



# BENCHMARK 5 DELIVERY GUIDE

SUPPORTING CAREERS LEADERS  
AND CAREERS ADVISERS TO  
ACHIEVE BENCHMARK 5



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Please note that whilst every effort has been made to ensure the content within this guidance document is accurate, the information contained within the guide has been provided by a number of partner organisations and may therefore be subject to change without the knowledge of the Worcestershire Careers Hub.

The Worcestershire Careers Hub cannot take responsibility for any changes made to this information.

THE PURPOSE OF THIS DOCUMENT IS TO PROVIDE A SET OF PRINCIPLES THAT EDUCATION ESTABLISHMENTS COULD FOLLOW TO SUPPORT THE ACHIEVEMENT OF GATSBY BENCHMARK 5 AND ENSURE THAT ALL YOUNG PEOPLE RECEIVE MEANINGFUL ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES THROUGHOUT THEIR JOURNEY THROUGH EDUCATION AND SUPPORT THEIR PREPARATION FOR THE WORLD OF WORK.

THIS DOCUMENT HAS BEEN DEVELOPED TO PRIMARILY SUPPORT STAFF WHO HAVE ONLY RECENTLY TAKEN ON THE ROLE OF CAREERS LEADER WITH THEIR ESTABLISHMENT BUT MAY ALSO BE USED BY EXISTING CAREERS LEADERS AS A MEANS OF REFRESHING THEIR PROCESSES.

## DEFINITION OF GATSBY BENCHMARK 5

**“ EVERY PUPIL SHOULD HAVE MULTIPLE OPPORTUNITIES TO LEARN FROM EMPLOYERS ABOUT WORK, EMPLOYMENT AND THE SKILLS THAT ARE VALUED IN THE WORKPLACE. THIS CAN BE THROUGH A RANGE OF ENRICHMENT ACTIVITIES INCLUDING VISITING SPEAKERS, MENTORING AND ENTERPRISE SCHEMES.”**

**EVERY YEAR, FROM THE AGE OF 11, PUPILS SHOULD PARTICIPATE IN AT LEAST ONE MEANINGFUL ENCOUNTER\* WITH AN EMPLOYER.”**

\* A 'MEANINGFUL' ENCOUNTER IS ONE IN WHICH THE STUDENT HAS AN OPPORTUNITY TO LEARN ABOUT WHAT WORK IS LIKE OR WHAT IT TAKES TO BE SUCCESSFUL IN THE WORKPLACE.



## WHAT DOES BENCHMARK 5 MEAN IN PRACTICE?

In order to deliver Benchmark 5, education establishments would be required to develop relationships with local employers so they can work together in partnership to deliver creative ways to ensure pupils build a rich picture of the world of work and are well prepared to take up workplace opportunities.

Education establishments would plan employer encounters as part of their careers provision to deliver key career learning outcomes and promote these activities through their school websites and / or through their social media channels.

Facilitating activities which involve local employers would ensure education establishments build sustainable relationships and receive the valuable support needed to provide these meaningful encounters for their pupils.

With the support of the Inspiring Worcestershire delivery team education establishments can ensure that these encounters are well planned and help to increase pupil enthusiasm and confidence.

As detailed in the Benchmark 5 definition education establishments need to ensure their pupils should participate in at least one meaningful encounter with an employer every year between years 7-13.

In Years 7 and 8, the focus may be on exploring the pupil's interests and motivations and developing a broad understanding of the world of work.

In Year 9, the focus may be on building aspirations and exploring career opportunities in more detail, including challenging stereotypes.

Year 10 may be a time to address self-presentation and what employers want, while, in Year 11, there is a practical focus on making plans and applications for post-16 learning.

The post-16 study programme should include structured work experience, volunteering and personal development.

# ACTIVITIES WHICH CAN SUPPORT THE ACHIEVEMENT OF BENCHMARK 5

There are many ways in which activities can be delivered in association with employers to support the achievement of Gatsby Benchmark 5.

Listed below are a few examples, however these can easily be adapted to become more innovative and /or be delivered in a virtual environment:

## WORLD OF WORK DAY

Invite local employers in to talk about their career route, qualifications needed, a typical day in their job and other roles in their company. Each pupil chooses two or three people to listen to. Before the event pupils can research the companies and can prepare questions to ask the volunteers. This can be followed up with careers research after the event.

