



Levelling up opportunity
Experiences of Workplaces & Equalex

What is the value of modern work experience?

- Helps young people to make informed choices and improve career readiness and employability by offering multiple, variable and targeted experiences throughout their education journey.
- One good placement can change perceptions and aspiration
- Visitor Economy is a first step into work for many young people



Workplace Experience Guarantee

It is a government ambition for every young person to have access to **two weeks' worth of work experience.**

New Careers Statutory Guidance published on the 8th May 2025 outlines the direction of travel for the guarantee.

The full policy is under development and the Department for Education will share timelines and expectations as they emerge.

Aim is for 25 hours in Key Stage 3 and 25 hours in key stage 4

Pilot this year with 16 schools in each Careers Hub

Focus on Quality NOT what Counts



What is the value of modern work experience?

Modern work experience will help young people to make informed choices and improve career readiness and employability by offering multiple, variable and targeted experiences throughout their education journey.

One good placement can change perceptions and aspiration



GB 6 Work Place Experiences

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

A meaningful experience will:

- Have clear purpose
- Be underpinned by learning outcomes
- Include two-way interaction
- Involve real tasks
- Include employer feedback
- End with reflection



Progressive Careers Education – Equalex Framework

Example St John Henry Newman Trip development:

- Year 10 – Decide to choose lighting and sound placement based on these experiences
- Year 9 – Choose drama and music for option
- Year 8 – Visit local college and see the media department and pathways
- Year 7 Visit to a Theatre for an English trip – student enjoys the sound and music aspect.



Learning Outcomes and Opportunities



8 Essential Skills



Key Stage 3 Example: Green Skills Day



LDNPA & Partners

- **Discover** the wealth of organisations and businesses involved in managing the Lake District National Park and driving the work on the ground for net zero, nature recovery, climate action and sustainable/green technology development, in the National Park and wider county.
- **Showcase** volunteering, training, and employment opportunities
- **Highlight** the workforce skills that are required by the sector.
- **Traditional** careers fair stands for students to explore
- **Variety** of outdoor workshops/skills' demonstrations throughout the afternoon.

Core Theme: Introduce and Inspire



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Learning Outcome	Learning Objectives
Increased Opportunity Awareness Learners have a broad knowledge of a range of career opportunities which enables informed decision making.	Learners understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.
	Learners can recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
	Learners can identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.
Improved Self-Awareness Learners are aware of their passions, skills and work preferences and understand how these could inform their career choices.	Learners are aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.
	Learners can identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
	Learners can describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.
Inspiration Learners are inspired and motivated by careers opportunities which they may not have otherwise considered.	Learners can recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
	Learners can identify career role models and articulate their early career aspirations.



Core Theme: Investigate and Explore



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Learning Outcome	Learning Objectives
Career Readiness Learners have developed essential skills which will support them to transition to the workplace.	Learners can evidence the essential workplace skills they have developed, aligned to the Skills Builder Universal Framework.
	Learners can demonstrate essential skills applicable to different workplaces, including skills required when working in a remote environment.
	Learners can create, develop or design something based upon a brief set by an employer, and identify the essential skills they used.
Exploration of roles and responsibilities Learners have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Learners understand the different routes into employment and understand the differences between pathways.
	Using real life examples, learners can describe the roles of different people within an organisation and talk about what they do.
	Learners can create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.
Understanding of growth sectors and the changing economy Learners understand how the local and national labour market is changing and what this might mean for their career choices.	Learners can identify growth sectors within their local area and talk about the types of jobs within these sectors.



Core Theme: Apply and Demonstrate



Core Theme: Apply and Demonstrate

Learning Outcome	Learning Objectives
Applying Knowledge and Skills in the workplace Learners can evidence when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.	Learners can evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.
	Learners can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making.
	Learners can evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.
	Learners can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.
	Learners can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.



Create your own module:



- Module Title e.g. “Welcoming Visitors”, “Behind the Scenes in Hospitality”



- Purpose: 1 sentence – what will/should the students learn about my career on the day?



- Interactions: Who are they meeting on the day, and who else do you usually work with? (Roles, team members, visitors)



- Contribution Task: What task will they do at the event?



- Feedback and Reflection: How will we know the students learnt something?

Reflection and Questions

Meaningful doesn't equal complicated

- Year 10s need exposure, not expertise

- Small tasks + good conversations = high impact

- Your everyday work already contains learning:

- How to behave professionally with real people – speaking & listening

- What work actually feels like (turning up on time, staying focused, managing energy)

- Dealing with real customers & the unexpected

- Teamwork in a real setting

- Applying skills for a real purpose – maths, English, science, Digital

- Confidence through contribution

Learning from feedback

