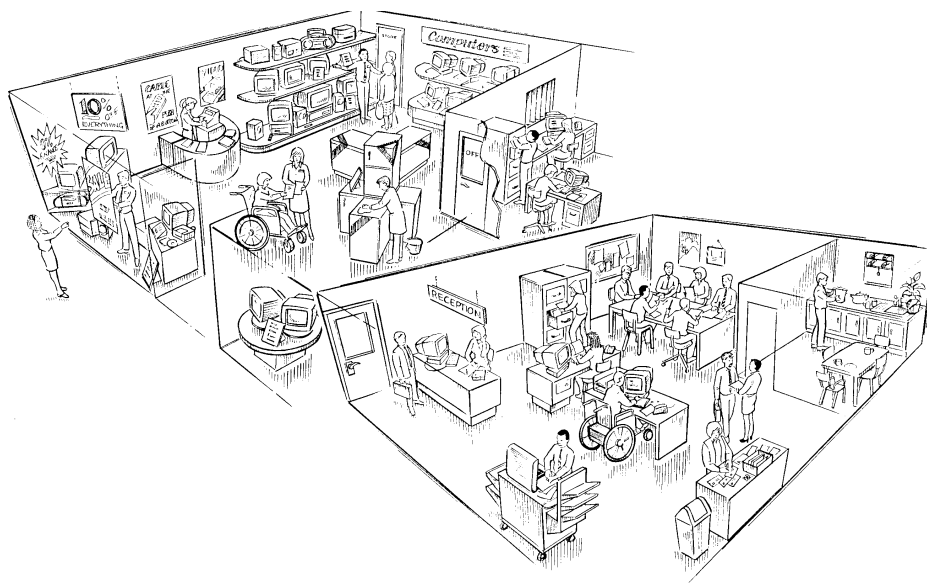


# *Work Experience*

## **LEARNING FRAMEWORKS**



**TUTOR MANUAL**

## About this Tutor Manual

This manual was written by Julia Fiehn and Gary Forrest, Regional Directors of the Centre for Education and Industry at the University of Warwick. It has been produced in response to requests from Work Experience organisers and schools for additional information, ideas, support and materials to accompany the Work Experience *Learning Frameworks*, originally developed by Andrew Miller.

Accompanying the manual is a CD-ROM, which contains all the existing pre- and post-16 *Learning Frameworks*, together with a blank and an editable copy of the *Framework*. The text of the Tutor Manual can also be accessed from the CD-ROM.

### Acknowledgements

We appreciate the support of the Department for Education and Industry, The Boots Company, CITB, Esso, Focus Central London, Glaxo Wellcome, Leeds TEC, McDonald's Restaurants and News International in the development and production of the manual, the CD-ROM and the reprinted *Learning Frameworks*.

### Availability

Additional copies of *Learning Frameworks* may be obtained direct from CEI at 30 pence per unit (plus postage and packing with a minimum order of £10). Orders should be addressed to The Publications Officer, Centre for Education and Industry, University of Warwick, Coventry, CV4 7AL (Tel: 024 7652 3948; fax: 024 7652 3617; email: [cei@warwick.ac.uk](mailto:cei@warwick.ac.uk)).

Additional copies of this manual, including the CD-ROM, are available from the same address, priced £25 plus p&p. The total package, which includes manual, CD-ROM and hard copies of all available *Frameworks*, is priced at £38 plus p&p.

# WORK EXPERIENCE LEARNING FRAMEWORKS

## Tutor manual

### Contents

	<i>Page</i>
Introduction and background to the <i>Learning Frameworks</i>	3
<b>Section 1</b> Use of the <i>Learning Frameworks</i> with the Key Skills	7
<b>Section 2</b> Use of the <i>Learning Frameworks</i> with the Record of Achievement	9
<b>Section 3</b> Ideas for using the <i>Frameworks</i>	11
<b>Section 4</b> Classroom activities	17
<b>Section 5</b> Guidance for workplace advisers	29
<b>Section 6</b> Guidance for Key Skills assessors	30
<b>Section 7</b> Recording formats for Key Skills	31
<b>Appendix</b> Available <i>Learning Frameworks</i>	36

## **Copyright**

These materials are the copyright of CEI.

Copyright of student materials is waived for use only in the purchaser's institution for the purpose of training or education, provided that the source is acknowledged and the logos are retained.

© Centre for Education and Industry, University of Warwick

Publication date: October 1999

ISBN: 1 872663 18 4

## Introduction and background

The *Work Experience Learning Frameworks* have been developed by the Centre for Education and Industry (CEI), at the University of Warwick, for use with students aged 14-19. The project has been supported by the Department for Education and Employment, and individual *Frameworks* have been developed with the involvement of industrial sponsors.

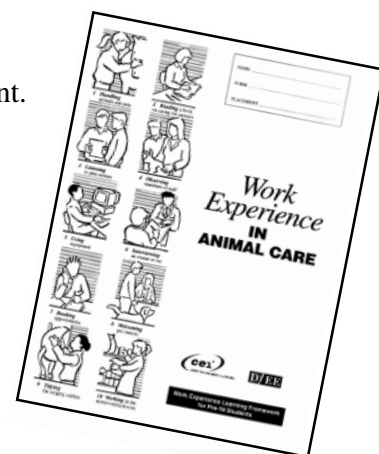
Organisers of work experience aim constantly to improve the quality of work experience and in particular to ensure specific learning outcomes for students. However, organisers, teachers and students are often unsure of the opportunities for learning likely to be available at different placements and in different sectors. In addition, students, especially pre-16, are not always aware of the potential for the development of Key Skills during work experience placements.

