

Work-related learning for all at key stage 4

Guidance for implementing the
statutory requirement from 2004



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Introduction

Purpose of this guidance

From September 2004 there will be a statutory requirement that all young people should experience some work-related learning at key stage 4. This booklet:

- sets out the statutory requirement for work-related learning
- explains the rationale behind the introduction of work-related learning for all
- includes a framework for work-related learning that sets out the minimum provision that schools should make
- provides information on what schools should do to implement the requirement
- indicates where more detailed guidance is available
- provides case studies of students' experience and examples of activities that promote work-related learning.

Who is the guidance for?

This guidance is for curriculum managers and coordinators of work-related learning in schools with key stage 4 provision. Education-business link organisations, Connexions advisers, employers and other bodies that collaborate with schools on the delivery of the key stage 4 curriculum will also find it valuable.

What is the statutory requirement for work-related learning?

The statutory requirement is that schools include work-related learning within the curriculum for all students at key stage 4.

Work-related learning is defined as: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

Therefore the statutory requirement is for schools to make provision for all students at key stage 4 to:

- learn **through** work, by providing opportunities for students to learn from direct experiences of work (for example, through work experience or part-time jobs, enterprise activities in schools and learning through vocational contexts in subjects)
- learn **about** work, by providing opportunities for students to develop knowledge and understanding of work and enterprise (for example, through vocational courses and careers education)
- learn **for** work by developing skills for enterprise and employability (for example, through problem-solving activities, work simulations, and mock interviews).

This three-strand approach highlights that it is not skills and knowledge that are unique to work-related learning, but the context in which they are developed. Direct experience of the world of work (through a variety of activities) should be at the heart of work-related provision.

While it is the responsibility of each school to determine the nature of provision and the opportunities to acquire work-related learning that each student will be given, it is a statutory requirement to have regard to this guidance. Ofsted will draw on the guidance to inspect provision of work-related learning.

What is the rationale for making work-related learning a statutory requirement for 14- to 16-year-olds?

All young people need work-related learning as an essential part of full preparation for an adult life in which they will contribute to the country's economic well-being. Making it statutory will ensure clarity, coherence and quality of provision. All young people will receive individually appropriate provision as part of a broad and balanced curriculum.

Young people are increasingly concerned with the role of education in occupational success. They want to see the relevance of education to their future lives, and they want assurance that what they are learning is developing their employability. Work-related learning provides the connection between learning and earning, which is a strong motivator for many.

Learning about work and enterprise is only one aspect of work-related learning. Some basic economic understanding is essential for all citizens. All young people need to understand how the economy functions, including the role of business and financial services.

Many of the skills valuable for both higher education and future employment can be developed through work-related activities. Work experience and enterprise schemes, with their focus on social and personal skills, offer opportunities to stretch the most able students.

One of the barriers to participation in higher education is the low self-esteem and limited aspirations of many intelligent 14- to 16-year-olds. Improved knowledge of the labour market and employers' needs will raise the aspirations of some and help others make more informed decisions about suitable learning programmes post 16.

Further resources

In July 2003, QCA launched its dedicated *14-19 learning* website (www.qca.org.uk/14-19). This gives support and guidance in managing the whole 14–19 phase and in helping students get the most from their experience. It gives information and guidance on statutory requirements, qualifications and the background to the 14–19 phase, including DfES papers and QCA advice.

The website includes further information on work-related learning, including:

- case studies of work-related learning at key stage 4
- advice on maximising learning from work-related experiences
- extended work-related learning programmes
- work-related learning resources
- advice on using qualifications to support careers education and work-related learning programmes.

Other useful website addresses:

DfES *Education Business Links* (www.dfes.gov.uk/ebnet)

DfES *Work-Related Learning* (www.dfes.gov.uk/qualifications/mainSection.cfm?sId=2)

Guidance

Framework for work-related learning

To support the statutory requirement, a non-statutory framework sets out the suggested minimum experience for all young people. The framework is based on a long tradition in work-related learning and on existing practice in schools where work-related learning is a key feature of provision. It reflects current developments in 14–19 education, including enterprise education, careers education, citizenship education and school-business links.

