VIRTUAL WORK EXPERIENCE TOOLKIT
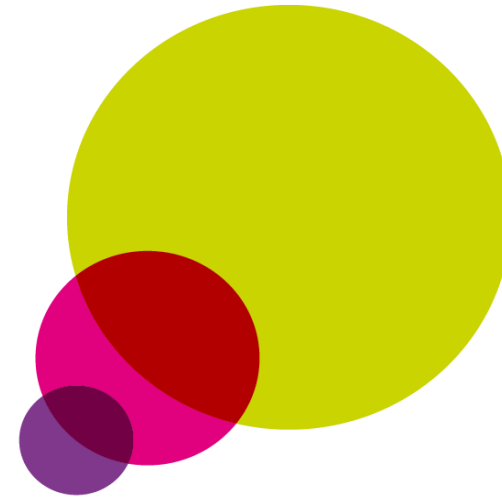
VERSION 1.0 JUNE 2020

GUIDANCE, FRAMEWORK AND TOOLS FOR VIRTUALISING WORK EXPERIENCE PROGRAMMES

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CONTENTS

Use the links included below to navigate to the different sections of the toolkit.

DOCUMENT PURPOSE

This toolkit provides guidance on creating a virtual Movement To Work programme. This includes the information, best practice and tools to support MTW partners to kickstart their planning and consider what a virtual programme could look like. It explores possible tools, techniques and ideas as well as identifying key considerations to take into account when creating a virtual programme.

DISCLAIMER

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CONTEXT

Analysis suggests that disadvantaged young people will be amongst the worst affected groups of people as a result of the COVID-19 crisis. Yet they could also be the smartest solution to rebuilding our workforces.
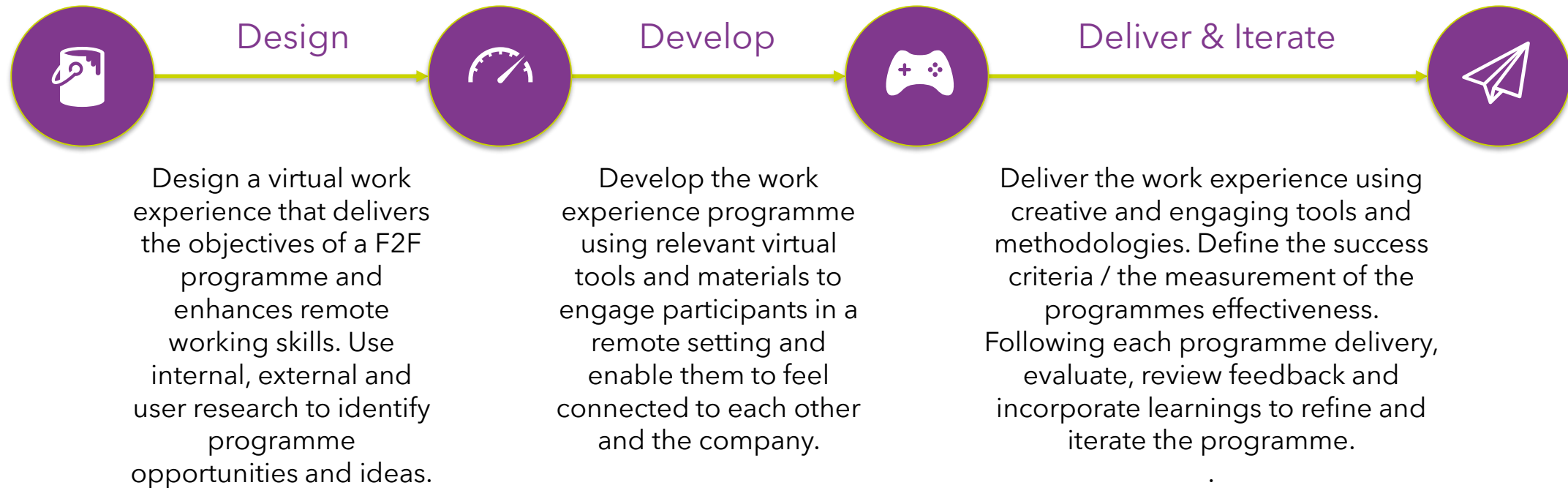
MtW exists to reduce the number of young people who are 'Not in Education, Employment, or Training' (NEET). The COVID-19 pandemic is the greatest threat to young people and their career prospects for over a decade. We know that when we empower young people and welcome them into our industries, they not only forge brighter futures for themselves, they go on to add real value to our businesses, and they improve our whole society.

Now, more than ever, we need to provide young people with the support to thrive at work and acknowledge their vital role in our economic recovery.

Reflecting MtW's Covid response: 1. Young people first, 2. Be accessible, go digital and 3. Support and empower, MtW urges organisations to find creative ways to continue training, development and work experience for young people online.
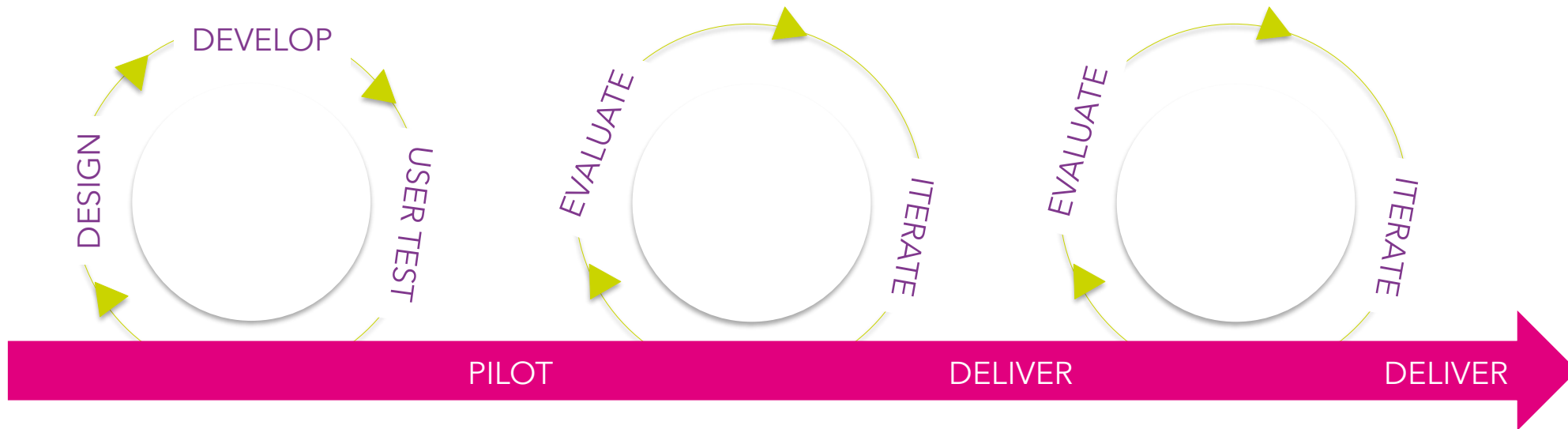
APPROACH

Suggested approach to virtualising a work experience programme:

Design → **Develop** → **Deliver & Iterate**

Design a virtual work experience that delivers the objectives of a F2F programme and enhances remote working skills. Use internal, external and user research to identify programme opportunities and ideas.

Develop the work experience programme using relevant virtual tools and materials to engage participants in a remote setting and enable them to feel connected to each other and the company.

