3: Preparing learners for work experience

What's in this section?

3.1 What is involved in preparing for work experience?

3.2 Finding out about work.

3.3 Employment responsibilities and rights.

3.4 Using the employability framework to help you and your learners create the Placement Learning Plan.

3.5 Getting ready for work.

If you have worked through the activities in **Planning and providing work experience for your learners,** your learners will have completed their self-assessment and have shared their initial thoughts about their work experience programme. You will have carried out one-to-one reviews with them and Step one of the PLP will be complete. You are now ready to help them in the next stage of preparation.

You can use these ideas during the initial assessment phase of the E2E programme to help learners define their key objectives.

There are eight learner activities in this section.

3.1 What is involved in preparing for work experience?

A major benefit of the E2E programme is that it gives your learners an opportunity to:

- appreciate the breadth of work opportunities they can aspire to;
- develop high expectations of themselves;
- find out about the world of work through research;
- experience a range of vocational environments through a planned work experience programme;
- see the benefits of work experience for themselves.

It can be difficult to answer the question 'what work would you like to do?'. 'I don't know what I want until I know what I can have' is a reasonable answer! It is important that E2E learners understand that the world of work can include them and that they can succeed. You will want to plan a programme that leads to realistic progression opportunities, but at the same time your learners should be encouraged to aim high and explore areas that they may not have seen as possibilities for them.

At this stage of preparation you want to encourage your learners to open their minds to the possibilities that life offers. You should aim to encourage a positive and optimistic outlook.

In preparing for work experience it is vital that the learner understands that:

- the world of work offers a wide range of opportunities;
- non-traditional jobs are open to them;
- learning and developing skills are vital to success;
- skills are transferable;
- a wide variety of work placements can provide learning opportunities;
- they need to develop the habit of reflecting on skills they have learnt in order to plan for progression in the immediate future and to sustain their employability in the longer term.

Although you may already have a good idea about what you think will suit your learner best, remember that the learner will be more committed to work placements and more motivated to get the most out of them if they:

- think about their options for themselves;
- carry out research for themselves, albeit guided by you;
- consider what sort of placement plan will suit their needs;
- work with you to construct their Placement Learning Plan (PLP).

The activities in this section support the learners' preparation and help them to formulate their Placement Learning Plan. They are grouped into the following themes:

- finding out about work;
- employment responsibilities and rights;
- using the employability framework to create the Placement Learning Plan.

They also give the learner plenty of opportunities to record evidence of learning in their Recognising and Rewarding Progress and Achievement in Non-accredited Learning (RARPA) portfolio.

Finding out about work

Learner activity 3: What jobs are there?

Research activity for individual, pairs and groups using the internet or web-based resources.

Learner activity 4: Could I do that job?

Card sort activity challenges stereotypes associated with specific roles using words and images.

Learner activity 5: My dream job

Card sort activity to help learners recognise how their values influence their choices in life.

Interactive CD-ROM activity to produce a personal summary of 'What's important to me?' Creative exercise to describe 'My dream job'.

Learner activity 6: Meet the experts

Research through interviewing subjects.

Employment responsibilities and rights

Learner activity 7: Health and safety: Who's responsible?

Interactive CD-ROM and card sort activity to teach and test learner's understanding of health and safety responsibilities in the workplace.

Learner activity 8: Equality and diversity: Who's responsible?

PowerPoint using scenarios to stimulate and provide information about rights and responsibilities in respect of equality and diversity.

Using the employability framework to create the Placement Learning Plan

Learner activity 9: What sort of work placements will suit me?

Planning activity using video footage of real E2E learners to stimulate ideas about different types of placements.

Learner activity 10: Spot the skills

Activity uses video footage of real E2E young people in the workplace. Learners spot the skills they demonstrate. They can go on to place the skills in the employability framework. This activity prepares learners to create their own PLP with tutor support.

Learning during the preparation stage

Across the E2E curriculum there is a wealth of learning opportunities you can incorporate into your teaching and learning plan during this preparation stage. This stage, if well planned, can give learners the opportunity to develop and practise skills across the E2E curriculum, as well as giving them the opportunity to gain the information and knowledge they need. For example:

Skills for life	Personal and social skills	Vocational skills
• Develop and practise *Skills for Life* and Key Skills • Develop and use research and analytical skills • Take part in discussions • Ask questions and record answers • Present information to the group	• Work in pairs and groups • Meet new people • Prepare self for work • Develop confidence • Develop self esteem • Recognise own learning needs	• Learn about vocational skills • Learn about what employers are looking for • Learn about health and safety • Learn about rights and responsibilities • Learn about training for specific jobs

You and your colleagues can plan activities that maximise learning opportunities. Teaching strategies should focus on active learning, where learners are involved in activities such as investigating, discussing, planning and presenting. Examples include:

Using business-based materials	**Using case studies**	**Role-play job interviews**
Discussion groups	**ICT based activities**	**Analysing local labour market information**
Presentation from employers	**Using materials from trade magazines**	**Problem-solving activities**
Focused visits to industry	**Individual focused research**	**Work shadowing**
Team tasks	**Investigating training opportunities**	**Decision-making activities**
Interviewing family members and friends	**Interviewing E2E graduates and apprentices**	**Creating a poster presentation**
Collecting job advertisements and analysis	**Create job descriptions**	**Role-play getting ready for work**

To get the most out of this phase you need to work with colleagues who are responsible for the different elements of the E2E programme. There are ideas to help you develop a whole organisation approach in **Section 5, Messages for Subject Learning Coaches**.

