

Work-related learning in Key Stage 4: reports and guidance

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Work-related learning in Key Stage 4: reports and guidance

Introduction

This paper draws together reports and guidance about work-related learning in Key Stage 4. Subjects range from work experience (provided to almost every young person during KS4), to Young Apprenticeships and the KS4 Engagement Programme, which provide tailored opportunities for small numbers of young people. Rather than summarising each report in turn, we have grouped information under a number of headings. Sources are acknowledged in annex A, with links to the relevant web sites.

We have focused essentially on where we are now. We hope it will be a useful source of information as local authorities and 14-19 partnerships develop their employer engagement strategies, and also as they prepare to commission education business link services from 2010 onwards.

However, the summary does not cover what will be needed in the future. In particular, it says little about post-16 work-related learning. The only exception is that guidance on Diplomas relates to the full suite of diplomas, which will be offered to KS4 and post-16 students alike.

Employer engagement strategies will need to take account of changes in the curriculum (KS4 and post-16), plans for Raising the Participation Age, the labour market locally and regionally, and priorities for economic development and regeneration. They will also draw on the extensive links which universities, colleges and work-based learning providers have developed with employers, for example to support vocational courses and post-16 Apprenticeships.

The Yorkshire and Humber 14-19 Challenge can help in a number of ways:

- We can comment on draft employer engagement strategies, drawing on our knowledge of strategies already in place across the region and elsewhere
- We can facilitate meetings and workshops about employer engagement
- We can run focus groups to understand the aims and priorities of employers, teachers, young people, colleges and so on.

In addition, we have prepared a checklist covering the various issues and ideas which could be considered when preparing local employer engagement strategies. This is available separately from the Challenge team. For more information, please contact us by phone or email:

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Work-related learning

Work-related learning comprises three strands:

- learning **through** work: for example, placements in the community, work experience, part-time jobs, school enterprise activities, vocational contexts in subject learning
- learning **about** work: for example, vocational courses and careers education
- learning **for** work: for example, developing employer-valued key skills and career management skills.

Source: Guidance on work-related learning, QCA

Work-related learning is an increasingly important part of the school curriculum. Since 2004 it has been a statutory element at Key Stage 4 and is defined as 'planned activity designed to use 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 are:

- raising standards of achievement;
- increasing the commitment to learning, motivation and self confidence of students;
- improving the retention of young people in learning after the end of compulsory schooling;
- developing career awareness and the ability to benefit from impartial and informed information and guidance;
- supporting active citizenship;
- developing key skills and broader personal aptitudes;
- developing the ability to make conscious applications of knowledge understanding and skills;
- improving understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work;
- encouraging positive attitudes to lifelong learning.

Work-related learning can enable students to:

- recognise, develop and apply their skills for enterprise and employability;
- use their experience of work, including work experience and part-time jobs, to extend their understanding of work;
- learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place;
- develop awareness of the extent and diversity of local and national employment opportunities;
- relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives;
- undertake tasks and activities set in work contexts;
- learn from contact with personnel from different employment sectors;
- have experience (direct or indirect) of working practices and environments;
- engage with ideas, challenges and applications from the business world.

Source: Building on the best: final report and implementation plan of the review of 14-19 work-related learning, DCSF

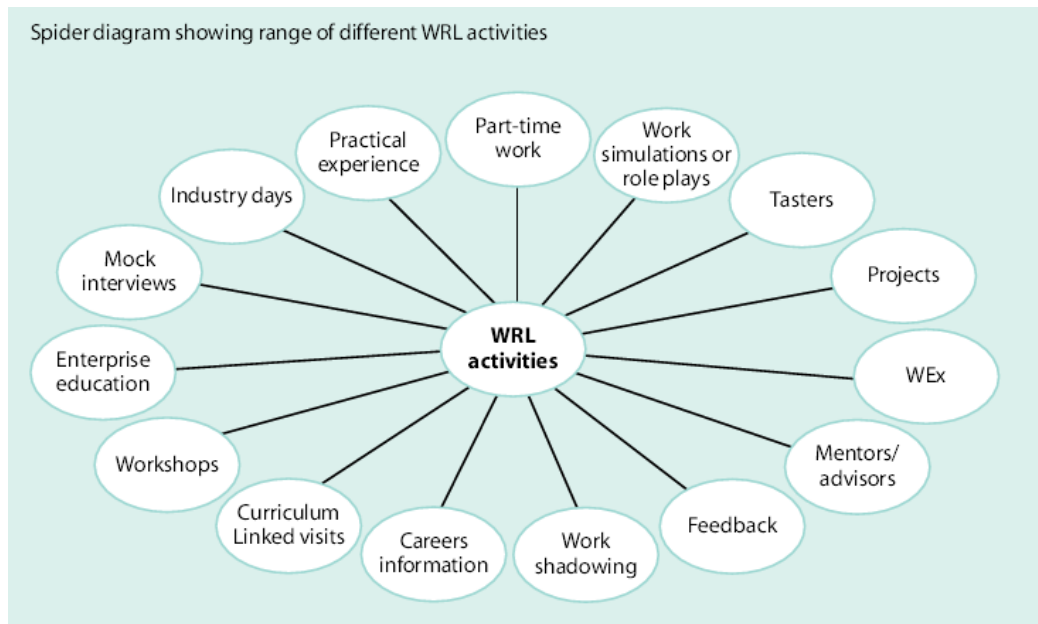
Work-related learning is acquired in different ways by different students. It can take place:

- across the curriculum, with different subjects and courses providing students with experiences, opportunities and contexts in which they can develop their learning
- in subject learning (and citizenship and PSHE learning), supplemented by careers education and work experience
- in courses that lead to vocational qualifications
- in extended work related learning programmes with further education colleges, training providers or employers.

During Key Stage 4, all students should have opportunities for work-related learning so that they can –

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
5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives
6. Undertake tasks and activities set in work contexts
7. Learn from contact with personnel from different employment sectors
8. Have experience (direct or indirect) of working practices and environments
9. Engage with ideas, challenges and applications from the business world

Source: *Guidance on work-related learning, QCA*



In addition to work experience a wide range of activities are being delivered not just to the 14-16 age group to whom the statutory requirement applies but across the whole 14-19 age range. These activities include enterprise projects; case studies, simulations; taster workshops; mentoring; enterprise education; mock interviews;

days in industry; visits linked to the curriculum. Less direct activities include charity work, competitions and the Duke of Edinburgh award scheme.

In addition, many young people take part in a range of other applied and sector-specific learning programmes. Around a quarter of 14-16 year olds study for applied qualifications, such as applied GCSEs, BTECs, ASDAN and NVQs, aimed at learners with an interest in an industry sector and often a preferred learning style of practical experience outside the normal classroom setting.

Source: Building on the best: final report and implementation plan of the review of 14-19 work-related learning, DCSF

Personal, Social, Health and Economic (PSHE) education comprises two programmes of study, Personal Wellbeing, and Economic Wellbeing and Financial Capability. The Economic Wellbeing and Financial Capability programme of study covers:

- careers education;
- financial capability; and
- work-related learning.

The Economic Wellbeing and Financial Capability programme of study draws together careers education, work-related learning, enterprise and financial capability.

Schools make use of the full range of external organisations, such as the police, education business partnerships, and local or national theatre in education groups, to provide curricular enhancement.

Children and young people commonly say that they appreciate what external contributors to the curriculum do to enhance their learning and there is a view that information on certain issues carries more weight and credibility from outside agencies than teachers.

Source: Independent review of making PSHE education statutory (The Macdonald review)

Employability

Young people should develop skills for employability. 'Employability' is a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.

The attributes, skills and knowledge that make up 'employability' are:

- self-management
- team working
- business and customer awareness
- problem solving
- communication and literacy
- application of numeracy
- application of information technology

These attributes contribute to a 'positive attitude' which includes characteristics such as a 'can-do' approach, a readiness to take part, openness to new activities and a drive to make those ideas happen.

Source: Time Well Spent, CBI

Enterprise education

Enterprise education is also a part of work-related learning. We define enterprise education as 'enterprise capability, supported by better financial capability and economic and business understanding'. It embraces future employees, not just future entrepreneurs, and social enterprise.

Source: Building on the best: final report and implementation plan of the review of 14-19 work-related learning, DCSF

There is no universally accepted definition of enterprise learning. It is often mistakenly regarded as being synonymous with the development of entrepreneurial skills, but an important distinction needs to be made between the two. Entrepreneurship is about starting up businesses, particularly involving risk. Entrepreneurs need to be enterprising to succeed and survive. However, only a relatively small proportion of the working population will become entrepreneurs, while all adults need to be enterprising both in their work and in their personal lives. Businesses need employees who are innovative in their approach to solving problems, can cope with uncertainty and change, communicate well and are able to work effectively in teams. The development of these skills in young people is therefore an essential part of the preparation for adult life.

Enterprise learning requires an **environment** where pupils are expected to take personal responsibility for their own actions. They are given significant autonomy to tackle relevant problems or issues, which involves an element of risk as well as reward for their successful resolution. In other words, there is considerable uncertainty about final outcomes. Such an environment might be the school, local community or business. Within these contexts, learning can be promoted by engaging pupils in an **enterprise process**, or approach, which is akin to project working in a work-based context. Typically, the process involves four sequential stages.