The framework comprises nine elements, which cover the range of learning opportunities that together would deliver the statutory requirement. It also gives suggested minimum provision for each element and outlines what students should be able to do as a result of their experience.

The lists of possible learning outcomes are indicative rather than prescriptive. Schools should decide which learning opportunities and outcomes are most appropriate for their students.

A framework for work-related learning at key stage 4

<i>Elements of provision for all students</i>	<i>Suggested minimum</i>	<i>Through this provision students can:</i>
1. Recognise, develop and apply their skills for enterprise and employability.	Students have the opportunity to develop and apply their skills in at least two work-related activities. Students have at least one opportunity to discuss the skills developed across the whole of their work-related programme.	<ul style="list-style-type: none"> ■ describe and demonstrate the main qualities and skills needed to enter and thrive in the working world ■ evaluate the usefulness of a range of employability skills ■ assess, undertake and manage risk, and make decisions in conditions of uncertainty ■ collect relevant evidence and use it for making decisions ■ show leadership, management, drive and self reliance when working on tasks and in teams ■ demonstrate innovative approaches to solving problems.
2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.	Students have the equivalent of at least half a day for debriefing and follow-up of work experience and/or part-time work.	<ul style="list-style-type: none"> ■ give an account (in any medium) of their work placement or part-time job identifying what they have learned about work ■ apply some of the learning gained from work experience to their key stage 4 courses and their career planning ■ analyse what motivates people for work ■ demonstrate an understanding of the main changes happening in the world of work.
3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.	Students have at least two curriculum activities that develop their understanding of business and work.	<ul style="list-style-type: none"> ■ outline the main types of business enterprises and the key roles within each ■ give examples of employers' and employees' rights and responsibilities at work, particularly in relation to equality of opportunity, respect for diversity and health and safety ■ demonstrate a basic knowledge and understanding of a range of economic concepts ■ describe some ways that working conditions changed during the last century and give some reasons for the changes.
4. Develop awareness of the extent and diversity of local and national employment opportunities.	Students undertake at least two tasks that investigate labour market information.	<ul style="list-style-type: none"> ■ explain the chief characteristics of employment, self-employment, unemployment and voluntary work ■ recognise the concept of the labour market (local, national, European and global) ■ describe the main trends in employment in their local area and relate these to their career plans.

<p>5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.</p>	<p>Students undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.</p>	<ul style="list-style-type: none"> ■ collect and use relevant information about opportunities available to them beyond key stage 4 ■ reflect on and record achievements, abilities, interests and skills and use them to make realistic choices for progression after key stage 4 ■ access and use an interview with a careers guidance specialist to progress plans ■ complete application procedures for work placements, part-time jobs and post-16 opportunities, including preparing a CV and adapting it for different applications ■ present themselves well at an interview.
<p>6. Undertake tasks and activities set in work contexts.</p>	<p>Students use work as a context for learning within the curriculum on at least two occasions, and record evidence of their learning.</p>	<ul style="list-style-type: none"> ■ explain the relevance of a curriculum subject to the world of work ■ demonstrate understanding of work-related language and vocabulary ■ analyse how examples of learning within the curriculum can be applied to work contexts.
<p>7. Learn from contact with personnel from different employment sectors.</p>	<p>Students have direct contact with a minimum of two people from different employment sectors with differing roles and working conditions.</p>	<ul style="list-style-type: none"> ■ describe working practices in different employment sectors ■ understand the career motivations and pathways taken by people in different employment sectors ■ understand the importance to employers of attitudes, qualifications and skills.
<p>8. Have experience (direct or indirect) of working practices and environments.</p>	<p>Students use work practices or environments as contexts for learning in the curriculum on at least two occasions and record evidence of their learning.</p>	<ul style="list-style-type: none"> ■ describe (from experience gained through work placements, visits, simulations, videos and so on) the working practices of one type of business compared with another ■ describe (from experience gained) the work environment in one type of business compared with another ■ describe the main hazards associated with particular types of workplace.
<p>9. Engage with ideas, challenges and applications from the business world.</p>	<p>Students undertake at least one business challenge, problem solving or enterprise activity.</p>	<ul style="list-style-type: none"> ■ know and understand key enterprise concepts ■ demonstrate the main enterprise skills, attitudes and qualities.