2C Ltd: case study

2C Ltd prepared an interactive CPD session with staff from two branches. The aim of the session was to encourage staff to undertake a range of roles to organise and support the work placements. Ideas from the Standards Unit pilot resources stimulated a whole team approach to maximise learning outcomes from work experience from the perspective of the learner, the employer and the training team. The team produced a learner resource pack containing a range of information to support effective work experience and offer learning opportunities for their young people. The approach within the session promoted ownership by all staff and broke down barriers between different branches. Instead of resistance and defensiveness there was very positive feedback around the whole process. The staff is now planning further resources which will include a vacancy board for placements and an introductory pack for employers.

Recording learning

Work experience preparation activities will help your learners develop skills across the E2E curriculum, and they should be aware of this. You also need to think about how your learners can record their learning while preparing for work experience, for example:

- keep portfolios of evidence that lead to accreditation;
- set up and keep personal folders on PC;
- record specific learning in relation to learners' *Skills for Life* or Key Skills objectives;
- adapt and extend the Placement Learning Plan in this resource;
- record evidence in the learners' RARPA portfolio.

The next page shows an example of Gemma's (the learner who is 'ready to find a focus') Placement Learning Plan, Step 2.

Step 2: Skills and knowledge I can develop as I find out more about the world of work			
E2E curriculum	***Skills for Life***	**Personal and social skills**	**Vocational skills**
About the world of work	Use the Internet to read and obtain information Analyse and summarise information Prepare questions and talk to people Take part in one-to-one and group discussion	Work with partner Present ideas to the whole group Understand my own values	Manage my time to complete the tasks Think about the type of work I'd like to try Find out about working in large stores
Getting ready for work			Find out about and see if I can begin NVQ in customer service

3.2 Finding out about work

The next four activities give your learners the opportunity to find out about the world of work and consider their vocational objectives. The aim, at this stage, is that they have an open mind, are optimistic about what they can do and achieve, and begin to make choices based on an understanding of what is important to them in their lives.

Notes for tutors

All these activities can be adapted to suit the needs of your individual learners and your own strengths as a tutor. The CD-ROM contains footage of E2E learners that will provide stimuli for many different activities and we encourage you to explore the possibilities.

In this section there are overviews of the sorts of activities that can help learners decide their vocational objectives and prepare for their work placements. There are session plans that you can download and adapt on the **Tutor resource** CD-ROM.

Most of these activities are enriched by well-managed group discussion. To prepare for discussion the activities encourage learners to explore ideas and information and present to the rest of the group. Try to avoid 'telling' learners what is best for them or giving them too much information before they have investigated areas for themselves. Working this way has the benefits of:

- encouraging the learner to find out things for themselves;
- using and developing their *Skills for Life* and Key Skills;
- developing confidence in articulating ideas;
- motivating learners to get the most out of their work placements.

Motivational dialogue[1] skills can be very useful with groups as well as in one-to-one sessions. You may wish to extend your own skills in open questioning, reflective listening and eliciting change talk by referring to the Standards Unit resource: Using motivational dialogue to help learners progress.[1]

Springboard Islington: case study

Tutors at Springboard found the skills and approaches of motivational dialogue particularly useful in supporting those learners lacking confidence in their ability, or those who were ambiguous about undertaking placements.

The organisation's work experience documentation has now been revised to provide 'prompt' questions for learners who need an additional stimulus to make their plans, set their targets and to approach work experience with confidence and enthusiasm.

[1] **Improving vocational learning in E2E programmes: Using motivational dialogue to help learners progress**, DfES Standards Unit, 2005. Prolog code T&LE2EMOTDIAL.

Learner Activity

Learner activity 3: What jobs are there?

This is a web-based research activity to help learners explore what jobs exist. It helps answer the question: 'I don't know what I want until I know what I can have!'

Notes for tutors

When learners have completed this activity, they will have:

- explored the wide range of jobs that exists;
- used the internet to find information;
- read, obtained and interpreted information;
- presented information to the whole group;
- thought about the types of work that interest them.

What you will need

The activity uses the *Connexionsdirect* **jobs4u**[3] database. You can make full use of the resources developed by *Connexions* and perhaps you can invite your *Connexions* Personal Advisers to work with your learners during this activity.

Running the session

Explain that the session is in two parts:

- researching the range of jobs that exist;
- starting personal research into specific areas of work.