The *Learning Frameworks* have been developed, following research into placements in a wide variety of industrial and commercial sectors, to identify the potential for student learning. This learning is based on work tasks that students could be offered in different sectors, leading to work skills and Key Skills. The Frameworks provide students with the range of tasks that they could undertake on their placement and the skills that they could acquire.

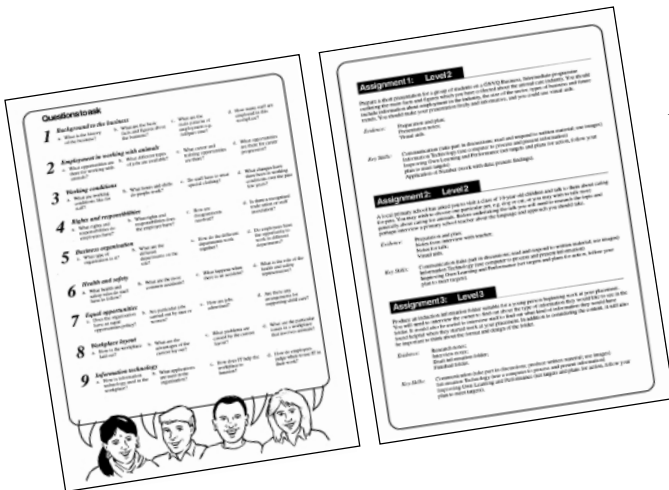
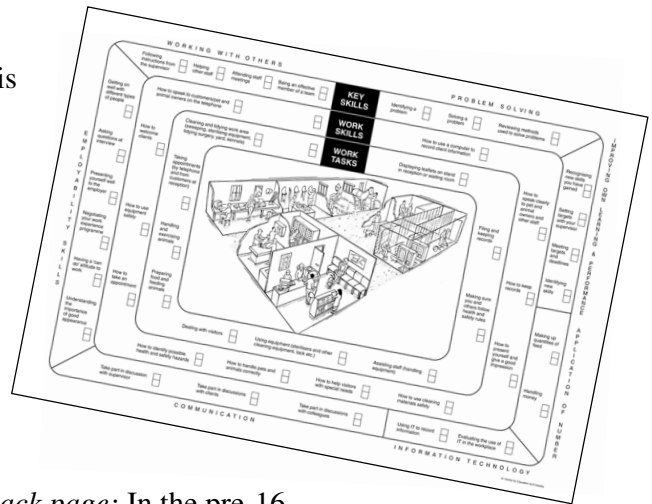
Most of the *Frameworks* are available in both pre-16 and post-16 versions, with the pre-16 version providing, in addition, research questions that students might answer during their placement, and the post-16 version including assignments which could be completed following the placement. The number of *Frameworks* available continues to increase. See Appendix for a current list of available *Frameworks* and sponsors.

The *Frameworks* have been produced in A3 format with illustrations to make them more attractive and user-friendly. All have the same structure, which is as follows:

*Front page:* This shows several different ways in which students can learn from their placement. It has space for students to write in their names and the name of the placement. Additional logos can be added locally.



*Inside spread:* At the centre of the *Framework* is an illustration which shows a typical work experience placement in the vocational area. This aims to help teachers and students to visualise the learning opportunities. There are three concentric circles around the illustration showing work tasks, work skills and Key Skills.



*Back page:* In the pre-16 *Framework* this comprises a set of questions. Students may wish to investigate some of these questions during their placement, although they may not wish to use all of the questions. In the post-16 version, the sample assignments are written to correspond to Intermediate and Advanced level.

An evaluation of the use of the *Frameworks* across the country has shown that they:

- are simple and easy to use;
- encourage students to set individual learning objectives and outcomes that are strongly focused on tasks and skills;
- act as a prompt to the employer in arranging a varied and meaningful work experience programme that meets the student's needs;
- provide a clear and concise summary of the student's achievements that can be readily referred to when writing coursework or a summary for the Record of Achievement;
- are useful in monitoring and discussing a student's progress;
- are useful in the preparation and debriefing of students;
- increase awareness of Key Skills.

The *Work Experience Learning Frameworks* have been disseminated since 1997 to contract holders for work experience organisation. They are photocopyable for schools and colleges. The complete set of *Learning Frameworks* is available on the enclosed CD-ROM, which also includes a copy of the contents of this Tutor Manual. A blank version of the *Framework* and an editable version are also on the CD-ROM. These have been provided in response to requests from users who want to encourage students to tailor their own *Frameworks*, either for unusual placements, or as an IT exercise which, itself, provides additional learning.

## Loading the *Learning Frameworks* CD-ROM for PC users

- Insert the disk in your PC's CD-ROM drive
- Double click on the '*My Computer*' icon on your desktop
- Double click on the CD-ROM icon (normally Drive D)\*  
The CD will load and display a menu:
  1. Tutor Manual in *Adobe Acrobat* (pdf) format\*\*
  2. All current *Learning Frameworks*, pre- and post-16, in *Adobe Acrobat* (pdf) format
  3. A blank *Learning Framework* in *Adobe Acrobat* (pdf) format
  4. An editable version of a *Learning Framework* as a *Microsoft Word* file
- Click on the menu item you require and it will automatically download into either *Microsoft Word* or *Adobe Acrobat*.

\* If you do have a copy of *Adobe Acrobat Reader*, double click on the '*Start Here*' icon to open the menu. If you do not have a copy of *Adobe Acrobat Reader* installed on your machine, double click on the folder '*Install Acrobat Reader*' and double click on the file '*AR40ENG.EXE*' and follow the instructions on screen.