Stage 1 Tackling a problem, or identifying a need, by a team or groups of pupils, which requires the generation and development of ideas and discussion among pupils to reach a common understanding of what is required to resolve the problem or meet the need. For example, such activity could involve the manufacture of a product or provision of a service.

Stage 2 Planning the project or activity; breaking down tasks, organising resources, deploying team members, and allocating responsibilities.

Stage 3 Implementing the plan; solving problems, monitoring, evaluating and reviewing progress.

Stage 4 Evaluating processes, activities and final outcomes holistically; including reflecting on lessons learned, and assessing the skills, attitudes, qualities and understanding acquired as a result of the process.

Source: Learning to be enterprising: An evaluation of enterprise learning at Key Stage 4, Ofsted

Effective enterprise learning enables young people to take responsibility for –

- tackling a problem or need
- planning a project or activity
- implementing a plan
- evaluating the processes they have gone through

Source: The Work-Related Learning Guide (Second Edition)

Diplomas

The Diploma enables students to leave education with work-relevant skills, as well as English, maths and ICT. Students studying the Diploma will be encouraged to relate what they are learning to real world situations. They do lots of projects to solve practical, work-related problems and organise themselves to complete a task as well as theory based learning. By learning about a broad employment sector, and developing the basic skills and understanding required by employers, colleges and universities, students will be able to make better informed decisions about what they want to do next.

Source: DirectGov – Information about Diplomas

Ten days work experience is mandatory for all Diploma learners and principal learning qualifications contain a minimum of 50 per cent applied learning (learning which has many of the characteristics of real work, or is set in the workplace) providing ideal opportunities for employer engagement.

Source: Employer engagement: A Guide for Diploma Consortia, DCSF

Key Stage 4 Engagement Programme

The purpose of the Key Stage 4 Engagement Programme is to maximise the presence, participation and achievement of young people who show a distinct lack of interest in education or in progressing to education or employment with training post-16. This description encompasses a diverse range of underachieving learners, whose own behaviours or circumstances are a barrier to learning. They will range from potentially able students to those who have learning difficulties. It is expected that most participants will spend at least two days a week out of school on work-related activity. Wherever possible this should be in the work place.

The purpose of the work-focus is to offer a real experience of work that enables students to:

- develop knowledge and understanding of the world of work and the economy
- see the relevance of their work in school to the world of work
- gain skills for employability and an understanding of their importance in the workplace
- understand and experience the day-to-day expectations on employees, their working practices and environments and their rights and responsibilities
- develop knowledge of the range of progression and careers opportunities available to them and the qualifications, skills and attributes required
- develop and practise functional skills in English, Maths and ICT and understand how these are necessary for employment
- develop and practise personal and social skills and gain confidence and self-esteem

The work-focus will be an important driver to motivate students to engage with learning and understand its relevance to life and employment. There is evidence that experience of the world of work can be highly motivating for disaffected learners.

Source: Key Stage 4 Engagement Programme Template, QCA

Young Apprenticeships

The Young Apprenticeship programme provides a route for motivated and able pupils in Key Stage 4 to study for vocational qualifications. Students are based in school and follow the core National Curriculum. For two days a week, or the equivalent, they work at school, college, with training providers and in the workplace towards nationally recognised vocational qualifications taught by their local YA partnership. A feature of the two-year programme is that each partnership provides 50 days' work experience. Vocational opportunities include engineering, business and administration, motor, art and design, health and social care, performing arts, textiles, hospitality, and sports management, leadership and coaching.

Source: Evaluation of the Young Apprenticeships programme, Ofsted

Employer engagement

We know that getting involved with employers can make a real difference to children and young people by helping them to see the relevance of what they are learning, building motivation, improving attendance and behaviour and giving them higher and broader aspirations. Employers can help you deliver your core mission of supporting children and young people.

Source: Building Stronger Partnerships – Schools, Colleges and Children's & Families' Services: How Employers Can Support You, DCSF 2008

Employers can make a big impact on young people's knowledge, skills and attitudes during secondary education. Their contributions can bring the curriculum to life and make it more exciting and relevant to young people's lives and futures.

Source: Building Stronger Partnerships – a Guide for Employers, DCSF

Businesses, both large and small, have plenty to share with those in schools and colleges – through curriculum development and teacher support, encouraging parent or business governors or in valuable partnerships with the senior leadership team. And businesses benefit too – we believe that the business case will hold up in a tougher economic climate because of compelling evidence of increased motivation and greater retention and advocacy rates from employees engaged in these activities. We want every school, including primary schools, to have a business partner.

Priorities for business engagement with secondary schools and colleges are –

- leadership, including governance and teacher professional development
- support for the curriculum – notably
 - basic literacy, numeracy and life skills
 - science, technology, engineering and maths (linked to the STEM action programmes)
- employability skills and enterprise education.

