

# 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.



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# 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

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# 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.