WORK EXPERIENCE PROGRAMME
Year 12

Impact Report: March 2021

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Careers Education, Information, Advice and Guidance at St Paul's Way Trust School

At St Paul's Way Trust School, we aspire for all our graduates to progress into a career that is tailored to their personal ambitions and which allows them to realise their full potential. We recognise the importance of teaching a broad and balanced curriculum that offers students the academic currency needed to progress in their careers, as well as offering a programme of extra-curricular support that ensures they develop clear, ambitious and realistic plans for the future.

The school aims to:

- Promote a culture in which students at SPWT are actively encouraged to link their learning to the world of work and future careers
- To ensure that all students at SPWT feel supported in progressing onto a career that is tailored to their personal ambitions and allows them to realise their full potential
- To encourage all staff to be proactive in supporting students by embedding information, advice and guidance (IAG) into the curriculum and through a programme of extracurricular support
- To empower parents and carers to support their children with information, advice and guidance (IAG) and equip them with knowledge of the most current post 16 and post 18 options
- To engage with business links and the wider community, particularly through corporate trust partners to support students in contributing to the wider society around them

Work Experience Programme: Rationale and Aims

As part of St Paul's Way Trust School's robust careers programme, and in line with Gatsby Benchmark 6 (Experience of Workplaces), all students in Year 10 and Year 12 will take part in a work experience opportunity before the end of the academic year.

Key Dates:
Year 12: 22nd February – 26th February 2021
Year 10 (X Band): 12th April – 16th April 2021
Year 10 (Y Band): 14th June – 18th June 2021

We work closely with Tower Hamlets Education Business Partnership to allow this to happen. Every year, our students are allocated to meaningful week-long work placements with the support of THEBP. The work experience programme encourages students to focus on developing transferrable skills, no matter what their chosen future career may be. Our students have previously gained placements at: Morgan Stanley, NHS, Queen Mary University of London, Mulalley and Bank of America. Students are supported in their work experience journey by industry experts and corporate volunteers.

This year, in light of current circumstances, Education Business Partnership has hosted a **Virtual Work Experience Week** which ran as industry themed days with remote workplace tasks, activities and virtual interaction from employers such as, Canary Wharf Group PLC, Aspen, Numberly and Brainlabs. We are extremely delighted that we were able to continue to offer the work experience programme to our students despite current challenges.

The industry areas for Year 12 Work Experience Week included:

- Construction, Architecture and Engineering
- Law, Business and Finance
- Creative Media
- Technology

This work experience programme is funded by the LEAN Careers Booster Fund which is aimed at helping career leaders transform experiences of the workplace in a virtual environment, during current circumstances.

Rationale:

The impact of Covid-19 has meant that employers are not willing, or able, to have students physically attending their workplace for work experience purposes. Experiencing the world of work remains a vital area of the school's careers programme and is valued for its ability to support students with learning about their career options and developing transferrable skills. In light of Covid-19, many work experience opportunities have been moved online. However, students have expressed the difficulty in finding and securing a work experience opportunity that mirrors a typical work experience day. Therefore, this virtual work experience programme has been designed to be meaningful, valuable and an opportunity for students to develop the transferrable skills that they would if they were to work for an employer in person.

Aims:

To prepare students for the transition to, and demands of, the world of work
**To inspire** students by providing insight into a range of careers available
To support students to develop transferrable skills and realise their full potential

