

## Case Studies of our Programmes

### - A few brief examples



The 'Get Ready For Work' programme for Peers School, Oxford was designed to give students maximum exposure to different working environments, and to enable them to consolidate their learning. They went to four different employers to learn some employability skills:

1. Presentation Skills - how to 'get what you want when you want it' (Unipart)
2. Communication Skills – how to 'keep it relevant to the audience' (Newsquest)
3. Quality - how to 'distinguish yourself from others' (Siemens Magnet Technology)
4. Project Management - how to 'turn ideas into action' (Carillion)

The result is captured by this quote from a parent to his teacher:

*"My son came home each week following his visit to a local business and told me what he had done, what he had learnt, and then told me how much was looking forward to the following week's visit. He thinks this programme is the best thing he has ever done. Being part of this programme has given him real focus, raised his self-esteem and raised his aspirations for the future. He even suggests that for the first time he can see the point of education!"*

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In Leeds The Industrial Trust and Education Leeds piloted a programme designed to test the effect of a series of interventions on the interest and attainment in Science of Year 6 children in two primary schools based in disadvantaged areas of the city. The children involved received a mix of Industrial Trust organised visits and "in class" sessions arranged by the Trust with partner organisations.

The results were very impressive. There were big improvements in the SATs results of the young people involved compared with the grades that their teachers had predicted prior to the programme. And the children were much more positive about Science as a subject.

The following year Education Leeds expanded the programme to 20 classes across 15 schools in some of the most disadvantaged parts of the city.

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A popular visit is to a conventional power station at Ratcliffe on Soar where young people see and experience not only the generation of electricity at close quarters but also see how reclamation of SO<sub>2</sub> from flue gases is used to create gypsum for plasterboard - Physics, Chemistry, Environment Studies and Business all in one visit. The teacher of one group from Long Eaton School reported:

*"... the target group in Year 9 ... all achieved SATs levels 5 or 6 in science. I would like to think that this inspired them to strive harder in their studies... Thank you for the effort you put into such a successful visit"*

A similar visit to Didcot Power Station had this response from a teacher at Lord Williams School:

*"Following the visit students took their first GCSE Science module exams. The Electricity marks are historically slightly lower than those for other modules, however this time the group who had the tour before taking the electricity exam performed really well. 1 student in particular achieved an A grade in their electricity exam compared to a C grade in their other module. She had really benefited from the visit and during the follow up lesson had been able to contribute well to the discussion, raising her confidence in her ability".*

British Gas asked us to provide visits to their apprentice training establishment with a view to increasing the diversity of their workforce. We did this in several locations. Here is the reaction from a teacher from Beaufort School in Gloucester:

*"The British Gas trip was a superb visit. The students found the day very exciting. The mix of career information, demonstrations and use of technology really made them feedback to me as a technology teacher in a positive way. As a teacher I was impressed by many of the things that we learnt and the life skills that the students were able to gain (e.g. wiring a plug and what to do in the event of a gas leak). Of all the visits I was involved with last year it was very easily the best. The professionalism and enthusiasm shown by the team at Stourbridge was very good, even with some of our more challenging students. Thank you to British Gas and the Industrial Trust"*

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One of the values of in-company visits is that students gain insights into possible careers from role models in their own environment and in a way that just would not be possible in school. Most staff in the Trust have seen true inspiration happen as illustrated by a visit to EDF Energy at Heathrow by a girls school and hosted by a female engineer responsible for all electrical maintenance at Heathrow:

*"Girls can be engineers!" exclaimed a student in her feedback  
"I can't tell you how invaluable it is for the girls to see role models such as Sue Agate proving that 'they can do it too'. One of the girls wants to go into engineering now.....we had a fantastic morning; the girls were fascinated and engaged"* said her teacher

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The Trust provides visits to companies that are at the leading edge of technology, enlivening the teaching of the curriculum. An example is Sharp Laboratories of Europe where students are engaged with some of the latest technology such as commercial uses of the electromagnetic spectrum the wavelength of light. The visit of 1½ hours is structured to engage and involve the students as much as possible, making use of presentations, discussions, demonstrations and practical examinations of semi-conductor materials. Here's what the head teacher at Peers School thought:

*"This experience brought together theory and practice in a very exciting way. Too rarely do students get a chance to see industry at first hand, especially high tech science. The visit to Sharp Laboratories Europe showed the practical applications of scientific theory and the potential for interesting careers."*

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It is not just the smaller visit that the Trust delivers. Sometimes we invite several school and several companies together, often in University environments. This enables a different sort of learning and exposure of students to higher education.

After an "Extreme Materials" event at Leeds University a student was overheard to say he would now consider going to university because he did not know it was like that. A teacher reported that 60% of what she had seen and heard was new to her.

And following a Sustainability event at the University of East London we received this e-mail from RWE n-power, a participating company:

*"...what a successful event it turned out to be! Well done on all your hard work, ... Well done to the rest of your team also, you all did a fantastic job! We look forward to taking part next year..."*