Careers and the world of work

Supplementary guidance

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Department for Children, Education, Lifelong Learning and Skills

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Careers and the world of work: Supplementary guidance

Audience

Teachers, headteachers and governing bodies of maintained schools in Wales; colleges and other learning providers who work with 14 to 19-year-olds in Wales; local education authorities; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out to support the Welsh Assembly Government's requirements for careers and the world of work as set out in the document: *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*.

Action required

From 1 August 2008, this supplementary guidance should be made available to those with a responsibility for careers and the world of work in order to inform and support what happens in this area of the curriculum.

Further information

Enquiries about this document should be directed to:
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Can be obtained from:
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Or by visiting the Welsh Assembly Government's website
www.wales.gov.uk/educationandskills

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Contents

Using the guidance 2

Coordination and management 4
Introduction to coordination and management 5
Analysis of delivery models 6
Policy development 7
Policy statement: sample 8
CWW coordinator: sample role description 9
CWW audit: using the range statements 11
CWW audit of range statements: sample 12
CWW audit of range statements: Key Stage 3 template 13
CWW audit of range statements: Key Stage 4 template 15
CWW audit of range statements: Post-16 template 18
Development planning: using the sample materials 21
CWW development plan review: sample 22
CWW development plan: sample 23
CWW development plan review: template 24
CWW development plan: template 25
Evidence for Estyn self-evaluation 26

Work-focused experiences 30
Introduction to work-focused experiences 31
Defining work-focused experiences 32
Defining employability 33
Engaging employers 34
Employer engagement: checklist for schools 35
Organising work placements 38
Work placement: key facts for parents and students 40
Workplace induction 41

Information and ideas 42
Introduction to information and ideas 43
Links to the world of work 44
Website support 45
Subject links: brief exemplification 48
Case studies 50
Acknowledgements 60

This booklet includes reference to some of the legal matters that are most likely to concern those involved in careers and the world of work. It cannot, however, constitute an authoritative legal interpretation of the relevant legislation which is a matter for the courts.

Using the guidance

Careers and the world of work (CWW) forms part of the basic curriculum for all registered pupils aged 11 to 16 at maintained schools. It is also part of the requirements of the Learning Core of Learning Pathways 14–19.

The first purpose of the supplementary guidance for the new CWW framework is to provide coordinators with a selection of key materials to assist them in the management of this subject area. The guidance is addressed to all who work in this area but with a recognition that providers will select those parts that are particularly relevant to their circumstances.

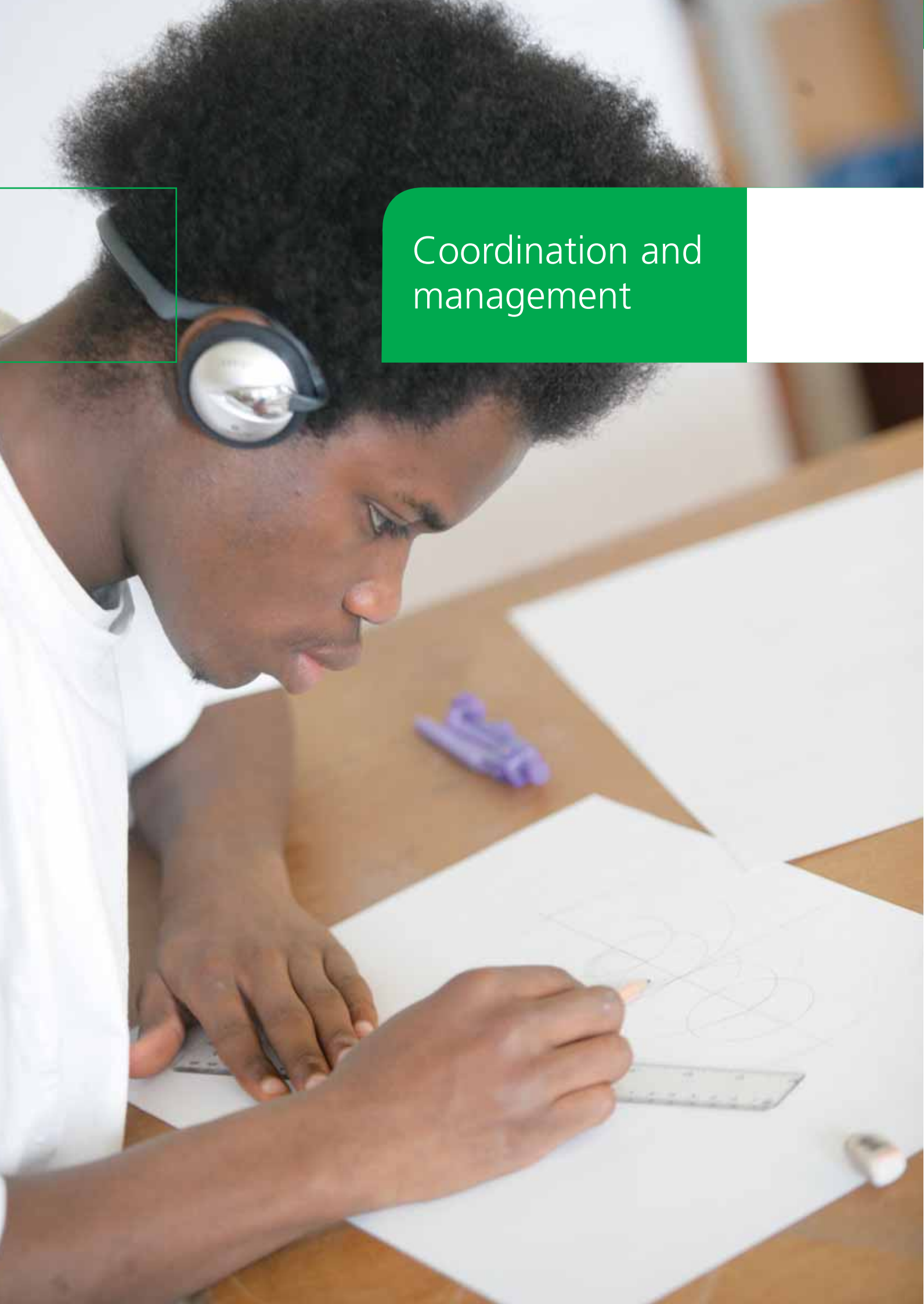
Nearly all changes involve some additional work for a time but the long term aim of the framework and the guidance is to reduce the bureaucratic burden in line with the recommendations of the Schools Workload Advisory Panel. In particular, the guidance sets out a series of templates and samples that seek to ensure that no coordinator needs to create the basic tools of their work from scratch. To support this, Word formatted copies of the relevant parts of the guidance are available on the CD-ROM that accompanies this booklet and at www.wales.gov.uk/educationandskills. This is also the address for those who wish to have an electronic copy of the whole document as a PDF file.

Complete coverage of an area as wide as this would be impossible, even if it were desirable. The intention here is to address areas that colleagues have indicated as being important or of particular challenge.

The guidance is broken down into three sections. The first section addresses general coordination and management matters and is mainly directed at coordinators. The next section on work-focused experiences will assist both the coordinator and the person with direct responsibility for organising work placements. The third section covering information and ideas will be of use to all who have a responsibility for the management, coordination or delivery of CWW. Its major purpose is to encourage further thinking by those involved in this subject area. Each section has its own introduction setting out the issues involved and the materials offered to address them.

Thanks are due to all those who assisted with these materials. If they work well, it is because a wide range of people were involved in their development who gave generously both of their time and their expertise.

Enquiries relating to the supplementary guidance or the framework itself can be emailed to: C&A3-14.C&A3-14@wales.gsi.gov.uk.



Coordination and management

Introduction to coordination and management

The coordination and management of CWW has a range of implications for providers. The first part of this section, 'Analysis of delivery models', looks at how the subject can be taught. The key management decision here concerns not so much the choice of one delivery system above another but the balance to be achieved between different modes of delivery.

This is followed by a range of templates and samples provided to assist and inform practice rather than to dictate it. They provide, at the least, starting points that ensure that coordinators do not have to begin with a blank sheet. Their role, at its simplest, is to make management more manageable.

