

Workplace experience – example activity plan

“Hosting a workplace experience week was transformative for us. With a little courage and creativity, we can create impactful opportunities for young people. I encourage other employers to take the leap—it’s not just achievable, but also incredibly rewarding to see the difference you can make!”

Melanie Wrightson, Stakeholder Engagement Manager, London Gatwick

Consideration	Key questions	
Objective(s)	What labour market knowledge and workplace skills do you want young people to build through the experience?	1 - Understand the early career opportunities at London Gatwick. 2 - Recognise the importance of essential skills in the workplace. 3 - Know how to contribute towards a more sustainable future.
Alignment to equalex phases	Do your objectives align to outcomes in the equalex phases?	Apply & Demonstrate: Applying knowledge and Skills in the workplace
Employer priorities	What do you want to get out of the activity? (Deliver on social value? Profile your sector? Develop essential skills? Build a talent pipeline into early careers roles? Provide rewarding volunteering opportunity?)	Provide rewarding volunteering opportunity for a large number of staff

Participants	Is there a target group you are looking to reach? (i.e. specific year group or learner characteristics such as those in receipt of Free School Meals)? Have you liaised with the school/college to see if any learners have specific needs and how you can meet these?	30 Year 10 students from a range of local state schools with existing relationships with London Gatwick. Schools to be chosen based on a range of indicators of socio-economic disadvantage, as well as schools where current workforce have year 10 children attending. Schools to be contacted in advance to check for specific support requirements for individual learners.
Making it meaningful	Once you have agreed clear learning outcomes with the school/college & know who is visiting, ensure that the experience you plan aligns with the core principles for making it meaningful.	The work experience week allows for student to meet a range of people, take part in hands on activities based on real work projects. There is plenty of time built in for reflection and feedback

Structure of the workplace experience (day visit, few days, week etc)	Will you include? • Icebreakers at the start • Breaks, opportunities for movement and time buffers between activities • Lunch/refreshments • A conclusion/plenary at the end with debrief time	To provide structure for the 5 days, each day is linked to a theme in London Gatwick's 'Decade of Change' policy as well as 1-2 essential SkillsBuilder skills. At the start of the week, students are introduced to the Decade of Change policy and how our goals support UN Sustainable Development Goals and contribution to global targets. The three themes of the Decade of Change policy that structure the week are: • People and communities • Local environment • Net zero For example: Day 1 – People and communities. Activities include airside and terminal tour to understand the roles that make up the workforce Day 2 – Local environment. Activities include water treatment simulation and activities in the outdoor biodiversity space Day 3 – People and communities. Activities include department tours and a group challenge presentation about their findings within different departments Day 4 – Net zero. Activities include bridge building and use of electric vehicles Day 5 – People and communities. Panel discussions with the workforce and group presentations of learnings from the week Each day also includes icebreaker challenges, sufficient breaks and end of day skill reflections. Students are also nominated by volunteers to receive prizes in 7 categories, linked to the essential SkillsBuilder skills.
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Rooms	What rooms/spaces will you be using? How will these suit the activities taking place? Will there be a tour of other parts of the building?	Classroom based sessions in the STEM centre. Use of presentation screen. Quiet space provided if students need access to it. Lunch provided in room for students. Tour to cover terminal and airside as well as department visits. Use of biodiversity space for outdoor activities and picnic lunch.
Equipment	Do you need any equipment for your activities? Stationary (flip charts/post its/pens) or other materials for practical tasks?	Pens/pencils and notebooks for workshops. Variety of resources used for icebreakers, presentations and reflections e.g. sticky notes, flipchart paper. Specific resources for activities e.g. bridge building.
Resources	Do you need to develop resources such as worksheets, information booklets or case studies?	Summary documents after activities e.g. 1-page summary doc of departments, referred to during presentation challenge.
Staffing	Who is running the day? How many other staff members need to be involved in each activity? Can you showcase diversity - offer the chance to meet with a diverse range of employees, ensuring they are relatable role models. Where possible, include opportunities to meet people from a broad range of backgrounds and experiences.	4-5 core delivery team from London Gatwick supporting across the week Volunteers joining for student activities and presentations e.g. one per group Volunteers recruited depending on activity e.g. airside team, department tours, fire crew, biodiversity session, electric vehicle

Preparation	Is there anything students might do to prepare, such as learning about your organisation or sector? Will you send them any materials in advance, such as information about your organisation or bios of the staff they will meet so they can prepare questions?	Due to the age group, students do not need to prepare anything in advance. General information about professionalism in the workplace, the schedule and where to go on arrival are most important.
Next steps	Is there anything students could do after the visit to embed or extend learning? Will you send them any follow-on activities or offer other opportunities such as more formal work experience?	Embedding learning during reflection activities at the end of each day Age group limits further work experience opportunities, but the week develops relationships with the schools that can allow for future collaboration and wrap around support