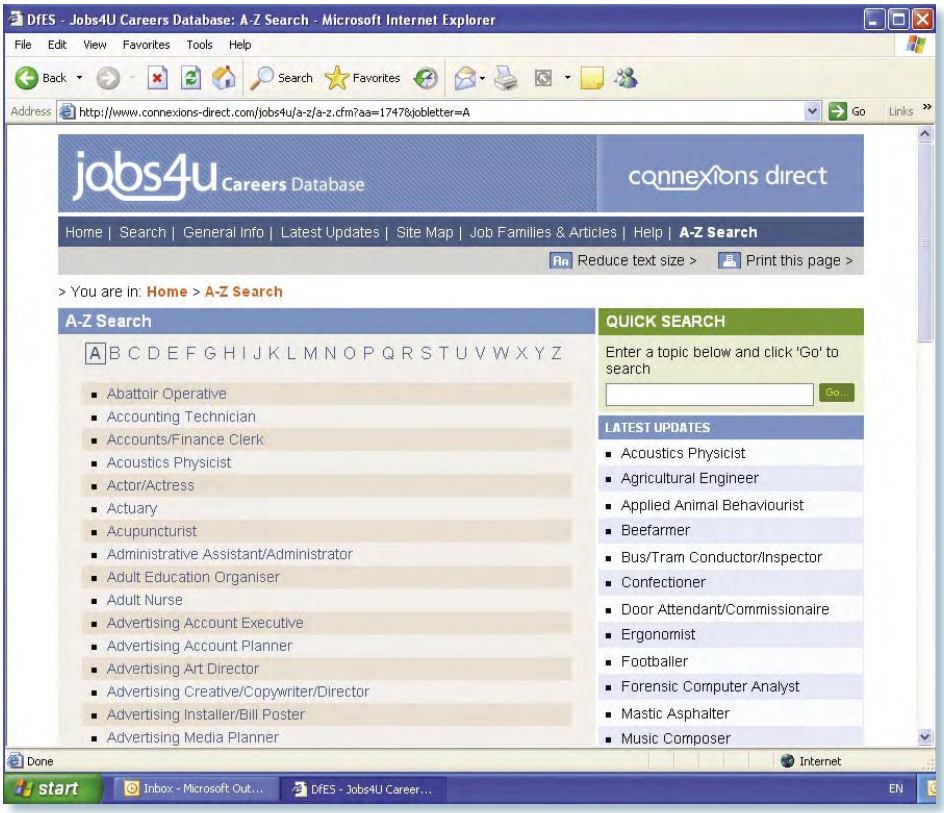
Introduce the session by reminding learners that there are many job opportunities that they may never have heard of. You can give some examples, arboriculturist, stage set designer, taxidermist. Before they can begin to really think about what they would like to do or what they would be good at, learners need to explore their possibilities.

Research the range of jobs that exist

Ask learners to work in pairs and set up the **jobs4u** homepage (pictured on the next page) on the PCs.

[3] www.connexions.gov.uk/jobs4u

http://www.connexions-direct.com/jobs4u/index.cfm



Start with the A-Z Search area at the top of the page.

Give each pair of learners a different letter and ask them to find up to three jobs beginning with that letter that they have never heard of or know very little about. The more obscure the better!

They should note down the three they have chosen and read some of the information on the page.

Ask learners to:

- note the names of the jobs they have chosen;
- write a brief summary to explain what the job involves;
- note what other information is available about the job they have explored, for example training requirements, pay and related areas of work.

In the whole group ask the pairs to take turns to tell each other about the jobs they have researched. Encourage discussion about the wide range of possibilities their research has uncovered.

Start personal research into specific areas of work

Reinforce the point of the exercise – that sometimes the work we choose to do is limited by what we know about. With this in mind, individual learners use the **jobs4U** website and identify areas of work they would like to explore further during their E2E programme.

Learners should save information in a personal folder on the PC or write some notes for their portfolios. Encourage them to summarise what they have learnt so far so that they can discuss their ideas with you during their reviews. Stress that this is the **start** of their personal research. The internet provides a wealth of information, and there are other sources they can explore, local newspapers and trade journals for example. There are also people they can talk to, their *Connexions* Personal Adviser, employers, family and friends.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

Learner Activity

Learner activity 4: Could I do that job?

This activity introduces an equal opportunities dimension to finding out about the world of work. It helps learners recognise how gender and racial stereotyping and attitudes to disability can influence the choices we make about work. This will help your learners gain a more in depth understanding of the effects of stereotyping.

Learning objectives

When they have completed this activity, learners will be able to:

- recognise that they can consider occupations that have traditionally been dominated by one gender or race;
- find out information about a range of occupations;
- develop thinking skills;
- take part in discussion;
- reflect on learning.

What you will need

- Set of Could I do that job? cards;
- access to the *Connexions* site, **jobs4u**;
- flipchart.

Running the session

There are two types of cards in the set:

- photographs of individuals;
- occupation cards.

Task one

Learners sit as a group around a table. Display the cards and ask the group to match the pictures to occupations. Learners might decide that the young woman is a nurse, for example, or that a middle-aged man is a mechanic. This activity will generate discussion about the perceptions we have about people and their occupations. Try to handle the conversation in a non-judgemental way. Convey to the group that you are exploring ideas, not trying to 'catch people out' or prove them wrong.

Task two

Place the cards face down in their sets. Individual learners pick up a card from the images pile and a card from the occupations pile. They should not show their cards to each other. The object of the exercise is for them to find information about the occupation and compose at least five clues about it so that others can guess what the occupation is.

If you are able to provide the learners with access to the **jobs4u** website they can now look up their chosen occupation to construct their clues, for example, salary range, training, special equipment or clothing, essential skills and personal qualities required.

If you cannot provide access to the website you need to make sure you can help the learners construct their clues. You could do this by generating a list of examples on a flipchart before starting this part of the activity to stimulate their ideas, for example:

- level of responsibility;
- working indoors or outdoors;
- travels a lot in the job;
- wears a uniform or special clothing;
- needs qualifications;
- personal qualities;
- interacts with the general public.