'Policy development' identifies the ingredients that might reasonably be expected in the policy of an institution and 'Policy statement' offers a short example of what such a policy might look like.

The sample role description for a 'CWW coordinator' summarises the work under four headings and sets out, in tabular form, examples of what that job description might mean in practice.

This is followed by materials relating to the audit of CWW. 'Audit: using the range statements' introduces those materials. This is followed by a sample of what a page from such an audit might look like. There are separate audit templates for Key Stage 3, Key Stage 4 and post-16, each starting from the range statements in the framework for that stage.

Development planning is addressed next. 'Development planning: using the sample materials' introduces what is available. A sample review of a plan is followed by the subsequent plan for the following year. Templates based on these samples are also included.

The final part of this section, 'Evidence for Estyn self-evaluation', looks at starting points for self-evaluation. The format follows the seven key questions used by the inspection service.

Analysis of delivery models

CWW is delivered in a wider range of ways than most subjects. The table below highlights some of the matters that providers need to consider when deciding what best fits their particular needs.

Delivery model	For	Against	Issues
CWW delivered as an integrated element across a wide range of curriculum subject areas	Puts CWW in the context of learning as a whole. Makes the relevance of individual subjects clearer to students.	Very challenging to achieve consistency of approach. Lack of similarity of experience where some of the delivery is in optional subjects.	Need to keep subject teachers up to date. Need to maintain liaison, monitoring and evaluation.
CWW delivered as part of tutorial programme	Links CWW to other areas of personal development. Enhances tutors' role and builds knowledge of students.	Reluctance of some tutors. Lack of specialist knowledge. Potential for lack of time and resources.	Training for tutors. Making CWW coordinator available to tutors for support. Consistency.
CWW delivered as part of PSE	Expertise readily available. Clear context for CWW. Team teaching possible.	CWW may be subsumed by sheer scope and volume of PSE. CWW being seen as an add-on activity.	Need to see that CWW elements are delivered at the right time in year. Ensuring an effective team.
CWW delivered by specialist in separate lesson or module	Clear identity. Expert input. Planning, progression and evaluation are straightforward.	Potential for isolation. Expertise of one person may be seen as excusing others from making their contributions.	Expertise may be heavily invested in one person. Management support to ensure wider aspects of CWW are retained.
CWW delivered in one-off events or projects	Improves profile. Associates CWW with excitement of special activities.	May be perceived as not really part of the curriculum. May not be able to repeat year on year.	Balance of special events to regular activities. Need to integrate with overall learning experience.

Policy development

A policy will set out the principles within which the study of CWW takes place. It may, in addition, set out briefly the plan of action to deliver those principles. Many providers have a commitment to limit policies to one side of A4. All providers should ensure that a policy does not expand into a detailed documenting of all procedures.

A policy might include:

- a brief explanation of why CWW is important
- what are the key aims in your circumstances
- your commitments to:
  - the learning
  - meeting individual needs
  - partners
  - national frameworks
- links with other policies and areas such as 14–19 Learning Pathways
- arrangements for review of policy.

If a policy includes, in addition, information about implementation, it will need to answer these kinds of questions:

- who manages what
- how staffing is deployed
- how and where the work happens
- how are resources allocated and used
- how staff development is managed
- when and how monitoring, evaluation and review occur.

Policy statement: sample

Rationale

Young people need to be equipped to take their place in a rapidly changing world of work within the global economy. CWW is about the relationships between young people, their learning and the world of work, enabling them to see the value of education, qualifications and skills. CWW is part of the basic curriculum for all 11 to 16-year-olds and it is also part of the requirements of the Learning Core of Learning Pathways 14–19.

Key aims

To ensure that young people can:

- develop the attitudes and values required for employability and lifelong learning
- manage their individual learning pathways and make effective career choices
- develop the skills required by employers
- become entrepreneurial
- be motivated to face the challenges, choices and responsibilities of adult life.

Commitment

We are committed to:

- a planned programme, appropriately differentiated for all our learners
- access to individual advice and guidance on choice and progression
- delivery that promotes equality of opportunity and inclusion
- varied participation in enterprise and work-related experiences
- an agreement with Careers Wales which identifies the contributions that each partner will make
- growing links with the 14–19 network
- local industry and business links
- compact agreements with universities
- the use of the national framework and its associated guidance as a basis for our learning programmes.

Related policies

CWW links with and supports other policies including 14–19 Learning Pathways, teaching and learning, assessment and reporting, personal and social education (PSE), work experience, equal opportunities, health and safety and additional educational needs (AEN) including gifted and talented learners.

Review procedure

There will be an annual review meeting which will normally occur prior to the renewal of the partnership agreement meeting with Careers Wales. The results of this will be communicated to the governing body in its July meeting.

CWW coordinator: sample role description

The way that CWW is coordinated will vary according to the nature and the size of the college, school or trainer. The following is an example of how the role might be defined. It offers a starting point for those developing a description of the role for the first time and a point of comparison for those who are reviewing the role.

Summary of role

A coordinator:

- plans, manages and contributes to the delivery of CWW
- manages the contributions of staff and partners
- develops own and others' skills for delivery of CWW
- advises senior managers and boards/governing bodies.

Provision

Role	Examples
Plan, manage and contribute to the delivery of CWW	• Producing a scheme of work. • Developing resources for staff use including through joint work with partners such as Careers Wales. • Securing effective deployment of resources. • Organising specific activities such as team enterprise activities and business simulations. • Informing families about what is planned and how they can help. • Managing provision of resource areas and facilities. • Displaying information including materials created by learners • Maintaining profile for subject area on intranet/website. • Auditing and evaluating both the provision and its delivery.

Coordination

Role	Examples
Manage the contributions of staff and partners	• Meeting with relevant staff to review their contribution and build a shared vision. • Helping to negotiate partnership agreements. • Prioritising and improving work with partners. • Liaison with Learning Coaches. • Arranging/managing work-focused experiences including briefing and debriefing. • Maintaining business and community contacts. • Organising/supporting careers convention activities.

Training

Role	Examples
Develop own and others' skills for delivery of CWW	• Using opportunities to extend skills in and knowledge of CWW. • Acquiring relevant organisational skills. • Briefing business partners on educational matters. • Arranging mentoring and training for other staff.

Management advice

Role	Examples
Advise senior managers and boards/governing bodies	• On learners' development and outcomes. • On meeting both national requirements and local needs. • On resource requirements. • On research and inspection findings, as applicable to the local situation. • On delivery for different groups. • On cross-curricular linkages. • About issues arising out of leavers' destinations information. • About progress with regard to stereotyping and other equal opportunities matters.

CWW audit: using the range statements

The following pages provide the range statements from the learning outcomes of the CWW framework in a tabular form for the purpose of audit.

A sample page showing what an audit might look like is followed by templates for Key Stage 3, Key Stage 4 and post-16 provision.

An audit may be used at various times and for a range of purposes. For example:

- at a time of curricular change within an institution
- as part of preparation for a good practice award
- to identify strengths and weaknesses, in good time, ahead of an inspection
- at a time of personnel change
- to look at the needs of a particular age group.

The range statements which describe the contexts and content of the work in CWW are the starting point for these templates. This represents the pattern used by coordinators who were consulted in the preparation of the guidance. This is not the only way to do it. It is equally valid to start with the skills statements, although most people described this as a more difficult way to go about the task.

