

work related learning & enterprise education



a collection of
case studies

www.lebpn.com

London Education Business Partnership Network

What is the London Education Business Partnership Network (LEBPN) ?

The London Education Business Partnership Network (LEBPN) brings together the 30 Education Business Partnerships in the region. In the last 12 months, LEBPN has worked with over 45,000 businesses (almost 9,000 are new contacts). Over 14,000 volunteers from business and the wider community have worked with London's schools. 52,300 young people had work experience and 1,950 teachers spent a day or more with a business on a structured programme of activity designed to refresh their skills.

LEBPN, working with the Government Office for London (GOL), Learning & Skills Council (LSC), London Development Agency (LDA), Department for Education and Skills (DfES) and London Challenge, aims to engage the Capital's employers and employees in Education Business Link activities.

London's young people benefit from links with employers. They learn employability skills, develop entrepreneurial skills and gain a better understanding of vocational pathways and are then better prepared for the world of work. These fundamental skills will form the foundation of the 2012 Olympic vision for London.

What is an Education Business Partnership (EBP) ?

All 33 London Borough's has an EBP. EBPs bring together business, education and the wider community to develop young people's employability skills. This is achieved through Work Related Learning, Enterprise Education and Work Experience programmes and activities .

What are the case studies ?

The case studies, drawn from all the EBPs illustrate programmes and activities delivered against themes. Whilst the case studies are extensive, EBPs deliver a wider range of activities to schools, often bespoke and tailored to the schools individual needs.

The contents page following lists the themes and case studies in this booklet. More information and case studies are available on the LEBPN webiste at www.lebpn.com.

Contents

Applied Business	7
Art & Design	9
Business Studies	10
Catering	15
Citizenship	17
Construction	21
Design & Technology	24
Engineering	26
Enterprise	27
Environment	32
French	33
Health & Social Care	34
ICT	36
Key Skills	37
Leisure & Tourism	38
Manufacturing	39
Maths	40
Media	41
Mentoring	42
Politics	44
Preparation for Work	45
Recruitment	51
Science	52
Social Enterprise	54
Sports	55
Student Transition	56
Time Management	57
Work Experience	58
WRL Management & Coordination	59

CASE STUDY

applied business gcse

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Applied Business
EBP: BROMLEY EBP
Partners: Trade Union Congress (TUC)
Students: Students of All Saints Catholic School

Aims

- To complement the syllabus on the topics of expectations of employers and employees, covering rights and responsibilities, and resolving disputes

Procedure

A student visit to the TUC was brokered by Bromley EBP and a pre visit meeting was held to discuss the criteria required to meet the aims.

Programme

In preparation, students studied the laws that govern and protect us in the work place and created visual presentations of their understanding. They wrote scripts for role plays for resolving a dispute at ACAS and studied the rights and responsibilities of the employer and employee.

The TUC representative came into school and briefed pupils on their programme of activities for their visit to the TUC

On the visit day small groups of students were each given questionnaires and had to find out the answers through listening and asking TUC staff.

Outcomes

- Students gain understanding on how employers have a care of duty even if they sometimes do not recognise that fact
- students learn how Trade Unions and the TUC help members solve problems in the workplace

Progression

The questionnaires will lead to a PowerPoint presentation by each student group, which it is hoped to video.

CASE STUDY

chiswick park

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Applied Business
EBP: HOUNSLOW EBP
Partners: Stanhope Partnership plc
Students: 2 Year 11 students of Chiswick Community School, Technology status

Aims

The links with Chiswick Park companies will provide NVQ Administration qualification for some Key Stage 4 pupils. Links also support activities for pupils studying GCSE Applied Business

Procedure

Chiswick Park (Business Park) Stanhope plc is a new, up-market business park, based in west London with several service sector business organisations such as estate agent head office, multinational telephone company, sports/health club, call centre, crèche, food company offices, media & cinema company and other communications and media organisations. The business park accommodates a wide range of businesses from France Telecom, Vue Cinemas, Regus, etc.

Students were invited to apply for positions on the course. Interested students wrote a letter of application. The one day per week was mutually agreed by parent, Learning Coordinator, pupil and employer. Pupils are identified by the school to be those who have shown qualities of commitment, perseverance, and an ability to display an aptitude for excellence. This means in the vocational sense pupils who demonstrate good social skills and an ability to rise to the challenge of a fast paced, assertive environment.

Preparation for the pilot programme comprised of:

- basic training for the world of work to ensure they are confident and fully aware of expectations;
- Induction by HEBP including Health and Safety issues;
- 'Preparation for Work' two-day training course facilitated by Hounslow EBP;
- extended work experience placements for pupils leading to the OCR Preparation for Employment work-based qualification.

Programme

A one day per week day work experience programme, funded by Stanhope Partnership plc, running for a pilot year. A member of Chiswick Community School staff monitors and supports the students whilst they are at Chiswick Park and which involves going to Chiswick Park to visit the students at their work place, monitoring their progress and supervising their portfolios. In addition they mentor the pupils one hour per week to ensure their academic work from other subject areas is supported.

Outcomes

Reports from employers have been very positive. Pupils have made good progress on their OCR Preparing for Employment qualification. Reports from parents have been positive.

Progression

This project has been offered to a targeted group of 10 Year 9 pupils as part of their curriculum offer for KS4 in Year 10. It is predicted that uptake will be positive.

CASE STUDY

around & ahead

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Art, Design & Enterprise
EBP: CAMDEN EBP
Partners: Engine, Stitchbitch
Students: Year 10 students of Acland Burghley School, specialist Arts status

Aims

- Supports GCSE Applied Art & Design, Unit 3 modules, which is run concurrent with Units 1 & 2.

Procedure

All planning and arrangements were carried out by the EBP

Programme

Mural:

Students, working in partnership with the ABC student peer mentoring scheme, were commissioned by the school to create an anti-bullying mural within the school grounds to mark the 10-year anniversary of the school's anti-bullying campaign. The mural is to celebrate friendship and understanding in the diverse cultural community, and to improve the visual exterior of the school grounds. The whole mural is made up of a number of large panels and each pupil is responsible for one of these. They had to work as a group to link their ideas, designs and colour schemes so that they link with the surrounding panels within the mural.

Hats:

Janice Marr, who runs 'Stitchbitch', a textile design company, worked with students on a cultural carnival hat project and guided them through the design and production processes. She contributed two days over a four week period, culminating with a two-day workshop on felt-making techniques to help the group develop their hat designs.

Enterprise Event:

Students attended an Enterprise event, hosted by the product design company, Engine, where they learnt about developing, enhancing and presenting an idea for a new product or service.

Outcomes

- Structuring the GCSE Applied Art & Design Course so that the more theoretical aspects are run alongside a series of project briefs has been a motivating factor for the students;
- Students have benefited from being able to utilise their increasing knowledge by applying it to real life problems that have an outcome for.

Camden EBP
Medburn Centre, 136 Chalton Street
LONDON. NW1 1RX



020 7974 8024

CASE STUDY

banking business

EBP
NATIONAL NETWORK

LONDON REGION

Theme: Business studies
EBP: EALING EBP
Partners: Barclays Bank, Acton West London College
Students: IFP students of Acton High School

Aims

- To improve employer links for the new BTEC qualification.

Procedure

The school has been working with the college for the past 3 years, with the students previously studying the applied GCSE in Business. This year after discussions with the college we decided to move to the more vocational and appropriate BTEC qualification.

Programme

The project will involve key personnel from Barclays Bank coming in to speak to the students about a number of issues regarding the banking and financial sector and linking it to the specific units studied on the BTEC course. There will also be the opportunity for the students to visit the Bank's training centre for some more 'hands-on' experience of the sector.

Outcomes

The project is only in its initial stages at the moment.

- It is envisaged that the students will be able to gain the knowledge of how major companies work, of financial management, business economics and rudimentary accounting
- There is also the possibility that the project will lead to some specific work experience (during the school's work experience week) with the Bank for some students on the course
- We also anticipate, in addition, that it will lead to some whole school financial management training.

Progression

It is anticipated that Perry Stevenson of Barclays will be able to speak to the students of his experiences of reaching his position within the Bank via a vocational route and thereby providing vital information on the vocational options available at KS5 and beyond.

CASE STUDY

business studies

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Business studies
EBP: EALING EBP
Partners: McDonalds, Young Enterprise
Students: Year 10 students of Featherstone High School, a sports community college

Aims

- to support the spiritual, moral, cultural and social development of pupils.

Procedure

For one week the whole school timetable is replaced with a specially planned curriculum week. A variety of activities take place including museum visits, exam preparation, Citizenship activities, preparation for work experience, project business workshops and enterprise workshops.

Programme

The McDonalds Enterprise Challenge involved students in product development and marketing. Students prepared and performed presentations to the whole year group.

The Project Business Seminar looked at the role of the consumer, personal finance, the market economy, production and advertising. Students were involved in making a product in groups.

Outcomes

- KS4 pupils have a better knowledge and understanding of enterprise
- Many of the statutory requirements for WRL that came into force in September 2004 were met
- The school was able to deliver 2 whole day enterprise based activities, successfully, to the entire Year 10 cohort.
- Pupils' perception of Business Studies (and the whole school role of the Business studies department) was greatly enhanced.

Some Project Business Evaluations:

"Very appropriate and interesting for this group."

"This will stimulate discussions on "Why" you need to plan your weekly, monthly budgets."

"Good variety of activities."

The McDonald's Challenge was extremely well received by staff and pupils.

Progression

These were very successful and will be repeated next year.

CASE STUDY

business studies

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Business Studies
EBP: REDBRIDGE & HAVERING BEPs
Partners: Chicafrica, Marche Accountants
Students: Students of Canon Palmer School, Mayfield School, Loxford School, Chafford School, Campion School.

Aims

- Business studies skills learned in the classroom to be given a practical 'real life' situation
- To apply this learning to the curriculum
- To reinforce and further develop student understanding of the subject

Programme

Students developed a product or service idea, produced a business plan and engaged in activities to deliver their ideas. The business plan was presented to business people in a competitive situation.

Outcomes

- Some students raised capital from their projects;
- Students used the exercise as coursework;
- Some students used the project to gain NFTE accreditation;
- Business judges agreed that it was an excellent opportunity in which business studies skills learned in the classroom were given a practical 'real life' situation to apply this learning to and that reinforced and further developed the understanding of the subject.

Student quote:

"It was good to be in competition with other schools and see what ideas they had".

Teacher quote:

"It was very useful for the students to have to demonstrate the thinking behind their business plans when questioned by the judges"

CASE STUDY

scitech enterprise

EBP
NATIONAL NETWORK

LONDON REGION

Theme: Business Studies
EBP: ISLINGTON EBP
Partners: Simfonec, Cass Business School
Students: 45 students of Highbury Grove Technology School, Central Foundation Technology Status and Elizabeth Garrett Anderson School

Aims

- To link science technology and enterprise
- For students to gain practical experience

Procedure

Islington EBP set up the education business links

Programme

A six week course held after school, 4.30 - 7.00 pm

Course outline:

- Technology and innovation
- Stocks and shares
- Venture capital
- Patent, copyright, trademark
- Make a presentation to a venture capitalist for backing for your project

Each student group was supported by an undergraduate mentor

Outcomes

- This was a very successful project
- Students gained a real insight into the way scientific and technological innovations are used in enterprise and make money
- This gave Islington students access to a prestigious Business School in the City and several of them have said that they want to go to university there

Progression

These were highly motivated students who are now more able to take decisions on their own academic progression

CASE STUDY

face to face

Theme: Business Studies
EBP: WALTHAM FOREST EBP
Partners: National Westminster Bank
Students: for 1 Year students of George Mitchell Community School

Aims

- To set up and run a school bank with the support of Nat West
- To train students as customer service advisers
- To assist all students to understand money management and personal banking
- Aiming to increase knowledge and understanding about budgeting and so increase financial capability.