Deliver the work experience using creative and engaging tools and methodologies. Define the success criteria / the measurement of the programmes effectiveness. Following each programme delivery, evaluate, review feedback and incorporate learnings to refine and iterate the programme.
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AGILE WAYS OF WORKING

Apply agile ways of working to the approach, enabling you to incorporate feedback and learning regularly so you can adapt and iterate to better meet user needs.

DEVELOP

DESIGN

USER TEST

EVALUATE

ITERATE

EVALUATE

ITERATE

PILOT

DELIVER

DELIVER

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DESIGN

CONTENTS

INSPIRING NEW
Possibilities | YOUNG PEOPLE WORK

AISAH NASEEM,
JUNIOR INNOVATION CONSULTANT,
IBM,
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DESIGN PRINCIPLES

The virtual work experience toolkit is based on 6 key principles:

1. **Live experience** led by facilitators not just an online learning platform

2. **Bite-sized** and varied sessions

3. Using **virtual collaboration tools and technology** to replicate the working environment

4. **Market relevant** skills and employability based work experiences

5. Blended format of varied **interactive** skilling sessions and guided **independent** activities

6. Dialogue and discourse through facilitation, digital **interaction and mentorship**

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DESIGNING A PROGRAMME

When designing a programme it is key to research the needs of your users to ensure applicability. Programme design should be dependent upon this research.

RESEARCH

- Evaluate previous work experience programmes and internal material to identify areas to leverage
- Review external sources
- Conduct User Research
  - Surveys, focus groups, 1:1s
  - Areas of research: technology & tools, preferred programme structures, topic interests, preferred delivery methods etc.
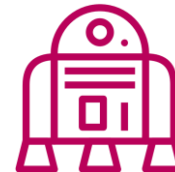
PROGRAMME STRUCTURE

- Programme duration
- Session duration
- Time of day
- Rest breaks
- Offline vs. online working
- No. of attendees

TECHNOLOGY & TOOLS

- Hardware requirements to participate e.g. laptops vs. smartphones
- Connectivity requirements to participate e.g. Wi-Fi dongles
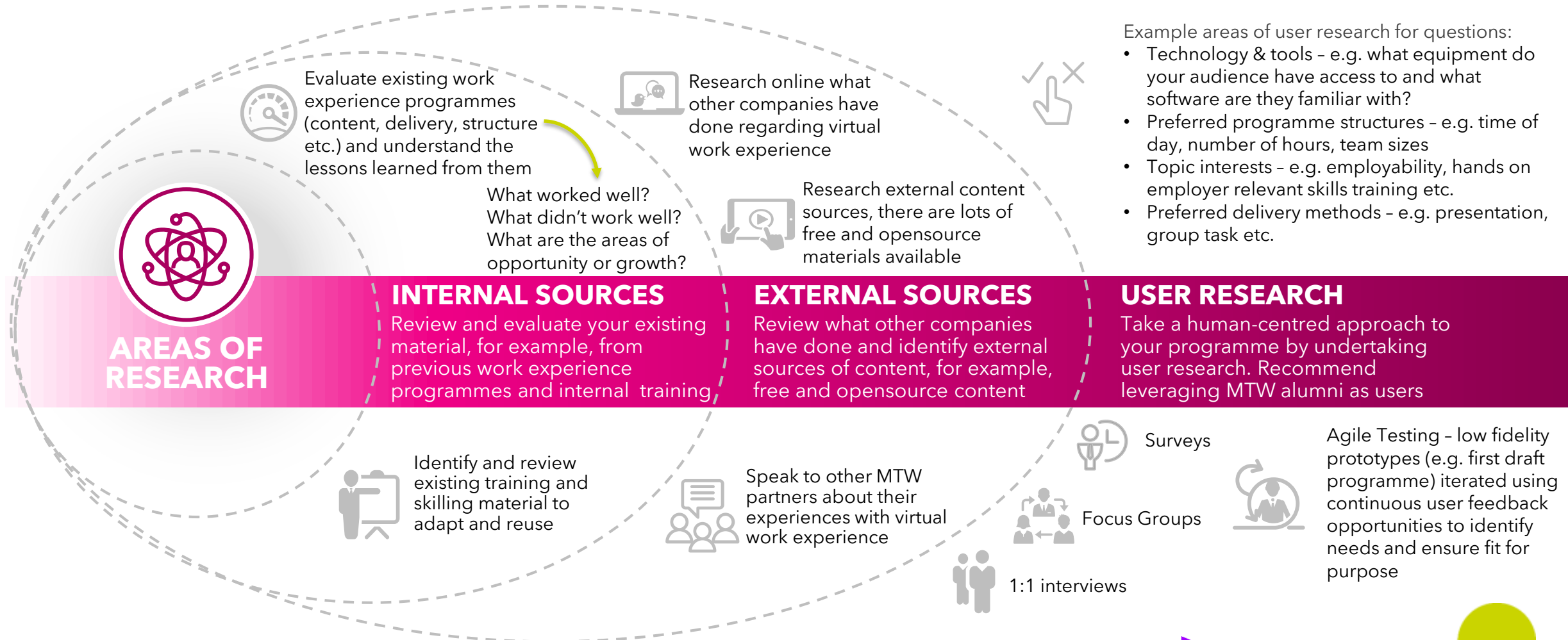- Virtual tools and software to support delivery and the complexity of their set-up

PROGRAMME OUTLINE

- Combine considerations about objectives, topics to be covered, previous work experience programmes, user research, facilitator knowledge & availability, technology restrictions etc. to create an outline for the programme with session information for each part of the programme
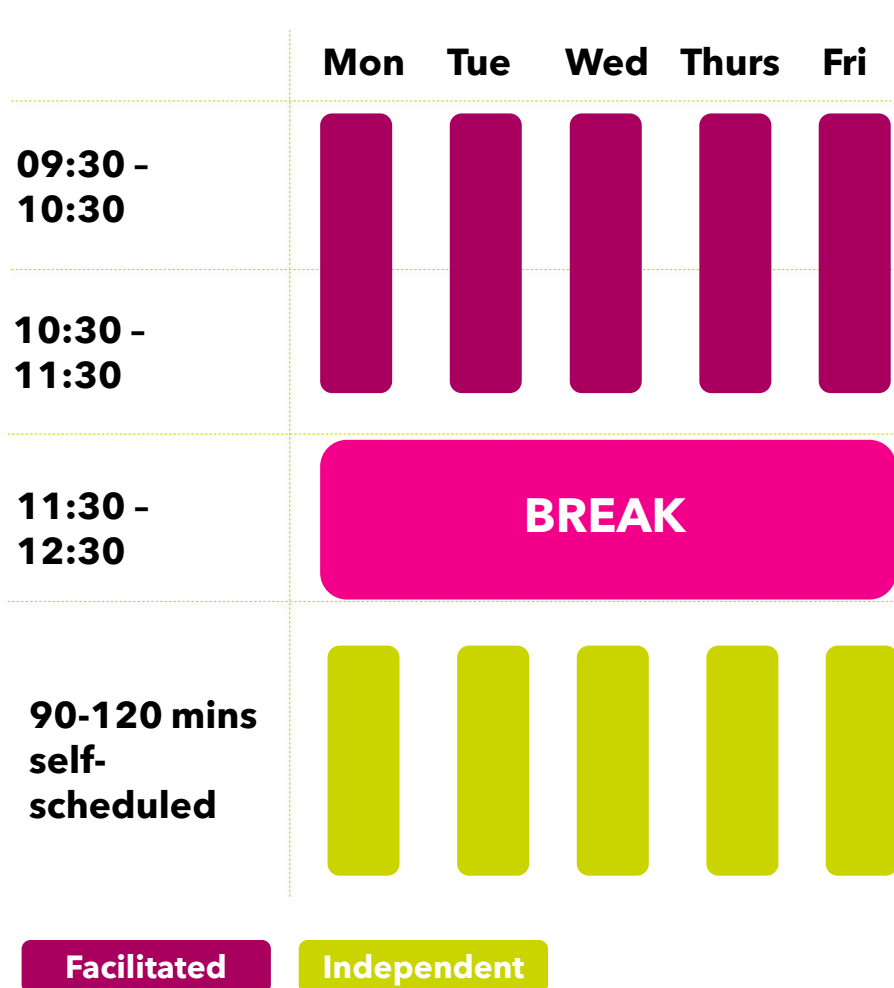
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RESEARCH

Research will help to ensure your virtual work experience programme is relevant, human-centred and innovative.

