

Transforming Work Experience Together

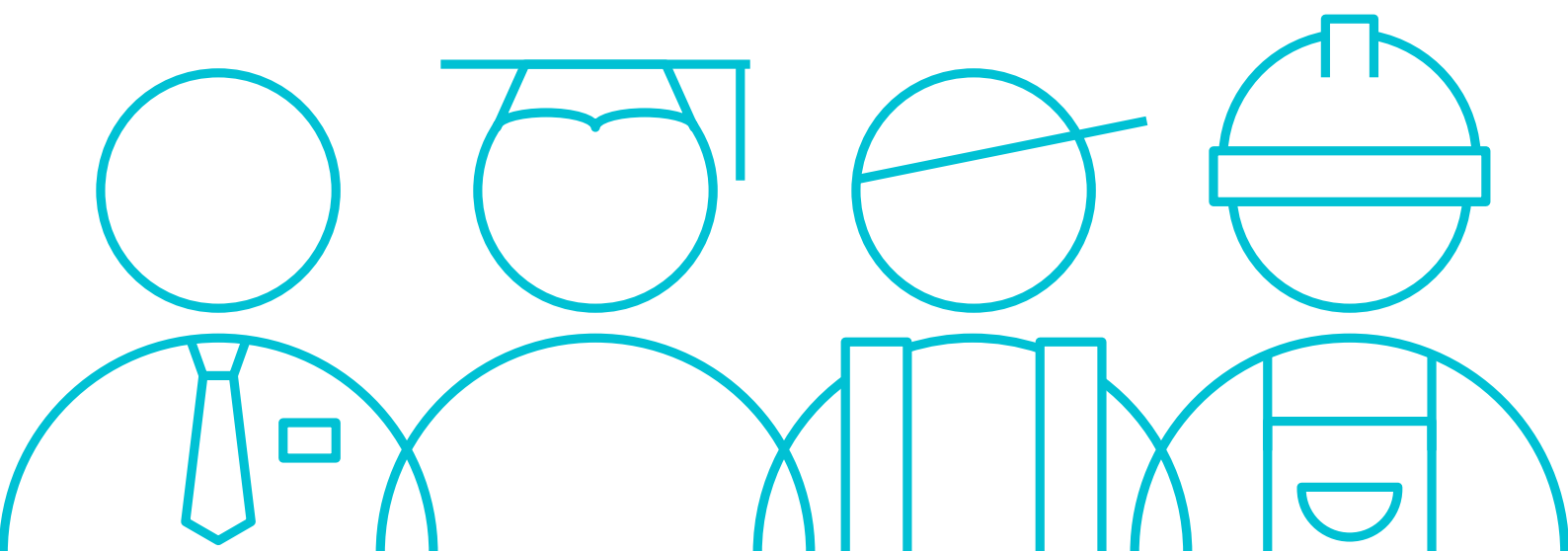
Work Experience and Employability
Summary Impact Report 2024



September 2019 – August 2023: Impact of COVID-19 with Reduced Activity from March 2020 – February 2021

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Introduction

The impact statement encompasses a comprehensive breakdown of our delivery model, meticulously addressing each facet vital to our mission's success. Through meticulous value-added reporting, we transparently demonstrate the tangible outcomes and destinations our programs afford, ensuring impactful contributions to individuals' academic and professional journeys.

Provision

- ▶ Work Placements (Work Experience, Extended Work Placements "Project 25", T-Level, CDF)
- ▶ Independent Advice & Guidance

Delivery Model Breakdown:

- ▶ Placement Readiness
- ▶ Skills Development
- ▶ Employer Engagement
- ▶ Placement Opportunities
- ▶ Health & Safety Risk Management
- ▶ Placement Management & Tracking
- ▶ Employer Appraisals, Student Feedback
- ▶ Students Progression
- ▶ Gatsby Benchmarking (GB)
- ▶ Value Added – Reporting, Outcomes, and Destinations.

The problem Changing Education is trying to solve

At Changing Education, our mission is clear; to redefine work experience by harnessing the power of our dynamic technology and partners. This will empower future leaders by providing them with invaluable exposure to diverse industries and career pathways. We strive to broaden students' perspectives, ignite their imaginations and unveil the potential opportunities that await.

We specialise in supporting schools and colleges in offering purposeful, meticulously planned, and secure work experiences, along with comprehensive career pathways. Recognising the daunting transition from classroom to workplace, we are committed to easing this journey for students. We understand the challenges educators face in sourcing, managing, and supervising meaningful work experiences for large student cohorts, amidst myriad regulatory and logistical complexities.

'Purpose: To empower young minds to explore and embark on exceptional work placements, forging their paths and secure their future.'

Our solution lies in a robust delivery model, centred around a web platform for educators, a mobile app for learners, and a portal for employers. We operate on the principle that increased exposure to work environments is paramount for student development, fostering not only experiential learning but also essential discipline.

Navigating post-Covid circumstances presents unique hurdles, including extensive networking with employers, logistical adaptations for in-person and virtual experiences, and compliance with regulatory standards such as OFSTED and Gatsby benchmarks. Our team, as Education Business Partners, assumes the burden of these responsibilities, allowing educators to focus on nurturing student growth.

Driven by our passion for education, community engagement, technological innovation, and a relentless pursuit of improvement, we've weathered the challenges of the 2021 and 2022 academic years. Despite uncertainties stemming from economic fallout and ongoing Covid-related restrictions, we remain steadfast in our commitment to facilitating work-related learning and career exploration.

Through careful analysis of data and qualitative feedback from students, educators, and employers, we're proud to present our impact statement. We acknowledge areas for improvement and reaffirm our dedication to reinstating work experience as a vital component of the educational curriculum.

Activities Statement

The Changing Education Group is leading the charge in work experience support for educational institutions nationwide. Our efforts are focused on ensuring our clients maintain a position of excellence in work experience delivery through a range of initiatives, including:

Learning from Career and Labour Market Information

Providing students with essential insights into the labour market

Virtual Work Experience:

Offering immersive virtual work experiences to bridge the gap between education and industry.

Sector Spotlight Webinars:

Hosting informative webinars spotlighting various industries to broaden students' horizons.

Placement Readiness Programmes

Equipping students with the skills and readiness required for successful work placements.

Industry Insights Webinars

Facilitating webinars featuring industry experts to provide valuable insights into specific sectors.

Project 25 – Extended Work Placement

Offering extended work placement opportunities through Project 25 initiatives.

Start Point Assessment

Assessing students' starting points to tailor their work experience journey effectively.

Work Skills Units

Delivering specialised units to enhance students' workplace skills.

Skills Builder – Skills Development

Integrating the Skills Builder framework to foster comprehensive skill development.

Encounters with Employers and Employees

Organising events, talks, and activities to connect students with employers

Careers Provision

Providing comprehensive career guidance and support to students.

Experience of Workplaces

Facilitating work experiences, workplace visits, and CPD opportunities (GB 6.2, GB 6.4, GB 6.5).

Work Experience Programme

Implementing structured work experience programmes tailored to student needs.

Employer Engagement Campaigns

Driving initiatives to enhance employer engagement and participation.

Employer Student Progress Appraisals

Conducting thorough assessments of student progress during work placements.

Student Work Placement Feedback / Diary

Collecting valuable feedback from students to enhance future placements.

Work Placement Smart Targets

Setting specific and measurable targets for student work placements.

Through these initiatives, we address various aspects of the educational landscape, including aspiration raising, stereotype reduction, support for SEND and vulnerable students, record-keeping, destination tracking, and collaboration with local authorities (GB 3). Our commitment to innovation and collaboration ensures that students receive unparalleled support in their journey from education to employment.

Our Mission:

At the forefront of educational innovation, we're dedicated to redefining work experience in the UK by harnessing the power of our dynamic technology, and our partners.

Our Vision

To become the foremost innovator in technology solutions, empowering younger generations with the tools, knowledge, and opportunities to navigate and succeed in their evolving career journeys.

Our Values:

Innovation, Adaptability, Quality, Collaboration and Empowerment.



Exploring Industry Diversity:

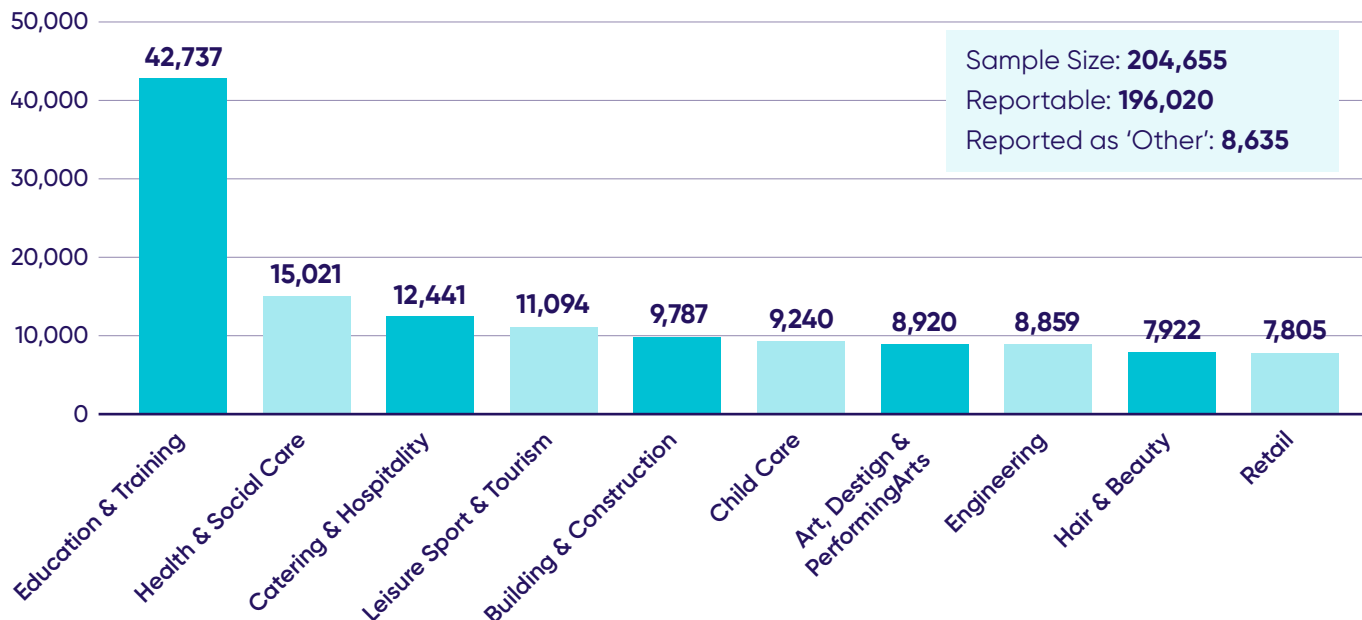
Where do students engage in work experience across various industry sectors?

Exploring Industry Diversity

Where do students engage in work experience across various industry sectors?

Top 1–10 Placement Types:

Students Engaged in industry vs Industry Placement Types



Analysing the distribution of student work experiences across various industry sectors provides valuable insights into the diverse landscape of career exploration. With a sample size of 204,655, this study offers robust data for evaluation.

Education & Training emerges as the dominant sector, with 42,737 students engaging in opportunities within this field. This underscores the importance of early exposure to educational environments and highlights the potential for nurturing future educators and professionals.

Health & Social Care follows closely behind, with 15,021 students immersing themselves in experiences within this vital industry. This reflects a growing interest in healthcare careers, aligning with societal needs and the demand for skilled professionals.

'The symbiotic relationship between academia and industry, advocating for tailored programs that bridge the gap between classroom learning and real-world demands'

Catering & Hospitality and Leisure Sport & Tourism showcase students' interests in service-oriented industries, with 12,441 and 11,094 students respectively. These sectors offer valuable opportunities for hands-on experience and skill development.

Other sectors like Building & Construction, Child Care, Art, Design & Performing Arts, Engineering, Hair & Beauty, and Retail also demonstrate significant student engagement, highlighting the diverse array of vocational pathways available.

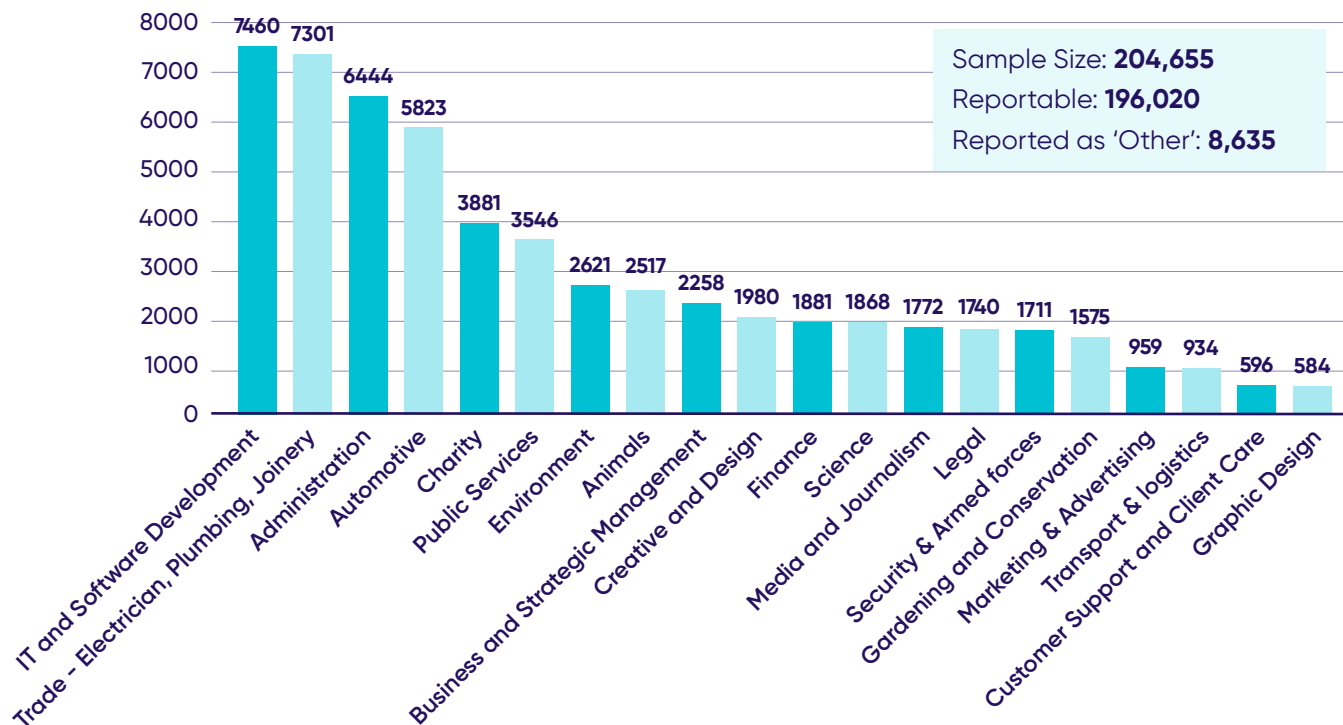
By understanding students' preferences and interests, educational institutions and employers can better tailor work experience programs to meet the needs of the future workforce. This comprehensive overview underscores the importance of collaboration between academia and industry to ensure students are adequately prepared for their chosen career paths.