Using the framework

Schools can use the framework in a flexible way to provide programmes of work-related learning that meet the needs of students following different curriculum routes. Schools will be able to choose the most appropriate work-related activities according to students' individual needs and local capacity.

The experiences of students will differ as work-related learning is acquired in various ways for different students; it can take place across the curriculum, with all subjects and courses providing students with appropriate experiences, opportunities and contexts. For some students, work-related learning is built into their subject learning, supplemented by careers education and work experience. For others, it is provided largely through a course leading to a vocational qualification. Some students follow an extended work-related learning programme with an FE college, training provider or employer.

The case studies included in this guidance illustrate the range of experiences that students following different pathways might have. Further case studies are available on the *QCA 14-19 learning* website (www.qca.org.uk/14-19).

Currently, work-related learning is developed in a range of curriculum contexts:

- GCSEs, especially GCSEs in vocational subjects, and other accredited courses
- courses delivered by training providers and colleges
- extended work-related learning programmes involving employers
- careers education and guidance
- personal, social and health education
- citizenship education
- specially timetabled events such as industry days or conferences
- extra-curricular activities such as business mentoring or study support
- work-related activities such as work experience and mini-enterprises.

Schools should seek to maximise the educational value of existing work-related experiences through effective curriculum integration and appropriate progression for each student.

Examples of activities, covering each of the nine elements of the framework, are included at the end of this guidance.

In practice most work-related opportunities can be used to deliver more than one element. However, a single activity (such as work experience) cannot alone offer the full range of experiences needed. A combination of opportunities will be necessary to deliver the statutory requirement.

Learning through work

Direct experience of the world of work is an essential part of learning through work. For some students a period of extended work experience will be appropriate; for others, a one or two-week placement is more suitable. Work shadowing and part-time work will also provide useful opportunities. Where there is good provision in work-related learning, schools help students use all direct experiences of work to extend their understanding of work.

Other work-related activities (for example, mini-enterprises, visits to industry, business simulations, case studies and work-related problem-solving activities) are also valuable for developing work-related learning, especially when embedded in the curriculum. Work experience provides an opportunity for students to practise their skills in a new setting and recognise the use of skills in that setting. Work-related activities significantly enhance the capability of the curriculum to develop transferable skills.

All subjects in the curriculum can use the world of work as a context for learning, including those taken by all students such as English, science, careers education and citizenship. Work-related activities can enhance subject learning and also promote the transferability of skills.

Research and consultation have reinforced the view that the essence of work-related learning is the context in which it is developed. Direct experience of the world of work through a variety of activities is at the heart of effective work-related learning programmes. However, experience of an activity alone does not guarantee that learning will occur. High quality learning requires a learning frame (such as objectives, preparation and work-related tasks) and reflection on experience to establish what has been learnt.

Learning for work

In considering how to provide students with opportunities to recognise, develop and apply their skills for enterprise and employability, reference should be made to *A Review of Enterprise and the Economy in Education* (Howard Davies, February 2002) (www.dfes.gov.uk/ebnet/download.cfm).

The Davies report viewed employability as:

‘The knowledge and understanding, skills, attitudes and qualities that young people will need to thrive in their future working lives. For everyone, the challenge to maintain and update employability lasts throughout life.’ *A Review of Enterprise and the Economy in Education* (Howard Davies, February 2002, page 17)

The report highlights three main components of employability:

- enterprise capability
- financial literacy
- economic and business understanding.

The six key skills (communication, application of number, information technology, problem solving, working with others and improving own learning and performance) are also recognised as important components of employability.

Enterprise capability is defined as:

...the capability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life.

This depends on the development of:

- knowledge and understanding of concepts: organisation, innovation, risk, change
- skills: decision-making (particularly under conditions of uncertainty), personal and social leadership, risk management, presentational
- attitudes: self-reliance, open-mindedness, respect for evidence, pragmatism, commitment to making a difference
- qualities: adaptability, perseverance, determination, flexibility, creativeness, improvisation, confidence, initiative, self-confidence, autonomy, action-orientation.

A Review of Enterprise and the Economy in Education (Howard Davies, February 2002, pages 17-18)

The government is committed to supporting the recommendations of the Davies report and the introduction of a major enterprise initiative is planned for 2005.

