

EXPERIENCES OF WORK

A best practice guide



FORM THE FUTURE

Cambridgeshire
& Peterborough
CAREERS HUB



Form the Future, in conjunction with the Cambridgeshire & Peterborough Careers Hub, has created this guide to support schools in learning about experiences of workplaces and helping their students make the most of experiences of work. The guide has been put together by the team of Careers Development Professionals working at Form the Future. Form the Future works closely with businesses, school staff and young people, so are uniquely placed to bring in the perspective of each audience.

The guide has been designed to cover the essential information required to create and maintain a good work experience programme. The guide is designed to be used by Careers Leads and/or Careers Coordinators to inform their own practice and provide other colleagues with further information about work experience and experiences of work

- “Experiences of work” is an inclusive umbrella term that covers the variety of ways in which young people can gain experience of workplaces. When people talk about “work experience” they tend to think of a single week’s placement during Year 10. This is the most common format that experiences of work take, but it is not the only one.
- Experiences of work will become an increasingly important approach as under the Labour government it is likely that there will be a push for more varied opportunities to experience workplaces across a longer timeframe within young people’s education.

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WHAT IS WORK EXPERIENCE?

- This is a commonly used definition of work experience, note that it uses the plural, “forms” and is relevant to experiences of workplaces as much as it is the single week’s work experience.

“forms of employment or activities that provide practical experience in a particular job or industry.”



WORK EXPERIENCE CAN ALSO BE...

- Shadowing opportunities
- Virtual projects
- Placements
- Volunteering
- Part-time jobs
- Internships
- Open days
- Starting a business



- Shadowing opportunities: where individuals observe professionals in their work environment to learn about a specific role or sector.
- Virtual work experience and projects: in which an individual or group of students take part in workplace tasks via a virtual medium (this could mean being set tasks by an employer who shows students how they carry out the task in their own workplace)
- Placements: which are often part of a vocational course and can last up to a year
- Volunteering: usually unpaid work for a good cause – students could do voluntary work with a local charity, faith group or community activity: examples could include preparing meals at an old people's home or taking part in a river clean up project
- Internships: where students or graduates work temporarily to gain relevant skills
- Open days: where a business invites young people (sometimes along with their family or school) to visit their premises, meet some staff and gain an understanding of what happens at their workplace

The following, whilst not currently meeting the requirement of Benchmark 6, do provide fantastic experiences of the work place

- Part-time jobs: any form of part-time job counts as work experience: the classic paper-round or weekend shift at a local business would fall into this category
- Starting a business: being an entrepreneur is a form of work, so students who start their own business are experiencing work – examples could include selling homemade products on Etsy or mowing neighbour's lawns

WHY SHOULD SCHOOLS FACILITATE EXPERIENCES OF WORK?



WHY WORK EXPERIENCE?

- Ofsted
- Gatsby Benchmarks 5 & 6
- CDI Career Development Framework
- Balanced Careers Programme

SOURCES:

<https://feweek.co.uk/how-does-ofsted-know-whether-work-experience-is-high-quality/>

<https://www.thecdi.net/resources/cdi-framework>

https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks?_gl=1*kfbab4*_ga*NjMzMzE2OTkwLjE3MjgzMTYxNTE.*_

- There are multiple reasons why schools should facilitate experiences of work for their students, some are statutory (e.g. Ofsted), others are advisory (e.g. CDI), above all, they help students develop as individuals and increase their employment prospects. A dedicated section for student benefits can be found on page 10.
- Ofsted – work experience is included within the inspection of school careers programmes
- Gatsby Benchmarks 5 & 6 – Gatsby is the backbone of careers education and further contribute to Ofsted, more significantly, they help direct a school in enabling the best outcomes for their students when it comes to careers
- CDI Career Development Framework – work experience meets the CDI's learning outcomes related to helping young people develop their career management skills
- Balanced careers programme – any good careers programme needs to include experience of work, without the understanding of the workplace that it brings, young people can't properly prepare for employment and life after school

OFSTED / DEPARTMENT FOR EDUCATION

Good practise includes:

- Providing a programme of work-related activities
- Offering preparatory activities and supporting pupils with setting up a placement
- Actively involving pupils in identifying opportunities
- Monitoring and evaluating experiences

SOURCE:

<https://feweek.co.uk/how-does-ofsted-know-whether-work-experience-is-high-quality/>



GATSBY

BENCHMARKS 5 & 6

- Benchmarks five and six are directly related to work experience, however, the benefits of work experience extend beyond achieving these benchmarks alone. Experiences of workplaces can also contribute less directly to other Benchmarks, e.g. Benchmark one - A stable careers programme.