Evaluate existing work experience programmes (content, delivery, structure etc.) and understand the lessons learned from them

What worked well?
What didn't work well?
What are the areas of opportunity or growth?

Research online what other companies have done regarding virtual work experience

Research external content sources, there are lots of free and opensource materials available

Example areas of user research for questions:
- Technology & tools – e.g. what equipment do your audience have access to and what software are they familiar with?
- Preferred programme structures – e.g. time of day, number of hours, team sizes
- Topic interests – e.g. employability, hands on employer relevant skills training etc.
- Preferred delivery methods – e.g. presentation, group task etc.

AREAS OF RESEARCH

INTERNAL SOURCES
Review and evaluate your existing material, for example, from previous work experience programmes and internal training

EXTERNAL SOURCES
Review what other companies have done and identify external sources of content, for example, free and opensource content

USER RESEARCH
Take a human-centred approach to your programme by undertaking user research. Recommend leveraging MTW alumni as users

Identify and review existing training and skilling material to adapt and reuse

Speak to other MTW partners about their experiences with virtual work experience

Surveys

Focus Groups

1:1 interviews

Agile Testing – low fidelity prototypes (e.g. first draft programme) iterated using continuous user feedback opportunities to identify needs and ensure fit for purpose

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PROGRAMME STRUCTURE

Consider the following factors when structuring the programme, bearing in mind the virtual set up and the audience:

	Mon	Tue	Wed	Thurs	Fri
09:30 – 10:30					
10:30 – 11:30					
11:30 – 12:30	BREAK				
90-120 mins self-scheduled					

Facilitated　**Independent**

1. Programme Duration
5 consecutive days is short enough to maintain engagement and ensure participant retention whilst providing sufficient time for meaningful experience (see example), 2 weeks may require further engagement strategies or an alternative structure could be 1 day a week over a longer period.

2. Session Duration
90-120 minutes of multiple shorter facilitated sessions will keep participants engaged and allow meaningful content to be covered. Consider whether you run these sessions as a block (see example) or a mixed schedule combining online and offline throughout the programme

3. Time of Day
Young people are often more energised and focused in the morning, but too early may result in reduced attendance. Facilitator availability may also determine timing.

4. Rest Break
Encourage attendees to take regular breaks, suggested at least every 2 hours, to help replenish their energy and concentration levels.

5. Offline working
Offline working enables the young people to complete tasks around their own schedules (see example). Multiple short 30-45 minute tasks provides flexibility.

6. Attendees
Consider how many young people can take part before the quality of delivery through a virtual tool is compromised, 10 – 20 is recommended for an interactive programme.

N.B.: Real timetable example available in Appendix 5: Case Study: Accenture's Pilot

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EQUIPMENT & DIGITAL TOOLS

Hosting a work experience programme virtually could lead to digital exclusion, therefore identifying equipment requirements and digital tools to potentially be used in the programme is key.

Hardware Considerations

- Participants may need to be provided with hardware to enable the same starting position, as some young people may not own equipment or their equipment may be outdated
- Your organisation may choose to 'gift' hardware or lend it
- Most appropriate devices will depend on the programme requirements
- It is important to consider the software you will be utilising when selecting a device i.e. compatibility

Connectivity Considerations

- Key requirement for a new virtual programme is the ability for participants to connect to the internet
- Many participants may have home broadband, but it may not be suitable to support the level of online participation required (i.e. insufficient speed etc.)
- A survey could identify those with connectivity issues
- To ensure a fair opportunity to participate, all participants could be provided with the same connectivity e.g. a Wi-Fi dongle

Software Considerations

- A variety of software will be required by participants – ranging from communication tools to feedback and polling
- Consider both free and paid for options – some software requires large licencing costs
- You can make use of free trials and free, limited, versions of software e.g. MS Teams, Zoom etc.

N.B.: Follow the title hyperlinks for more detail on each section.

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DEVELOP

CONTENTS

DEVELOPING EXCITING
Careers

YOUNG
PEOPLE
WORK

JACKIR MIAH,
APPLICATION DEVELOPMENT ASSOCIATE,
ACCENTURE,
LONDON.

CONTENT DEVELOPMENT

When creating or adapting content for each session in the virtual programme different factors should be considered to ensure the most effective and engaging programme.

CONTENT OPTIONS

Refreshing, adapting and virtualising existing content from previous programmes or internal training material

Creating new content internally

Using external and opensource content for example, the Movement To Work Employability Skills Curriculum

CONTENT CONSIDERATIONS

Requirements and needs from research and continuous feedback from regularly reviewing the programme

Share any pre-reading or support materials, for example, for content teaching new complex processes or skills consider sharing step-by-step instructions ahead of the session. Additionally, share open-source material to enable continued upskilling after the session

Incorporate Learning and Development best practices to promote engagement and collaboration

Incorporate mixed media and leverage different software to deliver innovative content:
• Collaboration & workshop software
• Video
• Live demo's via webcam
• Interactive quiz and polling tools

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TECHNOLOGY ENABLEMENT

Depending on the technology and equipment requirements you have identified, you will need to source, send, and support set up of this equipment to permit effective participation.

VIRTUAL WORK EXPERIENCE

Prior to Issuing Hardware	Hardware Delivery	Participant Set Up

Prior to Issuing Hardware

Considerations:

- Agreeing hardware to be sent
- Identify sources of hardware
- Understand delivery process and timelines for sending hardware
- Understanding legal/tax implications of sending hardware from your organisation
- Consider delivery timelines ahead of work experience commencing. Ensure participants have sufficient time for set up
- Identify what will be included in the delivery package e.g. set up instructions

Hardware Delivery

Considerations:

- Timely dispatch of the equipment, factoring in participant set up time
- Informing participants of delivery details to ensure someone is home
- Ensuring all equipment and technology is included in package – may be outsourced to the delivery company

Participant Set Up

Consider the below via an instructions document followed by a call during the week prior to the work experience to support tech set up and resolve queries:

- How to set up laptop/tablet once it has been received
- How to connect laptop/tablet to the internet – router/Wi-Fi dongle set up instructions
- How to use a headset and test it is working
- How to install and login to the required software
- How to join a meeting using the organisations selected communication tool
- How to keep a laptop/tablet safe
- Guidance on best practice for virtual collaboration

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SECURITY, DATA AND LEGAL CONSIDERATIONS

Ensure compliance with your company's policies by contacting the relevant teams.

