



COLOMA CONVENT GIRLS' SCHOOL

WORK RELATED LEARNING POLICY

Date policy agreed: July 2013

Developing workplace skills and future economic wellbeing

WORK RELATED LEARNING CONTRIBUTES TO DEVELOPING WORKPLACE SKILLS AND FUTURE ECONOMIC WELLBEING

(SEE ALSO POLICY ON CEIAG AND ENTERPRISE)

Work Related Learning is a planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning *through* the experience of work, learning *about* work and working practices, and learning the skills for work.

The underlying aims of Work Related Learning at Coloma are:-

- To increase the commitment to learning, motivation and self confidence;
- To provide young people with the opportunity to 'learn by doing' and to learn from experts;
- To raise standards of achievement;
- To develop the ability to apply knowledge, understanding and skills;
- To improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work;
- To develop employability skills;
- To support active citizenship;
- To improve the retention of young people in learning after the age of compulsory schooling;
- To develop career awareness and the ability to benefit from impartial and informed information and guidance;
- To encourage positive attitudes to lifelong learning.

1. OBJECTIVES:

Work Related Learning at Coloma will be provided in line with the nine elements set down in the QCA framework and will therefore provide opportunities for students to:-

- 1) Recognise, develop and apply their skills for enterprise and employability.
- 2) Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.
- 3) Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the workplace.
- 4) Develop awareness of the extent and diversity of local and national employment opportunities, financial capability and economic understanding.
- 5) Relate their own abilities, attributes and achievements to career intentions and make informed choices based on the alternatives.
- 6) Undertake tasks and activities set in work contexts.
- 7) Learn from direct contact with personnel from different employment sectors.
- 8) Have experience (direct or indirect) of working practices and environments.
- 9) Engage with the ideas, challenges and applications from the business world.

In essence the Work Related Learning curriculum is the link between learning and earning.

2. WORK RELATED LEARNING AT COLOMA

Work Related Learning at Coloma consists of the following elements:-

1. Enterprise Education:

- Yr 8 – Make It Real Game (final presentation).
- Yr 9 – In Business With The Games AND E Wise (Big Ideas Market).

2. Work Experience:

- Yr 10 – BTEC Health and Social Care Studies.
- Yr 11 – Post exams.
- Yr 12/13 – To support career options.

3. Work Shadowing:

4. Careers Info, Yr 7-13

- IT Packages.
- Careers Fair.
- Speakers.
- Business Volunteers.
- Variety of paper res.
- Connexions.

5. Curriculum Linked Visits

- a. Evidenced in a variety of subjects e.g. Art, Science, Geography, etc.

6. Workshops

- a. Yr 9 – Careers Advise
- b. Yr 10 – WRL (various activities)

7. Projects

- a. Yr 8 – Make It Real Game
- b. Yr 9 – In Business With The Games – E Wise (Big Ideas Market)

8. Mock Interviews

- a. Yr 8 – Make It Real Game
- b. Yr 10 – Prep WEX
- c. Yr 12 – Post-18 Conference Day

9. Industry Days

- a. Speaker programme
- b. Yr 9 – CEIAG (Spring)
- c. Yr 12 – Post-18 Conference Day

10. Practical Experience

- a. Subject specific e.g. Business, Performing Arts, Health & Social Care, IB, etc.

11. Part-time Work

- a. KS4 & 5

12. Work Simulations or Role Plays

- a. Yr 8
 - Make It Real Game
- b. Yr 9
 - In Business With The Games
 - E Wise (Big Ideas Market)
- c. Yr 10
 - Learn to Earn
 - Mock Interviews
 - WRL Day
 - Workplace Hazard Awareness accredited course
- d. Yr 12
 - Accenture Business Workshop
 - Interview Skills Workshop

3. WORK EXPERIENCE

- 3.1. **Work Experience may be defined as:** a placement on employers' premises in which a learner carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience. (Quality Standards for WEX.)