Learning about work

Learning about work covers the curriculum area previously defined as economic and industrial understanding (EIU), economic awareness or business understanding. The Davies report described this element of work-related learning as economic and business understanding.

This includes:

- knowledge and understanding – familiarity with a range of economic concepts such as the market, competition, price, efficiency and economic growth
- skills – the ability to take decisions and make judgements on issues with an economic dimension, investigate simple hypotheses and apply theoretical understanding to practical situations
- attitudes – an interest and concern in: economic affairs, responsible use of resources, challenges of business and its importance to society, responsibility of employers to the community and the environment.

A Review of Enterprise and the Economy in Education (Howard Davies, February 2002, page 18)

All young people should learn about the way business operates, about employers' and employees' roles and rights and responsibilities in the workplace. However, business should not be defined narrowly and should include large and small enterprises, in the public and voluntary as well as the private sector.

Schools should note that the programme of study for citizenship requires that students are taught about how the economy functions, including the role of business and financial services. Another aspect of the programme of study is the rights and responsibilities of consumers, employers and employees.

Implications for schools

Management and coordination

In common with similar initiatives, implementation is dependent on effective management. As delivery for students following different learning pathways is likely to be through various curriculum areas, coordination will also be important. There is insufficient space in this publication to provide full guidance on the management of work-related learning. However, the DfES has published guidance on managing vocational and work-related learning at key stage 4 (*Vocational and work-related learning at key stage 4: Guidance for managers in schools and their partners in the community*, July 2002) and a revised version is due for publication at the end of 2003. Further guidance, including case studies, is also available on the QCA 14-19 learning website (www.qca.org.uk/14-19).

In preparation for the statutory requirement schools may want to ensure that they have:

- a senior manager with overall responsibility for ensuring that the school makes adequate provision for all students
- identified a member of staff with responsibility for coordinating work-related provision
- allocated time for the in-service training of members of staff
- conducted an audit of existing provision to match against the framework and suggested minimum provision
- reviewed and updated the current work-related learning policy, including learning opportunities and outcomes
- ensured that work-related learning is included in the school development plan
- discussed with local partners providing business link and work-related learning services about how they can support the school
- considered ways in which collaboration with other schools and colleges can support the school in making suitable provision.

Although the focus of the requirement is on key stage 4, schools and their partners will want to review their programmes of work-related learning in the context of key stage 3 and the 14–19 phase as a whole.

Recognising student learning

There is no statutory requirement for certification or summative assessment of what students have learnt from their work-related learning programmes. Nevertheless, some work-related learning outcomes are likely to be assessed as part of GCSE and other qualifications. Schools may also want this learning to be recorded in a Progress File and perhaps to offer local certification as recognition of successful participation in work-related activities. Such local certification is a service that many local education-business link organisations (EBLOs) already provide.

Schools should ensure that students are able to reflect upon their work-related experiences to identify their learning in a formative way. Reflection and review are an essential part of learning from experience. It is also important that students can recognise and articulate what they have learnt, especially to employers.

Schools must make students aware of what their work-related programme comprises and how the various elements fit together. During planning, schools should take into account the perspective of students and ensure that provision is coherent.

Support for schools

There is already an infrastructure of support for schools in developing and delivering their provision for work-related learning through local and national EBLOs. Local consortia of EBLOs develop annual plans to deliver work-related and business link services to schools. The DfES has established priorities for the work of consortia, which include supporting schools with work-related learning at key stage 4.

EBLOs can support schools in a range of ways, for example by:

- giving examples of good practice
- giving contact details of employers and training providers
- organising work placements, vetted for health and safety
- giving advice on sources of funding
- organising professional development placements for teachers with employers
- supplying curriculum materials such as log books for recording key skills
- assisting in monitoring and mentoring students during work experience.

Schools should contact their local consortium at an early stage of planning to discuss what support is available. The DfES *Education Business Links* website provides contact details (www.dfes.gov.uk/ebnet).

Schools are also able to draw on support from LEA advisers with expertise in this area. Connexions Partnerships are able to offer support because of their close links with local employers and expertise in careers education and guidance.

