

Extended Work Experience

Extended work experience may be offered to learners as part of a programme of work-related learning. These programmes may be designed to re-motivate those learners who have grown disillusioned with their current school curriculum offer or support learners following pre-vocational or vocational courses.

Extended work experience should form part of an overall programme of learning and should not be viewed as a panacea for tackling a lack of engagement with school.

The Department of Education, Sport and Culture needs to be satisfied that learners or schools do not 'abuse'; work experience by being away from school excessively and failing to adhere to the statutory duty around provision of schooling for children of compulsory school age.

Extended work experience should therefore be part of a planned programme of study with tangible outcomes. For those pupils where the extended placement does not link directly to the achievement of a vocational qualification learners are required to demonstrate the development of broad, transferable employability skills and some specific technical skills as appropriate to the age of the learner and the nature of the work experience place. Schools should ensure that children/young people on extended placements are able to evidence the development of these skills (eg through use of a STAR skills booklet, a learning portfolio, annotated CV or personal statement).

Principle elements of organising extended work experience

- Before approval of extended work experience can be given for a KS4 pupil (14-16 year old), details of the planned programme of study should be submitted to Policy, Strategy and Governance Division of the Department of Education and Sport and Culture for approval (Form D). In the case of an extended work experience placement being part of this provision, the school must adhere to the following in setting up and managing the work experience placement.
- Careers education and guidance should form the initial part of the planning of any extended work experience programme. The careers guidance will focus on opportunities to develop lifelong learning skills (Teamwork, Problem Solving, Communication, Ability to learn, Self-awareness and Resilience) and how these link to potential positive destinations (employment, training or further education) for the child/young person at the end of compulsory education.
- All Employers offering a block work experience placement of 10 days or longer for a KS4 pupil must provide a DBS check related to the appropriate supervision of this learner.
- KS5 students who undertake a placement in some settings (for example with children or vulnerable adults) may be required to undertake a DBS check as required by the employer hosting the work experience.
- All extended placements must be risk assessed and banded as low, medium or high risk prior to placement by a competent and suitably trained person to assess the suitability of the placement to ensure the health, safety and welfare of the child/young person and that their learning needs will be met.

