PERE Model Checklist for Careers Leaders and Educators

The PERE Model — Prepare, Execute, Reflect, Evaluate — is a 4-phase structured and versatile framework designed to help Careers Leaders deliver <u>varied, meaningful, inclusive, flexible, and impactful</u> experiences of the workplace for students, that meet Gatsby Benchmark 6 requirements.
[Please use this checklist in conjunction with the "PERE Model Guideline for Careers Leaders and Educators, for use with Supporting Students"].

1. Prepare – *Goal: Equip students, employers, and educators 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 is central here.

Student Preparation

☐ Complete risk assessments (transport, accessibility).

☐ Identification of tailored and explicit learning outcomes.

☐ Conduct student needs assessments that also capture their career interests and set clear learning objectives.

☐ Student briefing sessions – provide students with employer background and sector information and encourage independent research.

☐ Align the experience with curriculum subjects and future pathways.

☐ Prepare students with key details (expectations, duration, dress code, etc.).

☐ Conduct a pre-student-survey to capture baseline knowledge, skills, confidence, insights, and expectations.

☐ Provide resources like reflection journals, checklists, or digital apps to guide observation and interaction.

☐ Add strategies to support neurodiverse learners or students who may struggle (e.g., peer mentors, structured tasks).

Employer Preparation

☐ Employer onboarding, including confirmation of safeguarding compliance, clarification of health protocols and insurance coverage.

☐ Brief employers on providing an authentic, meaningful curriculum-linked task or challenge for students.

☐ Integrate workplace tasks into curriculum (e.g., math's in engineering roles).

☐ If applicable, provide Employer Briefing Packs (mentoring guidelines, task ideas).

☐ Ensure employers provide feedback to students, ideally immediately or within 3 working days.

☐ Ask employers to ensure students are exposed to multiple (≥3) roles and diverse functions.

☐ Hold pre-placement briefing sessions with employers and parents.

2. Execute – *Goal: Foster active, inclusive participation*

Facilitate meaningful engagement during the experience.

Student Execution

☐ Assign a workplace mentor or supervisor to support students on-site.

☐ Remind students of expectations and encourage active participation in discussions and Q&As with staff.

☐ Promote observation, interaction, use of journals or apps to log observations/questions and note-taking.

☐ Assign structured tasks (e.g., "Interview 2 employees") and encourage reflect on responses.

☐ Students to complete employer-given tasks, challenges or assignments and observe professional environments.

☐ Students should seek and receive feedback on tasks completed.

☐ Ensure exposure to multiple roles and diverse functions.

Employer Execution

☐ Provide *Daily Feedback Templates* to track engagement.

☐ Employer to set students tasks, challenges or assignments.

☐ Employer to provide students with feedback on completed tasks, challenges or assignments.

☐ Confirm students are exposed to multiple roles (≥3) /functions.

Educator Preparation

☐ Educators check in or visit to monitor progress and engagement (virtual or on-site).

3. Reflect – Goal: Help students process their experience and turn them into actionable insights

Enable students to make meaningful connections to their future.

☐ Facilitate guided student reflection activities and / or peer group discussions post-placement.

☐ Help students connect takeaways to actionable next steps (e.g., skill development plans).

☐ Host discussions: *"What surprised you about this workplace?"*

☐ Conduct a post-student-survey using the same questions as the pre-survey to assess progress.

☐ Encourage and support students to identify skills gained and areas for growth.

☐ Use journals, essays, video diaries, or portfolios as reflective tools.

☐ Help students link experience to future goals (e.g., skills plans, course choices).

☐ Assign *Post-Experience Action Plans* (e.g., "How will this shape your GCSE choices?").

4. Evaluate – Measure and prove the impact of the experiences so as to *improve future programs*

Analyse results to improve practice and outcomes.

☐ Secure all stakeholder feedback via surveys and interviews - students, employers, educators and parents.

☐ Capture student voice via a focus group to see if they can articulate the value of the experience.

☐ Gather feedback from employers on student preparedness, value of experience and programme relevance and administration.

☐ Collect feedback from school staff on logistical, educational aspects and outcomes.

☐ Facilitate student self-assessment, experience reflections and review of tasks/outputs.

☐ Collect and analyse employer feedback given to students.

☐ Compare **pre- and post-survey** results to measure student progress/ assess learning impact (e.g., "75% increased career clarity").

☐ Review progress against initial learning goals, eg quality of student tasks or outputs.

☐ Share results with SLT/policymakers using internal procedure or created Impact Dashboards.

☐ Update internal planning and procedures based on evaluation findings (what worked and what didn't) and SLT feedback.

☐ Evaluate effectiveness in meeting learning outcomes.

☐ Track Gatsby 6 compliance (e.g., employer engagement quality).

☐ Use all findings and insights to enhance future planning, procedures and career learning experiences.

5. Need More Resources

1. **Download Free Tools** – Visit www.7CC.services for sample kits, surveys, and templates.
2. **Book a Consultation**: https://calendly.com/ladim/wetworks to discuss PERE and work experience.

"PERE transformed our careers programme from overwhelming to transformational."– D Edwards., Careers Leader, UK