Benchmark 5 – Encounters with Employers and Employees

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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.

Benchmark 6 – Experiences of Workplaces

Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

SOURCE:

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

CDI FRAMEWORK

- Experiences of work are relevant to all areas of the CDI's framework for careers education.
- Work experience helps pupils grow throughout life, explore possibilities, manage their career, create opportunities, balance life and work, and see the big picture.

GROW THROUGHOUT LIFE

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.

EXPLORE POSSIBILITIES

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

MANAGE CAREER

Manage your career actively, make the most of opportunities and learn from setbacks.

CREATE OPPORTUNITIES

Create opportunities by being proactive and building positive relationships with others.

BALANCE LIFE AND WORK

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.

SEE THE BIG PICTURE

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

SOURCE:

<https://www.thecdi.net/resources/cdi-framework>

WHAT ARE THE BENEFITS?



HOW DOES WORK EXPERIENCE HELP STUDENTS?

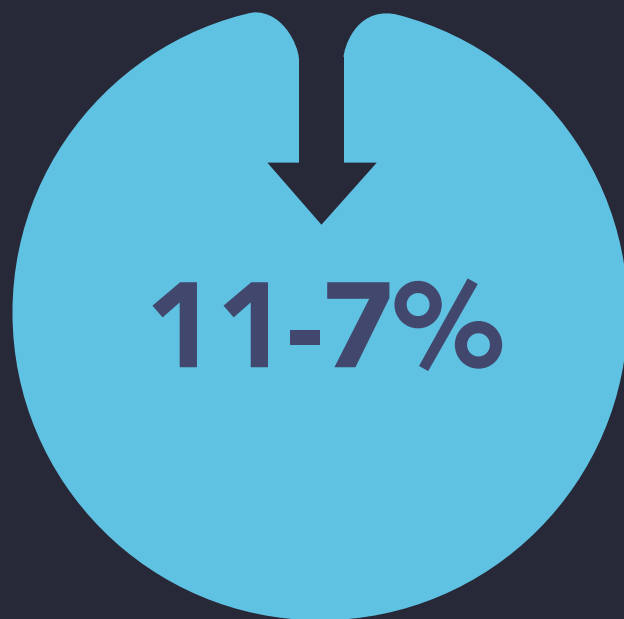
- Real world context
- Gain transferable skills
- Develop self-awareness
- Boost motivation
- Informed decision-making
- CV and personal statements
- Building a network

- Each type of work experience offers unique benefits and insights, helping individuals build their skills and develop a clearer understanding of their career interests and goals.
- Experiences of work places provide a real-world context to apply and refine both technical and soft skills learned in education, plus it allows students to contextualise their learning and see where it could take them in future.
- It's a chance to gain new skills that are essential in the workplace, such as communication and interpersonal skills. These are the skills that all employers look for in a candidate and are crucial for students who lack confidence in their academic abilities
- A placement can increase self-understanding, maturity, and confidence.
- When a student can see where education can take them and/or how hard they have to work to get a career they value, it can boost their motivation to apply themselves harder to their work
- Work experience can offer insights into various career options, helping young people to make informed decisions about future career paths. Even when the best information is available in writing or video, nothing compares to feeling what a workplace is like
- The skills and responsibilities accessed through a placement are vital material for a CV. They could equally be used in applications for Sixth Form, College, University, Apprenticeships etc.
- The placement can give a student contacts, provide them with a referee and sometimes even lead to an offer of a job (this could be part-time or the offer to apply for a job once they have finished school).