\*\* The items in *Adobe Acrobat* can be shrunk and enlarged on screen and printed out, but cannot be edited.

## Rules for copying and amending the materials

The *Learning Frameworks* are the copyright of CEI. The copyright of student materials is waived for use only in the purchaser's institution for the purpose of training or education, provided that the source is acknowledged and the logos retained. The purchaser may add their own logo to the front cover of the Frameworks, but existing logos must not be altered or tampered with.

Each *Learning Framework* has been developed by CEI following thorough research and consultation with education and business partners. It is important that the text is not altered in any way.

A blank *Framework* has been included in this pack. This is provided to allow students to develop their own unique programme using the *Learning Frameworks* format. However, for obvious reasons none of the logos used on the other materials may be added to the blank *Framework*.



## Section 1:

# Use of the *Learning Frameworks* with the Key Skills



Key Skills are those generic skills that can help to improve learning and performance in education and training, work and life in general. There are six Key Skills, which have been described by the Qualifications and Curriculum Authority at five levels. Levels 1 - 3 are generally in use in schools and colleges.<sup>1</sup>

The Key Skills are:

**Application of number** (for example: interpreting numerical information; carrying out calculations; interpreting results and presenting findings)

**Communication** (for example: taking part in discussions; giving talks; reading and obtaining information; writing different types of documents)

**Improving own learning and performance** (for example: setting targets; planning how to meet them; following the plan; reviewing progress and identifying achievements)

**Information technology** (for example: searching for and selecting information; developing new information; presenting information)

**Problem solving** (for example: identifying problems; coming up with ways to solve them; planning and trying out options; checking to see whether the problem has been solved)

**Working with others** (for example: planning what needs to be done and who should do it; organising and carrying out tasks to meet objectives; identifying progress)

The Key Skills are important in learning because they help to focus on what and how the students are learning so they can get better results.

They are important to careers because they enable students to be flexible in whatever kind of work they do. Employers look for Key Skills when recruiting and promoting people. These skills are relevant to all levels of an organisation and to self-employment.

They are important in personal life because they can help students to organise themselves, manage their money, handle information and get on with others.

The *Learning Frameworks* introduce students to the six Key Skills by suggesting ways in which their placement could provide opportunities to use these skills. The *Frameworks* also

---

<sup>1</sup> Tutors and students will need to consult the Key Skills units in order to identify, collect and assess relevant evidence. (Key Skills units are available from QCA Publications, PO Box 99, Sudbury, Suffolk, CO10 6SN  
Tel: 01787 884444; Fax: 01787 378426)

suggest opportunities for using and developing skills of Employability - i.e. those personal skills sought by employers, and which help secure employment and to gain promotion. These include being flexible, getting on with many different types of people, showing initiative, being punctual and reliable etc.

The *Frameworks* can be used to support Key Skill development in the following ways:

- They could be used simply to raise students' and employers' awareness of the existence of Key Skills. If students take their *Learning Frameworks* to the pre-placement interview, they could ask employers what opportunities might be available on their placement for use of the six Key Skills. The *Frameworks* provide examples of each Key Skill.
- They could be used as a mechanism for recording use of the Key Skills, which can later be filed in the student's Record of Achievement.
- They could form the first stage in the systematic collection of evidence for the assessment and later accreditation of some or all of the Key Skills. Where students have identified Key Skills for which they require accreditation, they could use the opportunities available at their work placement to collect the necessary evidence. If evidence is to be formally assessed, students and tutors will require additional documentation to the *Learning Frameworks*. Suggested examples are provided in this manual in Section 7.

Evidence can include a number of different things:

- written records of events, such as minutes of meetings, memos, reports
- photographs
- audio tapes
- videos
- computer work on disk
- examples of school work
- sketches, diagrams and charts
- copies of letters sent and received
- 'witness statements' from people who have observed the use of a particular skill
- notes made while planning an activity
- lists of action points
- certificates achieved.

For evidence to be assessed, it must be headed and dated; organised and listed so that it can be retrieved easily; and safely stored. Students could write the code numbers of pieces of evidence on their *Learning Frameworks*, under the appropriate boxes.

Suggestions for classroom activities, which use the *Learning Frameworks* to develop Key Skills, are given in Section 4.

## Section 2:



# Use of the Learning Frameworks with the Record of Achievement

The *Learning Frameworks* can help students collect evidence for their Record of Achievement. The pilot version of 'Progress File'<sup>2</sup>, one way of recording achievement, provides materials for lifelong use. Its purpose is to help young people and adults make the most of themselves and their opportunities by giving gives them a method of:

- recognising, recording and evaluating their achievements
- planning, learning and progressing
- presenting their achievements to others.

At Key Stage 4, students will be using 'Moving On', one of the items in 'Progress File'. It suggests five stages of use:

- *Checking progress* - finding out how you're doing at the moment so you can start to make plans for the future
- *Setting goals* - giving yourself something to aim for in the future
- *Planning how to move on* - working out what you've got to do to get where you want to be
- *Career planning* - working out the next steps on your career path
- *Making applications* - using the information you've got to make the best applications you can.

