



The Queensmill Trust - 1 year pilot

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Head of Queensmill College



"The impact of using Inclusive working for the interns on our Queensmill DFN Project SEARCH programme has been stunning. The accessibility and differentiation of the inclusive working curriculum has allowed our young people with Autism and other learning needs to develop workplace skills.

Achieving compliance without compromise opens the door for work experience and going into work"

What eLearning courses have we used at the Queensmill Trust?

Introduction to Employability



CPD
The CPD Qualification Service

Introduction to Hospitality



CPD
The CPD Qualification Service

Moving & Handling



CPD
The CPD Qualification Service

Fire Safety



CPD
The CPD Qualification Service

Data Protection



CPD
The CPD Qualification Service

Personal Safety Awareness



CPD
The CPD Qualification Service

Infection Prevention



CPD
The CPD Qualification Service

Health & Safety



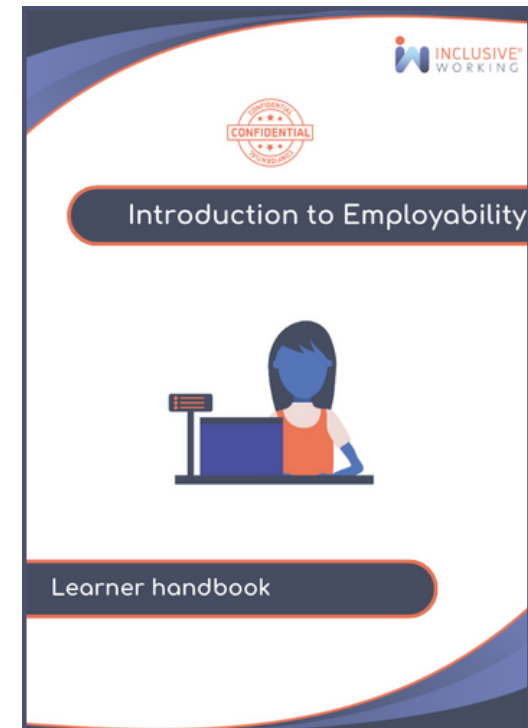
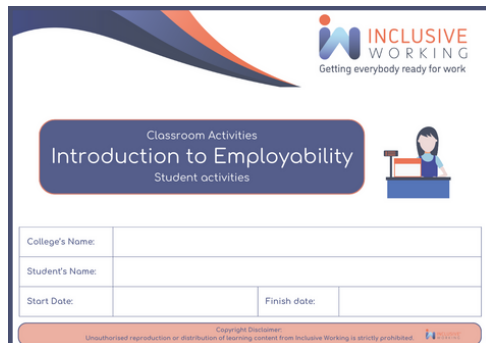
CPD
The CPD Qualification Service

Information

All students accessed the 8 eLearnings and received CPD certificates upon completion.

This has enabled students to access work experience opportunities.

What resources did we use?



Solo Activity Lesson 1 - Activity 1.1

Activity Description: In this activity, students will learn to understand, recognise, and correctly identify all the personal documents required when applying for a job.

Type of Document	Student Answers
Passport	To provide evidence of my identity
Utility bills	Examples: Water, Gas, Council Tax, Electricity
Work References	To provide evidence of previous jobs/work experiences
Cover Letter	A cover letter allows me to showcase my qualifications, express my interest in the position, and demonstrate how I can add value to the company.
N.I.N National Insurance	To ensure I am paying Tax in my country
Bank Account	To receive payments and manage my personal money

Classroom Activities

Teacher Manual

Learner Handbook

What method did we use?

Step 1: Full session with all students completing eLearning together.



Step 2: Students then individually completed training via devices.