Exploring Industry Diversity

Where do students engage in work experience across various industry sectors?

Top 11–30 Placement Types:

Students Engaged in industry vs Industry Placement Types



Examining the Top 11–30 Placement Types sheds further light on the diverse array of career exploration among students. With a sample size of 204,655, this study provides comprehensive insights into emerging trends and interests.

IT & Software Development emerges as a prominent choice, with 7,460 students pursuing opportunities in this dynamic field. This reflects the growing demand for skilled professionals in the tech sector and highlights the importance of fostering digital literacy and innovation.

Trades such as Electrician, Plumbing & Joinery and Automotive also feature prominently, with 7,301 and 5,823 students respectively. These sectors offer valuable hands-on experience and opportunities for apprenticeships, addressing the need for skilled workers in essential industries.

Administration and Business & Strategic Management showcase students' interests in office-based roles, with 6,444 and 2,258 students respectively. These sectors offer pathways to careers in management, operations, and leadership roles.

Emerging fields like Environmental, Animals, and Science also attract student interest, with 2,621, 2,517, and 1,868 students respectively. These sectors highlight the importance of addressing global challenges and fostering innovation in STEM disciplines.

'As we navigate this landscape of varied aspirations, it becomes increasingly clear that adaptation and collaboration are key in preparing students for the dynamic demands of the future workforce.'

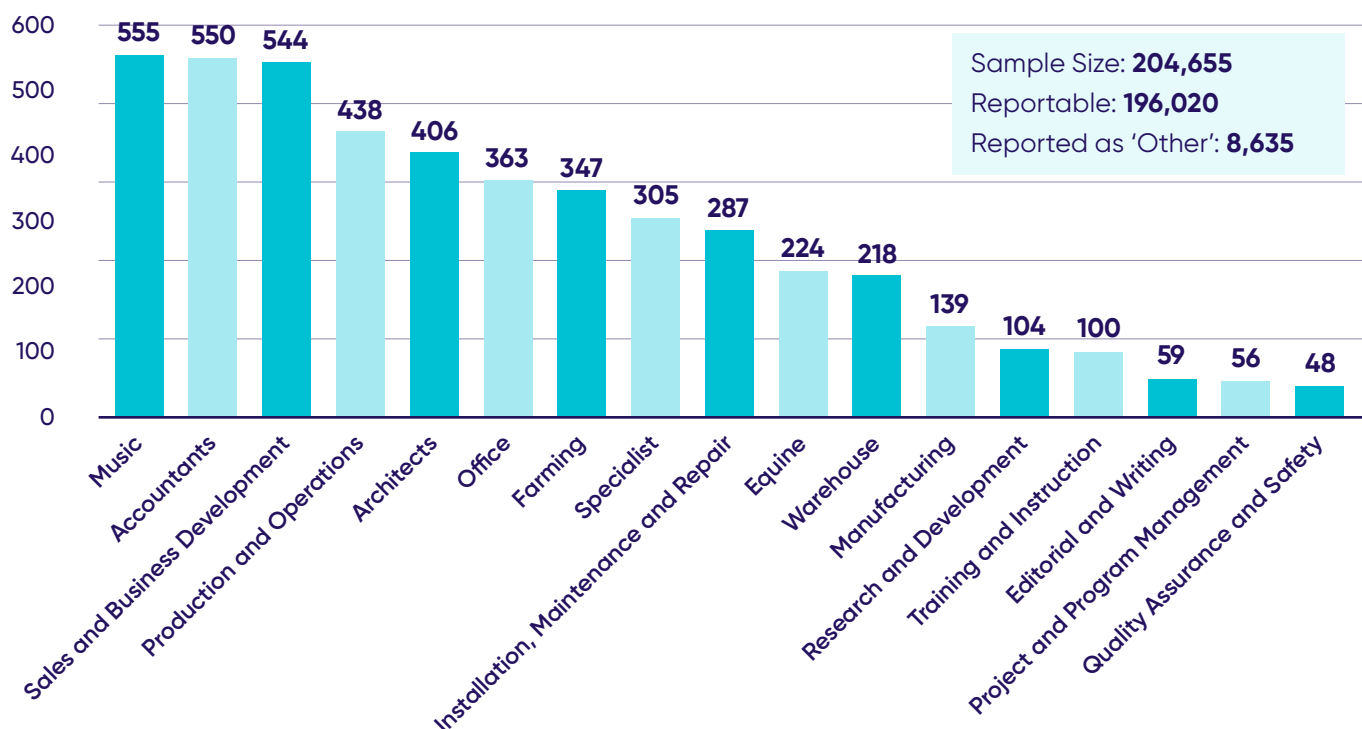
Other sectors such as Charity, Public Services, and Creative & Design demonstrate students' diverse vocational interests, underscoring the need for flexible and inclusive work experience programs. By understanding and adapting to these varied interests, educational institutions and employers can better prepare students for the ever-evolving workforce of the future.

Exploring Industry Diversity:

Where do students engage in work experience across various industry sectors?

Top 31–47 Placement Types:

Students Engaged in industry vs Industry Placement Types



Exploring the Top 31–47 Placement Types provides further insight into the diverse range of career pathways students are exploring. With a sample size of 204,655, this study offers comprehensive data for analysis.

Music, although niche, attracts interest with 555 students engaging in work experiences within this field. This reflects the importance of nurturing creative talents and providing opportunities for artistic expression.

Accountancy and Sales & Business Development emerge as notable choices, with 550 and 544 students respectively. These sectors offer pathways to careers in finance, commerce, and entrepreneurship, highlighting students' interest in business-oriented roles.

Other sectors such as Productions & Operations, Architects, and Office Administration also feature, demonstrating students' engagement in roles essential for organisational functionality.

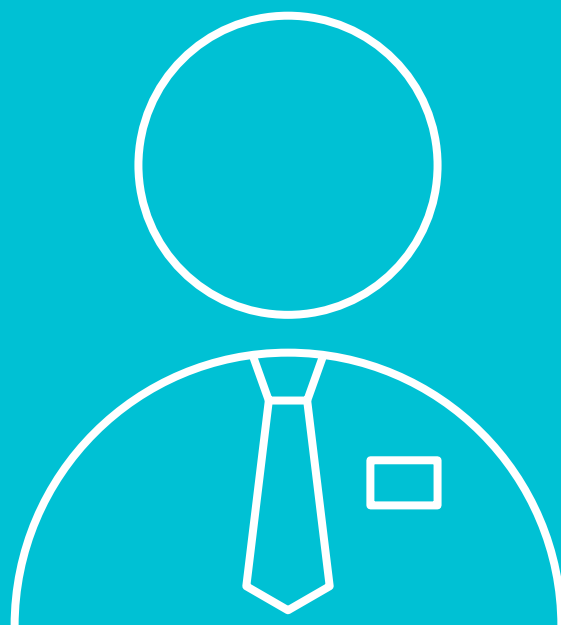
Specialist fields like Maintenance & Repair, Equine, and Warehouse Operations showcase the diverse vocational interests among students. These sectors offer valuable hands-on experience and skill development opportunities.

Emerging areas such as Research & Development and Project & Programme Management attract fewer students, but underscore the importance of innovation and project management skills in today's workforce.

Overall, this breakdown provides valuable insights for educators and employers, guiding the development of tailored work experience programs that align with students' interests and aspirations, ultimately preparing them for successful transitions into the workforce.

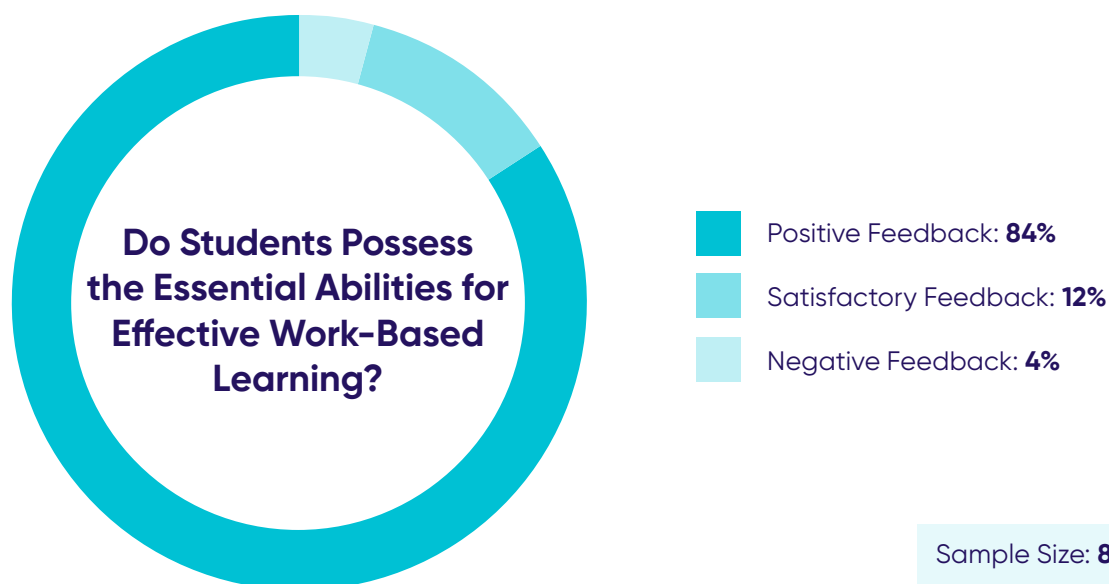
'As educators and employers, these insights serve as a compass, guiding the development of tailored work experience programs that resonate with students' interests and aspirations, ultimately equipping them for seamless transitions into the dynamic world of work.'

Employer Appraisals: Insights on Student Performance and Work Experience



Exploring Employability Skills:

Do Students Possess the Essential Abilities for Effective Work-Based Learning?



Analysing the employability skills feedback, we gain valuable insights into students' readiness for effective work-based learning. With a sample size of 82,239, this study provides robust data for evaluation.

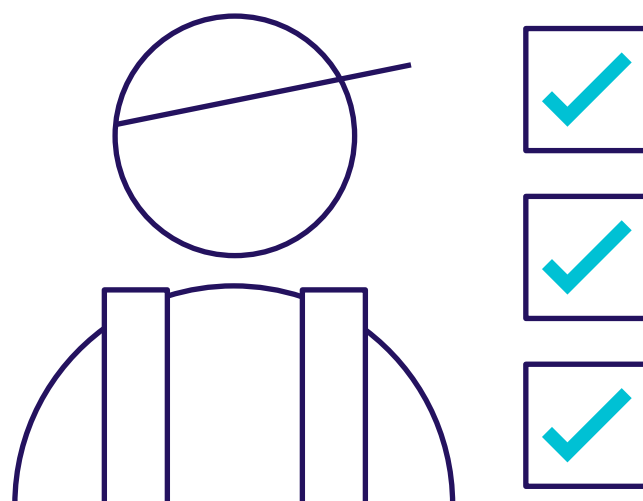
An encouraging 84% of employers offer positive feedback, indicating students' possession of essential abilities crucial for successful integration into the workplace. This reflects positively on the efficacy of educational initiatives in fostering the requisite skills and competencies.

'This data serves as a guiding light for educational institutions and government agencies, empowering them to tailor interventions and support mechanisms that nurture students' journey towards career success.'

