



The Work-Related Learning Guide (Second Edition)

A guidance document for employers, schools, colleges, students and their parents and carers



The Work-Related Learning Guide (Second Edition)

The work-related learning guide is aimed at young people and their parents or carers, employers, primary and secondary schools and colleges, and the Education Business Partnership Organisations that help to make it happen.

This second edition of the guide includes latest up-to-date information on providing work-related learning and work experience placements, health and safety requirements, and additional information, such as on work experience placements abroad, child employment law, the standards for work experience, and careers education and Diplomas.

It explains:

- what work-related learning is;
- who is involved in making it happen;
- how to get the best out of it;
- how young people are kept safe while they are doing it;
- other things that are useful to know; and
- where to find further information, help and support.

Comments and suggestions about the guide can be sent to the following email address:
work-relatedlearning.feedback@dcsf.gsi.gov.uk

Important notice

This guide is not a complete statement of the law. It is intended for general information only and is not a substitute for seeking specialist advice in particular circumstances. DCSF does not accept responsibility for loss caused as a result of a person acting in reliance on this guide.



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Ministerial Foreword

In the current economic downturn, it is even more important to ensure that all young people gain the skills, qualifications and experience they need to meet the demands of the future workforce.

Work-related learning plays a vital role in helping young people to achieve this – it develops their understanding of the world of work and the economy, allows them to make more informed career choices, and raises their awareness of the employability skills they need to build successful careers.

Schools, colleges and employers are working closely together to deliver high quality work-related learning, the Diplomas, Apprenticeships and our other reforms to the 14–19 curriculum. They form the strong partnerships that enable the important links between education and business, and make activities such as work experience placements, enterprise education, and business mentoring such a success for students' learning and development.

This second edition of the work-related learning guide provides young people, their parents or carers, schools and employers with the latest information on how to get the best out of work-related learning, and ensure that it is delivered safely and to a high standard.



Sarah McCarthy-Fry

Sarah McCarthy-Fry

Parliamentary Undersecretary of State for Schools and Learners

The definition of work-related learning

Work-related learning is an important part of young people's education across the curriculum and key to preparing them for their future careers, enabling them to develop the skills to make a positive contribution to our economy. For instance, many activities taking place in children's primary years of education are relevant to the world of work and, during the last two years of their compulsory education, at Key Stage 4, work-related learning is a statutory part of the curriculum. It is also a vital component of new Diplomas.

The formal definition of work-related learning is:

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.

In the context of this simpler definition:

- **For work** is about developing skills for enterprise and employability (for example, through problem-solving activities, work simulations, and mock interviews)
- **About work** is about providing opportunities for students to develop knowledge and understanding of employers, employment and enterprise (for example, through vocational courses and careers education)
- **Through work** is about providing opportunities for students to learn from direct experiences of work, including developing the employability skills and 'can-do' attitude that employers value (for example, through work experience or enterprise activities in schools and learning through vocational contexts in subjects)

The underlying aims of work-related learning are:

- develop the employability skills of young people;
- provide young people with the opportunity to 'learn by doing' and to learn from experts;
- raise standards of achievement of students;
- increase the commitment to learning, motivation and self-confidence of students;
- encourage young people to stay in education;
- enable young people to develop career awareness and the ability to benefit from impartial and informed information, advice and guidance;
- support young people's ability to apply knowledge, understanding and skills;
- improve young people's understanding of the economy, enterprise, finance and the structure of business organisations, and how they work; and
- encourage positive attitudes to lifelong learning.

The benefits of work-related learning

Work-related learning benefits **young people** by:

- enriching their education and giving them a greater understanding of the 'world of work' which lies ahead of them and the world around them;
- helping them to develop the employability skills that employers want such as teamwork, problem-solving and communication skills, together with numeracy, literacy and ICT skills;
- helping them to think through their learning options and career choices;
- enabling them to challenge stereotyping and make full use of the choice and diversity of the industry sectors; and
- increasing the possibility that they might be recruited in the future by employers they come into contact with – there have been numerous cases of young people accepting job offers from employers they met through work-related learning.

Work-related learning benefits **employers** by:

- giving them fresh ideas and perspectives that can help deliver their business objectives;
- helping them to keep abreast of modern qualifications and developments in education;
- providing opportunities to demonstrate the jobs and careers available within their organisation (or employment sector);
- providing opportunities to find recruits from a regular supply of school leavers who are more 'job ready', thereby helping to reduce their recruitment and training costs;
- providing opportunities to contribute to local communities and to build links which will enhance the profile and reputation of their own organisation and sector;
- providing opportunities to contribute directly to young people's education, through influencing their attitudes towards work and helping them to develop their capabilities;
- providing motivational and professional development opportunities for those members of their staff who are directly involved with young people and their schools and colleges;
- promoting diversity by encouraging more young people from a wider range of backgrounds to consider careers in their industry.

Work-related learning benefits **schools and colleges** by:

- helping to increase levels of attainment and participation rates;
- helping them bring the curriculum to life by showing how subjects are applied and valued in the workplace;
- enhancing the learning experiences and the opportunities they provide for their students;
- making links between different subjects within the curriculum.

Work-related learning benefits **teachers, tutors, trainers, mentors** and others who are *directly involved* in delivering it, by:

- improving learner outcomes;
- helping them to connect the subjects they teach to the world of work;
- contributing to their professional development and management skills.

Work-related learning benefits **local authorities** and others who are *directly involved* in developing strategy by:

- helping to increase levels of students' attainment and participation rates;
- providing a coherent approach to children and young people's learning, and supporting the Every Child Matters agenda;
- providing opportunity to develop relationships with the local business community.

Work-related learning activities

Work-related learning covers a wide range of activities, including enterprise education and work experience placements. Although work-related learning is statutory only at Key Stage 4 of the secondary curriculum, children develop the skills necessary to understand the world around them as soon as they start school. They are a natural part of the Early Years Foundation Stage (EYFS) and primary (Key Stages 1 and 2) approaches to teaching and learning.

Many of the work-related learning activities listed on the next page are suitable for primary pupils, such as visits to work environments and enterprise projects. In fact, there is a considerable amount of good practice in the primary sector already taking place and support is available through an increasing number of Education Business Partnership Organisations (EBPOs) offering programmes and resources aimed at younger children.

| Examples of work-related learning activities (arranged in alphabetical order) | |
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| Activity | Description |
| Careers information | <i>Careers Education</i> helps to develop the knowledge and skills needed to make successful choices, manage transitions in learning and move into work. <i>Careers Guidance</i> enables young people to use the knowledge and skills they have gained to make decisions about learning and work that are right for them. |
| Curriculum-linked workplace visits | Schools and colleges link with businesses to plan visits and agree learning outcomes. The information and experience gained from the visit is then incorporated into the student's learning. |
| Enterprise education | A key element of the work-related learning framework, which helps young people to develop their enterprise skills, financial literacy, economic and business understanding, and understanding of entrepreneurship, as a potential step when leaving school/college/university. |
| World of work events | One or more employers delivering sector-specific information or business simulation challenges to groups of learners on school, college or employer premises. |
| Mentoring | People with industrial or commercial experience providing 1-to-1 encouragement and support to students, teachers and lecturers. This can take place through group support, e-mentoring or a blend of both. |

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| Mock interviews | Simulated interviews by people who interview candidates as part of their job. This aims to inject reality into job or placement searches. |
| Practical experience | Short job-specific tasks and other hands-on experiences which provide opportunities for students to practise what they have learned in the classroom, e.g. drafting a guide or interpreting a set of financial accounts and preparing a report. |
| Projects/challenges | Students, individually or in teams, working on analysing and/or solving business-related problems. Work experience can often be used to provide useful evidence for these projects, for example within Diplomas. |
| Work tasters | Taster sessions providing insights into the world of work, usually in sector or industry-based workshops. |
| Work simulations or role plays (sometimes known as 'industry days') | Teams of students taking part in business games and work simulations to resolve business-related problems, and using role playing, teamwork, decision-making and problem-solving skills. |
| Work experience | A placement with an employer in which a young person carries out a range of tasks in much the same way as an employee, with the emphasis on learning from the experience. Work experience provides opportunities for learning about the skills, behaviours, careers, roles and structures that exist within a workplace or organisation. Many schools offer this as part of the statutory work-related learning requirement at KS4. Each learner undertaking a 14-19 Diploma at any level must complete a minimum of 10 days' work experience. |
| Work shadowing | Learners observing staff in real working environments and talking to staff to find out more about organisations. |
| Workshops | Employers lecturing and/or leading discussions with students on school, college or employer premises about the realities of work, and the employment and training environment. |

Making work-related learning happen

Work-related learning works best when young people, their parents or carers, schools, colleges, employers, work-based learning providers and Education Business Partnership Organisations (EBPOs) work together to make it happen.