The templates are available in Word format on the website for ease of use and for adaptation to local needs. The web address is www.wales.gov.uk/educationandskills

CWW audit of range statements: sample

Check code: 1 = Achieved, 2 = Minor changes needed, 3 = Major changes needed, 4 = Not yet in place

Range statement	Activities ✔ tick if whole cohort	Staff	CWW Skills	Other Skills	Check	Action required
Personal achievement						
1. Describe their abilities, interests and skills.	Tutor interview – Year 9 Individual portfolio ✔	Form tutor	1, 4, 9, 10, 14	Comm IOLP ICT	2	Complete roll-out of tutor interviews – revised briefing to address length of interviews.
2. List their achievements in and out of school.	PSE/tutor booklet ✔	Form tutor PSE teacher Head of year	1, 4, 6, 9, 10	Thinking IOLP ICT	3	Find out from pupils why their use of activities in booklet is so patchy. Take action accordingly.
Seeking information						
3. Use a variety of sources to search for information about a range of work and learning opportunities.	Careerswales.com ✔ Careers library ✔ My Brilliant Career DVD – Year 8 Careers Wales Information Bus – Year 9	Form tutor PSE teacher Careers adviser Careers teacher	1, 3, 4, 5, 6, 7	Thinking ICT IOLP	1	None. Consistent positive feedback.
4. Find out about the different types of work that are available and how work patterns are changing.	Careerswales.com ✔ Future Skills Wales ✔ PSE booklet ✔ Group work in CWW ✔	Form tutor PSE teacher Careers adviser Careers teacher	1, 3, 6, 7, 9	Thinking ICT IOLP	2	Initiate training company visits for Year 9 from January as per development plan.

CWW audit of range statements: Key Stage 3

Check code: 1 = Achieved, 2 = Minor changes needed, 3 = Major changes needed, 4 = Not yet in place

Range statement	Activities ✔ tick if whole cohort	Staff	CWW skills	Other skills	Check	Action required
Personal achievement						
1. Describe their abilities, interests and skills.						
2. List their achievements in and out of school.						
Seeking information						
3. Use a variety of sources to search for information about a range of work and learning opportunities.						
4. Find out about the different types of work that are available and how work patterns are changing.						
Understanding the world of work						
5. Recognise and challenge the stereotypes that limit people in their choice of work and careers.						

6. Explore the attributes of entrepreneurs and the role of enterprise in wealth creation.						
7. Learn about the personal qualities that employers see as important.						
Guidance						
8. Identify the people able to provide informed advice and guidance on subject choices/ career ideas and understand the implications of the possible pathways ahead of them.						
9. Identify any obstacles to future plans and decide how they might be overcome.						
Making and implementing decisions						
10. Use what they have discovered about themselves, learning and work, in decisions about individual Key Stage 4 pathways.						
11. Be able to explain their proposed choices both to their peers and to appropriate adults.						

CWW audit of range statements: Key Stage 4

Check code: 1 = Achieved, 2 = Minor changes needed, 3 = Major changes needed, 4 = Not yet in place

Range statement	Activities ✔ tick if whole cohort	Staff	CWW skills	Other skills	Check	Action required
Personal achievement						
1. Develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills.						
Seeking information						
2. Use a variety of sources to find information about their career ideas, differentiating between information and promotional material.						
3. Examine employment and learning opportunities and trends both locally and further afield.						
Understanding the world of work						
4. Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity.						

5. Explore the role of enterprise/wealth creation and develop their own ability to act in entrepreneurial ways.						
6. Recognise their responsibilities and rights as employees and learn how to follow safe working practices.						
7. Use work-focused experiences to understand better what skills and personal qualities employers want.						
Guidance						
8. Access realistic, impartial guidance on learning, careers and work-related matters.						
9. Understand the prospects and progression patterns in the jobs in which they are interested.						
10. Examine their careers ideas and the potential effects on their lives.						
11. Identify any obstacles to future aspirations and plan thoughtfully how they might be overcome.						

Making and implementing decisions						
12. Identify, understand and make decisions about individual pathways in education, training and work.						
13. Be able to explain in some detail their choices both to their peers and to appropriate adults.						
14. Review current information about themselves in relation to learning and work in order to negotiate a career plan.						
15. Promote a positive self-image when making applications and attending interviews.						

CWW audit of range statements: Post-16

Check code: 1 = Achieved, 2 = Minor changes needed, 3 = Major changes needed, 4 = Not yet in place

Range statement	Activities ✔ tick if whole cohort	Staff	CWW Skills	Other skills	Check	Action required
Personal achievement						
1. Review their achievements and their work/career/study plans.						
2. Continue to develop an ongoing curriculum vitae (CV) based on their achievements, experiences, interests and skills in order to enhance their employability.						
Seeking information						
3. Research and evaluate a range of information about careers and the labour market within Wales.						
4. Explore how opportunities in Britain, Europe and the rest of the world might impact upon their career ideas.						

5. Expand their knowledge of business and self-employment opportunities in order to inform their career horizons.						
6. Discuss the impact of current trends in working patterns on their career plans.						
Understanding the world of work						
7. Discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping.						
8. Engage in activities that encourage an entrepreneurial approach to work and wealth creation.						
9. Understand their responsibilities and rights as employees and know how to follow safe working practices.						
10. Use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans.						

Guidance						
11. Access and analyse realistic, impartial guidance on education/career/work routes.						
12. Consider the financial and lifestyle implications of their career ideas.						
Making and implementing decisions						
13. Understand, analyse and make decisions about individual pathways in education, training and work.						
14. Be able to explain and justify their choices both to their peers and to appropriate adults.						
15. Review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan.						
16. Promote a positive self-image in a range of formal situations including applications and attending interviews.						

Development planning: using the sample materials

What follows provides an example of development planning for CWW as part of a school's self-evaluation and planning processes. The first sheet looks back at progress made during a year and the second at the plans then made for the next annual cycle.

The two sample pages are followed by templates for those who wish to use a similar process.

Development plans will vary from one learning provider to another, depending on local circumstances and the nature of the work being delivered. However, certain principles will apply in all settings.

- Development for CWW needs to be seen as a part of a wider process of planning across the whole institution.
- Development planning should be as concise and specific as possible.
- Development planning should include adequate discussion with all parties about whether what is proposed is both realistic and manageable.
- A development plan needs to be shared as widely as possible with everyone within an institution, whether or not they can see an immediate application to their area of work.
- A development plan needs to be known to external partners in order to make their support well directed.
- A development plan is a working document and, as such, is subject to change as circumstances change.

The templates offered here are also available in Word format on the website for ease of use and for adaptation to local needs. The web address is www.wales.gov.uk/educationandskills

CWW development plan review: sample

Maes-y-Fedw School

Review of CWW development plan 2007–2008		
Issue/Target	**Progress to date**	**Outstanding issues**
Review and improve process and paperwork surrounding work-focused experience.	New letters, forms and timelines developed. Implemented from April.	Evaluate and review process and paperwork after current placements. Clarify role of Learning Coaches in pre and post placement interviews.
Improve/update careers library.	Out of date items discarded, new books and software purchased. Process is 90 per cent complete.	Complete process. Access issues to resolve.
Computer access for careers advisor.	Networked computer now in careers office.	Printer unreliable. Replacement needed.
Mock interview process.	Implementation delayed.	Put into development plan 2008–09.

CWW development plan: sample

Maes-y-Fedw School

CWW development planning 2008–2009						
Target	**Success indicators**	**Implementation**	**Lead**	**Resource**	**Time**	**Monitor/ Evaluate**
Effectiveness in teaching and assessment	Effective tracking of student progress.	Students to use progress file to track development – mix of electronic and paper resources to be resolved.	PL	Time allocated to progress file.	Ongoing	JV
Students are supported in managing their own learning.	Mock interview process well received by Year 11 students.	Organise mock interviews, including preparation and feedback.	DC	Employers, venues, cover.	Jan 2009	GS
Meeting the needs of the wider community	Establish an employers forum.	Audit current staff involvement.	DC	Copying.	Sept 2008	PL
Further develop links with the local community.		Invite local employers to an introductory evening.	BN	Time.	Nov 2008	GS
	Links with employers to enhance curriculum.	Target of 10 links between interested employers and curriculum areas.	DC	Time.	June 2009	BN
Ensure the efficient use of resources	Students to have access to careers library during tutorial time.	Review current process and develop new timetable of activities.	AJ	Time, admin.	March 2009	PL
Use of careers library.						

CWW development plan review		
Issue/Target	**Progress to date**	**Outstanding issues**

CWW development plan						
Target	Success indicators	Implementation	Lead	Resource	Time	Monitor/ Evaluate

Evidence for Estyn self-evaluation

Self-evaluation is an important element both within learning generally and within Estyn's arrangements for the inspection of provision. When providing such evidence, it is important to be evaluative and not just descriptive. Where providers are covering more than one stage of learning, the evidence should cover each of the key stages.