Recognising the important role of enterprise education (following the Davies report), the government is keen to ensure that every student has some experience of business and enterprise before they leave school. Guidance for schools, about the additional resource being made available, will precede the introduction of the enterprise initiative from September 2005, informed by 'enterprise pathfinders'.

Working with business partners

The framework takes account of employers' needs and their capacity to support work-related learning. Employers already make a significant investment in work experience and other work-related activities. The framework gives these activities a sharper focus and will improve the quality of work-related learning.

The requirement does not make extra demands on employers, but rather helps them get a better return from existing investment in school activity. A stronger and more dynamic relationship between schools and local businesses should be fostered by the new requirement.

Case studies

These case studies illustrate how students following different pathways in schools in differing circumstances might acquire their work-related learning.

Further examples of school and individual student case studies can be found on the QCA 14-19 *learning* website (www.qca.org.uk/14-19).

Nish's work-related learning is acquired within a GCSE in applied business combined with opportunities such as mentoring, work experience and discussions with his tutor.

Nish is taking a GCSE in applied business. In the business finance module, an employee from the local bank runs a business start-up activity, which gives Nish the opportunity to apply and develop his skills. He studies career opportunities and career management skills within the business sector, as well as rights and responsibilities in the workplace. He is able to discuss his career aspirations with his form tutor. His work experience was at a local country hotel helping in the restaurant, where he was able to collect evidence for a coursework assignment on marketing. On his work placement, the debriefing and assessment session on the last day allowed the manager to give him some constructive feedback on his skills for employability and areas for improvement. At the end of year 11 he discusses what he has learnt from his programme of work-related learning in a one-to-one session with his tutor and agrees a statement for his Progress File.

Gloria's work-related learning is acquired through a range of activities in her GCSE courses, supplemented through the year by school activities, work experience and an entrepreneurship workshop.

Gloria goes to France on a language study visit. Her course includes employment and industry as a theme, and she visits a hypermarket and a car plant. She is also taking a GCSE in design and technology, which includes a visit to a design studio. A local freelance designer visits the school to talk about work and set a brief for the students. This involves fully costing the students' proposals for designing an artefact. A school citizenship day involves a carousel of workshops on themes such as welfare to work, the national minimum wage, equal opportunities at work and investigating labour market information. A local manager and a trade union representative take part in running these workshops. Gloria had work experience at a financial services company in the city centre and enjoyed the experience of wearing a suit and being given responsibility. She attends an entrepreneurship workshop run by the owner of a local small business. Gloria records much of her work-related learning and key skills development for her Progress File, which is saved online and updated in her ICT lessons. She has a group work session on careers in the financial services industry with a personal adviser, followed by a personal careers guidance interview.

James is following a diverse work-related learning programme involving key skills, NVQ, work experience in different sectors, role-plays and meetings with a personal counsellor.

James is not taking any GCSE courses at school, but is working towards certification of key skills in communication and application of number. He really enjoys his Entry level motor vehicle course with the local training provider where he is learning the basics of servicing a car. He is taking various NVQ units in horticulture, studying one day a week at college. During his work experiences at a garage and a garden centre, James has grown in confidence and developed his skills in communication. The teacher has taken photographs of him during his placements, which are used as prompts to discuss what skills he has developed. At school he has discussed and taken part in role-plays involving problem situations encountered at work. James has met with a Connexions adviser, who advised him on the labour market and job opportunities in the area. James has also gained a basic understanding of enterprise through work in class on basic calculations of income and expenditure of a business.

Nina's work-related learning is acquired mainly within her GCSE courses and related activities, such as working as a science adviser to a year 9 enterprise team, supplemented by work experience and part-time work.

During key stage 4, Nina has direct and indirect experience of working practices and environments in several sectors, including the school's organic soap enterprise, her part-time job in a supermarket and her work experience in a plastics industry. All offer opportunities to develop and apply her skills for employability. During science week, she helps set up a series of experiments and problems for year 9 pupils to solve with the support of science staff and two people from local science-based industries. One of them takes her through a mock interview and discusses career paths and progression in the two sectors that attract her: teaching and science.