The role of Education Business Partnership Organisations (EBPOs)

In addition to long established partnerships with employers and work-based learning providers, most schools and colleges use the services of EBPOs to arrange work-related learning activities, including work experience placements. EBPOs operate locally, regionally, and nationally and their role is mainly to support schools and employers in planning and delivering work-related learning, and develop partnerships between education and business in the geographical or subject area they cover. They may provide work-related learning products and services directly and/or provide brokerage facilities to help schools and colleges access employers and other providers of work-based learning.

EBPO structures, membership, funding arrangements and services vary. Some EBPOs are national organisations; some are part of a local authority or careers service; some are private sector companies and some are social enterprises. Together they cover all parts of the country and can support every part of the curriculum.

The Education Business Excellence Network (EBEN) has details of local, regional and national EBPOs as well as information on the 'Education Business Excellence Award', a scheme which is helping to ensure the quality of work-related learning provision.

You can access the EBEN website on:
www.nebpn.org/folders/eben/

What do *Education Business Partnership Organisations* do to make work-related learning happen?

- They work in partnership with schools, colleges, employers and work-based learning providers, often in a particular geographical area. They raise awareness and provide, arrange and support work-related learning activities including:
 - work experience placements with employers, carrying out health, safety and welfare visits and assessing general suitability;
 - mock employer interviews, including interview preparation and feedback sessions;
 - curriculum-linked workplace visits;
 - employer talks;
 - careers events;
 - in-school and in-college business/enterprise workshops, work simulations and problem-solving exercises – run by employers for small groups of students;
 - vetted, trained and briefed volunteer mentors from local businesses;
 - projects that introduce young people (including those of primary school age) to business practices and help them acquire new skills whilst having fun; and
 - professional development placements for teachers.
- They offer a range of services which, although varying between EBPOs, 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.
- They help **schools and colleges** by:
 - providing single point of contact brokerage services on behalf of schools and colleges;
 - providing facilities, increasingly on-line, to make it easier for schools and colleges to find employers to work with them;
 - encouraging employers to work with schools and colleges by promoting the business benefits;

- encouraging schools and colleges to work with employers by promoting the benefits to learners, to the teaching workforce and to education more widely;
 - exploring the scope for obtaining economies of scale – for example, work experience materials such as student diaries might be produced more cost-effectively across an area rather than by each school or college acting independently;
 - stimulating them to consider new ideas and programmes; and
 - sharing good practice.
- They 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
 - considering, or reconsidering, 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.

What do **young people** do to make work-related learning happen?

- They think about what kind of work-related learning they would find useful and the sorts of work-related learning activities that appeal to them;
- They talk to their parents or carers and their teachers about their thoughts, ideas and aspirations to help them decide what specific form(s) of work-related learning they would most like to take part in;
- They influence the work-related learning opportunities provided for them by discussing their ideas and preferences, and the reasons behind them, with their teachers and tutors;
- They take responsibility for getting maximum benefit from the work-related learning in which they participate;
- They acknowledge and understand the importance of taking responsibility for their own actions in relation to the health, safety and welfare of themselves and others when taking part in work-related learning, particularly when on employers' premises;
- They think about what they have learned, how it has benefited them and what further work-related learning would help them to move in the direction they would like to go.

What do **parents and carers** do to make work-related learning happen?

- They help their children to think through the work-related learning options and opportunities that are available to them, and identify which are likely to be most relevant to their needs, interests and aspirations;
- They encourage their children to talk to their teachers and tutors about their ideas and preferences for the work-related learning provided for them;
- They provide relevant information to schools or colleges about any medical or behavioural conditions which have or may have implications for the kind of work-related learning opportunities that are appropriate for their children;
- They check information provided by schools, colleges or placement organisers about work-related learning experiences that have been organised for their children;
- They satisfy themselves that the arrangements are suitable and effective for their children before giving any consent that has been requested. This will include job descriptions and risk assessment at the work experience placement if the students are pre-16.

What do **schools and colleges** do to make work-related learning happen?

- They identify the individual learning needs of their students and arrange the work-related learning activities and objectives that will meet them;
- They work in partnership with employers, work-based learning providers and others either directly or via Education Business Partnership Organisations;
- They fulfil their primary duty of care for their students' health, safety and welfare when they are involved in work-related learning activities, whether these are on or off site;
- They recognise the role that work-related learning, together with the employers that support it, plays in delivering learning outcomes, raising attainment and improving participation;
- They ensure clear policies, responsibilities, and resources, and develop and maintain the relationships with employers that make a high quality programme of work-related learning possible;
- They apply the QCA framework for Economic Wellbeing to provide work-related learning across the curriculum to improve learning outcomes;
- They work with employers to provide professional development opportunities for teachers and tutors as well as work-related learning for young people;
- They review and evaluate their programmes of work-related learning, including gathering feedback from employers and learners to establish the impact that it is having;
- They recognise that market forces mean the delivery capabilities and rates charged by EBPOs, and other work-based learning providers can vary – and take care therefore to ensure appropriate value for money;
- They establish clear quality standards for:
 - managing, evaluating and reviewing employer involvement; and
 - determining learning outcomes and learning achievement measures.
- They define the skills that different employer engagement activities can develop and match them appropriately with the skills learners need to develop at their stage of learning, and in the context of their career ambitions and requirements;
- They involve parents and carers when defining learning outcomes for their children, inform them and seek their written consent in good time when plans are made for their children to take part in off-site work-related learning activities;
- They ensure that work-related learning arrangements promote equality, recognising the role that it should play in challenging stereotypes and opening up a wider range of career opportunities.

What do **employers** do to make work-related learning happen?

- They contribute their knowledge, skills, experience and, in some cases, their premises and facilities – through Education Business Partnerships Organisations, or through direct contact with schools and colleges;
- They provide a range of work-related learning activities for learners across the whole education age range, including work experience placements, supporting the Diplomas and Apprenticeships;
- They offer structured presentations about their organisation or occupational sector to young people and those involved in their education and training which may promote local recruitment or career awareness in that sector;
- They provide coaches or mentors;
- They involve themselves in schemes such as Community Engineers, Science & Engineering Ambassadors and Young Enterprise;
- They ensure that environments and activities for students taking part in work-related learning on their premises are healthy and safe;
- They ensure that work environments are equally welcoming and supportive to all pupils – this is particularly important in traditionally male and/or female dominated sectors and workplaces;
- They provide enterprise, industry and professional development placements for teachers;
- They are clear about the costs of involvement versus the benefits and make use of the support available, for example from an EBPO, which can help minimise these costs;
- They identify the activity or activities most likely to deliver those benefits and which are realistic to their business activities, constraints and opportunities. Almost all employers will be able to get involved in some way;
- They recognise that the health and safety requirements for young people on work experience are often no more onerous than the requirements for their own employees;
- They make sure that any staff who will work directly with young people have the ability and are properly prepared to do so;
- They are prepared for the fact that 14 to 19 year-olds may behave differently from older employees because of their level of maturity and relative inexperience;
- They work with schools, colleges and EBPOs to prepare effectively for work experience placements, almost as they would for a new member of staff. This includes for example ensuring that adequate risk assessment procedures are in place and have been communicated to all participants, that learners receive an effective induction (including health and safety), and that any specific workplace restrictions are explained and understood.

To access a short guide to how employers can get involved in work experience, please go to:
www.dcsf.gov.uk/14-19/documents/work_experience_booklet.pdf

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.