Data Overview and Analysis

The work experience was aimed at the full Year 12 cohort. This involved working with 104 students. 100% of our Year 12 cohort are from a BAME (Black and Ethnic Minority) background and 34% of the cohort are on Free School Meals.
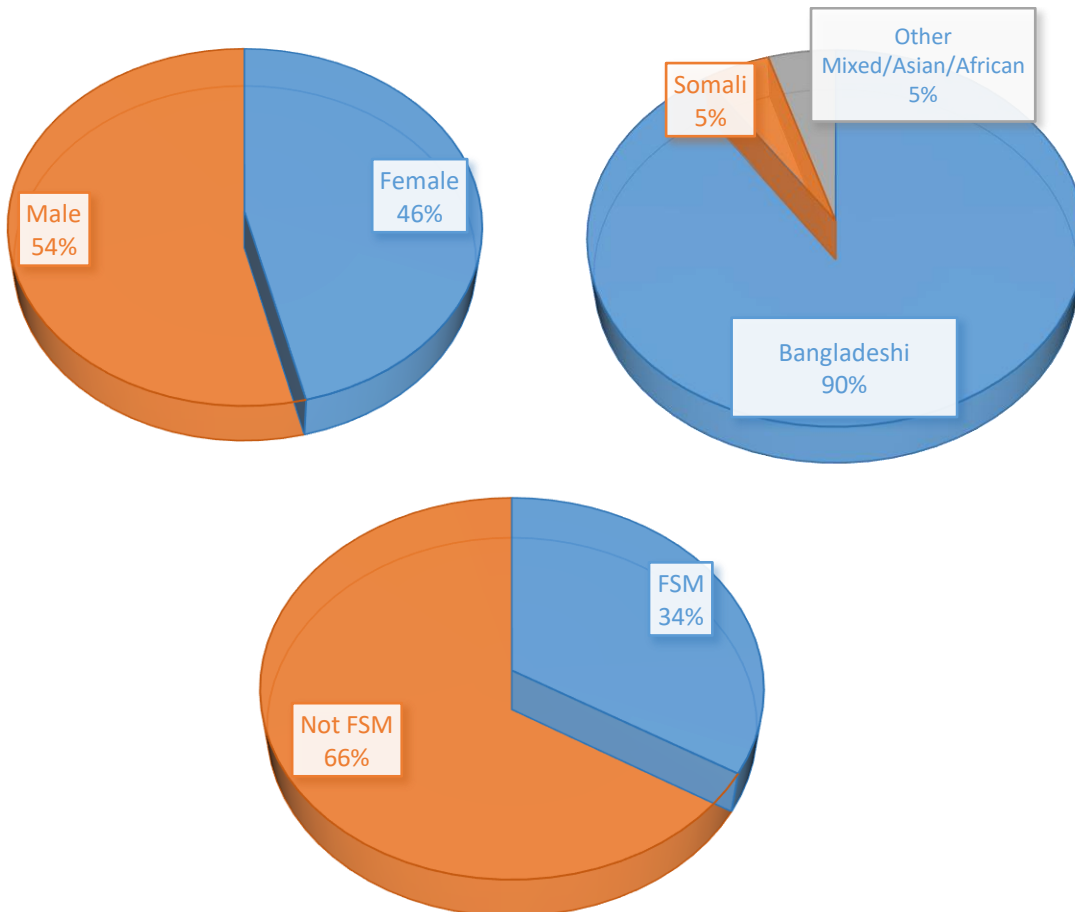
FULL WORKING DAY

5 INDUSTRY TASKS

EMPLOYER Q&A

Ahead of the work experience week, students were given the opportunity to complete a form to identify their industry of choice from the industries stated below.
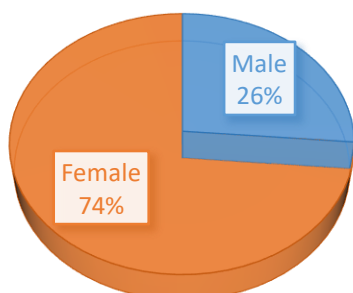
- Construction, Architecture and Engineering
- Law, Business and Finance
- Retail and Hospitality
- Creative Media
- Technology

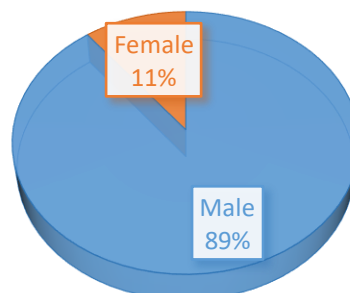| Industry Theme	Number of Students
Business, Finance and Law	46 (split into two separate days)
Creative Media	19
Construction, Architecture and Engineering	20
Technology	19

Students were very responsive to this and many provided a supporting statement for their choice of industry. These responses helped the CEIAG manager allocate students to the different industry themes of the work experience week. For the students that did not complete the form, the CEIAG manager used the responses from a form completed by students at the start of the academic year stating their interests and career aspirations. Providing students with this element of choice over their work experience opportunity has led to strong engagement and a meaningful encounter that is tailored to student's needs and likely to have positive impact on the student's future steps.