## CAREERS CAROUSEL

Several employers answer questions from a small group of pupils who then move round to other employers after a certain length of time.

## CAREERS FAIR

Several employer representatives offer information about their companies and interact with pupils at an organised careers event.

## CAREERS TALKS/GUEST SPEAKERS

An employer delivers an informational or inspirational talk related to their career to a group of pupils.

## INTERACTIVE EMPLOYER ENGAGEMENT

An employer/employee comes into school and engages with pupils whilst carrying out a task. This could be a chef creating a dish during a home economics class whilst talking about his/her career.

## COMPREHENSIVE CAREERS WEBSITE [WWW.SKILLS4WORCESTERSHIRE.CO.UK](http://WWW.SKILLS4WORCESTERSHIRE.CO.UK)

This is a careers website designed to provide young people, parents and schools with all the information required to understand the career opportunities and pathways available in Worcestershire. This website aims to signpost you to useful resources, careers and employability advice and important information about Worcestershire's economy.



## CV WORKSHOPS

An employee delivers lessons in the classroom related to writing CVs to prepare pupils for the job application process.

## MOCK INTERVIEWS

Employers deliver one-to-one mock interview to pupils to prepare them for the job application process.

## E-MENTORING

An employee delivers one-to-one guidance and support to a pupil individually over the internet.

## MENTORING WITH AN EMPLOYEE

An employee delivers one-to-one guidance and support to a pupil in person.

## EMPLOYER-DELIVERED EMPLOYABILITY SKILLS WORKSHOPS

An employee delivers lessons in the classroom related to employability skills such as self-awareness, timekeeping and communication skills.

## ENTERPRISE ACTIVITIES

Short-term enterprise activities delivered in schools that can involve simulation of business challenges.

## ENTERPRISE COMPETITIONS

Longer-term business competitions involving employers where groups of pupils develop and run a small enterprise.

## EMPLOYER-LED CAREER LEARNING

Employees enter the classroom to assist the teacher in the delivery of traditional career learning activities.


## EMPLOYER-LED CURRICULUM LEARNING

Curriculum learning (incl. STEM & MFL) co-delivered by teachers and employers, employees linking curriculum to their own experiences.

# PREPARING FOR AN ACTIVITY TO TAKE PLACE

## EMPLOYERS

THE KEY TO THE SUCCESS OF ANY ACTIVITY IS HOW WELL IT HAS BEEN PREPARED. ONCE YOU HAVE DECIDED ON THE ACTIVITY YOU INTEND TO FACILITATE, MAKE SURE YOU ALLOCATE ENOUGH TIME TO ENSURE YOU ARE FULLY PREPARED.

 IT IS HIGHLY RECOMMENDED THAT YOU USE THE "MAKE IT MEANINGFUL CHECKLIST" (APPENDIX A) TO ENSURE YOU HAVE EVERYTHING COVERED DURING ACTIVITY PREPARATION, ACTIVITY IMPLEMENTATION AND POST ACTIVITY PHASES.

YOU MAY WISH TO CONSIDER THE FOLLOWING INFORMATION TO MAKE SURE YOU ARE SHARING THE RIGHT INFORMATION WITH BOTH EMPLOYERS, COLLEAGUES AND PUPILS:

- Approach the employer. In a small firm it is likely to be the manager but in a larger firm it could be the Education Community Manger, HR Manager or Training and Development Manager. Find out the contact details from the receptionist and the best time to call.
- Consider why you want the organisation to help you and how this fits in with the school development plan.
- Consider how the organisation can help you. Talk about the subject, knowledge and experiences that you want the pupils to gain rather than Learning Outcomes.
- What do you want to achieve from the partnership? Ensure you provide the employer with the public recognition they deserve for supporting your activity. This could be through social media or through your website.
- How do you want to work with the organisation? Avoid using education jargon. Give the ages of the pupils rather than key stages.
- How much time will the employer have to commit? Be clear about the timings for the day.

- See whether other employees in the organisation can help. This is likely to be in bigger organisations.

You will need to know all the details about your activity such as date, timings, venue, and a full explanation of what you expect from the employer(s).