Procedure

The local branch was involved in developing the school bank, training the bank tellers and processing the applications for account opening.

NatWest delivering Face to Face with finance programme alongside the bank opening.

Programme

The whole school community was involved as potential account holders.

Business Studies students were involved with marketing and as customer service advisers.

Outcomes

- Local school bank was designed and built
- Students were trained by Nat West
- 148 account applications are currently being processed

Progression

Bank to be officially opened.

CASE STUDY

catering skills challenge

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Catering
EBP: BARKING & DAGENHAM EBP
Partners: Sainsbury's, Moshi Moshi Sushi, The Army, Moat House, B&D Schools Catering, B&D PCT, Redbridge College, The Asian and Oriental School of Catering
Students: 250 Year 10 students from Barking Abbey School, Eastbrook School, Eastbury School, Robert Clack School, Sydney Russell School, Warren School

Aims

- To support GCSE catering and GCSE Food Technology.

Procedure

Barking & Dagenham EBP was responsible for the full coordination and arrangement of the event including identifying and securing partner involvement and developing the programme.

Programme

Students participated in a series of fun and interactive workshops led by a variety of employers from the catering industry.

They learned about sushi making and the technology behind army rations. They also tried their hand at vegetable carving, making fresh bread dough and crepe suzettes, tasting and preparing exotic fruit and attempting silver service waiting.

Outcomes

- The GCSE Catering and GCSE Food Technology curricula were supported.

Progression

Three new employers were engaged who may be approached to turn this into an annual event to support the catering and food technology curriculum.

CASE STUDY

southbank arts

EBP
NATIONAL NETWORK

LONDON REGION

Theme: Catering

EBP: SOUTHWARK EBA

Partners: The National Bakery School, South Bank Bakers

Students: KS4 NVQ students of
Alwyn Girls Comprehensive School,
Notre Dame Girls Comprehensive School
Sacred Heart Mixed Catholic Comprehensive School
St Saviour & St Olave Girls C of E Comprehensive School
St Michael's Mixed Catholic Comprehensive School
Walworth Mixed Comprehensive School
Waverley Girls Comprehensive School

Aims

- Vocational education and attainment

Procedue

Students attend the Bakery School one day per week at Key Stage 4

Programme

Students are provided with opportunities to work and study with practising professionals and with professional equipment. The School contracts with large companies, including Tesco and Sainsbury's to train bakers. It also has a commercial restaurant where students can play a full part in all areas, both kitchen and dining room.

Outcomes

- Level 1 and/or 2 NVQ in Food Preparation, Service, Bakery.
- Some students progress to jobs in the catering industry.

Progression

The programme is well established and popular with schools.

CASE STUDY

zoo power

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Citizenship & Enterprise
EBP: HACKNEY EBP
Partners: Animals in Good Company, Veredus, News International, Zoological Society of London
Students: 10 Year 9 students of Haggerston School, Technology College status

Aims

- To develop relevant skills including research skills, planning, time management, team work and leadership
- To progress interview skills, letter and proposal writing, public speaking, presentation and negotiation skills

Procedure

The project involved students working with support from volunteer mentors from Veredus to raise funds for a project to improve the facilities for the Sloth Bears at London Zoo. Mentors with experience in the fields of PR/journalism, fundraising and presentation/research were recruited from Veredus to work with the pupils and support them in fulfilling the specific tasks assigned to each team.

Programme

Students met with their mentors over 12 weeks. Mentors worked with students to help them develop relevant skills for the project including research skills, planning, time management, teamwork and leadership. Students also attended a series of mini-workshops during the half-term holiday with sessions on interview skills, letter and proposal writing, public speaking, presentation and negotiation skills.

Students were split into three groups. The Media Group was tasked with publicising and reporting on the project, within school and through the local media. The Environmental Group were responsible for researching the need for improved facilities for the Sloth Bears, including conservation issues. The Funding Proposal Group were asked to create and present a proposal to get corporate sponsorship for the project. Students also visited the Zoo to learn about the Zoo's process of planning and constructing the improvement project for which they were raising funds and spent time working with the relevant zoo keepers to learn more about the sloth bears, their habits and environment.

At the end of the project the pupils' proposal was formally presented by them to the Head of Community Affairs at News International who agreed to support the project and provide the funds requested for the Zoo project. Students were able to visit the Zoo with their mentors to hand over the funds raised and were given free entrance to the Zoo to see the improvements made to the Sloth Bears' enclosure.

Outcomes

- The project developed pupils' enterprise, employability, interpersonal and communications skills and also boosted their confidence and motivation;
- It gave them an insight into the voluntary sector and the work of animal welfare/conservation organisations and a significant sense of achievement in completing the project and raising the funds required.

Progression

Inspire, the new EBP in Hackney, is now developing plans for a similar project with another secondary school in Hackney.



CASE STUDY

working in the city

EBP
NATIONAL NETWORK

LONDON REGION

Theme: Citizenship
EBP: HACKNEY EBP
Partners: The Brokerage & City Financial Services Firms
Students: 30 Year 10, 12 & 13 students of Our Lady's Convent High School, specialist Language College

Aims

- To understand the City
- To understand what City employers look for in potential employees.

Procedure

The Working in the City programme was designed and delivered by The Brokerage, a charity based in the City of London that helps young people from inner London schools. Our Lady's has sent sixth form students in the past. This year, for the first time, a group of 10 KS4 students were included.

Programme

Students attended three half-day workshops. Student activities included:

- a quiz about the City
- an opportunity to interview employees about their experience of working in the City
- business games
- an in-tray exercise
- looking at how to market themselves as potential employees
- assessment of CVs and practice interviews.

Outcomes

- Our Lady's is one of the schools with which The Brokerage has developed a particularly strong relationship over the four years Working in the City has been running
- Feedback from students has been very positive. Average scores out of ten for "How much new information did you learn today?" and "How enjoyable was the workshop?" are over 7.5
- Written and anecdotal feedback shows that participants particularly enjoy participative exercises (such as the trading game and having the chance to talk to City employees)
- In addition to the Working in the City programme The Brokerage runs a real time job application exercise with the 20 Sixth Formers and arranges many other business opportunities which Our Lady's students have participated in ranging from a "Women in Investment Banking" event at UBS to paid City summer placements on a programme for Year 13 leavers

Progression

The Working in the City programme is the core of The Brokerage's work with schools and provides a firm basis on which to build further links (510 students from 53 inner-London schools have taken part in this year's programme which has just finished). It gives schools a chance to have regular access to City and Docklands companies. 23 companies and 130 employees have supported the programme this year.

CASE STUDY

smash

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Citizenship & Business
EBP: SOUTHWARK EBA
Partners: PricewaterhouseCoopers, Soda Creative, Southwark Trading Standards Department, Guy's, King's & St Thomas's Hospital Trust, Tesco
Students: students of St Saviour's and St Olave's School

Aims

- To increase students' motivation, confidence and self-esteem
- For students to learn about how society works
- To understand about getting things done
- To develop an understanding of the organisations where student community motivators work.

Programme

SMASH (Southwark Movers and Shakers) is an active citizenship partnership programme. Students from both primary and secondary schools work in small groups to pursue issues/needs they have identified in their community – both within and outside their school. The groups then work with relevant partners who, as community motivators, support the students with addressing the issues identified. For example, one group worked with Southwark Trading Standards on prices and treatment of young people in local shops. The student group produced a 'Code of Conduct' for local shopkeepers.

Further, students record their work and achievements in a digital log, Netfolio, which has been specially developed to support SMASH but which can and is being applied in a range of other contexts across Southwark. For example, students in the Elephant and Castle SRB development area are working on developing profiles, which they are using to support transfers across phases – Year 6 to Year 7 and year 11 to 16+ institutions.

Outcomes

- Both partners report gains in skills, insight and community understanding.
- SMASH is popular with schools and partners. Students enjoy both working with community motivators and Netfolio
- Teachers and partners have been surprised at how SMASH has increased students confidence and self-esteem
- Student motivation has also increased
- By participating in this projects students learn both about how society works and about getting things done works alongside developing an understanding of the organisations where their community motivators work.

Progression

This is excellent preparation for adult life for the students as well as providing an effective means for them to acquire and apply citizenship and enterprise skills.

CASE STUDY

law as a career

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Citizenship
EBP: TOWER HAMLETS EBP
Partners: London Magistrates, Tower Hamlets Community Police, Clifford Chance and Matrix Chambers
Students: students of Central Foundation Girls School

Aims

- The entire programme was delivered in response to an unusually large interest in Legal Careers.

Procedure

The event was organised by the EBP.

Programme

Three separate activities took place around the theme of Work Related Learning and the Law:

1. Community Police visited the school to describe career entry routes into the force, and day to day job responsibilities
2. This was followed by a visit to school from representatives from the London Magistrate's Court, who repeated a similar session
3. The project culminated in a special day held at Clifford Chance and Matrix Chambers, where Cherie Blair practices, to find out about training as a Solicitor and a Barrister.

The first part of the day was spent at Clifford Chance, the biggest Law firm in the World. Here pupils met a variety of employees including solicitors, legal secretaries, marketing managers and web designers. Pupils took part in a special activity designed to raise awareness of how many people from the legal profession might be involved in any one case at a time.

Outcomes

- A range of Career paths and necessary qualifications were shown to the pupils;
- In addition, contact with actual employees from a variety of jobs has enhanced knowledge and assisted with future choices that the girls will make;
- Clifford Chance also found the day hugely enjoyable and beneficial to their staff in terms of developing different skills.

Progression

It was the first time Tower Hamlets EBP has worked with Matrix Chambers and they have expressed a desire to work with Tower Hamlets pupils again. It is a model that the school are hoping to replicate each year.

CASE STUDY

construction skills

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Construction
EBP: BARNET EBP
Partners: London Construction Training Ltd, IKEA
Students: 14 Year 9 students of Ravenscroft Community Technology School

Aims

- A taster course for students considering Construction at KS4

Procedure

The event, held over 6 days in the autumn term of 2004, was launched by Fiona Winch of Barnet EBP at a Year 9 Assembly. Students were invited to apply for positions on the course. An equal number of boys and girls were accepted onto the course. London Construction Training Ltd is a newly created training provider based in Walthamstow with six employees. Clients come from schools, colleges and the private sector to acquire trade qualifications and vocational GCSEs.

Programme

An introduction to the construction industry was held and an induction session carried out including health and safety issues. Five taster days were held in brickwork, carpentry, painting and decorating, and plumbing. A visit to the IKEA Edmonton site was included. Students constructed an item of furniture (planter/seat) in the school's playground, under strict supervision.

Outcomes

- 10 students completed the programme and received certificate presented by Michael Swain, Director of LCT.
- All students evaluated the programme as excellent or good. Teachers evaluated the programme highly and would recommend it to others.
- The Head of Year 9, and Michael Swain, are completing reports.

Quotes:

'My plan is to be an architect or designer and it will help me develop my insight into the construction industry'

'I'm interested in how buildings are put together and I would like to learn a trade'

'I really enjoyed the plumbing and the carpentry, it had really made me think about choosing to do this when I leave school'

'I think this programme was excellent. I really enjoyed it and the atmosphere was great and everyone was really friendly. Thank you'.

Progression

Barnet EBP is recommending that students be offered the opportunity to pursue a Year 10 course in Construction, but this is yet to be determined.



