

# WORK EXPERIENCE READINESS

## Study Programme

### Resources



Adult Learning Improvement Network  
(ALIN)

A project:  
Commissioned and funded by

The  
Education  
& Training  
Foundation

## FORWARD

All 16-19 year olds in fulltime education and training whose programme is in receipt of government funding must follow a 'Study Programme'. These programmes, both vocational and academic require in addition to the main programme to take English, mathematics and a period of work experience. Study Programmes are planned to support learners make the progression from education to sustainable employment.

To meet the full requirements of a Study Programme requires significant planning for delivery on behalf of training providers. To enhance these programmes and improve the learners overall experience a Work Experience Readiness Project was commissioned by the Education and Training Foundation and undertaken by the Adult Learning Improvement Network (ALIN).

The impact of the programme has been very positive, with providers better engaged to explore possible avenues to planning work experience previously not considered. At the heart of this research project has been the impact upon the learner.

This book gives access to series of new resources specifically developed to support both planning for delivery and to better prepare learners for a more exciting and safe work experience.

*Kerry Boffey*

Adult Learning Improvement Network (ALIN)

March 2016



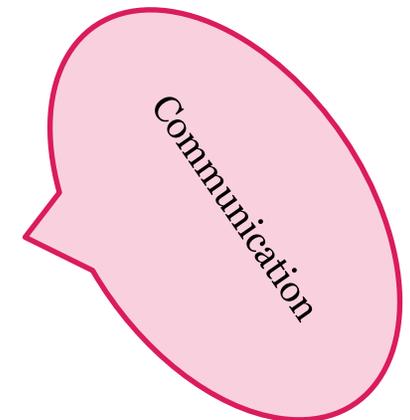
# ENGAGING PROVIDER STAFF IN THE PROCESS



To engage teachers and trainers we use a range of interactive learning resources. These have the added advantage of introducing variety into activities that teachers and trainers can learn from and use as ideas in their own delivery sessions.

We wish to lead by example, by devising and using activities that promote discussion and debate, develop challenge and are mindful of approaches to pedagogy.

Such activity will develop and improve approaches to teaching, learning and assessment and promote, where possible, the development of English, mathematics and communication technology.





# TRAINING RESOURCES

- 1 [Barriers to learning](#)
- 2 [Identifying employability skills](#)
- 3 [Risk assessment](#)
- 4 [Planning Work-experience](#)
- 5 [Employer FAQ's](#)
- 6 [Who's Responsible](#)

## 7 [Getting the most from your work-experience](#)

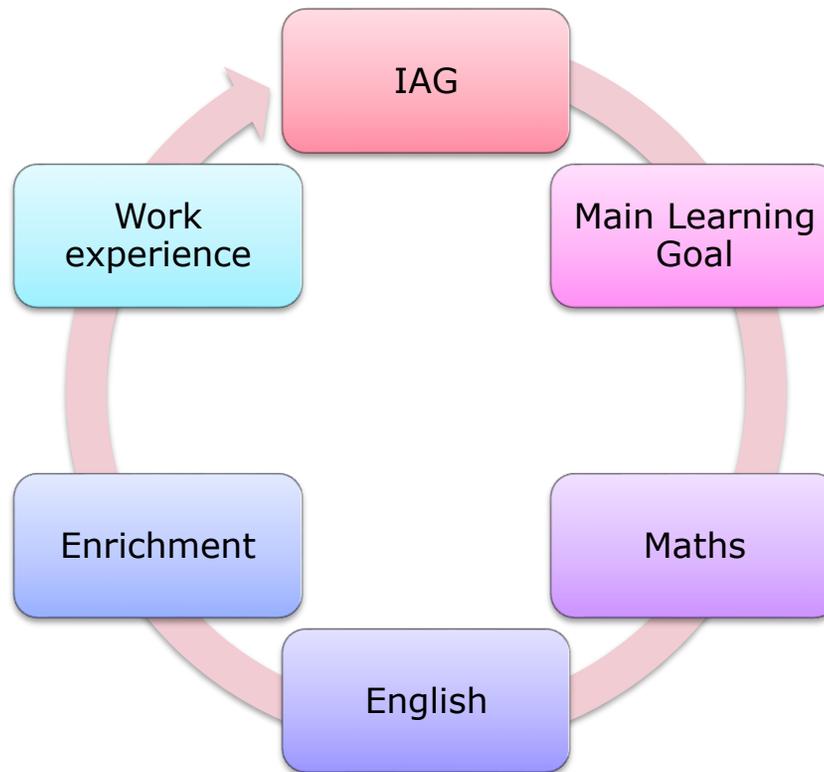
- A Setting targets
- B Learner work-experience logbook
- C Recording your work-experience

## 8 [Embedding mathematics](#)

- A Menu 56
- B Understanding percentages
- C Where are the math's?