 APPENDIX B IS A TEMPLATE OF AN EMAIL THAT YOU CAN SEND TO AN EMPLOYER.

Once an employer has confirmed that they will attend your event contact them again to make sure that they are certain of what is required of them, what preparation do they need to do, what do they need to bring with them etc.

 APPENDIX C IS A CONFIRMATION EMAIL TO EMPLOYERS TEMPLATE THAT YOU COULD USE.

Many employers are happy to work with pupils and see it as part of their personal and professional development. They may be highly skilled in their own field, but they are not teachers. Be as supportive as you can during the planning and development process. Help them to develop their sessions and offer advice on techniques and approaches that will engage pupils.

Avoid using educational jargon. Explain as simply as you can what it is that your pupils need to understand. Then you can discuss the terminology, vocabulary and concepts you would like employers to use so that the pupils can see the links with the other parts of their subjects. Ask your employers how they wish to be introduced to pupils. Are they Mr. Smith or John? Clarify how they should refer to you in front of pupils too. Reassure your employers that they will not be left in sole charge of a group of pupils. Let them know that you or other staff will be there to provide support and that you have ultimate responsibility for managing your pupils' behaviour.

Then draw up the project details so that both sides know the full details of the event and who is doing what and when.

 APPENDIX D IS A TEMPLATE OF THE PROJECT DETAILS WHICH SHOULD BE HELD BY BOTH PARTIES

Follow up with the employer(s) that they have received the information. Copy the information to the relevant staff in school/college; reception, site manager, cover supervisor, head of year. Book car parking, refreshments and a meeting room especially if you have several visitors. Prepare an information pack for employers.



The information you provide needs to be targeted against the activity and where possible can be sent in advance e.g. preparation of CVs for Mock Interviews. An ideal pack will include:

- Name and role of person meeting them
- A school map highlighting full address with postcode, car parking, reception, toilets, staff room and where the activity will take place
- Dress code
- Smoking policy
- Health and safety procedures, including fire assembly points
- Statements on safeguarding, behaviour and equality and diversity
- Summary of school's approach to employer engagement e.g. relevant extracts from school website Ofsted report Activity specific details:
- Programme of the day
- A list of suggested questions
- CV or application form for each pupil
- A feedback form for each pupil
- List of pupils and other adults involved
- Evaluation form for the event

# PREPARING FOR AN ACTIVITY TO TAKE PLACE

## PUPILS AND COLLEAGUES

PUPILS NEED TO BE MADE AWARE OF WHAT THEY CAN EXPECT FROM THE ACTIVITY AND HOW IT IS SUPPORTING THEIR STUDIES. THIS MAY BE THROUGH TUTOR SESSIONS OR AN ASSEMBLY, IF THROUGH AN ASSEMBLY YOU CAN BRIEF THE TUTORS AT THE SAME TIME. ASK FOR VOLUNTEERS TO MEET THE VISITORS AND TO ESCORT THEM TO AND FROM THE MEETING ROOM. PROVIDE THE PUPILS WITH NAME BADGES SO THAT THE EMPLOYERS CAN INTERACT MORE EASILY WITH THEM. YOU WILL NEED TO LET YOUR COLLEAGUES KNOW THE CONTENT AND PURPOSE OF THE ACTIVITY SO THAT THEY CAN SUPPORT PUPILS AS NECESSARY. YOU WILL NEED TO MAKE EMPLOYERS AWARE OF PUPILS' LEARNING NEEDS, ESPECIALLY IF THERE ARE EXTRA SUPPORT STAFF IN THE ROOM WHEN THEY ARE DELIVERING THE ACTIVITY.

With good preparation the activity should run smoothly. However, it is always worth double checking the following:

- The meeting room is set up with everything you need and is 'vacant' for the visitors.
- Meet and greet – make sure that someone is at reception to greet your visitors when they arrive. If possible involve a senior member of staff.
- Catch up at lunchtime – if the activities last the whole day, lunch is an ideal time to do a quick review. How has it gone from your side as a teacher? How has it gone from their side? What feedback, if any, have you already had from pupils? Is there anything that needs to be altered for the afternoon session?
- Remember your camera – use your camera to record the event. The photos will come in useful later for case studies, newsletters, school website, displays, etc.