The following chart shows the value of the *Learning Frameworks* during all of these stages:

Stage of Progress File	Learning Frameworks can help by....
Checking progress	<ul style="list-style-type: none"> <li>● providing a way of recording Key Skills, work skills and knowledge learned from work experience</li> <li>● providing a way of recording experiences</li> </ul>
Setting goals	<ul style="list-style-type: none"> <li>● helping students think about what opportunities might be available at their placement</li> </ul>
Planning how to move on	<ul style="list-style-type: none"> <li>● helping students to plan what they would like to experience and learn</li> </ul>
Career planning	<ul style="list-style-type: none"> <li>● providing students with a reminder of what they experienced and learned at their placement and how good they were at the jobs they did</li> </ul>
Making applications	<ul style="list-style-type: none"> <li>● summarising the skills students used so that they can mention them in applications and job interviews</li> </ul>

<sup>2</sup> See 'Progress File Achievement Planner' DfEE, 1999. Materials being tested between September 1999 and July 2002 available on CD-ROM available from Progress File Publications, PO Box 5050, Sherwood Park, Annesley, Notts, NG15 0DJ. <http://www.dfec.gov.uk/progfile/index.htm>



## Section 3:

# Ideas for using the *Frameworks*



The *Frameworks* can be used in many different ways. The following ideas are not designed to be prescriptive, and practitioners should try out methods that fit their own schemes best.

### Using the *Frameworks* with students

As part of the preparation before work experience

#### *Job descriptions*

- You can ask students to consider the job description for their chosen placement and tick those boxes on the relevant *Framework* they expect to be covered on their work experience.
- Students can write in additional tasks and work skills which are not included on the *Framework*, but which are part of their job description.

#### *Choosing a placement*

- Students can use the information on the *Frameworks* to help them decide on their objectives for their placement. The information on the *Frameworks* should help them decide whether they are likely to enjoy the ways of learning, types of tasks and opportunities to practise and develop skills.
- By looking at the typical tasks and relevant skills identified on the *Frameworks* students can make comparisons with written job descriptions supplied by companies.
- Having considered their objectives for work experience students can look at the *Frameworks* to see which vocational area offers the most potential.
- When a preferred placement is not available students can refer to the *Frameworks* to see which other vocational areas offer a similar range of tasks and skills.

#### *Preparing for the placement*

- You can ask students to rate themselves against each of the statements in the centre spread. For example the rating might be G for good, F for fair and P for poor. Their ratings can be discussed with others as part of a self-awareness and objective-setting session in advance of the placement.



- You can ask the students to identify one task or skill they are confident about and one they are uneasy about and discuss these in small groups or whole class.
- Students can use the *Frameworks* to produce a learning plan for their placement by ticking their priorities on the centre spread. Their priorities can be transferred to a work experience action plan.
- Students can use the list of questions on the back page of the *Framework* to plan an investigation of aspects of the workplace.
- You can brief the students to take their *Framework* along to a pre-placement interview. They can use it to explain the particular knowledge, skills and experiences they would like to gain. They can amend their *Framework* (perhaps using a blank *Framework* sheet) as a result of the discussion with their employer and when they have a firm idea about what they will be doing on the placement. They can tick or shade those boxes that they now expect to cover.
- You can discuss with students what evidence of achievement they will collect for each of the statements on the *Framework*.

### ***During the placement***

- Students can review their placement each day and tick/shade the boxes on the *Framework* when they have covered them.
- The work supervisor can be asked to sign or tick the boxes indicating their agreement that the student has completed the task or demonstrated a skill.
- Supervisors can be asked to rate the students using a number or letter code in the relevant boxes on the *Framework*.
- Teachers/lecturers who visit the students on placement can use the *Framework* to review the experience. The student's learning plan can be compared to the reality.

As part of debriefing and follow-up to the placement

### ***Debriefing***

- Students can use the *Framework* as a tool to help them review and summarise their experience. They can choose a number of the statements which best reflect their experience at work. How did their experiences differ? What Key Skills have they practised? What work-related skills have they developed? What work tasks did they undertake?

- You can ask students who have been to the same working environments to compare and contrast their learning experiences using their completed *Frameworks*. Did some have different work tasks from others? Did some placements offer more opportunity to develop skills than others? What are employers looking for in young people?
- Students who have investigated the same themes or questions can compare their findings and possibly produce reports or presentations.

### ***Follow-up***

- Post-16 students who have completed one of the assignments on the back page of the *Frameworks* can discuss their findings and identify similarities and differences between workplaces.
- Students can use the information recorded on their *Framework* to help prepare a statement to be included in their record of achievement.
- Students can use the *Framework* to help identify gaps in their knowledge and skills and consider an action plan for the future.

As part of careers education and the PSHE programme

### ***Awareness of world of work***

- Students can look at a selection of the *Frameworks* to compare and contrast the skills and tasks involved in different vocational settings.
- Students can use the *Frameworks* as part of a discussion about what is meant by the term Key Skills. They can see how they relate to the world of work.
- The list of employability skills on the *Frameworks* can be used to stimulate discussion on what employers are looking for from young people.
- You can laminate the *Frameworks* and display them to show students what type of work they can expect to undertake in different work sectors.
- Students can look at a selection of the *Frameworks* to compare and contrast the skills and tasks involved in different vocational settings.



- Students can use the *Frameworks* as part of a discussion about what is meant by the term Key Skills. They can see how they relate to the world of work.
- The lists of employability skills on the *Frameworks* can be used to stimulate discussion on what employers are looking for from young people.
- You can laminate the *Frameworks* and display them to show students what type of work they can expect to undertake in different work sectors.

### ***Health and safety***

- You can ask students to identify health and safety issues raised on the *Frameworks*. What work tasks relate to health and safety?
- You can ask students to identify hazards illustrated in the drawings. They can look at each vocational area to see how health and safety issues compare.