Source: National Council for Educational Excellence Recommendations, DCSF and DIUS, 2008

Employers can help in a number of ways:

- By contributing to the development of what children and young people learn, thereby influencing the attributes, knowledge and skills of the future workforce.
- Involvement in education is good for staff recruitment, retention, morale and motivation, and can give employees the opportunity to learn new skills.

More specifically, employers can offer –

- Work experience and structured visits. They can provide work experience for a young person either as a block or by the day, introducing them to the world of work and to a range of experiences in a business. Employers can also run shorter work-based visits for small groups of learners which can help to develop their understanding of the workplace.
- Projects, including the Diploma extended project. This is something that can be linked to a work experience placement opportunity for the young person, particularly those taking Diplomas or A Levels.
- Going into schools. As a visiting expert, employers can give short talks on their business, industry or specialism, or help out in lesson time, fully supported by a teacher.
- Enterprise Activities. Employers can become business advisers to a group of young people, introducing them to commercial knowledge and skills and help to channel their enthusiasm into running a successful business enterprise.
- Mentoring. Employers can mentor a young person, building a structured and rewarding relationship, offering guidance, support and encouragement and developing their skills and character.

In addition, governing bodies need members with experience of building or running successful organisations or with financial, legal or other business-related skills. The School Governors' One-Stop Shop recruits school governor volunteers with transferable management skills. We particularly want to recruit business governors for the most challenging schools.

Other business-led programmes include –

- Teach First, which takes high calibre graduates from top universities and provides them with two years intensive training and teaching practice in challenging schools
- Mentoring school and college leaders
- Offering professional development placements for school and college staff.

Source: *Building Stronger Partnerships – a Guide for Employers, DCSF*

In relation to Diplomas, employers can help by –

- Sitting on a consortium's strategy group or leadership team
- Forming part of a consortium's curriculum team
- Informing learners and parents about the Diploma and careers
- Supporting the professional development of practitioners
- Working with groups of young people to define and set tasks, contributing to teaching (fully supported by a teacher), contributing to monitoring students progress and contributing to assessing outcomes
- Having telephone discussions with learners or answering email queries (in one consortium, a videoconferencing system is being trialled)
- Hosting visits for learners
- Hosting visits for practitioners
- Being available as a guest speaker
- Providing work experience placements.

Source: *Employer engagement: A Guide for Diploma Consortia, DCSF, 2008*

Young people who are disengaged are at particular risk of failure in adult life. Employers can help by getting involved with schools, colleges, training providers and third sector organisations to:

- Provide work-based learning, work experience opportunities or work tasters
- Contribute to careers education, mentoring and advice programmes
- Spend time seeing first hand what young people can achieve
- Offer opportunities to young people and help them progress

Source: *Building Stronger Partnerships – a Guide for Employers, DCSF*

Employers do not fully understand the role they can and need to play in WRL. They perceive significant barriers to their involvement such as health and safety, insurance and Criminal Record Bureau checks. There is confusion amongst stakeholders about whether Enterprise Education is part of or separate from WRL, and WRL is interpreted differently for pre- and post-16 learners. Employers can be confused and irritated by the number of separate contacts. Local brokerage is key to engaging new employers and then to retaining and increasing the offer from them.

Source: *Building on the best: final report and implementation plan of the review of 14-19 work-related learning, DCSF*

To ensure employers are approached in a coherent way employer engagement in a consortium or 14-19 Partnership employer engagement is best channelled through one person or organisation. This is likely to be either an EBPO (that may require full or part funding) or a local authority member.

Source: *Employer engagement: A Guide for Diploma Consortia, DCSF*

Education Business Partnership Organisations (EBPOs)

Education Business Partnership Organisations include locally-based Education Business Partnerships and a wide range of other national, regional and local organisations such as Trident from Excel, Young Enterprise and STEMNET. Between them, EBPOs engage around 500,000 employers and support around 80% of the work experience market for 14-16 learners. They also help schools plan and deliver work-related learning linked to the full spectrum described above, such as enterprise education, science, engineering, maths, and so on.

Employer engagement post-16 is organised in a number of different ways. Schools with sixth forms and sixth form colleges encourage students to take part in work experience placements both locally and overseas: EBPOs frequently support these programmes. In addition, a wide range of apprenticeships and vocational and applied courses are available to young people; employment and work-related learning are central to this work. Colleges and work-based learning providers generally develop direct connections with local employers to support these programmes.

Of the 300,000 employers engaged in pre-16 work experience, it is estimated that there is a turnover of around 15% annually, and all organisations involved in engaging employers need to put resource into recruiting and re-recruiting employers to maintain the volumes needed.