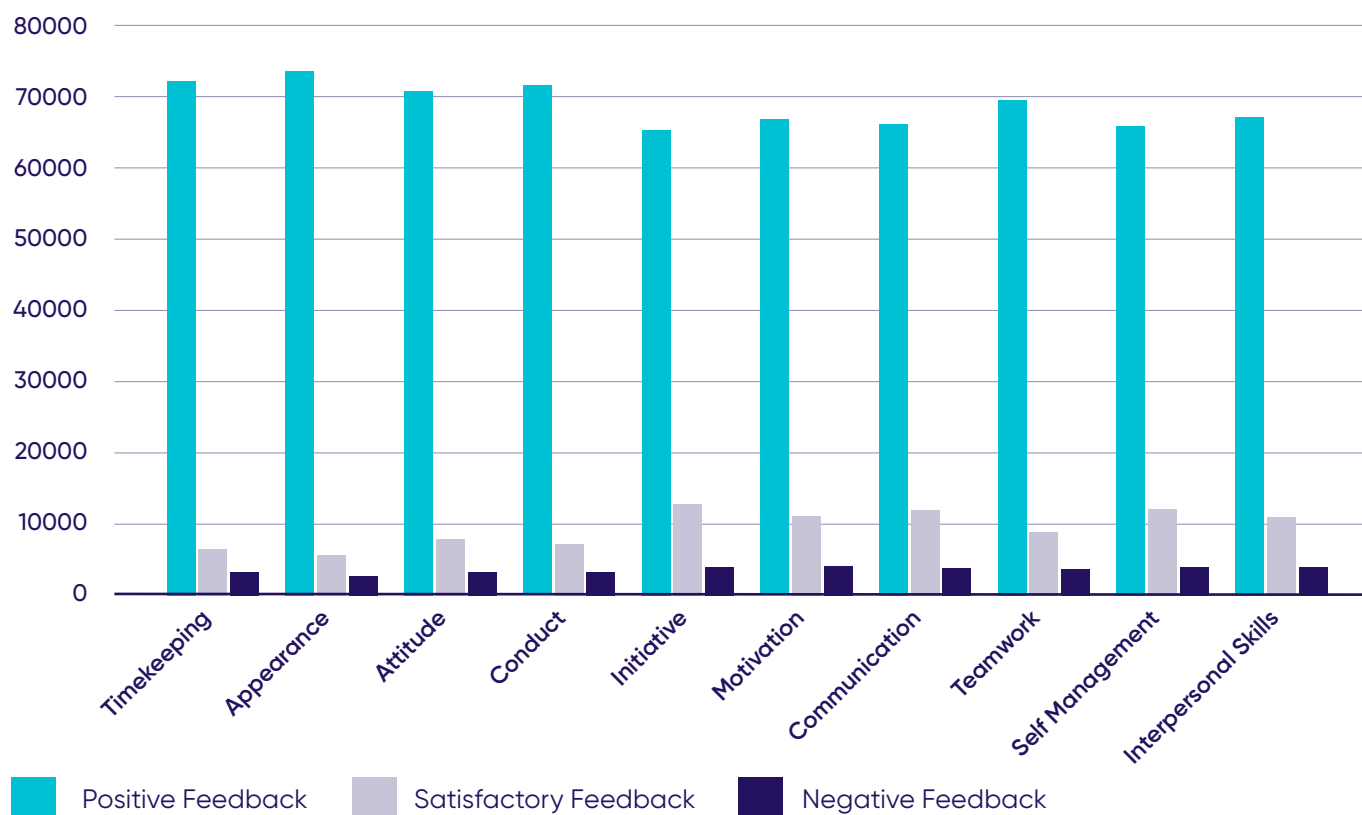
While only 4% of feedback falls within the negative spectrum, it's essential to address areas for improvement. This represents 3,641 employers who perceive room for enhancement in students' employability skills. By identifying and targeting these areas, educators and employers can collaborate to bridge the gap between education and employment.

The remaining 12% of feedback, comprising 9,558 employers, falls within the satisfactory range. While satisfactory, this feedback suggests opportunities for further refinement and development.

This data not only informs employers of students' preparedness but also serves as a guide for schools and government agencies in tailoring interventions and support mechanisms. As a leading EdTech provider, we leverage these insights to deliver innovative solutions that empower students and support their journey towards career success.



Exploring Employability Skills: Do Students Possess the Essential Abilities for Effective Work-Based Learning?



Analysing the employability skills feedback offers valuable insights into students' readiness for effective work-based learning. With a sample size of 82,239, this study provides robust data for evaluation.

Across the spectrum of employability skills, positive feedback predominates, indicating strengths in various areas crucial for workplace success. Timekeeping, appearance, attitude, conduct, initiative, motivation, communication, teamwork, self-management, and interpersonal skills all receive commendable ratings in purple.

'By dissecting feedback according to specific employability skills, we unlock the potential to tailor interventions effectively, addressing both strengths and weaknesses'

While the majority of feedback is positive, it's essential to address areas of improvement highlighted in red for negative feedback. These areas, albeit in the minority, represent opportunities for targeted support and development to enhance students' overall employability.

Grey areas denote satisfactory feedback, suggesting room for refinement but still indicating a baseline level of competence. This feedback highlights areas where students may benefit from additional training or guidance to further enhance their skills.

By dissecting feedback according to specific employability skills, we can tailor interventions and support mechanisms to address both strengths and weaknesses effectively. This data not only informs employers of students' preparedness but also guides schools and government agencies in shaping educational policies and programs to better align with the needs of the job market. As a leading EdTech provider, we leverage these insights to deliver innovative solutions that empower students and support their journey towards career success.

Work Experience Delivery: Employers Reflecting on the Experience?

In examining employers' reflections on work experience delivery, the data paints a highly positive picture.

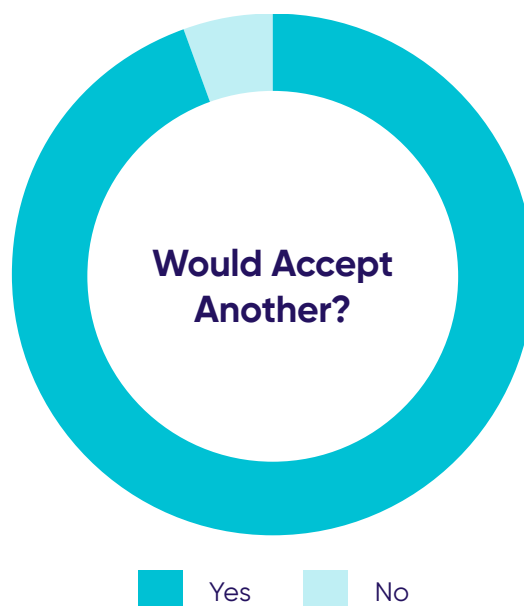
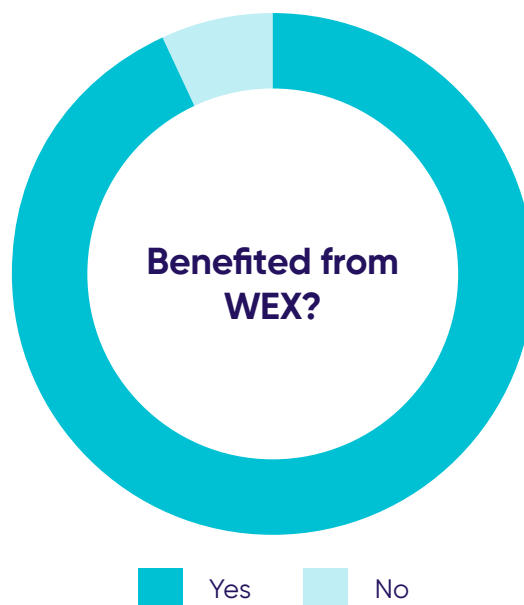
The first chart reveals that an overwhelming 97% of employers reported satisfactory performance, indicating a high level of satisfaction with the overall experience. This underscores the effectiveness of work experience programs in meeting employers' expectations and requirements.

Moving to the second chart, we find that 93% of employers affirmed that they benefited from the work experience provided. This highlights the tangible value that work experience brings to businesses, including skill development, fresh perspectives, and potential recruitment opportunities.

The third chart further reinforces the positive sentiment, with 95% of employers expressing willingness to accept another work experience placement. This speaks volumes about the perceived benefits and impact of work experience on businesses, suggesting a readiness to continue engaging with such programs in the future.

With a robust sample size of 82,224, these findings provide valuable insights into the effectiveness and value of work experience initiatives. Employers' positive responses underscore the importance of ongoing support and investment in work experience programs to foster meaningful collaborations between education and industry.

'With such robust findings, it becomes evident that work experience initiatives play a pivotal role in fostering meaningful collaborations between education and industry, thereby bridging the gap between classroom learning and real-world application.'



Work Experience Programmes: Placement Monitoring?



Placement Monitoring (Sample Size 272,410 placements)

The data pertains to Placement Monitoring with a sample size of 272,410 placements. It includes information on Employer Appraisals Completed and Student Feedback.

For Employer Appraisals Completed:

- ▶ 82,195 placements (30%) had appraisals completed by the employer.
- ▶ 190,215 placements (70%) did not have appraisals completed by the employer.

For Student Feedback:

- ▶ 32,371 placements (11%) received feedback from students.
- ▶ 240,039 placements (89%) did not receive feedback from students.

These statistics provide insights into the completion rates of employer appraisals and student feedback within the placement monitoring process.

The dataset comprises information on Placement Monitoring, encompassing a total of 272,410 placements. Within this context, the data highlights two key aspects: Employer Appraisals Completed and Student Feedback. Notably, 30% of the placements had appraisals completed by employers, indicating a significant engagement from this stakeholder group. Conversely, a substantial portion, constituting 70% of placements, lacked such appraisals.



On the other hand, student feedback was less prevalent, with only 11% of placements receiving it. This suggests a lower level of student involvement or a lower solicitation rate for feedback compared to employer appraisals. The majority, 89%, of placements did not garner student feedback. These insights shed light on the dynamics of engagement and feedback collection within the placement monitoring framework, highlighting areas that may warrant further attention or intervention to enhance participation and feedback solicitation from both employers and students alike.

Problem Statement:

The data analysis on Placement Monitoring, encompassing 272,410 placements, reveals concerning trends in both Employer Appraisals Completed and Student Feedback. Despite the significance of these components in evaluating placement experiences, there are notable gaps in their completion rates. Specifically, only 30% of placements had appraisals completed by employers, indicating a significant shortfall in engagement from this stakeholder group. Similarly, student feedback, crucial for gauging the effectiveness of placements from the learner's perspective, was lacking, with only 11% of placements receiving it. These disparities underscore a broader issue of suboptimal engagement and feedback collection within the placement monitoring process.

Recommendations:

Enhance Employer Engagement Strategies:

Develop targeted initiatives to encourage and incentivize employers to complete appraisals promptly. This could involve providing clear guidelines on the importance of their input, streamlining the appraisal process, and offering recognition or rewards for active participation.

Streamline Feedback Collection from Students:

Implement user-friendly mechanisms for students to provide feedback on their placement experiences. This might include online surveys, mobile applications, or regular check-ins during placements to gather real-time insights. Additionally, emphasize the value of student feedback in shaping future placements and improving overall program quality.

Promote Awareness and Importance of Feedback:

Launch awareness campaigns to underscore the significance of both employer appraisals and student feedback in enhancing placement experiences. Educate stakeholders on how their input contributes to program improvement, industry relevance, and the overall success of placement initiatives.

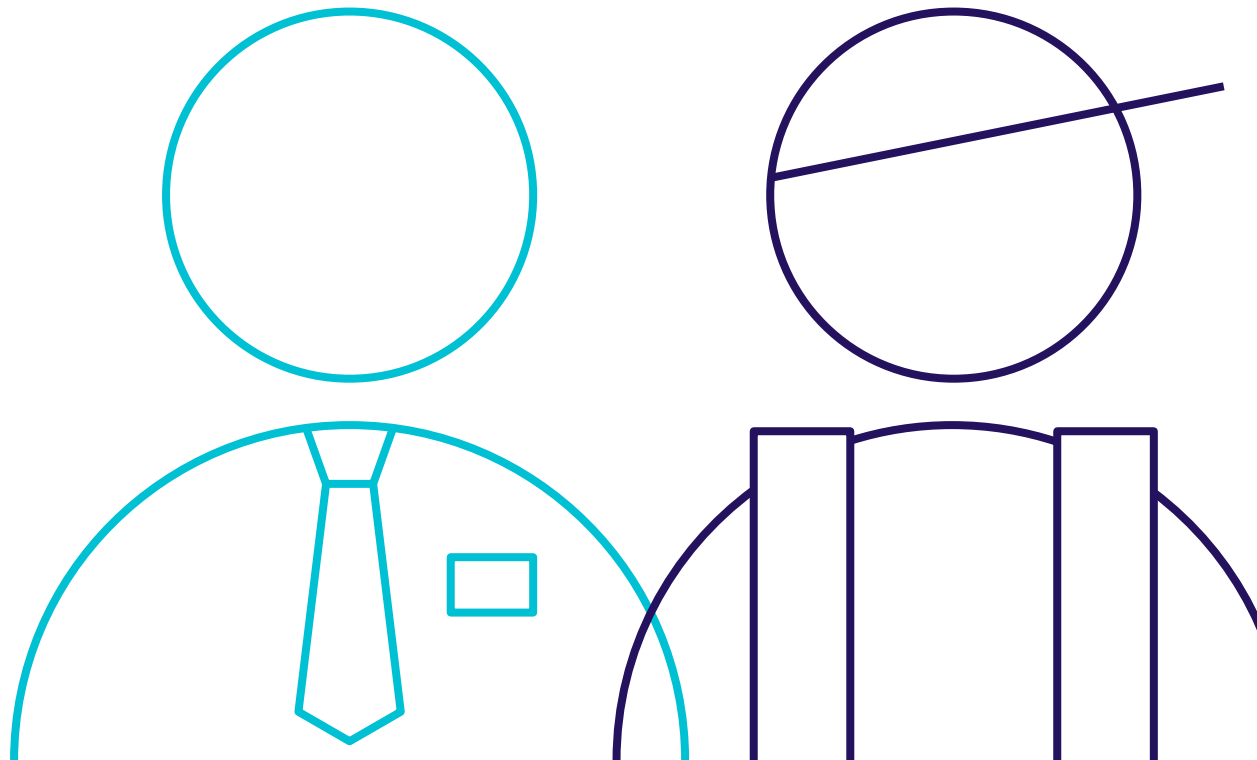
Provide Training and Resources:

Offer training sessions and resources for employers and students on the importance of feedback, how to provide constructive input, and the potential benefits of active participation. Empowering stakeholders with the necessary skills and knowledge can foster a culture of continuous improvement and engagement.

Regular Monitoring and Evaluation:

Establish a systematic process for monitoring and evaluating the effectiveness of engagement strategies over time. Regularly assess completion rates for employer appraisals and student feedback, identify areas for improvement, and iterate on strategies based on feedback and data analysis.

By implementing these recommendations, stakeholders can work collaboratively to address the identified gaps in engagement and feedback collection, ultimately enhancing the effectiveness and impact of placement monitoring processes.

