

GLENWOOD SCHOOL

CURRICULUM POLICY FOR

Work Experience

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<u>Date Adopted:</u>	June 1999
<u>Date of Policy Review:</u>	September 2016
<u>Date of Next Review:</u>	September 2018

STATEMENT OF INTENT

The purpose of this policy is to provide guidance and inform planning for the Work Experience programme for interested parties including Governors, school staff, the LEA and Hampshire Futures. Work experience provides a basis for developing the three aims of CEG (ACEG, 2012). They are concerned with helping pupils':

- **Self-development:** Developing yourself through careers and work-related education
- **Career exploration:** Learning about careers and the world of work
- **Career management:** Developing your career management and employability skills

Work experience is an integral part of the school curriculum drawing together learning in school with learning in the world of work and supports work-related learning's aims of learning *about work*, *through work* and *for work*. All Year 11 pupils, wherever practicable, undertake a three-week work experience placement in the Spring Term. However, alternative arrangements can be made for individual pupils if required. It supports the CITB's research that young people are '*greatly influenced by effective work experience*' (CITB, 2010)

Aims for Work Experience

The objectives for Work Experience as outlined in Learning from Work Experience (QCA, 1998) remain as relevant now as they were when originally published and form an excellent basis for work experience today.

1. Develop social and personal skills:
 - i. Provide the opportunity to be more aware of strengths and weaknesses;
 - ii. Develop confidence in unfamiliar situations;
 - iii. Demonstrate suitable behaviour towards colleagues and, where appropriate, customers;
 - iv. To gain an understanding of 'equal opportunities' and the implications of stereotyping;
 - v. Undertake an adult role in a supportive environment;
 - vi. Develop punctuality and reliability in the workplace;
 - vii. Understand the importance' of life-long learning;
 - viii. Enhance their employability.
2. Develop an awareness of the world of work:

- i. Investigate the wide variety of work opportunities available;
 - ii. Gain an insight into an organisation's operation;
 - iii. Raise awareness of current health and safety issues and develop safe working practices;
 - iv. Understand the role of technology in the workplace;
3. Gain a better understanding of the relevance of the school curriculum to the world of work in order to:
- i. Appreciate the process for gaining employment
 - ii. Appreciate the skills needed to do a job;
 - iii. Achieve the Portsmouth & SE Hants EBP Work Experience Certificate
 - iv. Achieve the Health & Safety in the Workplace Level 1 or Level 2 Award

SCHEME OF WORK / MANAGING WORK EXPERIENCE

This follows the cycle recommended by QCA (1998). It commences in the autumn term of Year 11 and continues through to the end of the spring term although in some cases may continue until the end of the summer term in Year 11.

Preparation for work experience includes:

- Industry visits to inform pupils of what employers look for in their staff, health and safety in the workplace and the likely tasks undertaken by young people on work experience
- Completing an application form;
- Interview practice within the class leading to a Mock interview (using invited members of the business community to interview and then assess pupils' overall performance);
- Health and Safety awareness, inc. inviting a local Police officer into school;
- Rights and responsibilities of the pupil and employer
- Coping with the unexpected;
- Selection of placement;
- Inform pupils of their 'broad' learning objectives for their placement
- Invitation to parents to attend a Work Experience briefing during the October Open Evening giving an opportunity to define the responsibilities of the pupils, parents, employers and school prior to placement.

Pre-placement visit / interview: The pupil refines their learning objectives with the employer at the pre-placement interview. Pupils are accompanied by a member of staff during which their SEN may be discussed and suitable tasks and targets agreed. However, learning objectives are continually modified during the placement. It is essential that pupils understand the educational objectives and how they are going to achieve them.

Placement - may involve pupils in:

- shadowing an employee in their job role;
- assisting an employee in their job role;
- working with a degree of independence and being supervised 'from a distance'
- sampling a number of different jobs;
- completing tasks specifically designed for the pupil.

The placement is tailored to fit the pupil. Most pupils have a three-week block in January / February. However, flexibility exists to vary the pattern and length of placements to meet individual needs and

if several pupils are unable to participate independently in a three-week placement, a group placement supported by a member of staff may be more appropriate.

Monitoring – pupils are closely monitored and supported during their placement by the CEG coordinator and Work Experience coordinator.

Each pupil receives a **minimum** of:

- three visits at the workplace
- weekly telephone calls to the employer and parent(s).

The pupil is expected to discuss their achievements, identify any problems, identify appropriate targets and, in some cases, reconsider the suitability of their college course.

In most cases, this level of support is significantly exceeded to the extent that some pupils may be visited daily. Records of all phone calls / visits / paperwork are kept for ten years.

Debriefing - occurs immediately after the placement to:

- enable other pupils to appreciate the wide range of job opportunities available;
- reflect upon their experience,;
- identify skills they have improved;
- acknowledge their learning;
- confirm the suitability of their college course, if relevant. School staff will liaise with parents, Hampshire Futures, HCC SEN PAs and college staff in the event that a pupil's placement necessitates a review of their proposed college course;
- allows the pupils to formally evaluate their placement

Follow-up - includes activities such as:

- pupils being entered for the Royal Society for Public Health's 'Health & Safety in the Workplace' Award (Level 1 or Level 2);
- providing pupils an opportunity to produce written evidence of their placement;
- pupils updating their CVs;
- understanding the role of Trades Unions in the workplace, led by a Trades Union representative

Evaluation – Apart from pupils evaluating their placements and the work experience programme as a whole, employers also complete an evaluation on the pupil which is placed in the pupil's Record of Achievement and parents are also requested to complete an anonymous questionnaire. Finally, pupils are assessed for their Work Experience Certificate.

Extended Work Experience: In some cases, following discussion with the pupil, their parents, school staff and the employer, it is possible for pupils to continue on a one - two days per week basis until the end of Year 11. Monitoring the placement continues as stated above.

Workplace Health & Safety Checks: The school has a contract with the SE Hants EBP to carry out health & safety checks on the school's behalf. Pupils do not attend a placement until a successful H&S check is in place.

Assessment: Pupils deemed to have successfully completed their placement are presented with the Work Experience / Extended Work Experience Certificates. Pupils also work towards Royal Society for Public Health's 'Health & Safety in the Workplace' Award (Level 1 or Level 2).

Recording and Reporting Achievement for work experience will implement the whole school policy.

How the Policy was developed

This policy was developed with guidance from the following documentation:

- Looking Forward (SCAA, 1995)
- Effective Teaching and Learning in Work-Related Contexts (DfEE, 1997)
- Learning from Work Experience (QCA, 1998)
- Quality Assurance Framework (The Careers Forum, 1998)
- 14-19: opportunity and excellence (DfES, 2003)
- Work Experience and the Law (University of Warwick, 2006)
- CITB: work experience in schools (2010)
- ACEG: Framework for careers and work-related education (ACEG, 2012)

Please read this in conjunction with the following policy:

- Careers Education, Information, Advice & Guidance Policy
- Work-Related Learning Policy

Policy Review

The school policy for work experience will be reviewed in September 2018.