

# Employability for Under 16s Summer Holiday Internship Final Report and Evaluation



*"I absolutely endorse these sorts of projects. It is wonderful that young people have this opportunity to get out there and get involved with us. They have learned, in this short space of time with us, what the real world is all about and got a feel for the working environment."*

Mark Aseervatham (Cannon Hall Farm)

**Jill Ellis  
Katren North  
October 2014**

# **Employability for Under 16s Summer Holiday Internship Final Report**

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# 1 Project overview

## 1.1 Background

In February 2014 Barnsley MBC North Area Council commissioned a Summer Holiday Internship programme focusing on employability skills for under 16s. Two week blocks were to be provided during the summer holidays to Year 10 students catering for up to 60 young people who reside in the area covered by the North Area Council. The overarching purpose of the programme was 'providing knowledge and greater understanding of the work environment and allowing young people to experience a work placement and benefit from preparation workshops, thus improving their employment prospects'.

C&K Careers <sup>(1)</sup>, a not-for-profit company based in Kirklees and Calderdale, was the successful bidder. Whilst the project was commissioned in February, due to unforeseen circumstances, the start was delayed until the end of April.

## 1.2 Aims and Objectives

The strategic aims and priorities set out by the North Area Council were:

- Improving people's potential and achievement. Improved understanding of the work environment and the progression required to enter a career.
- Growing the economy. More economically active residents in the North Area. Less young people classed as NEET.

Specific aims and objectives of the project were to:

- Motivate and inspire young people to achieve their potential
- Ensure that young people are provided with the skills they need to access the world of work so that they have an improved chance of being economically active
- Aim to reduce NEET figures of young people aged 18-24
- Prevent young people becoming NEET by engaging them in striving for a positive destination.

# 2 Key milestones achieved

Delivery of the programme was measured against the key milestones outlined below. Progress was reported against and monitored through the regular contract meetings with the Contract Manager, Rosemarie Adams and Cllr Linda Burgess, Chair of the North Area Council. The milestones are detailed below.

## 2.1 Work with schools to advertise the opportunity to local young people and recruit to the project

The target was to identify 60 young people from four schools who lived in the designated postal code areas. Over 70 young people came forward and, of these, 51 finally committed to the programme.

In the event 50 of these actually participated:

- 31 from Darton College
- 11 from Carlton Community College
- 9 from Holy Trinity

(1) For further information on C&K Careers see Appendix 15

This was due to a number of factors:

- One school pulled out as they had already done work experience
- One additional school was asked to be involved but despite telephone and email contact did not respond
- Some students came forward but withdrew either because of family holiday commitments or decided that it was not for them
- The lateness of being able to start work on the project caused problems in schools with exams and other school timetable restrictions.

Despite this we had students from outside the catchment area who asked to be involved and one student who was prepared to pay to be involved.

The fact that 51 students came forward given the short timescale is very positive.

The original intention was to have a rationale behind deciding who would be eligible for the project, but due to the truncated timescale, students were finally selected on the basis of who schools thought would benefit and who lived in the postcode area.

## 2.2 Provide an induction opportunity prior to commencing the two week programme

All identified students were given an individual Interview with a C&K Careers Adviser prior to the end of term. This consisted of checking their placement choices (which proved important as some had filled the form in wrongly and ranked their choices back to front), completing an initial evaluation to see where they were in their career thinking, doing an evaluation using the Barnsley "I Know I Can" (IKIC) competencies and completing an individual career action plan. In some cases Careers Advisers had to go across to the school several additional times to catch students who missed their scheduled interview or joined the programme late. This added to time and transport costs.

## 2.3 Deliver a training programme on employability skills and preparation for the work placement

Four training workshops accommodating up to 17 students each were delivered during the first three weeks of the summer holidays, with two groups running during the first week (mornings and afternoons). They took place at The Core - a professional business environment - in order to give the students some real-life experience of the world of work. The Core also proved to be ideal as it was easily accessible by public transport.

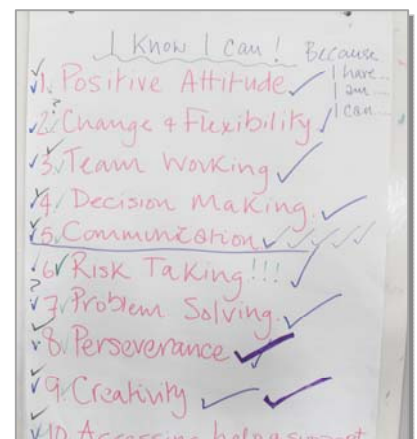
The four day training on employability skills and coaching was attended by 50 out of 51 students. All 50 completed the training.

A flexible model was developed based around the ten core competencies as set out by the Barnsley, IKIC model, which aimed to prepare the young people for their one week internship and to provide evidence for their workbook.

The IKIC competencies are:

1. Positive attitude
2. Change & flexibility
3. Team working
4. Decision making
5. Communication
6. Risk taking
7. Problem solving
8. Perseverance
9. Creativity
10. Accessing help & support.

Each time a competency was met it was ticked to reinforce the learning.



The employability training included:

Day 1 – Getting to know you, Buzz personality test

Day 2 – CV production

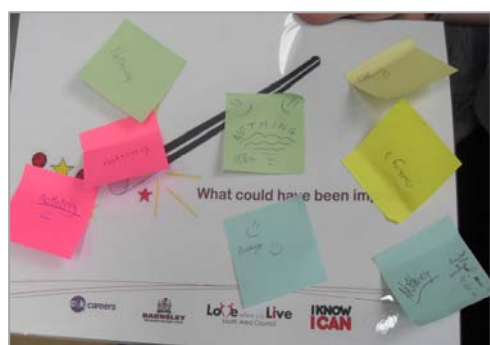
Day 3 – Interview skills, telephone call to employer (See example handout **Appendix 1**)

Day 4 – One to one guidance interview and five year plan.



The programme was led by two experienced C&K Careers Advisers. They were supported by two student ambassadors from the University of Huddersfield, adding another facet to the project as they presented positive role models for the young people. Two very competent student ambassadors with different backgrounds (music & engineering) were involved so their expertise was used when designing the programme.

Developing a coaching model for the workshop where students would learn but also have fun was key to success. Mandatory activities were interspersed with others involving creativity, movement or action. A lot of the activities were designed to promote good team work skills – the obstacle course, murder game, Lost at Sea and employability skills (communication skills game).



Each group was asked at the end of each day to complete an evaluation. Sessions were altered accordingly taking on board some of the comments, to make the programme responsive to individuals' needs.

In some cases students felt nothing could have been improved.

During the training all students completed two video interviews – asking them what they hoped to gain from the experience and then checking on how they felt at the end of it. This has fed into the evaluation and can be used to promote the programme should it run again.

***“The pre-placement training taught me how to present myself and how to be better at communicating and using my initiative. “***

## **2.4 Sourcing placements from employers taking into account the needs and aspirations of each young person**

Following the week of employability training students then went on a one week 'internship'. All 50 young people were each allocated a work placement from a range of job areas including:

- Catering
- Childcare
- Retail
- Barnsley Town Hall Governance & Member Support
- Barnsley Hospital
- Computing
- Graphic Design
- Warehouse
- Solicitors
- Web Design
- Motor Vehicle
- Business Administration
- Accountancy
- Journalism
- Animal Care
- Library Work
- Hairdressing
- Barnsley Museum
- Cooper Gallery

In total it took nearly 400 approaches to employers in order to secure approximately 40 placements. All the placements were risk assessed by our NEBOSH qualified Employer Liaison Officers. Job descriptions were written and provided to the employers, students, their parents/carers and schools.

## **2.5 Visit each young person during their placement week**

All students were visited on placement and feedback completed for their workbook. Employer reports have been collected and passed on to the schools.

Visiting all students whilst on placement ensured we could check what they were getting out of the placement, develop the relationship with the employer and sort out any problems when/if they arose.

The majority of students completed their placements successfully and attended for the full five days. Where they did not attend we were able to follow them up and discover what the issue was and rectify it where possible.

## **2.6 Develop a Five Year Plan for each young person that will help them to secure employment in the future**

All young people had a one to one interview with a Careers Adviser during the summer term and then again during the training week. The Five Year Plan was completed and given to the young people.

