

THINKING OUTSIDE THE BOX

HOW TO USE THIS RESOURCE

Thinking outside the box.

Rationale/outline

The Sainsbury Review and Post-16 Skills Plan outline the importance of industry-based experiences for learners, and to make substantial work placements an integral part of the planned technical routes. These technical reforms represent a major shift in practice for the post-16 sector providers, who will be expected to offer increasingly meaningful placements, lasting up to three months to develop learner understanding and knowledge of the sector in which they wish to pursue a career.

To prepare for the effective delivery of these extended work placements in the study programmes, providers will need to:

- Develop plans for the larger and more intensive work placement programmes that form part of technical routes.
- Identify a larger range of work placement opportunities for learners.
- Support learners' progress in their knowledge and understanding of career opportunities.

Suggestions on how to use this resource

Staff can use this with learners as an example of developing and appreciating the wider market. This will relate to their chosen career interests and increase opportunities for work experience.

- Discuss step 1 to understand the technical routes.
- Research the industry and associated industries and services.
- Work through steps 1-8.
- Create a supply chain to identify work placement opportunities for learners.

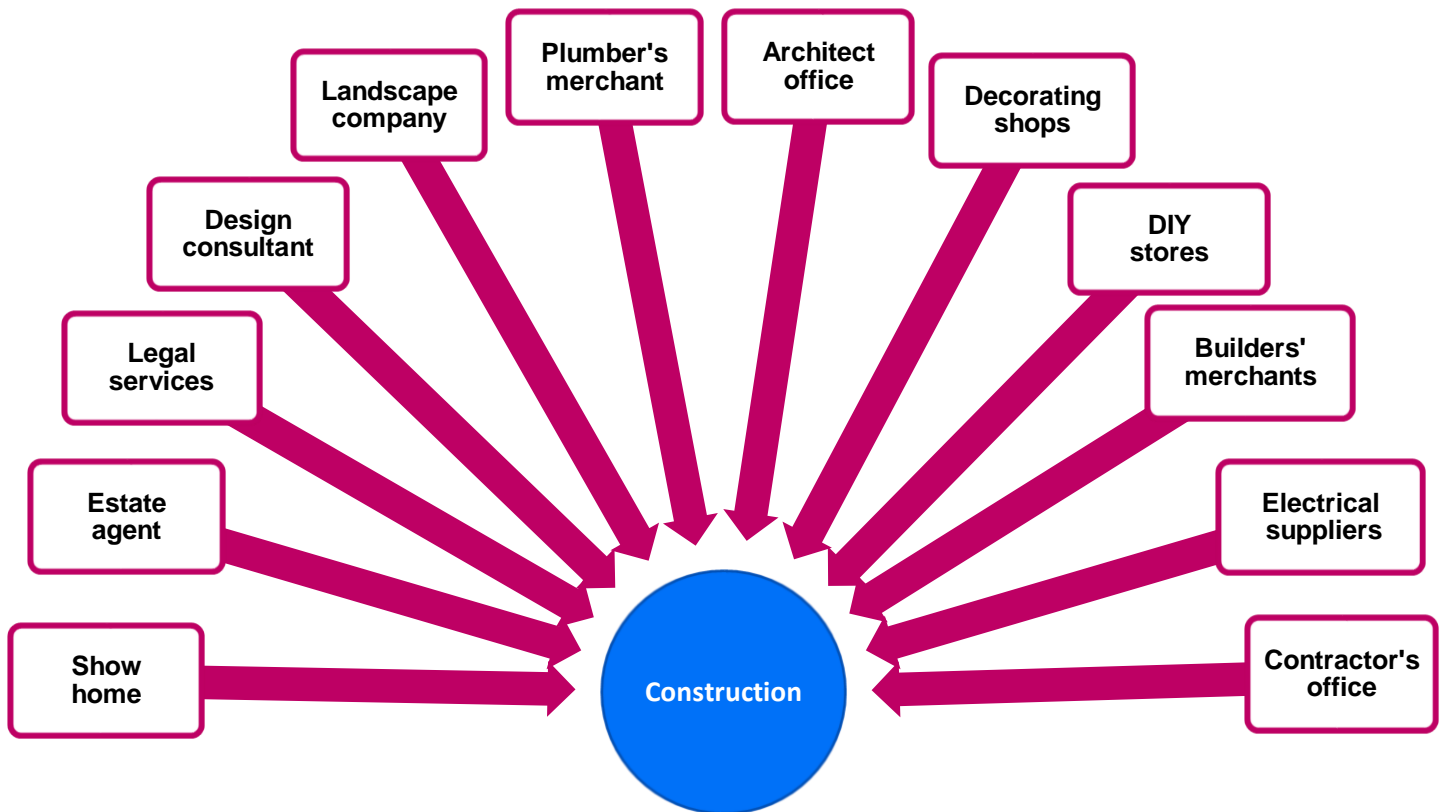
Additional activities can relate to destinations and career routes, such as tutorials to identify targets in action plans and individual learning plans for setting employability skills. This in turn will demonstrate progress in knowledge and skills.

Intended impact

Increasing opportunities for work placement or experience opportunities by raising awareness of the importance of the supply chain and associated industries. The net is widened to create more work placement opportunities for learners with a wider range of businesses.

Supporting learners to develop their understanding and knowledge of the wider opportunities in their career path and offer opportunities to develop a wider skill set as part of their work experience or placement.

Thinking outside the box for work placement opportunities.



Creating a supply chain.

A group task which can involve staff and/or learners:

1. Identify the technical route (e.g. construction).
2. Identify obvious on-site choices for work placements (e.g. contractor's office).
3. Select suppliers to the industry (e.g. electrical suppliers, builders' merchants).
4. Identify places where the public can access similar products to the industry suppliers (e.g. DIY stores).
5. Think about other industries associated with construction, e.g. architect's office, design consultant.
6. Identify other industries which may provide services on site, e.g. landscaping company, plumbers' merchant.
7. Discuss any links the route has with ancillary services, e.g. legal services.
8. Think about finished products and services required, e.g. estate agent, show homes.