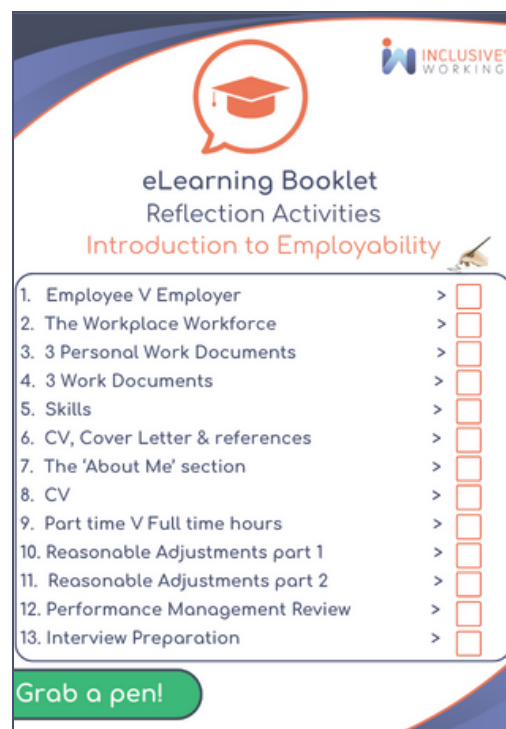
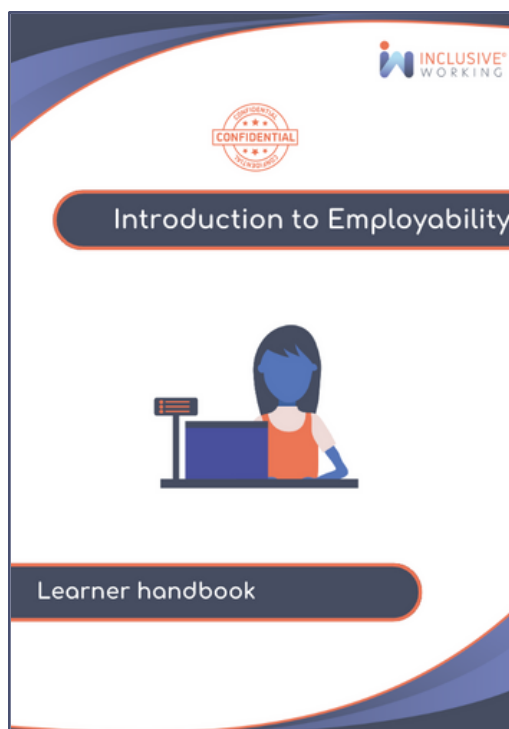
What method did we use?

Students have to score 80% to pass the quiz & earn their certificate!



What method did we use?

Step 3: Students complete the “Learner handbook” for each eLearning

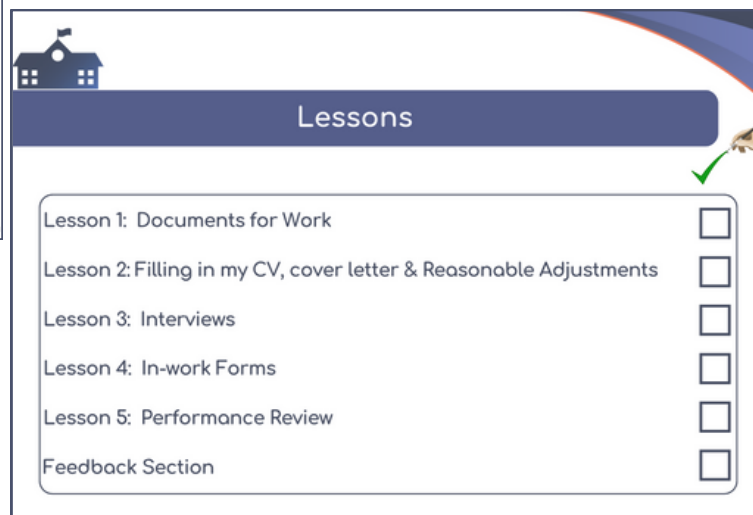


Action Mapping

We're using Action Mapping to simplify and strengthen learning, achieving this by creating handbooks to assess what students have learned from the eLearning materials.

What method did we use?

Step 4: Classroom activities begin!