Organisations must obtain freely given consent for each data processing operation. For example, if you intend to use personal data of participants for marketing purposes, you must obtain consent from each participant.

Records of consent are required to be maintained to demonstrate the data subject has granted permission for data processing.
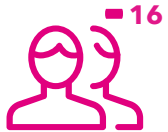
If participants are below the age of 16, additional parent consent will need to be obtained.

You should also consult the relevant IT, security, legal and finance teams when considering the following:
- Tax and legal implications of sending hardware
- Software approved by your organisation
- Liability and risk associated with sending hardware
- Any materials that are sent to participants for guidance

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SAFEGUARDING BEST PRACTICE

All children and young people have the right to freedom from abuse and to be in an environment where safety and security are available. To protect participants, consider the below Safeguarding best practices when designing the virtual programme.

Ensure clear process for facilitators to raise concerns and for young people to raise concerns.

Facilitators must monitor the situation of the participant for visual or sound indications, or if they divulge information, that may indicate a safeguarding concern.

Facilitators must monitor collaboration between participants being vigilant for signs of emotional abuse including cyberbullying.

Users should never share the link to the video meeting with anyone else to prevent unauthorised access to the meeting.

If any unauthorised person joins the call, the call should be ended immediately and the relevant safeguarding contact notified.

Personal telephone must not be used when communicating with participants under 16. For participants over 16 use 141 where possible as a prefix to conceal the number.

Facilitators should choose a room where they are unlikely to be interrupted and the identity of young participants visible to unauthorised personnel.

Request a signed consent form for images that may be captured, you can encourage but do not force anyone to join on video.

NSPCC and Princes Trust provide detailed information around safeguarding in the below links:

Princes Trust' Volunteering policies

NSPCC Safeguarding children and child protection

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PARTICIPANT ENGAGEMENT

Particularly for virtual programmes engagement prior, during and to follow up the programme is vital to support the participants and ensure they are prepared for the programme. Example engagement:

PROGRAMME DETAILS EMAIL

- Send all meeting invites and provide a personalised timetable document with all meeting links Reminder of pre-reading material and available resources
- Mentor and/or buddy intro

ONGOING SUPPORT

- Execute any planned ongoing engagement e.g. monthly newsletters with new resources etc.

IDENTIFICATION PHONECALL

- Explain more about the programme and commitment required
- Assess if a good fit
- Personalised engagement from the offset

MENTOR AND/OR BUDDY SUPPORT

- Planned buddy and/or mentor support throughout the programme

WELCOME EMAIL

- Confirm place on programme
- Share programme overview info and technology equipment guidance
- Provide any pre-reading or supporting resources
- Schedule briefing call

BRIEFING VIDEO CALL

- Engage and excite whilst ensuring they are fully prepared for day 1
- Confirm all technology is set up and test the software that will be used
- Buddy 1:1

FOLLOW UP EMAIL

- Congratulate for completion
- Share any available resources to continue building their skills
- Consider provision of feedback and/or recommendation letter

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DELIVER & ITERATE

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UNLOCKING HIDDEN *Potential* | YOUNG PEOPLE WORK

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OFFICE ADMINISTRATOR,
PEOPLEPLUS | SOVEREIGN HAIR PRODUCTS,
CARDIFF.

PILOT

The purpose of testing your programme is to gather feedback to help shape future delivery through iteration. One way to do this is by having a pilot. Consider the below to shape your pilot and/or plan for ongoing user testing.

Length
How long will your pilot be? You may choose a shorter length of programme in case of any issues or use regular ongoing user testing during development rather than a set pilot

Facilitator
Who will be delivering the Pilot? Will it be the Programme facilitators, specific topic SME's, or a combination?

Outcome
What are you trying to achieve from the pilot?
- Feedback for the content
- Feedback for the technologies incorporated
- Familiarise facilitators on the content delivery

Audience
Who is your audience? Real candidates or alumni/internal audience? Audience size?

Pilot considerations

Feedback mechanisms.
- Surveys/Questionnaires
- Assessment for Learning
- Focus groups
- 1:1 interviews

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SUCCESS CRITERIA & MEASUREMENT

Prior to delivering a pilot think about your success criteria and whether it is SMART, identify how you will measure success and collect feedback in order to refine and improve.

When formulating your success criteria, you could consider the following:

- Did participants receive all tech hardware on time?
- Were participants able to set up their tech, and download required software ahead of the work experience?
- Did briefing or pre-engagement improve the experience?
- Were participants' internet connections sufficient for the duration of the experience?
- Were participants engaged throughout the experience?
- Were collaboration tools sufficient to enable participants to work together effectively to solve challenges and meet the objectives of the sessions?
- Did participants enjoy the session?
- Did participants feel they learnt from the experience?
- Did participants feel they learnt more about how your organisation and industry operates?
- Did participants produce high quality material as a result of the sessions?

SMART Success Criteria

Specific
Have you identified specific outcomes you are trying to achieve from your pilot?

Measurable
Do you have KPI's in place that will determine if your outcomes are met?

Attainable
Is your success criteria achievable?

Relevant
Is your success criteria relevant to the overall aim of the programme?

Timely
Can your success criteria be determined within the length of the pilot?

EXAMPLE MEASUREMENT METHODS:
- Participant surveys
- Faculty feedback forms
- Informal feedback during the programme
- Final presentation feedback

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PROGRAMME FACULTY & REHEARSAL

Identify, confirm and brief anyone needed to execute the work experience programme. Clear briefings and rehearsals are of increased importance for a virtual programme.

Key considerations:

- There is high reliance on technology, ensure the sessions are well rehearsed including testing any technology to be used, consider virtual tool best practice to ensure smooth delivery

- Faculty will not be able to read each other in the room so having clear documentation of responsibilities, handovers, instructions etc. and undertaking rehearsals will ensure everyone is clear of their roles and how the session will run

- Rehearsals are not a FULL delivery of the programme, it should be a walk through with all facilitators confirming how their session will run, the content they will use and testing any technical delivery

- Keep details of faculty to create a pool of people to ask in the future who will have experience delivering a virtual work experience programme, consider supporting roles and responsibilities needed, example faculty table below:

NAME	FACILITATOR / MENTOR / BUDDY	PREVIOUSLY SUPPORTED	SAFEGUARDING BRIEFING	MENTAL HEALTH ALLY	TOPIC ACQUAINTANCE	M2W BRIEF
James Smith	FACILITATOR	Yes	Completed May 2020	Yes	Digital innovation	Completed May 2020