**( Appendix 2)**



## 2.7 Provide a celebration event to acknowledge the achievement of the young people and thank participating employers

A celebration event was held at Shaw Lane Rugby Club on 24 September 2014. All students plus one guest, all participating employers, representatives from schools and representatives from Barnsley Council were invited. The programme was introduced by Katren North, Head of Business Development at C&K Careers. This was followed by a video of the young people, employers and the staff who delivered the training talking about the programme. Cllr Linda Burgess spoke about the background to the project and the importance of raising aspirations. Five students then presented an outline of what they had got out of the project. Finally certificates were presented by the Ward Councillors to all students. Despite the event clashing with Maths and English evening at Carlton Community College the Carlton families did manage to attend both.



## 2.8 Activity/intervention targets achieved

- 50 students completed the programme
- 50 Five Year Plans produced, tailored to the needs of students
- 50 CVs were produced by the students and sent electronically to them so they can update them as required
- 40 employers took part some of whom would be willing to come into school for other employer engagement activities or participate in future projects.

### 3 Evaluation strategy

To ensure the specific aims of the programme were met, it was evaluated in a number of ways.

- Students all completed two scaled baseline assessments at the start of the programme. The first measured their confidence in applying the I Know I Can competencies; the second measured their 'career thinking'. This exercise was repeated at the end of the programme to measure distance travelled and gather feedback on the programme design and content. **(Appendices 3-6)**. Narrative feedback was also received **(Appendices 7 and 8)**
- Employer feedback was collected through a written questionnaire and face to face during the placement visits. **(Appendices 9 and 10)**
- Video interviews of both students and employers also took place.
- Parent feedback was collected informally during the Celebration event. As some of this was really powerful, we decided to send an additional parent questionnaire out during October to try to collect further views. **(Appendix 11)**

### 4 Outcomes against project aims

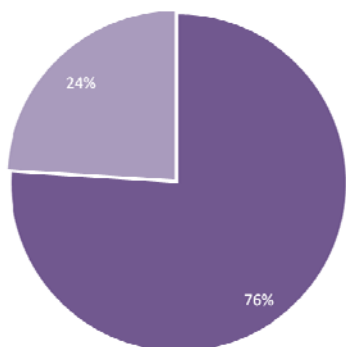
#### 4.1 Young people completing the internship feel they are capable of achieving their potential. Students have improved confidence and self esteem.

Evidence was collected demonstrating that young people had increased in confidence and motivation, and were more self aware in terms of their skills and how to use them in a future career.

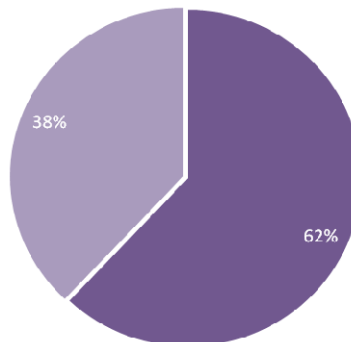
*What difference has the Internship made? (dark is yes, pale is no)*

All completed evaluations (34)

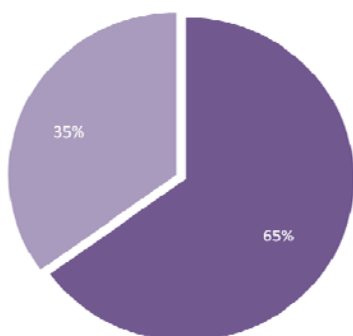
I feel more motivated about my future (26)



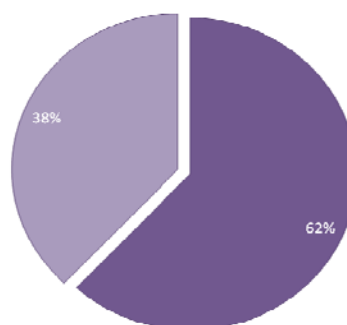
I feel more confident to make plans about my future (21)



I have more of an idea of what I need to do to reach my future goals (22)

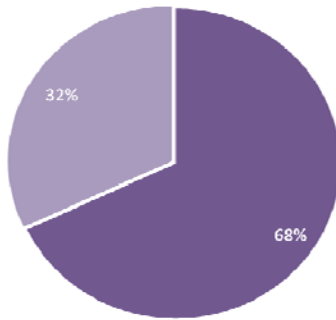


I know more about the different opportunities available to me (21)





### I am more aware of my own skills and how I can use them in a future career (23)



These outcomes are backed up by comments made by the students in completed evaluations and other verbal and written feedback.

#### 4.2 Prevent Young People becoming NEET by engaging them in striving for a positive destination.

All indications are that most students felt better motivated to strive for a positive destination. 76% of students who completed the evaluation specifically said that they felt more motivated about their future (see above.)

Specific outcomes we are already aware of include:

- Two students being offered part time work at Cannon Hall Farm
- One student being offered part time work at Bridal Direct
- One student being offered part time work at Extra Computers
- One student will be offered part time work at Shaw Lane Rugby club
- One student may be offered part time work if the employer expands his business
- One student has taken up voluntary work
- One student who wants to become a journalist has had an article published in the Barnsley Chronicle
- One parent reports that since the programme her daughter has updated her CV and used it to secure a part-time job.

Case Studies demonstrating the impact of the programme are included as **Appendix 12**

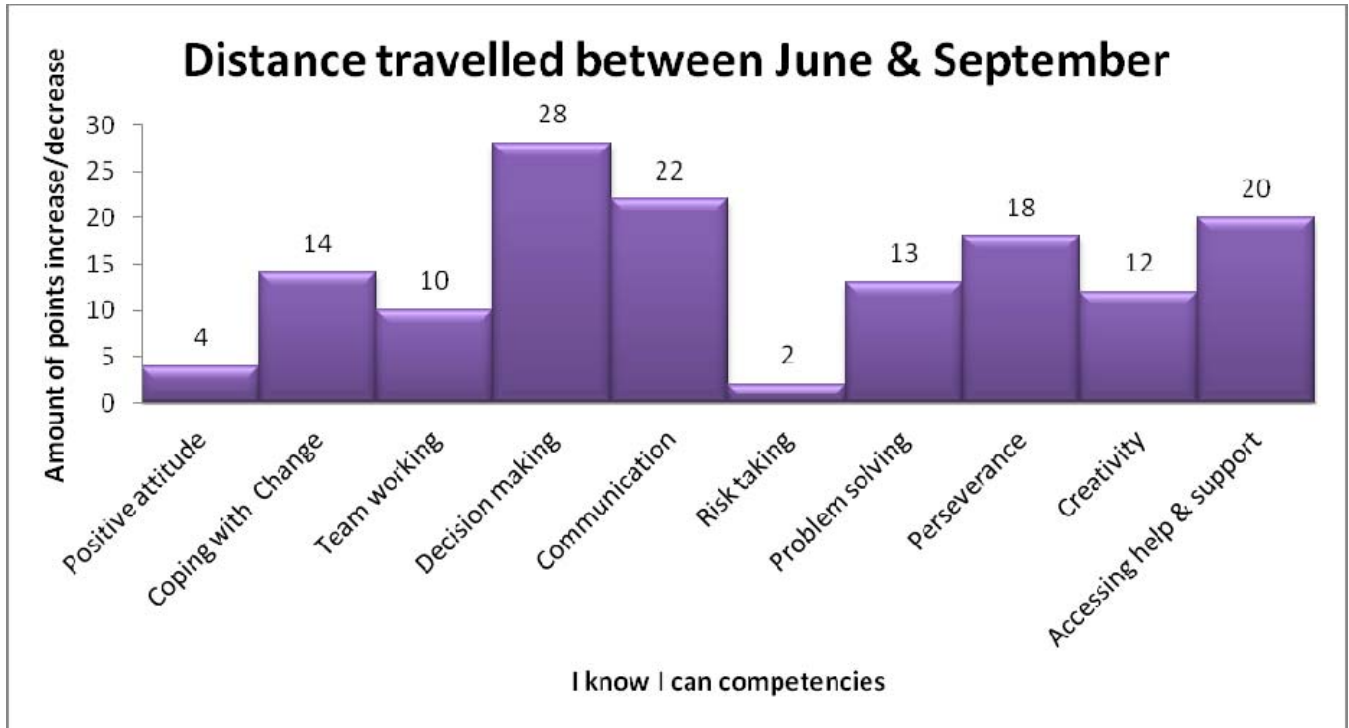
Feedback from schools also demonstrates that the project has impacted on students' confidence in their abilities and engaged them in striving for a positive destination.