When the learners are ready, put them into pairs or small groups. In turns they show the photograph they have chosen and give the first clue. The others have to try to guess the occupation – only one guess per clue until all five clues have been given.

Complete the task by asking the group to think about the learning points and note them on a flipchart. Ask learners to think about how the learning points might influence their choices about occupations to explore through work experience.

Resources to support this topic

Gather examples of people working in non-traditional roles from magazines, newspapers and journals. For example, you might collect illustrations of case studies of disabled people doing a range of different jobs; men and women in non-traditional occupations; people from ethnic minority groups in positions of influence; people from different countries where roles are stereotyped differently.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

Learner Activity

Learner activity 5: My dream job

This activity helps learners think about the sort of work that will suit them by understanding their own values or what is important to them. You can use the outcome to help learners see that what is important to them should influence their choice of occupation. Learners analyse, discuss and create an outline of a 'dream job' in pictures or written words.

If you use open questions and reflective statements effectively you can use this activity in one-to-one meetings with learners who find it difficult to open up and talk about themselves or to explore what they want to do[4].

There are three parts to this activity and you may wish to deliver it over more than one session.

Learning objectives

By the end of this activity, learners should be able to:

- understand how their values influence the choices they make in their lives;
- identify and prioritise their own values, and explain these to each other and/or their tutor;
- recognise how work can relate to or support their values;
- discuss ideas with peers and the tutor.

What you will need

- 'What's important to me?' cards. The cards contain written statements or images and some are blank. You will need the header cards, **'Important' 'Unimportant', 'Not sure'** and choose up to 30 mixed cards, including blanks.
- Dry-wipe pen.
- 'What's important to me?' customisable template from the **Tutor resource** CD-ROM.
- Pen or pencil.

[4] This activity is illustrated in the Standards Unit resource pack: **Using motivational dialogue to help E2E learners progress**. You can see footage of a tutor using this technique with a learner. The skills of using open questions and reflective statements are also exemplified in this resource.

Running the session

Part 1

Learners use the cards with statements and/or images to help to talk about the things that are most important to them.

Place the 'Important' 'Unimportant', 'Not sure' header cards in a row.

Spread out the chosen cards and ask the learner to place the cards underneath the headings of their choice.

Ask if there is anything the learner would like to add on the blank cards.

Ask the learner to select the three to five most Important cards. You can also ask them to explain which of the Unimportant cards is the least important.

You now have choices about where to go next. The information your learner gives you should help encourage them to explore and articulate what is important to them.

You can relate the choices to work experience. For example, "Look at the cards you've said are important and unimportant. Which cards help describe the sort of work you would like to do? Which cards help to describe the sort of work experience you would like?"

Part 2

The learner now considers what's important to them using the template illustrated below. They can print the template from the **Tutor resource** CD-ROM or complete it on the PC. They can add statements of their own in the left-hand column. In the right-hand column they can tick the statements that matter to them and add more information as appropriate. They can keep the completed templates for their portfolios.

What's important to me?	My dream job
Flat of my own	
Money	
Training	
Prospects	
Family	
Friends	
Responsibility	
Outdoors	
Being challenged	
Smart office	
No responsibility	
Social life with friends from work	
Part of a team	
Small company	
Work alone	
People you get on with	
Large company with lots of departments	
Creative work	
Wear smart clothes	
Wear fashionable clothes	
Wear uniform	
Doing something useful	
Making something useful	
Helping other people	
Etc	

When the learner has fully explored what's important to them you can ask them to create their 'dream job' working in pairs or small groups. You could also run a group discussion where you draw out good examples of where jobs and values match.

When learners have discussed their analysis they will be ready to describe their dream job. You should ask them to describe the job in general terms, for example:

I'd like to work in a big company. In my dream job I'll be working in a large, bright, airy building. I'll be a member of a team of people and we'll have responsibility for getting things done. There will be opportunities for me to work my way up and move through different departments. I'll get training and I'll be praised when I've done things well. I'll wear smart clothes. I'll make lots of friends at work, we'll have a laugh and with some of them I'll have a social life too. I might meet members of the general public as well, but that is not particularly important to me.

or

In my dream job I'll work with a small number of people, mainly outside. My job will involve animals or growing things in the countryside. I'll be told what I have to do but I'll also be left to get on with it on my own. I'll wear comfortable work clothes. I won't be under a lot of pressure and at the end of the day I'll be able to see what I've achieved. I expect I'll make some friends at work but I'd also like to spend time with my girlfriend and our baby and earn enough money to get our own house.

Learners can describe their dream jobs is several ways, for example they can:

- create a poster using words and images from magazines or the internet;
- prepare a brief written summary of what the dream job would look like;
- interview each other about their dream job using a video camera.

NB

The purpose of this activity is to help learners think about their working lives in a broad sense and to realise that their values are important when they are making decisions about what to do with their lives. You should now help your learner to focus on more specific areas of work. The learner's *Connexions* Personal Adviser should be able to help and you may also wish to follow up this activity with diagnostic tools that help learners decide the focus for their vocational objectives.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

Learner Activity

Learner activity 6: Meet the experts

Now that learners have thought about the areas of work they wish to explore they can start to find out more about what the job actually entails. The people who know best what a job is like are the people who do it.

