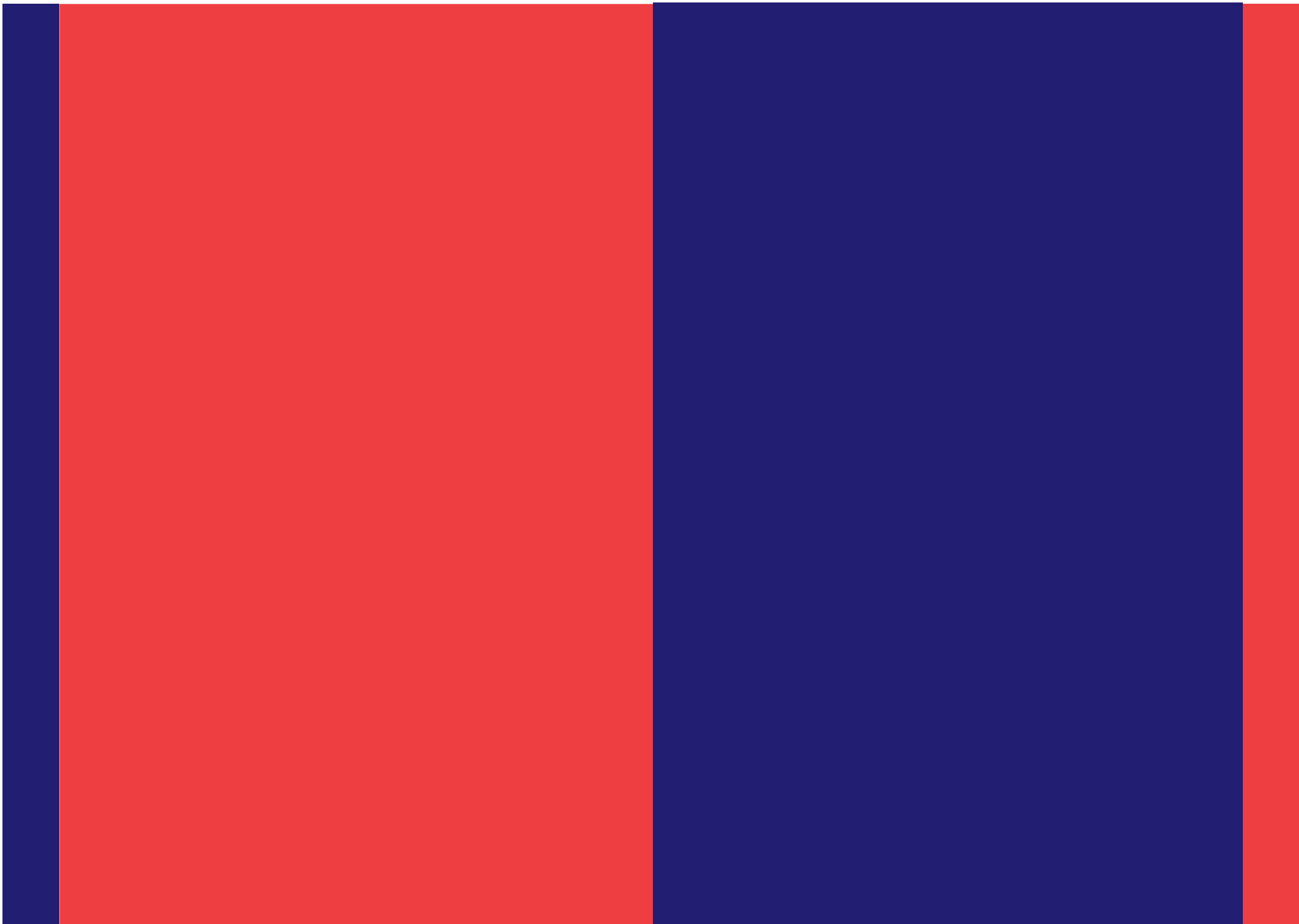


# Key Stage 4 Work-Related Learning: Guidance for Schools and Providers 2006

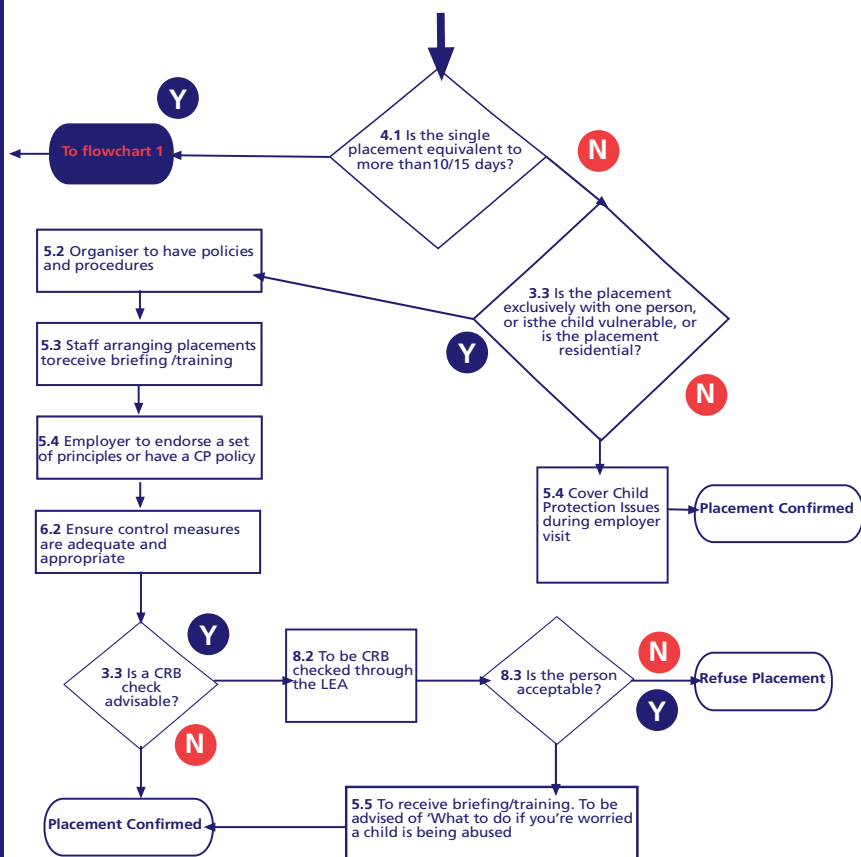
Information correct at the time of going to print May 2006





# Safeguarding Children in Education

Work Experience for under 18 Supplementary DfES Guidance  
November 2004  
Flowchart 2: Short Term Extended Work Experience



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NB. This guidance is up to date as of May 2006. Schools and providers of work-related learning should also check the relevant more recent legislation and guidance from Government and other sources.

## Introduction

This framework is designed to enable schools to plan and deliver high quality off site work-related learning (WRL) programmes for students in partnership with other providers. It is not intended to cover the block of work experience which the majority of student have in key stage 4 or alternatives to the mainstream curriculum delivered in the school itself.

### Who is it for?

It is for those responsible for providing personalised curriculum which is delivered away from school by another provider. Planning and delivering high quality provision of this type requires collaboration and liaison and this framework sets out guidance for who should be involved and how this can be done effectively. Those who are likely to use this framework are:

- School work-related learning co-ordinator
- Deputy head with responsibility for curriculum
- Staff with lead responsibility for 14-19 issues
- Heads of year/house
- Mentors and other staff who support students on off-site provision
- School staff with responsibility for health and safety/ risk assessment
- College, work-based learning and voluntary sector staff responsible for setting up 14-16 provision