*The Internships as far as the Darton College students were concerned, was a fabulous experience. Every student said that they enjoyed it. They were very happy with what they had produced in the workshops and felt that they were able to use this effectively in the future with regards to progressing into employment. On my visits to the workshops the students were very focussed on what they were doing, but enjoying the activities at the same time. The work experience aspect was also very much enjoyed by all students and many felt that they had learnt a good deal from the experience. Many had returned to school with a heightened sense of confidence in their abilities and I am sure that this will bode well for the future for them.* Dave Bond, Darton College

It would be useful to track the destinations of these particular students after the life of this project. C&K Careers has therefore undertaken to follow up students to check on destinations at the end of Year 11.

### 4.3 Ensuring young people are provided with the skills they need to access the world of work

We measured distance travelled from the beginning of the project (June) to the end of the project (September) in terms of the I Know I Can competencies. In all cases there was a positive improvement with decision making and communication showing the biggest upturn.



All 50 students completed a CV which they will be able to build on and add to

All 50 students were given coaching on interview skills including a mock interview

All 50 students gained valuable first-hand experience of the world of work

As part of the evaluation, students were asked to rate specific aspects of the project. The workshops session scored particularly highly (see **Appendix 5**)

85% of Darton students rating it on a scale of 1-5 as 4&5.

100% of Holy Trinity students rating it on a scale of 1-5 as 4&5.

We are awaiting the returns from Carlton College students

(Where 1 was poor and 5 was excellent)

## 5 Conclusion

This was a very successful project which achieved its objectives.

Major learning points are: (see also Appendix 14 - lessons learned, Rosemarie Adams)

### Preparation

- A longer lead in time to the project would have been beneficial both for schools. A longer lead in time would have also allowed us to use the Risk of NEET Indicator to identify students to participate in the project.
- It would be helpful for all schools to be fully committed to the programme before it starts, if it runs again.
- Communication with a named contact in school is crucial. There was a lot of administrative work to organise the preparation in school, the training and placement so ongoing dialogue in order to sort out any queries is key.

### Delivery

- The venue (the Core) was very successful as the students benefited from it being a professional training venue and being treated as adults.
- Travel expenses were extremely helpful to some of the young people; others wondered why they were being given them (and even offered to return them!)
- It was hard for staff delivering 2 sessions back to back in the first week. We did this in order to be able to fit the project into the summer holidays and accommodate the placements so it was necessary.
- Some students and parents would have liked the training programme to have been longer to have more impact, however this would have meant even more commitment during their summer holidays.

### Work placements

- The timescale led to some of the employers saying it was a bit last minute. Ideally employers would like to interview the students before the placement starts. We did however manage to place all the students in valuable placements.
- Some of the job descriptions we created in discussion with employers were not followed at all and the student found themselves doing something that had not 'signed up to'. Were we notified we addressed this with the employer.
- Not all the students let the employer know if they did not attend for some reason. Although the procedure for doing this was in the workbook and covered in the workshops, staff could place more emphasis on it another time as failure to do this let down the employer.
- Some employers did not always contact us to keep us informed. Staff visits to placements managed to pick up on any absences which could then be followed up.

### C&K Careers

- Staff at C&K Careers thoroughly enjoyed working on the programme as it allowed them to build relationships with young people in an intensive, short time frame. They were able to see a lot of progress made in a short time.
- New ways of working were developed which may be transferable to work in Calderdale and Kirklees. Project staff are cascading their experiences to colleagues.

### The future

- There is now a tried and tested employability skills programme which worked very well.
- The video produced as part of the project is a very useful resource to use if the project runs in future years, to engage schools, students, parents/carers and employers.
- Schools can now see tangible benefits to the programme so are more likely to commit in future.

- C&K Careers will undertake to track the participants at the end of Year 11 to report back on progression.
- C&K Careers are considering accrediting the programme that was developed, to allow future participants to gain a qualification if it is possible for the company to deliver the programme again in the future.

Further information is available from

Jill Ellis, Project Co-ordinator

or

Katren North, Head of Business Development

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# Employability for Under 16s Summer Holiday Internship

## Employers really want from you...

### Effective time management

- ✓ Being punctual - start and breaks
- ✓ Attendance - be there when you are meant to
- ✓ Make your day or shift work efficiently and effectively



### A positive attitude/personal appearance

- ✓ Clean, tidy, well presented and good personal hygiene
- ✓ Positive outlook and open minded
- ✓ Follow the rules of the dress code if there is one

### Self motivation and drive

- ✓ Tasks that you start should be finished on time and to agreed standards
- ✓ Use initiative to start work and then follow through to completion
- ✓ Keep your mind on the job and do not let yourself be distracted



### Good verbal communication skills

- ✓ Express yourself clearly and assertively
- ✓ Do not be afraid to ask questions
- ✓ Confident personal presentation in a variety of situations

### Be a great team player

- ✓ Actively listen, offer advice and follow instructions when needed
- ✓ Be aware of the situation and contribute to the decision making process
- ✓ Work as efficiently as possible and suggest improvements







## Have a flexible approach to work

- ✓ Your whole previous routine will change - and so you have to as well
- ✓ Be open to working different hours than you initially agreed
- ✓ Always be willing to learn new ways of doing things

## Develop a commercial awareness

- ✓ Follow the company's aims and always try to reduce waste in terms of time and materials
- ✓ Get to know who your competitors are and see if you can suggest improvements to your company's products / service
- ✓ Realise that a good work ethic is the foundation to help build the company you work for



## Be able to communicate in writing

- ✓ It may be a simple email, a production quantity input on a written report or typed on a computer based spreadsheet
- ✓ Whether it is routine or complex - always check your details
- ✓ It is sometimes essential to write to customers to either solve a problem, offer information or bring in more business

## Plan and organise yourself

- ✓ Ensure your work area is clean, tidy and efficient. Plan that the day's tools and resources are available
- ✓ Make sure that safety comes first when you plan your workload which should be at a steady pace and not stressful
- ✓ Prioritise your tasks so that the urgent ones are done first and be aware of your limitations



## Have a go at solving problems

- ✓ Be observant, a good listener and develop a creative thought process to see a solution
- ✓ Take good decisions once you have worked out the situation
- ✓ Take the initiative within your boundaries of responsibility

# Employability for Under 16s Summer Holiday Internship

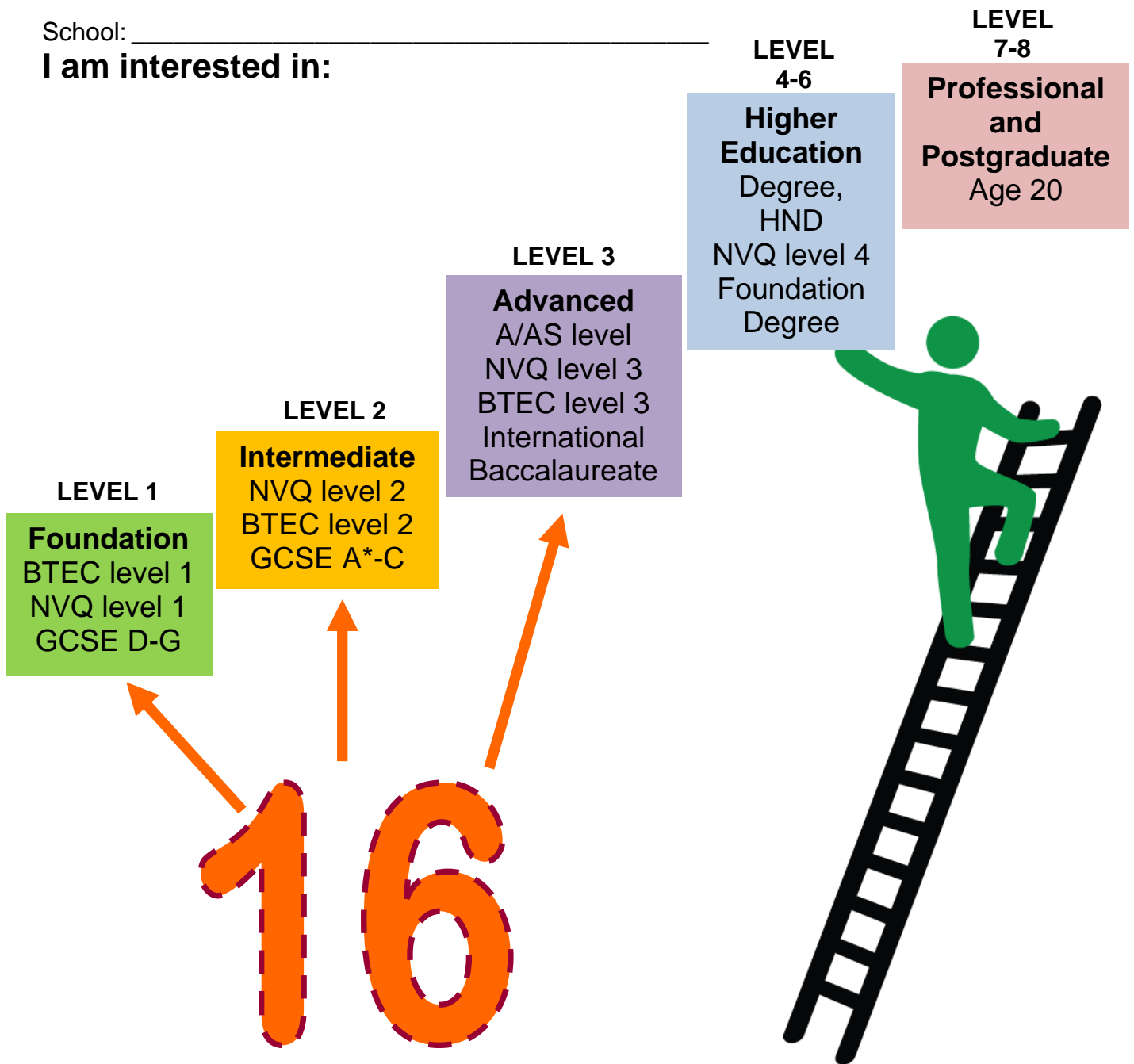
## 5 Year Progression Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