# HEALTH AND SAFETY

## HEALTH AND SAFETY REQUIREMENTS

Now that the employers, colleagues and pupils are organised you will need to check your own school policies. Each educational establishment will have a policy about external visitors. If you are unsure what these are, make sure you speak with the designated safeguarding officer before planning the activity.

Things to consider:

- Does the activity require insurance?
- Do you need completed permission forms from parents? – this is usually required when pupils are being taken off site for an activity, for example, visiting an external event. Activities that take place within school do not usually require parental permission forms.
- Do you need to complete a risk assessment? Educational establishments usually require risk assessments to have taken place when something is happening that is different to the usual day. Therefore, it is likely you will be required to complete a risk assessment for each activity. Check your establishment's policy with the member of staff responsible for health and safety.

- Do the external visitors need a DBS to enter the site? Visitors are not required to have a DBS to visit educational establishments when they are not being left alone with pupils and will be escorted around the site during their visit, therefore, if a member of staff is going to be present throughout the duration of the activity, DBS clearance is not necessary.
- Does the visitor need ID? – it is not uncommon for visitors to be asked to show ID upon arriving at an educational establishment, as part of the signing in process, if this is a requirement of your establishment, ensure that the visitors know in advance that they are required to bring, and show ID.

It is good practice to keep a separate checklist of what you need to do regarding the specific health and safety elements within your own individual school setting for the event to run smoothly.



**APPENDIX E IS A HEALTH AND SAFETY CHECKLIST TEMPLATE.**

# POST EVENT ACTIVITY

**AFTER THE EVENT MAKE SURE THAT THE EMPLOYERS ARE ESCORTED TO RECEPTION AND THANKED FOR THEIR INVOLVEMENT.**

Evaluate the activity from the employers, other staff and pupils' points of view. Log the results of the evaluations and what went well and what you could do to improve the event. Write a case study (Appendix F). Email the employers to thank them for attending the event (Thank you template - Appendix G). Tell the employers about any positive feedback and the impact they have had by being involved. Ask them for their feedback again, is there anything you could have done differently to make the activity more meaningful for the employers and the pupils? They will have had more time to think after the event. Would they be willing to support you again? Do they know any other employers who might like to get involved? Include a copy of the case study so that they can see the impact they have had. Put the event on your social media and hashtag the company(ies) that have been involved. Complete Compass +



# TOP TIPS FROM THE CEC GATSBY BENCHMARK GUIDE

## TOP TIPS FOR SCHOOLS

- 1.** Conduct an audit of the existing range of employer contacts. Consider how well this meets the learning needs of pupils in every age group and addresses the individual needs of disadvantaged pupils.
- 2.** Gather feedback from pupils about your employer contacts to drive ongoing improvement and respond to their range of interests.
- 3.** Investigate practice in other schools and how careers programme providers and registered careers practitioners can support development.
- 4.** Draw up a development plan linked to the careers and enterprise policy and your overall school development plan. This should be done in collaboration with an Enterprise Adviser and other key partners.
- 5.** In collaboration with tutors and teaching staff, implement the plan for building the scale and range of employer contacts through the careers and enterprise programme.
- 6.** Support the continuing professional development of staff through programmes such as the Career Leadership Certificate and attendance at events like The Skills Show, the Big Bang or the Careers Guidance Show.
- 7.** Help pupils to record their learning and insights either as part of their pupil journals, or linked to overall school recording systems, such as PiXL Edge.
- 8.** Make sure parents are aware of your employer contacts and support them to talk to their children about the learning and insights they gather.
- 9.** Celebrate success by bringing in alumni and promoting details of events and activities to the wider school community supported by organisations like Future First.
- 10.** Ensure there is proper preparation and debriefing from employer encounters.
- 11.** Accept that success will not look the same to everyone and different routes and technical and academic pathways may be valid.



# APPENDICES

**A - 'MAKE IT MEANINGFUL' CHECKLIST**

**B - EMAIL TO AN EMPLOYER TEMPLATE**

**C - CONFIRMATION EMAIL TO EMPLOYERS' TEMPLATE**

**D - PROJECT DETAILS TEMPLATE.**

**E - HEALTH AND SAFETY CHECKLIST TEMPLATE**

**F - WORCESTERSHIRE CAREERS HUB CASE STUDY DOCUMENT**

**G - THANKYOU LETTER TO EMPLOYERS' TEMPLATE**



## APPENDIX A MAKING IT MEANINGFUL CHECKLIST

### PLANNING A MEANINGFUL ENCOUNTER

This checklist is designed to help Careers ensure each encounter or experience is meaningful for all participants and will ensure quality and consistency to the activity. The checklist is specifically for use in careers activities involving an employer or FE/HE provider.