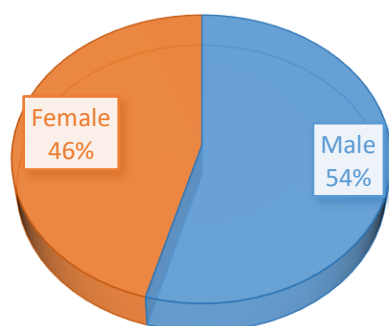Below is an overview of industry choices by gender.

CREATIVE MEDIA

Male 26%
Female 74%

TECHNOLOGY

Female 11%
Male 89%

LAW, BUSINESS AND FINANCE

Female 46%
Male 54%

CONSTRUCTION, ARCHITECTURE AND ENGINEERING

Male 45%
Female 55%
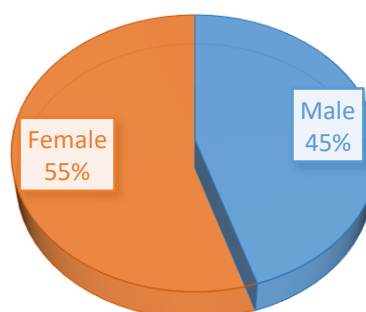
This data can support the understanding of student's interests in different industries and help determine any trends. At St Paul's Way, we aim to plan deliver opportunities that will raise

aspirations, challenge stereotypes and increase diversity. The data above can help us put in place the necessary provision moving forward as we can determine our student's interests in a range of industries as well as the female/male trends in the different industries.

Creative Media: Significantly more **female** students chose to participate in the Creative Media placement than male students. It is believed that jobs within the creative industry are traditionally male-dominated and that women were less likely to consider a career in the creative industry (Propects Luminate, 2019). There has been a question around why this may be the case as it seems that over a period of five years there have been more women choose to study the creative subjects but more men actually go on to work in the industry (Prospects Luminate, 2019). The role of this work experience was to provide students with insight into what a real working day would be like in the industry and also gave students the opportunity to ask questions to employees at the Q&A. This insight will have hopefully given the students a real feel of what working in the creative industry would involve and whether they would be willing to go into the industry post-education. Also the employees involved were two women who gave the students with insight into their working lives , therefore breaking this stereotype of women not going on to work in the creative industry.

Technology: Significantly more **male** students chose to participate in the Technology placement than female students. Technology is stereotypically a male-dominated industry. Tech nation found that only 19% of technology workers were women. This shows how under-represented women are in the technology industry and the need for more women in tech. This work experience has confirmed that more men are likely to go into technology. Therefore, as a school, this calls for more career opportunities that will work towards shifting this stereotype and encourage more female students to consider a career in technology.

Law, Business and Finance: This was the most popular industry theme and slightly more **male** students chose to participate in this placement than female students. At the school we have typically seen more of our female students than male students apply to study Law at university. Data gathered at the start of the academic year on Year 12 career aspirations showed that our male students have greater interest in Business and Finance careers. During this work experience week, 25 male students and 21 female students participated in this industry theme. Whether they chose to participate for Law or for Business and Finance is unclear however, it is great to see that there are almost equal numbers of female and male students considering these career paths.

Construction, Architecture and Engineering: Slightly more **female** students chose to participate in this placement than male students. According to a CIOB report, under 10% of women are in construction in the UK demonstrating the under-representation of women in the industry. The figures from this work experience shows that female students at St Paul's Way are proactively taking the opportunity to learn more about the industry. The employee panel during the Q&A also comprised of women which was a great way to showcase diversity and how women do work in construction, architecture and engineering roles.