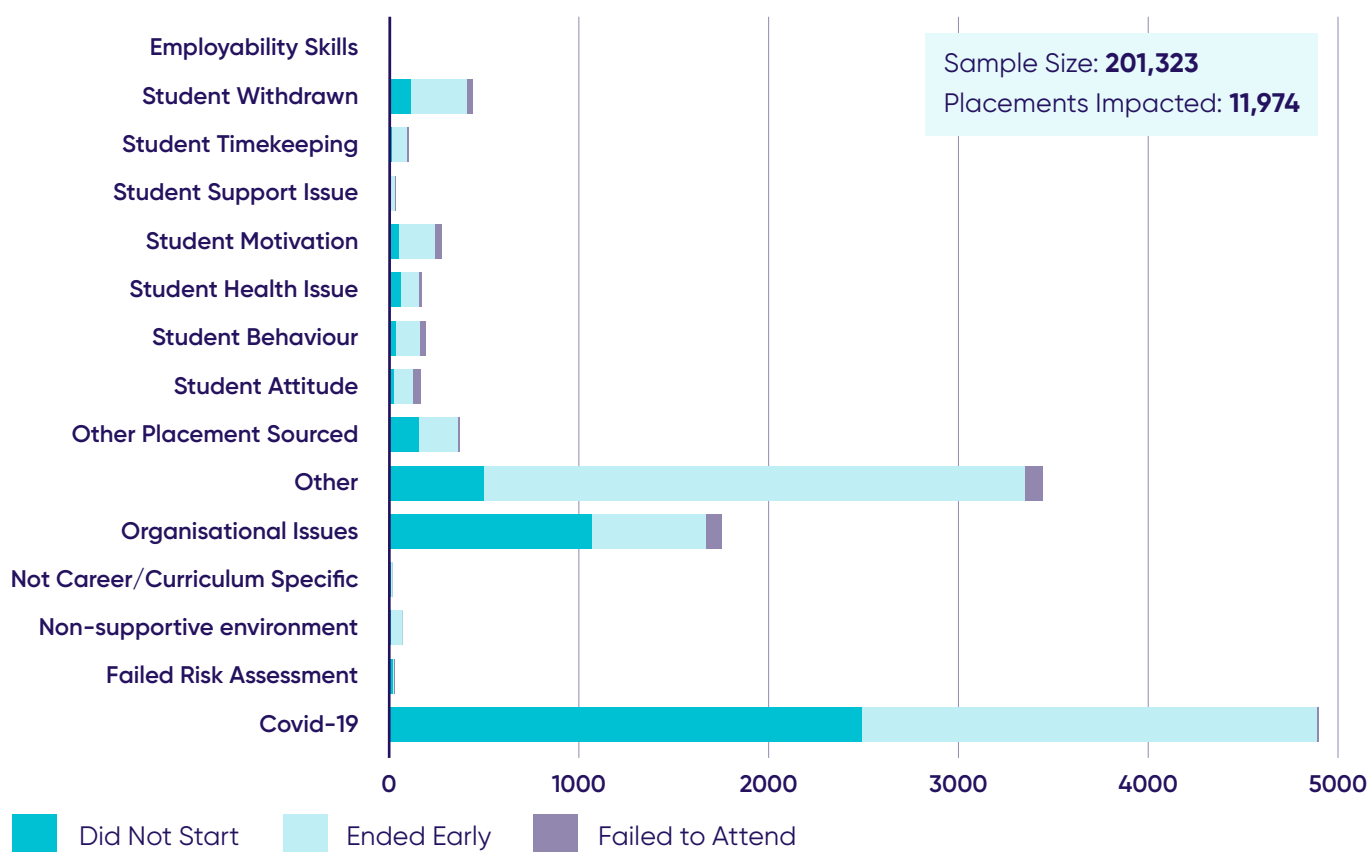


WEX Delivery Model

Insights on Placement Disruption



Work Experience Delivery: Placement Disruption?



Examining the challenges faced in work experience delivery sheds light on crucial areas requiring attention. With a sample size of 201,323, this analysis provides valuable insights into the factors contributing to placement disruption.

Student-related issues, such as withdrawal and motivation, account for a significant portion of disruptions. Withdrawn students totalled 450, while motivation-related challenges impacted 278 placements. These figures underscore the importance of addressing student engagement and support to optimise work experience outcomes.

'By delving into the root causes of placement disruption and implementing targeted interventions, we can enhance the quality and efficacy of work experience programs, equipping students with the resilience and adaptability needed for future career success.'

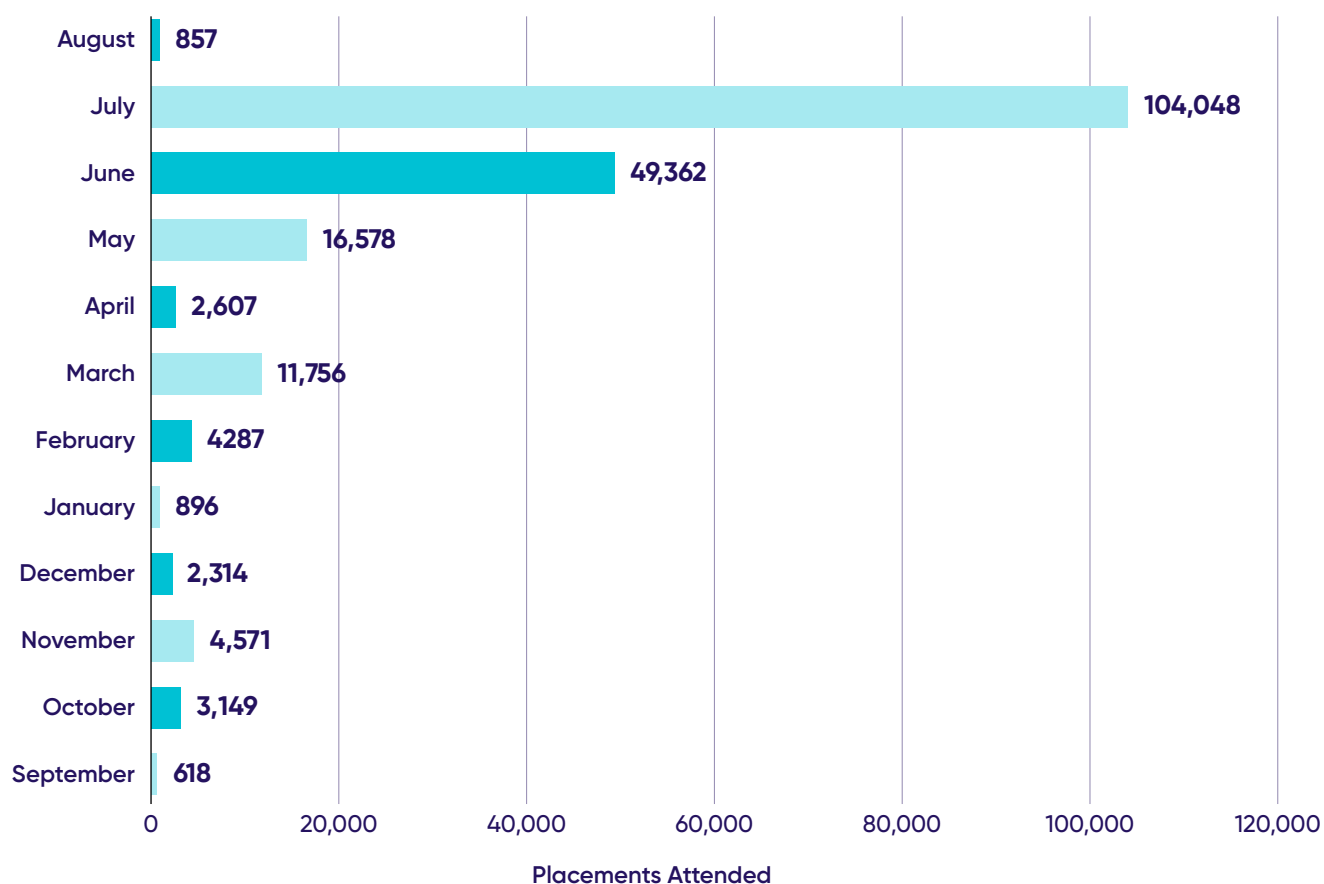
Health-related issues, including student health and Covid-19, present considerable obstacles, affecting 172 and 4908 placements respectively. These findings highlight the need for robust health and safety protocols and support mechanisms to ensure a safe and conducive work environment.

Organisational issues, such as non-supportive environments and failed risk assessments, also pose significant challenges, impacting 1753 and 25 placements respectively. Addressing these issues requires collaboration between educational institutions and employers to establish clear expectations and effective risk management protocols.

By identifying and addressing the root causes of placement disruption, we can enhance the quality and effectiveness of work experience programs, ultimately better preparing students for future career success.

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Work Experience Delivery: Placement Activity?



This data represents the breakdown of academic year placement activity, based on a sample size of 201,323 placements.

Placement Activity Breakdown:

- September to December: 10,652 placements (5%)
- January to March: 19,546 placements (10%)
- April to July: 171,125 placements (85%)

Monthly Breakdown:

- September: 618 placements
- October: 3,149 placements
- November: 4,571 placements
- December: 2,314 placements
- January: 896 placements
- February: 4,287 placements
- March: 11,756 placements
- April: 2,607 placements
- May: 16,578 placements
- June: 49,362 placements
- July: 104,058 placements
- August: 857 placements

Unsocial Hours Activity:

- 08:00 – 17:00: 189,243 placements
- 17:00 – 08:00: 12,079 placements

The majority of placements, comprising 85%, occurred between April and July, indicating a peak period of activity.

Conversely, the months from September to December saw the least activity, with only 5% of placements happening during this period, suggesting a slower start to the academic year.

January to March exhibited a moderate level of activity, with 10% of placements occurring during these months.

When examining the monthly breakdown:

September had the lowest number of placements at 618, possibly reflecting the beginning of the academic year.

July stood out as the busiest month, with a substantial 104,058 placements, indicative of a peak period.

Unsocial hours activity was largely concentrated within standard working hours (08:00 – 17:00), with 189,243 placements occurring during this time. However, a notable number of placements, 12,079, also happened during the night shift (17:00 – 08:00), suggesting a need for round-the-clock coverage or specialized roles requiring evening or overnight work.

Navigating the 'Concertina Effect': Enhancing Placement Programs for Sustainable Growth

Impact Statement:

Our examination of the academic year placement activity reveals both the successes and obstacles embedded in our existing framework. With a total of 201,323 placements documented, our dedication to cultivating hands-on learning experiences remains steadfast. The bulk of placements, accounting for 85%, took place from April to July, signalling a notable surge in activity during this period. Nonetheless, the clustering of placements within a compressed timeframe, as evidenced by the "concertina effect," poses various challenges that demand careful reassessment.

Problem Identification:

The "concertina effect" poses significant hurdles to the quality and efficacy of our placement model. The compressed timeline restricts opportunities for meaningful post-placement evaluation and reflection, leading to a loss of momentum and efficacy in the student and employer experiences. This saturation of placements within a limited timeframe not only strains employers' capacity but also results in a concerning trend of placements falling through due to forgetfulness or logistical challenges. Late placement creation exacerbates these issues, with a significant portion of placements approved mere weeks before their start dates, impeding thorough risk management processes. Moreover, the absence of a substantial post-placement phase deprives educators of valuable insights needed for outcomes management and benchmarking against industry standards.

Recommendations:

To address these challenges and enhance the efficacy of our placement programs, we propose strategic interventions aimed at optimizing the placement timeline and improving support structures:

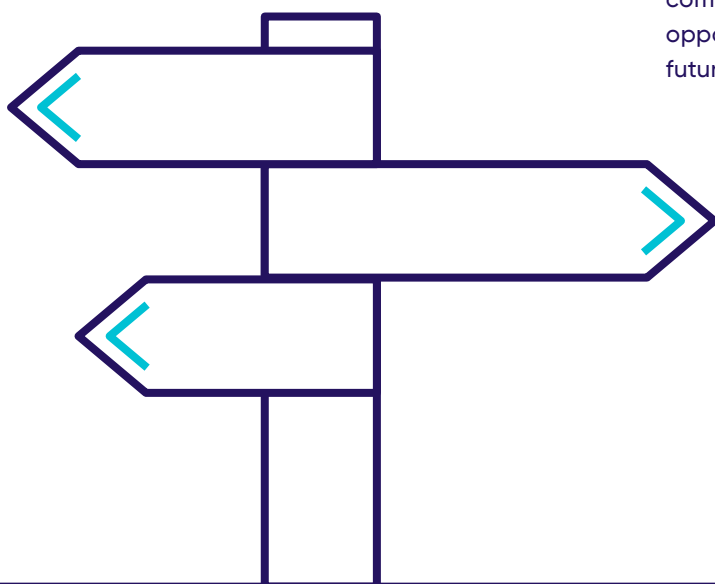
Diversifying Placement Timelines: Shifting away from the traditional end-of-year placement model, we advocate for staggered placement timetables coordinated among schools to mitigate demand pressures and ensure equitable access to industry opportunities.

Implementing Comprehensive Timetables: By adopting a structured timetable encompassing pre-placement, placement, and post-placement phases, we aim to provide students and employers with a more conducive environment for meaningful engagement and evaluation.

Setting Realistic Deadlines: Establishing realistic deadlines for self-placement activities can foster a proactive approach among students while alleviating last-minute rushes that hinder effective risk management and preparation.