Equality and challenging gender stereotyping

Work-related learning provides all young people with a wide range of opportunities to experience learning activities. It is important to promote equal opportunities and encourage young people to challenge traditional learning and career routes. This can be achieved in a number of ways, from ensuring that work visits and placements are welcoming and attractive to either gender, to using atypical gender role models as peer ambassadors and mentors, and providing taster sessions for courses not typically associated with one gender.

More information and good practice examples can be found in the following link:
www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=31



The truth behind some of the myths about work-related learning

| The myth | | The truth |
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| 1 | Work experience doesn't make a difference. | Yes it does. For example, the CBI Report 'Time well spent' referred to a 2006 survey of 14-16 year-olds who had recently been on work experience. It said that over two-thirds of respondents agreed, or strongly agreed, that work experience had helped them to understand how learning at school is important in getting a job. Almost 80% agreed it had given them a good insight into the world of work. |
| 2 | The statutory work-related learning requirement at Key Stage 4 is for two weeks' work experience. | Not true. Work-related learning programmes provided by schools can include a wide range of activities. These programmes may link to the QCA framework on economic wellbeing 11-19: career, work-related learning and enterprise (see Annex 1). However, there is a requirement for Diploma students to take part in a minimum of 10 days' work experience. |
| 3 | A paper round can count as work experience. | Not true. Work experience is 'a placement with an employer in which a young person carries out a range of tasks in much the same way as an employee with the emphasis on learning from the experience.' The emphasis of a paper round is not on learning; it is on delivering papers. A paper round is not, therefore, work experience. |
| 4 | Young people under 16 can't do placements in industry or some sectors for health and safety reasons. | Not true. However, a risk assessment must be carried out to identify any significant increase in risk to the health, safety and welfare of a young person on a work placement, and appropriate measures put in place. Where the risk to the young person cannot be managed and controlled to an acceptable level and the placement cannot take place, an alternative placement may be found. |
| 5 | Each member of an employer's staff who is involved in work experience has to have a Criminal Records Bureau check. | Not true. CRB checks are only needed in certain situations. Please see pages 24-25 of this guide for more detailed information. |
| 6 | Young people with special educational needs and/or disability can't take part in work-related learning. | Like all learners, it is important for young people with special educational needs and/or disability to take part in high quality placements that help them to develop employability skills and explore their career choices. Some young people may need adjustments in the workplace to take part, but these will generally cost little or nothing to make and the benefits and rewards outweigh any additional effort required. |

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| 7 | 'Working in the hair and beauty sector is only for girls and working in the construction sector is only for boys'. | No, it is not. And it is important to support young people, parents and employers in challenging gender stereotyping, and to create a work environment that provides equal opportunities for everyone in every sector. |
| 8 | Work-related learning only happens in the secondary sector and not in the primary sector. | No. It is a statutory requirement at KS4 but many primary schools provide activities that relate to work-related learning, such as visits to local employers, employers giving talks in local schools, etc. |
| 9 | Work-related learning is very time consuming and onerous for employers. | It doesn't need to be. There is a broad range of work-related learning options to help the development of young people. They can involve different kinds and levels of commitment - employers who are interested in getting involved can choose from a range of options and support is available from Education Business Partnership Organisations to minimise any bureaucracy and ensure quality. |
| 10 | Other forms of work-related learning, for example a presentation from an employer, can count towards the work experience requirement within Diplomas. | Not true. Young people must take part in a minimum of 10 days' work experience to complete their Diploma. We strongly recommend that this minimum work experience requirement for Diplomas is supported by other forms of work-related learning (see definition of work-related learning on page 6). |
| 11 | There aren't enough work experience placements to support Diplomas. A vast increase in employer placements is needed to make Diplomas work. | Not true. Around 550,000 placements take place each year at Key Stage 4 alone. But Diploma delivery may mean that a greater range, depth and quality of work experience placements, including for 16-18 year olds, is required in particular areas and sectors/occupations. Building on what is currently available, we believe this is achievable. This is why it is important to work with our employers as effectively and efficiently as possible. |
| 12 | Insurance is expensive. | That isn't necessarily the case as most employers will already have in place 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 (see the Association of British Insurers guidance at Annex 4). |

Keeping young people safe during work-related learning

Work-related learning has an outstanding track record on health and safety and everyone wants to keep it that way. Changes to the curriculum and delivering Diplomas mean more work-related learning, greater employer involvement, more contact with different people and more movement of young people between different locations. Keeping young people safe in this environment will require continued careful attention and good management.

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.

More information is included in Annexes 2, 3 and 4 and in the DfES publication 'Work-Related Learning and the Law: Guidance for schools and school-business link practitioners' (DfES/0475/2004) which can be downloaded or ordered at Teachernet Publications (Ref:DfES-0340-2006PCK-EN).

Key responsibilities

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. These responsibilities include:

- complying with child protection legislation;

- checking their insurers are aware of the implications of their involvement with work-related learning and, in particular, 14–16 year old students;
- agreeing and implementing workable attendance, reporting, monitoring and emergency procedures in partnership with the school;
- supporting their staff in adjusting to teaching young people by organising training and establishing workable and effective policies;
- complying with legislation and good practice on data protection;
- being aware of employers' requirement to inform the parents or carers of the risk assessments for pre-16 learners before the placement begins. EBPOs, schools and colleges may help with this requirement; this does not absolve the employer of that responsibility;
- monitoring staff have the appropriate training to be able to check learner safety during the placement visit.

Work experience placements for KS4 students

Key points to note include:

- Schools retain a duty of care at all times – in particular, they have responsibility for ensuring:

- placements are vetted by a competent person in accordance with Health and Safety Procurement Standards (HASPS) by a competent person; and
- their students are prepared and briefed generally about health and safety and understand how to identify hazards and the sort of control measures that can be put in place to reduce the risk of injury or accident.
- Most schools use EBPOs to organise placements with employers and to carry out health and safety checks on those placements which the EBPO, school or their students find themselves. EBPOs which are funded via a local authority or the Learning and Skills Council (LSC) are required to promote a 'safe learners' culture – this is seen as good practice for all programmes involving learning and placements. For more information about 'safe learners' see Annex 2.
- Schools and colleges organising work experience must have regard to the Quality Standards for Work Experience (which can be downloaded using the link below).
- All health and safety assessments of employers and their workplaces are required to meet the LSC's Health and Safety Procurement Standards' (HASPS). For more information about HASPS see Annex 2.
- Students on work experience placements are designated as employees for the purposes of health and safety – employers have the same responsibilities for the health, safety and welfare of students on work placements as they do for their own workforce. This includes compliance with the Health and Safety at Work Act 1974, Management of Health and Safety Regulations 1999 and the Working Time Regulations 1998. For more information about this legislation see Annex 2.
- According to the HSE, employers' duties generally include :
 - making the workplace safe and without risks to health;

- ensuring plant and machinery are safe, and that safe systems of work are set and followed;
- ensuring articles and substances are moved, stored and used safely;
- providing adequate welfare facilities;
- giving employees the information, instruction, training and supervision necessary for their health and safety.

More detailed information can be found under:
www.hse.gov.uk/pubns/law.pdf

The Quality Standards for Work Experience can be downloaded from:
www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=49&pid=404&ctype=None&ptype=Contents

Work experience placements for Key Stage 4 students with special educational needs and/or disabilities

Like all students, 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. The overall process for arranging work experience placements should not alter. 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.

And as with all students, it is important that those with special educational needs and/or disabilities are carefully matched to placements by experienced staff and effectively supported throughout, including customising the placement visit and risk assessment to individual students' needs. In certain cases it will be necessary for reasonable adjustments to be made in the workplace so that a young

person with special educational needs and/or disabilities can access the opportunity on offer, but many of these will cost little or nothing to make, nor impose any significant burden on the placement provider.

However, students with special educational needs and/or disabilities may be identified as needing additional safeguards so schools, colleges, employers and Education Business Partnership Organisations should give careful consideration ensuring that placements are considered and risk assessed on an individual basis. For young people who may need additional safeguards to be put in place, these are outlined on pages 24–25.