The bullet points under each of Estyn's key questions offer some specific starting points applicable for CWW. Clearly, not all points will be applicable in every situation.

An optional generic template for self-evaluation can be found on Estyn's website at www.estyn.co.uk.

Key Question 1
How well do learners achieve?

Evaluation in CWW might include:

- review of success against key stage learning outcomes
- self-evaluation and target setting by learners
- analysis of written outcomes against what learners set out to do
- work-focused experience statistics and feedback showing what students have learnt
- employer feedback from work placements including information on preparedness of students and their match to the placement offered
- achievements in competitions and other activities
- destinations of learners including drop-out rates and reasons
- external exam results where applicable.

Key Question 2
How effective are teaching, training and assessment?

Evaluation in CWW might include:

- strategies used to develop teaching/learning and their effect
- lesson observations
- course/departmental review

- assessment for learning processes and outcomes
- evidence regarding employability of learners
- feedback from in-service training.

Key Question 3
How well do learning experiences meet the needs and interests of learners and the wider community?

Evaluation in CWW might include:

- evidence of involvement of wider community
- feedback on how well learning experiences meet business needs
- feedback on how well learning experiences meet the needs of community and voluntary sector contacts
- feedback from local employers on how well learning experiences support transition to work
- student evidence about usefulness of such links/learning activities.

Key Question 4
How well are learners cared for, guided and supported?

Evaluation in CWW might include:

- group size
- analysis of level and impact of support offered for identified needs of learners in terms of their progress
- links with pastoral/welfare arrangements
- policies and practice related to welfare/well-being including analysis of the impact of safeguarding arrangements
- policies and practice related to equalities with analysis of whether all learners have equal access to activities and make as good progress
- evidence and analysis of learners making choices that challenge stereotype
- effectiveness of links with Careers Wales for specialist advice.

Key Question 5
How effective are leadership and strategic management?

In this context, leadership/management is not simply about senior staff but about the leadership/management of course teams/departments and also about leadership/management in the learning setting itself.

Evaluation in CWW might include:

- explanation of role within overall structure
- effective line management links to senior staff
- involvement in development strategies
- effective links with those involved in delivery
- evidence of high expectations for CWW and the effective use by leaders and managers of information about achievement in their strategic planning
- level of governor/board involvement
- effect of strategic management in building and making best use of partnership working.

Key Question 6
How well do leaders and managers evaluate and improve quality and standards?

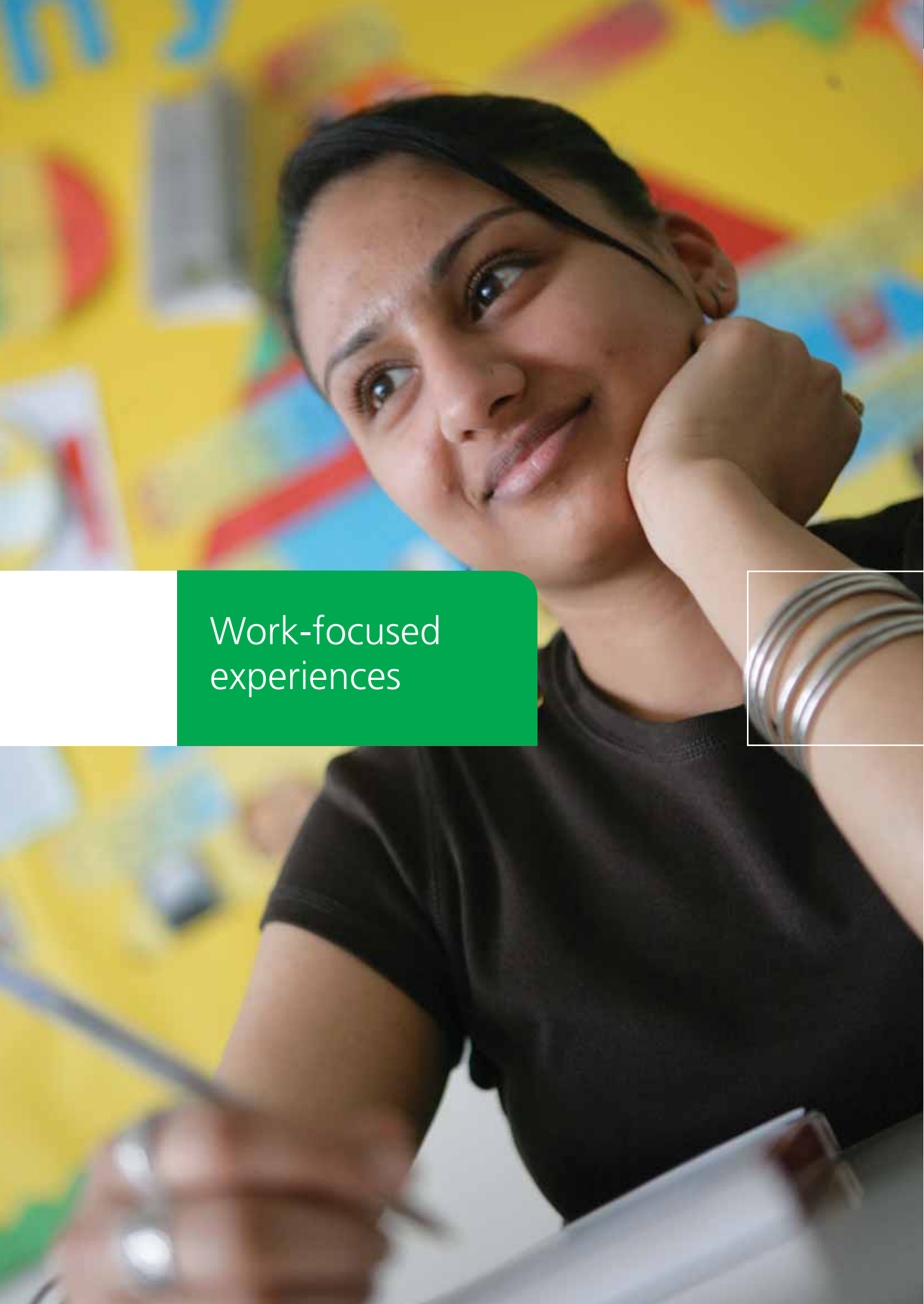
Evaluation in CWW might include:

- information about monitoring
- information about systems for evaluating activities
- evidence from monitoring and evaluation at each key stage
- changes that have resulted
- evidence of improvement that has occurred in terms of standards, quality and overall effectiveness.

Key Question 7
How efficient are leaders and managers in using resources?

Evaluation in CWW might include:

- suitability and deployment of staff
- suitability and quality of external expertise used
- suitability and standard of learning resources
- suitability and standard of accommodation
- evidence that resources have been used efficiently including impact of partnership working
- money/resources generated by activities of team.



Work-focused experiences

Introduction to work-focused experiences

The development work on the framework for CWW raised the importance of direct experience in the workplace again and again. Equally, there was recognition that this was becoming an increasingly scarce resource often due to employer concerns about their obligations for health and safety. This was a particular concern at a time when many learners were being offered an increased number of vocational pathways. This area of CWW was one where there was unanimous agreement that direct and specific guidance would be of value.

The term 'work-focused experience' was first used in the *Learning Pathways 14–19 Guidanc*e published in July 2004. In the consultation on this framework, there were frequent requests to define or clarify what this phrase meant. 'Defining work-focused experiences' offers an explanation of what is meant and what is covered by the term. 'Defining employability' serves a similar purpose.

'Engaging employers' summarises the key points about the value to business people of their contacts with education. It should be of particular use to someone called upon to engage with employers for the first time and who needs to be clear about the sound reasons that the business community have for being involved with education. It is followed by a checklist for schools wishing to review their progress in this particular area.