CASE STUDY

let's build

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Construction
EBP: NEWHAM EBP
Partners: Building Crafts College (BCC)
Local Employment & Training Solutions (LETS)
Students: KS4 work experience students of Newham Schools

Aims

- To raise young people's awareness of careers in the construction industry, particularly in the context of the regeneration of Newham.
- The centre will provide a focal point for a range of initiatives aimed at helping young people access careers, at all levels, in the construction industry from craft occupations to those requiring graduate qualifications.
- Provide practical experiences of basic construction tasks, such as carpentry, electrical installation and plumbing in a safe environment with a health and safety induction.

Procedure

The 'LetsBuild' facility has been established by a partnership involving Newham EBP (NEBP), the Building Crafts College (BCC) and Local Employment and Training Solutions (LETS). In addition to the considerable support and day-to-day involvement of the three partners, 'LetsBuild' has received considerable support from the Construction Industry Training Board (CITB), JTL, Jewsons, Roof and Chelsfield, the developers of Stratford City. The centre has benefited from substantial funding from the London East Learning Skills Council, the Carpenters' Company Charitable Trust and the Construction Industry Trust for Youth.

Programme

Provides 2 week courses for KS4 work experience students.

Outcomes

Young people under the age of 16 have opportunities to handle tools and to learn practical skills and develop focus upon the vocational curriculum

Progression

- 2 day taster courses for Year 9 pupils
- support for school courses such as vocational GCSEs and Design Technology
- provision of after school clubs
- pre-apprenticeship training for the construction industry
- 'Girls in Construction' awareness days



Newham EBP
Warton House, 150 High Street
STRATFORDE. 15 2NE

020 8430 5050



CASE STUDY

construction challenge

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Construction
EBP: TOWER HAMLETS EBP
Partners: Local Labour in Construction (LLIC)
Students: 16 Year 11 students of Harpley Pupil Referral Unit

Aims

- To support the vocational curriculum
- To motivate disaffected students

Procedure

Local Labour in Construction (LLIC) runs vocational courses for the building crafts industry. Tower Hamlets EBP has been running Construction Challenge with LLIC for almost ten years.

Programme

Pupils spend two days at the centre learning about four different trades:

- Electrician
- Plumber
- Bricklayer
- Carpenter

The sessions are delivered by real trades people. The first day is concerned with Health & Safety and the technical theory needed for each trade. On day two pupils divided into teams and build a mini house which must have the following components:

- a wall in the front garden
- a plumbed in sink
- a working light
- a fitted window

Outcomes

- Pupils are judged on their work and awarded certificates from the Construction Industry Training Board
- Pupils are exposed to a range of professionals from the building crafts industry
- They are informed about entry routes into the trade as well as the range of careers available
- Most importantly students get a first hand experience of really working at a particular trade, which is of enormous benefit in helping pupils choose the correct path for them
- This project is especially beneficial to pupils who have switched off from traditional learning and are struggling in school. It is often the right trigger to get pupils motivated again

CASE STUDY

design for flight

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Design & Technology
EBP: CROYDEN EBP
Partners: Zotefoams plc
Students: Year 10 students of Edenham High Foundation School, Technology status

Aim

- The students to design and manufacture a product for the airline/travel industries
- The teachers wanted to make links with a local company who could provide materials and on-going support for the development of the products. Zotefoams plc is a company manufacturing high quality closed cell materials (foam) since 1936. The factory and Head Office are based in Croydon with 230 employees. The products have a variety of applications including health care, sports and leisure, packaging and marine industries. Zotefoams was the obvious choice with its manufacture of a material (plastazote foam) which is non-absorbent, buoyant in liquid, can be easily moulded by heating in an oven, easily cut with basic tools and easily embossed and painted to create a wide range of finishes. The company was happy to supply as much free material as the school would need.

Procedure

A training day was set up by the EBP for the teachers involved to learn about the properties of the material, research, marketing and customer base. The day provided useful information not only for DT but also for Science and Business Studies departments. Company CDs were provided as an excellent resource for students to refer to, as large numbers of students could not be accommodated for a visit.

Programme

The students created products for a child's goody bag on a long haul flight.

Outcomes

- The products manufactured included sleep masks and sun visors and some excellent designs were produced
- The students learnt a great deal about the different stages involved in the creation of a product including tooling, prototypes and batch manufacture
- The students worked in groups which improved their communication skills and their knowledge and understanding of concepts such as organisation, risk and innovation also increased a great deal
- The students became familiar with technical terminology and business language and learnt to be flexible as well as responsive to change.

Progression

The project is on going and the school intends to hold an exhibition where business partners will be invited to assess the products and processes. The preparation for the exhibition will in itself provide further excellent work related experience.

Given the success of the project, the school intends to replicate the project with future groups.

CASE STUDY

technology

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Design & Technology
EBP: ENFIELD EBP
Partners: Coca Cola
Students: Year 10 students of Edmonton County School

Aims

- To enhance the production and manufacturing module of the GCSE course and coursework which is an integral part of ALL technology syllabi
- To raise attainment by provided extended learning through practical experiences
- To provide a learning experience THROUGH, FOR and ABOUT working practices
- To provide a standalone curriculum package which can be shared with partner schools

Procedure

Teaching staff took part in a manufacturing placement at Coca Cola. Students visited Coca Cola following a briefing and were debriefed at the end of the visit.

Programme

- Incorporate relevant staff training utilising PDP allocated time for the in- service training of staff where linked to the school development plan
- Provide a half day experience of learning through, for, about work
- Provide curriculum opportunities of learning through, for, about work
- Be reviewed and updated by the department as necessary
- Discuss with local partner how as to how they can support the school in delivering the key modules
- Consider ways in which collaboration with other schools and colleges can support the support the school provision in line with technology status targets
- Actively involved the support of the Enfield EBP
- Link all activities in the on-going development of the school 14 – 19 provision

Outcomes

- Enhanced coursework leading to raising attainment
- Accessing higher level learning
- Accessing learning through, for and about work
- Production of a project package, paper based and online to share with partner schools
- Staff professional development

Progression

- Continue relevant PDPs within the department
- Continuous review of outcome to give clarity of provision for all students
- Expand business links and curriculum involvement
- Technology year 10 (all students) attend production module at coca cola annually
- Further expand students access to work related learning experiences, such as design, health and safety, environment
- Link progress files to record work related learning and enterprise opportunities
- To produce a project package, paper based and online to share with partner schools

CASE STUDY

cross channel engineers



Theme: Engineering
EBP: WESTMINSTER LEARNING PARTNERSHIP
Partners: OVE ARUP CONSTRUCTION
Students: IFP students of North Westminster Community School and St Augustine's Church High School attending City of Westminster FE College

Aims

- To recruit (an) employer(s) to support and 'bring alive' engineering.
- To link the vocational curriculum and lesson delivery to the world of work.
- To set up and carry out a site visit as an integral part of the IFP course.

Procedure

A local engineering company was identified through an introduction from SATRO, a science and engineering ambassadors organisation. Ove Arup is one of the contractors working on the Cross Channel Tunnel Line, regeneration of St Pancras Station and surrounding new road schemes. A Project Manager was selected as the company volunteer presenter.

The curriculum was reviewed and a suitable world of work project drawn up; the ethnic diversity and experience constraints of students was disclosed; North Westminster Community School has the widest diversity of languages in Europe! Two lessons and a site visit were scheduled.

A lesson plan review meeting was held. As a result the volunteer brought visitors' centre brochures to the lessons, which also included a video, a CD presentation, slides and a handout as well as information about his role in the company, his career path and details on other staff he worked with. Risk assessment, health & safety and insurance matters were addressed on a pre-event visit undertaken by the three key staff and a report sent to schools. However, response was slow or did not happen and the visit had to be postponed. As the IFP is delivered at the college the schools did not readily take on ownership of the event, albeit specific to their students.

Programme

Lessons and site visit with photos

Outcomes

- Since the event students have been motivated to producing a much higher level of coursework.
- It was enlightening to the business personnel involved to discover the cultural diversity of students and the impact this may have on their attainment and achievement.
- Schools must meet their responsibilities for a smooth operation to take place.
- Identifying suitable businesses and presenters is a challenging task requiring introductions from outside parties. Many meetings are needed to ensure quality of the activity and to build a lasting partnership with the employer.

Westminster Learning Partnership
13th Floor, Westminster City Hall, 64 Victoria Street
LONDON. SW1E 6QP



CASE STUDY

'hit single'

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Enterprise
EBP: KINGSTON & MERTON EBP
Partners: Aldersgate Partners
Students: Year 10 students of Tolworth Girls' School

Aims

- To provide opportunities for students to look at concepts and stages of project management
- To familiarise students with key enterprise concepts
- To provide opportunities for students to demonstrate their understanding of enterprise concepts
- To provide opportunities for students to practice enterprise skills, attitudes and qualities

Procedure

Aldersgate Partners approached London Accord with the proposal of tailoring their Project Management materials and offering schools the chance of using these resources. A teacher consultant was recruited by KMEBP to adapt the materials. The consultant then trained teachers from interested schools to deliver the one-day Project Management event.

Programme

The event took place in a large hall and students were split into groups. The programme was led from the front by the trained teacher and employers from Aldersgate were there to support students. The focus of the day was for each group to come up with a formula for a 'hit single' – that was the project the group had to manage. There were various stages that students worked through to accomplish their task. Students were:

- introduced to 5 basic project management processes
- asked to participate in activities with the theme of working as part of a team
- asked to identify the client and issued with a briefing sheet, together with a questionnaire in which they were asked to identify their own musical tastes
- asked to look at planning next and to produce work breakdown structures
- then asked to develop effective strategies to help them to accomplish the task
- asked to identify resources they would require
- set the task of preparing a presentation, within their groups, to their peers, using posters and role play
- asked to present their ideas group by group and the rest of the cohort asked to act as judges
- asked to complete evaluations sheets

kmebp

kingston and merton education business partnership

Kingston & Merton EBP

The Omega Works, 17 Rodney Place, SOUTH WIMBLEDON. SW19 2LQ

020 8545 2131

CASE STUDY

mock interviews

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Enterprise
EBP: NEWHAM EBP
Partners: University of East London, Business in the Community, London First, Government Office for London, The Inland Revenue, One Spare Chair, Mock interviews
Students: 50 Year 10 students of Cumberland School, Sports College status

Aims

- The programme was created so that young people could experience the situation of a “real live” interview in a supportive environment, helping to prepare them for the real thing.

Procedure

Each volunteer was sent an Information and Support Pack which explained the programme, offered them tips on how to conduct the interview and contained questions to ask in the interview and feedback pro formas.

Programme

Cumberland students applied for a mock interview using an application form the NEBP supplied. Only those students who completed a good application received an interview. The forms were then passed on to the various volunteers and employers taking part in the programme. The students then visited the employer for their interviews at a set time given to them by the employer (through the NEBP). At the end of the interviews the employers give each student feedback on both their interview technique and their application form.

Outcomes

- All evaluations suggested that it was an enjoyable day, and the students seemed to get an increased sense of confidence and an appreciation of the need to research future choices;
- Some found the interviews nerve racking but a good opportunity to practice their communication skills;
- The NEBP co-ordinator for the project felt that the programme went extremely well, giving students a much needed insight into the recruitment process and introducing them to some of the employers in the local area;
- Students benefited from the Mock Interview programme by being exposed to the world of work, and the wants and needs of employers.

Progression

Cumberland School are to hold annual rounds of Mock Interviews as part of their Work Related Learning Programme.