I am interested in:



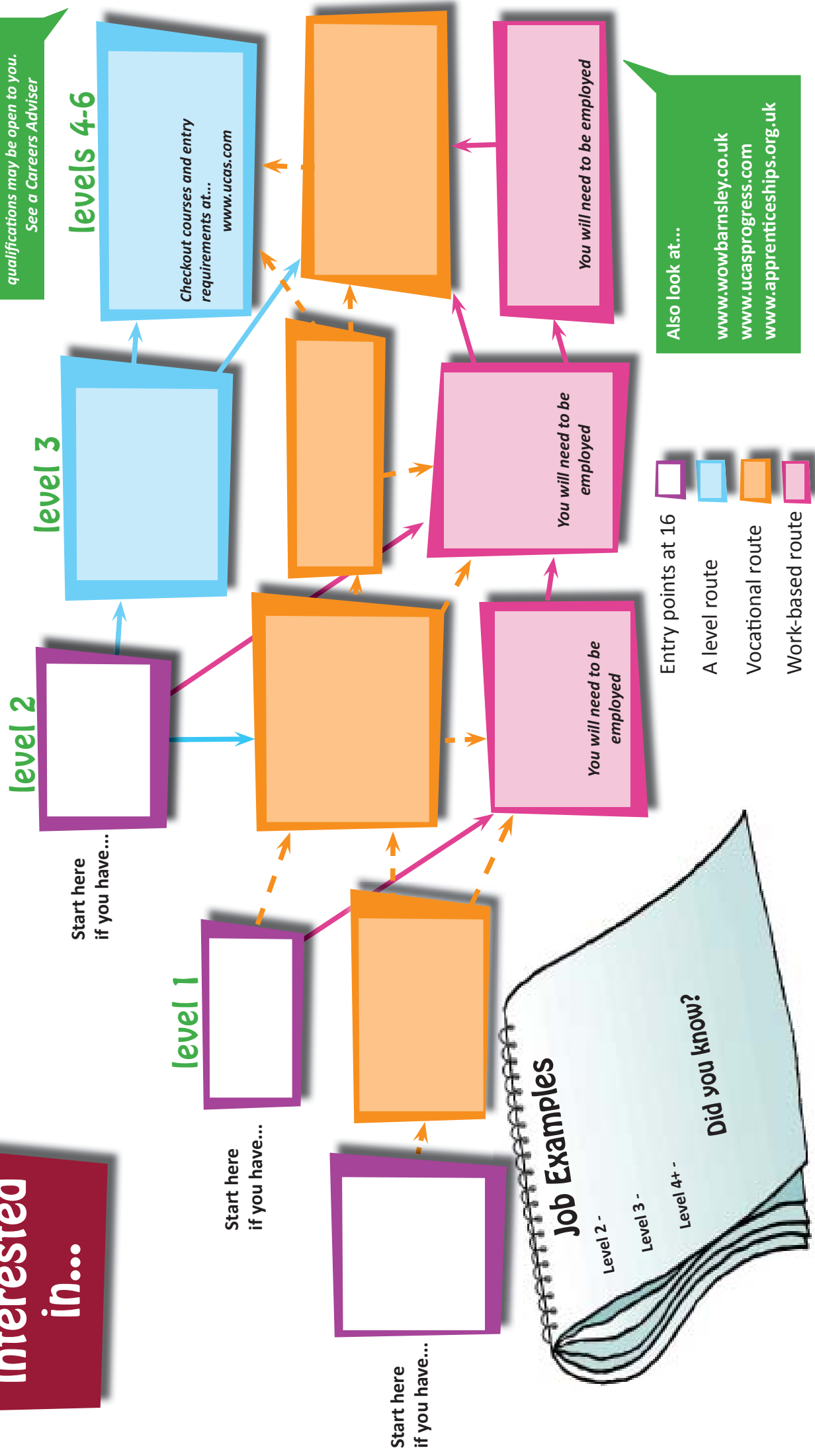
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# Employability for Under 16s Summer Holiday Internship

## Routes in Barnsley 5 Year Progression Plan

**I am interested in...**

Routes and entry requirements may vary. You may need an interview or to sit a test.  
 This chart is a guide only. It is a good idea to check that these routes are available. Other routes or qualifications may be open to you. See a Careers Adviser



# Employability for Under 16s

## Summer Holiday Internship

You can get qualifications from full or part-time study and apprenticeships.

You can mix and match qualifications to select a course that is ideal for you.

You can choose qualifications that are assessed in a way to suit you.

To achieve my long term goal of \_\_\_\_\_

**I am thinking of:**

A level route

Vocational route

Work based route

**Action Points:**

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**Practitioner's signature** \_\_\_\_\_

**Student signature** \_\_\_\_\_

# Employability for under 16s Summer Holiday Internship

0 1 2 **3** 4 5 6 7 8 9 10

Circle present state scaling

Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

**Positive Attitude**

How happy are you with your life

0 1 2 3 4 5 6 7 8 9 10

**Change & Flexibility**

How confident are you at coping with changes in your life (leaving school etc)

0 1 2 3 4 5 6 7 8 9 10

**Team Working**

How confident are you with working with others & in a team & recognising others people's skills

0 1 2 3 4 5 6 7 8 9 10

**Decision Making**

How confident are you at making decisions developing a plan and moving forward

0 1 2 3 4 5 6 7 8 9 10

**Communication**

How confident are you at communicating ideas & information, asking questions, listening, speaking to groups

0 1 2 3 4 5 6 7 8 9 10

**Risk Taking**

How confident are you at managing risky situations (drugs, alcohol, youth offending)

0 1 2 3 4 5 6 7 8 9 10

**Problem Solving**

How confident are you at your ability to solve problems

0 1 2 3 4 5 6 7 8 9 10

**Perseverance**

How confident are you that you can see what needs to be done, do it & persevere when things get tough

0 1 2 3 4 5 6 7 8 9 10

**Creativity**

How confident are you at thinking up new ideas & ways to do things that work well

0 1 2 3 4 5 6 7 8 9 10

**Accessing help & support**

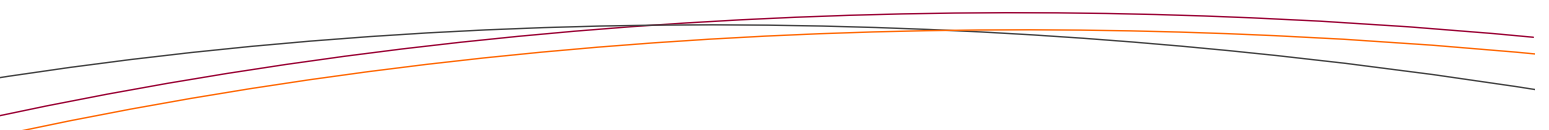
How confident are you in asking for help, information, advice and support

0 1 2 3 4 5 6 7 8 9 10



# Evidence sheet / Personal action plan

Heading/Questions	Action Plan
<b>Positive Attitude</b> How happy are you with your life	
<b>Change &amp; Flexibility</b> How confident are you at coping with changes in your life (leaving school etc)	
<b>Team Working</b> How confident are you with working with others & in a team & recognising others people's skills	
<b>Decision Making</b> How confident are you at making decisions developing a plan and moving forward	
<b>Communication</b> How confident are you at communicating ideas & information, asking questions, listening, speaking to groups	



<b>Risk Taking</b> How confident are you at managing risky situations (drugs, alcohol, youth offending)	
<b>Problem Solving</b> How confident are you at your ability to solve problems	
<b>Perseverance</b> How confident are you that you can see what needs to be done, do it & persevere when things get tough	
<b>Creativity</b> How confident are you at thinking up new ideas & ways to do things that work well	
<b>Accessing help &amp; support</b> How confident are you in asking for help, information, advice and support	

Practitioner's Signature: \_\_\_\_\_ Student's signature: \_\_\_\_\_



# Employability for Under 16s Summer Holiday Internship

## Evaluation September 2014

Name: ..... Date: .....