EVALUATING & ITERATING

Use agile ways of working by continuously evaluating and incorporating user and faculty feedback to adapt and iterate the programme following each delivery.
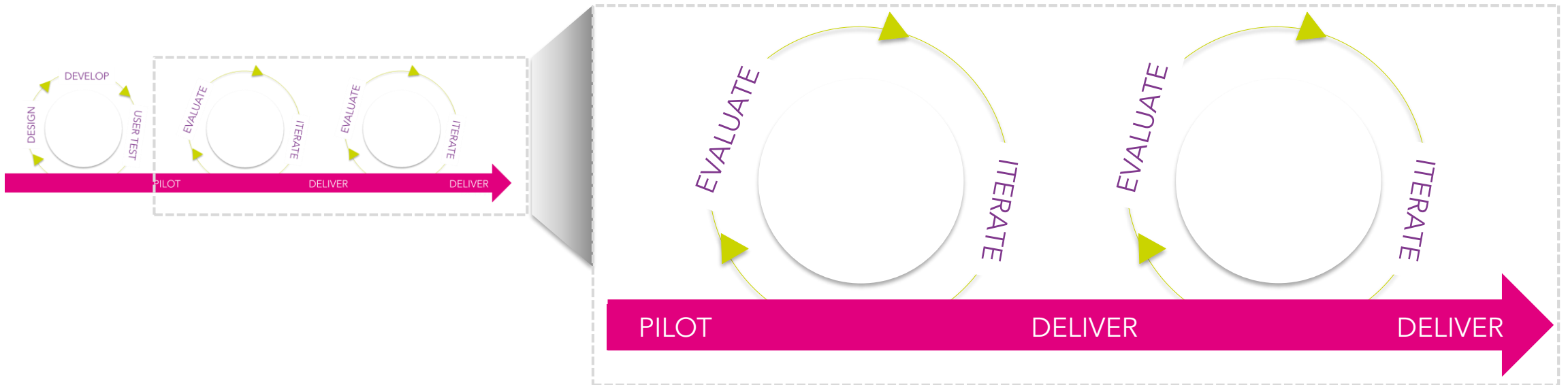
EVALUATING:

- Gather feedback from both the participants and faculty
- Use data (user feedback, surveys, polls) to objectively evaluate the programme
- Identify key lessons to incorporate into the next iteration

ITERATING:

- Incorporate ideas from evaluation and apply lessons learned
- Review externally available resources for more innovative or refreshed content
- Share and incorporate learnings and best practice from other MTW partners through collaboration

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APPENDIX

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INSPIRING NEW
Possibilities | YOUNG PEOPLE WORK

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APPENDIX 1

TECHNOLOGY HARDWARE

1.1 LAPTOPS VS. TABLETS VS. SMARTPHONES

Not all participants will have access to a suitable device for the work experience. A decision is required to provide a device or ensure the work experience only requires a certain level of hardware to ensure digital inclusion.

Device	Positives	Negatives
Laptop	• Software compatibility • Accurately simulates work environment • Larger display • Monitor connectivity • Portable storage • Internet access via dongle • USB port (useful for headsets etc.) • Built in key board	• Greater security considerations (e.g. anti-virus) • Expense
Tablet	• Fewer security considerations • Portability • Ability to insert sim card – internet access • Built in camera (photos of work)	• Fewer connectivity ports e.g. USB • Expense • Requires additional hardware e.g. keyboard and mouse • Software compatibility • Smaller display
Mobile Phone	• Can be used for dialling into Microsoft Teams/contacting mentors • Some web browser software usability	• Limitations for any other activity requiring software or web engagement on non-mobile friendly software

Considerations:

• A survey prior to the work experience may be completed to identify hardware requirements

• Gifting devices – you may wish to gift the device to participants once the work experience is complete
  o Consult your finance and legal teams to consider any tax or legal implications of gifting technology

• Consider security implications of the devices you choose. For example, some laptops will require additional antivirus software

• Ensure the device you select is compatible with your desired software

• Participants may require some guidance on how to set up and look after their device – consider creating guidance

• Participants may also require a headset for the duration of the experience. Consider compatibility options

• **To ensure suitability and to avoid any technical issues, aim to replicate the requirements of the programme using the selected hardware to test in advance**

1.2 SOURCING DEVICES

If sourcing of devices is required, there are a number of options available depending upon your organisation's policies and budget.

1) Refurbished devices from your organisation
- Your organisation may have used devices available that can be wiped and given to participants

2) Purchasing through your organisations supplier
- Your organisation may have a partnership with a third party supplier. Often, your organisation can purchase devices at discounted rates

3) Renting through your organisations supplier
- Your organisation supplier of choice may have leasing options that you can take advantage of

4) Purchasing through retail market
- Purchasing laptops through wider retail market can be an alternative to going via your organisation's preferred supplier

Example laptop available through retailer for £199.99
Example laptop rental through supplier: c.£150

Considerations
- Your organisation's internal policy may limit the ability to source outside of their preferred supplier

- If you are leasing equipment, ensure a process is in place to receive the equipment back from participants

- If you are issuing refurbished devices, ensure they are appropriately wiped of your organisations data

- Identify what software is required on the devices – it may be worth pre-installing prior to issuing to participants (particularly AV software)

- Chromebooks are a cheap alternative to laptops and come with fewer security constraints compared to a standard windows OS based laptop
  - If using Chromebooks, ensure that any Technology guidance shared is relevant and reflective of the OS to ensure compatibility and that there is sufficient awareness of the OS in the programme team to provide any necessary support

- Participants may require a headset to be sent with their device. Consider the same options for sourcing.

1.3 CONNECTIVITY

To take part in the work experience via any of means than a regular phone call, participants will require internet access and may not always have an adequate connection at home.

1) Wireless dongle provided through your organisations telephony supplier
- many organisations have a partnership with specific telephony service providers that may provide corporate rates to dongle devices pre-loaded with data

2) Wireless dongle provided through wider retail market
- most major network providers issue wireless dongle's pre-loaded with data that can be purchased and issued to participants

3) Participant Wi-Fi
- conducting a survey prior to the virtual work experience may identify all participants have access to Wi-Fi and your organisation isn't required to provide the devices

4) SIM Card
- if your organisation decides to issue tablets to participants, a sim card can be issued and inserted into the device to provide internet access

Example no contract dongle available through retailer £49.99
Example no contract sim card available through retailer £24.99

Considerations

- Your organisations internal policy may limit the ability to source outside of their preferred supplier

- If you are leasing equipment, ensure a process is in place to receive the equipment back from participants

- Participants may need to speed test their home Wi-Fi to ensure it has the bandwidth to support video conference calls

- If you are selecting wireless dongle's, ensure they are loaded with enough data to last the duration of the work experience

- Participants may need to test their wireless dongle once it has been received to ensure it has the bandwidth to support video conference calls

APPENDIX 2

TECHNOLOGY SOFTWARE

2.1 SOFTWARE AND TOOLING OVERVIEW

To deliver a successful work experience programme, a range of free and paid for software and tools can be utilised.

Office Suite

A basic office suite, such as Microsoft Office may be required for participants to produce work. Tools such as MS Word, MS PPT, MS Excel or alternatives will be familiar to participants and readily available

Communication

Throughout the work experience, participants will need to partake in conference calls with the facilitator(s), mentors, and each other. A tool offering video calling, conferencing and instant messaging is recommended.

Collaboration and Workshops

Participants will be required to prepare documentation in response to various tasks and challenges. Collaboration tools will allow participants to effectively solve challenges together

Feedback/Polling

Interactive polling tools are valuable during and after the work experience to gather input from participants and to effortlessly analyse results of this feedback

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2.1.1 OFFICE SUITE

Word processing and presentation software can be used to capture and share ideas.