- College, work-based learning and voluntary sector staff who deliver programmes to 14-16 year olds

### Why do we need this now?

The Government's 14 – 19 Education and Skills White Paper which was released in February 2005 sets out a vision for high quality 14 –19 education which prepares all young people for adult life, enabling them to follow courses which are appropriate to their needs and motivate them to stay in learning rather than dropping out. It includes a commitment to personalising learning for all students. Off-site work-related learning is part of this continuum of personalised learning provision and will meet the needs of many learners who prefer a more practical approach to learning.

Schools in Newcastle have been developing this type of provision for a number of years and significant numbers of key stage 4 students now follow programmes which include some learning which is delivered off-site by college staff, work-based learning providers, employers, community-based organisations and others. This development has been largely project driven and undertaken by individual or small groups of schools but as external project funding comes to an end it is time to move to more coherent systems which apply to all schools in the City. QCA, DfES and others have produced a number of guidance documents about developing this type of provision over the past few years (see Appendix 1). This guidance brings together the most important points and draws on the local expertise and good practice of collaborative working which has built up through participation in these projects. It also takes account of national developments.

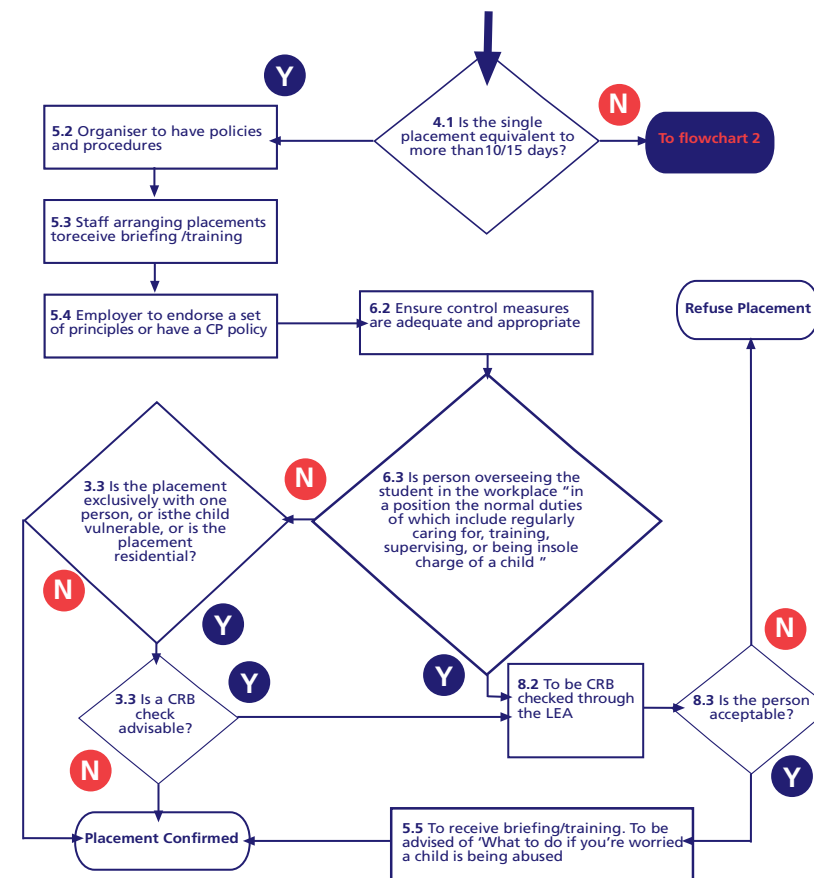
**Compliance with the guidance in this framework will be required in order to access funding for this type of provision managed by the Local Authority and Newcastle Learning Partnership.**