## **Using the *Frameworks* with employers**

### ***Recruiting new employers***

- You can show a new employer a relevant *Framework* to help them see the type of tasks students might undertake. Explain that the *Frameworks* were developed as a result of meetings with employers from large and small businesses and that they have been used all round the country.

### ***Designing the placement***

- An employer can be asked to tick those task and skill boxes a student could experience on the placement. They can use this information to help write the job description and placement programme.
- The health and safety statements on the *Framework* can be used to raise employers' awareness during a risk assessment discussion.
- The statements written on the front of each *Framework* can help employers to understand the different ways that students can learn from their placement. You can use this to ensure that there will be opportunities for students to learn by doing as well as observing.



- Employers can use the *Framework* as part of the briefing of workplace supervisors.
- Reading the questions on the back page of the pre-16 *Framework* can stimulate employers to gather useful information for the student. Staff can be primed to answer questions or put together a package of printed material.

#### ***Pre-placement interview***

- Employers can use the *Frameworks* as a basis of discussion with the student. They can ask the students to say what their needs are and can discuss what opportunities will be provided. The employer can tick or initial those boxes that are likely to be covered.
- Employers can use the statements relating to health and safety to reinforce their briefing of the student at the pre-placement interview.

#### ***During the placement***

- The student's *Framework* and action plan can be discussed during the induction briefing at the beginning of the placement.
- Halfway through the placement the employer can review the student's learning by referring to the statements on the *Framework*.
- Supervisors can encourage students to identify which skills he/she is using during the placement. They can rate them against each of the statements in the centre spread. For example the rating might be G for good, F for fair and P for poor.
- The *Framework* can be used as part of a review at the end of the placement. A rating can be put in the relevant boxes and the employer can discuss how well the student has made progress in or demonstrated capability in the skills.

#### ***After the placement***

- The statements on the *Framework* can provide a useful starting point for an employer's assessment report on a student. They can gather data regarding the student's skills in relation to the various parts of the *Framework*.
- A completed *Framework* can be used by employers to review job descriptions and future placements. Do all students have the same access to work tasks? Can more be done to help the students achieve their objectives?



## Section 4:



# Classroom Activities

## Introduction

The following activities have been devised for use in an average Careers or PSHE lesson of 40 minutes. Each activity makes use of the *Learning Frameworks* in a different way and provides the tutor and students with additional materials.

Tutors are encouraged to use active and experiential learning strategies with students, so the activities include group discussions, role-play, card sorts and action planning. The activities can be used at different points during a work experience programme, either as preparation or follow-up.

## Brief description of each activity

### 1. I'd like to have a go

Students work in pairs to role-play a pre-placement interview in which the student and the supervisor plan the placement programme. The student asks the supervisor for the chance to try three specific tasks and has to justify these with reference to the skills the student will learn.

### 2. Learning by Doing

Students, working in groups of four or five, are given sets of *Key Skills* cards and *Work Task* cards. The game requires them to match tasks to skills and to give an explanation of the matching. The explanations are written on the cards and displayed around the classroom.

### 3. Employability Skills

Students, working in groups of four or five, are given sets of *Employability Skills* cards. The tasks include discussing what is meant by the different skills; how important they are to different employers; and how students can develop the skills through their school/college subjects and through other activities.

### 4. Writing your own Framework

Students work in small groups on two activities which use the blank and editable Frameworks. The tasks involve discussing and designing new *Frameworks* for placements for which there are no suitable *Frameworks* already available.

### 5. Learning at Work

Using a selection of the drawings from the front covers of the *Learning Frameworks*, students do a sorting activity focusing on the different ways of learning on the placement: learning by doing, talking, observing and reading.

### 6. Designing a Poster

Students work in pairs to produce a display of posters showing skills they have used and learned at different placements.

## **Activity 1 I'd like to have a go**

### **Aims**

- To help students identify the tasks they would like to practise on work experience
- To encourage them to link work tasks to particular skills
- To give them confidence to ask to 'have a go' at particular tasks

### **Method**

- Give out relevant *Learning Frameworks* to students, depending on where they have been placed for work experience. Ask them to work in pairs, preferably with students going to similar placements. Allow five minutes for each student to look at their *Framework* and decide which three tasks they would particularly like to 'have a go' at during their placement. They should also decide which work skills and Key Skills they would develop if they could try these tasks.
- Give out the pairs of role cards to the pairs of students. They should decide who will take on the role of student and who will be the supervisor.
- Allow 15 minutes for pairs of students to role-play as outlined on the role cards, with students requesting permission to try the three tasks they have identified, and the 'supervisors' asking them to justify their requests.
- Stop the role-play and ask the pairs to swap roles, so that students can take on the role of supervisors and vice versa. Stop the role-play after 15 minutes.
- For the remaining 5 minutes of the lesson, discuss the following question with the class: "What are the 'golden rules' when making a request of a workplace supervisor?"
- Follow-up work: ask students to write a summary of the reasons for wanting to try three tasks while on work placement.

**Activity 1****I'D LIKE TO HAVE A GO****Role cards****Supervisor's role**

You are a supervisor at a workplace. You have been given responsibility for a student who will be spending two weeks in your section.

You don't know much about what the student will be doing during the two weeks, because you are new to the company. You are hoping that you will be able to give the student a job to do to keep him/her occupied, and you particularly don't want the routine of the section to be disrupted.

The student is coming to see you, to discuss the work experience and to plan a programme. You want to be helpful, but you also have to consider the other members of your section, health and safety considerations and the service you provide for customers.