School: .....

1. I feel confident when I think about my future

Strongly Disagree

Strongly Agree

1

2

3

4

5

2. The possibility and choices out there feel overwhelming

Strongly Disagree

Strongly Agree

1

2

3

4

5

3. People tell me what I should be doing but I don't know what is best for me

Strongly Disagree

Strongly Agree

1

2

3

4

5

4. I have a definite career plan for after I leave school

Strongly Disagree

Strongly Agree

1

2

3

4

5

5. I know what I need to do to achieve my career goals

Strongly Disagree

Strongly Agree

1

2

3

4

5

6. I have completed an action plan to help me achieve my career plans

Yes

No

unsure

7. I think planning is important when it comes to my future

Strongly Disagree

Strongly Agree

1

2

3

4

5

8. I know the qualifications I need for my career goals

Strongly Disagree

Strongly Agree

1

2

3

4

5

What difference has the internship made to your career plans? Tick any that apply.

- I feel more motivated about my future
- I feel more confident to make plans about my future
- I have more of an idea of what I need to do to reach my future goals
- I know more about different opportunities available to me
- I am more aware of my own skills and how I can use them in a future career

Would you recommend this project to other young people?

No

Not sure

Yes

Why?

.....

.....

What has been the best part of the project for you? Please rate the different aspects.

Low

High

1 to 1 support in school	1	2	3	4	5
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The workshop sessions	1	2	3	4	5
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The employer placement	1	2	3	4	5
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Did the project achieve what you wanted? Please explain:

.....

.....

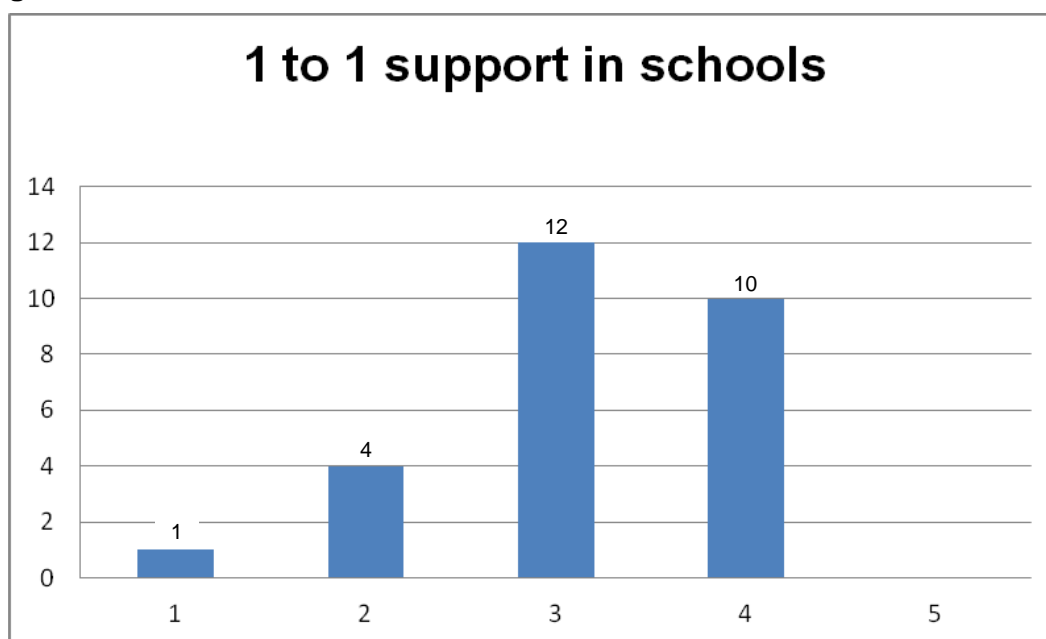
# Employability for Under 16s Summer Holiday Internship

## Student Evaluation September 2014

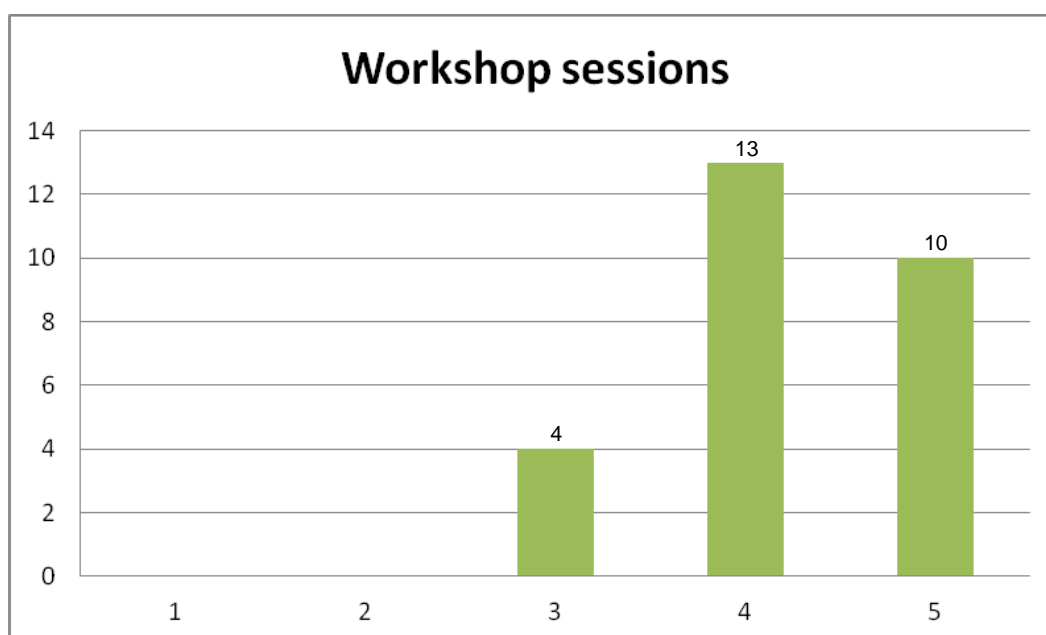
### Darton School (27 evaluations)

What was the best part of the project for you?

1=Low 5=High

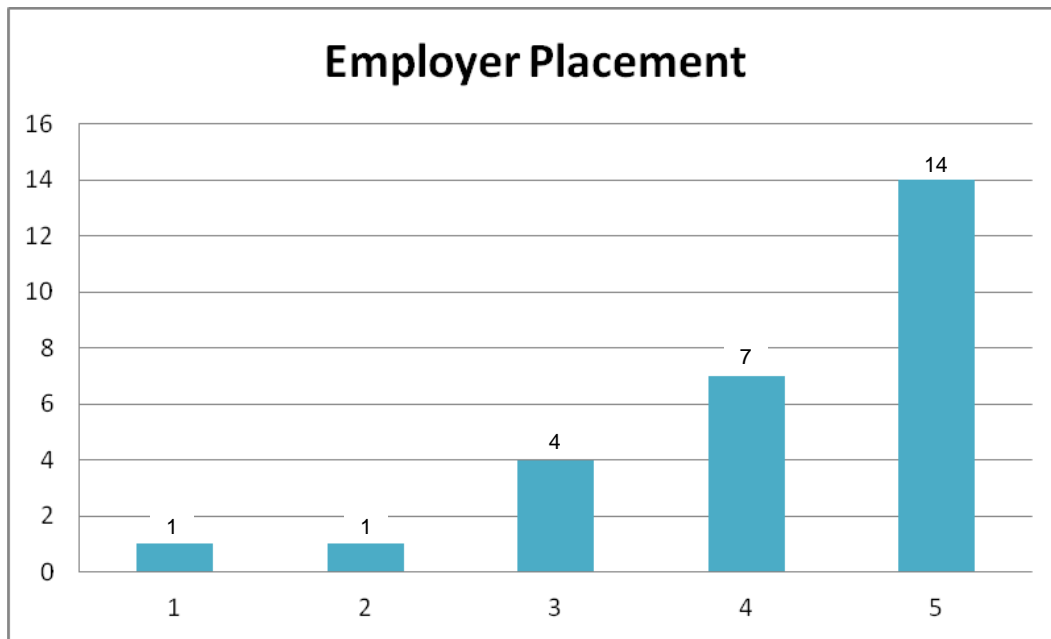


1=Low 5=High





1=Low 5=High



#### Did the project achieve what you wanted?

Yes – 92% (22)

Not sure – 8% (2)

Yes – It helped me decide for definite what I want to do in the future.