Breaking the stereotypes, increasing diversity and raising aspirations can take time but we have taken the first step in making sure that a wide variety of industries were provided to students and the contents of the work experience were inclusive for either gender to attract them to the roles.
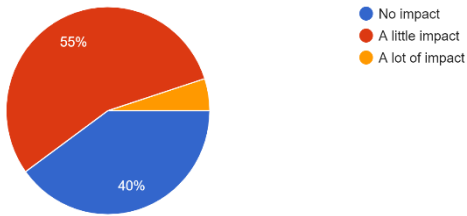
Year 12 Student Feedback

How much did you enjoy the virtual work experience?
20 responses

- Did not enjoy
- Neutral
- Enjoyed
- Really Enjoyed

30%
10%
55%
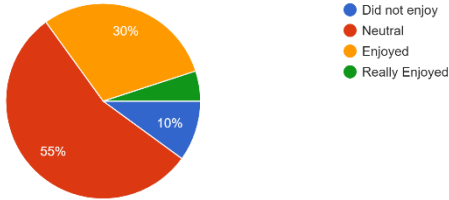
To what extent did your understanding of the career options available increase?
20 responses

- Did not increase
- Increased a little
- Increased a lot

60%
20%
20%
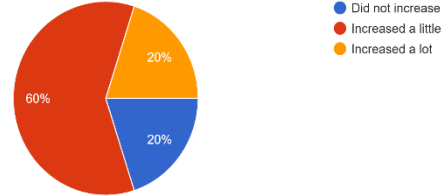
How much impact has the work experience had on your career aspirations?
20 responses

- No impact
- A little impact
- A lot of impact

55%
40%

How easy was it to complete the group work and network with employers remotely on Google Classroom?
20 responses

- Not easy at all
- A little easy
- Easy
- Very easy

55%
20%
20%
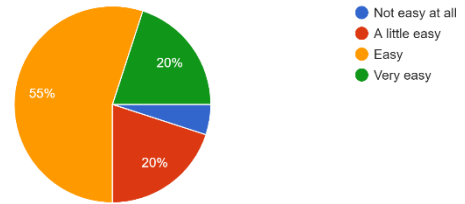
We also asked students: What did you learn from this virtual work experience?

They said:

"How to meet deadlines and completing hands-on pieces of work"

"How to create an analytical a report"

"Independence and Problem-solving"

"How to organise an event"

"Work lifestyle"

"Importance of time management"

"Design and Research"

"What workplaces are looking for"

"That there are many roles involved in construction"

"Information about the architectural sector from research in one of the tasks which really interested me"

"How to reply to emails in order of urgency"

"Basic skills needed in all jobs and the variety of career paths I can choose regardless of the subjects I studied"

"Collaboration and Communication"

"Critical thinking in the workplace"

Employee Feedback on Group Task

Tower Hamlets Education Business Partnership and the employee volunteers involved in the work experience days shared feedback with us on the students' group work submissions. Some of this is quoted below.

Law, Business and Finance

"Very impressed"

"The programmes were well thought out and were exactly how I intended them to be"

"They were all really creative when trying to reduce the budget of the event and they made the right choices to stay within the budget"

"I like the commentary on the impact covid has had in the insurance market."

"The topics to be discussed were well researched"

Creative Media

"I love the brand image that you are going for – promoting the 'serenity' aspect and the idea of the coffee as a 'safe haven' could be really popular in busy and chaotic London!"

"Great ideas for your relaunch strategy"

"Beautiful logo"

Construction, Architecture and Engineering

"Good short straight to the point answers, easily absorbed by readers"

"Factual, eye-catching and informative"

"Well-structured and detailed"

"Interesting choice of design"

Technology

"We did appreciate a lot seeing that the group clearly understood what SEO is and how important it is being in the first-page organic results"

"We at THEBP were very impressed with the websites and SEO checklists that the students presented, and the level of professionalism that each group approached the task with."