Work Experience at Key Stage 4:

All students will undertake two weeks' work experience during Key Stage 4. For some students the work experience placement is a mandatory part of their course. This applies to those studying BTEC Health & Social Care.

Work Experience at Key Stage 5:

Students studying a Modern Language are encouraged to undertake work experience in the target language.

Students studying Health and Social Care have a one-week placement in a Health and Care setting.

3.2. **The Stakeholders for Work Experience**

- CEBP
- Young Enterprise (London)
- Speakers from a wide range of organisations
- Higher Education Institutions
- Students
- Tutors
- Subject Teachers
- Assistant Head – responsible for WRL and CEIAG
- Employers
- Associate staff (support staff)

3.3. **Quality Standards for Work Experience (Six Elements)**

The Work Experience Co-ordinator will:-

1. Policy

- Develop and regularly review the work related learning policy (work experience subsumed within), and ensure commitment to the policy by the Senior Leadership Team, Governors, and school staff, parents, and students.
- Secure adequate resources for work experience in terms of time allocation for staff and budget provision.
- Review and agree terms of the Service Level Agreement.
- Ensure all Coloma students have equal opportunities and any gender stereotyping is challenged.
- Fulfil legal requirements and take full account of guidance for work experience.

2. Roles and Responsibilities

- Agree with Senior Leadership Team the roles and responsibilities of the Work Experience Co-ordinator and negotiate and agree the roles and responsibilities of subject specific staff with regard to work experience.

- Audit and develop learning outcomes for Work Experience and identify the contribution made to work experience by subjects.
- Involve parents, carers and learners in the choice of placements, inform them about the work experience programme and invite their feedback on the programme.
- Provide employers with all timely and relevant information about special needs or medical conditions the learner may have and which might impact on the health, safety and welfare of the learner in the placement, co-workers and the public.
- Ensure the school is aware that they retain the 'duty of care' for students whilst on Work Experience.

3. Planning

- Ensure students are guided about the suitability of placement choices for them.
- Students and parents are effectively briefed before the placement, including health and safety as part of work experience preparation.
- Liaise with the SENCO and subject staff to match to and prepare special needs learners for their placement and arrange for them to be supported effectively by a named and experienced member of staff during their placement.
- Agree with the employer any employability or enterprise skills which the school would want the student to acquire during the placement.
- Prepare students for work experience, including developing any employability and enterprise skills required by the employer.
- Plan a programme of staff contacts and visits for all students while on placement.
- Develop and nurture an effective relationship with Croydon Education Business Partnership (CEBP).
- Arrange an audit of post-16 learners undertaking part-time and voluntary work (nb: including students studying IBD opportunities for Creativity, Action and Service).
- Ensure that Post-16 students undertaking work experience have placements which build on their earlier work experience, and if appropriate their part time work and voluntary activities.
- Inform parents, student, employers of the names and contact details of the school's emergency contact.

- Provide learners with a work experience log book and encourage students to complete a record of their tasks, achievements and challenges. Encourage staff and students to use these documents in the de-briefing and evaluation of the work experience programme.

4. The Delivery

The delivery of Work Experience is in the main the dual responsibility of the employer and students, however, given the school's duty of care for the student, the school will ensure the following:

- Students will be instructed to telephone the WEX co-ordinator at school (daytime) or use a dedicated mobile to discuss any issues arising from a placement (which have not been satisfactorily resolved by the supervisor).
- During the placement, students will be expected to complete:
 - (a) a report on their placement to highlight their tasks, achievements and challenges.
 - (b) to complete a log book to record employability skills.
 - (c) to complete an enterprise and ICT in the workplace review.
 - (d) to complete a workplace summary to identify the main organisational features of the placement.
 - (e) to complete the Be Safe – a review of health and safety in the workplace.
- While students are on placement, Coloma provides support and monitors their progress through a schedule of teacher visits and/or telephone contact. This allows the workplace supervisor and the learner to discuss with the visiting tutor, the achievements, challenges and where applicable resolve issues.