Learning objectives

By the end of the activity learners should be able to:

- define key questions that will give information about what the job is like;
- prepare a question and response sheet;
- plan and prepare an interview;
- ask questions clearly and record answers;
- ask for clarification where appropriate;
- summarise information.

What you will need

For this activity you will need to help arrange people for your learners to interview.

These might include:

- a meeting with a potential work placement employer or fellow employee;
- an interview with a member of the family or a family friend;
- an interview with someone who works in the provider organisation.
- Ask learners to plan how they will record the answers to the questions they ask:
  - Will they take notes themselves?
  - Will they ask a partner to take the notes while they concentrate on asking the questions?
  - Could they tape record the interview with the subject's permission?
  - Could they video the interview with the subject's permission?

- Show learners how to prepare a question and answer sheet. They can use their ICT skills to design a template leaving enough space for hand-written notes.
- Help learners think about the questions they need to ask. Show them the difference between open questions, for example, 'Please describe a typical day at work'; and closed questions: 'How many people work in your department?' See below for examples of appropriate questions to ask.
- Set up role-plays so that learners can practise their questions on each other. They need to think about how they can adapt the way they speak to suit the situation and how they can politely begin the interview.
- Carry out some preliminary research if appropriate, for example by collecting relevant job advertisements, referring to earlier research from Activity 3.

Examples of appropriate questions might include:

- What is your job title?
- How long have you worked for X?
- Please describe a typical day at work.
- How many people do you work with directly?
- What sort of contact do you have with the public?
- Who is your boss and what do they do?
- What is the best thing about your job?
- What is the worst thing about your job?
- Have you had training at work to do your job?
- What are the opportunities for promotion?

At the end of this activity each learner should make a record of what they have learnt and what it means for them.

Extension activities

The *Skills for Life* Embedded materials for E2E provide you with plenty of well-resourced opportunities to extend this activity and provide *Skills for Life* development opportunities for your learners. The modules cover:

The office and business environment;

Customer service;

Engineering and mechanical;

Outdoor and practical;

Module 4.7 in the *Skills for Life* materials contains a worksheet you can use or adapt to help learners ask questions.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

3.3 Employment Responsibilities and Rights (ERR)

Outline of the ERR framework

Unlike the Apprenticeship programmes, ERR is not a mandatory part of E2E programmes. However, all E2E learners will need to know the essentials from the ERR framework to work safely and successfully on their placements. Many will also progress directly from E2E to work and this is why many providers now cover ERR essentials with their E2E learners.

All apprenticeship frameworks must include:

- responsibilities and rights of workers (including equal opportunities legislation);
- organisation, disciplines and representative structures of the industries concerned;
- the impact on the sector of public law and policies.

There are the nine targets for ERR to help employees:

- understand that employers and employees have a range of statutory rights and responsibilities under employment law and that employment can be affected by other legislation as well;
- understand that there are procedures and documentation in organisations which recognise and protect an employee's relationship with their employer;
- understand that there are a range of sources of information and advice available to employees on their employment rights and responsibilities;
- understand the employee's role within the organisation and industry;
- give an informed view of the types of career pathways available;
- understand the types of representative bodies relevant to the industry and organisation, and their main roles and responsibilities;
- understand where and how to get information and advice on the industry, occupation, training and career;
- describe the organisation's principles and codes of practice and work within them;
- recognise and form a view on issues of public concern that effect the organisation and industry.

Everyone has rights and we acquire responsibilities as we get older. It is important for young people to understand the difference between rights and responsibilities. As part of preparing for work you need to ensure that you cover these areas.

Equal and diversity

There should be an equality and diversity policy in the workplaces you use. Your learners should understand their rights and responsibilities in respect of equality of opportunity. To prepare yourself for helping your learners understand this important area you need to ensure that you yourself are aware of and understand rights and responsibilities regarding equality and diversity issues.

As you know, many E2E learners are vulnerable and may need extra help to deal with discriminating behaviour they themselves may encounter, as well as become more aware of their own behaviour that may inadvertently discriminate against others. It is vital that you ensure that your work experience documentation includes clear information about what learners should do if they experience any form of discriminating behaviour. You will need to explore this with your learners individually in the learner review session. See **Section 4.4, Learning in work placements: Supporting the learner through the first few days** for ideas about how to support learners during the first few days in a work placement.

All providers should have well-developed policies around equality and diversity, including how they will work with work placement providers. You should be familiar with your own policies and why they exist so that you can adapt the next activity to meet the needs of your learners.

You will find useful resources and guidance on the Learning and Skills Development Agency website: www.citizenshippost-16.lsda.org.uk. The *Skills for Life* E2E Materials for Embedded Learning also include activities in **Module 2 – making my own way, Responsibilities and rights**.

Learner activity 4 introduces your learners to issues around stereotyping. Learner activities 7 and 8 will help your learners understand their rights and responsibilities in relation to **health and safety** and **equality and diversity** in the workplace.

Learner Activity

Who's responsible – Health and Safety

Learner activity 7: Who's responsible?

This activity is from a Standard's Unit resource[5] designed to encourage learners to engage with, and take personal responsibility for, health and safety at work. Although focused primarily on health and safety, the activity supports the development of *Skills for Life* and offers you practical guidance on how to help learners develop these skills at Entry Level 3 and Level 1.