## 9 [Embedding English and ICT](#)

# Effective learning resources support all six components of the Study Programme





# 1 BARRIERS TO LEARNING

This introductory activity looks at Barriers to Learning. This is a card sort activity encouraging group discussion about barriers learners may face going into the workplace. It helps teachers and trainers improve their understanding of where they can have a significant impact to improve the learner experience. The outcome will be an agreed set of actions staff take away for further development.

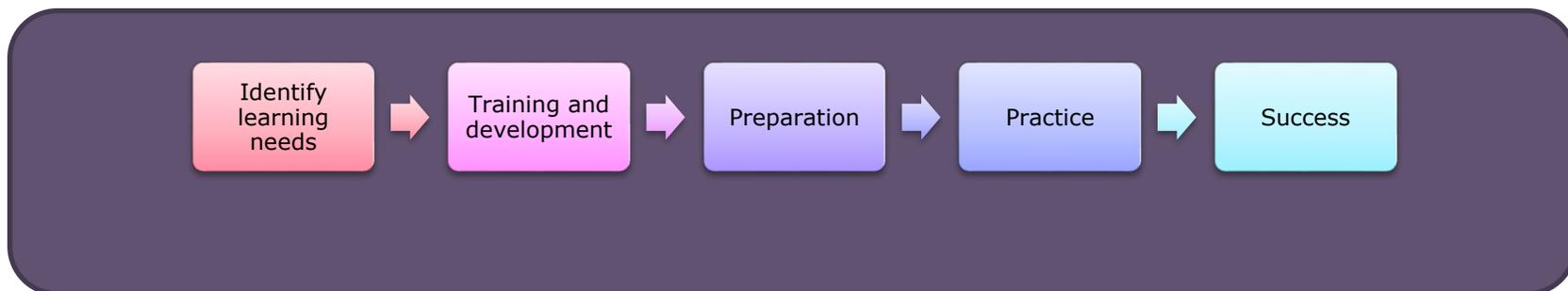
There are no specific rules or guidance notes.

This attachment provides the activity cards to print and cut out.



Select the cards you feel are relevant to your group of learners. This resource is about topical discussion. There are no right or wrong answers.

[ALIN / EFT Cards- Barriers to learning.pdf](#)





## 2 IDENTIFYING EMPLOYABILITY SKILLS

To better prepare learners for the world of work, they require specific skills including: Problem solving, Communication, Teamwork, Self-management and Commercial awareness. This activity is based around five discussion cards where staff are asked to discuss and identify how learners will achieve and/or build on these skills during their work experience.

Follow this link to the resource pack [ALIN / ETF Developing employability skills.pdf](#)

[Click here to view our video](#)

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## 3 RISK ASSESSMENT

This resource includes an example pro-forma you can use when carrying out a risk assessment / safeguarding checks of the workplace. We strongly recommend that all potential work placements are fully risk assessed before the learner takes up their role.

Follow this link to the resource pack [ALIN / ETF -Risk assessment form.pdf](#)

### Accidents, near misses, incidents and first aid

3	Accidents, incidents and first aid	Yes / No	Comments
3.1	Have adequate arrangements for first aid and equipment / facilities been made?		
3.2	Does the business have appropriately trained first aid staff on site and always available?		
3.3	Does the business have an accident book and record all accidents, incidents and near misses?		
3.4	Is there a process in place to record reportable incidents under RIDDOR?		
3.5	Is there a process in place for investigating and recommending action following all incidents?		



## 4 PLANNING WORK-EXPERIENCE

An often neglected aspect for work experience is careful planning, what to think about and when to begin the process. This activity has a number of cards that present scenarios requiring pre-planning. The cards are sorted into: Management responsibility; Tutor Responsibility; Learner responsibility and NOT a priority. The activity requires discussion to consider priorities, once sorted the cards can be rearranged into a timeline. A calendar spreadsheet is supplied to help staff define timelines and allocate responsibility. The intended outcome is a complete timeline working backwards from the actual work-experience window that ensures key aspects of the process are identified early and responsibilities allocated and communicated.