"Though we gave an option to complete the task with Word, all groups instead chose to use Squarespace, Photoshop or Carrd to produce a template of a website, which showed commitment to the task."

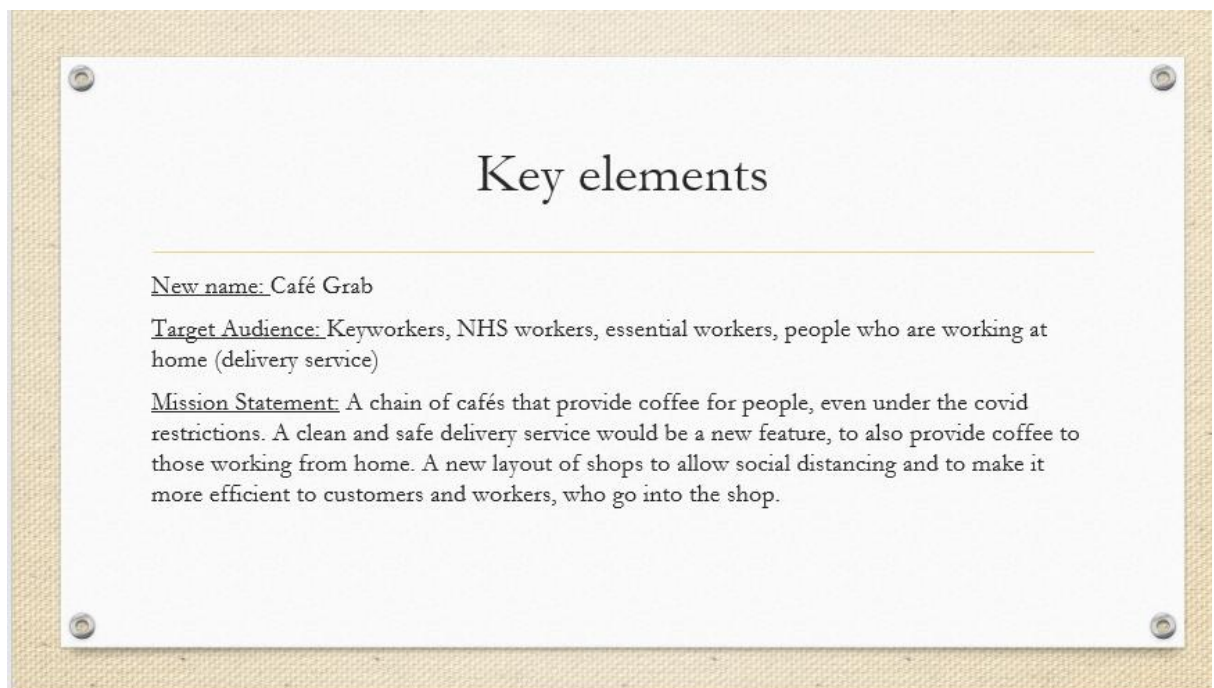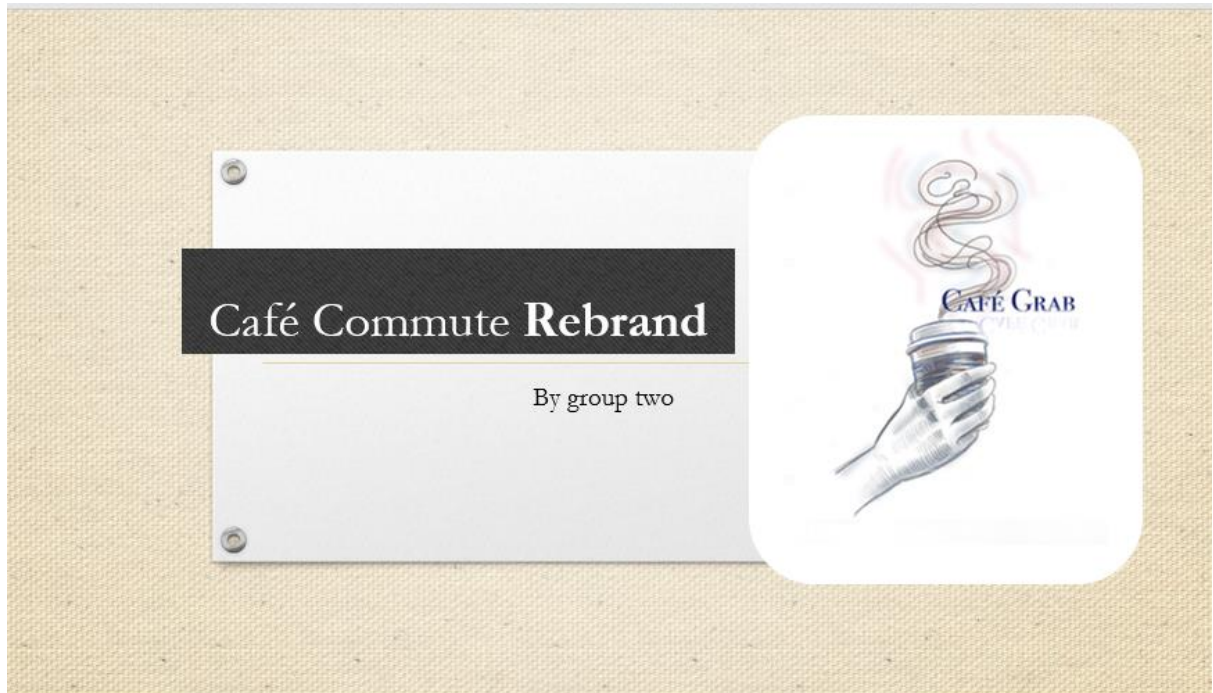# Making a Difference: Overall Strengths and Areas of Development