Newham EBP
Warton House, 150 High Street
STRATFORDE. 15 2NE

020 8430 5050



CASE STUDY

the business game

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Enterprise
EBP: REDBRIDGE BEP
Partners: University of East London, CITB, Select Recruitment, London Borough of Redbridge
Students: KS4 students – Mayfield High School

Aims

To enable students to experience a number of WRL and enterprise skills particularly:

- Team working
- Time management
- Planning and Prioritising
- Costing and budgeting
- Negotiating
- Risk awareness
- Risk management
- Delegation
- Presentation

Procedure

Staff at the school were briefed on the Business Game – an enterprise activity whereby teams of students have to develop and market new products to a specification. The teams set out their marketing strategy and construct a prototype of the product in its packaging. At this stage each team has to pass their product on to another team, which becomes responsible for creating advertisements for it. Each team, therefore, delegates responsibility for advertising their product to another group while they take on the same responsibility for a different product from a different group. Teachers led the activity for groups of students and were assisted in the delivery by business people who acted as consultants to the students.

Programme

Teams were given budgets from which they had to buy materials, consultancy advice and advertising time in order to complete the Business Game tasks. They had to create plans and strategies. The activity lasted a school day and culminated with each team presenting the story of their day and showing their advertisements.

Outcomes

Students enjoyed the activities and felt that they had used a range of skills and had gained in confidence in terms of their presentation skills and their communication skills as well as deploying the skills enumerated above.

Progression

Students will use skills gained from the day in their work experience in future and in their progression to further education, employment or sixth form studies.

CASE STUDY

business breakfast

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Enterprise
EBP: SUTTON EBP
Partners:
Students: Year 10 students of Wallington High School for Girls

Aims

- To involve schools and Sutton EBP in local business network
- To involve and inform Sutton businesses in the new statutory requirement of work related learning

Procedure

In order to make well-informed decisions about their future, the girls are trained to be self-reliant and independent. They are given every opportunity to explore their career options. Careers advice involves visiting speakers, talks from industrialists, community representatives and the Careers Officer. A well-equipped library enables the girls to access the most up-to-date information whether printed or electronic.

Programme

Awareness of the world of work is addressed in a variety of ways at Wallington Girls. Their industrial partners help them to deliver a comprehensive programme, which explores the reality of the work place, and, at the same time, develop essential skills the girls will require. All students have the opportunity for a week's work experience in Year 10 and for a further week in Year 11. This is organised as part of their PHSE programme, and gives the students the skills and confidence to apply for extra work placements during their summer holiday, should they wish to explore more career options.

Outcomes

- The EBP has benefited from its involvement in Business Over Breakfast by way of business training for its staff in marketing
- Those members who are eligible have offered work experience placements, with students from Wallington Girls and Carshalton Girls benefiting this year
- Students from the schools have used the forum to advertise products for Young Enterprise

Progression

- Business Over Breakfast members have assisted in other EBP projects eg, Ian Bucket of IJB Contracts who has offered his time to assist Wandle Valley school with its vocational hut
- Many of its members including Neil Hughes of Copley Clark and Bennett, Brian Hammond of Sutton Chiropractic Clinic and Paul Jeanes of Inter Alliance have agreed to take part in Wallington Girls careers event this year
- They have also been used as a forum for prospective specialist schools applicants to ask for assistance in their application

CASE STUDY

enterprise challenge

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Enterprise
EBP: WALTHAM FOREST EBP
Partners: Angelo Gibertoni Consultants (ICT), Farsound Engineering Ltd (aviation engineers), Bovince (screen printers), Ascham Homes (housing association)
Students: for Year 10 students of Walthamstow Girls School

Aims

- Identify, develop and use skills for enterprise and employability
- Increase understanding of work roles, responsibilities and rights at work
- Take part in activities in a work context
- Raise awareness of business enterprise

Procedure

The event was planned by the EBP.

Programme

Working with the whole year group, who had been divided into mixed ability groups of 9, the students have the opportunity to work together as a company to produce a product to market and sell; in this instance a leisure shoe.

They are in competition with all the other groups to secure an investor in their company and need to produce a business plan, advertising materials i.e business cards, posters etc. and a prototype leisure shoe to exhibit at a trade fair at the end of the day.

All the materials are supplied by the EBP and the students have the opportunity to purchase or hire any equipment they need to make the prototype and to demonstrate their marketing strategy.

At the trade fair the judges, who are external volunteers from the business sector, tour the companies to question them on how the group arrived at their final product, what sector their prototype is aimed at, how they will advertise it, where they will sell it, how/where will it will be produced and what is their 'unique selling point'.

The quality of the business plan is also taken into account before a final tally of the judge's scores decides who will win the business investment and therefore, the Enterprise Challenge.

Outcomes

The Enterprise Challenge day raised student awareness of the importance of team working, problem solving, decision making, business planning, time management, and working to deadlines.

Quotes from staff and students:

'I feel this was a good experience even though it was frustrating, I realised running a business is stressful'.

'This was about working towards deadlines and using criteria from all subjects'.

CASE STUDY

earth summit

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Environment
EBP: BEXLEY EBP
Partners: LMB, Healthy Schools, Greenworks, Road Safety Team
Students: 59 students of 4 Bexley Schools (Bexley Grammar School, Bexleyheath School, Cleeve Park School, Townley Grammar School)

Procedure

The summit was introduced by Brenda Parsons EBP manager with a speech and slide show of environmental work by schools in Bexley. Schools were then invited to send a representative to collect their golden envelope containing their earth challenge for the day. As each school read their challenge they were introduced to their facilitators.

Programme

- A. Recycled Fashion Show – Michelle Barry (LMB) and Liz Burville, choreographer (students were required to produce a range of recycled clothing items and put together a catwalk show to display them)
- B. Healthy Lunch – Tricia Oates and Karol Anderson (Healthy Schools) (students were required to put together an 'on budget' menu to feed 10 people which included information on where ingredients came from, nutritional value and packaging)
- C. Scrapheap Challenge – Green-Works and Waste and Recycling Team (students were required to design and build a useful item by recycling old furniture)
- D. Sustainable Transport – Christine Eaton, Road Safety Team (students were required to consider local travel options, transport for the future and the Thames Gateway Bridge)

In groups, students completed one of the above workshop challenges and prepared presentations which they gave in the Civic Chamber at the end of the day. A quiz and an environmental pledge tree were also incorporated into the day.

A healthy waste free lunch was provided for all delegates in the public gallery of the Council Chamber. All cutlery and crockery was reusable or recyclable.

Outcomes

The Earth summit was extremely successful this year with most of the evaluation forms rating the day as good or very good overall. All pupils and teachers were given an evaluation form to complete on the day. The teacher evaluation forms were designed to monitor the environmental and work related learning objectives.

Progression

The pledge tree was on display following the Earth Summit at the Civic Offices. This has now been removed and the pledges have been collected. In the summer term, each school will be sent a list of delegates and their pledges so that their progress can be monitored.

Bexley EBP
Hill View, Hill View Drive, WELLING. DA16 3RY

020 8303 7777 x4343

CASE STUDY

virtual paris

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: French
EBP: HACKNEY EBP
Partners: Freshfields Bruckhaus Deringer
Students: GCSE students of Haggerston Girls School, Technology College status

Aims

- To support GCSE French pupils.

Procedure

Freshfields have an ongoing partnership with Haggerston School and support students in a variety of ways. In 2003/4 the Community Affairs team, in partnership with school languages staff, and with the support of the Hackney EB, piloted this new project.

The company recruited French speakers from amongst its staff and recreated Paris in the staff restaurant! Volunteers were briefed before the day by the school's French teacher and given prompt questions relating to the GCSE syllabus.

Programme

Students then visited for a day and were able to practise their conversational skills with the Freshfields volunteers through role plays in three 'locations': a coffee shop, a newsagents and a railway station (including lost property office!). Students were presented with scenarios that involved the girls having to deal with different situations, for example buying a coffee and a croissant, buying items in a shop, purchasing a ticket to travel and asking about lost property. During the afternoon the students were assessed by volunteers on how well they had done.

Haggerston School students practise their French with volunteers from Freshfields Bruckhaus Deringer at the Virtual Paris café

Outcomes

- The project was considered a great success by students, school staff and the company.

Progression

- It is being repeated in April 2005 for this year's GCSE cohort
- In addition to another Virtual Paris, Freshfields will also be offering a Virtual Madrid experience this year for GCSE Spanish students.

CASE STUDY

health & social care

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Health & Social Care
EBP: EALING EBP
Partners: Thames Valley University
Students: Year 10 IFP students of Acton High School

Aims

- Support the applied GCSE in Health & Social Care
- Students to gain 'hands on' experience of aspects of the health profession.

Procedure

The school has been working with the college for the past 3 years, with students studying for an applied GCSE in Health and Social Care. In partnership with college, and in association with the Aim Higher project, the school has set out to show the pupils the very wide range of what is available for them in terms of careers especially in the Health side of HSC

Programme

The project has been run with the idea of 4 themed sessions for the students.

The first of these was a general day long event involving a number of other schools at Hammersmith Town Hall on 29/11/04 – under the designation y10 Health conference. At this event the students were given the opportunity to speak to a large number of health professionals and were also given the opportunity to engage in some more intensive small group discussion and work. This went extremely well with the Acton High students making a huge contribution to the day and displaying excellent knowledge and enquiring natures. As a result of this day the students had begun to make some informed choices as to their possible future careers, and we were able to plan the next session.

The next session took place at TVU on the afternoon of 19/1/05 and the focus of this was midwifery and basic resuscitation techniques. This session was very 'hands on' and the students all gained useful knowledge and experience.

The third session was also at TVU on the afternoon of 4/3/05. This session was actually part driven by the students with one session on intensive care nursing and part driven by current events with a session on how to prevent infections.

Following on from this we have one more session planned, which will be looking at sexual health issues and childhood development.

Outcomes

The project has completed 3 of its initial 4 stages at the moment, and the results have been both pleasing and interesting:

- Most students are still looking towards a career in the Health industry and have been pleased to get some actual experience of some of the things they would be doing and to talk to people who are working in the profession
- All the students have gained some idea of the wide range of careers available within the industry and will be able to use this knowledge to inform their future career choices
- As a result of the project all of the students in the class have expressed a firm interest in finding a work experience placement within the industry.

Progression

It is envisaged that the project will be ongoing with next years Yr 10 following a similar structure and with some further developments in year 11 for the current cohort.

CASE STUDY

at the heart of the nhs



Theme: Health & Social Care
EBP: EALING EBP
Partners: Forrest Associates, NHS Workforce Development Confederation
Students: 40 Year 10 and 12 students of Ellen Wilkinson School, Science & Mathematics Specialist status

Aims

- To complete a WRL audit encompassing all curricular and cross curricular activities
- To extend, develop and promote more work-related activities in the curriculum especially in vocational subjects.

Procedure

The first part of the project was cross curricular; all staff from a range of subject areas taking part in the Key Stage 4 Work Related Learning INSET. The second part of the project involved selected students from Year 10 Applied Science and/or Health and Social Care and Year 12 students from 'A' level Health and Social Care and/or Biology who have an interest in health related careers and included a visit to a conference organised by the NHS.

Programme

Over 90 staff attended the INSET on Work-Related Learning and Enterprise. Jim Forrest of Forrest Associates LTD delivered the training.