Yes – I know what I have to do to achieve my goals.

Yes – I feel more confident about my future.

#### Would you recommend this project to other people?

Yes – 88% (23)

Not sure/a little – 12% (3)

Yes – It was good fun and I would do it all over again if I could.

Yes – It was very useful and showed me what I needed to do to get my career.

Yes – It has helped me think me about what I need to do in the future to get the job I want.

Yes – I would recommend the project to others as you get to learn more about the working world, also you get to learn skills and more about yourself.

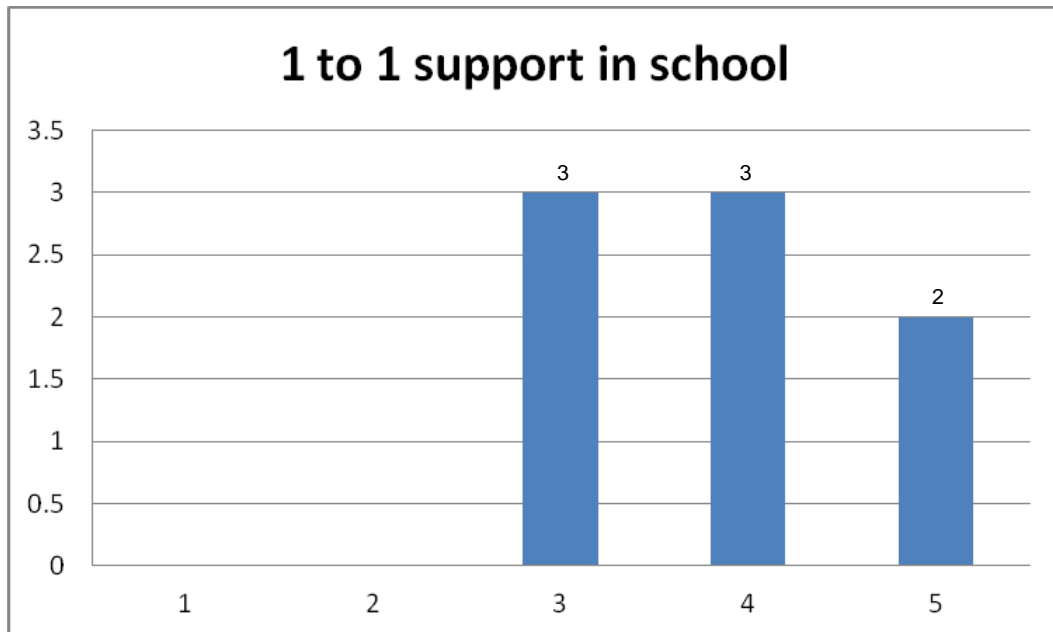
Yes – It is a brilliant new experience and everyone should be able to do it.

Yes – It made me feel more confident in planning how to reach my goals

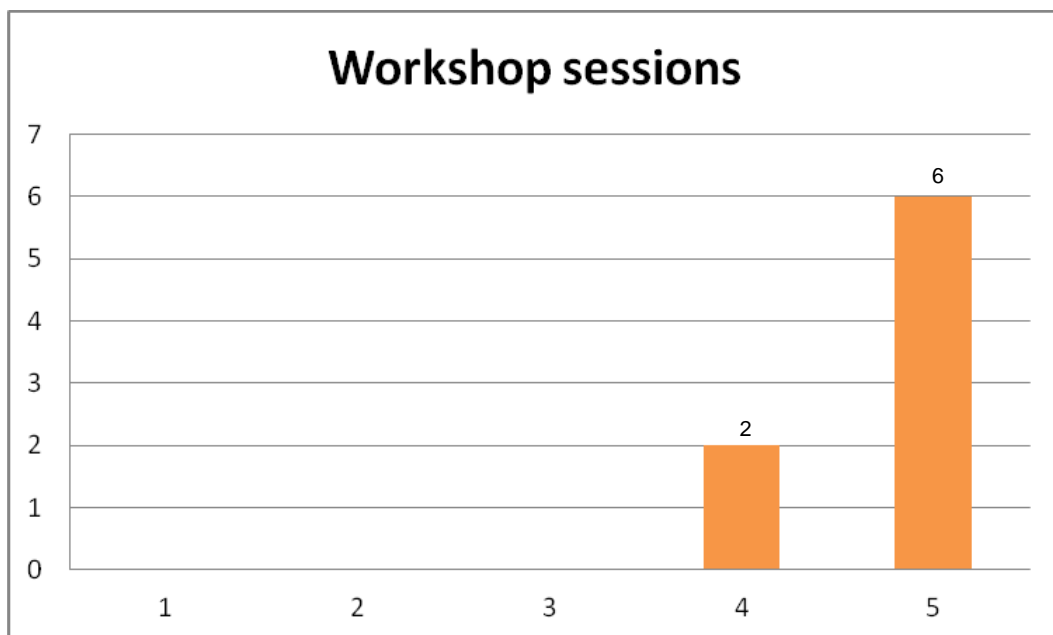
## Holy Trinity (8 evaluations)

What was the best part of the project for you?

1=Low 5=High



1=Low 5=High



1=Low 5=High



#### Did the project achieve what you wanted?

Yes – 83% (5)

No – 17% (1)

Yes – I wanted to gain more skills and know more about future opportunities.

Yes – Because I am now on the right track to my career goals.

No – Because the placement was just waitressing.

#### Would you recommend the project to other young people?

Yes – 100%

Yes – Because it was extremely interesting as well as educational.

Yes – It has given me more confidence.

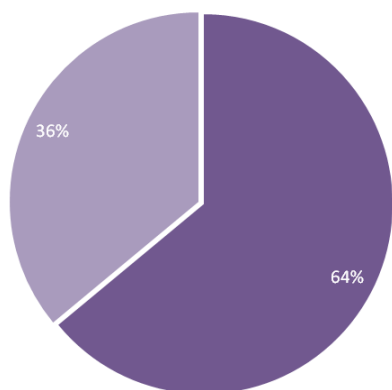
Yes – It has set me on the path of how to achieve my goals.

# Employability for Under 16s Summer Holiday Internship

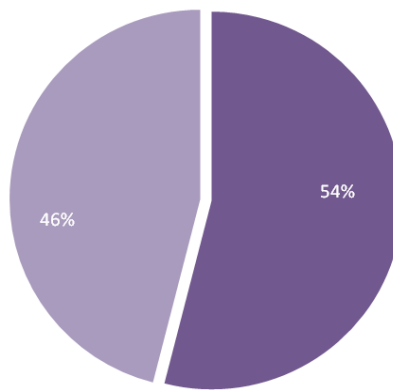
What Difference Has the Internship made? (dark is yes, pale is no)

Darton School (28 completed evaluations)

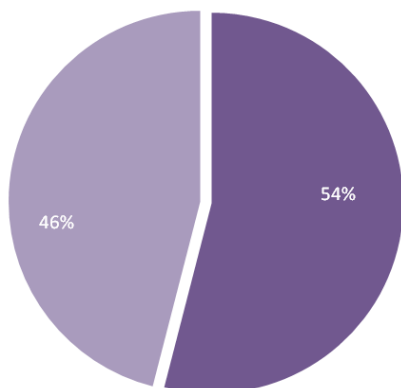
I feel more motivated about my future (18)