## Appendix 3: Safeguarding Children in Education

Work Experience for under 18s

Supplementary DfES Guidance November 2004

Flowchart: Long Term Extended Work Experience



## Appendix 2: Activities to help students through the process of choices at key stage 4.

### Choosing work-related options

These tasks will help you to find out about different areas of work and choose an area that interests you.

#### TASK 1

Look at the subjects and courses you can choose in year 10 and 11 and highlight the subjects that are about different types of work.

For each one find out

- how much time you will spend in school learning about this
- whether you will learn out of school
- if so, will it be at a college, work-based learning provider or employer
- how much time you will spend out of school

#### TASK 2

List all the resources and people in school who could give you information about work-related courses.

#### TASK 3

Talk to older students or a teacher who is involved in setting up or teaching work-related options and find out:

- how is the learning organised
- what sort of activities students will do
- how they will be assessed
- differences and similarities between the new learning environment and school

Discuss with others the things you liked about work-related learning opportunities and the things you didn't like. Decide on what you need to know more about.

#### TASK 4

Find out what kind of jobs people do in the area of work you are interested in. Talk to a personal adviser or a teacher and find out what sort of further learning or job opportunities there will be at 16 for students who do this type of course.

## Work-related learning (WRL)

### What is it?

#### Work relevant learning

This is learning in school that develops the skills, knowledge and attitudes that will be needed in the workplace e.g. formal curriculum (literacy and numeracy) and socialisations (punctuality and manners). It does not involve explicit references to the world of work. While the formal curriculum is usually assessed through course work and examination the latter is rarely assessed.

#### Work-related learning

WRL is defined as planned activity that uses the context of work to develop knowledge, skills and understanding useful in work. It includes learning through the experience of work, learning about work and working practices and learning the skills for work. It can take place at school or a work place, and direct experience of the world of work is at the heart of provision. The focus of WRL is on raising awareness and providing general experiences of the working world rather than specific vocation skills or knowledge. It is often led by teachers with little experience of the relevant business sector but is more successful when employers are involved.

#### Workplace learning

Differs from the above as it does not involve any formal educational recognition. Direct experience of the workplace provides many opportunities for young people to learn which are not available in school e.g. they will learn from the adults they work alongside and will learn about themselves in the workplace. This type of learning is very difficult to assess and so it is rarely done. It is often, however the most significant learning in terms of the young person's distance moved towards the labour market.

#### Occupational learning

This is specific to a particular job role. It involves gaining the knowledge, skills and understanding needed to carry out a given job e.g. customer service skills when working with members of the public, sawing wood for work as a joiner, etc. It is usually assessed on a competency basis.

#### Work-based learning

This takes place in the workplace and concentrates on developing vocational skills. It includes Apprenticeships and Entry to Employment which young people can choose after year 11, but many work based learning providers are offering opportunities for students to 'try out' work based learning during key stage 4. Post 16 work based learning will include NVQs, technical certificates and key skills. In key stage 4 it can enhance and support subjects taken in school or it can be a stand alone alternative. It allows the young person to:

- Develop employability skills
- Develop key skills
- Improve motivation
- Prepare for the world of work

From September 2004 there has been a statutory requirement that all key stage 4 students should experience some WRL. Some students, however, need more than others and this guidance is specifically aimed at ensuring the off-site WRL opportunities they have is of high quality, relevant to their needs and safe.

## For the young people Improvements in:

### *personal qualities*

- self-esteem
- self-confidence
- sense of achievement
- happiness
- responsibility
- maturity
- attitude/motivation

### *social skills*

- interaction with others
- quality of relationships
- ability to mix with wider range of people

### *life skills*

- independent travel
- punctuality
- handling money

### *school work*

- work ethic
- ability to prioritise/meet deadlines
- completion of set work
- understanding relevance of academic subjects
- completion of courses
- number of GCSEs attempted

## For their schools Improvements in:

### *public accountability measures*

- attendance
- exclusions (reduced)
- qualifications gained
- positive progression rates (i.e. into education, training or employment)

### *tenor/ethos of the school*

- pupil-pupil interactions
- teacher-pupil interactions
- referrals for behaviour (reduced)
- staff's sense of being supported
- staff's positive attitudes towards pupils concerned
- staff awareness of pupil aspirations
- teacher motivation
- the aspirations of other pupils
- celebration of achievements