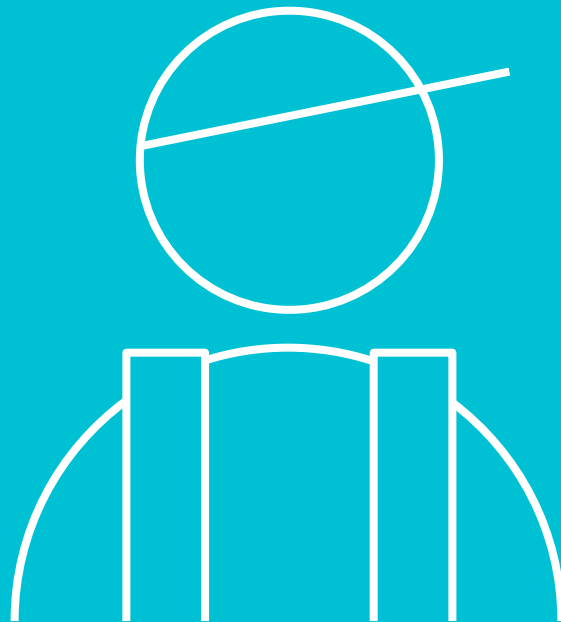
Prioritising Pre-Placement Learning: Emphasising consistent and robust pre-placement learning initiatives will equip students with the necessary skills and understanding to navigate the world of work effectively, enhancing their preparedness and overall experience.

By embracing these recommendations, we envision a transformative shift in our placement programs, where quality, equity, and effectiveness converge to empower students and stakeholders alike. Through collaborative efforts and strategic planning, we remain steadfast in our commitment to delivering impactful experiential learning opportunities that prepare students for success in their future endeavours.



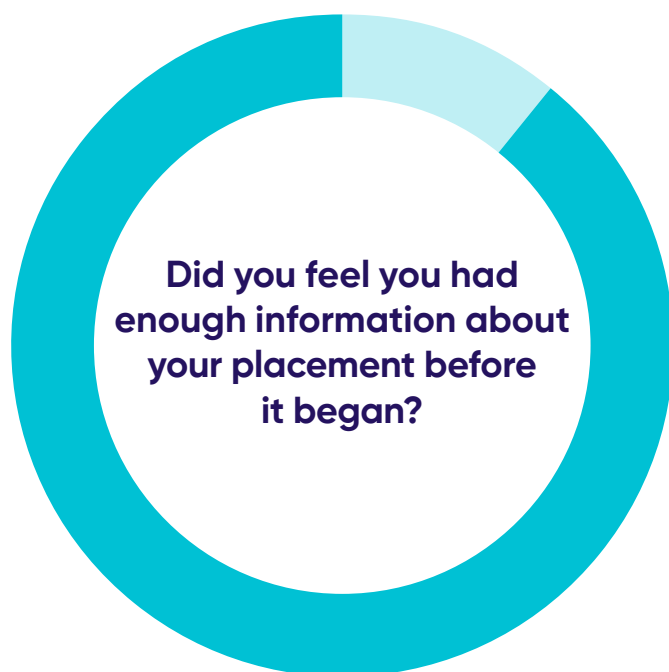
Student Feedback

Placement Readiness, Employability Skills



Work Experience Programmes:

Do Students Receive Sufficient Pre-Placement Support for Effective Work Experience Preparation?



Did you feel you had enough information about your placement before it began?

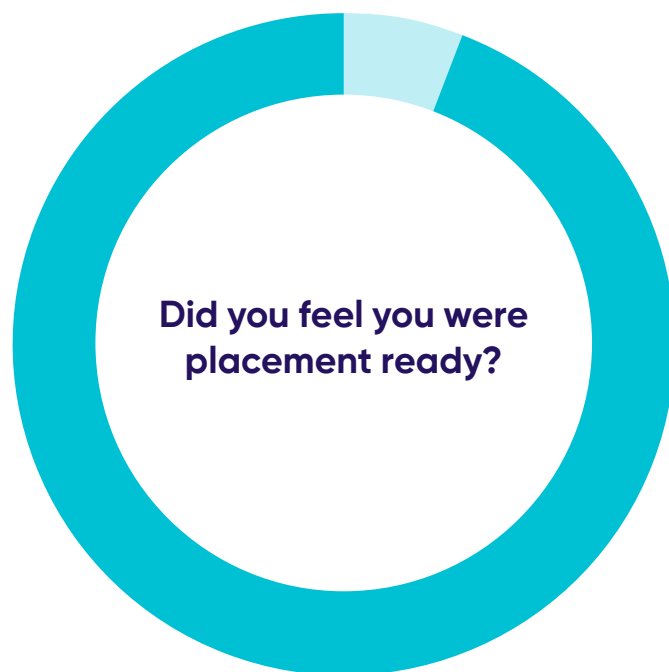
Yes No

Analysing student perceptions regarding pre-placement support provides crucial insights into the effectiveness of work experience programs. With a sample size of 32,410, this study offers valuable data for evaluating the adequacy of preparation provided to students.

A significant proportion of students, totalling 28,866, reported feeling adequately informed about their placement before it began. This suggests that a substantial majority of students received sufficient information to navigate their work experience effectively, indicating a positive aspect of the preparation process.

'This reflective journey underscores the importance of proactive problem-solving and continuous improvement in ensuring meaningful learning experiences for the workforce of tomorrow'

Similarly, a vast majority of students, totalling 30,430, felt placement-ready, highlighting the success of pre-placement support initiatives in equipping students with the necessary skills and confidence for their work experience. This indicates that the majority of students felt adequately prepared to engage in their placements,



Did you feel you were placement ready?

Yes No

facilitating a smoother transition into the workplace environment.

However, it's important to address the concerns raised by the 3,544 students who felt they did not have enough information about their placement and the 1,980 students who did not feel placement-ready. These responses underscore the need for ongoing improvements in pre-placement support mechanisms to ensure that all students receive the guidance and resources necessary for a successful work experience journey.

Organisational issues, such as non-supportive environments and failed risk assessments, also pose significant challenges, impacting 1753 and 25 placements respectively. Addressing these issues requires collaboration between educational institutions and employers to establish clear expectations and effective risk management protocols.

By identifying and addressing the root causes of placement disruption, we can enhance the quality and effectiveness of work experience programs, ultimately better preparing students for future career success.

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Exploring Employability Skills: Do Students Possess the Abilities to Secure a Work Placement?



■ Yes ■ No

Analysing students' abilities to secure work placements sheds light on the efficacy of employability skills and support systems. With a robust sample size of 201,986, this study offers comprehensive insights into the placement acquisition process.

Of the total placements created, a notable proportion of 82,836 were self-placed, indicating students' proactive approach to securing opportunities independently. This highlights the importance of fostering self-reliance and initiative among students, empowering them to take charge of their career development.

Furthermore, the majority of students, totalling 28,595, reported being encouraged to self-place, showcasing the pivotal role of guidance and encouragement in facilitating self-initiated placements. This signifies the positive impact of support mechanisms in empowering students to explore and pursue placement opportunities aligned with their interests and goals.

However, it's essential to address the 3,545 students who reported not being encouraged to self-place. These findings underscore the need for enhanced support and guidance frameworks to ensure all students receive adequate encouragement and resources to engage in self-placement activities effectively.



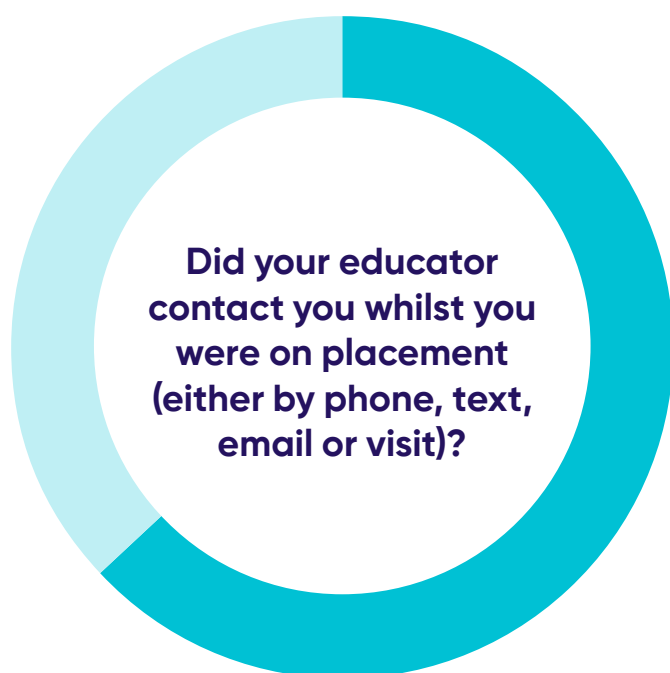
■ Self-Placement ■ Supported Opportunity

Overall, the data suggests a promising trend towards student autonomy and proactive engagement in securing work placements, highlighting the importance of fostering employability skills and providing tailored support to facilitate successful placement outcomes.

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Exploring Employability Skills:

Did the School/College support you during your time on placement?

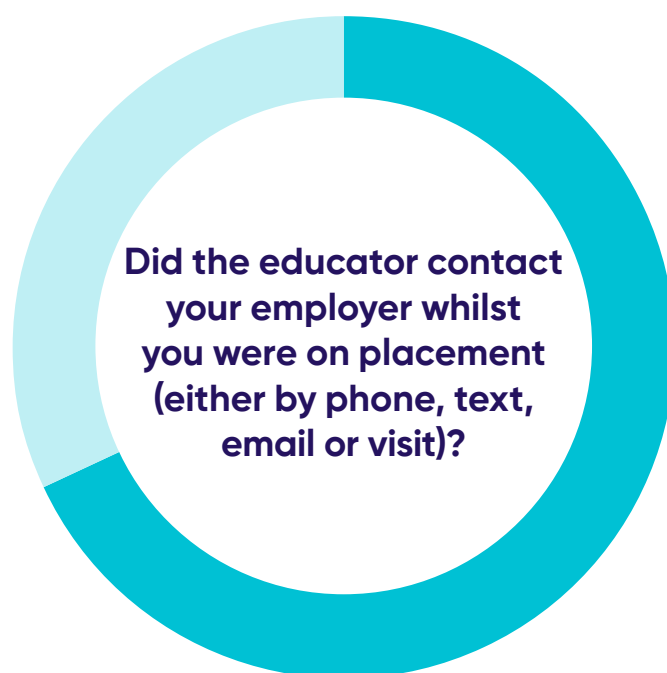


Yes No

Examining the level of support provided by schools and colleges during student placements offers valuable insights into the effectiveness of work experience programs. With a sample size of 32,424, this study provides a comprehensive understanding of the support mechanisms in place.

Regarding educator-student communication during placements, 20,424 students reported receiving contact from their educators, while 12,000 did not. This highlights a significant proportion of students who benefited from ongoing support and guidance from their educational institutions, enhancing their overall placement experience.

'Overall, the data suggests a promising trend towards student autonomy and proactive engagement in securing work placements, underscoring the importance of fostering employability skills and providing tailored support to facilitate successful placement outcomes.'



Yes No

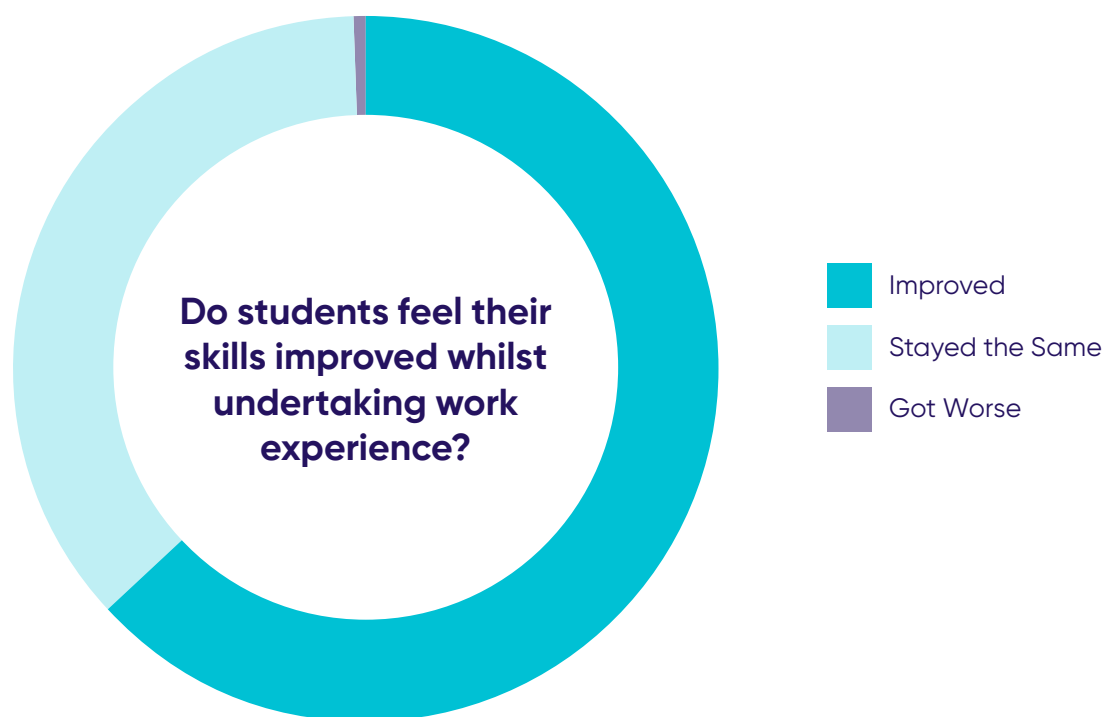
Similarly, in terms of educator-employer communication, 22,104 students indicated that their educators contacted their employers during placements, while 10,320 reported no such contact. This demonstrates proactive engagement by educators in facilitating communication and collaboration between students and employers, fostering a conducive environment for learning and professional development.

However, the significant number of students who did not receive educator support during placements underscores the need for enhanced communication channels and support structures within educational institutions. Strengthening educator-student and educator-employer communication can further optimise the effectiveness of work experience programs, ensuring students receive the guidance and support necessary for successful placement experiences.

Exploring Employability Skills:

Do students feel their skills improved whilst undertaking work experience?