Source: *Building on the best: final report and implementation plan of the review of 14-19 work-related learning, DCSF*

EBPO services typically include:

- establishing and maintaining partnerships between employers, schools, colleges and work-based learning providers, matching needs, interests, aspirations and opportunities;
- maintaining databases of employers and work-based learning providers and the work-related learning opportunities they are able to provide;
- carrying out health and safety visits to employer premises and ensuring that all relevant legal requirements are met, including young peoples' risk assessment and insurance, and that placements are meaningful;
- arranging and brokering work-related learning activities including:
 - monitoring and evaluating work-related learning schemes to identify the impact they are having, and to improve and maintain their quality; and
 - using their expertise to clarify and explain potential issues for employers, schools and colleges and providing them with realistic solutions – for example, in relation to health and safety, child protection, Criminal Records Bureau (CRB) checks and the relevance of the Independent Safeguarding Authority (ISA) requirements where appropriate.

EBPOs help employers by:

- providing access to schools and colleges through a single, trusted route;
- reducing and removing barriers which might discourage employers from taking part or extending their involvement in work-related learning;
- meeting employers to help them to:
 - identify and evaluate the benefits they could gain by involving themselves in work-related learning; and
 - consider, or reconsider, their cost-benefit equation. This is particularly important for smaller employers who may be discouraged from getting involved in work-related learning because they perceive, incorrectly, that the costs will inevitably outweigh the benefits.
- guiding employers who, although very familiar with their responsibilities for the health and safety of their own employees and members of the public, may be wary of the health and safety, child protection and insurance implications associated with work-related learning for young people;
- sharing good practice;
- challenging stereotyping and promoting diversity in work-related learning;
- offering employers the full range of work-related learning opportunities which take account of employers' limited time and resources available;
- ensuring that employers' valuable time is used most effectively to the benefit of all education partners;
- supporting businesses in developing programmes and activities that directly help to meet specific business needs.

Source: *The Work-Related Learning Guide (Second Edition)*, DCSF

The DCSF provides £25 million per annum to support EBPO activity. This is currently (2009-10) channelled via the LSC to local authorities. In recent years, this funding has been used mainly to support work experience placements for young people in KS4, professional development placements for teachers, enterprise education and the wider role of boosting employer engagement in education. *(Note: this paragraph was written by the Yorkshire and Humber 14-19 Challenge team.)*

In addition to the £25m provided for 14-16 work-related learning to local EBO consortia and/or EBPs via the LSC, there are further funding streams supporting WRL. These include:

- Funding for practical learning leading to a qualification, through the Direct Schools Grant
- Funding for diplomas
- Increased Flexibility Programme
- Enterprise education
- Young Apprenticeships
- KS4 Engagement

Source: Building on the best: final report and implementation plan of the review of 14-19 work-related learning, DCSF

Planning work-related learning

What do Local Authorities do to make work-related learning happen?

- They ensure appropriate allocation of funding and commitment to fulfil the statutory work-related learning requirement at KS4;
- They clarify the ownership of delegated responsibilities for developing and delivering work-related learning in their area;
- They offer guidance and support to school and college staff to embed work-related learning and enterprise as part of the curriculum for young people of all ages;
- They lead the 14–19 Partnerships in developing an ‘Employer and Education Partnership’ strategy and plan;
- They link with wider regional and national developments in work-related learning;
- They make sure employer engagement and work-related learning are key components of:
 - Diplomas
 - Information, Advice and Guidance
 - Workforce development
 - Curriculum development and delivery;
- They carry out their legal responsibility for health and safety and entitlement in respect of work-related learning.

Source: The Work-Related Learning Guide (Second Edition)

Many 14-19 Partnerships have a local employer engagement strategy to help ensure there is appropriate, sufficient and sustainable employer engagement to deliver the 14-19 reform programme.

In order to assess demand effectively, Partnerships will want to:

- identify where they need employer involvement at both an operational and a strategic level;
- have a broad understanding of current employer engagement including strengths and weaknesses of employer engagement across institutions in the area;
- examine likely future demand, including for policy developments such as Apprenticeships, Diplomas, the Foundation Learning Tier and to meet the requirements of 100% participation;
- consider the needs of the wider economy, locally, regionally and beyond, including predicted skill shortages for particular sectors.

In order to assess supply effectively, Partnerships need to take stock of the current employer involvement in education and training. If supply is likely to fall short of demand, the Partnership will need to set out a clear plan for engaging the right quantity and mix of employers to meet the need. Partnerships will also want to monitor the quality of their employer engagement.

Source: 14-19 Partnerships and Planning, DCSF

Partnerships should develop and implement plans for employer engagement by, for example:

- Conducting a full audit of current employer engagement links and activities
- Jointly developing objectives for employer engagement
- Creating propositions for employers – defining what they will be asked to do and ensuring that the benefits of involvement are clear to them
- Identifying and approaching employers
- Maintaining and developing employer relationships.