Nina has several opportunities to undertake tasks and activities set in work contexts. Working as a science adviser to a year 9 enterprise team (making organic soap) allows her to engage with a real problem-solving activity. In a module on the local economy in geography she completes an assignment on regional travel-to-work patterns. This develops her awareness of the extent and diversity of local employment opportunities. She also investigates labour market information in ICT lessons, where she has access to various careers software.

On Saturdays Nina works in a supermarket on the edge of town. She gives a presentation to her tutor group on what employers look for from employees as part of work-experience preparation. Her work experience was in the offices of a medium-sized plastics company, and she was able to spend part of a day shadowing a plastics designer. Her drama teacher organises a whole afternoon debriefing session, using some of the situations encountered on work experience to develop role-plays and improvisations around the theme of rights and responsibilities at work. This is supplemented by modules in the citizenship course where the students tackle working roles and conditions, legal aspects and functioning of business.

Lucy's programme includes an NVQ in sport and recreation, and she has extensive work experience and several careers guidance activities.

Lucy is taking an NVQ level 1 in sport and recreation at the local FE college. The course includes a mixture of the practical and the theoretical. She has sessions on the wider role of the leisure industry in the economy and has been on visits to a number of local leisure centres. The programme involves work experience at one of these centres during the second year for one day a week and she is able to collect evidence for her NVQ portfolio and be assessed in the workplace. During her work placement she has a mentor who supports and advises her on key skills evidence and assessments. Lucy has met with the trade union representative at the workplace and understands the role that unions can play in ensuring safety in the workplace and in protecting the rights of employees. In careers lessons at school she has opportunities to investigate labour market information. She also takes part in activities to develop work-related skills in an office setting. At college, staff interview Lucy to discuss possible progression routes, and she is planning to take NVQ level 2 when she leaves school.

Dwain's work-related learning is acquired through his GCSE courses, plus involvement in a team business game, work experience in a lawyer's office and various careers-related activities.

Dwain has experience of work through his father's import business, which he found useful in a team business game completed in year 10. The market simulation enabled him to use his knowledge of pricing and marketing to the advantage of his team. He has aspirations for a career in law and enjoyed talking to a barrister during the 'First Tuesday' lunchtime sessions on working in the professions. The web guide distributed at the meeting enabled him to investigate relevant law-related websites, which help with his career planning. He also investigates labour market information through an interactive website. He is studying GCSE economics and has gained a good understanding of the role of business in the economy. His work experience in a lawyer's office enables him to complete an investigative assignment on rights and responsibilities at work for the citizenship studies GCSE. A mock interview in year 11 gives him an opportunity to reflect on his career aspirations, and makes him aware that he tends to ramble when answering questions.

Examples of activities that support each element of the framework

1. Recognise, develop and apply their skills for enterprise and employability

Mini-enterprise	Students take on various roles in their own company to design and make a product for sale, with the profits going to charity.
Office simulation	During an ICT module, students explore the impact of email on work practices and relationships through an office simulation in their ICT room, using a local office manager as an adviser.
Employability workshop	Students take part in a one-day workshop to develop enterprise and employability skills run by a manager from a local business.
Simulation	Students take part in a simulation in which catering companies tender for a contract, developing enterprise skills (including an understanding of risk and business planning).
Mock interview	Students prepare for and take part in a mock interview with a Connexions personal adviser or a local business person in which they will reflect on and articulate their skills for employability.
Guidance interview	Students discuss their achievements and skills with their tutor and/or mentor and/or the Connexions personal adviser, and review their career plans accordingly.
Work experience record	Students record situations when they have practised key skills, to be discussed with their supervisor and in school debriefing sessions.
Visit	Drama students go on a behind-the-scenes tour of their local theatre to observe various people at work and to talk to the theatre manager about staging productions.

2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work

Work experience	In GCSE English, students reflect on their experience of work and report their reflections by writing or speaking about them.
Assignment	In GCSE history, students investigate working practices in the past, compare them with those of today, and find reasons for the differences.
Role-play	Through role-play, or a drama or music production about working life, students compare past and present working practices.
Videos	Students use clips from TV programmes to investigate the differences between working practices in two work environments, eg a hospital and a police station.
Community placement	As part of citizenship studies, students spend half a day in a local voluntary or community organisation to look at leadership skills and how volunteers are organised. In debriefing sessions, students discuss the roles and responsibilities of the people they have met.
Work-related videos	In careers lessons, students learn about working practices in one or two employment sectors using material from current television programmes. They review their career plans to take account of what they discovered.
Group discussion	During work-experience preparation, students discuss their own or others' part-time jobs and the working practices they have encountered. They consider the factors that influence working practices generally.
Work shadowing	Students arrange to work shadow a parent or family friend. They record their observations in writing or other media.