SCHOOL SCIENCE CONFERENCE, AT THE HEART OF THE NHS

Speakers highlighted the huge range of different jobs and careers available. The NHS is the largest employer in the UK and offers 359 different jobs and careers, ranging from doctors and nurses, to physiotherapists and radiographers, to plumbers, porters and cleaners. The range of science skills required for most of the careers was emphasised throughout. The girls then attended workshops on a day in the Life of a Radiographer and Occupational Therapist and C.V. Building and Job Applications. There was also a range of stands and displays were students could find out about the different careers in the NHS. There were activities for the students to undertake such as making creams in the pharmaceutical area and they could observe the areas with microbes on their hands using Ultra-Violet light.

Outcomes

The INSET session went extremely well and feedback from staff was highly positive, It gave staff the opportunity to discuss WRL ideas and this helped to raise its profile. Many departments are now incorporating more WRL activities in the work schemes and lesson plans

The NHS conference for students was especially successful. The students were very interested in the range of jobs and careers available in the NHS. It raised their awareness and informed students'. It gave students an opportunity to collect information and to ask questions about the skills, qualifications and training required. Follow up work will include presentations, displays and a report for the school newsletter;

Progression

Staff updated work schemes and lesson plans and have since suggested other ideas. Links with various speakers made on the Conference day will allow us to invite them into school to give talks to other classes, parents and attend our school Careers Fair.

CASE STUDY

using ict

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: ICT
EBP: CROYDON EBP
Partners: Drusillas Zoo Park
Students: Year 10 students of Coloma Girls' School, voluntary aided Music Specialist College

Aims

- To support Applied ICT GCSE Double Award.

Procedure

Set up by school Head of ICT and the EBP.

Programme

Students made a workplace visit to collect and analyse relevant business information as preparation for their coursework project and general comprehension of the business world. The focus was on how the company used ICT.

Plans, layout and construction of the site was looked at via CAD software and marketing methods explained and demonstrated via an Access database.

Outcomes

- Following a detailed presentation of the workings of the business, the students were able to interact with key members of staff in the course of a guided tour to identify and appreciate the importance of different qualifications and skills required for the various roles and responsibilities at the zoo.
- The contribution from the company was useful in providing an excellent insight into a working environment and particularly one where the use of the school subject could be so clearly demonstrated in the workplace.
- The students learnt new business-related vocabulary in the course of the day and showed in their follow up exercises in school that they had appreciated how examples of learning in the curriculum could be applied to a specific work context.
- Particularly valuable was the contact with the company personnel as the students gained more ideas of career paths for such roles and the need for effective use of key skills in the working environment.

CASE STUDY

employment prep

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Key Skills
EBP: HILLINGDON EBP
Partners: The Army, BAA (Heathrow), Buckingham Chiltern University College, Connexions, CITB, OnSchool.co.uk, Talisman Training
Students: for Years 10 & 11 students of Harlington Community School

Aims

- The project aims to support Year 10 and Year 11 students into Post-16 study and employment
- The project is geared to preparing young people for the world of employment, by giving them an insight into the way businesses and the real world operate.

Procedure

The project has a number of out of school events, co-ordinated and organised by the EBP.

Programme

The students follow a revised curriculum in schools, studying ASDAN/COVE in place of two GCSE subjects.

The out of school events included an army day, an interview skills day, a key skills day, a post-16 future options day, mock interviews, work 'bursts' and a residential event.

Outcomes

- Post-16 staying-on rates in a number of the schools involved in the project have increased substantially
- Evidence shows that there has been up to a 20% increase in this figure since the beginning of the project
- Project participants also show a noticeable increase in levels of self-confidence and self-esteem
- Significant numbers are also able to take up employment or employment with training opportunities.

External Evaluation (John Allen) Quote

'the cohort showed clear evidence of improving self-confidence and self-esteem. The academic results of the cohort are also magnificent'.

CASE STUDY

fit for business

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Leisure & Tourism
EBP: WANDSWORTH BEST
Partners: Wellington Fitness Centre
Students: for Year 10 students of Ernest Bevin College Boys Community School

Aims

- To study a model of a business.

Procedure

The teacher worked with the owner of the gym to devise the programme.

Wellington is a small independent gym and fitness centre run by a local entrepreneur. The centre offers a wide range of services including personal training, aromatherapy and training for those interested in becoming fitness coaches.

Programme

The gym was used as a point of reference when working through several areas of the course:

- Investigating How Businesses Work
- How Businesses Develop
- Running a Business (and in particular running a leisure & fitness facility)

The students were given a group tour of the premises, which was followed by a short talk about how the business developed focusing on the business status and why this model was chosen, the marketing strategy and how it is positioned in the market alongside larger organisations. Students were given the opportunity to ask questions.

Outcomes

- This link will continue until the end of this year.
- A follow-up session is planned when the employer will conduct another short presentation at school.
- The employer will act as a mentor to the group – he will be a source of reference and his business model will be used as one example of a small business.

Progression

- This relationship will be developed further through an 'E-mentoring'-type link where the group can have regular contact with the business partner via email.
- The business link may be extended to support Leisure & Recreation courses and general motivational programmes being organised by the school.

CASE STUDY

manufacturing

Theme: Manufacturing
EBP: HARINGEY EBP
Partners: Keep it Simple Training Company, Made In London, West Ferry Printers, Barclays Bank plc, Visteon, Beth Blik Studio, Auto Parts Suppliers, Specialist Ceramics Craft
Students: GCSE students of St Thomas More RC Comprehensive School, Sports specialist

Aims

- To learn about manufacturing through the setting up and organisation of a small manufacturing enterprise
- To enhance the delivery of the GCSE Manufacturing Course;
- To provide the course teacher and students with an opportunity to gain awareness and understanding of manufacturing, and associated career opportunities
- To encourage the creation and development of partnerships between the school and local design/manufacturing companies

Procedure

The teacher attended a number of manufacturing related PDP's.

Programme

This project provided students with an opportunity to meet representatives from small businesses located at Tottenham Green Enterprise Centre, including designers, training agencies and craft businesses, who then supported students in this task.

GNVQ Manufacturing students presenting their business plan. The group set up their company to produce products for the Christmas market.

Outcomes

- Supported delivery of the GCSE Manufacturing Course
- Encouraged the development of partnership between the EBP, schools and local companies
- The teacher appreciated having the opportunity to work with local employers
- Enabled students to gain higher grades in related course units
- Enhanced student understanding of the processes involved in organising a manufacturing company
- It enhanced specific aspects of the vocational course
- Raised awareness as to the challenges and opportunities in the manufacturing business

Progression

Additional visits to manufacturing companies were organised to support coursework. More vocational courses are to be encouraged to recognise the value of linking with employers, the value of off-site courses and 'real/practical' learning opportunities.

There is to be consideration of the possibilities for other organisations providing a location for these types of courses. More employers are to be recruited to become involved.

CASE STUDY

maths day

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Maths
EBP: HOUNSLOW EBP
Partners: IBM, Trading Standards (Hounslow), Connexions, The Army, The RAF
Students: 180 Year 10 students of Feltham Community College

Aims

- to enable students to see how mathematical skills can be applied in the context of employment.

Procedure

After initial discussions the Enterprise Advisor and Business Links Co coordinator worked with school staff to contact organisations and invite them to offer a 50-minute interactive session/ presentation for a group of 20 students. The session would need to be repeated four times so that all students could benefit. Employers and organisations were briefed as to the mathematical understanding and knowledge of Year 10, and were guided that the session should be split into roughly three parts, in line with effective teaching and learning strategies. Presentations were checked by the Enterprise Adviser, Hounslow EBP and Mariella Wilson in advance of the sessions.

Programme

Students had the opportunity to experience how mathematical skills are used in a variety of organisations:

- Army – self-managed teams solving practical problems e.g. planning and building shelters;
- RAF – self-managed teams working to solve maths related problems e.g. logistical planning of loading goods onto aircraft, observation and 6 digit references;
- IBM – planning, budgeting and selecting a marketing campaign using targeted mail shots;
- Trading Standards – assessing the value of counterfeit goods on the local market;
- RBS - working in teams using role plays to produce precise detailed budgets;
- Connexions – looking at types of employment that use maths, how they do so and why.

Outcomes

- The majority of students commented very favourably on the experience.
- Teachers from the Maths Faculty felt that the students had received unique opportunities to see how maths is used and in the process were introduced to both local and national employers.

Progression

Employers and other individuals involved in this project felt it had been an overall success. It is anticipated that the days will be repeated next year.

CASE STUDY

news day

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Media
EBP: HOUNSLOW EBP
Partners: B SKY B Television & Media
Students: Brentford School for Girls

Aims

- To learn about work in the media from newsroom simulations, talking to editors, directors etc
- To support curriculum work in English, Drama, Music and Media.

Procedure

The event was organised by the EBP and Enterprise Advisor.

Programme

Students worked with broadcasters, cameramen, editors and producers to put together a news report.

Students spent a full day back at school reporting, filming and editing their own videos and evaluating their work.

Outcomes

- Students learnt about work in the media from newsroom simulations and talking to editors, directors etc
- Students also gained a great deal by attending workshops on different skills required in putting together a news broadcast.

Progression

Videos made by students are available.

CASE STUDY

mentoring

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Mentoring
EBP: CAMDEN EBP
Partners: Nabarro Nathanson
Students: 38 Year 10 students of South Camden Community mixed comprehensive School, Performing Arts specialist status

Aims

- To support students across the board rather than focus on a specific vocational area
- The brief was to set up and sustain a 1:1 relationship with the school that would encompass mentoring, homework support, careers advice, work experience and a range of possible other interventions
- Initially to run a face-to-face mentoring programme.

Procedure

The school chose students for whom it was felt that supportive intervention would enable them to reach their full potential, essentially the C/D borderline cohort.

Mentors from the company attended an initial training session that outlined the nature of mentoring with this age group; this included an input from a deputy headteacher from the school who outlined the nature of the student cohort and the school ethos.

The EBP co-ordinator ran a similar session for the students, where the expectations and benefits of the project were outlined. Following these meetings, a structured matching session, where the mentors met and had lunch with their students, was held at the school

Programme

The face-to-face mentoring with 19 students began in November 2003.

A new cohort of 19 students commenced a parallel programme in the Spring term.

Nabarro Nathanson have been active in the school in a number of other areas, including:

- A senior employee in the company is serving on the school's governing body;
- Over the last two years, they have taken part in the school's Year 11 Careers Day;
- They have provided work experience placements to the mentees.

Outcomes

Students have benefited through having an opportunity to relate to an adult role model, having support with their learning, including coursework, becoming familiar with the world of work and, crucially, greatly increasing their confidence and self-esteem. The Mentors have improved their listening skills, gained a knowledge of the problems facing young people and, importantly, had the satisfaction of being able to offer help and support.

Progression

With ongoing support from the EBP, including mentor support sessions, it is planned that the project will continue through to the students' taking their GCSEs

Camden EBP
Medburn Centre, 136 Chalton Street
LONDON. NW1 1RX

020 7974 8024



CASE STUDY

mentoring

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Mentoring
EBP: SOUTHWARK EBA
Partners: Shell International
Students: KS4 students of Notre Dame Girls Catholic Comprehensive School

Aims

- The Head of Notre Dame School identified the need for students to work closely with senior women managers in order to broaden their experience and to receive support and guidance from non-judgmental, successful and effective women in business.

Procedure

Shell International has provided mentors for the past 6 years so the partnership between the company and one of its local schools is strong and well established.

Programme

Shell International on the South Bank is committed to working in partnership with Southwark and Lambeth Schools. This project is an important element of this partnership.

Outcomes

- Both partners report many benefits for all participants.
- Students gain quality time with a successful and effective adult;
- They also gain guidance and support for KS4 activities, courses and post16 applications;
- Mentors gain insight into students' and schools' circumstances and issues;
- They also learn more about the community where the business is located.