### *curriculum offered*

- the breadth of curriculum
- support, including careers guidance

### *knowledge/practical skills*

- in a range of academic and vocational areas

### *employability skills accreditation gained*

- in a range of academic and vocational areas

### *progression routes*

- awareness of post-16 opportunities
- application to/places gained in further education colleges
- prospects of/promises of apprenticeships or of work

### *staff development*

- (e.g. new curriculum developments; interacting with teenagers; minimising conflict)

### *image in the community*

- public relations
- working relationship with other organisations

## Appendix 1: Further sources of information to support the development of off-site work-related learning programmes

Health, Safety and Risk Assessment, Newcastle City Council Health and Safety Dept

Directory of Voluntary Agency Provision for Key Stage 4 pupils in Newcastle 2006

Directory of Work Based Learning Key Stage 4 Provision in Newcastle 2006

[www.dfes.gov.uk/section96](http://www.dfes.gov.uk/section96)

[www.openquals.org.uk](http://www.openquals.org.uk)

14-19 Implementation Plan, DfES 2006

14-19 Education and Skills White Paper, DfES February 2005

Partnerships that Work – Guidance for Schools and Colleges Providing Work-related Learning for 14-16 Year Olds, DfES/LSDA 2005

Designing a personalised curriculum for alternative provision at key stage 4, QCA 2004

Work-related Learning and the Law, DfES 2004

Safeguarding Children in Education ([www.teachernet.go.uk/childprotection/guidance/htm](http://www.teachernet.go.uk/childprotection/guidance/htm))

Extended Work Experience and Child Protection: safeguarding Children in Education – Supplementary DfES Guidance for Work Experience Organisers – 20/12/04

Work-related learning for all at key stage 4: Guidance for implementing the statutory requirement from 2004, QCA 2003

Changes to the key stage 4 curriculum: Guidance for implementation from 2003, QCA 2003

Careers Education and Guidance in England: A national framework for 11 to 19, DfES 2003

Vocational and Work-related learning at key stage 4: Guidance for managers in schools and their partners in the community, DfES 2002

## Quality assurance and arrangements for monitoring and evaluation

The QCA guidance 'Designing a personalised curriculum for alternative provision at key stage 4', published in 2004 suggests that quality assurance mechanisms for this type of provision should address two key questions:

- Are the young people achieving all they could?
- Is the management effective in ensuring that
  - the curriculum meets the needs of all learners?
  - teaching is consistently effective?
  - resources are adequate and used well?
  - all learners are effectively supported?

In order to answer these questions there should be regular monitoring and review meetings between the provider and school and a timetable for these should be agreed along with the service level agreement.

## Accreditation

Off-site learning programmes must provide opportunities for accreditation wherever possible as this formally recognises the skills and aptitudes that young people are developing. Any accreditation used must be approved by QCA and appear on Section 96 of the DfES website – [www.dfes.gov.uk/section96](http://www.dfes.gov.uk/section96) Failure to check that accredited courses are listed on Section 96 and are valid to be followed by key stage 4 students will result in any insurance or health and safety arrangements being invalidated. National qualifications and their units can also be searched by keyword at [www.openquals.org.uk](http://www.openquals.org.uk)

Having formal, approved accreditation can have a number of positive outcomes for young people for example it can:

- Enhance self-esteem
- Increase motivation
- Confirm that targets have been met
- Confirm the level attained
- Help progression by communicating what has been achieved to other providers

Nationally recognised qualifications include GCSEs, Entry level certificates, basic and key skills qualifications, NVQs and a wide range of vocationally related qualifications. There are also informal awards which can recognise the development of employability as well as other skills. There is a National Framework for Informal Educational Awards which is published by the National Youth Agency ([www.nya.org.uk](http://www.nya.org.uk)) for the Network of Accrediting Young People's Achievement.

Some providers have produced their own schemes and awards which are particularly useful for recognising personal and social skills development where achievement to a national standard is not appropriate.

## For others

### *For families:*

- improved quality of relationship with son/daughter
- reduced worry/tension at home
- sense of pride/relief at son or daughter's success

### *For local communities:*

- some evidence of reduced involvement in crime/drugs
- reduction in number of socially excluded local young people
- community based learning
- better relationships between schools and communities

### *For providers:*

- raised local profile
- increased local awareness of what they offer
- increased awareness of local needs
- greater numbers of suitable applicants for their

### *post-16 opportunities*

- improved 'staying-on' rates (in education, training, employment)
- engagement of staff interest by offering variation from usual routines
- increased motivation in staff from success with pupils
- (in some cases) financial gain
- development of inter-agency partnerships
- improved working relationships with schools

(Reproduced from the evaluation of the Newcastle Workshop For Target Communities project, this table is taken from Cullen, M. (2000) Alternative curriculum programmes at Key Stage 4 (14-16-year-olds): evaluating outcomes in relation to inclusion. NFER. Available at: <http://www.nfer.ac.uk/research/papers/BERA.Cullen.doc>)

## Identification and recruitment of students

### Who will benefit from off-site WRL provision at KS4?

All students could benefit from some WRL which is delivered in a setting outside school and in fact most will have some experience of this through work experience and/or business links activities. However, some students need more than this type of provision to avoid the danger of them dropping out of learning altogether. It is important that each potential case should be carefully assessed and then students recruited in a systematic way, rather than reacting to a difficult situation part way through key stage 4.