<b>Work experience planning calendar</b>		<b>2016</b>																				
<b>Planning tasks</b>	<b>Month</b>	<b>August</b>					<b>September</b>				<b>October</b>				<b>November</b>				<b>Dece</b>			
	<b>Week commencing</b>	<b>1</b>	<b>8</b>	<b>15</b>	<b>22</b>	<b>29</b>	<b>5</b>	<b>12</b>	<b>19</b>	<b>26</b>	<b>3</b>	<b>10</b>	<b>17</b>	<b>24</b>	<b>31</b>	<b>7</b>	<b>14</b>	<b>21</b>	<b>28</b>	<b>5</b>	<b>12</b>	
<b>Carry out risk assessments with employer</b>																						
<b>Will learners need an ID</b>																						
<b>Contacting potential employers</b>																						
<b>Workplace induction with employer</b>																						
<b>Need to brief the employer about the learner</b>																						
<b>What if the placement falls through</b>																						
<b>Preparing a work experience log for learners</b>																						
<b>Carry out DBS checks if appropriate</b>																						

[ALIN / ETF - Planning work experience.pdf](#)

[ALIN / ETF - Planning Work Experience Cards.pdf](#)

[ALIN / ETF - Planning work experience calendars.xlsx](#)



## 5 EMPLOYER FAQ'S

We know many employers have fears and concerns about providing work placements, to support providers in answering employer fears, we have devised a number of frequently asked questions such as 'How will this benefit my business?' the document is a two side A4 and identifies a possible question with space for you to provide a suggested answer. The responses should be prepared holistically for your provision to ensure employers receive a consistent message.

Follow this link to the resource pack [ALIN / ETF - Employers FAQs Prompt sheet.pdf](#)

My business cannot take anyone who has been involved in petty crime. How do I know they will be

What kinds of jobs / experience do we need the learner to cover?

Will this require a lot of time and support from my staff?

What should I do if the learner does not follow the company rules?



## 6 WHO'S RESPONSIBLE

We understand learners on full time Study programmes will have little practical experience of health and safety matters. We want them to have an enjoyable, and above all, a safe experience on their placement. This activity is a card sort where various scenarios could fall under the header cards of: My Responsibility; Employer's Responsibility or No-one's Responsibility. The activity is to promote discussion and challenge to learner perceptions and to ensure they understand that in H&S law there can never be a scenario under No-One's Responsibility. The intended outcome is for teachers and trainers to use the activity with learners in the period prior to them going out on placement.

[ALIN / ETF Who's responsible.pdf](#)

[ALIN / ETF - Who's responsible HS cards.pdf](#)

[ALIN / ETF - Who's responsible cards High Needs.pdf](#)





## 7 GETTING THE MOST FROM YOUR WORK-EXPERIENCE

A real concern is that teachers and trainers organise the ‘work-experience’ activity with no real consideration of what learners will gain from the process. The following three resources are designed to maximise the learner experience at work:

### A Setting targets

This activity is designed to support target setting for teachers and trainers, an often identified weakness in many inspection reports under teaching, learning and assessment. This is a card sort activity based on Noise in the Workplace and helps develop an understanding of smarter target setting. Our challenge to teachers and trainers is to set challenging targets to be completed in the workplace. It also raises awareness of the dangers associated with noise. [ALIN / EFT -Target-setting.pdf](#)

<b>Aim or goal</b>	<b>Learning objective</b>	<b>Learning outcome</b>	<b>Range</b>	<b>Situation or purpose</b>
The overall purpose of the course, unit or topic. (The teacher, tutor or trainer’s intention)	A specific measurable description of what learners will be able to do.	How the learners will show that they have achieved the objective.	Details or extent of the learning tasks involved in the learning outcome.	Where the learner will apply or use their learning.



## B Learner work-experience logbook

This is a simple activity to generate discussion around compiling a logbook pro-forma for learners to complete while they are on placement. The challenge for teachers and trainers is to produce something that fully embeds English and mathematics that can be assessed on return.

[ALIN / ETF - Work Experience Log-Book.pdf](#)

## C Recording your work-experience

We want teachers and trainers to plan work experience activity by linking theory and practice. This activity is designed to help teachers and trainers support both what learners learn and do at work, and how they will record this learning from their experience. Learning will be recorded in the Logbook, but how will they report back and reflect on their experience? We are encouraging staff to plan a 'feedback' session on their return, for learners where each is required to make a short presentation to the whole group with a Q&A session. They will be encouraged to use PowerPoint, video clips of interviews, process etc. There is one given aspect of content, the learner must give feedback on an aspect of H&S.