The overall strengths and areas of development are informed by a combination of feedback from students, the Tower Hamlets Education Business Partnership and the CEIAG manager. The CEIAG manager and facilitators also observed every work experience day.

Overall Strengths	Areas of Development
- Most students worked really well in their groups during the group project task. - Students were given the opportunity to ask questions at the end. - The most common positive feedback from students was for the Q&A with the employer. Students found this insightful and helped them with understanding more about the industry. - Students found that the work experience was unique and they were able to gain the skills required. - Students were able to develop some key skills required in any career path such as, teamwork, listening, problem-solving, communication and leadership. - The programme was clear and students and communication with students was constant (always someone online/on hand to answer questions). - Activities were specific to each industry and varied in complexity and skill-building.	- Students would have liked to see more interaction with employers. - Some students found it difficult to engage in the group work and communicate with their group effectively online. - Some students finished quicker than others so could take into account student's different abilities when setting the number of tasks e.g. have extension tasks. - The Q&A could be on Google meets instead of Zoom as Google is being used for everything else. Would be easier to have everything in one place. - Tasks could have a bit more of a competitive edge. - Could have a more diverse range of employees/ more than one employer involved in the Q&A as there were only two employees involved in the Q&A from one employer. - A bit more explanation was needed for some tasks – a live explanation may work better and students may understand more.

Student Group Work Examples

One of the tasks involved students working in groups set by a company. The groups took initiative, problem solved, were creative and communicated well to allocate each other roles and meet the brief by the deadline (2 hours). Below are examples of two group's final result.

Creative Media

Café Commute **Rebrand**

By group two

CAFÉ GRAB

Key elements

New name: Café Grab

Target Audience: Keyworkers, NHS workers, essential workers, people who are working at home (delivery service)

Mission Statement: A chain of cafés that provide coffee for people, even under the covid restrictions. A clean and safe delivery service would be a new feature, to also provide coffee to those working from home. A new layout of shops to allow social distancing and to make it more efficient to customers and workers, who go into the shop.

Marketing

Social media would play a huge role, in the advertisement of our business. Since we are currently in lockdown, there is an increase of people using social media and so promoting our Café on social media platforms will be able to attract more customers. Frequently used social media platforms are, Instagram, twitter, snapchat, Facebook.