Progression

The project is an excellent example of the benefits, which are gained from a strong, long-term partnership between schools and local companies.

Each year, Shell International hosts an event to reward participants and formally thank their employees for the work they do with Notre Dame.

CASE STUDY

houses of parliament

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Politics
EBP: BARKING & DAGENHAM EBP
Partners: 3 MPs from the Houses of Parliament
Students: 60 Year 12 & 13 students of Sydney Russell School and Dagenham Park School

Aims

- To learn about the working of government, supporting the 'A' level Government and Politics curriculum;
- To provide supplementary information about the executive and legislative processes;
- To derive useful information and evaluations of British political institutions.

Procedure

Barking & Dagenham EBP contacted Members of Parliament to set up and organise structured visits for post 16 students in the borough.

Programme

A visit to the Palace of Westminster, and afterwards to Whitehall and Downing Street.

Outcomes

- The 'A' level Government and Politics curriculum was supported;
- The executive and legislative processes were disclosed;
- Information was given, and an evaluation undertaken of British political institutions.

Progression

A follow up visit to the school by the MP for Dagenham is being organised to complement the above visit and to hold a debate on local and national issues.

CASE STUDY

r u ready 4 work?

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Preparation for Work
EBP: BARNET EBP
Partners: Sue White's HR Consultancy, Waitrose,
LB Barnet Public Sector, Army Careers Service
Students: 12 students of The Pavilion Study Centre (PRU)

Aims

- To support young people so that they present themselves in the best possible light when applying for work
- To increase young people's self esteem and motivation and enhance their employability skills
- R U Ready 4 Work supports Barnet's inclusion policy

Procedure

Barnet EBP set up the education business link. An HR expert was introduced to the Unit before she delivered the programme in school, in order to familiarise her with the setting and ethos of the Unit, as well as offering her an understanding of the special needs of the students.

Programme

The programme spanned several weeks and included 4 preparatory modules delivered by an HR expert:

1. How to complete an application form successfully
2. Constructing a CV
3. Using the telephone to 'create an impression'
4. Expectations of the workplace-employers/employees perspectives

Having completed the paperwork the students received a personal letter inviting them for an interview at Barnet EBP. Students were required to dress appropriately and were put through the full interview process by local employers recruited and briefed on the special need of the students. Over a period of three weeks each student was interviewed on an individual basis. Employers then 'debriefed' each student offering them constructive criticism and advice on their paperwork and performance. Once all the students had been interviewed the EBP Project Manager returned to the Unit for an assembly where she handed out certificates to the students who had taken part in all modules and attended the actual interview.

Outcomes

- 10 of the 12 students who started the programme completed it to interview stage; 9 students were interviewed
- All students completed an evaluation and responses were extremely positive
- The HR Consultant and employers all said that the programme met its objectives

Progression

This was funded by ESF as a two-year programme so will be delivered again in 2005-6. The HR Consultant and employers are happy to be involved next year. One student was advised that if he completed a work experience successfully he would be offered a full-time post.



Barnet EBP
Manorside Centre, Squires Lane
Church End, FINCHLEY. N3 2AB

CASE STUDY

cv & interview skills

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Preparation for work
EBP: ENFIELD EBP
Partners: Badenoch & Clark
Students: Year 10 students of Southgate School, Science Status

Aims

- To raise the profile of Work Related Learning in the school
- To contribute to the requirement of Work Related Learning for KS4

Procedure

As part of the Work Related Learning audit process Enfield EBP worked closely with the school and agreed an action plan as to how Work Related Learning could be communicated to all staff. Enfield EBP supported the Head of Work Related Learning at a meeting to raise the awareness among departmental representatives of the Work Related learning statutory requirements. Enfield EBP acted as broker for the business link.

Students were advised to dress appropriately for an interview. The Head of Year and a member of the Senior Management Team spoke to students in several assemblies of the schools expectations of the students on the day.

Programme

The event was facilitated by 10 recruiters from Badenoch and Clarke and involved a 2 hour CV Writing Workshop (Students worked through booklets written by Badenoch and Clark, which included exercises designed to generate thoughts about the students' own skills and qualities) and a 2 hour Interview Skills Workshop (Mock interviews and preparation for interview questions).

Cross-curricular activities in preparation for work experience

Each student received a joint EBP/Badenoch & Clark certificate which recognised participation in the event.

Outcomes

The students developed life skills, which would be implemented from work experience and beyond.

Progression

Work Experience debriefing, which would relate to other Work Related Elements of provision including element 2.

For the longer term, Badenoch & Clark agreed to run the same programme next year and to visit the school to talk to Business students on 'Rights and Responsibilities at Work' and 'Employment Rights'. The company have also expressed an interest to be involved in professional development placements. The School Action Plan sets out how it intends to meet the full requirements for Work Related Learning. This event contributed towards the fulfilment of the action plan.

The Enfield EBP and Badenoch & Clark plan to expand the programme to other Enfield schools.

CASE STUDY

marketing yourself

EBP
NATIONAL NETWORK

LONDON REGION

Theme: Preparation for work
EBP: ISLINGTON EBP
Partners: City & Guilds, Armed Forces Careers, DfES, Islington Action Team, City University, Lovells, CEA@Islington, Tylers & Bricklayers, BITC, Charities Aid Foundation.
Students: Year 11 students of Highbury Grove School, a Business Technology College

Aims

- To help students to recognise their skills and abilities
- To help students to understand that employers are interested in things beyond exam grades, eg teamwork

Procedure

Islington EBP planned the day and activities. The ratio of students to facilitators was 8:1

Programme

In small groups students interviewed their facilitators about their careers and completed CV and application filling exercises. Students were advised how to prepare and look good at interview and then underwent mock interviews.

Outcomes

- At the end of the day each student had:
 - o a draft CV
 - o a completed application form for a job of their choice
 - o taken part in a mock interview
- Students have a greater understanding of how to present and market their skills and abilities for both employers, FE and HE. They also gained experience of 'targeting' with CVs and application forms
- Schools and teachers developed a better understanding of how schools work, and in particular younger employers gained experience of leading and managing a group of young people for specific outcomes
- Students learnt how to write and target CVs and Application Forms, and also how to present themselves at interview

Progression

This programme is offered to all Islington secondary schools, none of which have a sixth form.

CASE STUDY

employment application

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Preparation for work
EBP: ISLINGTON EBP
Partners: Arcadia/Top Shop, The London Institute, City and Guilds, Royal Mail, London Borough of Islington, The Windsor Fellowship, Coshack Ltd, London Metropolitan University, Islington Chamber of Commerce, Barclays Bank, The Royal Navy, Connexions Careers, The Company of Basket Makers.
Students: 156 Year 11 students of Mount Carmel RC Technology College

Aims

- to give each student an experience of targeting applications for a specific job (both application forms and CVs) with help and guidance from a facilitator from the world of work;
- The focus for the day was applying for a post as a part-time Sales Assistant in Top Shop Oxford Street Students worked through the programme in a groups of 6 or 7 with their facilitator for the day.

Procedure

Students were briefed on the focus and purpose of the day and all facilitators were fully briefed and had some recruitment experience by the EBP.

Programme

A speaker addressed students on why employers ask for a CV and what makes a good one.

In small groups students then carried out a variety of tasks acting as employers including shortlisting candidates for interview from a selection of CVs, detailing the person specification required for the retail role, setting interview questions and carrying out mock interviews. Taking on the role of prospective candidates students also completed assessment tests and application forms and took part in mock interviews.

Outcomes

All students had the experience of working with someone from the world of work and helping fellow students to redraft their CVs for a specific target and have 2 versions of their CV, take part in a simulated telephone interview, learn about skills and qualities employers look for and how to meet these criteria, experience industry style selection test in both Reading and Maths and take part in a 'mock interview'.

CASE STUDY

work experience prep

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Preparation for work
EBP: KINGSTON & MERTON EBP
Partners: 2 people from government depts, 1 accountant, 2 people from a careers service, a soldier, small local business personnel
Students: Year 10 students of Ursuline Catholic Girls' High School

Aims

- To prepare Year 10 cohort for work experience
- To identify, recruit and brief employers who will provide effective opportunities to extend and support student learning about the workplace and the community at large
- To understand the importance to employers of attitudes, qualifications and skills
- To provide opportunities for students to understand what motivates people to work
- To provide opportunities for students to gain insight into different working practices
- To provide opportunities for students to deal with difficult work-based situations

Procedure

KMEBP put together the programme and resources for the event and recruited employers to support it.

Programme

The event took place in a large hall and students were split into groups of 10/12 working with employers at each table. The programme was led from the front by an experienced KMEBP trainer and employers were there to support, encourage and most importantly to share their experience of work with students.

- In the first activity students interviewed employers about their work
- The following four activities looked at communication and covered speaking, listening, effective delivery of messages, looking at body language and role-play
- The next two activities covered the theme of working with others, where students identified individual qualities needed for, and group dynamics of, working as part of a successful team
- The next activity looked at rights and responsibilities in the workplace, both from the students' and employer perspective
- The final activity involved students solving simulated work-based dilemmas

Sixteen employers participated drawn from across a wide variety of employment sectors and included 2 people from government departments, a local accountant, a hairdresser, an employee from a large manufacturing company, 2 people from a careers service, a soldier and several individuals from small local businesses.

Outcomes

- The event was a great success, despite large numbers of students.

kmebp

kingston and merton education business partnership

Kingston & Merton EBP

The Omega Works, 17 Rodney Place, SOUTH WIMBLEDON. SW19 2LQ

020 8545 2131

CASE STUDY

interview skills

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Preparation for work
EBP: WANDSWORTH BEST
Partners: Thames Housing Association, Hitchcock & King Ltd, DeSilva Architects, Caterpillar 1 Nurseries, Trader Media Group
Students: for Year 10 & 12 Wandsworth students, including IFP

Aims

- To improve interview technique
- To provide opportunities to interact with adults in a business setting
- Confidence building
- To increase awareness of and preparation for the world of work

Procedure

Through WRL audits some schools identified a need for some students to engage in more preparation activities prior to work experience and entering the world of work.

Business volunteers were recruited from a wide range of occupational areas. They were also asked to indicate other occupational areas in which they had had experience. This information was used to match students to employers for interviews.

We worked with a local theatre group to devise a series of workshops.

Programme

Pupils completed an application form with their tutors during Careers/PSHE sessions. The form was designed to be similar to a standard application form for employment. Students were asked to provide details of their interests, skills and experience. They also indicated an occupation area that they were interested in sampling or had already identified as a career.

The series of workshops were delivered throughout the day.

On the day, students were divided into mixed gender, school, ethnicity and interest groups. Each group was assigned a tutor who acted as their mentor for the day. During the morning session tutors worked on confidence building, body language, application form filling and interview technique. These were delivered through interactive sessions.

In the afternoon, each student was given the opportunity to take part in a 20-minute interview with the business volunteer to whom they had been previously matched.

Students were given opportunities to debrief with their tutor and were encouraged to debrief with their peers. They then received individual feedback from their business volunteer on their performance during the interview with suggestions for improvement.

The day was concluded with an opportunity for youngsters to question a panel of volunteers about their jobs and to gain general career advice.

CASE STUDY

rock stars

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Recruitment, Selection & Enterprise
EBP: BEXLEY EBP
Partners: Sainsbury's Bexleyheath
Students: 120 Year 10 girls of Blackfen Community School

Aims

- Students to understand the process & the criteria in applying for a job
- Students to define and role play job recruitment skills
- To carry out an Enterprise Event supported by Sainsbury's

Procedure

A joint initiative by Bexley EBP and Sainsbury, students worked in groups to complete a range of tasks. Presentations were given by each group at the end of the day and judged by Darren Thomas, Fresh Foods Manager from Sainsbury Bexleyheath.