### How should they be recruited?

- Begin the process of identification at an early stage (beginning of year 9)
- Make informed decisions based on hard data such as attendance figures attainment and potential (CAT scores, SAT levels, etc)
- Involve key staff in discussions (head of year, subject teachers, form tutors)
- Include programmes in the option process
- Involve students and parents in making a positive choice
- Provide students with careers education and guidance which takes account of progression opportunities
- Use students who have been on the programme in previous years to help promote it as an attractive option

## Curriculum entitlement

The Education Act (1996) states that all students, wherever they are learning, must receive 'a broad and balanced curriculum which promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.'

From September 2004 all key stage 4 students have to study the following: English, mathematics, science, ICT, PE, citizenship, RE, sex education, careers education and WRL (and from September 2005, enterprise education).

In addition, all students have an entitlement to study the arts, design and technology, the humanities and modern foreign languages.

### Disapplication

There is no longer any need for any disapplication arrangements for design and technology and modern foreign languages as they are not compulsory. However, it is still necessary to modify or disapply science in order to allow a student to participate in extended WRL.

From September 2006, when a new reduced programme of study for science will be introduced, there will no longer be a need to disapply science.

### Students in special education settings

Students on the role of special schools must be taught the national curriculum (unless disapplied) and other statutory requirements, adapted to the pace and progression of the young person as indicated by the terms of their statement and review.

Students on the role of PRUs or the responsibility of the LEA in other alternative provision, to whom the national curriculum does not apply, should as a minimum be offered a curriculum that includes English, mathematics, science, ICT, PSHE, and from 2005, careers and enterprise education.

Many schools are moving to a curriculum model for key stage 4 which enables students to follow different routes depending on their abilities and needs. Two examples of how different schools have tackled this are given below.

Experience has shown that good preparation helps to ensure that young people are much more likely to stay on off site programmes and indeed, turn up in the first place. A good preparation and induction programme will cover the following:

- Clear information about timetable and location for off-site learning, including contact name, address, telephone number;
- Details about how to get there if students are travelling independently;
- Support to plan the route to and from the school or home as appropriate;
- Information about procedures for registration, breaks and lunches;
- Procedures in case of absence;
- Health and safety training for the programme and consideration of the risks involved, including during travel to and from the learning site;
- Expectations in terms of behaviour and commitment to the programme;
- Clear information about what to wear and any equipment or PPC they will need;
- Details about what they will be doing and the learning methods they will be undertaking;
- Information about how they will be assessed.

Many providers of off-site learning will carry out their own induction programmes but if not, schools will need to ensure that they do this themselves, either at the end of year 9 or immediately prior to the programme starting in year 10. If the provider does offer an induction programme the WRL co-ordinator should check what it includes to make sure it covers the above.

Work done at this stage is very important in avoiding students dropping out which can have detrimental effects on their learning and can be expensive.

### Support during off-site learning programmes

Some students may need additional support for learning while on off-site provision. The school is in the best position to assess what might be needed either in the learning environment or during travel to and from school. Some providers are happy to negotiate providing this additional support but where this is not the case, school will need to make arrangements for this.

Visits to the learning venue by teaching or non-teaching staff from the school can be difficult to arrange and maintain on a regular basis but are important as they can have a number of positive effects. Firstly, student attendance and behaviour can improve if they feel that someone from school is likely to visit. Secondly it can help relationships between the school and the off-site provider and make review of the programme more realistic and effective. Thirdly, it can help to make the links between learning in the work-based setting and learning in school.

### Follow up and review in school

Students on off-site learning programmes will make better use of what they learn if they are given opportunities to reflect on their learning and make connections between this and their learning in school. Reflection will help to embed what they have learnt and can help to motivate them by showing them the relevance of both their learning in school and in the work-based setting

## Frequency of risk assessment and health and safety checks

There are different levels of risk associated with different occupational areas.

These are as follows:

High	Medium	Low
Agriculture	Animal care	Administration
Catering	Care	Education
Chemical and chemical products	Electrical	Retail trade
Construction	Electronic	Sales
Construction electrical	Hotels	
Engineering	Hairdressing and beauty	
Equestrian	Printing	
Fishing	Restaurants (non-catering)	
Forestry	Security	
Hunting	Sport/recreation	
Manufacturing/craft	Textiles/clothing	
Repair of motor vehicles	Wholesale	
Repair of motor cycles	Warehousing	
Transport		
Utilities		

Health and safety visits should be carried out at the following intervals

Low risk	-	at least every 48 months
Medium risk	-	at least every 24 months
High risk	-	at least every 12 months

Risk assessments, however, may have to be carried out for each new group of students if their needs vary significantly.

## Student preparation, support and follow up

### Choosing the right work-related learning option

Schools will have established procedures for helping students to consider options available at key stage 4 and make decisions about which are the right ones for them. Such procedures work well when students and parents/guardians are considering familiar subjects but work-related options are likely to be unfamiliar so additional clarification will be needed about the following:

- The different vocational areas on offer
- The qualification which students will work towards
- Opportunities for post-16 progression
- The different teaching and learning styles involved

It is important students and parents are clear about what is involved before the start of programmes in year 10 so the preparatory work needs to be done in year 9. Appendix 2 gives some examples of tasks that students can work through to help them make the right work-related choices.