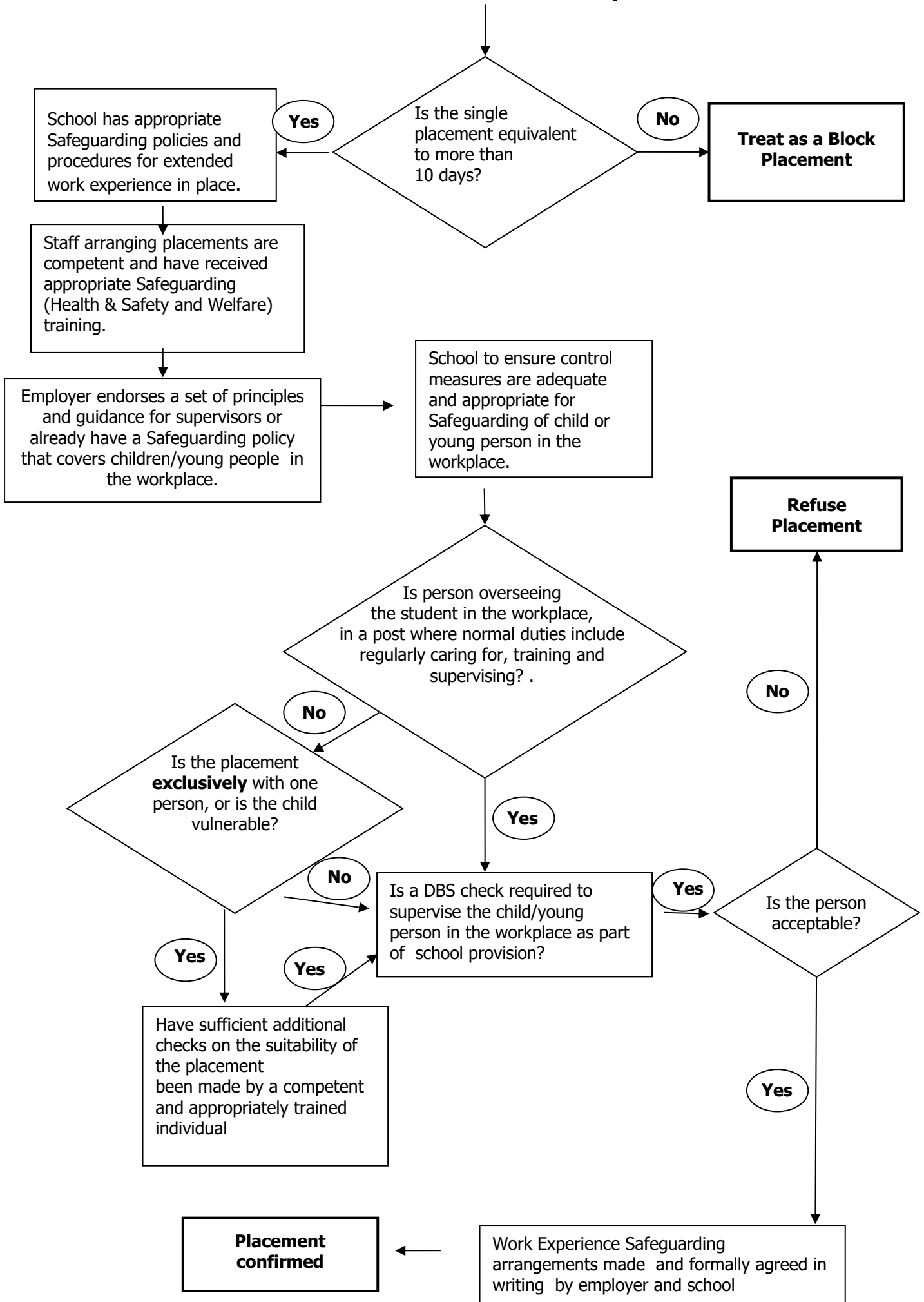
For children under the age of 16 all extended placements must be visited by a competent and suitably trained person prior to the placement commencing and then visited regularly (at least half termly) by an appropriately trained and competent member of school staff.

Depending on the nature of the placement or the student's needs more frequent visits by school staff may be appropriate. Any concerns about the suitability of a

placement should be raised with the Headteacher of the school initially and the DESC Careers Adviser (Employer Link) should also be informed.

- For KS5 students all potentially high risk placements should be visited by the Careers Adviser (Employer link) or DESC Health and Safety Advisor prior to the placement being agreed by the school. Medium Risk placements should be graded with again the medium risk placement with the greatest element of risk associated with them being visited by the Careers Adviser (Employer Link) or DESC Health and Safety Adviser and other lower risk placements being managed by school through sharing of an employer risk assessment and an early teacher visit (within the first 3 weeks) once the placement commences.
- Communication between learner, employer partner, school and parents/carers at all stages is regarded as essential and should be led by the school. This will help to alleviate any problems that might arise as the programme progresses.
- A partnership agreement set out by the school should provide a written and structured programme of activity in the work place detailing arrangements of supervision, tasks to be performed during the placement and skills to be developed. A partnership agreement will formalise what has been agreed and agree contingencies should the programme start to break down.
- All placements must be visited at least once each half term by a competent person to re-check the job description against the risk assessment as the placement develops and note any changes in the workplace and agree any changes in the tasks undertaken by the learner. For some placements, depending on the needs of the learner and the nature of the placement, more frequent monitoring visits by the school will be required. These arrangements must be outlined by the school when the placement is set up.
- As part of this monitoring schools should review the learner's progress against the aims of the placement by discussion with the learner and their placement supervisor.
- All documentation relating work experience should be kept by the school in the student's school record and should include copies of agreement forms, placement checks, visits or notes made in case of audit or problems that surface after the programme has been completed.