#### PLANNING - PREPARING TO SUCCEED

WHAT	TO ENSURE THE ENCOUNTER IS...	COMPLETED
Taking a whole school	Embedded within the school's career programme and related to the school's careers strategy to ensure careers learning and activities are not one-off events.	<input type="checkbox"/>
Identify the need	Based on the needs of your students.	<input type="checkbox"/>
	Reflects the opportunities within the local labour.	<input type="checkbox"/>
Enhance curriculum learning	Linked to and embedded within the school's Curriculum.	<input type="checkbox"/>
	Linked to real life examples and local context.	<input type="checkbox"/>
Develop clear learning outcomes and an evaluation plan	Mapped against SMART learning objectives (Specific, Measurable, Achievable, Relevant and Time Bound) .	<input type="checkbox"/>
	Easy to evaluate against the learning objectives .	<input type="checkbox"/>
Ensure age/ability appropriateness	Accessible and differentiated to engage all participating students.	<input type="checkbox"/>



### IMPLEMENTATION - ENGAGE WITH INTENT

WHAT	TO ENSURE THAT...	COMPLETED
Brief Participants	Students and staff are prepared for the activity and they understand what they will be doing and what will be expected of them.	<input type="checkbox"/>
	Employers are briefed about their role and know what to expect from teachers and students.	<input type="checkbox"/>
	HE, FE and Training providers are briefed about their role and understand the needs of the students attending.	<input type="checkbox"/>
Engage parents and carers	The learning opportunity is promoted to the wider school community.	<input type="checkbox"/>
	Parent or carer engagement in the activity has been considered and factored into the planning in advance.	<input type="checkbox"/>
	Parents and carers are informed that the careers activity is happening and are encouraged to continue careers related conversations and support at home.	<input type="checkbox"/>
Give students ownership of their career development	Students are recording their career related learning for future reference.	<input type="checkbox"/>
	Students are supported to articulate their careers learning into clear and compelling evidence for future applications and interviews.	<input type="checkbox"/>
Gather evidence to inform evaluation	Feedback is collected on the day from all participants (students, teachers, business volunteers, providers, support services) to inform the evaluation and support future planning.	<input type="checkbox"/>



### REFLECTION - VALUE THE LEARNING


WHAT	TO ENSURE THAT...	COMPLETED
Record activities that take place using Compass and Tracker or Compass+	The activity feeds into your broader strategic plan and careers programme and begins to build the evidence base for embedding the encounter on an ongoing basis.	<input type="checkbox"/>
Provide students with time to reflect upon activities they participate in and the tools to do this	Students are given appropriate time to reflect on their experiences and what they can take away from the encounters, encourage students to use online applications or learning logs to do this.	<input type="checkbox"/>
Reflect on the activity	After each activity, consider what went well and what could be made better to enhance the encounter in the future.	<input type="checkbox"/>
	The learning gained from delivering the activity informs the planning of future activities.	<input type="checkbox"/>
	Feedback is captured from Students, Teachers, Employers and other stakeholder who have participated within the activity.	<input type="checkbox"/>

# APPENDIX A

## MAKING IT MEANINGFUL CHECKLIST

# APPENDIX B

## EMAIL TO EMPLOYERS ASKING IF THEY WILL SUPPORT AN ACTIVITY TEMPLATE



### PROGRESSION - BUILD IN NEXT STEPS

WHAT	TO ENSURE THAT...	COMPLETED
Create a follow up activity	Is not a "one-off" experience and will be embedded in the school's careers strategy .	<input type="checkbox"/>
	Allows students to progress their career learning by exploring more about the industry, job role or pathway they have been introduced to.	<input type="checkbox"/>
Celebrate success	Is promoted across the wider school community using social media, newsletters, local press, enterprise coordinators etc.	<input type="checkbox"/>
Share best practice	Informs the practice and supports professional development in your school and wider careers network.	<input type="checkbox"/>
Publicised to a Wider Audience	Is shared through your social media platforms and highlights the success of your careers programme in school.	<input type="checkbox"/>
	Is captured within a formal Case Study and shared with the local delivery team and is available on the school website.	<input type="checkbox"/>