### Preparation for undertaking off-site learning

The purpose of preparation and induction for off-site learning is that young people have an understanding of what they will be doing, are clear about where they need to go and how to get there and have begun to develop some of the skills they will need to be able to do unfamiliar things in unfamiliar surroundings with people they may not have met before.

## Off-site work-related learning policy

It is important to have a policy for off-site learning provision which is consistent with other policies in school including equal opportunities, careers education and guidance and inclusion. It should cover the following:

- Aim of curriculum provision
- Objectives (based on the needs of the students)
- Criteria for selection of students
- Programme description
- Partners in delivery of provision
- Roles and responsibilities, including those of the WRL Co-ordinator
- Arrangements for funding and staffing
- Legal requirements
- Arrangements for monitoring and evaluation of the provision

## Funding

In planning and delivering off-site WRL, the Newcastle Learning Partnership expects that collaborators will work within Area Boards. There are 4 Area Boards in Newcastle which include learning institutions as follows:

### North Area Board

Newcastle College, UXL consortium, Gosforth High School, Kenton Technology College

### East Area Board

Newcastle College, Tyne Metropolitan College, UXL consortium. Heaton Manor School, Walker Technology College, St Mary's School, Benfield School, Sir Charles Parsons School.

### West Area Board

Newcastle College, UXL Consortium, Walbottle Campus, West Gate Community College, All Saints College, Linhope Pupil Referral Unit, Newcastle Bridges School, Thomas Bewick School, Oakfield College

### Fenham Area Board

Newcastle College, UXL Consortium, St Cuthbert's School, Sacred Heart School

The 14-19 City Board has requested that each area board considers the potential for pooling resources to purchase external provision at Key Stage 4.

## Responsibilities of the school when setting up off-site programmes

In each school there should be a lead person with overall responsibility for all off-site provision and they must ensure that each programme takes account of the City-wide health, safety and risk assessment procedures for educational visits (See Newcastle Health and Safety Files in school Section 11 of this framework, and Appendix 2, Educational Visit (EV) Forms). In addition there are a number of key people in school who should be involved in setting up and planning off-site programmes. These are:

The WRL co-ordinator  
Line Manager of WRL co-ordinator  
Deputy Head with responsibility for curriculum

When planning and implementing off-site WRL provision schools must make sure of the following:

- There is a named contact person in school and clear communication channels;
- Relevant EV forms are completed and submitted to Newcastle Health and Safety Officer;
- Supervision of activities is sufficient and that the supervisors are trained or otherwise proven competent;
- Child protection arrangements are in place, i.e. vetting arrangements for staff and volunteers meet national requirements (see Child Protection, Section 8);
- External qualifications are approved i.e. on the Section 96 list of the Learning and Skills Act 2000 (see Accreditation, Section 15);
- Attendance is recorded off-site and transposed weekly to the school records;
- Provision organised by another provider complies with school and local authority policies;
- The provider has insurance in place which will extend to the students;
- Disclosure of information to the provider is relevant and negotiated with students and parents/guardians;
- Data protection arrangements are secure;
- Travel and transport arrangements are appropriate and agreed;
- Arrangement for supervision at breaks and lunchtimes is agreed;
- Disciplinary arrangements are agreed;
- Staff support is in place if required;
- Teachers, support staff or learning mentors support the students with regular monitoring visits;
- Students are fully briefed and prepared before they embark on off-site programmes;
- Arrangements are in place for feedback and reporting to the school, parents and students.

## Health, safety and risk assessment

The LEA has recently introduced revised guidance to schools on dealing with safety in educational visits and school journeys. Copies of the new guidelines, entitled 'Safety in Educational Visits and School Journeys Guidelines' can be viewed / downloaded from the Extranet site for schools. The LEA expects all schools to have thorough health and safety and risk assessment procedures in place for all off-site visits. In accordance with both DfES and LEA good practice, each school should have nominated a competent member of staff to act as the Educational Visits Co-ordinator (EVC). The responsibilities of the EVC are fully explained in the LEA guidelines. The EVC will have a number of model forms which have been produced by the LEA and are to be used by all schools to support the planning and management of off-site visits. These forms are also available on the Extranet as an appendix to the main guidelines (See Appendix 1 on the Extranet for Model EV Forms.)

The LEAs guidelines have classified activities as falling into one of four categories depending on the potential risk.

**Category A** covers local visits and timetabled visits which include trips to the local library or shops and most of the provision referred to in this framework such as college courses and programmes delivered on a regular basis by work-based learning providers and employers. Internal approval by the head teacher and the school's EVC is required for this type of visit and forms EV1, EV2 and EV10 should be completed, signed by the head teacher or EVC and kept internally. In addition the provider should carry out thorough risk assessment of all activities undertaken as part of this provision and these should be agreed with the EVC and kept with the EV forms.