The final three parts of this section of the guidance provide useful listings of key information for particular situations. 'Organising work placements' provides the person responsible for work placements with a short guide to the essentials. It is written with the particular needs of pre-16 school pupils in mind but will also have some wider relevance. 'Work placement: key facts for parents and students' offers a single sheet summary so that those directly involved know what information they should have or need to clarify. 'Workplace induction' offers a simple reminder to employers with whom providers are linked of the requirements at the start of a work placement. The intention, in each case, is to be brief and to the point.

Defining work-focused experiences

Work experience is commonly defined as an activity in which a student carries out a particular task more or less as an employee would but with the emphasis on the learning aspects of the experience. Work-focused experience includes that but also covers other activities and experiences that directly equip students in their understanding of and competence in the world of work.

Work-focused experiences can help students to understand the changing demands of working life and to face those requirements in a positive, flexible and enterprising manner. They can help students clarify their personal goals and encourage them to set ambitious targets for themselves.

Learning through work-focused activities is an essential part of CWW. These will not necessarily be the same for all students or for all areas. They may include:

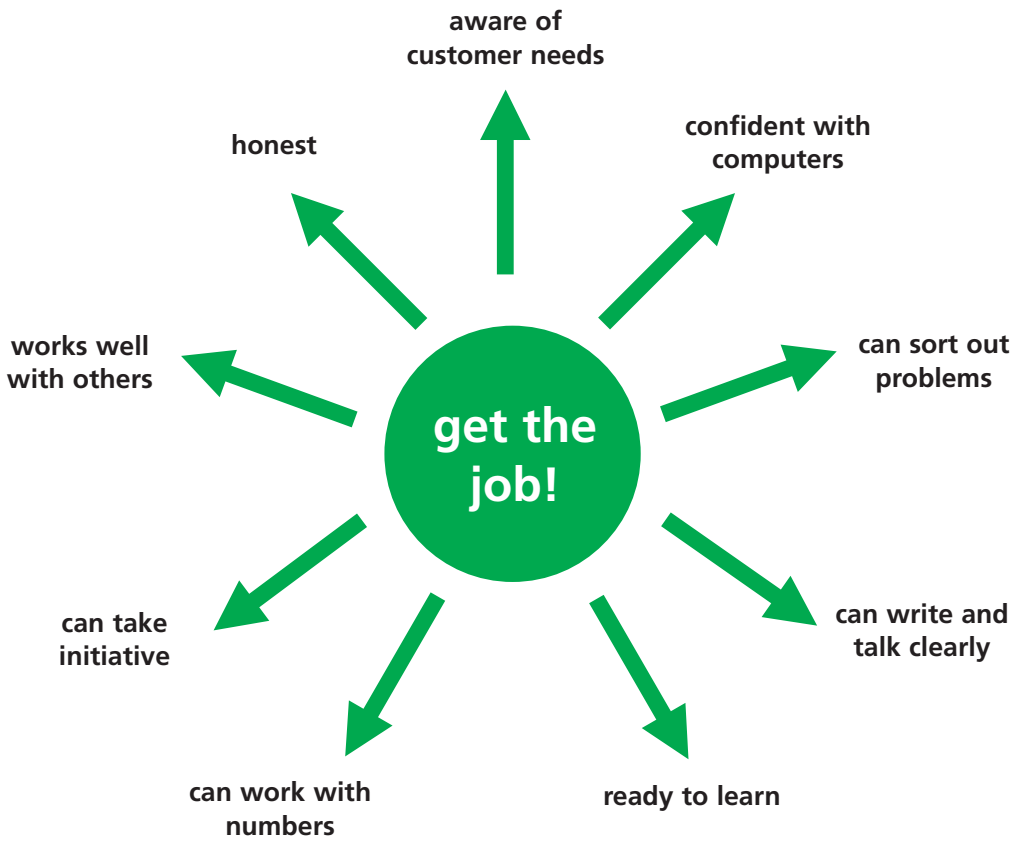
- short blocks of work experience
- visits to industry
- masterclasses with employers and trainers
- business simulations
- work-related community participation
- enterprise activities
- industry days
- experience of a place of work
- experience of the world for those unlikely to be in paid employment
- work-related problem-solving activities
- extended work experience
- weekly timetabled work placements
- part-time employment
- work shadowing.

The first purpose of work-focused experience is to enhance an individual learner's future employability and competence in the world of work. Reviewing the appropriateness of the provision should reflect this.

Defining employability

In simple terms, employability is what people will need in order to thrive in their future working lives. This is a mixture of skills, attitudes, knowledge and understanding and will need to be maintained and refreshed throughout life.

No list or diagram can cover the requirements for all jobs but it is important to engage with students and employers about what they believe to be important. The diagram below indicates a range of the matters that employers raise both informally and through the Future Skills Wales surveys. Details of the surveys can be accessed at www.learningobservatory.com/future-skills-wales/



Engaging employers

There is clear evidence of altruism amongst employers in their willingness to help and support young people as they learn.

However, it is neither realistic nor sensible to expect all employers to contribute to work-related learning without thought of the benefits to themselves.

The potential benefits to an employer include:

- **recruitment potential:** building links with schools and colleges can help to build a positive profile within a community which, in turn, will make applications for jobs within that company a more attractive option
- **removal of prejudice:** some sectors suffer unfairly from negative stereotypes. Placements can help both an individual company and a sector as a whole to counter those unwarranted and undesirable stereotypes
- **influence on career choice:** many employers have found that work-focused experiences provide an effective way of raising the profile of career opportunities within their organisation
- **creating work readiness:** the involvement of employers can significantly improve the preparedness of young people for their role in the labour market
- **updates about education:** being involved with young people is an important way for employers to stay in touch with how education is changing and what that might mean for them
- **opportunities for employees:** many employees welcome the opportunity to be involved with young people and the experience allows them to develop their management and coaching skills
- **feel-good factor:** many employers simply enjoy the experience of being involved with young people. They feel they are contributing something positive to the society of the future and are more than happy to do that.

Different employers will be able to fulfil different roles with regard to CWW. Confidentiality matters or health and safety restrictions may limit a company's ability to offer work placements but an employer can still be a committed partner for other work-focused activities.

Employer engagement: checklist for schools

Continuing professional development	Yes/ No	Evidence/Comment
Are all staff aware of the potential benefits to the school and students from improved employer engagement?		
Have all staff received training in making and sustaining links with employers and community partners?		
Are all departments expected to play a part in CWW and to become involved with employers?		
Are quality control mechanisms in place to ensure that staff build CWW awareness and employer involvement into their planning processes?		
Have professional development placements been used as a vehicle for updating staff on vocational areas and building links with employers?		
Are key staff given time to maintain good links with employers?		
Next steps		

Curriculum	Yes/ No	Evidence/Comment
Is there a manager with overall responsibility for CWW to ensure a coordinated approach?		
Are there opportunities for employer engagement with students through specific planned events?		
Are employers involved in developing the CWW programme?		
Are staff encouraged to develop innovative, relevant curriculum materials with employers?		
Are staff who visit employers during work placements, well-briefed and encouraged to develop curriculum links?		
Does the school have a range of activities in which employers can take an active role and which vary in the level of time commitment expected?		
Do managers make sure that such links and projects are sustainable?		
Are there mechanisms for employers to express their views on projects?		
Are opportunities taken to celebrate successful CWW projects involving employers?		
Next steps		

Whole school	Yes/ No	Evidence/Comment
Do the headteacher and the leadership team make public commitments to employer engagement?		
Are employers represented on the governing body and its committees?		
Is CWW included in the school development plan?		
Does the school brochure feature and encourage links with employers?		
Does the school website highlight work with employers and encourage more employers to support the school?		
Has the school found effective ways of working with employers through the governors, parents, staff, ex-pupils and suppliers?		
Has someone been assigned to develop and sustain links with employers and the community?		
Are employers routinely invited to participate in school events and celebrations?		
Does the school promote long-term partnerships with particular employers based on mutual benefit?		
Does the school provide access to its facilities for local employers?		
Next steps		

Organising work placements

Work placements are only part of a whole experience. The best results are achieved where solid and lasting partnerships have been built with employers. Good work placements make learners better equipped to face the world of work and employers better aware of the needs of new entrants to their business. They require appropriate briefing and debriefing in order to be of best use to learners.