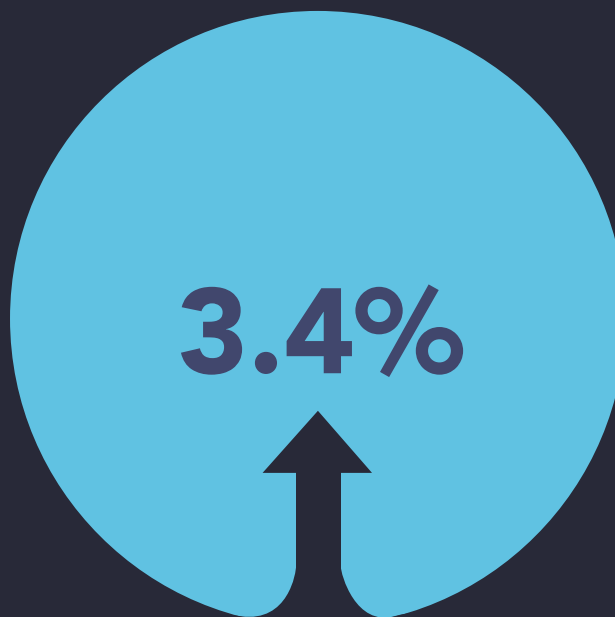
SOURCE:

<https://nationalcareers.service.gov.uk/careers-advice/how-work-experience-can-help-you>

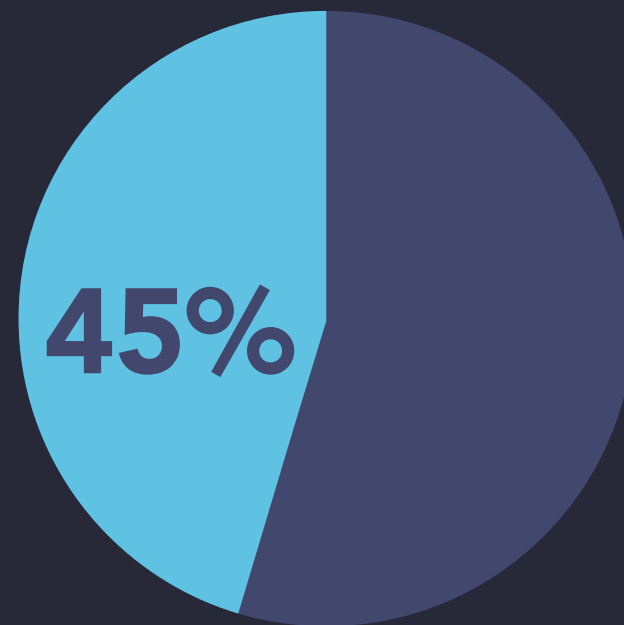
LONGER TERM BENEFITS



For those who took part in WEX in secondary school the risk of NEET is reduced from 11% to 7%



From the same study, wages are 3.4% higher



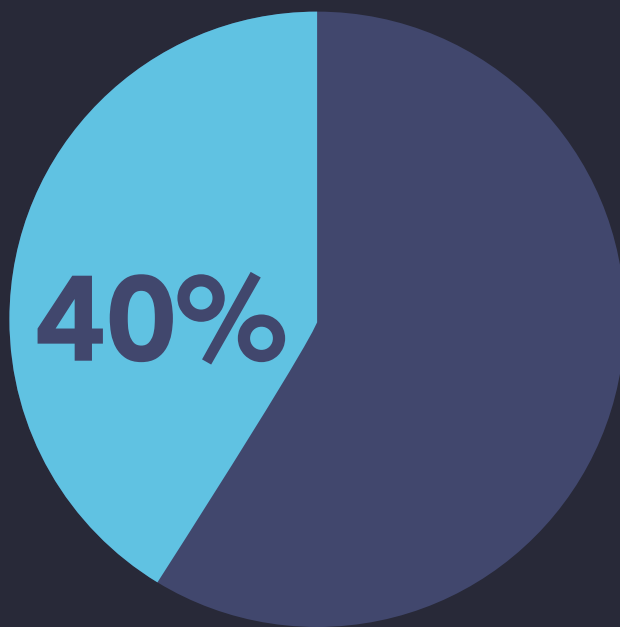
Workers who gain work experience tend to move between roles more frequently, which helps them acquire new skills and boost their earnings. About 40–50% of such role changes lead to significant pay raises