Who's responsible? encourages learners to analyse and think through who is responsible for preventing accidents at work, using brief scenarios to prompt group discussion to develop opinions. It encourages a positive attitude towards personal responsibility in accident prevention.

Learning objectives

By the end of this activity learners should be able to:

- explain some reasons why accidents happen at work;
- decide what responsibility means for the individual and the employer;
- describe some ways to prevent accidents at work.

What you will need

- A set of **Who's responsible?** cards and/or the **Who's responsible?** activity on the **Tutor resource** CD-ROM. The CD-ROM uses short scenarios from four occupational areas: construction, business, catering and hair and beauty to identify hazards. If you have access to a computer and data projector, you can use it as an interactive, whole class activity, with moderated discussion.
- You can download and print copies of the checklist **Hazards that can lead to accidents at work** from the **Tutor resource** CD-ROM.

Running the session

You might introduce this session by exploring learners' understanding of the consequences and then the causes of accidents.

[5] Department for Education and Skills Standards Unit, **Be a safe learner. Aspects of health and safety. Supporting learners at Entry 3 – Level 1, 2005.**

Key messages are:

- an accident is an unplanned and uncontrolled event;
- accidents often cause injuries to people;
- accidents can cause damage to machinery and equipment;
- accidents can lead to loss of income for individuals or companies;
- every accident has a cause and someone is always responsible.

Distribute the cards equally to pairs or small groups to make sure everyone joins in. You may find that half the set of cards is enough for a group to work with if discussion is in depth.

Identify and lay out the header cards: **My responsibility**, **My employer's responsibility**, **No-one's responsibility**. The remaining cards should be laid out tidily so they can be read.

Ask learners to discuss each of the hazards in turn and to decide who is responsible for health and safety. It aids understanding if learners illustrate each with an example from real life.

Learners should be able to explain why they have classified the hazards under each heading. This will help you expose the reasoning and degree of understanding.

After groups have agreed and arranged their own cards, you can maintain the pace of the session and the discussion by moving the groups around to view the other groups' decisions. Learners can then consider all the hazards and critique each other's classifications. Learners should be invited to suggest changes, although they must justify their suggestion.

The session summary is important and should tease out the consequences of different decisions using workplace examples. You should highlight that there is no right or wrong 'solution' to this activity. The value lies in the discussion and reasoning, and the realisation that all accidents are someone's responsibility, often jointly.

The activity is valuable in monitoring attitude change over time. As learners acquire experience of work their perception of responsibility changes. It is useful to organise your groups to include a mix of those who have and do not have work experience so that they can share opinions and exchange knowledge.

Finally, you can ask learners to check their understanding by completing the checklist to show who is responsible for each hazard, adding their own hazards below and then explaining how they could prevent an accident in three different situations. These can be stored in learners' portfolios.

Hazards that can lead to accidents at work: Checklist

	Who's responsible?		
	Me	Employer	Nobody
Untidy workplace			
Poor storage of equipment			
Violence at work			
Poor judgement, making mistakes			
Not understanding instructions			
Not following instructions			
Poor light			
Poor supervision			
Not concentrating			
Using faulty equipment			
Messing about			
Careless handling or lifting			
Having a hangover			
Unsuitable hair style, clothing or jewellery for the job			
Too much noise			
Under the influence of drugs			
Not enough training			
Poor health			
Not enough space to work			
Wear uniform			
Criminal damage/vandalism			
Personal protective equipment or clothing (PPE) not used or not worn			

How I can prevent an accident

Hazard	Action I can take

There is a full session plan for the activity on the **Tutor resource** CD-ROM.

Learner Activity

Who's responsible – Equality and Diversity

Learner activity 8: Equality and diversity: Who's responsible?

This activity can help stimulate discussion – providing you with a vehicle to explore how your learners perceive equality and diversity. You need to plan the session so that you can:

- manage discussion that allows young people to explore their perceptions;
- manage discussion that can challenge perceptions in a positive way;
- provide information, for example, about legislation - case studies, facts.

It goes without saying that you need to be well prepared yourself and have up-to-date and accurate information about aspects of equal opportunities in the workplace. A useful source is the Advisory, Conciliation and Advisory Service (ACAS): www.acas.org.uk. There is also a brief checklist for learners on the **Tutor resource** CD-ROM adapted from the Durham County Council website www.durham.gov.uk.

Learning objectives

When learners have completed this activity they will have:

- gained an insight into what 'equal opportunities in the workplace' means;
- practised thinking skills;
- practised posing an argument and providing evidence for their position;
- listened to the views of others;
- reflected on their own learning.

What you will need

- The title resource from the CD-ROM installed on individual learners' PCs or to use as a whole class stimulus for discussion

Running the session

You need to plan this session to achieve the above objectives for your learners. Below is a suggestion about how you might use the resources in this pack to stimulate discussion and deepen understanding.

On the **Tutor resource** CD-ROM there is a PowerPoint presentation with five scenarios to simulate discussion. They depict situations in which equality and diversity issues are important. At the end of each scenario learners are asked:

- What is going on here? How many points can you spot?
- What options does the character have?
- What would you advise the character to do?