Getting the basics right

There are key details of placements that need to be known by all partners. These include:

- dates
- location
- hours of work
- name and contact number at workplace
- name and contact number at school/college
- support required for students with particular needs
- duties
- dress codes
- conduct
- transport
- meals
- insurance policies re. liability
- significant risks and control measures
- confirmation of any mid-placement visit.

Stereotyping

Schools should pursue a policy of equal opportunities in their work placement arrangements. Stereotyping should be challenged and students should be given extra support when choosing non-stereotypical placements. Institutions should check that their programmes are free from both overt and covert stereotyping. Placing students in areas of work in which they feel uncomfortable will tend to be counterproductive but strong encouragement should be given to those considering non-traditional placements.

Age

It is recommended that employers are informed prior to the placement of a student's age, in years and months, on the first day at work. This helps an employer to recognise any work prohibitions related to age.

Time of year

There has been a trend for schools to place all students in the last term of Year 10, often in the last weeks of that term. This has reduced the choice of placements available and impeded the integration of assignment work related to work placements into the curriculum. Programmes that run up to the end of term do not allow time for student reflection and debriefing in that term. As a

consequence, significant learning benefits can be lost. Effective placements can be undertaken at any time during the year from the start of Year 10 onwards.

Schools' registration arrangements

Since 1 January 1998 students who are engaged in supervised educational activities, including work experience, do not need to be marked as an authorised absence. A new registration band 'approved educational activity' is now used. The suggested register code for approved work experience is 'W'.

Shortage of placements

Where good quality placements are in short supply, providers need to consider the overall demands they make on employers. They also need to set out their priorities. In cases where choices have to be made, institutions will need to be clear about the basis on which they are making a judgement about scarce resources. Criteria might include relevance, age of student and previous access to work-focused experience.

Transport and schools

Transport provided by schools and local education authorities (LEAs) to take students to activities in school-time must be free. However where a student makes use of transport not provided by the LEA or school to travel direct from home, parents may be asked to meet the cost. LEAs and schools retain the discretion to provide a subsidy where they consider it appropriate and where resources allow. It is important for all parties to know beforehand exactly what the arrangements are.

Hours

During a work placement, the number of hours worked and the pattern of work is normally a matter of agreement by employer, school, parents and students. In keeping with their duty to look after the students in their care, LEAs and schools should take steps to ensure that students on a placement are not asked to work excessively long or unsocial hours. Unless there are strong reasons, it is recommended that students should not work more than a standard eight-hour day. Students should also not work for more than five days in any consecutive seven-day period.

Payments

Work-focused experiences are part of a student's education and employers should make no payment for work performed.

Local situation

Organisers of work placements should be aware of the local labour market trends and do their best to reflect them.

Work placement: key facts for parents and students

The key features that all sides involved in a work placement need to know are the:

- details of a placement
- reason it is taking place.

The information and advice provided should include:

- when and where
- travel arrangements and costs
- nature of the work
- working hours
- medical information where applicable
- significant health and safety risks and the control measures in place as identified by placement provider's risk assessment
- name and contact details for the work placement coordinator
- name and contact details of the person responsible for the student in the workplace
- the purpose of the placement and how it links with study
- support that can be accessed during placement
- arrangements for debriefing
- potential learning benefits.

Workplace induction

Students on work placement should receive an induction identifying the following. This may need to be modified/expanded in individual circumstances.

Supervisor
Indicate who will be in immediate charge of the student. Stress the need to ask when unsure. Tell the student who else can be contacted if the supervisor is not readily available.

Safety policy
Explain the policy, point out any procedures that apply in particular and give out any relevant leaflets. Introduce any key safety people or give out their names and where they can be found.

Prohibited areas
Identify areas and explain why they are prohibited.

Machinery
Make clear that students must not operate machinery without the permission of their supervisor.

Dangerous substances
Explain the rules on chemicals and the advice given on container labels as detailed in the Control of Substances Hazardous to Health Regulations 1999 (COSHH). Students must ask supervisor if they are unsure.

Lifting heavy and awkward objects
Where appropriate, arrange for students to be shown the right way to lift objects and explain why it is important. (Follow the Manual Handling Operations Regulations 1992.)

Housekeeping
Explain the importance of keeping work areas clean and tidy, for example, by keeping drawers shut and cables out of the way.

Safe systems of work
Describe any hazards associated with the work the students are to do or watch and explain the importance of safe working practices. Make sure students get any necessary further briefing they need before they move on to something new.

Safety equipment/protective clothing
Explain when and why these must be used, where they are kept and how to use them.

Hygiene
Tell students where the lavatories and washing facilities are. Where applicable, explain the use of barrier creams.

First aid
Identify the first aid facilities. All accidents must be reported and injuries entered in the accident book.

Fire alarm/evacuation
Explain fire emergency and evacuation procedures including exit routes and assembly points.

Information and ideas

Introduction to information and ideas

The underlying purpose of this section is to provide a small window into the range of activities that are possible within CWW and to indicate how some providers are applying those activities in their individual circumstances.

'Links to the world of work' offers a listing of the wide range of ways in which different providers are in contact with employers. Its initial use has been for coordinators considering their current range of provision and future plans.

'Website support' gives a brief analysis of the content available at Careers Wales online and then selects the major sites that providers might refer to in supplementing what Careers Wales has to offer. It makes no attempt to be exhaustive but seeks to recommend a short range of contact points that have the potential to save practitioners time.

'Subject links' provides examples that coordinators might use with subject leaders to illustrate the ways in which the cross-curricular importance of CWW might be realised.

'Case studies' affords coordinators and managers some insight into the programmes, initiatives and processes used by different learner providers across Wales in order to make CWW come to life. None of the contributors would want their examples to be described as best practice but would simply observe that these are ways which have proved successful in their particular institutions.

Links to the world of work

The range of opportunities to engage with partners about the world of work is much greater than many learning providers initially recognise. The following list sets out to record a large number of these links. It could be used as a source of ideas, a checklist when reviewing current links or a starting point for a detailed list of local possibilities. It should be noted that no institution will be able to effectively use every possible link. It is essential to have clear priorities and flexible development plans.

- Business sponsored events/talks.
- Business sponsorship of prize or reward scheme.
- Business support for qualifications with portfolios/coursework.
- Business support with CV preparation.
- Careers/option choices conference.
- Challenge or Award activities.
- Classroom simulations with business input on financial awareness.
- Educational materials supporting curriculum produced by business.
- Events to raise awareness of self-employment as an option.
- Extended work placement.
- Health and safety briefing from local union or business.
- Industry days.
- Industry supported educational charities.
- Links with companies to support modern foreign language learning.
- Links with local theatres.
- Links with manufacturing to support CAD/CAM.
- Links with planning departments in councils.
- Masterclasses.
- Mentoring.
- Mini-enterprise.
- Mock interviews.
- Participating in industry related project.
- Role model visits.
- Take your son/daughter to work day.
- Team enterprise project.
- Undertaking local surveys for use by local organisations.
- Use of a local company as a case study for coursework.
- Visits by writers/artists/designers.
- Visits to an art/design workshop.
- Work experience debriefing by employers.
- Work placement.
- Work shadowing.
- Working with local companies to solve real business problems.
- Working with local dance or theatre groups.

Website support

Some of the better known website contacts are offered in the list below. Electronic information continues to update and expand. Consequently, we would be pleased to be advised of significant new sites and of changes to existing ones. Contact can be made at: C&A3-14.C&A3-14@wales.gsi.gov.uk.

Careers Wales online (www.careerswales.com)
This site has a wide range of up-to-date material and includes:

- sections outlining key options for learners at each age
- access to information about part-time and full-time courses in Wales
- information on 600+ jobs, what they entail and how to get started in them
- materials to support the recording of achievement
- self-assessment exercises
- interview guidance
- tools for writing a CV and a personal statement
- work experience database
- job vacancy database
- links to other websites.

For staff, this also includes:

- step-by-step good practice guide
- curriculum support section
- student work experience organiser
- student health and safety guide
- employers' section
- links to related web sites
- information about each local careers service.