SOURCES:

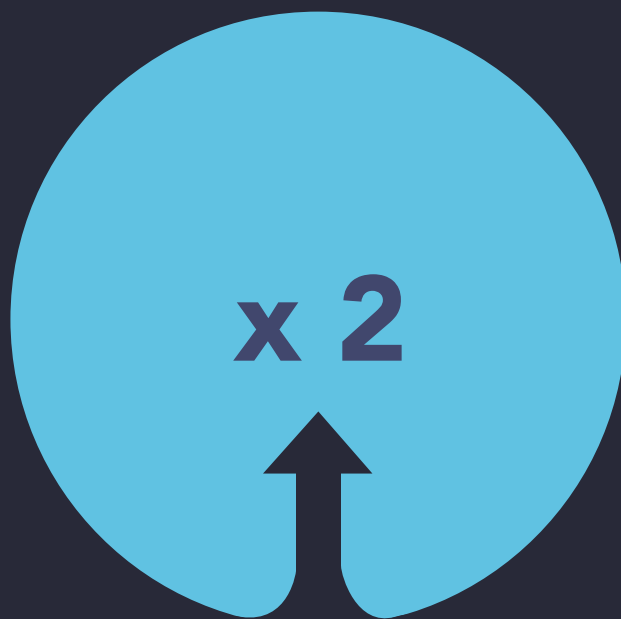
https://www.speakersforschools.org/wp-content/uploads/2022/11/SP-2074_SFS-Work-Experience-For-All-YouGov-Report_v1.pdf

<https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/human-capital-at-work-the-value-of-experience>

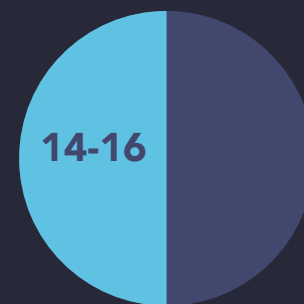
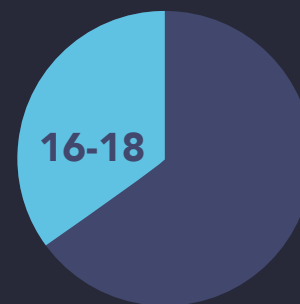
WHO IS MISSING OUT?



A KPMG study found that only 40% of young people from lower socio-economic statuses have participated in work experience, compared to 47% of young people across all socio-economic backgrounds.



Pupils attending independent schools are twice as likely to have multiple placements vs their state school peers



Participation in WEX has reduced over the last decade, with 1/3 of pupils aged 16-18 years and only half of 14-16 years accessing opportunities

SOURCES:

https://www.speakersforschools.org/wp-content/uploads/2022/11/SP-2074_SFS-Work-Experience-For-All-YouGov-Report_v1.pdf

<https://kpmg.com/uk/en/home/media/press-releases/2023/06/social-class-could-be-holding-young-people-back-from-their-preferred-career.html>

RE-IMAGINING WORK EXPERIENCE

- By using the concept of 'experiences of workplaces' rather than 'work experience', a school can grow and modernise their careers education programme. The aim of using the term 'experiences of workplaces' is to move away from focusing too much on the traditional single week of work experience in Year 10 and diversifying the ways in which students can gain the benefits of work experience
- This does not mean that a wholesale restructuring of work experience is required. This is simply a way of looking at how more benefit can be gained from experiences of workplaces



EQUALEX

- A model, not a mandate
- 50 hours across Secondary School
- Roll-out TBC

- equalex is a new approach, being developed by the CEC that sits alongside other proven activity, designed to support two weeks' worth of high-quality work experience for every young person. It is currently being piloted in Greater Manchester. It forms part of the Labour government's plans for updating careers education.
- Results are not expected to be seen until 2027, more information can be found [here](#).
- equalex provides a model to structure an approach around, rather than a prescription about when and how the 50 hours (two weeks' worth) of work experience should be delivered.
- The core target is 50 hours of experiences of workplaces per student across their time in Secondary School
- It is being piloted at present. If it is adopted, introduction of equalex will be phased, with information being drip fed to schools
- By following the equalex approach a school can improve its performance on Gatsby Benchmark 6 and provide a developmental careers programme for their students – with the added benefit of being equalex ready.