Microsoft Office — Office

Description	Microsoft Office contains a number desktop and cloud applications to allow participants to capture and share ideas, including Word, PowerPoint and Excel
Cost	A free browser based version of Microsoft Office is available free of charge. In addition, a range of packages are available to download the software from £29.99/person
Advantages	• Compatibility with organisations software • Participants will be familiar with Microsoft Office • Free cloud storage
Limitations	• Some functionality is limited within the browser version of software

Google Docs

Description	Google Docs is a free and open-source suite with applications for word processing (Docs), presentations (Slides) and spreadsheets (Sheets)
Cost	There is no cost to download or use the software for personal use
Advantages	• Entirely free • Cloud storage • Accessible on any device • Collaborate on documents in real-time • Compatibility with Microsoft Office
Limitations	• User interface may be slightly less familiar

FreeOffice — SoftMaker FreeOffice

Description	Full-featured Office alternative to Microsoft Office. Includes its own takes on Microsoft's trio of apps: TextMaker (Word), PlanMaker (Excel), and Presentations (PowerPoint)
Cost	A free version is available with some limited functionality compared to a paid for version costing $39.95/year
Advantages	• Has been optimised for touch screen use, favourable for use in tablet devices • Excellent compatibility with other office suite's e.g Microsoft Office
Limitations	• User interface is less familiar to participants • No integrated cloud support

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2.1.2 COMMUNICATION TOOLS

Free and paid for tools enable effective communication between participants and facilitators.

Microsoft Teams

Description: Microsoft Teams is a downloadable application that offers chat, video and instant messaging between users. It also enables users to work collaboratively on O365 documents

Cost: Users can download and use Microsoft Teams for free. Paid options offer an enhanced experience that goes beyond the needs of a work experience programme

Advantages:
- Users get 10Gb of cloud storage for free
- Users can access and work collaboratively on documents through the platform (excluding enterprise restrictions)
- Screenshare option available

Limitations:
- Meetings cannot be scheduled for free users via email integration
- Requires users to download application (free)

Zoom

Description: Zoom allows one-on-one and group video conferencing between users. Similar to Microsoft Teams, users can send instant messages to each other

Cost: A free version is available for users, as well as paid versions. The advantage of paid accounts is 24 hour conference time allowance, as the free version allows up to 40 minutes max

Advantages:
- If users have a google account, meetings can be scheduled in the free version
- Only one user is required to have a paid version to organise 24hr time limit meetings

Limitations:
- Free users can only create zoom calls that are 40 minutes long before a new virtual room needs to be created

Cisco WebEx

Description: Cisco allows users to join group and one-on-one voice and video chat, as well as to message each other through an instant messaging service

Cost: Users can download a free version of Cisco WebEx that has all features. A paid version is available unrequired enhancements e.g. greater cloud storage

Advantages:
- Free version allows access to whiteboarding feature
- 1GB online storage
- Unlimited call time

Limitations:
- Requires users to download application (free)
- Limited collaboration features

2.1.3 COLLABORATION & WORKSHOP TOOLS

Free and paid for tools enable users to solve problems in a creative and collaborative format.

Mural

Description: Mural is a digital workspace for visual collaboration, allowing multiple participants to edit design spaces to draft ideas, ideate and solve challenges

Cost: A 30 day free trial is available to users, and only one user (i.e the session facilitator) requires a licence. After the trial, a licence costs $300/year/user

Advantages:
- Work experience participants can join free as guests using the invitation from the facilitator license to the Mural board
- Upload custom templates, flexible and enables creativity in collaboration

Limitations:
- High set up effort for effective workshops
- At least one licence is required after the free trial
- Poor functionality in Internet Explorer – recommend to always use Chrome

Axis

Description: Axis allows users to collaborate to develop and refine new ideas to solve challenges. Users get the opportunity to rank and score various ideas and develop plans of action

Cost: A workshop is free for up to 3 participants. Above this number, the facilitator will require a licence costing $25/month*

Advantages:
- Simple and easy to use interface even for first time users
- Anonymity encourages bias free input
- A discounted licence can be negotiated using the contact below*

Limitations:
- Restricted set of activities and no flexibility to tailor them

Microsoft Whiteboard

Description: Collaborative virtual whiteboard that multiple users can view and edit at once

Cost: There is no cost to users

Advantages:
- Free to use with no licence required
- Using a tablet makes drawing on the whiteboard similar to using a pen and paper

Limitations:
- It is difficult to draw on the whiteboard using a mouse

***For the purpose of Movement to Work programmes, a pro bono Axis licence can be requested by emailing rob@axis.ws**

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2.1.4 FEEDBACK, POLLING & QUIZ TOOLS

Use to gather thoughts, ideas and feedback as well as confirm understanding.

Menti

Description
Menti is a survey response tool that allows facilitators to gather answers to questions in real time during presentations and share results live

Cost
A free version allows a 2 questions to be posed per presentation. A paid for version costing $9.99 per month allows unlimited questions

Advantages
- Easy participant access and simple user interface for host and participant
- Answers are anonymised
- Result reports available for download
- Quiz feature (free version may be limited)

Limitations
- 2 questions per presentation limits the usage significantly for free version

Poll Everywhere

Description
Presenters can embed interactive activities directly into their presentations. Participants can respond using the app or a private response. The results update in real time.

Cost
Free for up to 25 users in one poll. If a poll is required to be accessed by over 25 people, a paid for account is required at $120/year

Advantages
- Free mobile app to create and respond to questions
- 25 members can join a poll for free
- Add-in to embed direct to PowerPoint

Limitations
- Limited functionality to present survey results

Kahoot

Description
Game based survey tool allowing the presenter to quiz, survey and discuss a range of topics with results displayed in real time

Cost
A 7 day free trial is available. After that, a number of paid for subscriptions are available starting at $120/year

Advantages
- Kahoot Reporting is free feature, with analysis and reports created automatically and downloaded for free
- MS Teams and Zoom plug in available

Limitations
- Complex user interface, particularly for the host setting questions
- Charged annually resulting in higher cost if not used again

2.2 GUIDANCE FOR A SUCCESSFUL VIDEO CALL

Participants are likely to have not joined a professional video call and therefore require guidance

DOs ✅

- Find a quiet space before you join the call, so background noise is reduced
- Check your laptop has sufficient power so you don't run out during the call
- Join the call muted, so you don't interrupt conversation taking place
- Introduce yourself/state who is speaking before you make a point
- Mute yourself when you're not talking, don't forget to unmute when you want to say something!
- Use your headset to hear other people better, and make the conversation private
- Speak clearly, and not too far from the microphone
- Check that your internet connection is working
- Despite working from home, ensure you are dressed appropriately for a professional environment. E.g. not pyjamas
- Press CTRL+SHIFT+P to enter private mode whilst on video, this will blur your background

DO NOTs ❌

- Sit with your back to a window as the lighting contrast makes it harder for the other person to see you
- Play background music
- Eat or drink whilst on the call
- Interrupt or speak over others whilst they're talking
- Share you screen displaying confidential information, e.g. your mail box
- Use language that isn't appropriate in a work environment or that may offend others on the call
- Wear inappropriate clothing, e.g. dressing gown and pyjamas
- Use your mobile phone whilst on the call
- Go over the allotted time, people may have another call immediately after your call

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APPENDIX 3

PROGRAMME DEVELOPMENT

3.1 DETAILED PROGRAMME OUTLINE

Create a detailed agenda with session information for each part of the programme to ensure clarity of what each session will entail and who is responsible for it.

Day	Time	Session	Length	Description	Facilitated/ Independent	Facilitator	Other People Supporting	Technology Requirements	Session Owner	Notes/Actions
1	9:30 – 9.50	Welcome	00:20:00	Welcome from the facilitator(s), introduce the programme and the plan for the week, set the ground rules and behaviour expectations short icebreaker activity to introduce everyone and to help the attendees feel comfortable and engaged	Facilitated	Recruitment (TBC)	Lead Facilitator (TBC)	Teams Meeting, Menti quiz	Jane Smith	

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3.2 LEARNING & DEVELOPMENT BEST PRACTICES

Incorporate learning and development best practice when developing your content. Although the below techniques are predominantly used face to face, they can be tailored for a virtual programme.