Programme

Recruitment Selection by Bexley EBP: A Work Related Learning Activity - How to enter the World of Work

Students were asked to form small rock groups, giving it a name and themselves suitable rock star personalities. They then had to employ their very own personal assistant, writing and designing the advert for the job, shortlisting candidates and interviewing the potential PA's.

The girls were shown how employers match skills with duties to help them make the right choice. They were also given guidelines on how to complete an application form, and an insight into what a job interview would be like.

Enterprise Activity supported by Sainsbury's Bexleyheath

Throughout the day, at the beginning of each new activity, the students took part in a battle of the bands music quiz and designed a brand of water to promote their rock group.

Outcomes

- Students and staff evaluated the event.
- It was a light-hearted way of looking at the serious business of applying for a job.

Progression

The EBP plans to develop similar days using another business partner i.e. Footballers in partnership with Charlton FC. This day is available to schools either on the school site or at an external venue.



Bexley EBP
Hill View, Hill View Drive, WELLING. DA16 3RY

020 8303 7777 x4343

CASE STUDY

science @ work

EBP
NATIONAL NETWORK

LONDON REGION

Theme: Science
EBP: HARINGEY EBP
Partners: Amabilino Pyro Displays, Ambulance Service, Mountview Management, Nicholas Hare Architects, Canegreen Ltd, Capel Manor, Haringey Council, Coca-Cola, Organic Hair Company, North London Garage Group Training Association, Paul Welds Photography, MacMillan Cancer Relief, TeleWest, TSI Voice & Data
Students: for Year 9 students of Alexandra Park Mixed Community Comprehensive, a Specialist Science School

Aims

- To celebrate National Science Week and stimulate greater interest in science
- To show the relevance of a science background to a range of occupations
- To develop knowledge and understanding of the world of work
- To enhance the science curriculum
- To support the development of careers education
- To link with the option choice process

Procedure

The EBP's role was to make education business links

Programme

The programme utilised a variety of approaches to learning, including small group practical activities, drama presentation, visual firework displays, a quiz and formal presentations. Topics covered were Sound Systems, Animal Care, Manufacturing/Taste, the Environment, medical Services, Nursing, Motor Engineering, Science & Hairdressing, Photography, Internet and telecommunications.

Outcomes

The project provided young people with valuable learning experiences. It also provided the school an opportunity to work with a wide range of science related companies.

Progression

The project proved to be effective in a variety of ways, including:

- Supported the Science curriculum and enhanced the application for specialist school status
- Developed a wide range of 'science' based employer contacts in the local community. They must have valued the opportunity to work with the students and school as all workshop presenters agreed to support a similar event next year
- Provided a focus for auditing the provision of WRL in the school
- Initiated plans for extending the project to include mathematics and technology departments
- The event also served as a Careers event



CASE STUDY

science tasters

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Science
EBP: HAVERING BEP
Partners: Fords, Setpoint, GTI, Metropolitan Police, Science Museum
Students: Yr 8 & 9 students of Marshalls Park School

Aims

- To provide science and technology taster days for Years 8 and 9 at CEME
- To provide work related industry days for years 8 and 9

Procedure

Having EBP set up the business contacts

Programme

Work Related Industry Days were held:

- | | |
|--------|--|
| Year 8 | Rocket launching
Buggy racing
Tower building
Forensic science competition |
| Year 9 | The Great Egg Race
Liquid Nitrogen show
Robotics |

Outcomes

- Students, having experienced rocket launching and buggy design, visit CEME (Centre for Engineering and Manufacturing Excellence) for a taster day viewing the real technology behind the designing/building of rockets and buggies
- Year 9 students who won the forensic science competition have the opportunity to visit Queen Elizabeth University's forensic science laboratories

Progression

Students can decide their KS4 science and technology learning routes



CASE STUDY

changemakers

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Social Enterprise
EBP: NEWHAM EBP
Partners: Community Food Enterprise Ltd
Students: students of Rokeby Boys Comprehensive School held

Aims

- Community Food Enterprise Ltd is a local provider of fruit and vegetables for the community with 10 employees whose aim is to alleviate food poverty through improving access and availability of healthy food, leading to an improved diet.
- Students will be involved in a number of work related and enterprise activities including healthy eating day at Rokeby, setting up a fruit tuck shop, planting and growing our own fruit and vegetables by developing our own garden and helping to run voluntary food co-ops.
- All students will be able to access ASDAN Youth Award units.
- The work related activities to be curriculum relating involving GCSE Maths, English, Science, IT, DT as well as PSHE/Citizenship.

Procedure

At the start of term an enterprise group of 12 students was set up, and curriculum time was allocated as every Thursday periods 1-3. All the students in the group are from a wide and diverse multi-cultural dimension. Students discussed the concepts of business enterprise outlining issues regarding the local community. The students decided to investigate the potential of growing their own fruit and vegetable within the school and sell these to the community. They decided that collective teamwork was going to be a major element towards a successful venture and therefore they planned to set allocated tasks for each member of the group. Due to student concern at a lack of experience, a two day course is organised for the students at the 'LetsBuild' Project. The students were given an input session on social enterprise by Enterprise Advisor Suresh Singh.

Programme

The students attended a two day course at the 'LetsBuild' Project with the emphasis being team building. The students were placed into two groups where individual roles were identified. Their task was to build two towers and then join them with a bridge. This proved to be very successful.

The students were divided into two groups:

- Group A to visit B&Q to check the cost on gardening materials, tally chart analysis
- Group B Key skill input on statistics in order to survey the school population to identify their fruit and vegetable priorities. Survey to take place and results produced.

All students were addressed by Mr Eric Sammels C.E.O. of the Food in the Community Project to discuss the role of the Rokeby Fruit and vegetable gardening project and how it could be linked to their developments within the community. Link established between Rokeby School and the Food in the Community Project.

All students were invited back to Colchester to complete a two day course in Army survival, again focussing on team building and decision making processes.

Outcomes

- Created many links within the local community through voluntary contributions by the students

Progression

- All students are now to develop their own project phases and evaluate the process by creating their own portfolios
- Developing pathways for future work related projects starting September 2005

Newham EBP
Warton House, 150 High Street
STRATFORDE. 15 2NE

020 8430 5050



CASE STUDY

business & enterprise

EBP
NATIONAL NETWORK

LONDON REGION

Theme: Sports & Business
EBP: LAMBETH EBP
Partners: HSBC Business
Students: students of Stockwell Park High School, Business and Enterprise Specialist status

Aims

- To learn new manual, financial and communications skills.

Procedure

The day was planned by the EBP

Programme

HSBC contributed in two specific ways to student learning:

Firstly, through HSBC's Sailing Academy, students have learned about leadership, self-reliance, decision-making, communications and teamwork.

Secondly, through the local HSBC Bank branch, students have opened Young Enterprise bank accounts and enhanced their financial capability, and seen several aspects of their Business Studies course in practical operation.

A "customer experience" investigation also taught them about personal choice and how to discriminate between apparently similar offerings.

Outcomes

- A group of students have been introduced to experiences that would otherwise not have been available to them
- They have learned about themselves and grown in self-confidence
- They have learned new manual, financial and communication skills

Progression

The plan is to continue and grow these initiatives that have proved of benefit to both students and staff.

CASE STUDY

managing transition

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Student transition
EBP: SOUTHWARK EBA
Partners: Southwark College, The National Bakery School at South Bank University, NACRO, Springboard, Ray Cochrane School of Hair and Beauty, Work Experience Providers
Students: 66 Year 11 students of Aylwin Girls Comprehensive School, Kingsdale Mixed Comprehensive School, Walworth Mixed Comprehensive School, Waverley Girls Comprehensive School

Aims

- Designed to address the issue of students leaving school at 16 with no clear progression pathways;
- Students can gain Level 1 and/or 2 NVQs.

Procedure

Project planning was the role of the EBP.

Programme

The week's programme is:

- 2 days in school – working on basic skills, PHSE, work preparation programmes etc
- 2 days with a training provider on accredited courses in a relevant area for the student
- 1 day work experience in a related industry sector.

Outcomes

- The four participating 11-16 schools have been able, through the Southwark 14-19 Pathfinder project, to retain students and to create a Year 12 group.
- The programme is ambitious and needs tight management. This has been achieved and the pilot year has worked well.
- The programme has contributed to a reduction in the Southwark NEET cohort.

Progression

DfES funding will be available for a second year.

CASE STUDY

time management

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Time Management
EBP: GREENWICH EBP
Partners: Creative Forum, Mecca Bingo
Students: GCSE students, Eltham Hill Technology College for Girls

Aims

- To develop planning skills
- To develop time management skills
- To work as part of a team and co-ordinate tasks
- To fulfil the needs of the project as defined in the brief
- To develop problem solving skills

Procedure

Greenwich EBP assisted students in planning their GCSE course work

Programme

Students looked at the principles of good time management and planning.

Students were given exercises to complete as a group, which outlined their own characteristics and highlighted their strengths and weaknesses when working in a team.

Outcomes

- Students identified why it is important to meet deadlines and to investigate different aspects of planning.
- The programme helped students develop their communication skills by allowing them to give presentations and instigating debate within small groups.
- Students concluded that good time management and planning are paramount to their success at school, but are equally as vital in everyday life.

Progression

Students are able to independently plan their scheduled GCSE course work.

CASE STUDY

world of work week

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: Work Experience
EBP: KINGSTON & MERTON EBP
Partners: Pizza Express, Lynton Hall Nursing Home, London Underground, The Fire Service, BOC Gases, John Lewis Partnership, Historic Royal Palaces, The Court Service
Students: 15 Year 10 students of Cricket Green Special School

Aims

- To match the skills, abilities and interests of the students, who have moderate learning difficulties, to employment sectors
- To identify, recruit and brief employers who will provide effective opportunities to extend and support student learning in the workplace and the community at large
- To provide real life contexts to students' classroom learning and career planning
- To provide opportunities for students to understand what motivates people to work
- To provide opportunities for students to gain insights into the changing world of work

Procedure

A representative from KMEBP visited the students at their school and interviewed them about their interests and aspiration with regard to the workplace and their futures. An important part of the visit was to ascertain student skills, abilities and attitudes to make sure that the employers recruited were provided with as much information as possible about the needs and abilities of the participating students.

Students were comprehensively prepared for their World of Work Week. Students were provided with a timetable of visits and asked to think about what jobs were involved at each workplace and to make notes of relevant questions they wanted to ask the employers. They also looked at matching skills to jobs and health and safety issues.

Programme

Students were taken off curriculum and spent the week visiting a variety of business and community workplaces. The visits usually consisted of a tour of the premises, information about the type of work undertaken, some hands-on activity, and opportunities for students to ask questions of the host employers.

Outcomes

- Students gained in confidence and developed their social skills as a result of this programme.
- The project has provided valuable opportunities for students to build relationships with involved employers, look at and consider the skills they have developed on work experience and focus on their aspirations for the future.
- Students' work, relating to the project, has been on display and students have made presentations to parents, school governors and employers.
- These brief visits have resulted in students being invited back to employers for work experience.