## 8 EMBEDDING MATHEMATICS

Developing the mathematical skills in the workforce is a key government and employer target. Young people clearly require good basic mathematical and problem solving skills in the workplace. The following activities are planned to support that need. All activities can be adapted for high needs learners or made challenging to support progression.

### A Menu 56

This is initially an activity for learners with lower mathematical skills. It is based around an Italian deli restaurant menu but there is a twist, all the items are priced as fractions (a practice actually used by some restaurants), for example – Lasagne is priced at £ $8\frac{1}{2}$ . A scenario is presented to help learners develop an understanding of fractions in a realistic working environment.

[ALIN / ETF - Menu 56.pdf](#)

MENU 56		Tea & Coffee	
<b>To start</b>		Coffee	£ $2\frac{1}{2}$
Garlic bread	£ $3\frac{1}{2}$	Espresso	£ $2\frac{3}{4}$
Mixed olives	£2	Americano	£ $2\frac{1}{2}$
Bruschetta	£ $3\frac{1}{2}$	Latte	£ $2\frac{1}{4}$
Garlic mushrooms	£ $3\frac{3}{4}$	Filter coffee	£2
		Tea	£ $1\frac{1}{2}$
<b>Pizza 10 inch</b>		A 10% service charge will be added to your bill, please tell your server if you do not wish to pay this.	
Margherita	£ $8\frac{1}{2}$		
Plain and simple, mozzarella, homemade tomato sauce and basil.			



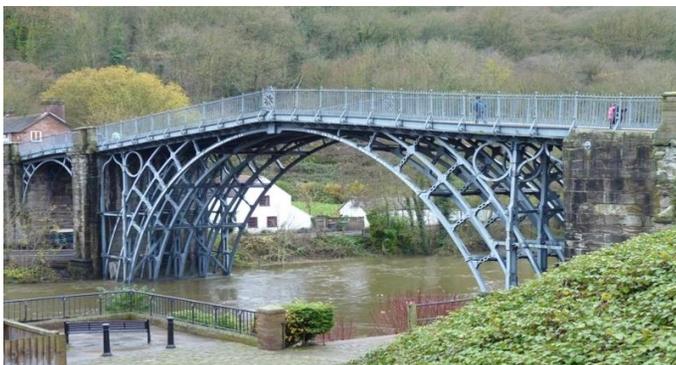
## B Understanding percentages

Many high needs learners cannot visualise what a percentage looks like in comparison to the whole. This activity looks at HSE accident statistics and presents them in the form of a jigsaw puzzle based on a 10 x 10 square. Learners firstly have to assemble the puzzle then work out the percentages by counting the squares.

[ALIN / ETF - Maths Jigsaw.pdf](#)

## C Where are the maths?

Mathematics are all around us and naturally embedded in just about everything we do. High needs learners frequently shy away from maths generally due to poor previous experiences. This activity encourages them to look for maths without actually doing any calculations. The activity makes use of a photograph (in this case it is Telford's famous Iron bridge). Learners are asked to work in pairs or triads and study the picture to identify where maths may be found. The purpose is to help learners look for the maths particularly during their work experience activity.



[ALIN/ ETF Where are the maths.pdf](#)



## 9 EMBEDDING ENGLISH AND ICT

This activity is designed to support the development of writing and presentation skills. Learners are asked to prepare a “News” item about their work placement. This will be produced using a Word newsletter template and include set topics such as: Background to the business, operating markets, sales targets, growth potential, H&S, and a highlight focus on one member of staff. The objective is to help improve communication skills by getting learners to talk to workplace colleagues, develop listening skills as they ask questions and present using ICT.

The screenshot shows a Microsoft Word newsletter template. At the top right, there is a green rectangular box with the text "Work Experience Newsletter...." in white. To the left of this box, the text "Volume 1 | Issue 1" is followed by "Date" in green. Below this, there is a horizontal line and the word "Items:" in bold. Underneath, there is a section titled "Colleague Interview" with the subtitle "A day in my life on work experience". To the right of this, there is a section titled "The Background to Business:" with the subtitle "I did my work experience in.....". Below this, there is a framed image showing two cartoon characters, Tom and Brian, standing on a blue background. The text "Next week" is above them, "and" is between them, and "start their work experience placements" is below them. To the right of the framed image, there is a text box with the following content: "Want to insert a picture from your files or add a shape, text box, or table? You got it! On the Insert tab of the ribbon, just tap the option you need. Think a document that looks this good has to be difficult to format? Think again! This newsletter uses styles."



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For more information contact [info@alin.org.uk](mailto:info@alin.org.uk)

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