STIMULATE LEARNING	PROMOTE ENGAGEMENT	ASSESS LEARNING	PROMOTE COLLABORATION
Brainteaser activities	Design Thinking	Traffic Light System	Think/Pair/Share
Content relevant hook	Flipped classroom	Self assessment	Group Breakout exercises
	Gamification	Peer feedback	Time out / Busy bee
	Quiz / Poll	Ticket out the door	

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3.2.1 CONTENT RELEVANT HOOK

Incorporate content relevant hooks to engage your audience. Below are two examples.
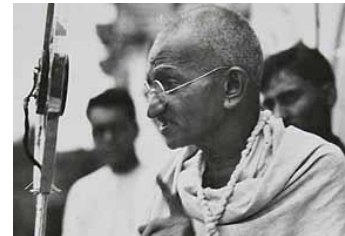

Which industries did the above 4 companies impact?

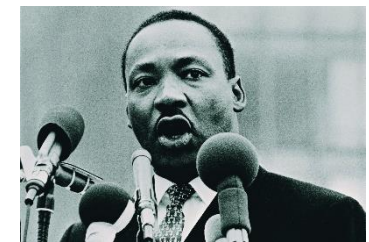Which industries do you think are at risk of being impacted in the future?

How do you think the digital revolution is impacting industries?

Topic: Digital Revolution

Topic: Soft Skills

What skills do you think enabled these individuals to become charismatic leaders

Sources: Forbes, Southbank Centre, The Atlantic, NDTV, Britannica

3.2.2 SESSION STRUCTURE BEST PRACTICES

The below table outlines a typical structure of an effective learning session.

Structure	Outcome
Brainteaser activity	These will help stimulate the brain.
Hook	This will make your content relevant. Thin about a real life problem that makes is necessary to learn what is being delivered
Aims and Objectives	Split the overall learning into bitesize chunks. Be clear and transparent about what you want the young people to learn by the end.
Activity	Try to make your session pupil lead, this promotes engagement.
Assessment for Learning (AfL)	Formatively assess learning.
Plenary	Consolidate the learning

Identify 3 learning points at the start of the session. Repeat these steps for each learning point.

3.3 INNOVATIVE VIRTUAL CONTENT DEVELOPMENT

Content and programmes will vary depending on what an organisation would usually do face to face and how this can be translated into a virtual experience. However for inspiration, below are examples for different sectors of innovative virtual content which leverage mixed media and software tools:

Live cocktail making masterclass (Hospitality)	Live role play (Customer Service)	Physical kit sent to home and activities to complete – photo / video evidencing (Construction/Trade, NHS, Utilities)
A day in the life of video for specific roles / departments (All)	Go through each activity's instructions before you split up, and show an example of the type of output you are looking for	Live or recorded equipment / physical demonstrations (The Armed Forces, NHS, Care)
Virtual simulation online modules (All)	Live video chat Q&A with alumni of the programme, the team / department etc. (All)	Working on an idea or project in teams using collaboration tools e.g. Mural (Professional Services, HQ roles)

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3.4 RAISING SAFEGUARDING CONCERNS

All faculty involved in the programme must be advised about how to raise a concern about the safety of a participant or child; they see or suspect abuse, an allegation of abuse is made or the participant reports abuse. Example guidance:

Discuss your concerns with the programme leads [[insert contact details]] who will engage the safeguarding contacts. If they are not contactable or you are not comfortable raising to the programme team, contact the Safeguarding contacts [[insert contact details]] directly.
If you do not want to discuss your concern with an internal team you can contact the Designated Officer in your local authority (formally the LADO), the NSPCC helpline on 0808 800 5000 or email help@nspcc.org.uk.

Points to remember:
- Ensure the immediate safety of the child/ren, young person/people or vulnerable adult
- Do not promise confidentiality
- Reassure the person who has made the disclosure or raised the concern
- Contact the programme and/or safeguarding contacts – pass on any information even if you aren't sure if it is a safeguarding issue as this can be determined by the programme/safeguarding contacts
- Make a record - ensure detailed records are made of all events (with dates and times) and include what the child/young person/ vulnerable adult has said (where this applies).

Focus discussion with safeguarding contacts on:
- Nature of concern
- Risks to child/ren, young person/people or vulnerable adult
- Action/next steps

Report concerns as soon as possible. This should normally be on the same working day. Do not delay in passing the information and seeking further advice on next steps.

NOTE: In an emergency and where there is immediate risk to a child or young person ACT!

Contact the emergency services on 999.

3.5 MENTORS & BUDDIES

Mentors and/or buddies can be incorporated into the programme to provide support and advice. Consider what roles and responsibilities they will have and design this into the programme.

When considering having a mentor, buddy or both, identify what their role and responsibilities will be to ensure clarity and avoid any duplicated effort.

Mentors may for example play more of a role in supporting the participants with programme delivery and answering questions or providing advice relating to the content and employability. Whereas, a buddy may be an impartial support system outside of the direct programme faculty that may have been through the same process or be of a similar age to the participants who can share their experiences and advice.

The below shows some of the roles and responsibilities you could choose for a buddy and/or mentor:

- Encourage interest in linked job opportunities but provide no guarantees on future application or job offer
- Run virtual team breakout sessions
- Be on a Q&A panel
- Take note of any specific interest participants may have & share appropriate company information or examples
- Be available throughout the week for emails, IM or calls for an assigned team
- Run pre-programme briefing calls
- Share own career experiences
- Provide advice and answer any questions or concerns e.g. CV advice
- Provide feedback on the programme and delivery for lessons learned
- Raise any concerns regarding participants and their behaviour
- Facilitate a session on a topic of their expertise
- Follow safeguarding policy and guidelines and report any concerns
- Capture feedback on participants participation
- Provide letter of recommendation to participants post completion of work experience week

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APPENDIX 4

PROGRAMME DELIVERY

4.1 VIRTUAL DELIVERY BEST PRACTICE

Tips and tricks that can be applied to support delivery using virtual tools. Further best practice can be found in <u>The Sutton Trust's top takeaways for online delivery</u>.

Send an invite to the tool out ahead of time setting a fun and short activity for practice	Start each new workshop with an overview and walkthrough of the tool	If you are continuing an existing series of sessions, at the beginning of each session bring in a screenshot/summary of the previous session
Match existing in-person activities for virtual workshops where appropriate. Identify if you can move these activities online, or if new ones need to be created	Go through each activity's instructions before you split up, and show an example of the type of output you are looking for	Keep the activity instructions simple and have them included in pre-work packs or visible on the screen throughout the activity

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4.2 FACULTY ROLES AND RESPONSIBILITIES

Consider what roles are required to support the delivery of the programme. These roles can be individuals or one person can cover multiple roles depending on the responsibilities required.