3. Learn about the way business operates, working roles and conditions, and rights and responsibilities in the work place

Assignment	Science or geography students investigate the effects of some industries on the environment.
Debate	In English or citizenship, students take part in a debate focused on moral issues related to rights and responsibilities at work or to working conditions.
Industry day	Students work with young managers from local businesses to explore basic economic concepts.
Simulation with a local business	Students examine management at work by taking part in a simulation with a local company manager and a shop steward from the same company.
Role-play	In citizenship or careers education, students discuss several employment tribunal cases involving equal opportunities. Some of the situations are used in role-play to explore varying perspectives. A trade union visitor acts as an adviser.
Group work	In citizenship lessons, students investigate some basic reasons for the differences between the economies of rich and poor countries.
Work experience	Students have a health and safety induction on their placements. Afterwards they complete a quiz, which they enclose in their placement diary.
Interview	Students interview their supervisor during work experience, or in their part-time job, or a parent or family friend, about their working roles.

4. Develop awareness of the extent and diversity of local and national employment opportunities

Survey investigation	In GCSE business, students carry out a survey of local businesses by type, size and nature.
Investigation	In an ICT module, students evaluate databases of local businesses.
Business visitor	Students meet a manager from a multinational company and ask questions about employment opportunities with the company in the UK and abroad.
Careers fair	Students visit a careers fair and find out which exhibitors have employment opportunities locally and nationally.
Labour market investigation	In careers lessons, students collect information on the range of employment opportunities available from adverts in the local newspaper and identify patterns in the local labour market and trends in employment. They record and analyse the information using a spreadsheet and charts.
Group sessions	The Connexions personal adviser leads group sessions to help students understand the characteristics of different types of employment and trends in different employment sectors.
Interview	During work experience, students interview the human resources manager at their placement about employment opportunities in the firm. The responses are discussed at debriefing.
Career guidance interview	Students explore career opportunities with their business mentor during sessions at the mentor's workplace and review their career plans as a result.

5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives

Labour market investigation	In a vocational course at a local college, students investigate the employment opportunities available in that vocational area and identify those that match their interests and abilities.
Software activity	During an ICT module, students work through a computer programme, which enables them to identify their abilities, interests and career possibilities.
Mock interviews	Students apply and are interviewed for hypothetical jobs that they aspire to by trained interviewers from local companies who provide individual feedback.
Job application simulation	Students take part in a simulation exercise to prepare a CV and apply for a job based on their strengths and predicted qualifications.
Personal finance session	In PSHE lessons, students explore a range of concepts related to managing their own finances and apply them to their career plans.
Career investigation	During a careers lesson, students plan an assignment to use the Connexions Resource Centre to investigate career paths that interest them. They use the results to review their career plans.
Taster days	Students take part in taster days in local businesses where they can assess which job roles match their interests and abilities.
Work experience	During a one-day-a-week placement, students are able to test out their own capabilities and match them to their career aspirations with the aid of their workplace mentor.

6. Undertake tasks and activities set in work contexts

Technical brief	A car mechanic works with students in maths lessons to investigate the capacity of an engine and the power it could produce, making models of cylinders and calculating volume and capacity.
Assignment	In GCSE geography, students study the factors that have influenced the pattern of industry and employment in the region.
Work shadowing	In a concert by a professional music group (eg orchestra or army band), students who play an instrument sit in the relevant section and play along with the professional musician in selected pieces.
Simulation	During a 'business and enterprise' day, students take part in a simulation to run a sports and fitness centre, taking on all the roles involved.
Personal finance	In careers lessons, students work out budgets for spending and saving money earned from hypothetical but realistic job salaries.
Debate	In religious education, students consider the issues involved in running a business in a multi-faith community.
Work experience debriefing	During work experience, students meet a teacher from their school and explain their impressions of their placement and start to identify what they are learning.
Talk and debate	In a year group assembly, students hear a presentation on the regulations governing part-time workers under school leaving age. This is followed by a tutorial discussion on the advantages and disadvantages of working while still at school.