An audit of employer engagement would typically involve asking these questions:

- Which employers are engaged with each institution?
- What these employers do? For example, do they provide work experience placements or deliver careers talks?
- What sectors these employers are involved with?
- How has the institution engaged with each employer? For example, schools might engage through a parent or governor or through an EBPO; colleges or work-based learning providers might have a direct relationship as a provider of training services

The audit will enable partners to understand the strengths of existing employer engagement and develop a view of the adequacy of supply in general, by Diploma line, geography or activity. It will also help to identify any overlaps (such as where the same employer is engaged with more than one institution). For example, there may be sufficient work experience placements available for Key Stage 4 learners, but not for post-16 learners, or there may be opportunities to engage more employers in relation to a specific Diploma line.

It will be necessary to define what employers need to do to support your objectives and then ensure that you are able to articulate this clearly to employers, be it orally or in some materials you might choose to produce, in a way that will resonate with them. You should think about the concerns employers may have and ensure you are able to provide responses to these. (For example, an employer may have concerns about the time commitment or the need for CRB checks). Your EBPO will be able to help you with this.

It may be useful to think about a business's core and noncore operations. For example, local authorities have press offices and often employ graphic designers: they might be able to support creative and media students.

Source: Employer engagement: A Guide for Diploma Consortia, DCSF

Health, safety and child protection

The regulations and requirements that must be observed surrounding health and safety, child protection, insurance and data protection are there to ensure that young

people are protected during their learning, in particular during work experience. They should not be unduly daunting or onerous for schools, colleges and employers who already take their responsibilities seriously and make use of the extensive help and support that is available.

Colleges, employers and other training providers have responsibility for the health, safety and welfare of everyone on their premises, including any students who are there or engaged in activities which they organise.

When organising workplace visits, schools retain the primary duty of care. Employers are responsible for students when they are on their premises, or on a site, or in a situation where the employer has duties under health and safety legislation and codes of practice, just as they would have for other people. A formal assessment of the risks that might be met on the visit has to be carried out by a competent person before the visit to identify any risks and, where necessary, identify what actions to take to minimise them. Visits to places where there is an unacceptable level of risk to students should not take place.

In relation to work experience placements for KS4 students, schools retain a duty of care at all times. Placements must be vetted by a competent person in accordance with Health and Safety Procurement Standards (HASPS). Most schools use EBPOs to organise placements with employers and to carry out health and safety checks. In addition, Schools and colleges organising work experience must have regard to the Quality Standards for Work Experience. The standard explains clearly what the criteria for work experience are, and the roles and responsibilities for everyone involved in delivering the following six elements:

- Policy
- Roles and Responsibilities
- Planning
- Delivery
- Review
- Systems and Processes

In the vast majority of placements, there is no need for CRB checks to take place as the employer/employees involved will not have regular unsupervised access to young people at work. Around 550,000 work experience placements take place each year, and we estimate that CRB checks take place for just one per cent of these. However, CRB checks must be **considered** in the following cases:

1. students identified by the school as vulnerable for educational, medical, behavioural or home circumstance reasons, including those who have special educational needs or are young (aged under 16)
2. students on placements lasting more than 15 days over an extended period
3. placements which include a residential element.

The fact that a particular placement falls into one of the above categories does not necessarily mean that a CRB check will be required. Such a decision will depend on an assessment of the overall potential risks posed to a young person and will take into account any systems in place to minimise these risks. EBPOs and school work experience organisers are able to advise on individual placements, and help risk assess the situation in order to determine whether or not a CRB check is required on behalf of the student.

Note about the Independent Safeguarding Authority (ISA) and the Vetting and Barring Scheme (VBS): There will be no mandatory ISA-registration requirements

when employers offer work experience placements for young people. However, employers will commit an offence if they knowingly use a person barred from working with children in regulated activity when offering work experience.

Most employers carry insurance policies that cover most risks arising from work experience and other visits, provided that the work experience is in accordance with the normal business practices of the employer. Any injuries caused to employees or students, provided they arise out of activities undertaken in the employer's name, should normally be covered by the organisation's Employer's Liability policy or Public Liability policy (ELI is the most important). Work experience organisers are not expected to check the fine print of employers' insurance policies but they should check, in broad terms, that relevant cover is in place. The Association of British Insurers (ABI) has confirmed that there should be no problem with extended work experience placements.

Young people with special educational needs and/or disabilities require high quality work experience placements that will maximise their opportunities to gain valuable skills, and help them to think about their career opportunities. Processes should be in place to risk assess and subsequently match all learners to appropriate placements that meet their learning needs, and ensure that practicalities such as getting students to and from placements are taken care of. Schools, colleges, employers and Education Business Partnership Organisations should give careful consideration ensuring that placements are considered and risk assessed on an individual basis.