BBC
The 'Just the Job' section of the BBC website provides a lively bilingual look at jobs and careers in Wales with some good case studies as encouragement.
www.bbc.co.uk/wales/justthejob/home/careers.shtml

Clic
This site is the national advice site for young people and includes tips on job seeking, information about volunteering and about different ways of working. It also has information on health, housing, family, money, the environment and leisure activities.
www.cliconline.co.uk

Future Skills Wales
This site outlines the current and future skill needs of employers and also has specific labour market information on around 100 jobs.
www.learningobservatory.com/future-skills-wales/

Alliance of Sector Skills Councils
Coordinates the strategic work of Sector Skills Councils to stakeholders across the four home nations.
www.sscalliance.org.uk

UK Commissions for Employment and Skills
Advises on how improved employment and skills systems can help the UK become a world-class leader in productivity, in employment and in having a fair and inclusive society.
www.ukces.org.uk

Enterprise
The Department of Economy and Transport offer material for learning providers about entrepreneurship through their Project Dynamo initiative. The project mixes a range of activities with role models from Welsh business. The aim is to create a 'can-do' attitude and raise the aspirations of the next generation of business people.
www.projectdynamo.com

Further information on enterprise activities can be found at:
www.young-enterprise.org.uk
www.achieversinternational.org
www.businessdynamics.org.uk

Key UK careers sites
The Careers Wales website will cover the needs of most Welsh learning providers in most situations. However each of the four nations of the United Kingdom has one or more careers websites with useful material:
www.careers-scotland.org.uk
www.careers-gateway.co.uk
www.connexions.gov.uk
www.iagworkforce.co.uk
www.cegnet.co.uk

Job-seeking skills
Additional material can be accessed at:
www.s-cool.co.uk/default.asp
www.manpower.co.uk (use site map to identify resources)
content.monster.co.uk/section323.asp
www.michaelpage.co.uk (explore section for candidates)

ACEG
The Association for Careers Education and Guidance is for all those involved in the management and delivery of careers education and guidance in the UK. Information provided on new initiatives plus support for professional development can be found on their website.
www.aceg.org.uk

EHRC
An Equality and Human Rights Commission microsite that looks at careers/jobs and helps young people challenge assumptions in their own/other people's attitudes.
www.works4me.org.uk

CEI
The Centre for Education and Industry's resources/services support effective work related learning.
www.warwick.ac.uk/cei

BITC
Business in the Community involves over 700 major companies who have made a commitment to having a positive impact on society. Seventy per cent of these have identified education as their main community focus.
www.bitc.org.uk

First Campus
A partnership between higher education, further education and schools in South East Wales offering exciting and challenging activities for pupils to enrich studies and encourage continued participation in education.
www.firstcampus.org

Subjects links: brief exemplification

Through links with local companies and community

- Visit by representative from local homeless charity (RE/PSE).
- First Aid courses via St John's/Red Cross and other providers (Health and Social Care/PSE).
- Local council environmental officer speaking about recycling and careers in their department (PSE/Geography).
- Healthy Living day in school – range of health professionals – cardio nurse, youth service, dieticians, chefs, etc (PSE/Food Science).
- Website developed by students for local community centre (ICT/PSE).

Entrepreneurial activities

- Work with an enterprise element tends to be particularly well-suited to the development of a range of Key Skills.
- Creation of local history booklet (History/ICT).
- Second-hand book week (English/Welsh/Mathematics).
- Healthy buffet lunch for visitors (D&T Food/Biology).
- Guide to area for exchange visit (Geography/MFL).
- Record and market CD of choir or band (Music/Business Studies/Art).
- Dynamo role models (PSE).
- Young Enterprise (Economics/Business/Key Skills).
- Local employers coming into school to help run an industry day (PSE/Key Skills).
- Creation of a newspaper in a day (English/Welsh).

Through experts from the world of work

- Writers in residence (English/Welsh/Drama).
- Visiting musicians (Music/Physics).
- Seeing the work of local visual artists (Art/D&T).
- Theatre in education performances (Drama/English/Welsh/PSE).
- Visiting local music studios (Music/ICT).
- Workshops from dance professionals (PE/Dance).
- Case studies developed with local businesses focussing on an aspect of their organisation related to a particular unit of work (Business Studies).

- Youth service working with students, e.g. peer education (PSE).
- Financial advisor/bank official speaking to students about case study coursework (Business).
- MPs visit to school/visits to council chambers (Politics/PSE).
- Health visitor and midwife sessions (Child Development/Health and Social Care).
- Through an Engineering Education Scheme project (Science/D&T).

Through showing how subjects enhance employability

- The cross-curricular application of evidence analysis (History).
- The opportunities available to bilingual learners (Welsh/English).
- Knowledge of recruitment and selection processes (Business Studies).
- Developments in the Leisure and Sports sector (PE).
- Applications in engineering (D&T).
- The role of language skills within a global economy (MFL).

Case studies

Preparing for future choice

Coleg Gwent wanted to give students, part way through Key Stage 4, a taste of what the world might hold for them. In partnership with local schools and Careers Wales, they offered taster sessions: half a day with employers looking at job opportunities and half a day at college looking at courses which could lead to those jobs. The events took place during the February half term and were targeted at Year 10 students about to enter Year 11. In spite of the timing, the take-up was good and the response from the young people very positive. The feedback emphasised the young people's strong sense that they had gained a better understanding of careers available.

Tailoring materials to local needs

Ysgol David Hughes in Anglesey has enhanced its delivery of CWW by integrating relevant aspects of the Dynamo materials into their existing scheme of work. Although the materials come with ready-made lesson plans, the CWW coordinator believed that the best results with students could be achieved by using the materials to link with existing materials tailored to the local situation. For example, the 'Eco Build' unit is used on the whiteboard, as a precursor to looking at opportunities in the construction industry and the qualities needed to be successful in them. The approach creates variety in the styles of learning whilst retaining a focus on the local labour market and the needs of the school in question. More information on the Dynamo material can be accessed at www.projectdynamo.com

Varying the learning

Woodlands, a special school in Cardiff, uses a range of clothing/uniforms worn by people in work as a central plank in their introductions to the world of work. Students try on the clothing and talk about the people who might wear it/what they do. Staff encourage discussion about skills and life in the workplace, introducing issues of gender and stereotyping. Students then visit a range of places where people work, find out about jobs and experience the working environment. Finally the students put on a 'fashion show' for the rest of the school using the uniforms/clothing and demonstrating what they found out about work. The range of learning styles used in this process produces notable benefits for the learners.

Linking subjects to employability

Bryn Hafren Comprehensive School in Barry has a rapidly expanding modern foreign languages department with 150-200 students opting for languages at 14+ each year. The success is driven by active learning backed up by a commitment to show the relevance of languages to employment. The department makes use of a presentation offered by CILT Cymru to Year 9 on how knowing an extra language can be useful both in life and in the workplace. The event is designed to give young people the facts, expand their horizons and encourage them to believe they can learn languages successfully. This is complemented by exchanges, visits, pen pals and a link to Cardiff Wales Airport as an employer who makes active use of language skills. No one ingredient alone is responsible for the development of the subject but linking languages to the world outside school has been an essential part of the growth.

Enterprise and working with others

'The Green Squirrel Challenge' at Ysgol y Preseli is an enterprise activity that runs, in the first half of the autumn term in Year 10, to deliver skills for PSE, especially working with others, as part of the Welsh Baccalaureate. The programme starts with a suspended timetable event followed by seven weekly slots of 90 minutes. Pupils form companies to develop a product or service. Though supported by tutors, the process is not teacher led as pupils have booklets to guide and record their learning. The companies develop a prototype and a presentation for the last session, when they seek funding from a 'Dragon's Den' panel including school senior managers. The companies with robust plans are selected to go through to the Celtic Enterprise competition and run their business outside curriculum time. These are awarded loans of £50 and the school Business Manager acts as banker. The results of the process are students with a much better understanding of the challenges of the business world plus 75 per cent of the cohort with a Level 2 qualification in the Key Skill of Working with others.

