Activity Planning Checklist

Active participation by Enterprise Advisors (EAs) in Career and Life Development (CLD) activities allows students to gain a deeper understanding of various industries and potential career paths. This involvement helps students establish a clear career vision and develop their work skills earlier. Effective planning ensures that the activities are engaging, easy to understand, and meaningful, providing practical support to the participating students.

To ensure that Career and Life Development (CLD) activities effectively enhance students' extracurricular learning experiences, enterprise advisors, students, and teachers need to prepare thoroughly. Activities should be tailored to meet students' needs and align with industry goals, especially for those with special educational needs (SEN). This approach will ensure that every student receives the appropriate support. This checklist is designed to help enterprise advisors prepare adequately, establishing a strong foundation for students' career development learning.

Tools—Guiding Principles When Planning CLD Activities

Pre-Activity Goals	Why	How	Completed
1. Consider all students' backgrounds	☐ Ensure students have a basic understanding of terminology in the working field today. ☐ Provide related industry information and resources ☐ Helps students make different career choices and future development	☐ Plan activities in consideration of the needs of different classes and cohorts of students ☐ Provide related industry information and resources ☐ Ensure terminology in the industry can be understood by all levels and backgrounds of students	☐

Pre-Activity Goals	Why	How	Completed
2. Select relevant learning aims, outcomes, and objectives based on the needs of students	☐ To ensure this encounter contributes to a progressive career program ☐ Building on experience and preparing students for future opportunities	☐ Collect students' feedback in advance to analyze their real needs. ☐ Ensure activities align with students' situations and career development needs. ☐ Provide target-oriented support and assistance.	☐
3. Decide on the encounter format. Virtual, blended, or physical encounter	☐ To maximize the value of the encounter ☐ Effectively support students' career and life development ☐ Enhance students' competitiveness in the workplace	☐ Consider learners' students) outcomes ☐ Consider the availability of providers and time, space, and tech capacity ☐ Consider encounter format: Virtual, blended, and physical	☐

Tools—Guiding Principles When Planning CLD Activities

Pre-Activity Goals

Why

How

Completed

1. Consider all students' backgrounds.
2. Ensure students have a basic understanding of current industry terminology.
3. Provide relevant industry information and resources as needed.
4. Help students distinguish between career choices and future development opportunities.
5. Plan activities that are tailored to the diverse needs of different classes and student cohorts.
6. Ensure industry terminology is understandable to students of all backgrounds and abilities.
7. Select relevant learning aims, outcomes, and objectives based on students' needs.
8. To ensure this encounter contributes to a progressive career program, building on experience and preparing students for future opportunities.
9. Collect students' feedback in advance to analyse their actual needs.
10. Ensure activities align with students' situations and career development needs.
11. Provide targeted support and assistance.
12. Decide the encounter format: virtual, blended, or physical
13. To maximize the value of the encounter, effectively support students' career and life development, and enhance their competitiveness in the workplace.
14. Consider learners' outcomes.
15. Consider the availability of providers, as well as time, space, and technical capacity.
16. Consider encounter format: virtual, blended, or physical.

Tools—Preparations for Various Stakeholders before Activities

Preparations for Stakeholders	Why	How	Completed
1.Provider/ employer provider briefing and preparation	☐ To maximize the time and value of the provider/employer ☐ To ensure the activity is aligned with the aims of Benchmark 8, with the students' specific needs, and the outcomes of the activity	☐ Collaborate with stakeholders from the school ☐ To ensure the needs of students are met ☐ Provide students with background information on EA when necessary ☐ To ensure activities are accessible and target-oriented	☐
2.Students' Briefing and Preparation	☐ To ensure students are clear on the value of the encounter and how it fits within a progressive careers program.	☐ Encourage students to set their objectives for the event ☐ Pre-event research tasks on relevant pathways ☐ Pre-event expectation management with special education needs (SEN) students	☐
3.Teacher/ Staff briefing and preparation	☐ To support staff knowledge of all available routes at key transitions, including technical and vocational, and to maximize the value of the encounter.	☐ Share specific learner outcomes and key labour market information (LMI) and pathways for the session.n ☐ Support teachers in planning a suitable CLD direction with SEN students.	☐

Tools—Implementation Notice

Note	Why	How	Completed
1. Ensure the encounter involves two-way interactions between students and the corresponding service provider	☐ To ensure students understand and see the value of all available routes at key transitions, including technical and vocational	Consider possible activities depending on the outcomes of the students Examine how the encounter contributes to the development of students' skills, knowledge, and development Help students effectively utilize various pathways, including VASK (Values, Attitudes, Skills, and Knowledge).	☐
2. Support students to actively participate in the encounter	☐ To ensure students understand and see the VASK in all available Routes, including technical and vocational	Providing suitable tools for students in need Capture students' learning and understanding during the experience	☐
3. Provide students with reflection time and tools	To evidence that the student has reflected on the experience and that it has shaped their thinking about future choices	Consider whether students can access resources suited to their needs. Set up reflection sessions to guide students in thinking about how what they've learned impacts their future.	☐
4. Record each activity	To build an overview of encounters with providers available to students at key transitions Within your progressive careers program	Record the key details of each activity and CLD planning resources. Help students understand the knowledge they've gained and how it influences their future career choices.	☐

Tools—Reflection & Progression of The Activities

Post-Activity Review Items	Why	How	Completed
1.Support students to continue to reflect and learn from the encounter/ experience	☐ To support learners in incrementally building their knowledge and understanding of all available routes (including technical and vocational, to support them to make informed decisions at key transition points. To ensure that career activities are followed up and supported, not a 'one-off' experience	☐ To ensure the encounter/ experience sits within a progressive careers program ☐ Provide students with tools and resources, such as career development handbooks, industry reports, and online learning platforms, to explore the opportunities they were introduced to. ☐ Arrange follow-up counseling and support sessions to help students further process and apply what they have learned.	☐
2.Gather feedback from all stakeholders about encounters with Providers of all available routes	☐ To inform continuous improvement and impact evaluation of your career provision	☐ Set up feedback mechanisms, such as surveys, focus group discussions, and one-on-one interviews, to gather input from students, teachers, and business advisors. ☐ Analyze feedback data to identify strengths and areas for improvement in the activity. ☐ Adjust and optimize future activity design and implementation plans based on the feedback results.	☐
3.Record key feedback	☐ To support with evaluation of your career provision	☐ Document key feedback and suggestions for each activity and analyze their impact on future activities. ☐ Build a feedback database for easy reference and use in the future. ☐ Regularly review and update the feedback records to ensure they reflect the latest activity outcomes and improvement measures.	☐

Post-Activity Review Items	Why	How	Completed
4.Share key successes and the scope of the encounter with key stakeholders	☐ To raise the profile of the value of careers provision	☐ Consider co-releasing press statements with key partners and sharing the activity's value and impact through social media, websites, etc. ☐ Include the activity's highlights and successes in reports to the management team, showcasing its dual value for students and businesses. ☐ Organize sharing sessions or seminars, inviting key stakeholders to exchange experiences and best practices from the activity.	☐
5.Share best practice	☐ To inform practice and to support professional development in your school and within the EA Network/Careers Hub.	☐ **At the school level:** Collaborate with teachers and students to collect learning feedback and create case studies that demonstrate how activities promote students' career development and planning. ☐ **At the business level:** Work with corporate HR departments to evaluate participation benefits and develop case studies highlighting the activity's contributions to talent cultivation and corporate social responsibility.	☐