5. Review

- All learners provide feedback on their work experience during the de-briefing session which includes:
 - (a) Review of development of key skills and identification of targets for future developments.
 - (b) Discussion with peers re: their experiences of the workplace.
 - (c) Evaluation and feedback of Enterprise and ICT in the workplace.
 - (d) Developing an action plan to further their career pathway.

In English and MFL, all students undertake a written and verbal review of the extent to which they have been able to develop skills and personal qualities.

- During the work placement procedures are in place to address any concerns or issues the student or the employer may have. These are:
 - (a) Learner maintains in consultation with the employer a log book.
 - (b) Employer completes with the learner a review and evaluation document, recording achievements and areas for development. These are followed up by the school on return.

During the review with the employer and subsequently in the de-briefing session the student provides feedback on the employability skills they have developed. The school also provided feedback to the EBP on the suitability of particular work placements.

- Annually, the school and the EBP review the work experience programme for the subsequent year.
- All students undertaking work experience are awarded a certificate, and the school newsletter celebrates the students' achievements. Prior to their work experience a group of students who have previously undertaken a placement provide presentations to those about to experience the world of work.
- During the annual review with the EBP good practice is identified and discussed. This informs future planning.

6, Systems and Processes

- For students studying BTEC Health and Social Care, the school works with the EBP to meet the syllabus requirement for students to have a work placement in a Health and Social Care setting.

All other students, discuss with the school the nature and appropriateness for them of specific placements and in the main students make their own arrangements through parents and other contacts.

- For all placements, the employer is provided with full information about the timetable and schedule for Coloma's work experience programme.
- The WEX co-ordinator at Coloma works closely with the EBP to plan, organise, and review work experience placements, and holds meetings with tutors in the school as appropriate. Coloma contacts all employers while students are on placement and all tutors involved in work experience visits or contacts use common documents to record a review of the placement from both the student and employer. Regular reports are prepared for the school leadership team and for the governing body.
- The WEX co-ordinator provides guidance to all parents and students on the selection and suitability of placements. Health and Social Care BTEC students are guided by their subject tutors on the suitability of placements. Advice is available on an individual basis re: the suitability of placements.

- The EBP approves all placements in terms of Health and Safety and learner welfare.
- Registers are kept of all students attending work experience briefings and individual sessions are provided for any student who was unable to attend these briefings. All students also complete the Work Place Hazard Awareness course (Entry Level) accredited by the British Safety Council.
- The EBP provides facilitates to undertake any CRB or IAS checks as required.
- In the event of any incident or accident while a student is on placement, the school works with the EBP and employers to investigate any accidents or incidents in accordance with health, safety and welfare assessment for work experience placements.
- The WEX co-ordinator works with Employers to resolve any complaints from employers and others with regards to a work experience placement. The WEX co-ordinator through the EBP informs employers about the procedures.
- Coloma and the EBP undertake an annual review to discuss the experiences of the current cycle and to inform future planning, preparation and developments.
- Visits to placements, the de-briefing session and follow up provide the opportunity to ascertain the match of the work experience placements to students' needs.
- Liaise with Connexions Personal Advisers to ensure that students use their experience of work to inform career planning

3.4. Methods of Assessment

The progress of students' learning and development will be assessed through:-

- A portfolio of their work, incorporating learning across the curriculum, records from work experience, Project Business, Industrial Visits, visiting speakers, notes from Careers interviews, CVs and Personal Statements etc.
- WEX placement report forms from students, teacher visitors and employers.
- GCSE and vocational / applied course and portfolio work.
- Workplace Hazard Awareness examination (Entry Level).
- A Student Audit carried out in the Spring Term of year 11.

3.5. Monitoring and Evaluation

Work Related Learning will be monitored and evaluated by:-

- Sampling students' portfolios.
- Analysing the results of the Student Audit.
- Analysing the WEX report forms.
- Discussions with students, teachers and parents.
- Annual review of work experience with EBP and the school.
- Rating and recording the quality of joint WRL activities with community groups and businesses.
- Preparation of a termly report and action plan by the Work Related Learning Coordinator to the Headteacher and Governors.