Ensuring the value of a careers convention

In 2007, the main careers convention in Bridgend lasted two days, hosted 40 exhibitors, and involved 1,800 students including some from neighbouring authorities. A teacher's resource pack was provided before the event to facilitate effective preparation along with a bilingual student toolkit. These were supplemented by a programme available on the day. Voluntary organisations were involved as exhibitors to encourage engagement with non formal learning experiences. All exhibitors were asked to provide as much hands-on and interactive learning on the day as practicable. The effect of thinking big was a greater sense for young people of the range of pathways that might be within reach for them. The event also helped to reinforce their appreciation of the importance of employability and equal opportunities.

Preparation for work placements

In order to get ready for their work placements, Year 10 students at Ysgol Eifionydd, attend a 'Preparation Morning' where they work in small groups on a range of tasks, downloaded from the Careers Wales website. They are asked to identify what they need to do to ensure that they gain the maximum benefit from their work experience. Initial group discussion is followed by a wider discussion on what is required in terms of attitude, dress and equipment. Tutors have an opportunity to check arrangements and to make sure that questions and concerns are addressed. They can also be secure in the knowledge that the whole year group has received the same message. Students respond very positively and, for those who may be nervous, the event helps to develop confidence.

Tailored work experience

At MOD St Athan in the Vale of Glamorgan, the RAF has worked hard to tailor its work placements to a range of young people's interests and needs. Experiences are offered in graphics, IT, engineering, administration and physical education. Each package has daily objectives both for the young people and their supervisors. As a result, young people know clearly what they are doing and are consequently more positive about the experience as a whole. A day's hands-on taster course has also been delivered to work experience coordinators so that they can sample what happens and be better placed in matching students to placements.

Reflecting on work placements

At Bryntirion Comprehensive School in Bridgend, students follow up their work placements by undertaking an assignment, as part of the GCSE coursework requirements for English/Welsh. These are short, assessed presentations about their placements made to their peers in the language of their choice. This is an effective use of time for students and provides both purpose and motivation for the recording of workplace experience.

Global Enterprise Challenge

Global Enterprise Challenge (GEC) is for young people aged 16 to 19. During one week in September, Swansea College dedicate all tutorial time to the GEC. Nearly a thousand students take part in a generic team task, designed to enable all subject areas to put forward teams for a college final with 120 competitors. From these students, one team of six is chosen for the Wales final. This approach has enabled the college to embed enterprise into the tutorial system as well as introduce a huge number of staff to the benefits of enterprise education. The competition is now a hotly anticipated feature of the college calendar, showing how much it is enjoyed as a learning opportunity.

Preparing for work and life in a special school setting

Trinity Fields School and Resource Centre in Caerphilly is the lead partner in a project that aims to promote the independence of young people with complex learning difficulties. Through working closely with teaching staff, therapists, careers advisers, training providers and employers, project staff are able to offer the young person opportunities and choice in planning for their future. Job coaches provide access to work preparation, job clubs, work experience, voluntary work and paid employment, often with support by a peer mentor. Youth workers encourage young people to increase their skills through participation in the Duke of Edinburgh Award scheme and other youth activities. The project aims to ensure that activities complement the curriculum, in particular, through OCN and ASDAN schemes. The success of this programme lies in professionals from the widest possible range of disciplines working together. This opens the eyes of pupils and adults alike to ways of achieving more than could be initially imagined.

Employability skills in a training setting

The British Trust for Conservation Volunteers is a training provider working with young people who have become disaffected with education by the end of compulsory schooling. It offers skills-focused training and particular support is given to personal presentation and job application processes. The personal information that trainees record, with the help and support of staff, is then used to complete applications forms, write CVs, create letters of application and to prepare them for interviews. A step-by-step approach and a focus on positive achievement are at the heart of the improvement in self awareness and esteem which enhances progress into further employment, training or education.

Role models and Enterprise

Blackwood Comprehensive School has used Dynamo role models extensively within the PSE programme at Key Stage 4 but has recently also offered individual sessions for Year 11 students and their parents on 'Running your own business' during the careers evening. Their Dynamo Role Model, Peter Young, promotes the view that: 'It's the **skills** that are important . . . being adaptable is the key'. Peter says he loves to go into schools where he is seen as someone who can offer an alternative to young people. Luke was one of the students who signed up to go to Peter's workshop. He already runs a mini-enterprise, producing and marketing vegetables and chickens from his own allotment. He found the session 'informative, realistic and straight to the point . . . really useful.'

Dynamo is part of a wider commitment to enterprise which has seen the school in the finals of Young Enterprise in two of the past three years, winning it once and coming close on the other occasion. Several students achieve an OCR Level 2 Certificate in Enterprise as a result of their extra-curricular commitment in this area.

A sense of purpose

At Alun School, media studies students at both GCSE and A level are engaged in making short films for their coursework. In order to support and encourage their work, the school has invested significantly in digital editing facilities and has set up an annual school film festival. In addition, there is a Flintshire Film Festival at Theatre Clwyd in Mold to which students contribute. Making films for real events has increased the status of the work and created a heightened sense of audience among the young film-makers. The festivals have raised the stakes for students in a positive way, creating greater motivation and a desire to strive for the highest standards.

Leadership roles in sport

Dragon Sport introduces 7 to 11-year-olds to sport and, in order to do this, actively seeks to recruit older youngsters into sports leadership skills training. The young people are provided with pathways into coaching, officiating or administration within various sports. They are then able to help support primary pupils' activities such as indoor athletics, hockey and cricket. Students develop practical expertise within a sport, relevant both to voluntary and paid work in the future. They also gain valuable generic leadership skills. Details can be accessed at www.dragonsport.co.uk/en/13.htm.

Employer mentoring and expectations

At Tredegar Comprehensive School, Year 10 students in need of particular support are identified from across the ability range and given the chance to take part in an employer mentoring programme. Trained mentors spend seven sessions with each learner between the spring term of Year 10 and the autumn term of Year 11. They work with individual learners to find ways to resolve specific problems and, in particular, to set targets for improvement. Mentors are able to make clear links between school and workplace expectations in matters such as timekeeping and of working with others. The one-to-one nature of this scheme increases the self-esteem of those who are chosen and helps to create a sense of purpose for studies and a realistic attitude to the world of work.

Developing enterprise

Enterprise and entrepreneurship skills are approached developmentally at Ysgol Gyfun Tregib in Llandeilo, Carmarthen using a series of activities.

Year 9: Discovering Enterprise Day
Year 10: Entrepreneur role model presentations
Year 11: Celtic Enterprise (a local competition linked with Ireland)
Year 12: Young Enterprise.

Learners progress from finding out about the Key Skills linked to entrepreneurship and the importance of enterprise in the economy to meeting business people in the classroom. This process culminates with sixth form students competing at a national level with a range of projects. Learners become more aware of the challenges faced by business, improving their key and work-related skills in the process.

A range of support

For students in the pupil support unit at St Cyres School in Penarth, transition from school is supported by a careers adviser who works in the unit on a weekly timetabled basis. Learners are taken on a series of visits to local college campuses and training providers where they are introduced to the possibilities of post-16 training and education. The process of preparing applications for training, employment or further education is supported both by the careers adviser and the link teacher. The arrangements provide a thorough introduction to the world of work and training within a range of contexts.

Using students to promote records of progress

Heolddu Comprehensive has a well established and thorough process to ensure that pupils record what they achieve from Year 7 upwards. A request for a presentation at an advisory service event led the school to think about using some of their young people as ambassadors for this work. Gareth Davies, in Year 10, was one of those who was selected and is in no doubt that the development of his portfolio is something that is worth promoting. 'It's a record of my life,' he observed, 'and it keeps me on track.' He sees his portfolio as useful both for himself and for others who want to know about what he can do. The result of the presentation to the advisory service was a request for a similar input by another local school. As a result of the experience, the school intend to make much greater use of fellow students as ambassadors for the process in Year 7 and at other key points.

Further case studies

Sixteen further examples involving work-related programmes for 14 to 16-year-olds can be found in *Making a difference: Vocational provision 14–16* which is available from the Department for Children, Lifelong Learning and Skills, Floor 7, Southgate House, Wood Street, Cardiff, CF10 1EW.

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