



Workplace experience – example activity plan

"We've thoroughly enjoyed delivering workplace experiences, especially with innovative shorter models that are perfect for smaller businesses. Offering just half a day is a fantastic opportunity for businesses to raise their profile and inspire the next generation"

Morgan Fink, People Advisor, Detectortesters

Consideration	Key questions	
Objective(s)	What labour market knowledge and workplace skills do you want young people to build through the experience?	1 – To inspire young people, particularly girls, to consider a career in STEM 2 – Gain insight into the types of skills needed to work in engineering 3 – Opportunity for students to gain exposure to the workplace with a local employer
Alignment to equalex phases	Do your objectives align to outcomes in the equalex phases?	Introduce & Inspire: Aligned to the Introduce & Inspire phase of equalex focusing on inspiring young people into STEM careers and getting them to consider opportunities they may not have otherwise.
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?)	- As part of our ESG strategy, aim to engage with schools and young talent in STEM, particularly girls interested in engineering. Aim to action inclusion by encouraging girls to consider a career in engineering. - Raise awareness of our company with local schools and students.
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	- Focus on Year 9+ students, prioritising girls' schools. - Preference for a local Hertfordshire school.



	School Meals)? Have you liaised with the school/college to see if any learners have specific needs and how you can meet these?													
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 session has clear learning outcomes, target students who need it most and allows the students to meet a range of staff with activities based on real-life work scenarios with 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	- Activities will include a site tour, interactive session about what engineers do, a hands-on workshop and a "meet the engineers" presentation / Q&A with some of our female engineers. - Expected student numbers: 14 - Expected teachers: 2 <table border="1"> <thead> <tr> <th>Time</th><th>Activity</th><th>Location</th></tr> </thead> <tbody> <tr> <td>09:30</td><td>Arrival of students</td><td>School will bus students to site</td></tr> <tr> <td>09:40</td><td> Mini induction / H&S (5 mins) Company welcome and introduction (15 mins) <i>PowerPoint presentation</i> </td><td>Edison meeting room</td></tr> <tr> <td>10:00</td><td> (Divide into 2x groups) <u>Group 1 – Site tour then interactive session</u> </td><td> <u>Site tour:</u> Production -> Engineering -> through </td></tr> </tbody> </table>	Time	Activity	Location	09:30	Arrival of students	School will bus students to site	09:40	Mini induction / H&S (5 mins) Company welcome and introduction (15 mins) <i>PowerPoint presentation</i>	Edison meeting room	10:00	(Divide into 2x groups) <u>Group 1 – Site tour then interactive session</u>	<u>Site tour:</u> Production -> Engineering -> through
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			• Speed (of travel) • Time (of journey) • Cost (of vehicle – bike, car, plane) • Environmental impact • Skill required • Effort required Debate which is best. <i>This session highlights that engineering is about finding the best solutions to problems with conflicting criteria (e.g. plane fastest and cheapest but worst for environment. Bike slowest and needs lots of effort and some skills, etc.) Each individual problem is often easy but finding the best solution based on a set of criteria is challenging and that's what engineers do every day. The engineering team at NCP are given a set of criteria from which they design and build the best possible products. That is what the students are going to have a go at today in the workshops.</i>	
		11:00	Workshop (1 hour) (Divide into 4x groups) Build the tallest tower that will support the most eggs before collapsing.	The Meetery communal space

		(30 min activity, 20 min test, 10 min debrief)	
		12:00 Meet the engineers – ‘fireside chat’ (Interviewer and 3x female engineers) (30 mins total) - How and why did you get into engineering? - Q&A Wrap up session (10 minutes) <i>To be successful in any career can be like riding a bike or driving a car or taking a plane on a journey. Sometimes it will be like riding a bike uphill; other times it will be as easy as sitting on a plane. When it's tough (like riding a bike uphill), you need to be ready to put in the necessary effort to reach the top!</i> Awards for winners of workshop and cakes (10 minutes)	Edison meeting room
		12:45 Departure of students	School will bus students from site
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?	- Large meeting room (capacity 20) and communal Meetery space (tables to be rearranged). - Tour to cover Production facility, Engineering and offices. Students split into two groups accompanied by a teacher and 2x staff members in each group. (<i>Teacher to accompany student groups at all times</i>)	

Equipment	Do you need any equipment for your activities? Stationary (flip charts/post its/pens) or other materials for practical tasks?	• Branded bags with company merchandise • Lanyards/nametags for students, teachers, and participating staff • Laptop and AV system for PowerPoint presentations • Interactive session materials: notepads, pens, sticky notes • Workshop materials: eggs, straws, tape, coveralls, tablecloths (<i>Consider if any PPE is necessary for engineering workshop</i>) • Awards for workshop winners • Cupcakes, napkins
Resources	Do you need to develop resources such as worksheets, information booklets or case studies?	PowerPoint presentations developed by VP of Engineering and People Advisor.
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.	Event coordination: People Advisor to develop and coordinate the day's timetable, with assistance from the wider People Team and the VP of Engineering. Liaison with Herts career services for assistance connecting with schools. Event delivery: VP of Engineering and minimum of 2x engineering staff per session. 3x female engineers for Q&A. People Team to coordinate all activities on the day. Will notify key personnel in each area of the business to be available when the tour passes through for introductions and brief explanation of their business area.
Preparation	Is there anything students might do to prepare, such as learning about your	No student preparation needed. Teachers to discuss professionalism in the workplace beforehand.



	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?	Employer preparation: • Permission from school for photography of students • Risk assessment • Roll call sheet with names of all visitors • Let first aiders and fire marshals know about the event
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?	No further activities with the students after the event, but the event develops relationship with the school(s) that can allow for future collaboration.