Employment law and work experience placements at Key Stage 4

There are different rules and regulations for the employment of children under the school leaving age and for young people under the age of 18 but above the school leaving age. The school leaving age is the age a child reaches on the last Friday in June in the school year in which the child has their 16th birthday. This means that at Key Stage 4, for which the provision of work-related learning is statutory, the employment law for children under the school leaving age should apply.

However, with some limited exceptions, the usual restrictions on the employment of children are disapplied to allow for children to gain work experience. This is provided that the work experience is arranged by the local authority or by the governing body of a school acting on behalf of the local authority, and takes place in the last two school years during which the child is of compulsory school age.

The DCSF has recently published 'Guidance on the Employment of Children' which sets out the key provisions of the law on child employment for local authorities, employers, parents and other stakeholders. The guidance describes in section 10 on page 15 which of these rules will still apply for work experience placements

defined as above. Most significantly, the usual health and safety rules will still apply, and any local byelaw that sets a minimum age for certain types of employment in that area will still apply to children on work experience.

The *Guidance on the Employment of Children* can be downloaded here:
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01078-2008>

Working hours during work experience placements at Key Stage 4

Children on work experience (defined as above) should normally only work for no more than eight hours each day and 40 hours each week. In some cases this will be a legal requirement under the Working Time Regulations 1998. In other cases, although it may not be a legal requirement, DCSF would recommend that children on work experience should not work longer than these hours.

Work experience placements abroad

Work experience placements abroad would not usually take place for students pre-16. While there are no specific English regulations for work experience placements outside the country, good practice guidance for post-16 placements has been developed by at least some authorities (e.g. Suffolk County Council). In all cases, it is the responsibility of the local authority/school concerned to assess the risks of such an undertaking. Any health, safety and welfare evidence and assurances would have to be on a par with those offered for local placements.

Occasionally, for instance where a foreign exchange school can be involved, good practice might be for heads to obtain assurances from their partner school that the placements abroad will be safe, secure and appropriate for individual

students, as well as being in accordance with the regulations that are in place in the partner country. However, even in this case, final responsibility will always rest with the originating local authority/school and so any such assurances would have to be fully tested for their robustness.

Workplace visits

These are one of the most popular and long-standing types of work-related learning activity. Parents and carers should be informed in writing of any off-site activity or visit, unless it is a regular part of the school curriculum which they have already been informed about through the school prospectus or a letter.

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.

Comprehensive guidance for schools on organising educational visits is included in the DfES publication *Health and Safety of Pupils on Educational Visits* (1998). A copy of this document can be downloaded from www.teachernet.gov.uk/wholeschool/healthandsafety/visits/

See also *Work-Related Learning and the Law: Guidance for schools and school-business link practitioners* (DfES/0475/2004), Chapter 5.



Child protection

Child protection and safeguarding can be a cause of concern for everyone involved in work-related learning, especially during work experience placements.

An important reference for schools and FE colleges is the guidance document 'Safeguarding Children and Safer Recruitment in Education' (DfES/04217/2006). This document covers education recruitment of staff and selection processes, recruitment and vetting checks, and duties for safeguarding and promoting the welfare of children in education. Schools and FE colleges are using this guidance to ensure they have effective policies, procedures and practices in place for safeguarding their students.

Schools, colleges and EBPOs have taken great care in delivering and supporting work experience placements, especially those of a longer duration where young people would be more vulnerable, and as a result no safeguarding or child protection issues have been reported to us.

The guidance *Safeguarding Children and Safer Recruitment in Education* can be downloaded from the following link:
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04217-2006&>

When are CRB checks and additional safeguards required?

The CRB provides access to criminal record information through its Disclosure Service. This service enables organisations in the public, private or voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially when that involves children or vulnerable adults.

There is no requirement to CRB check all staff who may come into contact with a student on placement. Only a member of staff with day-to-day responsibility for the student or as part of their job description – this could be the manager, a supervisor or a mentoring employee – should be required to have a CRB check.

In the vast majority of placements – as the employer/employees involved will not have regular **unsupervised** access to young people at work – there is no need for CRB checks to take place. 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 all of 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, especially where these involve:
 - regular lone working with an employer over long periods (rule of thumb would suggest anything over half a day at a time)
 - placements located in particularly isolated environments with 1:1 working
 - placements involving a high degree of travelling on a 1:1 basis

- 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.

Many schools now use EBPOs or other specialist third party organisations to arrange placements with employers. 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.

If any of the above three cases apply, additional safeguards should be put in place. These include:

- School staff or other partners who arrange, vet or monitor the work placements should have training in child protection.
- Employers, supervisors or training providers hosting students should be asked to endorse a child protection policy or statement of principles. It would aid employers if such a document was drawn up by the school, EBPO or other placement organiser.
- School, FE college, or local authority policies and procedures should define what actions need to be taken by whom and when if any child protection issues are raised, before, during or after the placement.
- Students should also be given clear advice and a point of contact in the school in case of any problems.

When are CRB checks and additional safeguards **not** required?

CRB checks and additional safeguards are **not** necessary (unless any of the other conditions above apply) for:

- short-term extended work experience for half a day or a day a week lasting one term or less;
- block placements lasting up to three weeks;
- visitors who will only have contact with children/young people on an ad hoc or irregular basis for short periods of time;
- people who will have contact with children/young people simply because they are in the same location or as part of their work but will not have regular, unsupervised access to the children/young people at work;
- secondary pupils undertaking voluntary work, citizenship or vocational studies or work experience in other schools – in these cases the school placing the pupil should ensure that they are suitable for the placement in question.

Where people on short-term work experience do have regular, unsupervised access to children and/or young people, the situation should be risk assessed. (It is important to note that risk assessments in the context of child protection should not be confused with the risk assessment as defined for health and safety in the Management of Health and Safety of Work (MHSW) regulations. The health and safety risk assessment process is of a different type and is not best fitted for child protection purposes.)

Employers providing work-related learning should do all they reasonably can to avoid putting young people into a vulnerable position. They should ensure their employees' relationships with young people on work experience are appropriate to their age and gender, and do not give rise to comment or speculation. Attitude, behaviour and language all require care and thought.

The Independent Safeguarding Authority (ISA) and the Vetting and Barring Scheme (VBS)

Recent child protection developments include the passing of the Safeguarding Vulnerable Groups Act 2006 and the creation of the ISA.

The main aim of the VBS is to prevent people who pose a known risk of harm from working with children and vulnerable adults. The ISA will do this by assessing all relevant information including data held on the Police National Computer, records of disciplinary action taken by employers, and social services records. Anyone deemed unsuitable will be placed on one of two (ISA) Barred Lists. The ISA will work closely in partnership with the CRB to deliver the new scheme.

From October 2009, any individual who is included on the Barred Lists will not be allowed to engage in what the 2006 Act calls "regulated activity" i.e. to work or volunteer, or seek to work or volunteer, with children or vulnerable adults on a frequent or intensive basis. From summer 2010 anyone seeking to engage in regulated activity will be able to apply to join the scheme. From autumn 2010, joining the scheme will begin to become mandatory. Only applicants who are judged not to pose a known risk to vulnerable people will be able to become ISA-registered.

There will be no mandatory ISA-registration requirements when you 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. We would recommend that employers use a risk-based approach when considering the appropriate safeguards to put into place for those supervising or training young people.

The cost for an individual to apply to register with the ISA will be a one-off, lifetime fee of £64.00. You will be able to check an individual's ISA-registration status online or as part of an Enhanced CRB check. It is worth noting that an individual will only be asked to pay once and the registration can

be used for any subsequent work with children or vulnerable adults the individual may undertake. Once an individual is ISA-registered, subsequent employers can check their status online free of charge, although some employers will retain a duty to apply for an Enhanced CRB check as part of the recruitment process.

ISA records will be constantly updated as fresh information is gathered. If new data indicate that an individual poses a risk to children or vulnerable adults, they will be put on one of the ISA Barred Lists and their current employer will be informed immediately.