**Student's role**

You have been allocated a work placement in a company which specialises in the area of work you are interested in doing when you leave school.

You are keen to try a number of different tasks during your work experience, but you have decided on three things in particular that you would like to have a go at. You want to learn some new skills and you are also keen to collect some evidence of Key Skills while you are on placement.

Your school has arranged for you to have a pre-placement interview with your supervisor and you will need to plan your placement programme during the interview. Remember that you must give him/her clear reasons for wanting to do particular things on your placement. You must also be polite.

## **Activity 2 Learning by Doing**

### **Aims**

- To raise students' awareness of Key Skills
- To encourage students to consider how they can acquire Key Skills
- To give an opportunity to practise Working with Others

### **Method**

- Ask students to work in groups of four/five. Give each group a set of *Work Task* cards and a set of *Key Skills* cards.
- Tell the groups to lay the *Key Skills* cards out, face up, in the middle of the table.
- Ask the group to deal out the *Work Task* cards to members of the group. They should each have three or four.
- The aim is to get rid of the *Work Task* cards by placing them, one per turn, next to a *Key Skill* card. The student placing a *Work Task* card next to a *Key Skill* card must explain how the Key Skill will be used in performing that task. If the group do not agree with the explanation given, the card cannot be placed. If the group do agree with the explanation, the student should write the reason briefly on the *Work Task* card.
- When every student has had three or four goes and all cards have been placed on the table, ask students to stick the cards on to flip chart paper or sugar paper and display their matches around the room.
- Students can compare their own explanations with those of other groups.
- Sum up by asking students to say which of the Key Skills they found easiest to match to work tasks and what the most common explanations were.

**KEY SKILLS CARDS**

<b>Application of Number</b>	<b>Information Technology</b>
<b>Communication</b>	<b>Problem Solving</b>
<b>Improving Own Learning &amp; Performance</b>	<b>Working with Others</b>

**WORK TASK CARDS**

<b>Observing and helping someone prepare food</b>	<b>Feeding and watering animals (on a farm)</b>
<b>Assisting in a theatre box office</b>	<b>Working with office equipment</b>
<b>Reading stories to children</b>	<b>Preparing displays for a notice board</b>
<b>Working on the construction process (on a building site)</b>	<b>Cleaning changing rooms (in a leisure centre)</b>
<b>Checking fan belts, tyre pressures, operation of driver controls (in a garage)</b>	<b>Playing games with groups of small children</b>
<b>Greeting customers</b>	<b>Answering the telephone</b>
<b>Processing cheques</b>	<b>Filing records</b>
<b>Receiving or despatching goods</b>	<b>Using a computer to enter figures</b>

## **Activity 3 Employability Skills**

### **Aims**

- To raise students' awareness of employability skills following their work placement
- To encourage students to consider how they can acquire the skills employers' want

### **Method**

- Divide students into groups of four/five. Ensure that each group includes students who have experienced different work environments (e.g. retail, office, and factory).
- Give one person in each group a set of the *Employability Skills* cards. That person should then look at the first card and read it out to the group and say: (a) what they think the skill involves and (b) whether it is important to the employer at their work placement.
- The card is placed on the bottom of the pile and the set of cards passed to the next person who takes a new card. The task is repeated until all of the cards have been looked at.
- Next, ask each group to choose any three of the employability skills and discuss how they could improve their ability in each of them. What opportunities are there for them to develop the skill both in and outside school/college? How do their school/college courses help them to develop employability skills? What evidence do they have of these skills?

## EMPLOYABILITY SKILLS CARDS

<b>Showing initiative</b>	<b>Negotiating your work programme</b>	<b>Understanding the importance of good appearance</b>
<b>Preparing well for interviews</b>	<b>Asking questions when appropriate</b>	<b>Understanding the importance of good time keeping</b>
<b>Being flexible and willing</b>	<b>Presenting yourself well to the employer</b>	<b>Showing that you are honest and hard-working</b>
<b>Working well in a team</b>	<b>Working on your own</b>	<b>Getting on well with different types of people</b>
<b>Showing that you are confident and determined</b>	<b>Showing an interest in what you are doing</b>	<b>Having a 'can do' attitude to work</b>

## **Activity 4 Writing your own Framework**

### **Aims**

- To enable students going on an unusual placement to use a *Learning Framework*
- To encourage students to look closely at the *Frameworks*
- To give an opportunity to practice Working with Others
- To provide evidence of Improving Own Learning and Performance

### **Method**

- The following two activities make use of the blank *Framework*, which can be downloaded from the CD-ROM, and the editable *Framework*, which can be used on screen

### **Activity 4A**

- Use this activity if there are four or more students in the class going on a placement for which there is not a suitable *Framework* available.
- Ensure that these students have made some initial contact with the workplace, so that they have some idea of likely tasks they will be carrying out.
- Cluster the students into groups, each group working with one of these students.
- Download blank *Frameworks* from the CD-ROM and provide each group with one copy.
- If each group is large, divide the following tasks up between sub-groups. If not, the group can carry out all of the following:
  - decide what would be included in the illustrations in the centre of the *Framework*
  - decide and agree on the likely tasks the student will carry out at the placement and write them in the 'Work Tasks' circle
  - decide and agree on work skills and write them in the 'Work Skills' circle
  - decide and agree on Key Skills and write them in the 'Key Skills' circle.
- Ask them to decide what kinds of learning they think the student is likely to engage in on the placement. When they have agreed, they can suggest pictures that would be appropriate for the front cover of the *Framework*.
- The student could be given the task of devising the 'Questions to ask', on the back page of the *Framework*, during the work placement and completing these on return to school.
- Students should be asked to produce a final clear and neat version of the *Framework*, which could be given to students using the placement in future years.