**Category B** visits are generally residential and of low risk. These should be discussed with, approved and signed for internally by the head teacher and EVC and copies of EV1, EV2, EV10, the risk assessment and the itinerary forwarded to the LEA Educational Visits Administrator (Ms D Mulligan, Broadway Primary School, Broadwood Road, Newcastle upon Tyne, NE15 7TB or by email to ) admin@broadwood.newcastle.sch.uk no later than 4 weeks prior to the visit taking place. Schools should record and retain copies of all forms for monitoring and evaluation purposes.

**Category C** covers outdoor activities and these tend to be of higher risk to young people. It would cover rock climbing, canoeing, abseiling, etc. They should be discussed with, approved and signed for internally by the head teacher and EVC. Forms EV1, EV2, EV10 an itinerary and a risk assessment must be submitted to the LEA Educational Visits Administrator at least one month in advance for approval. Return of form EV2 will constitute LEA support for the visit. Schools should record and retain forms for monitoring and evaluation purposes.

**Category D** covers residential visits outside mainland Britain and the same procedures should be followed as for Category C. Forms must be submitted to the LEA Educational Visits Administrator no later than 14 weeks prior to the visit taking place.

### Risk assessment

The school must ensure that a risk assessment has been carried out for each activity that students undertake within off-site programmes. This will usually be carried out by the provider but it is the responsibility of the school to ensure that it has been done thoroughly. If the same activities are undertaken year on year, then it is possible to just update it, however, it must take into account the typical characteristics of a young person taking part and so if there are significant changes to the nature of individuals taking part, changes will need to be made.

### Measures to control the risks identified

Alongside the risk assessment you need to identify measures to control each identified risk. This should include arrangements for supervision and appropriate training. Providers must inform the young person on off-site programmes of any significant risks they are likely to encounter. It does not need to be in writing but must be in language that they understand. With young people below the statutory school leaving age, the parents/guardians, must be informed in writing of any significant risks, before the placement.

## Service level agreements

There are many different service level agreements between learning providers and schools currently in use in Newcastle. They tend to be very lengthy and very specific to the programmes and the schools in which they run. They have limited use when used in other settings so have not been included here. Instead there follows a checklist of what should be included in a service level agreement.

- Named person and contact details for provider and school, including direct line management
- Main roles and responsibilities of provider and school
- Details of the course/programme on offer
- Where will it take place
- Timetable issues between school and provider
- Responsibilities for health and safety and risk assessment
- Costs and arrangements for payment
- Main learning outcomes for students
- How will student progress towards these be measured and reported to school
- Qualification and level, if appropriate
- Tutor(s) and additional support if appropriate
- What induction will be provided for students
- Selection procedure and information required by provider
- Provider expectations of students on programme
- Preparation in school prior to programme
- How will school help students to make links with their school work
- Arrangements for lunch and breaks including supervision
- Arrangements if students drop out of provision (eg. possibility of replacement with additional students)
- Student behaviour management and disciplinary arrangements
- Transport arrangements and movements between provider and school premises
- Personal protective clothing and equipment (PPC/E) required and who will provide it
- Arrangements for monitoring and review of programme
- Procedures in case of school or provider dissatisfaction

## Responsibility for the student

The 'home' school has the prime duty of care for their students. When a school offers off-site provision it is vital that they formally consider whether there is any increased risk to health, safety and welfare of their students, staff and others who may be involved. This risk assessment will need to take account of the following:

- The maturity and experience of the students;
- Their likely behaviour;
- Their age at the beginning of the programme;
- The advice and wishes of the parent or guardian;
- Whether students will need to take responsibility for their own timekeeping and actions;
- The likelihood of unsuitable adult role models having regular, unsupervised access to the students;
- The potential risks of the activity itself;
- The environment of the placement.

Based on this assessment schools will make decisions about the level of supervision required. Decisions about supervision should not be limited to the actual activity itself, the school will also need to consider whether supervision is necessary during travel to and from the placement and at breaks and lunchtimes.

In all cases, schools will need to inform parents of exactly what is involved in the off-site provision and seek their permission for their son/daughter to take part.

## Responsibilities of the off-site provider

Planning of the provision should involve both the co-ordinator and those who will be delivering. Usually a Service Level Agreement is produced by the provider which will be signed by them and the school. The learning provider will need to take responsibility for the following:

- Provide a named contact person with clear communication channels;
- Carry out risk assessments on all aspects of the programme before it begins and ensure that all relevant LEA documentation is completed;
- Ensure students have adequate supervision, based on their needs;
- Employ staff with relevant teaching and vocational experience and qualifications and ensure they receive appropriate training;
- Provide a structured learning programme with clear aims and objectives, leading to a nationally recognised qualification;
- Agree details of session times, dates, timetables, etc with schools;
- Provide students with tools and equipment required, including necessary PPC/E;
- Provide a thorough induction programme for students at the start of the programme which includes health and safety;
- Monitor attendance of students at the start of each session and pass this information on to schools;
- Allow access to school staff for monitoring purposes;
- Monitor student progress and provide written termly reports to the school;
- Agree supervision arrangements with schools for students during breaks and at lunchtime;
- Ensure that quality assurance procedures are in place that include regular meetings with school staff.

