

PERE Model Guideline for Careers Leaders and Educators, for use with Supporting Students

The PERE Model — **Prepare, Execute, Reflect, Evaluate** — is a structured and versatile framework designed to help Careers Leaders deliver **varied, meaningful, inclusive, flexible, and impactful** experiences of the workplace for students, **that meet Gatsby Benchmark 6 requirements**.

Developed by **Ladi Mohammed**, an award-winning Careers Development Professional with over 30 years' experience and a proven track record of supporting thousands of Careers Leaders across the UK and internationally, this model is grounded in what works on the ground. It directly aligns with Gatsby Benchmark 6 and offers a clear, phased approach to preparing students for the world of work — whether experiences / placements are virtual, hybrid, or in-person.

The PERE Model is not just about compliance — it's about **transforming practice**, ensuring every student is fully supported in their workplace journey, and every stakeholder is aligned for success. It will require an investment of your time and commitment – a strategy / plan is needed (your checklist will support you with this).

1. Prepare - setting students up for success.

Preparation is crucial for ensuring that all stakeholders (students, educators, employers, and parents) are aligned in expectations and equipped for a meaningful experience. Purpose-setting with students and employers are central here.

Key Activities include:

- Identification of tailored and explicit learning outcomes – this will take time, but will save you time in the long run.
- Co-create 3–5 SMART learning outcomes with students, employers, and educators—each tied to observable tasks and curriculum goals—to ensure clarity and measurable impact.
- Conduct student needs assessments that also captures their career interest, and set clear learning objectives.
- Employer onboarding, including confirm safeguarding compliance and employer and personal liability insurance.
- Brief employers that they have to provide an authentic meaningful curriculum-linked task, assignment or challenge for students to complete (e.g., 'Design a grammatically-correct social media post' for marketing roles); **AND** provide students with feedback once completed, ideally immediately or within 3 working days of completion.
- Ask employers to ensure that students are exposed to multiple roles and diverse functions whilst engaging with professionals. (Exposure to **≥3 roles** (e.g., shadowing a manager, HR, and tech team).
- Student briefing sessions - provide students with employer background and sector information and encourage them to conduct their own research on the organisation(s) too.
- Hold pre-placement briefing sessions with employers (and parents).
- Align the experience with curriculum subjects and future pathways.
- Prepare students (and employers) with key details (expectations, duration, dress code, etc...).
- Conduct a pre-student-survey to capture baseline knowledge, skills/ skills gaps, confidence, insights and expectations, (these should be the same questions to be used in the post-student-survey so as to assess journey travelled).
- Student Tools: Provide resources like reflection journals, checklists, or digital apps to guide observation and interaction.
- Inclusivity: Add strategies to support neurodiverse learners or students who may struggle (e.g., peer mentors, structured tasks).

2. Execute - delivering high-quality experiences.

This stage refers to the actual delivery of the workplace experience, the workplace immersion, whether through in-person, virtual, or hybrid formats.

Key Activities include:

- Assign a workplace mentor/supervisor to support students on-site
- Remind students on expectations and encourage active participation, such as interactive discussions and Q&A with staff / employees that they meet.
- Promote observation, interaction, use of their journals etc.. and note-taking for later reflection.
- Students are to participate in and complete structured tasks, assignments or challenges and observation activities; by asking employees questions and being guided by the answers received.
- Students to seek feedback on tasks, assignments or challenges completed.
- Ensure that students are exposed to multiple roles and diverse functions whilst engaging with professionals
- Educators check in or visit to monitor progress and engagement.

3. Reflect - help students process their experience.

Reflection allows learners to process their experience and draw connections to their skills, interests, and aspirations.

Key Activities include:

- Facilitate guided student reflection activities and discussions sessions on key takeaways, post-placement, for example peer discussion groups.
- Link to Future Goals: Help students connect takeaways to actionable steps (e.g., skill development plans, course selections).
- Conduct a post-student-survey to measure shifts in perception and to capture shifts in knowledge, skills/ skills gaps, confidence, insights and expectations (these should be the same questions asked earlier in the pre-student-survey so as to assess journey travelled).
- Encourage students to identify skills gained and areas for growth.
- Use reflective journals, diary logs, presentations, reflective essays, video diaries or portfolios to deepen learning as reflective tools.

4. Evaluate - measure the impact of the experiences.

Evaluation involves collecting and analysing feedback to assess impact and improve future placements.

Key Activities include:

- Use surveys and interviews to gather feedback from all stakeholders.
- Capture student voice via a focus group to see if they can articulate the value of the experience.
- Holistic Feedback: Gather input from employers (e.g., student preparedness, program relevance) and school staff (e.g., administrative challenges).
- Student self-assessment
- Review of student tasks or outputs.
- Employer feedback to students
- Analysis of pre- and post-survey results for impact measurement, ie to assess learning impact.
- Use insights to enhance future career learning experiences.
- Review progress towards initial learning goals.
- Update internal planning and placement procedures based on lessons learned.
- Use reflection and evaluation to inform next steps and continuous improvements.

Conclusion

When implemented effectively, **the PERE model** ensures that students leave education having experienced a diverse range of workplaces, roles, and professional functions, and can confidently articulate their skills, interests, and aspirations in relation to the world of work. This guide is developed from [DfE Statutory Careers Guidance for England](#)