SOURCE:

<https://www.careersandenterprise.co.uk/modern-work-experience/>

BENEFITS FOR EDUCATORS

- Autonomy
- Tracking
- Connection
- Access

- "Autonomy" – Careers Leaders will gain the ability to look at further opportunities to link school trips and enrichment activities to careers learning, e.g. a theatre visit is a chance to give students an awareness of the different careers available in the performing arts
- "Tracking" – this is an existing requirement that Enterprise Coordinators help schools achieve, counting a greater variety of experiences of workplaces will help Careers Coordinators improve the % of students taking part in work experience
- "Connection" – Gatsby Benchmark 4, Careers in the Curriculum, could also be reached by finding ways of reaching the 50 equalex hours through school trips and enrichment activities
- "Access" – Schools will gain access to ready-made resources and employers through the local Careers Hubs

SOURCE:

<https://www.careersandenterprise.co.uk/modern-work-experience/>

BENEFITS FOR STUDENTS

- Reduce risk
- Learning styles
- Variety
- Reduce pressure

- **Reduce risk** – relying on a single week to provide a student with work experience is a “putting all your eggs in one basket” approach – if a student is ill or has an emergency that week, they lose their chance – finding a variety of experiences of workplaces across multiple years therefore gives more chances for students to gain experiences of workplaces
- **Learning styles** – different students will learn about work in different ways; some may find a whole week at once overwhelming, others may relate to virtual encounters or tours better. Providing a greater variety of experiences of workplaces creates more chances to meet individual needs.
- **Variety** – some students will believe that there’s one career they want and be determined to pursue it during a single week’s work placement – but what if they fail to get that placement, or don’t enjoy it when they get there? Exposing students to a wider variety of workplaces expands their horizons and gives them more ideas for what they might pursue later in life.
- **Reduce pressure** – students can feel that they’ve only got one chance to find “the right placement” under traditional models, giving them multiple chances across their time in Secondary School reduces this pressure and helps combat the risk of making no decision rather than risk taking the “wrong decision”.
- **N.B.** these are benefits students would experience from a greater variety of experiences of workplaces, which a school could pursue independently of equalx if they wished.

SOURCE:

<https://www.careersandenterprise.co.uk/modern-work-experience/>

BENEFITS FOR EMPLOYERS

- Suitable experiences
- Inform and inspire
- Build relationships
- Careers Hub support

- **Suitable experiences** – employers gain the chance to offer experiences suitable to their size, industry and capacity; including smaller employers who represent an untapped resource
- **Inform & Inspire** – employers gain the chance to reach a wider audience of students that they can inform about their sector
- **Build relationships** – employers can develop their relationship with a school (and/or students plus their parent or guardian) over a longer period, allowing them to build more robust talent pipelines
- **Careers Hub support** – employers would receive support from their local Careers Hub to ensure efficiency and co-ordination



SOURCE:

<https://www.careersandenterprise.co.uk/modern-work-experience/>

HOW TO SECURE PLACEMENTS



WHO CAN A SCHOOL ENGAGE WITH?

- Alumni networks
- Enterprise Advisors
- Parents, guardians and carers
- Local businesses
- Careers Hubs
- Online communities
- Form the Future

- Alumni: Alumni can offer placements, mentorship, and career talks, providing students with insights into various industries.
- Enterprise Advisors: Collaborating with enterprise advisors from the Careers & Enterprise Company can help build strategic relationships with local businesses. These advisors can guide a school in developing effective employer engagement strategies.
- Parents, Guardians and Carers: Engaging parents, guardians and carers who are in work can open doors to work experience placements.
- Local businesses: reach out to local businesses and/or larger industry groups to establish partnerships. This can be done through local Chambers of Commerce or business networks. These partnerships can provide a steady stream of work experience placements. Companies a school works with regularly are more likely to be able to help them.
- Careers Hubs: Hubs bring together schools, colleges, and employers to improve career education. They can facilitate larger-scale work experience programmes and provide helpful resources.
- Online communities: social media platforms like LinkedIn, Instagram or Facebook can help us spread the word that a school is looking for opportunities for their students and/or act as a way of finding out about employers or opportunities they may not have otherwise been aware of.
- Form the Future: as a local organisation with links into the business community, Form the Future can help with making connections.
- Organisations that can provide a charged for service to organise work experience such as the Employability Partnership