## Child protection

By the very nature of off-site WRL programmes, young people will come be supervised by and come into contact with a range of adults outside of the school system. It is important that the WRL co-ordinator is aware of the implications of this in terms of child protection and is aware of current legislation and guidance. The DfES document 'Safeguarding Children in Education' provides comprehensive guidance on child protection matters which covers a wide range of situations, including the traditional one or two week work experience placement and college courses. It stresses that students undertaking off-site provision are only supervised by an 'adult approved to work with children and young persons' – in other words, a lecturer, trainer or employer who has been checked by the Criminal Records Bureau (CRB). Current advice for college placements and short term work experience placements is that:

- FE college staff teaching the 14-16 cohorts require satisfactory enhanced CRB checks prior to starting the course;
- Where young learners are in-filled on programmes with students over 18 they should be supervised by an approved adult i.e. one with a satisfactory enhanced CRB check, and who must ensure that other adults do not have 'regular unsupervised access' to the child;
- Support staff such as technicians and instructors who have not been CRB checked, should not have regular, unsupervised access to students;
- FE colleges should obtain an enhanced CRB check for all staff whom they select for appointment in paid or voluntary work, or training which involves regularly caring for, training, supervising, or being in sole charge of children under 18 years of age or vulnerable adults;
- FE colleges should have a standard disclosure CRB check in respect of new staff whom they select for appointment in paid or voluntary work, or training which involves regular contact with children under 18;
- On work experience, the adults involved will generally not have regular, unsupervised access to the young people at work so there is not need for CRB checking of work experience supervisors. Where they do have regular unsupervised access, e.g. the electrician taking the student from site to site, the situation should be risk assessed. The DfES currently advises that a CRB check should be carried out when supervision of a young person forms part of the employees role e.g when a construction company appoints or delegates an electrician specifically to train a group of young people off-the-job in a workshop;
- DfES states in Circular 337 that a young person on a work placement in childcare does not need to be CRB checked but a trainee does. This means that if a student undertaking a GNVQ in Health and Social Care takes part in a related work experience placement, the school should make a decision about whether they should be CRB checked. A satisfactory check may also enhance their progression and employment prospects. DfES makes it clear that this does not relate to GCSE Health and Social Care.

Additional clarification to take account of students on long-term work experience placements was provided by DfES in December 2004 in the guidance 'Extended Work Experience and Child Protection: Safeguarding Children in Education – Supplementary DfES Guidance for Work Experience Organisers – 20/12/04'. It defines long-term as 10 – 15 days either in a block or a placement of one day per week for more than one term in duration. This document is accompanied by two flow charts outlining procedures which need to be in place relating to child protection for long and short term work placements. These flow charts are included at the end of this guidance (Appendix 3). The document states that the responsibility of the placement organiser is to ensure that the placement is generally suitable and that any risks

have been reduced to the lowest level practicable. During this initial assessment, the organiser must consider any potential risk to the child. Additional safeguards may be necessary if there are certain risk factors present. Some of these apply equally to short- term work experience placements such as:

- Where the child is particularly vulnerable. Contributory factors include special needs, immaturity, abuse or neglect or substance abuse.
- If the child will be alone with the placement provider as part of the placement.
- Where the work placement has a residential component.

Additional safeguards are required for long-term placements but may be valuable for other placements if there are any of the above risk factors. These additional safeguards include:

- Written policies and procedures outlining action to be taken if a child protection issue arises before, during or after a work placement.
- Child protection training for staff arranging placements.
- Endorsement of the child protection policy by the placement provider to show that they are committed to looking after the welfare of the child and fulfilling their duty of care.
- Child protection briefing or training for the placement supervisor or any other member of staff who has been CRB checked. This could take place within the workplace in a one to one session with the placement organiser.

### When are CRB checks necessary?

The placement organiser needs to make an assessment of the general suitability of an extended work placement and whether additional safeguards are necessary. If this is the case they need to decide whether there is someone who is eligible for a CRB check. Only people who meet defined criteria can be checked; that is, if 'they are in a position the normal duties of which include regularly caring for, training, supervising or being in sole charge of a child.' This will normally mean that this function is written down in a job description but can also refer to a voluntary activity such as a workplace mentor.

Not everyone in contact with a child during a work placement must be CRB checked. In some circumstances there will be no one who is eligible, for example if the person responsible for liaison with the work experience organiser does not have regular contact with students or where students move around different departments. The work placement organiser needs to make a decision about whether or not a CRB check is necessary in each long-term work placement. If they do not have the prime duty of care for the student they must discuss this with the school or other institution which does. The rationale behind any decision not to have a CRB check should be recorded.

### Managing the CRB checking process

Responsibility for CRB checking lies with the school with the prime duty of care for the student who will ask the person to complete the CRB form which will be submitted for a check at Enhanced Level (this will be free of charge as they are volunteers). Results will be sent to the individual with a copy to the school. The school will consider the information disclosed and judge the person's suitability to work with the student. A criminal record will not automatically debar someone from working with children but if the person is debarred and the placement not used, the employer may become aware of the results of the check. It might therefore be preferable for an employer to ask for volunteers amongst experienced staff rather than allocating the responsibility without giving staff the opportunity to decline.

The Criminal Records Bureau have a commitment to turn around 92% of Standard Disclosure checks within 14 working days and 90% of Enhanced Disclosure checks within 25 working days.