### **Activity 4B**

- Use this activity with students who have been allocated placements for which there are no *Learning Frameworks*. They could work on their own provided the necessary IT equipment is available.
- Show them how to access the editable *Framework* from the CD-ROM.
- Tell them to edit the text of the *Framework* so that it would be appropriate for their own placement.

## **Activity 5 Learning at Work**

### **Aims**

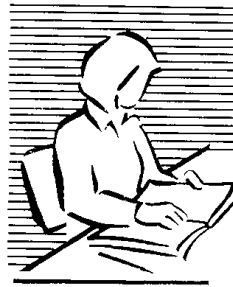
- To help students to consider the different ways they can learn when they are at work
- To support the preparation of students before their placement

### **Method**

- Discuss with the students what different ways they will be able to learn when they are on their placement. Agree on four main ways that they might learn, such as learning by doing, learning by reading, learning by talking and learning by observing.
- Print copies of the *Ways of Learning* drawings and cut into sets. The drawings depict students at the work placement and have been taken from front covers of *Learning Frameworks*.
- Divide the class into small groups and give each group a set of the drawings.
- The group task is to consider each drawing in turn and decide which way of learning is being portrayed. They should place each drawing under one of the four headings identified above. When they have completed the sort they can discuss what type of work placement is depicted on each drawing (e.g. a placement in a laboratory or an office) and which ways of learning their own placement will offer.

## WAYS OF LEARNING

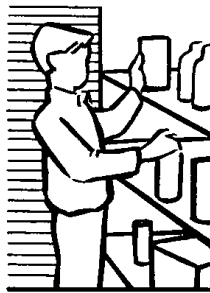
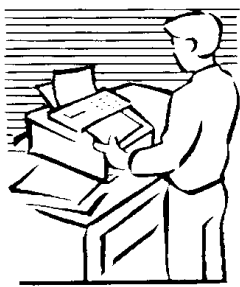
### By reading:



### By observing:



### By doing:



### By talking:



## **Activity 6 Designing a Poster**

### **Aims**

- To provide a means of debriefing work experience
- To encourage students to consider the skills they have used and learned.

### **Method**

- Following work experience, ask students to work in pairs, preferably two students who have attended placements in similar work sectors.
- Tell them that you want to mount a display of posters showing skills learned at different placements to use with next year's group of work experience students.
- Ask the students first to consider which three skills they used most often during their placement. They should use their completed *Learning Frameworks* to remind them.
- Give them time to design a poster that captures the way the skills were used. The poster could be designed using the drawings from the *Learning Frameworks* or simply using art materials.
- Mount the completed posters and laminate them for use with other students.

## Section 5:

### Guidance for or Workplace Advisers



The *Work Experience Learning Frameworks* have been developed by the Centre for Education and Industry (CEI), at the University of Warwick, for use with students' aged 14-19. The project has been supported by the Department for Education and Employment, and the individual *Frameworks* have been developed with the involvement of industrial sponsors.

The *Learning Frameworks* have been developed, following research into placements in a wide variety of industrial and commercial sectors, to identify the potential for student learning. This learning is based on work tasks that students could be offered in different sectors, leading to work skills and Key Skills. The *Frameworks* provide students with the range of tasks that they could undertake on their placement and the skills that they could acquire.

When a student takes up a placement in your organisation, he/she may show you a copy of the relevant *Learning Framework*. It will outline some of the possible tasks and skills that he/she could learn from your sector of business. It will also provide the student with research questions or assignments based upon your sector.

It would be very helpful if you could support the student in using the *Learning Framework* in the following ways:

- Use the *Framework* to discuss with the student those work tasks which the student could perform in your organisation. It may be that some of the tasks suggested are not possible (the student will have been warned that this may be the case).
- Plan a mid-placement review meeting with the student at which you will expect to see marked on the *Framework* those tasks and skills which the student thinks he/she has practised. You may be able to help secure practice in further tasks and skills during the remainder of the placement.
- Allow some time in the placement for the student to carry out research for the questions or assignments provided on the back of the *Framework*. You may be able to direct the student to staff who will be able to provide the relevant information.
- Encourage the student to identify which of the Key Skills he/she is using at your organisation. If the student is seeking accreditation of the Key Skills, you may be asked to write a short 'witness statement' testifying to the student's use of the Key Skills or to sign a piece of evidence to validate it. Please ensure that you are satisfied about the student's ability to perform the Key Skill.

Thank you for helping to improve the quality of learning of students on work experience.

## Section 6:

# Guidance for Key Skills Assessors



The *Learning Frameworks* provide teachers, students and workplace supervisors with the opportunity to identify Key Skills and to record evidence of their use during work experience placements. The simple format encourages all students, including those with special needs, to record those skills which they plan to use and which they have used.

However, if students wish to be assessed on some or all of their Key Skills, there will need to be additional evidence presented to the assessor. Any accreditation pre-16 can only be offered as part of an approved programme or course. Assessors must ensure that students clearly understand what is being expected of them.