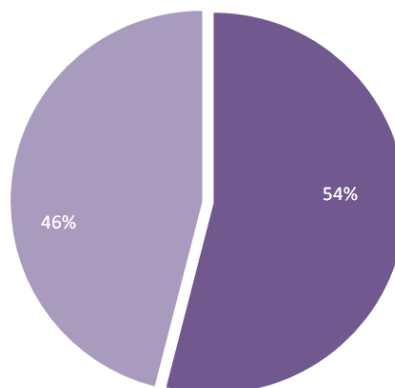
I feel more confident to make plans about my future (15)



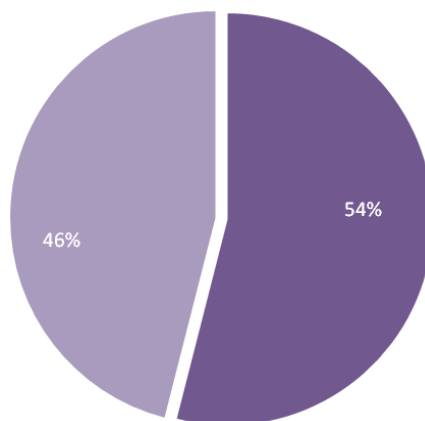
I have more of an idea of what I need to do to reach my future goals (15)



I know more about the different opportunities available to me

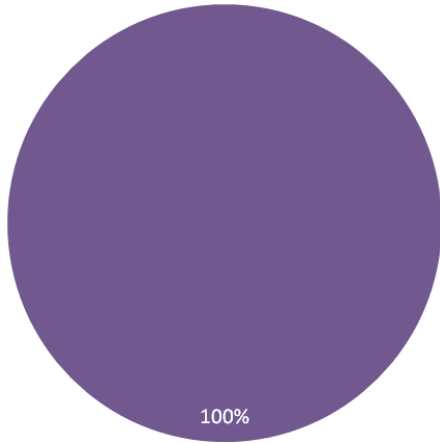


I am more aware of my own skills and how I can use them in a future career (15)

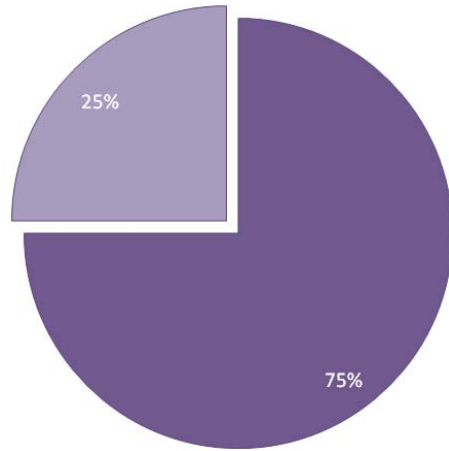


**Holy Trinity (8 completed evaluations)**

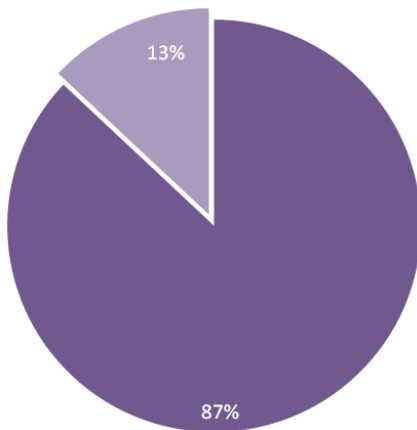
**I feel more motivated about my future (8)**



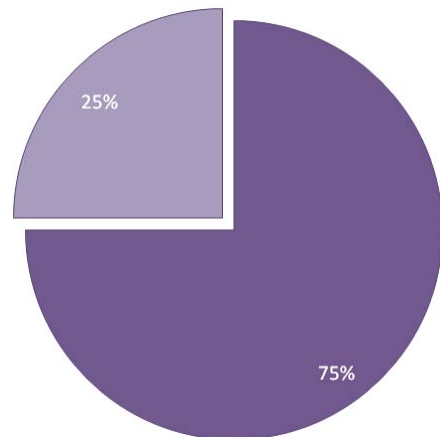
**I feel more confident to make plans about my future (6)**



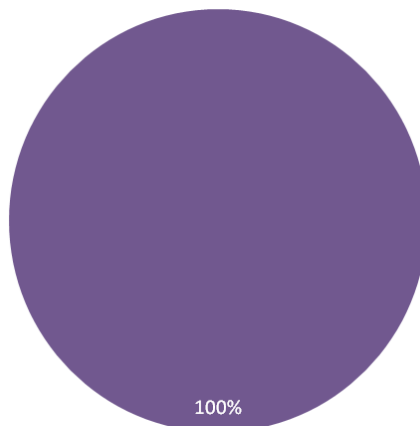
**I have more of an idea of what I need to do to reach my future goals (7)**



**I know more about the different opportunities available to me (6)**



**I am more aware of my own skills and how I can use them in a future career (8)**





**From:**  
**Sent:** 22 August 2014 19:35  
**To:** Jill Ellis  
**Subject:** Re: CV

hi Jill

im fine and how are you and Hilary and everyone? I have missed been with you all and that week was truly amazing I learnt loads thanks to you and the gang. I completed my internship and I now have a job there volunteering and Catherine lets us all ride every Wednesday its truly amazing! I have met loads of new friends and loads of new skills. I cant believe that im not going to see you for a while :( I love working with horses and I have found a horse care course for after I leave and go to college in June. im so excited for my future that I have planned and I have been looking into university as well! I definitely want to achieve my full potential! I would just like to thank the team once again because you all are really truly amazing thank you all so much you don't know how grateful I am... well im going to go now because I have to go check on my horses and make sure they haven't escaped! :) haha thanks for sending me my cv and Debra was amazed at how organised and how well I filled in my internship booklet in:) thanks again

yours sincerely

On Tue, Aug 19, 2014 at 1:59 PM, Jill Ellis <[Jill.Ellis@ckcareers.org.uk](mailto:Jill.Ellis@ckcareers.org.uk)> wrote:

Hi

Hope you're OK

I am sending you a copy of the CV you did in the training course.

Regards

*Jill*

**Jill Ellis |Inset Co-ordinator**

**C&K Careers**

**78 John William Street | Huddersfield | HD1 1EH**

**T: 01484 226779 Direct Line: 01484 226700 Fax: 08724 464511**

# Appendix 8 - Student feedback

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- I have learnt that I am more confident than I thought I was. I can make conversation with the public.
- The pre-placement training taught me how to present myself and how to be better at communicating and using my initiative.
- I have learnt new skills in the work place and done exciting things like attending court – I still want to go into law
- I can wake up early and get to work – I am working 9am to 6pm
- It has helped me become more talkative and get on with new people
- I will now be more focused on getting good GCSE grades to get into college and then Uni
- I now understand more about the world of work – like the hours and employers' expectations
- Work experience has helped my future plans and is relevant to my job interests
- The training was really helpful. I learnt about CVs.
- I have a clearer idea of what I want to do and how to do it
- It has given me more knowledge of working with horses which has directly helped my future plans.
- The careers interview was really helpful as it widened out my ideas
- I have learned that I can get jobs done quickly and to a good quality
- It has made me realise that although work is hard and serious you can also enjoy it at times
- I have learned to respect others – it will change my attitude because it can affect your job and whether you keep it or not
- It has made me more positive about my options – on a scale of 1-10 the placement was a 9 or 10 out of 10

## Appendix 9 Employer feedback

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- Clearly interested in the type of work we do. Mature for her age and quickly built good relationships with the team
- Well-prepared for her time here
- He worked well in his role and was always looking for ways to keep busy
- Well-mannered young man, easy to work with and eager to learn
- Very hard-working and trusted
- Confident, happy to learn new skills and fitted in well with existing colleagues
- Shown willingness to learn and in the short time he has been here has learnt a great deal to the point that he can be left unattended for most of the daily tasks
- Very keen, kind and helpful and a team player all the way
- A brilliant student – very hard working. Very impressed with him giving up holidays to do it. Would give him a job if a position comes up
- She has done really well – listening to instructions and keeping up with the pace of work
- Lovely young lady, hard working
- Taken a really keen interest in the business and great attitude. It has been a pleasure having her working with us.
- Has been fantastic and worked to a really high standard
- Very well-prepared – worked to a high standard

# Employability for Under 16s Summer Holiday Internship

## Employer Evaluation

In order to measure the success of this project it would be really useful if you could complete this form and return to **Jill Ellis at C&K Careers Ltd, 78 John William Street, Huddersfield, HD1 1EH.**

Employer: \_\_\_\_\_

Employer Contact: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Student Name: \_\_\_\_\_ Job Detail: \_\_\_\_\_

School: \_\_\_\_\_

Start Date: \_\_\_\_\_

Please complete the table below to comment on the students' performance.