Employability/Work Skills Breakdown



Analysing students' perceptions of skill improvement during work experience sheds light on the efficacy of such programs in enhancing employability. With a robust sample size of 463,794, this study provides comprehensive insights into student experiences.

An overwhelming majority of 292,763 students reported improvements in their employability skills, indicating the positive impact of work experience on their professional development. This underscores the value of hands-on learning experiences in honing essential competencies sought by employers.

However, it's noteworthy that 168,561 students felt their skills remained unchanged, suggesting potential areas for refinement in work experience program delivery. While these students may have gained valuable exposure, further efforts may be needed to ensure tangible skill development aligns with industry expectations.

Moreover, the small percentage of 2,470 students who perceived a decline in their skills highlights the importance of monitoring and support mechanisms during work experience placements. Addressing challenges faced by these students can contribute to optimising the effectiveness of work experience programs and maximising the positive impact on student employability.

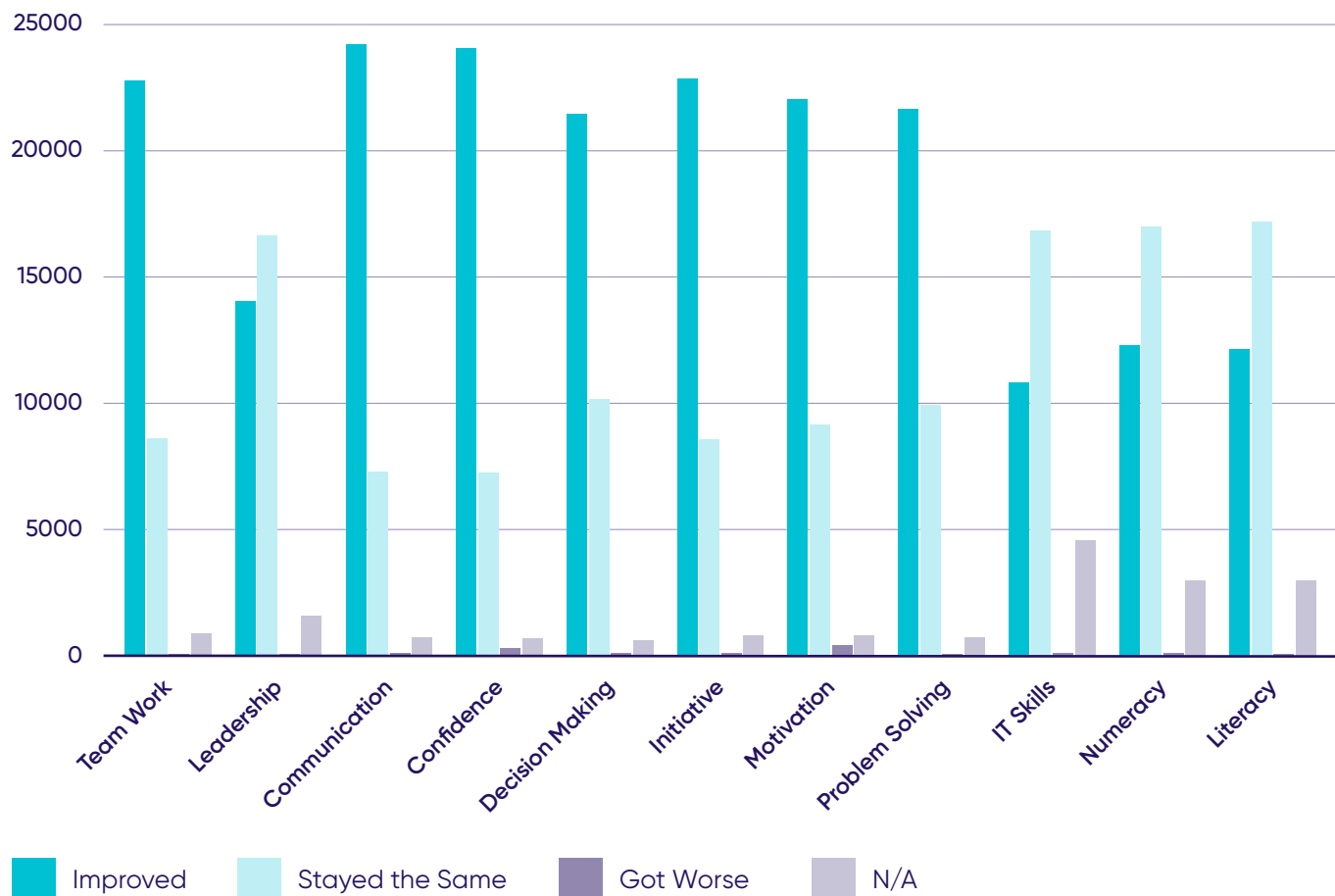
'Overall, this data underscores the significance of continuous improvement and adaptation in work experience initiatives to ensure students receive the support and opportunities needed to thrive in the evolving job market.'

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Exploring Employability Skills:

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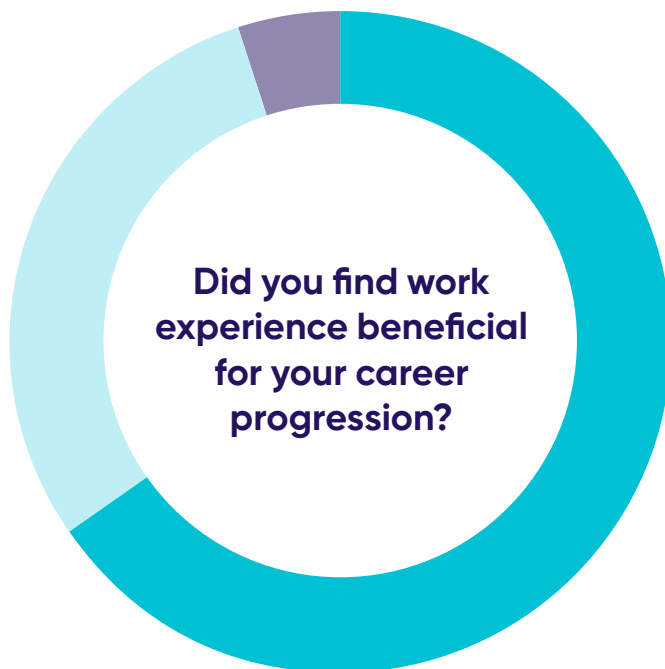


Based on a robust sample size of 463,794 respondents, the impact of work experience on students' employability skills is evident. Across various skill categories, a significant number of students reported improvement, underscoring the effectiveness of work experience programmes. For instance, in teamwork, leadership, communication, confidence, decision making, initiative, motivation, problem solving, and IT skills, the majority of students experienced positive growth. However, it's notable that a proportion of students also reported stagnation or decline in some skills, such as numeracy and literacy. This highlights the importance of tailoring work experience opportunities to address specific skill gaps and providing additional support where needed. Overall, the data reaffirms the value of work experience in enhancing students' employability skills, preparing them for future career success. As we analyse these findings, it's crucial to identify areas for improvement and refine work experience programmes to maximise their impact on students' skill development and career readiness.

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Exploring Employability Skills:

Is work experience an integral component of the curriculum?



Examining students' perceptions of the role of work experience in their curriculum provides valuable insights into its effectiveness in preparing them for future careers. With a sample size of 32,416, this study offers a comprehensive understanding of students' views on the integration of work experience into the curriculum.

The data reveals that a significant proportion of students, 21,316, found work experience to be highly beneficial for their career progression, indicating its importance as an educational component. This suggests that immersive learning experiences like work placements are perceived as instrumental in enhancing students' employability and professional development.

Moreover, a substantial number of students, 20,041, acknowledged that work experience significantly contributed to their understanding of their desired career paths. This underscores the pivotal role of work placements in helping students explore various industries, gain practical insights, and make informed decisions about their future endeavours.

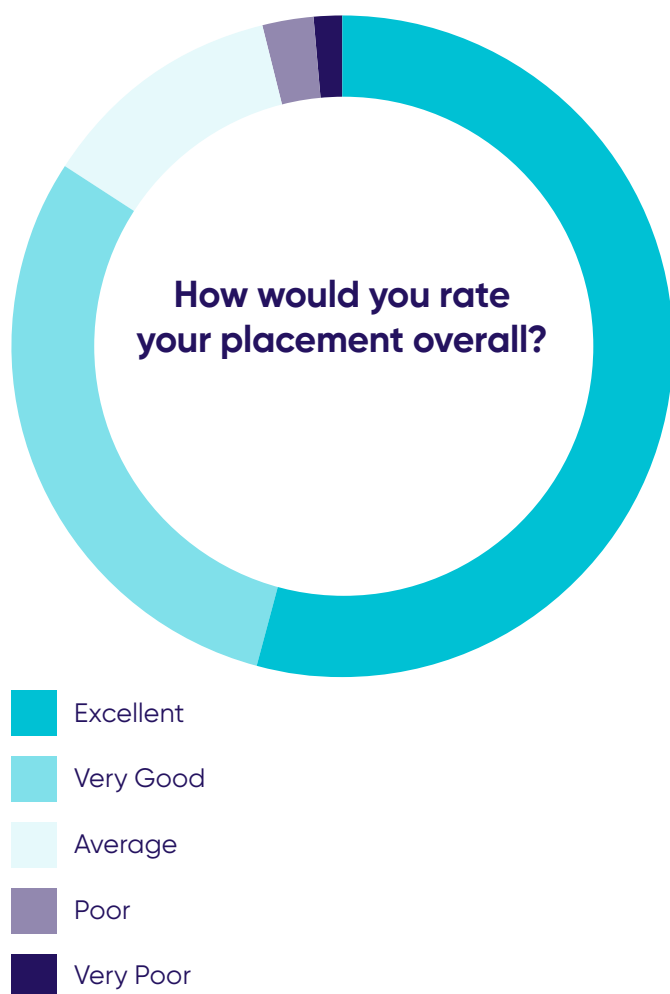


However, it's essential to note that a notable portion of students, 1538, did not find work experience beneficial for their career progression. This indicates potential areas for improvement in how work experience programs are structured and delivered to ensure they meet the diverse needs of students and effectively align with their career aspirations.

Overall, these findings highlight the importance of integrating work experience into the curriculum to provide students with valuable real-world learning opportunities, empower them to make informed career choices, and enhance their readiness for the workforce.

Work Experience Programmes:

Was Work Experience a positive experience?



In this report, based on a sample size of 32,416 respondents, it's evident that work experience programmes have generally yielded positive outcomes.

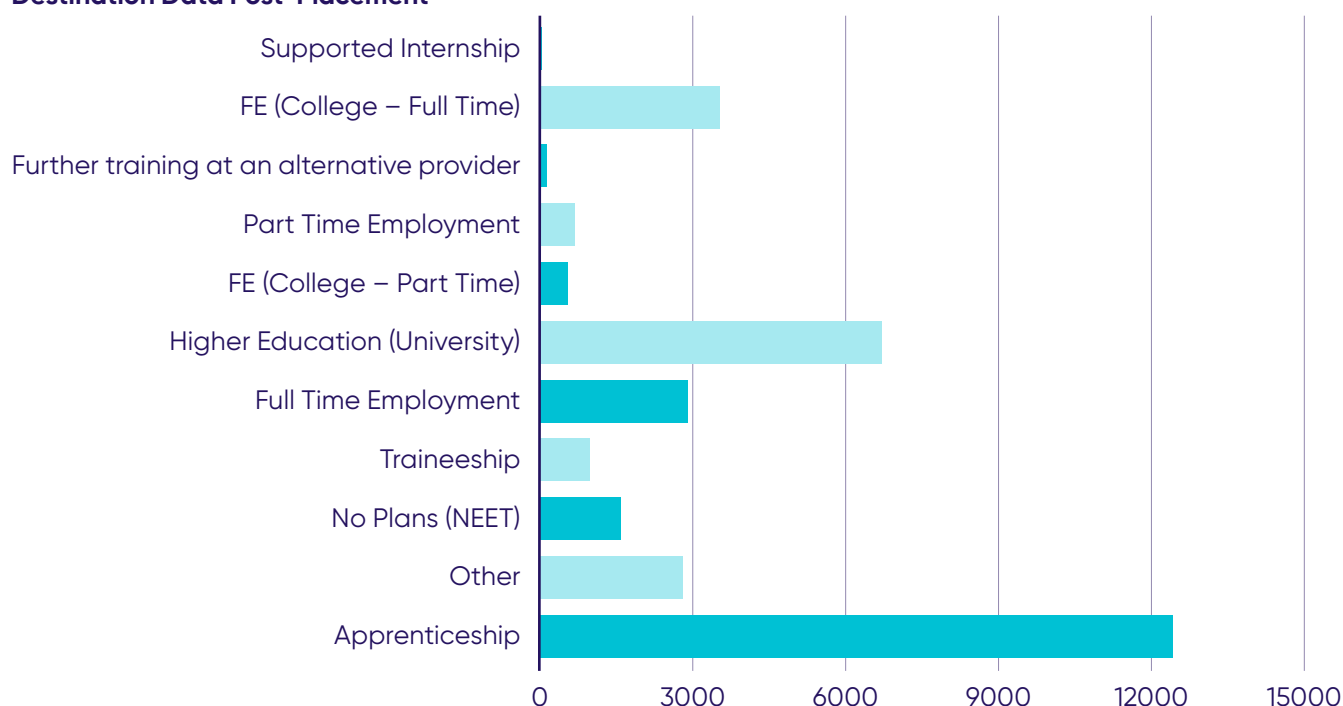
A significant majority, comprising 57.4% of respondents, rated their placements as either "excellent" or "very good." This indicates a high level of satisfaction among students regarding their work experience opportunities.

However, it's crucial to address the concerns of the 10.5% of students who rated their experience as "average," "poor," or "very poor." Understanding the factors contributing to their dissatisfaction can provide valuable insights for enhancing future work experience programmes.