Primary Facilitator

ACTIVITIES
- Introduces and sets tone, agenda and rules
- Frames activities
- Guides conversation and encourages participants
- Doesn't participate

RESPONSIBILITIES
- Frequently encourages conversation from quiet participants
- Doesn't call on people directly
- Is the main screen sharer

Scribe

ACTIVITIES
- Helps the primary facilitator
- Monitors group chat
- Takes notes
- Doesn't participate

RESPONSIBILITIES
- Has a full understanding of workshop activities,
- Responds to chat
- Watches out for rule breaks
- Note taking not necessarily required
- May screen share instead of facilitator

Time Keeper

ACTIVITIES
- Guides session time
- Informs the primary facilitator
- Doesn't participate

RESPONSIBILITIES
- Keeps track of time via stopwatch
- Informs the facilitator if running off schedule and provides a cue when they are reaching the end of their allotted time

Logistics/Technical Support

ACTIVITIES
- Understands all logistics
- Guides all tech issues
- Doesn't participate

RESPONSIBILITIES
- Monitors group chat for technical issues
- Has a solution ready for people who cannot use the tools/may not be able to hear/speak

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APPENDIX 5

CASE STUDY: ACCENTURE'S PILOT

5.1 ACCENTURE PILOT 2020 - SUMMARY

WHO:
- 15 young people (NEET) joined from across the UK

WHAT:
- 5 day programme, 4 hours a day (50/50: facilitated sessions and independent or team activities)
- Sessions included: coding, design thinking, presentation skills, virtual tour of the Innovation Centre and employability skills (including a CV Clinic and Mock Interview)
- All participants from Newcastle and Edinburgh (7) fast-tracked to Assessment Centre for open apprenticeship opportunities
- Recruitment follow up as part of MTW scheme

HOW:
- Delivered primarily using MS Teams as well as other collaboration software such as Mural, Axis and Mentimeter
- To ensure digital inclusion, each participant was provided with a laptop, Wi-Fi dongle and tech support to set up in advance

Virtual Programme Benefits
- ✓ By virtualising the programme, we can reach more young people and help them get ready to kick start their careers after the crisis
- ✓ Longer term benefits in improving social mobility as virtual programmes can reach those in remote areas, or areas with homogenous employment opportunities, to experience a wider range of sectors and roles
- ✓ Mix of participants from across the UK reflecting real-life workplace experiences
- ✓ No costs for physical space and sustenance

5.2 PILOT STRUCTURE

Structure and content were key parts of the planning and design process for our pilot.

In order to ensure that the week was engaging and digestible for the participants, we split the week into both short facilitated and independent sessions with a variety of topics covered on each day and throughout the week. The mornings comprised of the facilitated sessions, and the afternoons were made up of independent or team tasks, employability 121s and mentor group meetings.

Example 1: Pilot timetable showing the variety of both facilitated and independent sessions to be covered throughout the week.

TIMETABLE

	DAY 1 MONDAY 18th MAY	DAY 2 TUESDAY 19th MAY	DAY 3 WEDNESDAY 20th MAY	DAY 4 THURSDAY 21st MAY	DAY 5 FRIDAY 22nd MAY
MORNING SESSIONS	Welcome to Tech Taster: Expectations, Introductions and Icebreaker This is Accenture Soft Skills – Employability Digital Challenge: Explore Innovation	Re-group and Group Discussion Technology Tutorial 1 Digital Challenge: Getting Started & Design Thinking Digital Challenge: Group Design Thinking Sprint	Survey Feedback and Reflections Accenture Strengths-Based Application My Journey: Apprenticeship Q&A Technology Tutorial 2 Digital Challenge: Rose, Thorn, Bud User Testing	Technology Tutorial 3 Presentation Task: Introduction Presenting and Pitching (External Speaker)	Team & Mentor Presentation Rehearsal Call Final Presentations (Session 1) Quiz Final Presentations (Session 2) Feedback Survey Wrap Up and Close
AFTERNOON SESSIONS	Individual Employability Exercise Digital Challenge: Innovation Research Prepare for CV Clinic Team & Mentor Introduction Call	Technology Tutorial 1 – Part 2 Team Digital Challenge: choose final idea and draft Concept Poster CV Clinic Feedback Survey	Technology Tutorial 2 – Part 2 Individual Employability Exercise Team Digital Challenge: Concept Poster	Team & Mentor Presentation Planning Call Mock Interview Final Presentation: Preparation and practice	

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Example 2: Each participant was provided with a personalised PDF timetable for the week with timings and joining links.

TIMETABLE: PARTICIPANT NAME

Please click on the sessions below to join the meetings (they are hyperlinked with the meeting joining link).

	DAY 1 MONDAY 18th MAY	DAY 2 TUESDAY 19th MAY	DAY 3 WEDNESDAY 20th MAY	DAY 4 THURSDAY 21st MAY	DAY 5 FRIDAY 22nd MAY
MORNING SESSIONS	9:20am – 11:30am: Facilitated Sessions	9:20am – 11:30am: Facilitated Sessions	9:20am – 11:30am: Facilitated Sessions	9:20am – 11:30am: Facilitated Sessions	9:30am – 10:00am: Team 3 Presentation Rehearsal and Mentor Meeting 10:00am – 12:00pm: Facilitated Sessions
AFTERNOON SESSIONS	3:30pm – 4:00pm: Team 3 Mentor Meeting	3:30pm – 3:45pm: CV Clinic Appointment		12:00pm – 12:30pm: Team 3 Mentoring Meeting 3:00pm – 3:25pm : Mock Interview with a Recruiter	

Don' forget that for meetings, please **join via the web browser** by clicking "cancel" and then clicking "join on the web instead".

For MS Teams, please remember to **sign in via the web browser** rather than using the App – you can do that via this link.

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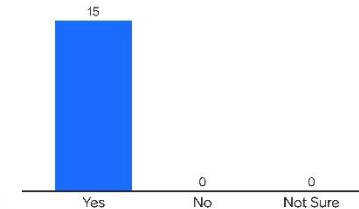
5.3 FEEDBACK AND REFLECTIONS (1)

During the Virtual Tech Taster (VTT), we asked the participants to complete 2 feedback surveys via Mentimeter. From these insights, as well as live feedback and commentary from mentors and buddies, we have seen that the participants have enjoyed the pilot.

When asked to share **3 words** to describe their VTT experience, the most common words shared were: **interesting, insightful and interactive.**
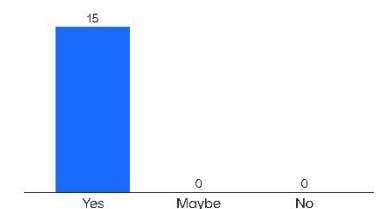

- **All 15** participants **completed** the entire week of virtual work experience

- **All 15** participants said that following the pilot that there were **more likely to consider a career in Technology at Accenture**

- **All 15** participants said that they **would recommend** the Tech Taster to a friend

5.3 FEEDBACK AND REFLECTIONS (2)

Overall, Accenture's virtual work experience pilot went well and was positively received by the young people that attended. From the comments that we received (we've included some examples below), we have been pleased to see that the participants still enjoyed and greatly benefited from the virtual experience. In other words, we are confident the lack of physical face to face sessions, didn't hinder their experience and enjoyment.

"…to be a part of it, even for just one virtual week feels amazing….you have made it work so well…I know future participants for this scheme will definitely enjoy it!…this journey has been super insightful and self-reflective."

"Thank you so much for such a valuable and insightful week. It was such a pleasure to be a part of!"

"It was amazing to be part of Accenture's very first Virtual Tech Taster Event! I was able to learn Python and JavaScript, 2 languages I've been keen on learning. Not only did I gain valuable technical knowledge and skills, but I was also able to polish up my soft skills! From CV tips to an excellent talk…about building resilience and confidence, which I have struggled with."

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