Subject: Employer Engagement Event at (Name of school)

Dear [Named Contact in Business],

I am the (your position) at ( name of school) and I am contacting you to ask whether ( name of company) could help with an employer engagement event in school. At [school/college name] we are always striving to give our students meaningful employer engagement experiences which can help them succeed in the future. Therefore, in order to help prepare our students for the world of work we would like to partner with local businesses like [business name] to inspire, motivate and inform them of all the possibilities available to them in [the relevant business sector].

The activity in this instance is ( name of activity and a description of the event including pupil numbers). It is to engage year (Year group) pupils. The purpose of this activity is ( explain why you are doing the activity and the purpose of the activity).

The activity will take place on ( date), from (time) to (time). (give a description of how the time will be split up and whether there are any breaks. Include as much detail as possible including what is expected of them and the amount of time they are expected to volunteer).

Students who receive four or more meaningful interactions with employers during their secondary school career are 86% less likely to be not in education, employment or training (NEET). Therefore, working together we can make a huge impact on the futures of the [school name] students and on the local business community. If you are interested in helping with this activity please email [insert email address] with the following information. (List the information – job title, email address etc. ). I will then follow up with you in more detail.

If you are unable to help at this time but would like to help in future we plan a whole range of activities for each year group throughout the year including (list other opportunities) and would be delighted to include you on our employer database if you could email me your details.

Thank you again for taking the time to read this email, we look forward to hearing from you soon.

Kind regards,

Your name

cc [Head Teacher and Governor responsible for careers]

## APPENDIX C CONFIRMATION EMAIL TO EMPLOYERS TEMPLATE

Subject: Employer Engagement Event at (Name of school)

Dear [Named Contact in Business],

I would like to thank you for agreeing to help with (name of activity) on (date). Our pupils really benefit from meaningful employer encounters such as this and the school really appreciates the time and effort that you are giving our pupils.

The schedule of the day is as follows:

(Full schedule of the day).

I have attached the project details for the activity. I have completed the school part of the plan and request that you do the same and return it to me. If you need any further details about the day that are not on the plan please do not hesitate to contact me.

I will be in touch a week before the event with an information pack.

Kind regards,

Your name

cc [Head Teacher and Governor responsible for careers]

## APPENDIX D PROJECT DETAILS

What is the activity?

Which subjects does it link to?

What are the objectives of the activity for the school and its students?

What are the objectives of the activity for the employer (and employees)?

How old are the students?

How many of them are there?

What will the employer do?

What will the school do?

What resources will the employer need from the school?

What resources will the employer bring with them?

What kind of space will the employer need?

When will the activity take place?

Will the employer need a car parking space?

Does the employer have any specific dietary or other needs?

Action Plan

Action

By who

When

Comments

# APPENDIX E CHECKLIST

Name of Activity:

Date of Activity:

To do

Completed (Date)

Check that there is suitable room/hall available on the date for the activity

Book the room/hall

Email invitation to employers offering them the opportunity to support the planned activity (Appendix A)

List activity on Compass +

Send a confirmation email to employers supporting the activity with full details and project detail (Appendices B and C)

Check with school regarding policy on external visitors

Check with school regarding policy on activities in school run by external parties

Complete a risk assessment

Book a meeting room

Arrange for staff to support the event

Order refreshments

To do

Completed (Date)

Arrange meet and greet for employers

Prepare an information pack for employers

Create evaluation forms for employers, school staff and pupils

Brief school staff

Pre-activity work with pupils

Send a follow up email to employers supporting the activity the week of the planned activity with clear instructions on the format of the day. Include the information pack. (Remember to tell them to bring ID with them).

Check everything is in place at school the day before the event

Complete and submit a Case Study.

Send a thank you email to the employers who supported the activity (Appendix D). Include the Case Study.