Most of our advertisement would be online, due to covid restrictions. We will also share around leaflets and posters to allow others who may not use social media as frequently to be able to visit our store. These posters would be placed out on busy roads, bus-stops, train-stops; places where people will often pass by.
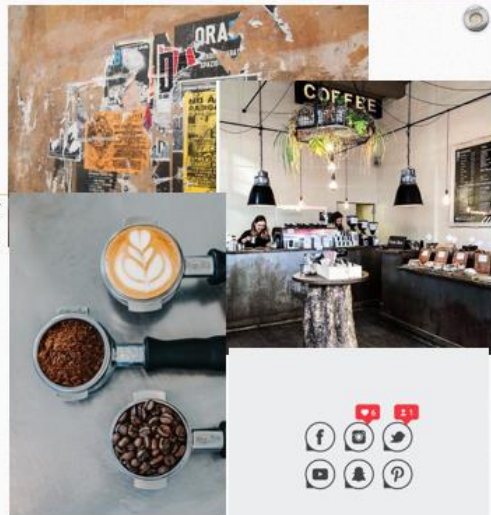
Social media

Hashtags:

#coffee #coffeetime #coffeelover #cafe #coffeeshop #coffeeaddict #espresso #food #love #barista #kopi #coffeelovers #latte #breakfast #tea #instagood #foodie #coffeeholic #latteart #instacoffee #coffeegram #specialtycoffee #chocolate #caf #coffeebreak #instafood #cappuccino #photography #bhfyp

Affective social media platforms:

Instagram, Twitter, Facebook, Snapchat

We would want to come across with a soft, gentle tone of voice, since coffee shops tend to be a warm, safe environment, we want to come across with a tranquil undertone, to not worry customers and to show them that this pandemic will not effect us and we will continue providing the best quality food and beverages to our customers.

Relaunch

Bonus schemes:

- Loyalty cards so people could keep coming in store
- 20% off, for NHS workers
- Discounts on every product, since everyone has been affected by covid
- Lunch time deals
- Discounts for the working class, or unemployed

Marketing: how to advertise the relaunch:

Social media, posters, shout-outs from influencers, leaflets, everything free on opening day

Brand ambassador:

Remodeling:

Extra precaution taken to make in-store purchases more efficient and safe.

Colour scheme: brown, dark red, grey, navy blue (want to create a warm, mysterious vibe, creates a cool ambiance.)

Our environment, gives off a modern, chic look. And also gives flare to the whole shop. Also overhead lights will be added to create a warm feeling and comfort.

SEO Checklist

Search Engine Optimization

Search Engine Optimization is making adjustments to the website to rank it higher on the search results. Optimizations are geared towards improving the user's experience and making the content more discoverable.

For a relatively small organisation like ConnectED, SEO is important and being a first page organic result would greatly increase site visitors who may search for the generic category of services the company offers.

Checking if the Site is on Google

Search for the website on google, if it is not there:

- The site needs to be connected better from other existing web pages.
- The site has just been launched and the google crawler has not yet indexed the website.
- Site's design makes categorising the website's contents harder for the crawler.

You could also check if the client organisation can be found on google. Linking the website to the organisation can boost its search ranking.

Submitting a sitemap to Google, a file which updates Google on changes to the pages, also helps Google find and index the website.

Website Content

Website structure and content is important for Search Engine Optimization. The client's web page must be designed so that its content is clear and well structured for the crawler. Good design is also essential to the user experience.

This is an example of a good homepage: making use of a H1 Tag ("Do you understand the visitors"), using bold characters, and using a navigation bar and video.