A link to the guidance document *Safeguarding Children and Safer Recruitment in Education* can be found at:

www.everychildmatters.gov.uk/resources-and-practice/IG00175/

A link to the guidance document *What to do if you're worried a child is being abused* can be found at:

www.everychildmatters.gov.uk?resources-and-practice/IG00182

Other useful websites are:

Criminal Records Bureau

www.crb.gov.uk

Learning and Skills Council

www.lsc.gov.org.uk

Teachernet

www.teachernet.gov.uk/childprotection

Independent Safeguarding Authority

www.isa.gov.org.uk

For more information about child protection see Annex 3.

Insurance

Injuries and damage to, or loss of, property during work-related learning are rare but it is important for schools and colleges to ensure appropriate insurance arrangements are in place, particularly for students on work experience placements and workplace visits.

The main risks are:

- injury to:
 - students;
 - others on the premises (employees, visitors, customers, etc); and
 - others who are not on the premises (including customers and members of the general public).
- damage to, or loss of, property belonging to:
 - employers; and
 - others (e.g. students, customers).

The good news is that these main risks should be covered by normal employer insurance arrangements.

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).

Damage to the employer's property may be covered by the employer's material damage policy. Damage to anyone else's property on the premises should normally be covered by the employer's Public Liability policy.

Injury occurring as a result of a student being driven in a vehicle belonging to the business (or an employee using their own vehicle for business purposes) is covered by a 'business use' clause on the owner's motor vehicle insurance policy.

Schools/LAs will need to satisfy themselves that such insurance is in place where travel forms any part of the placement activity.

Schools and colleges should nevertheless satisfy themselves that work-related learning activities involving employers are checked for insurance issues – suitable and sufficient insurance cover should never be assumed.

Insurance for work experience placements lasting longer than two weeks

1. There has been some concern that employers' insurance policies may not cover students on longer work placements. However, in the light of new measures to motivate disaffected young people through extended work experience, the Department for Children, Schools and Families (DCSF) contacted the Association of British Insurers (ABI) to discuss the insurance implications of longer placements. The ABI has confirmed that there should be no problem with extended work experience placements.
2. Longer attachments will inevitably call for more detailed information. In those cases, employers are advised to submit all the details set out in the form shown at Annex A of the DCSF guidance, 'Work experience: A guide for secondary schools' (although whether or not the form itself is used is a matter for the employer). Even if the activity is likely to be recurring, it should be enough to inform the insurer on one occasion. There may be some adjustment to premiums, but it is still likely to be very small in relation to the overall size of the premium.
3. 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. Organisers are recommended, in advance of placements, to ask employers to complete the checklist reproduced at Annex B of the DCSF guidance, or an equivalent.

The DCSF guidance 'Work experience: A guide for secondary schools' can be downloaded from: <http://www.teachernet.gov.uk/docbank/index.cfm?id=5882>. For more information about insurance see Annex 4.

Data protection

Schools need to share relevant information about students with colleges, employers and training providers to help them to make decisions about appropriate forms of work-related learning activity and aspects such as health and safety.

Information about students might also be collected through employer assessment and student evaluation forms, and on visits made to students who are in placements.

The disclosure of personal information collected before, during and after work-related learning is covered by the Data Protection Act 1998. This Act regulates how personal information is used – it provides a common-sense set of rules which prohibit the misuse of personal information without stopping it being used for legitimate or beneficial purposes.

Under health and safety legislation (HSW Act 1974) matters potentially affecting the safety and health of employees in a workplace must be revealed to an employer before a placement begins. Therefore, while it is important that data protection rules are always followed, no placement can be approved if lack of permission means that relevant health and safety information cannot be made available in confidence to the employer.

For more information about the Data Protection Act 1998 see: www.ico.gov.uk/Home/what_we_cover/data_protection.aspx

Other key information on work-related learning

The statutory requirement for work-related learning at Key Stage 4

The statutory requirement aims to ensure all Key Stage 4 students have suitable and high quality work-related learning opportunities as part of a broad and balanced curriculum.

Work-related learning programmes which schools provide are required to 'have regard to' the Qualifications and Curriculum Authority (QCA) guidance. This takes the form of a nine-point framework covering the range of work-related learning opportunities that, together, would deliver the Key Stage 4 statutory requirement. In the context of this framework, schools are responsible for deciding how, and in what form, they provide opportunities for their students to experience work-related learning – the arrangements for each student depending on their individual learning needs. Ofsted uses the framework as the basis for carrying out its inspections of work-related learning.



The latest version of this QCA framework is titled 'Economic Wellbeing 11–19: career, work-related learning, and enterprise' (**see Annex 1**).

The framework allows a high degree of flexibility for schools to take account of their local circumstances, and for different approaches to match the needs of individuals and groups of learners. It is also a very useful source of reference for colleges, employers and others involved in planning work-related learning.

The Quality Standard for Work Experience

Based on local expertise of organising work experience, DCSF has produced a standard for work experience. The standard aims to ensure that the work experience placements offered to young people are of a high quality, so that learners are safe, achieve good outcomes and enjoy their time in a work environment. It is expected that everyone involved in planning, delivering and taking part in work experience placements should have due regard to this standard.

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

The Quality Standard for Work Experience standard can be found here:
www.dcsf.gov.uk/14-19/documents/Quality%20Standard%20for%20Work%20Experience.pdf

Enterprise Education

Enterprise education is part of work-related learning as well as an output from it. It is defined as 'enterprise capability', supported by 'financial capability' and 'economic and business understanding'. In its 2007 survey of work-related learning in secondary education, the Qualifications and Curriculum Authority (QCA) found that schools considered Enterprise Education to be important for all learners, and that there had been a significant increase in provision since its previous survey in 2004. The proportion of schools reporting that they provided activities to develop and apply skills for enterprise and employability for all, or the majority, of their students had increased to well over 90 per cent.

Enterprise capability is the ability to:

- handle uncertainty and respond positively to change;

- create and implement new ideas and ways of doing things; and
- make reasonable risk/reward assessments and act upon them in one's personal and working life.

Enterprise capability is a key output of work-related learning activities – to be enterprising means being creative and innovative, taking risks and managing them, and having a 'can-do' attitude and the drive to make ideas happen.

Financial capability is the ability to manage your own finances and to become a questioning and informed consumer of financial services.

Economic and Business understanding is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

Effective 'enterprise learning' takes place in a school, college, community or business setting, where young people are given autonomy to tackle relevant problems or issues that involve an element of risk and uncertainty about final outcomes, as well as reward for resolving them successfully. They are expected to take personal responsibility for their own actions through an 'enterprise process' based on the following four-stages:

| | |
|--|--|
| Stage 1: Tackling a problem or need | Involves generating ideas through discussion to reach a common understanding of what is required to resolve the problem or meet the need. |
| Stage 2: Planning the project or activity | Involves breaking down tasks, organising resources, deploying team members and allocating responsibilities. |
| Stage 3: Implementing the plan | Involves solving problems and monitoring progress. |
| Stage 4: Evaluating the processes | Involves reviewing activities and final outcomes, reflecting on lessons learned and assessing the skills, attitudes, qualities and understanding acquired. |

The Enterprise Network provides continuous professional development and resources for teachers to help deliver enterprise education. The network is made up of Enterprise Learning Partnerships, which are made up of schools, colleges and representatives of local employers. For more information and contact details for your local Enterprise Learning Partnership go to www.enterpriseinschools.org.uk/

Personal Health, Social and Economic Education Development (PHSEe)

The new secondary national curriculum introduced two non-statutory programmes of study into the 'Personal, Health, Social and Economic Education Development' subject area at Key Stages 3 and 4 – 'Economic Wellbeing and financial capability' and 'Personal Wellbeing'.

Work-related learning features strongly within 'Economic Wellbeing and financial capability' which:

- brings together careers education, work-related learning, enterprise and financial capability; and
- provides a context for schools to fulfil their legal responsibility to provide opportunities for careers education at Key Stage 3, and for careers education and work-related learning at Key Stage 4.