The disclosure of personal information collected before, during and after work-related learning is covered by the Data Protection Act 1998.

Source: The Work-Related Learning Guide (Second Edition), DCSF

Assessing and recording work-related learning

There are various ways of recognising learning and achievements, ranging from informal, in-house assessment to more formal, external recognition.

Assessment during and at the end of activities can involve teachers, personal advisers, parents/carers, business/other community partners. As part of effective teaching and learning, learners themselves also need to be actively engaged in the assessment process, identifying what it is they need to learn and develop, as well as learning outcomes

Evidence - proof of what students have learnt - can range from simple logging of achievements, dated and perhaps endorsed by an appropriate adult, to the development of portfolios of work (hard copy or electronic) that may be submitted for external certification. Evidence can take a variety of written, visual, aural, physical and multi-media forms gathered through a range of work-related experiences. For example:

- diaries, journals, logs, notes, review sheets or reports written by learners
- individual learning plans or career plans
- application forms, CVs
- reports or witness statements from others who have worked with and/or observed the learner, such as peers or business/other community partners
- photographs, artwork, displays, video clips of role plays or work simulations
- PowerPoint shows or web pages, using text, sound, video and/or graphics

- tape/CD recordings of interviews, talks or performances
- examples of work/products made by learners
- print-outs of self-assessment and other test results
- certificates.

Evidence of learning does not always need to be assessed in a formal way. Informal recognition can involve a range of adults such as teachers, parents/carers and business/community partners as well as other students.

This type of assessment will be carried out through discussion, questioning, looking at reports or products, observation of activities or presentations and will include constructive feedback to acknowledge what has been achieved.

Examples of informal assessment include:

- discussion by students, during progress reviews or debriefing activities, on what their evidence shows about their preferred learning style(s), and their strengths and development needs in different aspects of work-related learning, and use of this information to plan further activities
- personal recognition by students of what has been learnt and achieved, involving self-assessment using ICT-based programmes, skill checklists, quizzes or practical tasks, with outcomes recorded in a diary or Progress File and shared with others such as personal advisers and teachers
- peer assessment, through observation, paired/group discussions or tasks
- use of assessment criteria contained in awards or qualifications as a formative tool for identifying learning objectives and outcomes. For example, the key skills standards can be used to measure 'distance travelled' in becoming an independent learner, effective team member, problem-solver and communicator, without necessarily leading to certification.

Evidence of achievements in work-related learning can be recognised through students' main programmes of learning for qualifications such as GCSEs, and enhanced through opportunities to gain additional qualifications or units. For example:

- there are an increasing number of national qualifications and awards in vocational subjects that aim specifically to recognise students' general learning about work, careers and working practices, and their skills for employability. These include Entry level qualifications, GCSEs and GCEs
- schools are increasingly providing opportunities, often in collaboration with colleges or training providers, for their students to work towards National Vocational Qualifications (NVQs). These competence-based qualifications reflect the skills and knowledge required to do a job effectively in a particular area of work and therefore students generally need a work placement or part-time job

Local certification is possible by a school, college or education business link organisation. These certificates are sometimes endorsed by a range of local organisations. They can be used to recognise participation in events or activities, such as work experience or industry days, describing tasks undertaken and the kinds of general learning outcomes expected. Some certificates may recognise specific skills and achievements of individuals, as demonstrated, for example, on work placement.

Source: *The framework for work-related learning at key stage 4, QCA*

Evidence of impact and effectiveness

Increased flexibility in the Key Stage 4 curriculum improved opportunities for young people and promoted better motivation, progress, achievement and attainment. More appropriate curricula, particularly the provision of vocational courses, re-engaged many students. Behaviour and attendance improved and the courses raised the achievement of particular groups of students, particularly those at risk of disaffection or disengagement.

Students were often very specific about how work could develop the generic competencies acquired in school: teamwork; planning; communication; ICT skills; time management; budgeting; taking more responsibility and working independently; dealing with 'the public'; and meeting deadlines. Around half of the schools had analysed carefully what skills had been developed.

Good practice included:

- strong leadership and management at a senior level, informing work throughout the school and a firm acknowledgement that work-related learning was for all students
- a thorough audit of provision, aiming to ensure that work-related learning permeated the curriculum
- good use of guidance and information from the Qualifications and Curriculum Authority (QCA), advisers, other schools and partners
- a linking of work-related learning with raising standards
- the coordination of work experience, enterprise learning and vocational subjects
- communication with all staff about the process, with relevant continuing professional development
- an understanding of the differences between 'through', 'for' and 'about' work-related learning and an attempt to cover the nine elements of provision outlined by QCA
- monitoring the benefits for students' learning and achievements.

