while they are present.



Time required:
1 hour (+ travel)



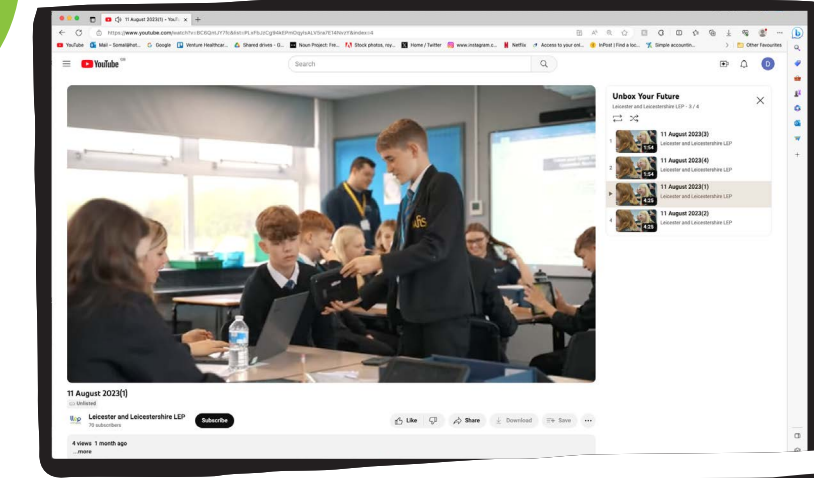
In-school

Case study Cavendish Nuclear

"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

Session three structure:

Business volunteers will support the same class group and any project groups.

The session will begin with a short reminder of who the volunteer is and what they 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.

Students may not finish within this timeframe, that is OK, talk to them about using time between the sessions (in class or in free time) to finish off their work.



Time required:
2-3 hours



In-school or
on-site

Case study Leicester City FC

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 structure:

This tends to be done in three parts, but does depend 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. A debrief including feedback, plus any opportunities available (can they do more work experience, is there anyone who would like mentoring or application support etc.)



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

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.





Marking criteria

Students

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. This may be tweaked to represent the businesses processes.

Please make time for your students to complete the reflection document, which is part of their booklet. This will help them to 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 going forward.

The business volunteers will be supporting this process as their workplace manager, sharing their observations and assessments.

Stage one: Wellbeing

Reviewing performance provides the opportunity to reflect on what you did, how you did it and if you felt supported enough to succeed; as well as anything you would do differently or need further support to develop. Use this time to think about your wellbeing during the project and explore these questions with school staff.

| | Answer: Yes, A little, No |
|--|---------------------------|
| I had a clear sense of purpose and understand my role | |
| I had good relationships with my colleagues | |
| I felt fulfilled in my role | |
| I had appropriate adjustments in place (where appropriate) | |

Stage two: Looking back

Reflect on the achievements and successes you've had or been part of during this project. Think about the challenges and obstacles you've faced, and what you've done to overcome them. Think also about what you've learned and how you'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 | | |

Stage three: Looking forward

This is an opportunity to consider your goals and objectives for what comes next. Take a look at the Knowledge, Skills and Behaviours document, pick some out that you would like to develop, explore and demonstrate in school.

Stage four: Employer comments

Feedback from the employer on things to develop, explore and demonstrate.



Evaluation

Week five structure:

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.