Careers Education

Careers Education (CE) is a planned, progressive programme of learning activities within the curriculum that helps young people to gain the knowledge and understanding, and develop the skills and confidence, to make well informed choices, manage transitions in learning and move into work. It is enhanced and complemented by personalised information, advice and guidance (IAG) and by setting career management skill development within their whole learning experience, not as an add-on.

Careers education has three broad aims – to enable pupils to:

- understand themselves and the influences on them
- investigate opportunities in learning and work
- make and adjust plans to manage change and transition.

Schools have a key role in providing a first line of personalised IAG to young people. They can provide CE: IAG to young people on learning and careers in the following ways:

- through dedicated careers education provision – schools in England have a statutory duty to provide a programme of CE to young people in Years 7–11;
- by embedding careers education in subject teaching – contextualising learning and making it more relevant through references to careers and to 'real world' application of knowledge and skills;
- via other support systems provided outside the classroom by school staff (form tutors, head of year, personal tutors, learning guides etc) or by external IAG providers (Connexions PAs, employers or other partners).

As well as helping pupils make successful choices, careers education and IAG make a major contribution to their personal development, helping them to prepare well for life and work, and to achieve economic wellbeing. They also contribute significantly to strategies for both achievement and inclusion, by raising aspirations, increasing motivation, challenging stereotyping and enabling pupils to make the most of the increasing range of opportunities available to them.

Diplomas

The Diploma is a qualification for learners aged 14–19 and is set to become one of the three main education choices alongside GCSEs/A levels and Apprenticeships. By 2011, there will be 17 Diplomas, at three qualification levels for young people to choose from. The Diploma has been

created with the help of over 5,000 different employers, universities, colleges and schools. The Diploma combines theory and practice to equip young people with the invaluable skills, knowledge and experience they need for success at college, university, and at work.

The Diploma combines subject learning with English, maths and ICT; project work, and personal skills such as communication and teamwork. All Diploma students must complete at least ten days' work experience with an employer. The teaching approach to the Diploma is 'applied learning'. This means that learning is 'hands on' and will provide stimulating and practical experiences for all students.

Diploma lines of learning:

Available since September 2008

Construction and the Built Environment
Creative and Media
Engineering
Information Technology
Society, Health and Development

Available from September 2009

Business, Administration and Finance
Environmental and Land-based studies
Hair and Beauty studies
Hospitality
Manufacturing and Product Design

Available from September 2010

Public Services
Retail Business
Sport and Active Leisure
Travel and Tourism

Available from September 2011

Humanities and Social Sciences
Languages and International Communication
Science (Foundation and Higher levels)

Available from September 2012

Science (Advanced level)

Each Diploma contains the same components:

- **Principal learning:** developing the knowledge, understanding and skills relevant to the chosen Diploma subject.
- **Generic learning:** includes skills in English, maths and ICT, and personal learning and thinking skills. Also, within generic learning there is a project and work experience to complete.
- **Additional/specialist learning:** offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. ASL consists of a wide range of existing and some new qualifications, including GCSEs, A levels and BTECs

Diploma qualification levels

There are three different levels of Diploma:

- **Foundation Diploma** (Level 1) – broadly equivalent to five GCSEs grades D-G
- **Higher Diploma** (Level 2) – broadly equivalent to seven GCSEs grades A*-C
- **Advanced Diploma** (Level 3) – the Advanced Diploma is broadly equivalent to three and a half A levels.

Learners can also undertake the *Progression Diploma*. This qualification is available at Level 3 and is the equivalent in size to two and half 'A' levels. The Progression Diploma will comprise the same elements as the Advanced Diploma, but without Additional and Specialist Learning.

The *Extended Diploma* will build upon each of the 17 Diploma subjects and will include additional English and maths at each level; and an extra module of Additional and Specialist Learning. It will be available from 2011. The Extended Diploma is expected to be equivalent to:

- Foundation – 7 GCSEs at grades D to G;
- Higher – 9 GCSEs at grades A* to C; and
- Advanced – 4 and a half 'A' levels



Opportunities and flexibility

Young people studying towards a Diploma will be based at their school or college, but may have the chance to do some of their learning in other schools, colleges or in an employer's workplace. Initially the Diploma will be taught in selected partnerships of schools and colleges, until 2013 when all 16 to 18 year olds across the country will be entitled to take any of the 17 Diploma subjects.

The Diploma does not train young people to do a particular job or provide them with a professional or occupational qualification (for example, someone studying the Society, Health and Development Diploma would not be a qualified Nurse or Occupational Therapist). However, the flexibility of each Diploma will enhance the learning experience and future progression options of students; opening up many different routes in further and higher education.

Employers of all sizes and sectors are making a major contribution to the continuing development of the Diploma by working with schools and colleges to ensure young people have suitable and sufficient work-related learning opportunities. More information on this is included in the DCSF's *Employer Engagement Handbook*.

Employers will benefit from the Diploma because young people will be entering the job market with the knowledge, skills and attitudes that will prepare them better for the workplace. This will improve productivity, staff turnover, and progression.

Special training will be given to teachers delivering the Diploma. There is also specific training for the teaching of functional skills in English, maths and ICT. Ranges of supporting materials are available online. Local and regional networks share good practice in this area.

For more information on Diplomas go to:
www.dcsf.gov.uk/14-19/employers

A link to the guidance document :'Employer Engagement: A Guide for Diploma Consortia' can be found at:
www.teachernet.gov.uk/publications

Further information on the structure of Diplomas can be found at:
www.qca.org.uk/diplomas

For more information on the Diploma Employer Champions Network, including employers of all sizes and sectors visit
www.dcsf.gov.uk/14-19/decn

'Employability'

If young people are to stand a good chance of getting a job when they leave school or college they need the 'employability skills' that employers demand. These are the skills which will equip them to adapt to the changing roles that are such a feature of today's economy.

Employability skills are now generally recognised as a necessary precondition for developing and using other more specialist or technical skills. But of course 'employability' means more than just skills. In March 2007, the Confederation of British Industry (CBI) published a report entitled 'Time Well Spent – embedding employability in work experience'. The report proposed that, in the eyes

of employers, 'employability' comprised a mix of attributes, skills and knowledge which people needed to have to be effective at work.

'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.

Source: CBI, 'Time well spent'

The CBI's seven point model, which the Department for Children, Schools and Families supports, emphasises the importance of personal attributes that 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. It also highlights the importance of 'knowledge' in the sense of understanding the basics of numeracy and literacy, IT awareness and awareness of matters such as the importance of customer care.

The CBI's seven point framework

| The attributes, skills and knowledge that make up 'employability' | |
|--|--|
| Self-management | Readiness to accept responsibility; flexibility; resilience; self-starting; appropriate assertiveness; time management, and readiness to improve own performance based on feedback/reflective learning. |
| Team working | Respecting others; co-operating; negotiating/persuading; contributing to discussions, and awareness of interdependence with others. |
| Business and customer awareness | Basic understanding of the key drivers for business success, including the importance of innovation and taking calculated risks, and the need to provide customer satisfaction and build customer loyalty. |
| Problem solving | Analysing facts and situations and applying creative thinking to develop appropriate solutions. |
| Communication and literacy | Application of literacy; ability to produce clear, structured written work, and oral literacy, including listening and questioning. |
| Application of numeracy | Working with numbers and general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae). |
| Application of information technology | Basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines. |

For more information about 'employability' see:
www.cbi.org.uk/pdf/timewellspentbrief.pdf

Work-related learning case studies

There are lots of case studies available on the websites of various organisations involved with work-related learning. They include:

- Qualifications and Curriculum Authority – www.qca.org.uk/14-19/11-16-schools/index_s7-0-case-studies.htm
- Specialist Schools and Academies Trust – www.ssatrust.org.uk/vocationallearning/workrelatedlearning/casestudies/default.aspa
- The National Education Business Partnership Network (NEBPN) – www.nebpn.org/folders/eben/project_working_groups/networks/work_experience/case_studies_1/

Useful sources of information

There is a lot of detailed information available about work-related learning – Annex 6 lists key source documentation.