The resource explains the options open to the character – but you should be careful about how you handle feedback to the learners in your group. You need to be sure that:

- learners have a had a chance to explore their own understanding of the issues illustrated in an open and positive atmosphere;
- learners are given relevant information about legislation;
- you are confident about managing group discussions around potentially sensitive areas.

Using the **Six Thinking Hats** approach is a very effective way of handling discussion in this area. It helps your learners understand the differences between facts, opinions and emotions.

There is a full session plan for the activity on the **Tutor resource** CD-ROM.

3.4 Using the employability framework to help you and your learners create the Placement Learning Plan

We have emphasised the importance of planning an integrated learning experience across the three core curriculum areas. The preparation activities will help your learners understand the importance and relevance of skills in all three areas:

- *Skills for Life* and Key skills;
- personal and social skills;
- vocational and employability skills.

They also need to think about the type of work experience programme that will suit them: a taster programme, short work placements or extended work placements, including beginning an NVQ for example. You may want to look back at Section 2.5 where learner profiles are introduced.

Using the employability framework we introduced in **Section 2, Planning and providing work experience for your learners**, your learners will now be at the stage of **Getting ready for work**.

The next two activities help your learners think about the type of placements that will work best for them, and the skills they will use and need to develop during the placement.

The **Tutor resource** CD-ROM contains video footage to use as a stimulus for the activities.

Learner Activity

Learner activity 9: The right programme for me

This activity helps you and your learners consider what sort of work placement programme will suit them. The decisions you both make will depend on:

- the young person's vocational focus;
- the young person's support needs;
- the availability of relevant high quality work experience.

You will need to be able to offer your learners a range of different types of work placements.

Learning objectives

Learning objectives will be differentiated according to the different needs of individual learners in the group, for example, the activity will:

- help some learners recognise that work placements and tasters can help them to find their vocational focus;
- help learners recognise when they are ready to undertake an extended placement;
- help learners to think through complex issues and make decisions;
- prepare for a learner review to decide on the work placement programme.

What you will need

PowerPoint presentation in the **Tutor resource** CD-ROM.

Running the session

There are two parts to this session:

The video footage in the PowerPoint provides you with a stimulus to get your learners thinking about the pattern of work placement that will best suit them. It shows learners who have undertaken work placements reflecting on what they have learnt and how they are preparing themselves for the next placement.

Part 1

Introduce the purpose of the session and explain that some learners will benefit from short placements or a taster programme, while others will be ready to undertake an extended placement. Examples you might give are:

- Adam, who has chosen short work placements to explore which parts of the sport and fitness industry interest him most before he decides which specialist area he wants to focus on;
- Shula, who is using short placements to find out whether she prefers to work in retail or business administration;
- Paul, who used taster placements to find out more about a job he thought he really wanted to do (computers), but discovered that he actually preferred an occupational area that he previously knew little about (care).

Break the group into smaller groups or pairs. Ask them to watch the video clips and listen to what each learner says about what they have learnt from their last work placements. (You can either show one clip at a time to the whole class or get the small groups or pairs to look at one clip each using PCs).

Take feedback. Re-run the footage and check that the whole group has recognised the key learning points and ask them to think about what sort of placements will suit the featured learners next.

Tell the groups or pairs that they now have ten minutes to discuss the needs of each learner and make recommendations. Ask them to give clear reasons for their recommendations.

Take feedback.

Part 2

Learners now need to reflect on the work experience programme that will best suit them. This will be most effective if you have ensured that they have kept notes on their earlier activities, 1–8. At this stage they could have gathered evidence that can be used in the RARPA portfolio as well as for initial assessment.

Ask them to prepare for their learner review session with you by listing:

- the area(s) of work they are interested in exploring;
- some things they know about the area of work including some of the skills they'll need to develop.

They can discuss their ideas in the review session with you and, where possible, their *Connexions* Personal Adviser. Remember that although you and the *Connexions* Personal Adviser may have a good idea about what will suit the learner best, the learner will be more motivated to get the most out of the work placement if they are able to have a leading, or at least equal, part in the decision-making process.

Learner review point LR

At this stage you can ask your learner to prepare for a learner review. They can use the Learner Review template provided on the CD ROM. Ask them to reflect on what they have learnt about:

- the broad world of work and their place in it;
- the area of work that will suit their aims and aspirations;
- the type of placement programme that will suit them;
- their own existing skills and knowledge that they have used and developed in the preparation phase;
- the skills and knowledge they can develop as they prepare for work experience.

The outcome of the review might be to:

- plan to explore work placements that will suit the learner's needs;
- plan to develop skills for work such as CV writing, completing application forms, telephone skills, practising interview skills, how to ask for help.
- plan to address essential workplace knowledge covered by employment responsibilities and rights.

The focus of the agenda for this review would be to begin preparing steps 3 and 4 of the Placement Learning Plan.

Learner Activity

Learner activity 10: Spot the skills

This activity uses the video footage on the CD-ROM showing current and graduate E2E young people from the pilot centres at work. The footage is edited so that your learners can spot the skills each young person is using. They will also be able to listen to learners reflecting on their own learning. The young people show a remarkable awareness of the different skills they have learnt in their work placements and you can use this to show your learners how important it is to be aware of their own learning.