7. Learn from contact with personnel from different employment sectors


Simulation	In GCSE design and technology, students take part in a design and make project in partnership with a local manufacturer. The firm's design director comes to the school to discuss the brief with students.
Design brief	An artist in residence works with GCSE art and design students to design and make wooden sculptures for the school grounds.
Business mentoring	Some students have mentors from different businesses to help them raise and realise their career aspirations. Mentors might be contacted online.
Mini-enterprise	School governors from different businesses act as advisers to students during their mini-enterprise activity.
Interview	In careers lessons, students identify the Standard Occupational Categories and interview an adult they know who works in one of them about their working day.
Personal finance	Personnel from a local bank work with students to help them understand how pay slips are made up, and the basic operation of the income tax system.
Work experience debriefing	Students interact daily with their work experience supervisor during their placements to check their progress.
First aid training	Students work with members of the emergency services to learn first aid techniques.

8. Learn from experience (direct or indirect) of working practices and environments

Expert witness	In GCSE English, students work with the school's police liaison officer on activities to learn how language is structured and framed by a working role and context.
Field trip	As part of GCSE French, students visit a cheese factory during an exchange visit to France. They record observations and put prepared questions to the firm's human resources manager about conditions of work.
Group work and simulation	During a 'business and enterprise' day, students work in teams to design and mass-produce CD covers for their favourite groups. They sell them to 'buyers' from local businesses.
Virtual visit	Students make a virtual visit to a local company's head office in Europe through its website which has a student section, during a module exploring the uses of ICT.
Work experience	During debriefing activities on work experience, students prepare a five-minute presentation to the class about their recent placement.
Group work	In citizenship lessons on human rights, students investigate working practices in countries where child labour is used, and compare their findings with their own experience of part-time work.
Work experience diary	Students keep a diary of their work experience placement and at the end of each day jot down brief reflections on what they have learned.
Local skills training centre	Students visit a local skills training centre and take part in activities to develop work-related skills in workshop and office settings.

9. Engage with ideas, challenges and applications from the business world

Survey brief	A local bookseller asks students to undertake a reading survey for the teenage market. Students write reviews of the most popular books as part of GCSE English.
Mini-enterprise	Students' mini-enterprise companies provide experiences of using spreadsheets to set up predicted and actual income and expenditure, which are developed further in maths lessons.
Enterprise project	Year 11 students plan and organise their Leavers' Ball, including costing, catering, hiring photographers, video, disco, and selling tickets.
Enterprise project	Year 10 students organise a non-uniform Charities Day, with stalls selling items that students have made.
Marketing brief	During a health education module in PSHE, students develop marketing materials to promote a range of healthy foods for teenagers.
Business challenge	Students produce a town trail for the local council to promote. They investigate how to highlight leading local businesses in return for sponsorship for producing the trail materials.
Marketing investigation	In negotiation with placement providers, work-experience students carry out an assignment, investigating how customer service might be improved, how the office space might be organised more efficiently and how the company's advertising might appeal more to young people.
Enterprise	Students take part in an after-school enterprise project with the help of a local EBLO.

 Curriculum and Standards	
Audience	Curriculum managers and coordinators of work-related learning in schools with key stage 4 provision and other bodies that collaborate with schools on the delivery of work-related learning
Circulation list	Schools, LEAs, Learning and Skills Councils, Education-Business Link Organisations, Connexions Partnerships and other key stakeholders
Type	Guidance
Description	This booklet sets out the statutory requirement and non-statutory framework for work-related learning
Cross ref	<i>Changes to the key stage 4 curriculum: guidance for implementation from September 2004</i> (QCA/03/1167) QCA's 14-19 learning website (www.qca.org.uk/14-19)
Action required	Schools and LEAs must have regard to this guidance when implementing the statutory requirement
Timing	Work-related learning becomes statutory from September 2004
Contact	QCA Customer Services (see below)
For school use	

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