HOW TO FIND A PLACEMENT

- Identify an industry
- Create a list
- Plan travel
- Make contact
- Start early

- Students should be encouraged to follow these steps when seeking an experience of work.
- Encourage students to consider which industry, sector or specific job they would be interested in exploring.
- Ask students to write a list of options and research them further (suggest that they do some online research and talk to family & family friends – they will most likely end up going somewhere local, so may know someone with connections)
- Use Google Maps to plan whether they can get there – we don't want students finding the ideal placement then realising it would take them 2 hours to get there each day
- This can be by phone, email, in-person or via the company website if they have an official placement scheme – the most important factor is that the young person does so themselves as this increases their chances of getting a response
- Getting in touch early could also lead to further opportunities, e.g. the employer could have online offers that take place outside the window the student was initially enquiring about
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SOURCE:

<https://nationalcareers.service.gov.uk/careers-advice/types-of-work-experience#:~:text=do%20some%20volunteering,or%20family%20with%20a%20business>

SAFEGUARDING

● Health & Safety Checks

● Employer Liability Insurance

- **Health & Safety Checks:** it's easiest to get these carried out by an external party:
 - Form the Future can carry out individual checks (cost per student)
 - Unifrog have a mechanism for this to be undertaken - they have an annual fee to include this feature.
 - The Employability Partnership offer a paid service to schools; cost per student plus additional features.
- **Insurance:** Employers should all have ELI (Employer Liability Insurance). Work experience students count as employees during their time on placement which is why ELI works for work experience. Some employers will also have PLI (Public Liability Insurance) which is not a legal requirement but protects them from 3rd party claims. They would need to check their policy to see if this would cover work experience students.
- **Risk Assessment:** Work with parents to make sure employers know in advance about students who might be at greater risk, for example due to health conditions or learning difficulties, so they can consider them. Pass on relevant information about the student to the employer and advise on the suitability of a student for a particular placement.
- **Visit or call:** best practice is to follow up with the employer whilst the placement is taking place to ensure the student is there, check that the placement is going ahead as expected and to make oneself

● Risk Assessment

● Visit or call

aware of any potential issues.

- These used to be carried out face-to-face, but post-COVID have mostly been done over the phone.
- Staff responsible for carrying this out could be:
 - Year 11 Team (Head of Year & Tutors) with each staff member taking responsibility for a number of students
 - Pastoral team taking responsibility for more vulnerable students
 - Careers Lead takes responsibility for students at Businesses where they would like to nurture a better relationship with the school
 - SENCO / Teaching assistants take responsibility for specific students who have additional needs.
- N.B. Careers Lead would need to be responsible for sharing the contact details of the employers with the staff members who are undertaking the visits/calls – this alone can be a huge job!

SOURCES:

<https://www.hse.gov.uk/young-workers/employer/work-experience.htm>

<https://nationalcareers.service.gov.uk/careers-advice/types-of-work-experience#:~:text=do%20some%20volunteering,or%20family%20with%20a%20business>

PREPARING STUDENTS FOR EXPERIENCES OF WORK

- What do they hope to gain?
- Expectation management
- Speak to people
- Ask for feedback
- Record

- **What do they hope to gain:** Encourage students to consider what they expect from experiences of work. Ask them to think about what they hope to gain, learn or achieve and try planning how to ensure these happen. This type of planning and reflection also make a great pre-placement classroom activity that tutors can run with their students.
- **Expectation management:** Ensure that students have a realistic view of what the experience will feel like. Whether this is reducing their anxiety over how they'll cope or helping them realise it won't be a walk in the park, giving your students a realistic understanding of the situation they are entering into will help them transition into the placement more easily.
- **Speak to people:** The chance to learn from a range of people during their placement is one of the greatest benefits of an experience of work, however, a student must be willing to start a conversation if that's to happen. Remind students that other people in the workplace will want to hear from and speak to them, so they can have confidence when asking people for advice, information or support.
- **Ask for feedback:** This is something students should do after completing any task, it can be as simple as asking, "how did I do?". At the end of the placement students should ask for wider feedback. If it went well, they can ask if there are any other opportunities such as summer internships and how to apply.
- **Record what you learn:** If a student has a 'lightbulb moment' or learns something really useful, suggest that they write it down. Recording this type of information will help them when it comes to applying for a job.