The best practice placed work experience within a context of learning and linked it with work-related learning, citizenship and enterprise learning. Work experience was of less value to students and staff when it was 'bolted-on', with few links made to the rest of the curriculum.

Although most schools had introduced some vocational courses, the range was often limited for those whose attainment was lower and who needed courses to engage them and improve their ability to learn. Higher-attaining students also had few clear routes for vocational studies, even though able students who followed such routes were very positive about the provision.

Pockets of good practice were sometimes dissipated by poor management. For example, one school designated a teacher to be the coordinator for work-related learning, but this was in name only; the teacher was given no allowance of time or job description and no senior member of staff had a remit for work-related learning. The coordinator was unable to audit provision because teachers and heads of department had no training or information on implementing work-related learning.

Source: *The Key Stage 4 curriculum: increased flexibility and work-related learning: Ofsted*

The Young Apprenticeship programme has provided a successful alternative to traditional Key Stage 4 provision. The students were highly motivated and enjoyed the provision. In over half the partnerships visited by Ofsted, students achieved well and developed good practical skills and knowledge related to their vocational area. They developed good knowledge and understanding of the skills used in the vocational sector through their programme of activities, work placements, visits to other vocational settings and presentations by visiting speakers.

A strong feature of the YA programme was the motivation and commitment of the students. Students described the benefits of the partnership activity, including the increased curriculum choice afforded by the YA programme and their enjoyment of working in different environments from school, such as college and the workplace.

Work placements were successful when they had most of the following features:

- carefully planned activities which contributed to the aim of the target qualification and helped students broaden their knowledge of the vocational sector
- rigorous vetting procedures for health and safety, insurance, child protection and specialist vocational risk assessments
- attendance by students at their work placement premises for induction prior to the actual work placement
- the provision for each student of a work placement guide which detailed what they needed to undertake before and during their placement, the review process and the code of conduct for the workplace
- the completion by students of a log of their experiences during the placement, including sections on working with others, equal opportunities, customer service, health and safety, career opportunities in the vocational sector and an activity diary
- a variety of tasks for students to carry out during their placement
- a named mentor for each student, responsible for their supervision in the work place, who liaised with a coordinator from the partnership
- visits to students by staff from the partnership during their work placements
- evaluation by employers of students' progress, which was fed back regularly to training providers.

Source: Evaluation of the Young Apprenticeships programme, Ofsted

As part of a research project conducted for the Young People's Enterprise Forum (YPEF), staff at 204 schools and colleges across Yorkshire and Humber were consulted via an online survey and telephone interviews.

Key benefits of linking with employers are perceived to be a real life understanding of the workplace and how skills gained in schools/college translate to this. Schools/colleges feel their provision has a high impact on pupils' preparation for life, through an improved awareness of potential careers, raising aspirations and improving maturity, confidence, inter-personal and problem-solving skills. There is a significant demand for greater involvement from employers, for example in providing in-school talks.

Only half of the teachers in our survey feel their school/college is effective at linking with employers and a large proportion feel staff would benefit from training in employer engagement. Two thirds of those surveyed claim senior management are not actively involved in delivery of provision.

Awareness of LEGI funding is poor amongst those that receive it. Awareness of the KS4 Standards Fund is also poor even though all schools receive this support to facilitate the wider roll-out of Enterprise Education in Key Stage 4.

The most important measures for improving EE are (a) reviewing the degree to which business work directly with schools/colleges and (b) sharing best practice between institutions. Further development of CPD for specific subject areas is also important, as is integrating enterprise education with other subjects in the curriculum.

Source: State of Enterprise Education in Yorkshire, Young People's Enterprise Forum

Quality standards

DCSF has issued a Quality Standard for Work Experience:

<http://www.dcsf.gov.uk/14-19/documents/Quality%20Standard%20for%20Work%20Experience.pdf>

There is also a quality standard for Education Business Partnership, called the Award for Education Business Excellence (AEBE):

http://new.nebpn.org/folders/eben/award_for_education_business_excellence/

The AEBE is open to all organisations involved in connecting education and employers, including local EBPs, specialist organisations, schools and colleges.

"I hope that all local authorities will commission education business work against the national quality standards, whether the work is carried out in-house or externally.

"I know that the DCSF supports this general approach and I believe it is the best way to secure high quality EBP activity. A great deal of effort has gone in to producing the standards and I know that they are highly valued in those areas which have worked to them. They are the best way we have of assuring the quality of EBPs, and securing the best value from public money."

Source: Letter from John Freeman CBE, Director, React Programme, Local Government Association, to Directors of Children's Services, 4 March 2009.

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