	Excellent	Good	OK	Unsatisfactory
Timekeeping				
Attendance				
Appearance				
Interest				
Communication				
Problem solving				
ICT				
Adaptability/flexibility				
Perseverance				
Teamwork				
Overall performance				
No of days worked				

**Any other comments on the student?**

**How far do you think the pre-placement training that the students undertook helped to prepare them to perform in your work place?**

**How satisfied were you with the organisation of the project (support by C&K Careers, clarity in terms of who to contact etc)**

- |                |           |               |
|----------------|-----------|---------------|
| 1              | 2         | 3             |
| Very satisfied | Satisfied | Not satisfied |

**In what ways could we have improved the placement?**

**In the future, would you be prepared to offer any of the following**

- |  |                          |                            |                          |
|--|--------------------------|----------------------------|--------------------------|
| <b>Summer internship placement</b>         | <input type="checkbox"/> | <b>Term time placement</b> | <input type="checkbox"/> |
| <b>Talk in school on your area of work</b> | <input type="checkbox"/> | <b>Mock interviews</b>     | <input type="checkbox"/> |

**Other** \_\_\_\_\_

**Any other comments?**

**Signed:**

**Position:**

# Employability for Under 16s Summer Holiday Internship

As it was the first time the Summer Internship project took place we are keen to get your views about its success.

Please could you complete this questionnaire and return to Jill Ellis using the enclosed prepaid envelope. Thank you for your time.

Name of Parent: ..... Name of Student: .....

School: .....



How useful do you think the 4 days training at The Core was for your son/daughter?

Not at all useful  Useful  Very useful

What do you think were the main benefits of the training? Please tick any that apply:

Team work skills

Confidence building

CV

Interview skills

Career Action Plan and Interview

Other (please state) .....

Any comments about the 4 day training?

.....  
.....  
.....  
.....



**How useful was the work placement for your son/daughter?**

Not at all useful

Useful

Very useful

**Please explain:**

.....

.....

.....

.....

**What have been the outcomes of the project for your son/daughter?**

More motivated about their future                      Yes       No

Improved confidence                                      Yes       No

More aware of their skills and how to use  
In a future career                                      Yes       No

Other *(please state)* .....

**Any other outcomes eg part time work, voluntary work?**

.....

.....

.....

.....

**Would you recommend the project to other young people and parents?**

.....

.....

.....

**Thank you for your time in completing this questionnaire**



# Employability for Under 16s Summer Holiday Internship

As it was the first time the Summer Internship project took place we are keen to get your views about its success.

Please could you complete this questionnaire and return to Jill Ellis using the enclosed prepaid envelope. Thank you for your time.

Name of Parent:

Name of Student:

School: Darton college

How useful do you think the 4 days training at The Core was for your son/daughter?

Not at all useful

Useful

Very useful

What do you think were the main benefits of the training? Please tick any that apply:

Team work skills

Confidence building

CV

Interview skills

Career Action Plan and Interview

Other (please state) .....

Any comments about the 4 day training?

My daughter found the 4 days training very useful. It taught her many things for the future (jobs) that Darton college will not. She now know how to write a successful CV.

How useful was the work placement for your son/daughter?

Not at all useful

Useful

Very useful

Please explain:

My daughter originally wanted to go into teaching after the work placement my daughter realised she wanted to work in a creche/nursery and take an Apprentice in this career.

What have been the outcomes of the project for your son/daughter?

More motivated about their future Yes  No

Improved confidence Yes  No

More aware of their skills and how to use In a future career Yes  No

Other (please state) .....

Any other outcomes eg part time work, voluntary work?

My daughter feels more confident in applying for jobs. She completed her CV at home and got a part-time job!

Would you recommend the project to other young people and parents?

Yes, this project has helped my daughter so much with her future and learnt many things school will not teach you. This helps when leaving school ready for college.

Thank you for your time in completing this questionnaire

Thank you so much for helping. ☺

# Employability for Under 16s Summer Holiday Internship

## Case Study 1

J wanted to attend the internship in order to help him get a better understanding of what it is like to work. On day 1 of the training he was very quiet and a bit lacking in confidence. As the week progressed he became more comfortable and participated more in the group. At the end of the training he was asked how he felt the week had helped him and replied;

“It has boosted my confidence up by working with other people and team work. It has also helped me working with grownups. I’ve enjoyed it and would come back next week if I could. I now feel better prepared for my placement.”

He said he would definitely recommend the project to people his age because it would help them when they are older and give them better skills for when they get a job.

His placement was a catering placement at Cannon Hall cafe. At the beginning he was a bit apprehensive. The manager had to talk to him about his appearance in terms of removing a stud earring and a wrist band but J was happy to do this and understood why. Feedback from his manager was excellent

“J did a great job for us here. He showed a lot of star qualities for someone of his age. His work ethic was fantastic and he went away having given me every reason to want to employ him.”

J has now been offered part time employment at the cafe.

At the celebration event J’s father came up to thank us for organising the training and the placement. He said:

“J left school in July still a boy. Having done this project I have noticed a huge difference in his confidence and attitude and he is now a man”

## Case Study 2

R was very sure that she wants to become a journalist but was not really sure of routes into it. She also wanted to be able to have a CV to show to prospective employers but did not know how this should be laid out or what information to include in it.

She said of the training course

“It helped me out loads as it helped me know what to expect in the future and what course I need to take when I go to University and what to take for my A levels.”

She was really pleased with the advice on how to write a CV

“If I’d had to write a CV myself I wouldn’t have had any idea on what to put into it so it was really helpful”

We managed to arrange a placement for her at the Barnsley Chronicle which was perfect for her as it gave her first hand experience of journalism. During the placement she was able to write an article for the paper which was subsequently published. The Editor fed back how mature she was and could not believe that she was only in Year 10. He said some of the staff thought she was a University student. This is due in part to the preparation that was done with the students on the training about how to behave in the work placement.

R said, “I’d definitely recommend this to any children who are thinking of doing this because the experience I got was incredible. It was definitely a helpful and useful experience.”

## Case Study 3

C really wanted to have a placement in a sports centre or sports shop which proved extremely difficult to find so was given his second choice of placement He ended up on placement with Calor Gas. Despite this he approached the placement in a positive way to try to get the most out of experience of the world of work. As a result the employer was very impressed with his attitude. The company was thinking of expanding into providing more sports related equipment and C was able to give advice on possible products. As a result the employer has said that should he expand the business he would be very happy to offer C a part time job.

## **North Area Council Commissioning**

### **Priority: Youth Employability, Project: Summer Holiday Internship**

#### **Lessons Learned Review of Project**

##### **Timescales:**

A longer lead in time was required for the planning and recruitment phase of this project. Both for the schools and the provider. The schools needed to be actively engaged much sooner. Potentially after February half term to ensure that communication channels were established. As a commissioner the North Area Council needs to be sure of which schools wish to participate.

##### **Eligibility:**

The project was viewed as very complicated when the eligibility criteria (North Area Council Yr 10 student residents only) was explained to schools. It would be preferable to approach the schools with a prescriptive list of students who were eligible (School, Yr 10 matched against the list of postcodes for the North Area = generation of a definitive list).

In a handful of cases there was a request for a student who lived outside the North Area to access the placement opportunities. These students were redirected to a very limited number of placements available centrally via Helen Shaw.

##### **Recruitment of students:**

Due to timescales and exam pressures at least one school had insisted on their own staff briefing the students about the internship offer. This had led to inconsistencies in the information communicated about the project. This cause concerns in school and internally within BMBC when a parent had received information that the internship was only for student with parents claiming benefits. In this case the MP was contacted by the parent.

##### **Recruitment of providers:**

C&K found the recruitment of placement providers to be very resource intensive. This has partly been due to the timescale but also due to having to establish relationships with Barnsley based businesses and complete all the health and safety checks. It was also disappointing that some unique Barnsley businesses haven't been receptive.

##### **Feedback from stakeholders (following on from 11<sup>th</sup> Sept meeting) :**

There were complications with having two summer holiday projects running simultaneously, one just for North and one borough wide. Efforts would be needed in the future to ensure that projects are complimentary.