DAY ONE

- Arrive on-time
- Introduce yourself
- Attend induction
- Ask, ask & ask again
- Get stuck in!

- **Arrive on time:** Employers sometimes ask a student to come in slightly later on their first day as they have things to prepare in advance. Suggest that students aim to arrive at least 10 minutes before the requested time to allow for delays, getting lost etc.
- **Introduce yourself:** TO EVERYONE. It's not just the first person the student meets, other people there will want to know who they are. The more people who know who they are, the higher the chances they'll be asked to take part in different tasks.
- **Attend induction:** all employers have some form of induction (often including things like health & safety) – remind students to take notes and ask about anything that's unfamiliar to them
 - Students should also find out who their "line manager" is and find out what number to call if they're running late, fall ill etc.
- **Ask:** reinforce the point that employers understand that students won't know everything, so it's expected that they'll have questions – an employer would rather they ask and do the task correctly, than stay quiet and do it wrong.
- **Get stuck in:** explain that they "get out what they put in", i.e. the more they ask for tasks, show an interest in what's going on and talk to people about what they do, the more they will get responses about these things.

REFLECTING ON THE EXPERIENCE

- Reflection leads to learning
- What they liked AND disliked
- Decision-making



- **Reflection leads to learning:** Reflection is a crucial part of learning from experience, all teachers, tutors and staff involved in the work experience process should make time to help students reflect on their experience. Tutor time is an ideal opportunity to reflect on an experience and encourage students to use it to think about their next steps.
- **Liked & disliked:** Students don't have to love their placement. Finding out that a sector or job isn't right for them is as important as really enjoying working somewhere. Let students know that if they didn't enjoy their placement, or think the sector isn't for them, that doesn't mean they made a 'bad decision' in going there. When it comes to entering the world of work, an individual can only learn through doing and sometimes that means discovering what isn't for you as well as what is.
- **Decision-making: Experiences of work** provide some of the strongest material from which to make decisions about next steps in education and work. Encourage students to use what they've experienced to plan what they will study next and think about their choices for employment, Further or Higher Education.
- If your school engages in any of the following, you could make part of the reflection process to:
 - Update employability logs with skills and experiences
 - Award digital badges
 - Add to records of achievement
 - Share student stories via Parent Comms, Social Media etc.

STUDENTS WITH ADDITIONAL NEEDS



BEFORE PLACEMENT

- TA Support
- Travel
- Enhanced Safeguarding
- Parents, Guardians or Carers
- Pre-placement visit
- Additional workshops

- As in any circumstance of supporting an individual with additional needs, the type and level of support should be based on the needs of the individual and what is written in an EHCP
- **TA Support:** If a young person is supported by a TA, they will usually be entitled to the same hours of TA support during their work placement.
- **Travel:** Ask the SEND co-ordinator and County Council if transport is provided and, where possible, practice the travel to work beforehand.
- **Enhanced safeguarding:** Conduct enhanced Safeguarding checks, including Accessibility and Health and Safety considerations
- **Parents, Guardians and Carers:** Encourage parents, guardians or carers to undertake pre-placement checks and visits, as they will usually be required to sign to agree their child can attend. Parents, guardians or carers may require some additional reassurance, invite them in to discuss, answer any questions, and involve them in the preparation process.
- **Visit:** Arrange a visit for the young person, with a familiar adult, to familiarise themselves with the working environment, and meet the main employer contact.