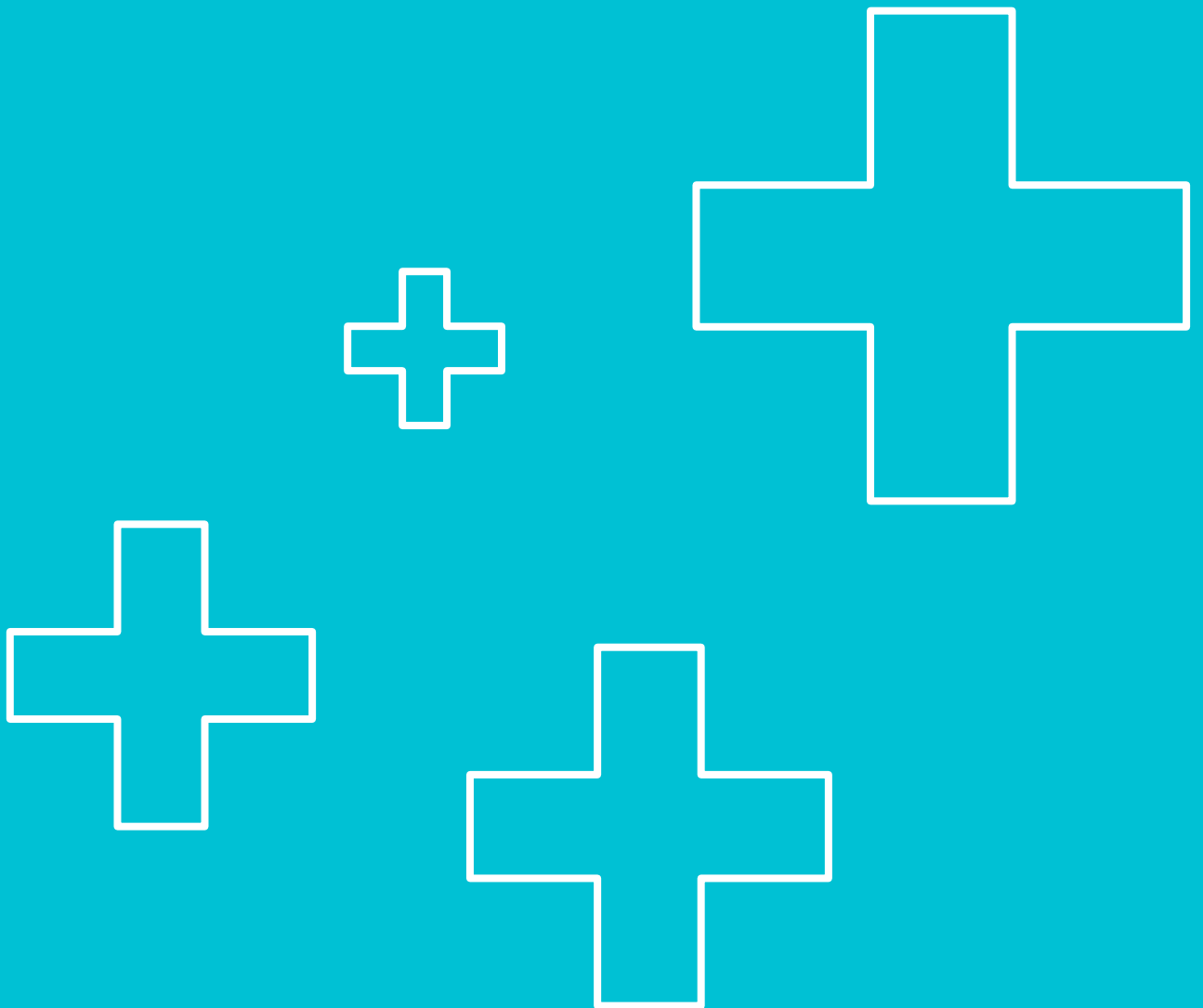
Overall, the positive feedback underscores the importance and effectiveness of integrating work experience into the curriculum to foster students' career development and employability skills.

As we move forward, it's imperative to build on this foundation of success, ensuring that work experience programmes continue to provide meaningful and enriching opportunities for all students.

Destination Data Post-Placement



Why Invest in Work Experience: Exploring Its Benefits!

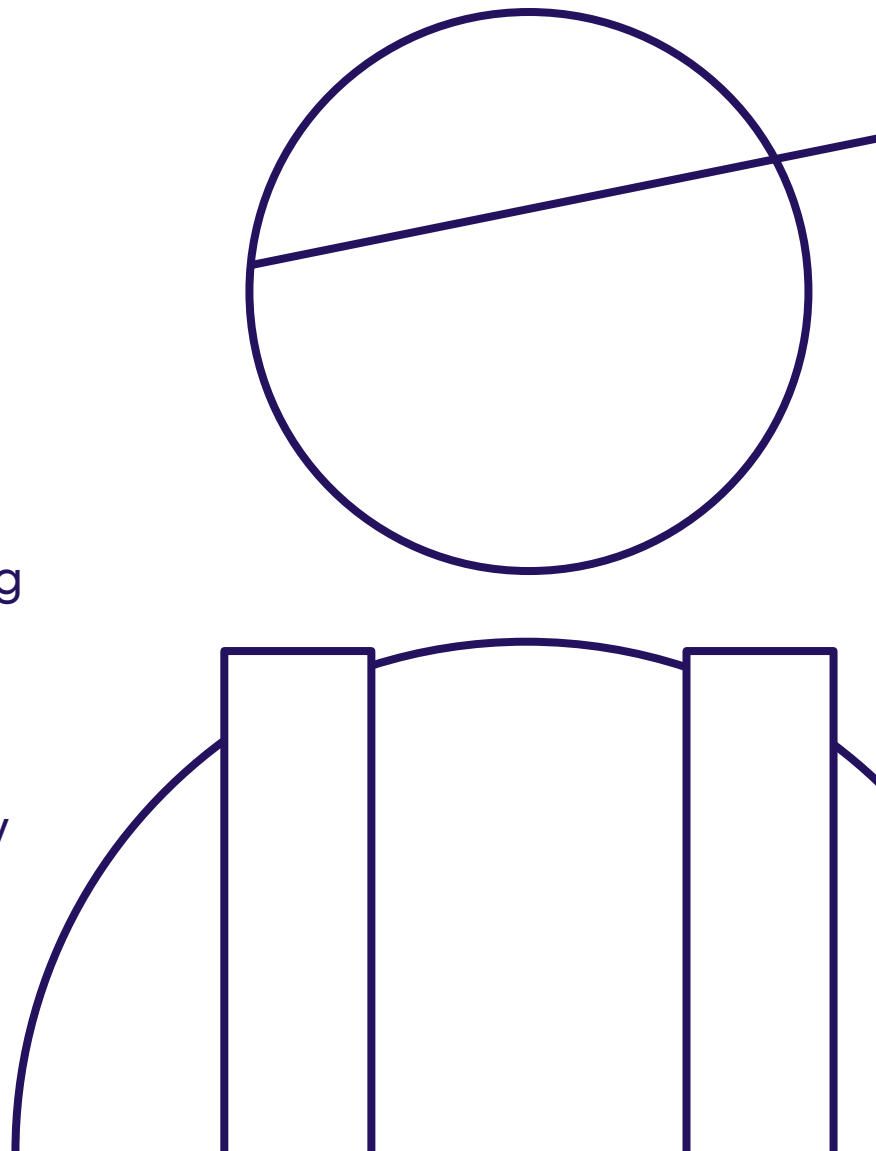


Student Benefits

Meaningful work experience offers numerous benefits for students, helping them develop essential skills, clarify career goals, and prepare for future success.

Here are some key advantages:

- ✓ Real-World Application
- ✓ Financial Literacy
- ✓ Career Exploration
- ✓ Enhanced Resume/CV
- ✓ Skill Development
- ✓ Professional Networking
- ✓ Personal Growth
- ✓ Improved Employability
- ✓ Increased Confidence
- ✓ Increased Motivation and Engagement

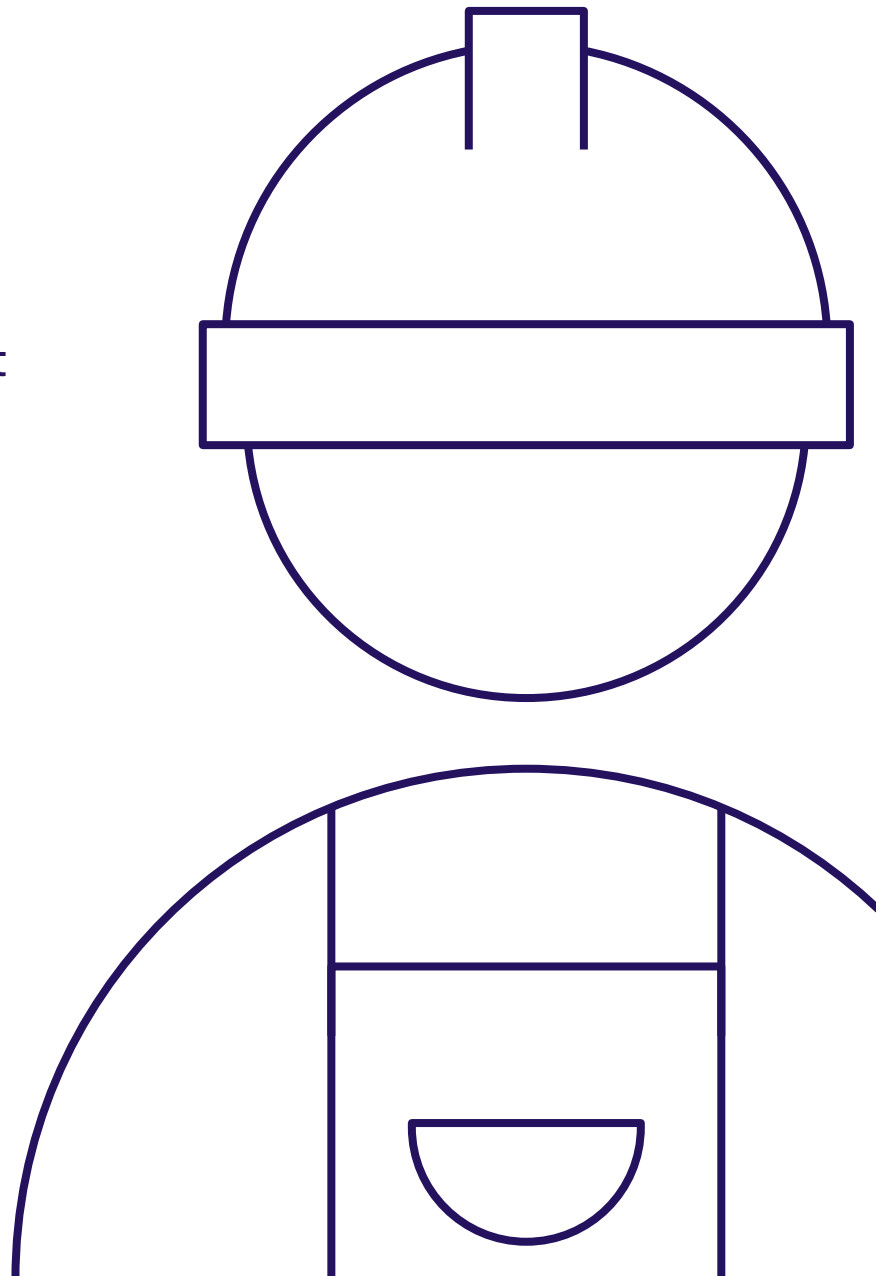


Employer Benefits

Meaningful work experience programs offer several benefits for employers, contributing to their talent development, recruitment efforts, and overall business success.

Here are some key advantages:

- ✓ Recruitment Strategy
- ✓ Diversity and Inclusion
- ✓ Employee Engagement and Satisfaction
- ✓ Talent Pipeline
- ✓ Access to Fresh Perspectives
- ✓ Skill Development
- ✓ Innovation and Knowledge Transfer
- ✓ Corporate Social Responsibility (CSR)

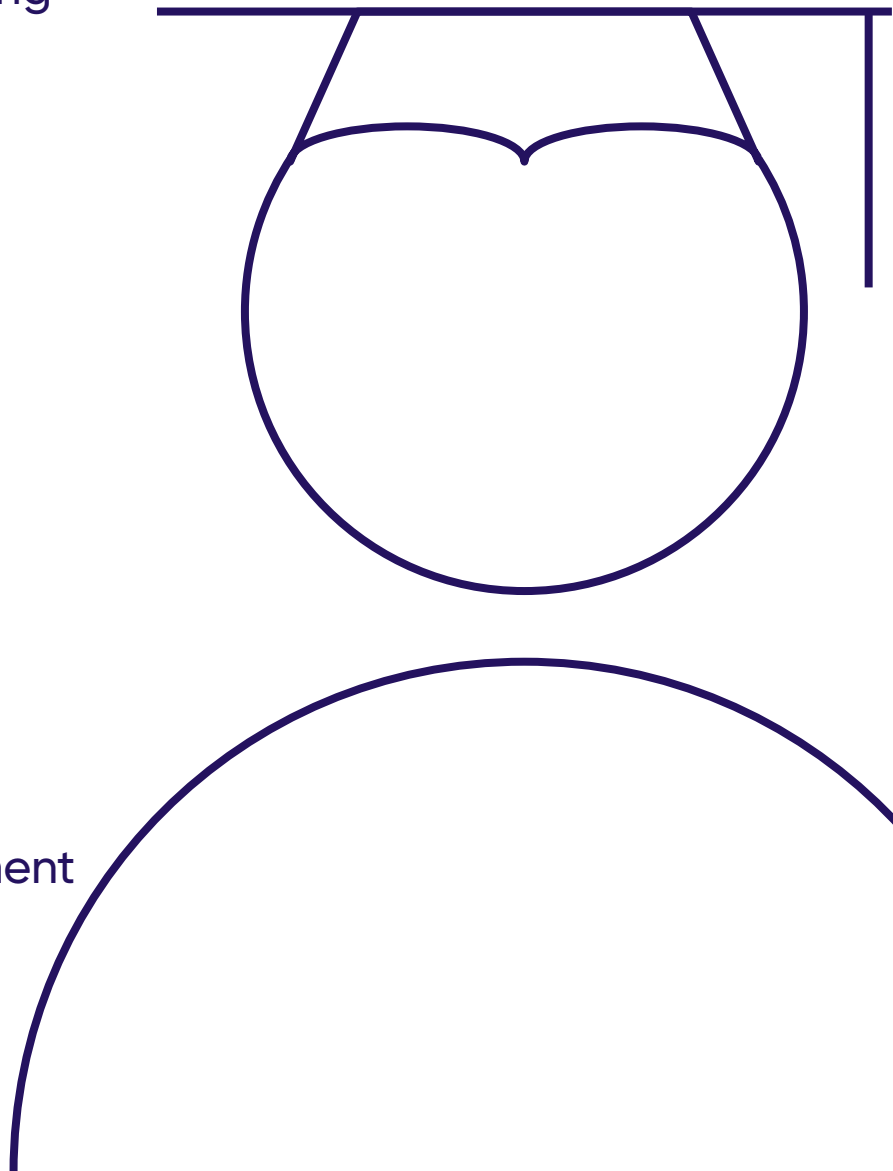


Teacher Benefits

Meaningful work experience can offer significant benefits for educators, enriching their teaching practice and enhancing the learning journey for students.