Flowchart: Extended Work Experience



Example Administration Extended Work Placements

Parental consent and information for extended placements - Children – 14+ in KS4

Draft example of a method for monitoring the placement and keeping everyone informed during the life of the placement. The form could be easily monitored as the placement develops.

*Anyiom School
Market Street
Douglas
IOM 2ZY*

Dear Mr and Mrs R Williams

Regarding the modified timetable at Key Stage 4 for your son Jake Williams DOB 18/12/07

Please find following a summary of the arrangements we have agreed with you to start on Sept 4th 2022. The programme will run until July 22nd 2023 and the school contact person who will oversee the day-to-day arrangements and monitoring progress will be the Deputy Head teacher, Mr Ted Fish. Please check that you understand all the arrangements documented on this sheet and sign and date in the relevant places. If there is anything you do not understand please contact me at school.

The arrangements have been made in consultation with the following people:

- Jake Williams and parents Rob and Sonia Williams, Tel: xxxxxx, email: rswilliams@aol.com
- Deputy head teacher – Mr Ted Fish, Tel: xxxxxx, email: ted.fish@sch.im
- Employer – Vic Ryden, Quick Garage, Tel: xxxxxx, email: v.ryden@quickgarage.com
- DESC Careers Adviser (Employer Link) – H Hillier Tel: email:
- IOM Government Health and Safety Adviser – A Mooney Tel: email:
- Learning mentor – Barry Wood, Tel: xxxxxx, email: b.wood@aol.com

Summary of the Programme:

Days	Programme	Practical Arrangements	Responsible Person
Mon	Work experience on employers premises	At Quick Garage, Market Street Douglas, IOM 7ZX Placement organised and approved by Anyiom School ted.fish@sch.im	Employer – Vic Ryden, Quick Garage

		Overalls and protective equipment will be provided by the employer. Daryl will receive a job description, induction programme including information about Health and Safety rules, use the DESC Skills Booklet and with their supervisor to record progress As the employer is associated with the Turbo Motor Vehicle Training Company he may also be entered for some NVQ units. Lunch will be provided by employer staying on site in canteen. The placement will only be used after risk assessments and contingencies have been reviewed by IOMG Health and Safety Adviser (DESC link)	Tel: xxxxxxxx Email: v.ryden@quickgarage.com
Tues	Ditto	Ditto	Ditto
Wed	Follows normal timetable	Periods 5 and 6 with Mr Smart supplementing missed English lessons	Mr Ted Fish
Thurs	Follows normal timetable	Progress meeting with Mr Barry Wood 9.00am – 9.30am.	Mr Ted Fish
Fri	Follows normal timetable	Opportunity to see Mrs Smith (Head of Year) period 3 on request.	Mr Ted Fish

General information

We have agreed:

- Jake will start his work placement with Quick Garage on the 19th December 2022.
- We have agreed that independent travelling will help Jake gain confidence and that he will use local bus services.
- We have agreed that he may leave the work experience providers premises at lunch times, as he would normally do at school.

Jake has agreed that he will:

- Attend the **full** programme each day of the week.
- Complete the skills booklet in consultation with his school and work based supervisors.
- Notify the school and the provider by 9am if he is ill or unable to attend his work placement for any reason.
- Keep to the rules for behaviour and safe working practices at all the sites he attends.
- Be liable to withdrawn from the programme if he does not comply with the above conditions.

This agreement will be revised on a termly basis on the following dates: and
.....

I have read and understood the programme and agree to the arrangements made.

Signed (Pupil)

Date

I/We have read and understood the programme arranged for my son/daughter and agree to the arrangements made.

Signed(Parent/carer)

Date

Parents Address:

.....
.....

Contact telephone numbers:

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Please return the signed form for the attention of Mr Ted Fish at the school address before the placement can begin.