Securing the website:

- 'HTTPS' is a high ranking signal that uses strong encryption. This means that people that connect to the website will have a secure connection to Google.
- It protects the website through 3 ways via the Transport Layer Security Protocol (TLS)
- 1. Encryption
- 2. Data Integrity
- 3. Authentication

Checklist:

- Find out how the page is viewed
- Clear Headings, fonts and style.
- Design Mobile-friendly site
    => The client's organization should be as accessible as possible. Any potential visitor should be able to access the site through their phone to read information or complete forms.
- Secure site (w/ HTTPS)
- Check loading speed of site
- Choose a title that reads naturally and effectively communicates the topic of the page's content
- Create unique titles for each page
- Make site navigation easy and use a structured hierarchy of pages from general homepage to what the user is specifically looking for. Implement as a navigation or breadcrumb list.
    => Good for website navigation and makes traversing the pages user friendly. Client website should avoid using search based navigation to find pages and instead have links to all the other pages in the site.
- Keep text concise.
- Use keywords. Adding additional code explaining the content of the website also helps Google searches.
- Meta Descriptions.
- Submit sitemap to google.
- Format links.
- Use HTML for images rather than CSS.

How SEO has been implemented in the site design

Homepage uses a **clear and descriptive heading**, a **tag line**, a **clear font**, and **links to other sites** at the bottom of the page. These optimisations both improve user experience, helping the client organisation draw in new visitors and become reputable, but also boosting the website's ranking in organic search results.

Any text is **concise** and informative.

Site navigation is aided by having a simple and easy to use **navigation bar** at the top of the page, making all the site's pages accessible by the homepage. It also creates a **hierarchical navigation structure**, where all pages can be accessed from the root site, so a user can search for more specific information form the home page.

Attention is drawn to the most important information on the site.

All Links are clearly **formatted**.

Graphical images were used in the **style and theme** requested by the client, also using the requested **colour scheme** which is bright and eye-catching.

Next Steps: Conclusion and Recommendations

All in all, the virtual work experience week was impactful and informative. It is clear that students were able to experience what a full (virtual) working day would be like and were able to develop key transferrable skills that any future employer would value. Students had full support during the day from the two facilitators from Education Business Partnership and the CEIAG manager.

The data analysis brought to light the likely trends in student's subject/industry choices post-18. The Law, Business and Finance sector was the most popular choice with the other three choices being equally popular as each other. From this data, the CEIAG manager is able to determine any gaps in the CEIAG provision at the sixth form and will use this information to put in place a provision that continues to challenge stereotypes and raises aspirations.

Feedback on student engagement was positive considering the nature of the work experience. We understand that it can be difficult to stay focused and motivated when working remotely, especially on something that is completely new, however, students showed interest in the day and were actively seeking support where needed. With this being said, Year 12 produced some really great pieces of work and they will be provided with feedback from the companies in due course. They will also receive a certificate of participation from THEBP.

It was understandably a "different" experience for students. They were gutted that they would not have the opportunity to attend an organisation in person however, benefitted from this opportunity. Students would have liked to see more interaction from employers during the day and some students found it difficult to work with a group remotely.

Looking forward, it is going to be important to take into account a range of factors when planning the work experience week for the younger, Year 10, cohort. Below are a few things that have to be reconsidered for Year 10.

- The level and wording of tasks
- Whether they will join from home or school – if from school, must consider technology requirements, rooming and staff supervision
- Tasks to have more of a competitive edge
- Consider how can boost student engagement during group tasks if they are at home
- The live Q&A to be on Meets rather than Zoom

References

CIOB. (no date). Inclusivity: the changing role of Women in the Construction Workforce. [Online]. Available at: https://www.ciob.org/sites/default/files/CIOB%20research%20-%20The%20Changing%20Role%20of%20Women%20in%20the%20Construction%20Workforce.pdf. (Accessed: 3 March 2021).

Propects Luminate. (2019). Why don't women enter creative industries? [Online]. Available at: https://luminate.prospects.ac.uk/why-don-t-more-women-enter-creative-industries-#:~:text=Many%20'creative%20industries'%20are%20traditionally,the%20UK%20as%20a%20whole'. (Accessed: 3 March 2021).

Tech Nation. (no date). Diversity and Inclusion in UK Tech Companies. [Online]. Available at: https://technation.io/insights/diversity-and-inclusion-in-uk-tech-companies/. (Accessed: 3 March 2021).