- Prior to the work experience placement, students will need some introduction to the Key Skills. Key Skills must be made explicit to learners, and this includes their purpose, benefits and relevance. Students will need time to consider which of the Key Skills they already use and which areas they would like to improve.
- Students should receive some preparation by the teacher and/or Key Skills assessor as to the kinds of evidence which will be acceptable. Suggested forms of evidence are given in Section 1.
- Teachers/assessors should provide training in the organisation and cataloguing of evidence. Many students will be unfamiliar with portfolio-style assessment, especially pre-16, and will require help in building their Key Skills portfolio.
- All students will need copies of the Key Skills units so that they can decide which of the Key Skills, at which levels, they intend to have assessed. It may be easier for students to identify no more than three Key Skills to focus on during the work experience placement.
- As well as collecting evidence of Key Skills during the placement, students should complete more detailed recording forms. Examples of some forms that could be used with the Learning Frameworks are given in Section 7.
- Remind students that validity of evidence is crucial. They may need to obtain signatures from workplace supervisors to validate claims. They may also wish to ask supervisors for witness testimony that they have used a Key Skill.
- In some circumstances, the assessor may wish to observe a student engaged in a specific task. In this case, the assessor should make an appointment with both the student and the workplace supervisor.
- Assessment of the Key Skills portfolio may reveal gaps, which the student can evidence from other activities. It is highly unlikely that all the evidence necessary for accreditation of a Key Skill will be obtained from one placement.

## Section 7:

### Recording formats for Key Skills



#### A. Preparing students: understanding Key Skills

Examine the Key Skills units. Now think of one project that you have done recently. It could be in one of your lessons or it could be during a school club or sporting activity. Describe the project briefly in the middle box.

In the other boxes, write how you think you used that Key Skill. You don't have to write something in every box if you didn't use that Key Skill. (This form, when completed, can provide evidence for Improving Own Learning & Performance.)

<b>Name:</b>		
<b>Working with Others</b>	<b>Improving Own Learning and Performance</b>	
<b>Communication</b>	<b>Describe the project</b>	<b>Information Technology</b>
<b>Problem Solving</b>	<b>Application of Number</b>	

## B. Preparing students: Using the *Learning Frameworks*

Look at your *Learning Framework*. Decide which of the Key Skills you will use during your work placement. What kinds of evidence are you likely to need to prove to the assessor that you have used this key skill? Now complete this form by filling in the relevant boxes in the second and third columns. (This form, when completed, can provide evidence for Improving Own Learning & Performance.)

<b>Name:</b>		
<b>Key Skill</b>	<b>Used in which work tasks on Learning Framework</b>	<b>Possible evidence</b>
Application of Number	e.g. keeping accounts	e.g. photocopy of accounts statement from supervisor
Communication	e.g. talking to a customer	e.g. photograph statement from a supervisor
Improving Own Learning & Performance	e.g. learning how to use a piece of equipment such as a fax machine	e.g. copy of a fax sent
Information Technology	e.g. using a spread sheet	e.g. hard copy of the spread sheet
Problem Solving	e.g. finding our what is wrong with some equipment	e.g. description of the problem and the solution with a supervisor's signature
Working with Others	e.g. working in a kitchen with a team of staff	e.g. witness statements from others in the team

**C. Recording evidence during the placement**

<b>Name:</b>		<b>Placement:</b>	
<b>Key Skill: Application of Number</b>	<b>Used in which tasks</b>	<b>Actual evidence collected</b>	<b>Portfolio reference number</b>
Assessor's comments:			
Assessor's signature:			
Date:			

<b>Name:</b>		<b>Placement:</b>	
<b>Key Skill: Communication</b>	<b>Used in which tasks</b>	<b>Actual evidence collected</b>	<b>Portfolio reference number</b>
Assessor's comments:			
Assessor's signature:			
Date:			

<b>Name:</b>		<b>Placement:</b>	
<b>Key Skill: Improving Own Learning &amp; Performance</b>	<b>Used in which tasks</b>	<b>Actual evidence collected</b>	<b>Portfolio reference number</b>
Assessor's comments:  Assessor's signature:  Date:			

<b>Name:</b>		<b>Placement:</b>	
<b>Key Skill: Information Technology</b>	<b>Used in which tasks</b>	<b>Actual evidence collected</b>	<b>Portfolio reference number</b>
Assessor's comments:  Assessor's signature:  Date:			

<b>Name:</b>		<b>Placement:</b>	
<b>Key Skill: Problem Solving</b>	<b>Used in which tasks</b>	<b>Actual evidence collected</b>	<b>Portfolio reference number</b>
Assessor's comments:  Assessor's signature:  Date:			

<b>Name:</b>		<b>Placement:</b>	
<b>Key Skill: Working with Others</b>	<b>Used in which tasks</b>	<b>Actual evidence collected</b>	<b>Portfolio reference number</b>
Assessor's comments:  Assessor's signature:  Date:			

## Appendix



### Available *Learning Frameworks*

The *Learning Frameworks* series has been developed by the Centre for Education and Industry (CEI) at the University of Warwick with the support of the DfEE and the following employers: The Boots Company, CITB, Esso, Glaxo Wellcome, McDonald's Restaurants, NatWest, News International, Rover, Sainsbury's, and SmithKline Beecham.

The series continues to develop and new *Frameworks* are likely to be published. At present there are pre- and post-16 *Frameworks* for the following:

- animals
- art and design
- child care
- construction and the built environment
- factories and workshops
- farming and agriculture
- financial services
- garages and vehicle maintenance
- hairdressing and beauty (pre-16 only)
- health care
- hotels
- laboratories
- leisure centres
- media
- office
- performing arts
- restaurants and catering
- retail
- schools.



THE BOOTS COMPANY

**CITB**  
Construction Industry  
Training Board



  
**Focus** central london

*GlaxoWellcome*



Training and  
Enterprise  
Council



News International 