Here are some key benefits:

- ✓ Contextualised Learning
- ✓ Collaboration with Industry Partners
- ✓ Improved Student Outcomes
- ✓ Personalised Support for Students
- ✓ Enhanced Curriculum Development
- ✓ Professional Development Opportunities
- ✓ Increased Motivation and Engagement
- ✓ Informed Alternative Curriculum



Work Experience Excellence

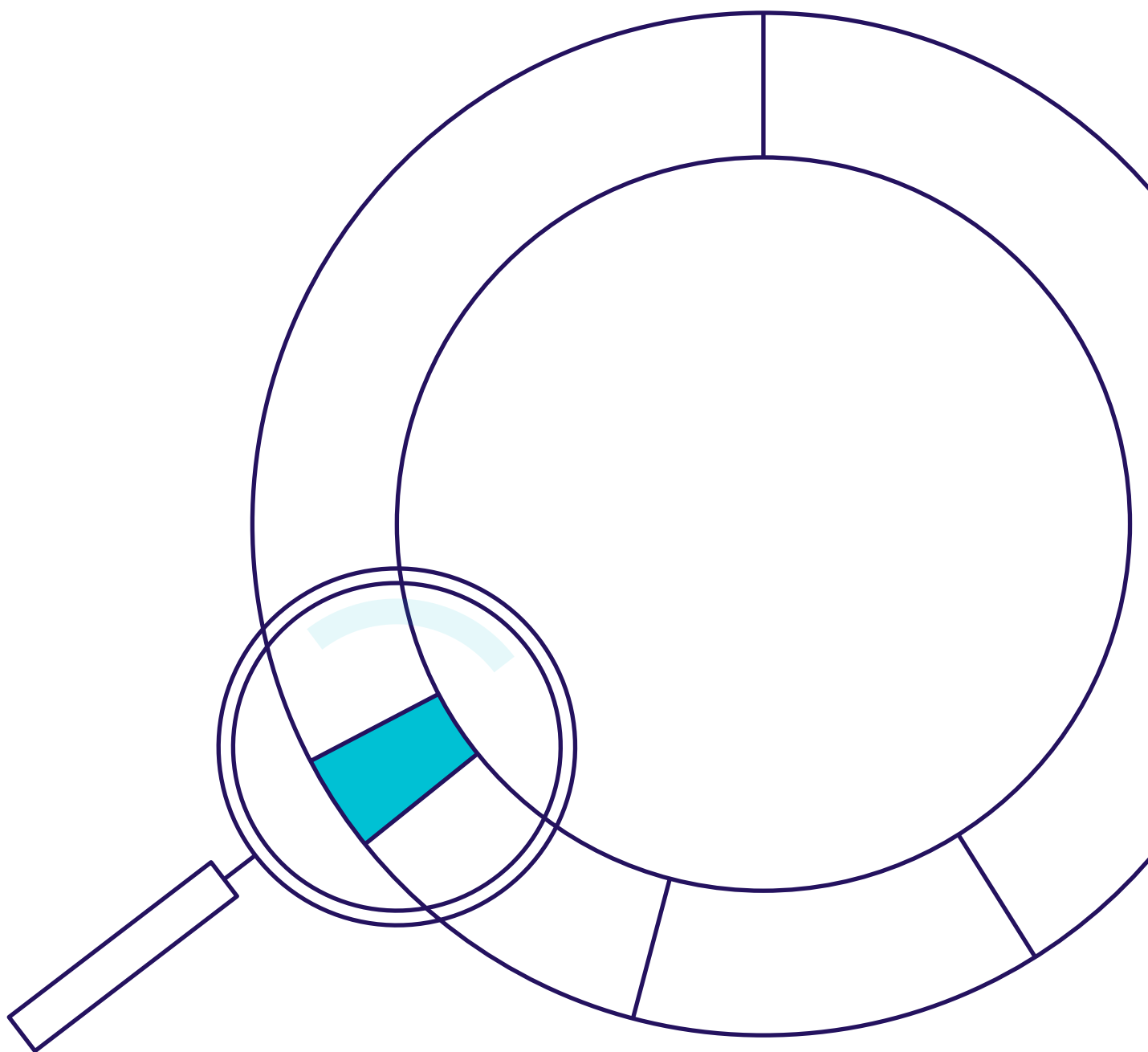
How can we enhance the quality of work experience?



Work Experience Programmes:

Is the allocation of time for work experience within the curriculum adequate?

Merely **3%** of the curriculum is dedicated to Work-Based Learning, with **0.2%** allocated to pre-placement activities focused on enhancing placement readiness and employability skills, while **0.1%** is designated for post-placement learning and celebratory activities.



Work Experience Programmes:

What strategies can be implemented to enhance the quality of work experience opportunities for young individuals?

Structured Programs

Work experience programs should be well-structured with clear objectives and learning outcomes. This could involve setting specific tasks or projects for students to complete during their placement, providing them with a sense of purpose and accomplishment.

Integration with Curriculum

Where possible, work experience should be integrated into the school curriculum to provide context and relevance to students' learning. This could involve linking work experience placements to specific subjects or topics studied in class.

Preparation and Support

Educators should provide students with adequate preparation before their work experience placement, including information about the company, the industry, and professional conduct. Additionally, ongoing support during the placement, such as regular check-ins or mentoring, can help students navigate any challenges they encounter.

Skill Development Initiatives

Offer training programs or workshops to develop essential skills needed in the workplace, such as communication, problem-solving, and digital literacy. This benefits both young people, who gain valuable skills, and employers, who have access to a more skilled workforce.

Inclusivity and Accessibility

Educators should ensure that work experience opportunities are accessible to all students, regardless of their background or circumstances. This might involve providing financial support for transportation or accommodation, as well as considering alternative formats for work experience, such as virtual placements.

Diverse Opportunities

Educators should collaborate with a variety of businesses and organisations to offer work experience across different sectors. This ensures that students have exposure to various career paths and can explore their interests.

Flexible Work Arrangements

Provide flexible work arrangements such as remote work options or flexible hours. This can help young people balance work with other commitments like education or personal responsibilities, while also benefiting employers by increasing employee satisfaction and productivity.

Community Engagement

Encourage community engagement initiatives that allow young employees to give back and make a positive impact outside of the workplace. Engaging in community service or volunteering can foster a sense of purpose and fulfilment among employees.

Feedback and Recognition

Implement regular feedback mechanisms to provide constructive feedback to young employees and recognise their contributions. This helps them understand their strengths and areas for improvement, while also boosting morale and motivation.

Evaluation and Continuous Improvement

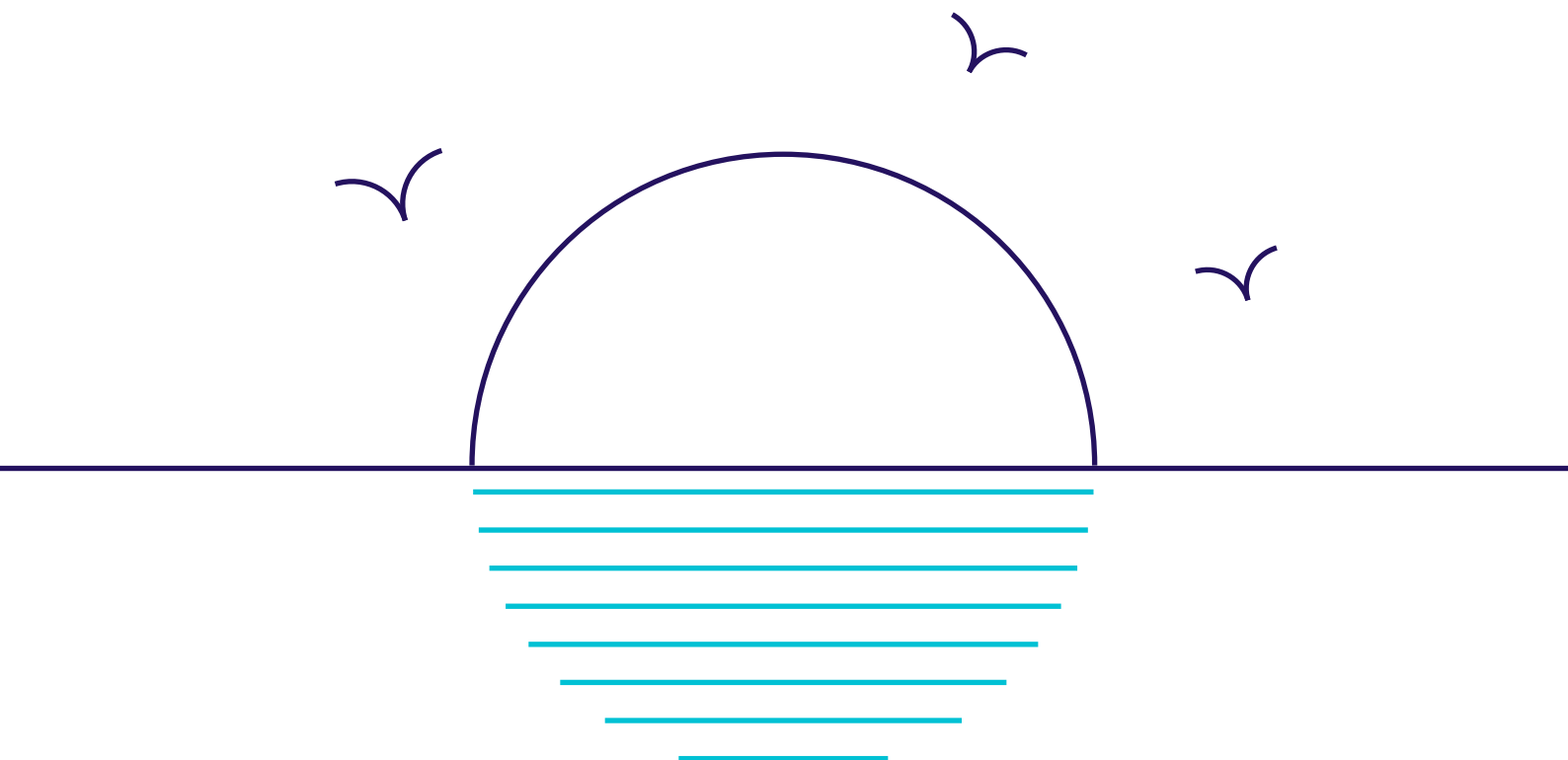
Educators should regularly evaluate their work experience programs to identify strengths and areas for improvement. This could involve gathering feedback from students, employers, and staff involved in the program, and using this information to make refinements and enhancements over time.

Technology Adoption

Embrace technology to streamline processes and make work more efficient for both young people and employers. This could involve implementing digital tools for project management, communication, and collaboration.

Final Thoughts

Through the implementation of these strategies, educators in the UK can elevate the calibre of work experience provided to both employers and young individuals, thereby facilitating a smoother transition from educational settings to the professional realm.



Looking Ahead

As we reflect on the insights and achievements detailed in this report, we are invigorated by the progress we have made and the lessons we have learned, including the understanding that merely 3% of the curriculum is currently dedicated to work-based learning. This includes a mere 0.2% allocated to pre-placement activities that enhance placement readiness and employability skills, and only 0.1% designated for post-placement learning and celebratory activities.

Recognising the critical importance of expanding these areas, we are committed to advocating for more comprehensive integration of work-based learning within the curriculum. Our journey towards enhancing work experience opportunities and employability skills for students across the UK continues with renewed commitment and enthusiasm.

At Changing Education Group, we understand that the landscape of education and work is ever-evolving. Thus, our strategies and solutions must not only respond to current demands but also anticipate future challenges. We are dedicated to staying at the forefront of educational innovation, ensuring that our programs remain relevant and impactful.

In the coming years, we aim to deepen our collaborations with industry leaders, educational institutions, and policymakers to expand the reach and depth of our initiatives. By integrating cutting-edge technology and research-driven strategies, we will continue to refine our offerings and tailor them to the diverse needs of our students and educational partners.

Moreover, we pledge to maintain an open dialogue with all stakeholders. Your feedback is invaluable to us, and we encourage you to share your thoughts and suggestions. Together, we can forge a path that not only meets but exceeds the aspirations of our young learners and prepares them for a bright and successful future.

Thank you for your ongoing support and trust in the Changing Education Group. We are excited about the opportunities that lie ahead and look forward to continuing this rewarding journey with you.

Author: Stephen Hackney 'et al'

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