Post-activity work with pupils

Track activity on Compass +

Evaluate the activity

# SUPPORT FOR CAREERS LEADS WRITING A CASE STUDY MASTERCLASS

## WHY IS A CASE STUDY IMPORTANT?

Case studies are a recognised marketing and communications tool, but they are equally effective as a tool for evidencing and evaluating the careers activity that is taking place in your establishment. It is important that all activities are evaluated to review their impact on students and evidenced to showcase best practice and highlight the range of activities that are taking place.

### TOP TIP:

Case studies are a great resource to complete and store as evidence and supporting documents for your compass results. Detailed case studies will also provide OFSTED with solid evidence of your institutes career strategy.

Centrally, the Worcestershire Careers Hub delivery team use case studies as exemplars of good practice within the local network and both regionally and nationally. With this in mind, it is important that we collect the relevant information. This document aims to support you in writing a standout case study in order to ensure your educational establishment is getting the recognition it deserves for the careers related activities carried out.

In order to ensure your case studies stands out and contains all the information required to form a strong supporting document, please consider the 3 steps below when completing the case study template.

In the write up section of the template add the following text:

## 1. ACTIVITY AIMS:

Start your case study with a detailed explanation of the aims you set out to achieve through this activity.

Examples might be:

- > Increasing encounters in the curriculum
- > Increasing employer engagement
- > Raising students' aspirations
- > Raising industry sectors profiles and appeal to students
- > Providing students with LMI learning
- > Benchmark criteria specific activity (which benchmark? Which aspect of the benchmark are you aiming to address with this activity?)

## 2. ACTIVITY DETAIL:

Provide a detailed description of the activity carried out, points to consider could be:

- > What was the activity called?
- > What was the activity? (provide as much detail as possible)
- > Who was involved? (if employers or external providers supported the activity- who were they? How many did you invite? how many attended?)

## 3. MEASURE AND IMPACT

It is important to record the success of the activity and how this was measured, also consider what impact the activity or encounter has had on the targeted students.

Highlight what is different as a result of the case study and consider the following:

- > Impact on benchmark progress
- > Impact on participating student's skills and knowledge
- > Feedback from participants and stakeholders
- > Compass progress results

## WHAT WENT WELL AND WHAT COULD BE BETTER?

Highlight your reflections on the activity, what went well and what would you do differently if the activity is repeated?

## QUOTES FROM PARTICIPANTS:

Please provide quotes from participants, ideally one from each of the types of participants involved. Quotes are useful for PR and comms purpose but are equally helpful in creating a sense of the value of the encounter or activity for those involved and raising the profile of those involved.

Don't forget to add pictures and use social media platforms such as twitter to further promote the activities taking place within your educational establishment. Tag us in your tweets! @CEC\_Worcs

Please send your completed case studies to your Enterprise Coordinator in order for them to share and promote accordingly.

**DATE**

**SCHOOL**

**DISTRICT**

**EVENT/ACTIVITY NAME**

**NUMBERS ATTENDED**

**WRITE UP (ACTIVITY AIMS)**

**WRITE UP (ACTIVITY DETAILS)**

**WRITE UP (MEASURE AND IMPACT)**

**WRITE UP (QUOTES FROM PARTICIPANTS)**



## APPENDIX G

### THANK YOU EMAIL TO EMPLOYERS TEMPLATE

Subject: Employer Engagement Event at (Name of school)

Dear [Named Contact in Business],

I would like to thank you on behalf of myself, The Headteacher and the year (Year group) pupils at (name of school) for providing such an interesting and interactive session at the (name of event) on (date). I have had some really positive feedback about (activity). (Include the feedback and who the feedback is from).

(Include something specific to thank the employer for so that the email is personal).

Thank you for completing the evaluation form I will be collating them over the next few days and will use the results to design future activities. On reflection, is there any feedback that you would like to add? Do you think that anything could have been done in a different way?

I do hope that you would be willing to support similar events in the future. If you could confirm this I will add you to our database of employers. If you have any colleagues locally who would be willing to help (school name) in the future. Please can you either pass on my details to them or email theirs to me as I am keen to increase our list of employers.

I look forward to working with (company name) in the future.

Kind regards,

Your name

cc [Head Teacher and Governor responsible for careers]

**GET IN TOUCH...**

**CENTRAL HUB DELIVERY TEAM**  
CEC@worcestershire.gov.uk



**WORCESTERSHIRE**