Websites can be particularly helpful because their menu systems and search engines generally make it easier to find information on specific aspects, and there is a greater likelihood that the information will be up-to-date. Some websites have sections that are specifically aimed at different groups.

Useful websites are included in the Annexes as follows:

Annex 7: Key websites for young people and their parents and carers

Annex 8: Key websites for employers

Annex 9: Key websites for schools and colleges



Annex 1: The QCA curriculum framework

| Economic wellbeing 11-19: career, work-related learning and enterprise | | |
|--|--|--|
| Elements of provision for all learners | Suggested minimum provision at each key stage | Through this provision learners can: |
| <p>1. Recognise, develop and apply their skills for enterprise and employability.</p> | <p>Learners have the opportunity to develop and apply their skills in two work-related activities.</p> <p>Learners have one discussion about the skills they have developed.</p> | <ul style="list-style-type: none"> • understand and demonstrate the main qualities, attitudes and skills needed to enter and thrive in the working world; • evaluate the usefulness of a range of skills for gaining and sustaining employment and self-employment; • manage their continuing career development, including transitions; • take risks and learn from mistakes; • apply their functional skills and personal, learning and thinking skills. |
| <p>2. Relate their own abilities, attributes and achievements to career intentions, and make informed choices based on an understanding of available options.</p> | <p>Learners undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.</p> | <ul style="list-style-type: none"> • demonstrate an understanding of the concept of 'career'; • recognise and respond appropriately to the main influences in career choice; • identify, select and use a range of information sources to research, clarify and review career options and choices, including financial support for post-16 and higher education; • assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise, and use this process to make creative and realistic choices for progression; • access and use an interview with a career guidance specialist to progress their plans; • make, review and adapt their individual learning plan for transition into, through and beyond the 14-19 phase; • complete application procedures for their next steps, including a CV, personal statement and preparation for interview. |

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| <p>3. Develop awareness of the extent and diversity of opportunities in learning and work.</p> | <p>Learners undertake two tasks that investigate opportunities in learning and work, and the changing patterns of employment.</p> | <ul style="list-style-type: none"> • understand the range of opportunities in learning and work (local, national, European and global), and the changing patterns of employment; • understand the significance of the changes happening in the world of work and relate them to their career plans; • explain the chief characteristics of employment, self-employment and voluntary work; • recognise and challenge stereotypical views of opportunities in learning and work. |
| <p>4. Use their experiences of work to extend their understanding of careers and work.</p> | <p>Learners have two experiences of work. 14–19 learners have the equivalent of half a day of preparation and half a day of debriefing and follow-up of their work experience.</p> | <ul style="list-style-type: none"> • identify what they have learned about work from their experiences; • understand what motivates people to work; • identify the qualities and skills needed for enterprise and employability; • understand the importance of lifelong learning to employability and progression; • apply learning gained from their experiences of work to their curriculum and to their career planning. |
| <p>5. Learn from contact with people who work.</p> | <p>Learners have contact with two people from different occupational sectors.</p> | <ul style="list-style-type: none"> • understand the career motivations and pathways taken by individuals; • understand the importance to employers of skills, attitudes and qualifications; • appreciate the benefit of further learning and personal development. |
| <p>6. Learn about how and why businesses operate.</p> | <p>Learners undertake two curriculum activities that develop their understanding of work and enterprise.</p> | <ul style="list-style-type: none"> • outline the main types of business and what motivates them; • understand how different businesses are organised and structured; • give examples of rights and responsibilities at work, work roles and identities, and attitudes and values in relation to work and enterprise; • demonstrate a basic knowledge and understanding of a range of economic and business concepts and terms, including the connections between markets, competition, price and profit. |
| <p>7. Learn about working practices and environments.</p> | <p>Learners have two opportunities to use work practices or environments as contexts for learning.</p> | <ul style="list-style-type: none"> • understand how and why working practices and environments differ; • understand the main hazards associated with particular types of workplace and how these hazards are minimised; • relate knowledge about work to their learning and career development. |

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| <p>8. Undertake tasks and activities set in work contexts.</p> | <p>Learners have two opportunities to use work as a context for learning within the curriculum and record evidence of their learning.</p> | <ul style="list-style-type: none"> • understand the relevance of curriculum subjects to the world of work and to their own career development; • demonstrate an understanding of economic and business terms; • analyse how examples of learning within the curriculum can be applied to work contexts; • evaluate their experiences and learning to inform future progress and career plan. |
| <p>9. Engage with ideas, challenges and applications from the business world.</p> | <p>Learners undertake one business challenge, problem-solving or enterprise activity.</p> | <ul style="list-style-type: none"> • know and understand important enterprise concepts; • demonstrate enterprise skills, including decision making, leadership, risk management and presentation; • demonstrate enterprise attitudes, including a willingness to take on new challenges, self-reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference; • demonstrate enterprising qualities, including adaptability, perseverance, determination, flexibility, creativity, ability to improvise, confidence, initiative, self-confidence, autonomy and the drive to make things happen. |

Annex 2: More about health and safety

'Safe learner'

'Safe learners' are learners who, through the quality of their learning experience:

- gain an understanding of the importance of health and safety;
- understand how hazards are identified, risks are assessed and the principles of control measures; and
- develop a set of safe behaviours, so that they play an active part in the process and acquire practical, transferable skills from their experience.

The British Safety Council is offering a free course for 14-19 year olds on health and safety. For more information go to: www.britishsafetycouncil.org/charity/index.aspx

Health and Safety at Work etc Act 1974

The Health and Safety at Work etc Act 1974, also referred to as HASAW or HSW, is the primary piece of legislation covering occupational health and safety in the United Kingdom. The Health and Safety Executive is responsible for enforcing the Act and a number of other Acts and Statutory Instruments relevant to the working environment.

Health and Safety Procurement Standards (HASPs)

HASPs were introduced by the Learning and Skills Council to provide clarity, ensure consistency and avoid the wasteful duplication that could otherwise arise if different schools, colleges, EBPOs, and training providers all carried out health and safety assessments on the same employer/workplace.

Management of Health and Safety Regulations 1999

This is an important piece of legislation for health and safety issues relevant to work experience. Detailed advice for employers and schools is set out in the web links below:

www.safelearner.info

www.hse.gov.uk/legislation/hswa.htm

Annex 3: More about child protection

The Criminal Records Bureau

The Criminal Records Bureau (CRB) is an executive agency of the Home Office. It was set up to help organisations make safer recruitment decisions by providing access – through its Disclosure Service – to criminal record and other relevant information to organisations in England and Wales.

CRB checks

A CRB check can provide access to a range of different types of information, such as:

- held on the Police National Computer (PNC), including Convictions, Cautions, Reprimands and Warnings in England and Wales – most of the relevant convictions in Scotland and Northern Ireland may also be included;
- held by local police forces and other agencies, relating to relevant non-conviction information;
- from the Government's Protection of Children Act List (PoCA), where applicable;
- from the Government's Protection of Vulnerable Adults List (PoVA), where applicable; and
- held by the Department for Children, Schools and Families (DCSF) under Section 142 of the Education Act 2002 (a list of people considered unsuitable for work with children – known colloquially as List 99), where applicable.

The CRB offers two types of check – Standard and Enhanced.

Standard CRB checks are made for a wide range of positions of trust including positions in the Civil Aviation Authority, the Financial Services Authority, accountancy, as well as vets, registered foreign lawyers, judges and others working in courts and some of those working in the RSPCA.

Enhanced CRB checks are for posts involving a far greater degree of contact with children or vulnerable adults, such as teachers for example. In general, the type of work will involve regularly caring for, supervising, training or being in sole charge of such people. Enhanced CRB checks contain the same information as Standard CRB checks but with the addition of any locally held police force information considered relevant to the job role, by Chief Police Officer(s).

Further information can be found at:

www.crb.gov.uk

www.teachernet.gov.uk/childprotection/guidance.htm

Annex 4: More about insurance

Insurance and work experience

The range and level of insurance cover provided by schools themselves and/or local authorities varies widely. All local authorities should have insurance policies to cover negligence on the part of their own employees. They may also have personal accident insurance to cover accidents to students when they are on work experience where no negligence can be proved.