Progression

The World of Work project is firmly embedded in the curriculum. Some employers have worked with Cricket Green on several occasions. The project is continually being monitored, evaluated, developed and enhanced by all stakeholders.

kmebp

kingston and merton education business partnership

Kingston & Merton EBP

The Omega Works, 17 Rodney Place, SOUTH WIMBLEDON. SW19 2LQ

020 8545 2131

CASE STUDY

wrl coordinator role

EBP
NATIONAL NETWORK

LONDON REGION

Theme: WRL Management and Coordination
EBP: BROMLEY EBP
Partners: Hayes Mixed Comprehensive School, Media Arts specialist

Aims

- To define the role of the Work Related Learning Co-ordinator

Procedure

The Work Related Learning Co-ordinator's priorities were defined to be:

- Collect data and develop a complete Work Related Learning audit
- Identify gaps in Work Related Learning
- Recommend changes and devise action plan with Heads of Departments
- Implement changes
- Write a Work Related Learning policy

Outcomes

During the Autumn Term 2004 the Work Related Learning Co-ordinator and the Work Experience Coordinator reviewed the school's work experience programme, resulting in:

- a Work Experience Policy
- recommendations for improved practice

As a result of a management audit completed in the Autumn Term 2004, a Work Related Learning Coordination Action Plan has been written which outlines activity to:

- introduce new initiatives to meet the statutory requirements for KS4
- provide Heads of Departments with Work Related Learning audit outcomes, a Work Related Learning InSET and action planning

Parents will be informed of the content and learning objectives of the whole year activities (see below) by individual letter. The profile of Work Related Learning will be raised by the inclusion of activity reports in the school's weekly newsletter, discussion with the School Council filtered down to tutor groups (this is also an opportunity for pupils to identify views, opinions, ideas and issues and feedback to the Work Related Learning Co-ordinator via the Council network). The Work Related Learning Co-ordinator aims to raise pupils' awareness of Work Related Learning through a pupil-based internal A5 'folio', developed in consultation with Heads of Departments, in which pupils will record:

- Work experience activity diary, evaluation
- subject diaries for curriculum-based Work Related Learning projects
- in-school Work Related Learning activity
- external, part-time jobs
- careers education and guidance ('Fast tomato' has been introduced into Hayes School)
- extra-curricular and voluntary activity

Progression

Hayes School will increase links with Bromley EBP to support the delivery of Work Related Learning within and beyond KS4. Newly introduced activities include:

- a business breakfast organised by KS5 students, to increase employer engagement
- a Year 11 interview day to facilitate practicing interview skills
- a Year 10 skills day for students to develop an understanding of business, presented by business partners

CASE STUDY

wrl coordinator role



Theme: WRL Management and Coordination
EBP: BROMLEY EBP
Partners: Ravensbourne Mixed Comprehensive School

Aims

- To define the role of the Work Related Learning Co-ordinator

Procedure

The management of Work Related Learning is the responsibility of the 14-19 Assistant Headteacher. However, at the beginning of academic year 2004/05, a member of staff was appointed to the newly created post of Work Related Learning Co-ordinator.

Programme

The 14-19 Assistant Head Teacher and the Work Related Learning Co-ordinator meet regularly to plan, monitor and respond to Work Related Learning issues. The profile of Work Related Learning within the school is increasing because of the appointment and pro-active approach of the Work Related Learning Co-ordinator. The Work Related Learning Co-ordinator will be distributing leaflets to all members of staff to inform and engage them in Work Related Learning. This leaflet will include the statutory framework and illustrations of Work Related Learning. Subject teachers will be able to approach the Work Related Learning Co-ordinator independently or via departmental groups on how best to introduce/develop Work Related Learning within the curriculum. The Work Related Learning Co-ordinator aims to provide INSET for colleagues on Work Related Learning during this academic year.

Additionally, the Work Related Learning Co-ordinator has a dedicated display space on the staff room notice board, which will be used to maintain the high profile of Work Related Learning. Teaching colleagues are more aware of their existing contribution to Work Related Learning and advise the Work Related Learning Co-ordinator of those activities that support Work Related Learning aims.

The School Review, which is distributed termly to all parents, Friends of TRS, Governors, etc. will include a regular articles about Work Related Learning in school, for example when Post 16 Business students were invited to the Greenwich University, Maritime Site to work alongside lecturers and members of the Accountancy Association. The students were focussed, business like and enjoyed this immensely. The Ravensbourne students succeeded in taking 5 places in the top 6!

Outcomes

Work-related learning, which already enjoyed a high profile in this school, is being delivered across a wide range of subjects, to a large number of students, as well as across all year groups, throughout the range of abilities. The centrality of the WRL co-ordinator post is important to the success of the development of WRL. In addition to the WRL Co-ordinator, one subject teacher has been afforded one hour's non-contact time a week to work with the WRL Co-ord in the development and delivery of WRL throughout the school.

Progression

The 14-19 Assistant Headteacher and WRL Co-ordinator will meet to develop an Action Plan in response to the school's Work Related Learning audit. The Work Related Learning Co-ordinator has started to introduce new Work Related Learning activity as identified by the Work Related Learning Co-ordinator and SLT

The Work Related Learning Co-ordinator will introduce processes to collect data about employer engagement in all Key Stages. Initially departmental groups will advise the Work Related Learning Co-ordinator termly of any planned Work Related Learning. This will help to inform the school record of employer engagement that is under development.

The school is exploring extending relationships for greater employer involvement as appropriate.

CASE STUDY

managing wrl

Theme: WRL Management and Coordination
EBP: ENFIELD EBP
Students: Year 10 students of Edmonton County School

Aims

- To introduce a formal system for managing & recording work related learning.

Procedure

The Curriculum Deputy/WRL Manager and Connexions/WRL co-ordinator completed an initial WRL audit. Initially whole school provision was considered including PSHE, RS careers and citizenship issues. It was then necessary to complete a curriculum based audit to map against this provision.

Programme

Whole School Audit - This was initiated through the school policy group. This group is made up of all middle leaders within the school. Training and workshop sessions enable staff to be clear about the subject matter they were auditing. Group feedback after the workshop sessions again assisted in clarification of what activities constituted through, for and about work. It was made clear to staff that at this stage we did not require them to adjust or add to existing SOW. Where we felt good practice could be enhanced through the audit we would identify relevant support to do so.

Policy - Advice was taken from GOL, DfES and LEA network groups. The policy was based on the LEA exemplar "skeleton" however was edited to fully reflect the policy and practice of the school.

Outcomes

In line with QCA guidelines the school have identified Deputy Head curriculum with overall responsibility and WRL coordinator, allocated time for the in-service training of staff, conducted an audit of existing provision to match against the framework and suggested minimum provision. The work related learning policy was reviewed and updated. The school also discussed support with local partners and considered ways in which collaboration with other schools and colleges can support the school provision.

Further to QCA guidelines the school has reviewed current work towards more than the suggested minimum provision, involved governors in all processes, provided training and workshop sessions for middle leaders

and informed middle leaders of extension activities for WRL as they occur. Departments have been encouraged to become involved in PDP programmes and all activities have been linked to the on-going developments of the school 14-19 provision.

Progression

Relevant PDP offered (including 2 teachers attending "Making Your Future" technology programme) and expansion of business links and curriculum involvement. A link with Coca Cola has been established, involving Yr 9 Geography, Yr 10 Technology and Yr 11 Business Studies. Other activities have included Young Enterprise Learn 2 Earn for Yr 10. Progress files have been linked to PSHE and tutorial programmes for recording and monitoring. The school is planning to open a practice office, with the aim of using this for enterprise and WRL activities.

CASE STUDY

project management

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: WRL Management and Coordination
EBP: HILLINGDON EBP
Partners: BAA Business (Heathrow) Steering Group, The Army, Buckingham Chiltern University College, Connexions, CITB, OnSchool.co.uk, Talisman Trading
Students: for Years 10 & 11 students of Harlington Community School

Aims

- The project aims to support Year 10 and Year 11 students into Post-16 study and employment
- The project has a number of out of school events, co-ordinated and organised by the EBP. The events include an army day, an interview skills day, a key skills day, a post-16 future options day, mock interviews, work 'bursts' and a residential
- The students follow a revised curriculum in schools, studying ASDAN/COVE in place of two GCSE subjects
- The project is geared to preparing young people for the world of employment, by giving them an insight into the way businesses and the real world operate.

Procedure

Two groups are in operation: a Teachers' Group manages the day-to-day operation of the project, implementing the strategy set by a Steering Group (comprising Head and/or Deputy Head Teachers from each school, the EBP Manager and Deputy Manager, the local Enterprise Advisor and a senior representative from BAA Heathrow) who meet on a monthly basis. The group determines strategy.

Programme

The project is regarded as high profile, and, as a result, Deputy Heads and school leadership team members are encouraged to represent their schools at Steering Group meetings. Membership of the group helps to develop their management skills, as well as developing skills of collaboration and partnership working. The group acts highly democratically, encouraging members to share expertise and resources.

Outcomes

- Post-16 staying-on rates in a number of the schools involved in the project have increased substantially. Evidence shows that there has been up to a 20% increase in this figure since the beginning of the project
- Project participants also show a noticeable increase in levels of self-confidence and self-esteem
- Significant numbers are also able to take up employment or employment with training opportunities.

Leadership team members comment on the valuable experience and greater understanding of team working gained from being part of the project.

CASE STUDY

wrl management



Theme: WRL Management and Coordination
EBP: LAMBETH EBP
Partners: All WRL, WBL & Training Providers

Aims

- Co-ordination of work related learning across the borough
- Internal management of work related learning within schools

Procedure

This project arose out of a shared need – on demand and supply sides – for a joined-up approach to WRL, WBL, careers and enterprise education. The project is an ongoing initiative. On the 'demand' side, all Lambeth schools received a WRL audit as part of the support from the Enterprise Advisor service. As a result, each school is aware of gaps in its provision in relation to the QCA WRL statutory framework. However, for many schools the world of WRL, WBL etc is still incredibly complex. Questions were emerging: How should relationships with providers and employers be managed internally? Which providers should schools use in responding to gaps identified in the WRL audit? On the 'supply' side, a broad range of WRL providers etc (including the EBP) would like to provide schools with information on activities being offered. However, providers are often competing against each other to deliver the information to the schools and convince them to get involved. This is often compounded by the lack in some schools of a clear contact point for such information.

Schools require a one-stop-shop for information and advice on WRL activities. Representatives from schools feel that they are often deluged with competing information that is difficult to place alongside their WRL, WBL, enterprise and careers requirements. All partners agreed that the most appropriate place for such a 'one-stop-shop' is the EBP. WRL Steering Groups are being established in each school, which are led by a Deputy Head and attended by WRL Co-ordinator, Work Experience Co-ordinator, Careers Co-ordinator, and Head of subject.

Programme

A menu of relevant provision was developed, which brought together all activities offered by WRL etc providers. All activities were assessed on which elements of the QCA WRL statutory framework they met. Schools could then easily pick out relevant activities that responded to gaps identified in their WRL audit. The project involves schools, WRL providers, WBL providers, Connexions Prospects, Enterprise Advisor Service, EBP, Lambeth College, Increased Flexibility Project, LSC 14-19 Coordinator, and Aim Higher Coordinator.

Outcomes

- Better links across agencies working with schools – sharing of information, best practice, contacts, awareness of other frameworks and strategies etc - were established;
- An accurate, 'live' database was established;
- WRL Steering Groups were established in 50% of schools.

Progression

- Providers' Menu (attached) to be regularly updated, and to include improved links to careers national framework, work-based learning and AimHigher Entitlement
- Providers to be invited to schools' WRL steering group meetings, as appropriate;
- WRL Steering Groups to be the focal point for WRL, careers, etc in each school;
- All organisations involved to look at how employer links can be shared and utilised better (acknowledging that some protectionism of contacts is inevitable).