Classroom Activities

Each lesson is packed with a range of activities, sorted into solo, pair, or group exercises. This printed booklet is assigned to the students, with teachers taking the lead in delivering the lessons.



Solo Activity



Pair Activity



Group Activity

What method did we use?

Step 5: Teachers follow the manual for effective student learning!



Solo Activity Lesson 1 - Activity 1.1	
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Teacher Manual

To streamline the process, every module features an activity with a clear objective, accompanied by either answers or a top tip for teachers. This manual serves as a comprehensive guide to optimise the impact of their sessions.

The View from the Classroom



Extra student Resources

Write your name here

Write your email here

Write the city you live in here

ABOUT ME
Write an introduction about you here

EXPERIENCE
Write your work experience here

MY EDUCATION
Write your education here - where did you study?

HOBBIES / ACHIEVEMENTS / INFO
Write your hobbies, achievements or other relevant information here

SKILLS

Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamworking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistical Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFERENCES AVAILABLE UPON REQUEST

MY REASONABLE ADJUSTMENTS EMPLOYMENT PASSPORT

Applicant name : Write your name here

Position applied for : Write your role here

Job reference/number : Write your job reference here

Company + location : Write the name of your company here

Contact email : Write your email address here

SCAN QR CODE EQUALITY ACT 2010

Sensory Adjustments: Write the adjustments needed here	Social Adjustments: Write the adjustments needed here
Communication Adjustments: Write the adjustments needed here	Rata Break Adjustments: Write the adjustments needed here
Work Place Adjustments: Write the adjustments needed here	Medical Information: Write down any medical conditions

Holiday leave form

Holiday information

Name of worker	
Date holiday starts	
First day back at work	
Number of working days away	

Manager signature + Date signed	Worker signature + Date signed

.. and many other resources...

Students greatly appreciated our resources as they were user-friendly, accessible, and had a professional appearance.

We provided a diverse range of resources to assist students in effectively communicating their needs to potential employers and presenting themselves professionally.

These resources included CV templates and forms for requesting special leave and reasonable adjustments, among others.

Our experience

During the 2022-2023 academic year, we conducted a trial with DFN Project SEARCH interns at Queensmill College. The interns used our eLearnings, booklets, resources, and classroom activities.

Overall, we observed that all students had a positive learning experience, and none of them felt overwhelmed. The diverse range of resources significantly impacted their learning, providing various perspectives and methods, thus enhancing effectiveness.

Our eLearnings offered benefits such as flexibility, personalised pacing, and accessibility features, which greatly facilitated students in their learning journey and in obtaining their CPD certificates. This aspect is particularly crucial for managers to be aware of, as it ensures that interns have successfully completed CPD courses in safety training, thereby improving workplace safety standards.

The students involved in the trial ranged from Entry Level 2 to Level 3. Among them, those at Entry 2 required some support when completing the eLearnings and booklets alone but actively participated in classroom activities.

We recognised the importance of Learner handbooks in promoting reflection and knowledge retention following the eLearnings. Additionally, classroom activities proved indispensable in fostering a sense of fun and teamwork.

As a result of these modules, students acquired a deeper understanding of workplace knowledge, which is crucial for success and safety in their careers.

The Official IW Teaching Method!

Based on our experience at Queensmill during the 2023/2024 academic year, we've refined our educational approach for effectiveness. Here's the recommended sequence, differing from the previous year:

The IW Method

1. Start with classroom activities to teach employability skills, emphasising engagement, cooperation, and attainability. Students explore at their own pace, with support available in teacher manuals.
2. Following discussions, deliver eLearning materials in groups, then allow independent completion of modules. Unlimited attempts are encouraged for passing the final quiz for CPD certification.
3. Conclude with learner handbooks, providing a simple, pen-and-paper review of previous content. This aids in assessing understanding and compliance evidence.

By integrating these components, we ensure a comprehensive and accessible learning journey, preparing students for future careers.

Welcome to Inclusive working, Getting everybody ready for work!



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