The Association of British Insurers (ABI) has issued the following guidelines:

4. The principal risks, which may arise as a result of work experience and other visits are:
 - a. Injury to the students themselves;
 - b. Injury to others on the premises (employees, visitors, customers, etc);
 - c. Injury to others who are not on the premises (including customers and members of the general public);
 - d. Damage to, or loss of, employers' property; and;
 - e. Damage to, or loss of, other property (e.g. the student's or a customer's property).
5. Most employers will 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. Employers' Liability insurance covers the employer's liability in respect of work-related injuries to employees. This insurance is compulsory by law. The Health & Safety Executive guidance on employers' liability provides further useful information: www.hse.gov.uk
6. Policies must provide cover of at least £5million per occurrence, although most policies cover up to £10million. Policies normally cover all conventional employees, contract, casual and seasonal staff as well as temporary staff, including workplace students. Public Liability insurance provides cover for injuries to the public or damage to, or loss of, their property. The term 'public' means anyone other than an employee, so it includes students on work experience, volunteers, activity participants, spectators and visitors. Typically, policies offer cover of between £2million and £5million.

7. The Association of British Insurers (ABI), the British Insurance Brokers Association (BIBA), and Lloyd's of London have agreed that, as a matter of convention, students of work experience placements should be treated as employees for the purposes of insurance against bodily injury (that is, they will always be covered by the Employers' Liability policy).
8. Student injury arising from other visits would normally be covered by the employer's Public Liability policy. Any injuries caused to employees by students on work experience should normally be covered by the Employers' Liability policy.
9. In summary, 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 employer's Public Liability policy or Employer's Liability policy.
10. Damage to the employer's property may be covered by the employer's material damage policy. Damage to anyone else's property on the premises should normally be covered by the employer's Public Liability policy.

Notification of Risk

11. Employers should notify their insurers of the sorts of activities which students will undertake if those activities are onerous or different from the normal business activities of the employer. In these circumstances employers should make sure they obtain written confirmation that the risk has been accepted.

For more information about insurance see:

- *Work Experience: A guide for secondary schools* (<http://www.teachernet.gov.uk/docbank/index.cfm?id=5882>)
- *Work Related Learning and the Law* (DfES/0475/2004)
- *Work Experience and the Law: the essential guide for central organisers, employers, schools and colleges* (Anthony Johns with Andrew Miller)



Annex 5: Key source documents

| Document | Source |
|--|--|
| <i>Work experience and how employers can get involved</i> | Produced by DCSF. Reference: PPSTER/D2(4937.1)06/08/4952 Can be downloaded from: www.dcsf.gov.uk/14-19/documents/work_experience_booklet.pdf |
| <i>The quality standard for work experience</i> | Produced by DCSF. Reference: D35/3863/0608 ISBN: 978-1-84775-176-8 Can be downloaded from: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=49&pid=404&ctype=None&ptype=Contents |
| <i>Work experience: A guide for secondary schools</i> | Produced by DCSF. Reference: DfES SPD/WES/01/02REV Can be downloaded from: http://www.teachernet.gov.uk/_doc/5882/work%20experience%20a%20guide%20for%20secondary%20schools.pdf |
| <i>Work related learning for all at Key Stage 4: Guidance for implementing the statutory requirement from 2004</i> | Produced by QCA. Reference: QCA/03/1168. Can be obtained/downloaded from QCA orderline at: www.orderline.qca.org.uk |
| <i>Work-related learning at Key Stage 4 [2005 pack]: support material for schools. (Copies of this resource should be in every secondary school)</i> | Produced by QCA. Reference: QCA/05/1582 Can be obtained from QCA orderline at: www.orderline.qca.org.uk |
| <i>Work-Related Learning and the Law</i> | Produced by DCSF. Reference: DfES/0340/2006. Can be obtained/downloaded from: www.teachernet.gov.uk/publications |
| <i>Safeguarding Children and Safer Recruitment in Education (came into force 1 January 2007)</i> | Produced by DCSF. Reference: 04217-2006BKT-EN Can be obtained/downloaded from: www.teachernet.gov.uk/publications It can also be downloaded at: www.everychildmatters.gov.uk |

Annex 6: Useful websites for young people and their parents or carers

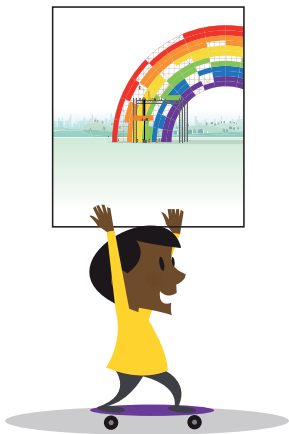
| Topics | Website |
|--------------------------------------|--|
| Apprenticeships | www.apprenticeships.org.uk/ |
| Child Protection | www.crb.gov.uk www.isa.gov.org.uk/ |
| Diplomas | (for young people) yp.direct.gov.uk/diplomas/ (for parents) yp.direct.gov.uk/diplomas/parents/parents_information/ |
| Employability | www.cbi.org.uk/pdf/timewellspentbrief.pdf |
| Enterprise education | www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/guidance |
| Information for students and parents | www.qca.org.uk/14-19/homepage/students-and-parents.htm |
| 'Every Child Matters' | www.everychildmatters.gov.uk/aims/ www.everychildmatters.gov.uk/_files/F25F66D29D852A2D443C22771084BDE4.pdf |
| Qualifications | www.qca.org.uk/14-19/qualifications/116_118.htm |
| Safe learner website | www.safelearner.info/learners/index.aspx |
| Work experience in Years 10 and 11 | www.direct.gov.uk/en/EducationAndLearning/14To19/Years10And11/DG_10013569 |

Annex 7: Useful websites for employers

| Topics | Website |
|--|--|
| Apprenticeships | www.apprenticeships.org.uk/ |
| Child Protection | www.crb.gov.uk www.isa.gov.org.uk/ |
| Diplomas | www.dcsf.gov.uk/14-19/employers |
| Diploma Employer Champions Network | www.dcsf.gov.uk/14-19/decn |
| Employability | www.cbi.org.uk/pdf/timewellspentbrief.pdf |
| Enterprise education | www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/guidance |
| 14-19 Education Equality and Diversity | www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=31&pid=428&ctype=None&ptype=Contents |
| 'Every Child Matters' | www.everychildmatters.gov.uk/aims/ www.everychildmatters.gov.uk/_files/F25F66D29D852A2D443C22771084BDE4.pdf |
| HTI (Heads Teachers and Industry) | www.hti.org.uk |
| National Education Business Partnership Network (NEBPN) | www.nebpn.org |
| Qualifications | www.qca.org.uk/14-19/qualifications/116_118.htm |
| Safe Learner | www.safelearner.info/employers/index.aspx |
| The Right Start - Work experience for young people: Health and safety basics for employers | www.hse.gov.uk/pubns/indg364.pdf |
| Work-related learning | www.qca.org.uk/14-19/homepage/employers.htm |

Annex 8: Useful websites for schools and colleges

| Topics | Website |
|--|--|
| 14-19 curriculum | www.qca.org.uk/14-19 |
| Apprenticeships | www.teachernet.gov.uk/teachingandlearning/14to19/vocationaloffer/apprenticeships/ |
| Child Protection | www.crb.gov.uk/ www.isa.gov.org.uk/ |
| 14-19 Education Equality and Diversity | www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=31&pid=428&ctype=None&ptype=Contents |
| Citizenship (teaching resources in context of work-related learning) | www.citizen.org.uk |
| Diplomas | yp.direct.gov.uk/diplomas/teachers/teacher_information/ |
| Enterprise education | www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/guidance www.enterpriseinschools.org.uk |
| Financial capability | Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4 http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00645-2008& |
| 'Every Child Matters' | www.everychildmatters.gov.uk/aims/ www.everychildmatters.gov.uk/_files/F25F66D29D852A2D443C22771084BDE4.pdf |
| HTI (Heads Teachers and Industry) | www.hti.org.uk |
| Qualifications | www.qca.org.uk/14-19/qualifications/116_118.htm |



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