Additional workshops: A school should support SEND students by running sessions on:

- Communication - who and how will they be communicating with, plus preferred methods and point of contact
- Time management - travelling, lunch, breaks, keeping them to schedule. What to expect from the day / planning with parents / TA
- Role play scenarios - practice conversations introducing oneself, how to ask for help – it's ok not to understand etc.
- Accessible information – adapt all WEX materials to be available in an accessible format

SOURCES:

<https://www.disabilityrightsuk.org/resources/careers-and-work-disabled-people>

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0>

<https://www.scope.org.uk/advice-and-support/work-experience#:~:text=Work%20experience%20is%20unpaid%20and,centre%20during%20your%20work%20experience>

DURING PLACEMENT

- Communication tools
- Booklets
- Special items
- Check-in

- **Communication tools:** Ensure each student has the communication tools they require and make the employer aware of how they are used, examples include: PECS cards, Visuals, Assistive Technologies or Social Stories
- **Booklets:** Provide booklets for students to take with them with which they can document their experience, this can later be used to create a portfolio of experience when applying for work.
- **Special items:** Ensure students have everything they will need during the day: fidget toys, medicines, dietary foods etc.
- **Check-in:** Check in with the student and/or employer whilst they are on placement, best practice recommendation is two or three on-site visits by an adult who knows the student well.

SOURCES:

<https://www.disabilityrightsuk.org/resources/careers-and-work-disabled-people>

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0>

<https://www.scope.org.uk/advice-and-support/work-experience#:~:text=Work%20experience%20is%20unpaid%20and,centre%20during%20your%20work%20experience.>

AFTER PLACEMENT

- Reflect
- Review
- Plan

- Reflect: Someone the student trusts should run a one-to-one session in which they debrief and reflect on their placement.
- Review: Go through what the student wrote in their work diary / booklet and reflect on the experience, discussing what they liked and disliked.
- Plan: Support the student in thinking about what they might want to pursue in terms of education and employment as a result of the placement, plan next steps.

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EXPERIENCE OF WORK PROVIDERS



VIRTUAL EXPERIENCES

- Speakers for Schools
- Barclays LifeSkills
- Youth Employment UK
- SpringPod

- Speakers for Schools: Provides free, high-quality work experience placements across the UK. It's designed to remove barriers like cost and geographical location, making it accessible to all young people.
- Barclays LifeSkills: For young people aged 14-19, a range of programmes help to explore roles in finance and banking and work on real-life tasks. It's interactive and designed to help develop essential workplace skills.
- Youth Employment UK: Guides and courses for virtual work experience, including teaching resources for Key stage 4 and 5 to help pupils gain valuable insights into various industries.
- SpringPod: School and university students can explore a wide variety of sectors, roles, and courses. They also have resources available for teachers and school staff.

SOURCES:

<https://www.speakersforschools.org/>

<https://barclayslifeskills.com/virtual-work-experience/>

<https://www.youthemployment.org.uk/careers-advice-help/choices/>

<https://www.springpod.com/>

FORM THE FUTURE SUPPORT

- Cambridge Unlocked
- Managed Work Experience
- Health & Safety Checks

- For those operating in Cambridgeshire, Form the Future can provide various forms of support.
- Cambridge Unlocked: paid internships for students aged 16-18 who may miss out on work experience due to financial circumstances. Places are only available to students who meet the criteria set by a given employer, e.g. Pupil Premium, Indexes of Multiple Deprivation
- Supported WEX: Form the Future collaborate with local employers to develop high quality placements for students in Years 10 or 12. Places are only available to students who meet the criteria set by a given employer, e.g. Pupil Premium, Indexes of Multiple Deprivation
- H&S Checks: as well as carrying out the checks, Form the Future's years of experience allow them to support schools should any problems arise.
- Contact them at: info@formthefuture.org.uk to find out more

SOURCES:

Form the Future Support = <https://formthefuture.org.uk/schools/work-experience/>

Cambridge Unlocked = <https://formthefuture.org.uk/celebrating-cambridge-unlocked-2023/>

Managed Work Experience = <https://formthefuture.org.uk/schools/upcoming-opportunities/>

Health & Safety Checks = <https://formthefuture.org.uk/schools/upcoming-opportunities/>

THANK YOU.

Further reading, the OCR provide a guide on Best Practice in Work Experience:
<https://www.ocr.org.uk/images/168852-the-ocr-guide-to-best-practice-in-work-experience.pdf>

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