Learning objectives

By the end of this activity learners should:

- recognise that a variety of skills are essential for work;
- understand the value of building a placement learning plan for themselves;
- understand the value of reflecting upon their own skills and their learning.

What you will need

- PowerPoint presentation in the **Tutor resource** CD-ROM;
- flipchart sheets;
- sticky notes;
- pens.

Running the session

Explain to your learners that they will be watching video footage of real E2E young people. Some of them were still on the programme at the time of filming, and some had just left. The learners you will see are:

Taj and Nigel	Rossendale Vulcanising
Dalton	Leyton Orient Football Club
Bridie	Karen and Co. Barbers
Hysen	Putney Car Services
Ryan	Valley Aquatics

The task is to spot the skills they are using.

Head up the flipchart sheets like this but don't show or explain this yet to your group:

Young person	*Skills for Life*	Personal and social skills	Vocational skills
X			
Y			
Z			

Give each learner some sticky notes and ask them to note each skill they spot as they watch the first sequence. At the end take some quick feedback – one or two points from each table to check that individuals have understood the task.

Show the same sequence again and ask them to note any more skills they spot.

Now show one flipchart sheet as above. Ask a learner to read out one of the skills they have spotted. Discuss with the whole group which skill area it belongs to. Be prepared for overlap as you can show a skill in more than one area, for example, some aspects of customer service, a vocational skill area, also draw on personal and social skills. Continue the exercise until all the skills that the learners have spotted have been placed on the flipchart. Add any examples that they have missed.

Now set up pairs or small groups and explain that learners will go through the same process again only this time they will complete the flipcharts themselves. They should spot the skills and write them on the sticky notes first and then discuss which skills area each skill belongs in.

You can either continue to run this as a whole class session and show the next sequence, or get small groups to look at different sequences around a PC.

When the flipchart is completed take feedback from the pairs or groups. You can make the task more challenging if groups have looked at different sequences. You can ask them to show the video they analysed to the whole class and then talk through their flipchart.

This is a challenging task that you can also use as a Continuing Professional Development (CPD) session, but don't underestimate the abilities of your learners to carry this out. The video footage is a testament to the intelligent insights learners acquire through the E2E programme. There is a PPT version of this activity for us in CPD on the **Tutor resource** CD-ROM.

There is a full session plan for this activity on the **Tutor resource** CD-ROM.

3.5 Getting ready for work

The third template (Step 3) in the PLP can be personalised by the learner to find out essential information about their work placement. You should arrange for the learner to visit the work placement and help them prepare questions to find out what they will be doing. You can remind them about how they developed questions in Learner activity 6 'Meet the experts'.

Other activities that help prepare the learner are:

- creating a C.V;
- writing letters of application to the work placement;
- looking at job descriptions and creating a job description for the tasks or job the learner will be doing on the placement.

There are numerous publications and software to help support these essential skills, some of which are listed in the Standards Unit Resources Directory.

Many E2E providers have logbooks or diaries for their learners to record information, such as essential telephone numbers, who to telephone if sick or late, etc. You need to ensure that this sort of important information is adequately covered and documented and that learners feel really secure about what is expected of them.

The first meeting with the employer and workmates at the placement is the time to begin gathering this essential information and entering it into a personal log book or placement diary. There is a checklist of questions and prompts for learners to use on the **Tutor resource** CD-ROM. The *Skills for Life* Embedded Learning Materials: E2E, Integrated Assignment 2: A good job, provides useful prompts and activities.

Recording a placement visit

This is Darren's record of his placement visit. He prepared questions for Jack Smith and the answers are recorded below. As well as essential information such as working hours and where to report for work, his tutor helped Darren prepare questions about the work itself so that they could work on the Placement Learning Plan.

GETTING READY FOR WORK

Step 3: My placement:
Jack Smiths, Joiners, 342 Vincent Road, Sheffield S11 2 BJ
Tel no: 07265 430791 Email: jacksmith@server.com

What do I already know about the placement?

It's a small firm near the city centre.

They are working on a new building site for student flats.

I know one of the joiners who is a mate of my brothers.

They have apprentices sometimes.

Health and safety factors

I'll have to do a health and safety induction on the first day. I'll need some boots with steel toecaps. Mr Smith says he'll provide a hard hat and high vis vest. Before I start I should do some work on health and safety on building sites. I may be working up ladders and on roofs so I need to know how to work safely at heights. Mr Smith says that's the most dangerous part of the job. If I go into building work after E2E I'll have to pass a health and safety test.

What will I be doing?

I'll be working on the student flats in Brown Street in a team of three, Mr Smith, the boss, Ronnie Harris, a second year apprentice and me.

I'll be working as a mate and will have to:

- Get wood from the stores;
- Check measurements of cut pieces and pass them to Mr Smith or Ronnie;
- Mr Smith will show me the plans he is working to and will teach me how to understand them;
- I'll have to go to the office every morning and check that we have the tools and materials we need. Mr Smith will give me a checklist to do this.
- Put the tools away at the end of the day.

I don't know much about apprenticeship training but I can find out more about that from Ronnie and Mr Smith.

I'll start work at 8am, have breaks at 10am, 12.30pm and 2.30pm. I'll finish work at 4pm.

Equality and Diversity factors

Mr Smith is strict about equal opportunities. He says no one will know about my conviction. We must not make sexist or racist comments on the sites.
There are female electricians working with us.