

WORK RELATED LEARNING FRAMEWORK (APPENDIX 2a)

ACTIVITY DETAIL:

WRL FRAMEWORK											EVERY CHILD MATTERS				
ELEMENT		Suggested minimum provision	SUB ELEMENTS (PLEASE TICK)									ELEMENT			
			1	2	3	4	5	6	7	8	9				
1	RECOGNISE, DEVELOP AND APPLY THEIR SKILLS FOR ENTERPRISE AND EMPLOYABILITY	Learners have the opportunity to develop and apply skills in two work related activities. Learners have one discussion about the skills developed across their career and WR programme.			√	√	√							BE HEALTHY	
2	USE THEIR EXPERIENCE OF WORK, INCLUDING WORK EXPERIENCE AND PART-TIME JOBS, TO EXTEND THEIR UNDERSTANDING OF WORK.	Learners have two experiences of work. 14-19 learners have the equivalent of half a day for work experience debrief.												1.1 STAY SAFE	
3	LEARN ABOUT THE WAY BUSINESS ENTERPRISES OPERATE, WORKING ROLES AND CONDITIONS, AND RIGHTS AND RESPONSIBILITIES IN THE WORK PLACE.	Learners have two curriculum activities that develop their understanding of work and enterprise.			√									ENJOY & ACHIEVE	
4	DEVELOP AWARENESS OF THE EXTENT AND DIVERSITY OF LOCAL AND NATIONAL EMPLOYMENT OPPORTUNITIES.	Learners undertake two tasks that investigate opportunities in learning, work and changing patterns of employment.	√		√									MAKE A POSITIVE CONTRIBUTION	
5	RELATE THEIR OWN ABILITIES, ATTRIBUTES AND ACHIEVEMENTS TO CAREER INTENTIONS AND MAKE INFORMED CHOICES BASED ON AN UNDERSTANDING OF THE ALTERNATIVES	Learners undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.												ACHIEVE ECONOMIC WELLBEING	

6	UNDERTAKE TASKS AND ACTIVITIES SET IN WORK CONTEXTS	Learners use work as a context for learning within the curriculum on two occasions, and record evidence of their learning.		√										
7	LEARN FROM CONTACT WITH PERSONNEL FROM DIFFERENT EMPLOYMENT SECTOR	Learners have contact with to people from different occupational sectors with differing roles and working conditions												
8	HAVE EXPERIENCE (DIRECT OR INDIRECT) OF WORKING PRACTICES AND ENVIRONMENTS	Learners use work practices or environments as contexts for learning on two occasions												
9	ENGAGE WITH IDEAS, CHALLENGES AND APPLICATIONS FROM THE BUSINESS WORLD	Learners undertake one business challenge, problem solving or enterprise activity.	√	√	√	√								

WORK RELATED LEARNING FRAMEWORK (APPENDIX 2b)

1 RECOGNISE, DEVELOP AND APPLY THEIR SKILLS FOR ENTERPRISE AND EMPLOYABILITY

- 1.1 describe and demonstrate the main qualities, attitudes and skills needed to enter and thrive in the working world
- 1.2 evaluate the usefulness of a range of skills for employment and self-employment
- 1.3 take risks and learn from mistakes
- 1.4 collect relevant evidence and use it for making decisions
- 1.5 show leadership, management, drive, self reliance and respect for others when working on tasks and in teams
- 1.6 demonstrate innovative approaches to solving problems.

2 USE THEIR EXPERIENCES TO EXTEND THEIR UNDERSTANDING OF CAREERS AND WORK

- 2.1 identify what they have learned about work from their experiences
- 2.2 apply learning gained from their experiences of work to their curriculum and to their career planning
- 2.3 analyse what motivates people to work
- 2.4

3 LEARN ABOUT HOW AND WHY BUSINESSES OPERATE

- 3.1.1 outline the main types of business and their motives
- 3.1.2 give examples of rights and responsibilities at work, work roles and identities, attitudes and values in relation to work and enterprise.
- 3.1.3 demonstrate a basic knowledge and understanding of a range of economic and business concepts and terms, including the connections between markets, competition, price and profit

4 DEVELOP AWARENESS OF THE EXTENT AND DIVERSITY OF LOCAL AND NATIONAL EMPLOYMENT OPPORTUNITIES

- 4.1 understand some of the changes happening in the world of work
- 4.2 explain the chief characteristics of employment, self-employment, and voluntary work
- 4.3 recognise that employment opportunities are influenced by a range of local, regional, national and global factors
- 4.4 describe the main trends in employment in their local area and relate these to their career plans
- 4.5 recognise and challenge stereotyped views of opportunities in learning and work

5 RELATE THEIR OWN ABILITIES, ATTRIBUTES AND ACHIEVEMENTS TO CAREER INTENTIONS AND MAKE INFORMED CHOICES BASED ON AN UNDERSTANDING OF THE ALTERNATIVES

- 5.1 demonstrate an understanding of the concept of 'career'
- 5.2 recognise and respond appropriately to the main influences in career choice
- 5.3 collect and use relevant information about opportunities available to them in KS4 and post-16, including financial support for post-16 and higher education
- 5.4 understand the consequences of not continuing with certain subjects
- 5.5 reflect on and record their achievements, abilities, interests and skills and use this process to make creative and realistic choices for progression
- 5.6 access and use an interview with a careers guidance specialist to progress their plans
- 5.7 make, review and adapt their own personal statement and individual learning plan for transition into, through and beyond the 14-19 phase
- 5.8 complete application procedures for work placements, part-time jobs, post 16 and HE opportunities, including preparing a CV and adapting it for different applications

6 UNDERTAKE TASKS AND ACTIVITIES SET IN WORK CONTEXTS

- 6.1 explain the relevance of a curriculum subject to the world of work and to their career
- 6.2 demonstrate understanding of economic and business terms
- 6.3 analyse how examples of learning within the curriculum can be applied to work contexts

7 LEARN FROM CONTACT WITH PEOPLE WHO WORK

- 7.1 understand the career motivations and pathways taken by individuals
- 7.2 understand the importance to employers of skills, attitudes and qualifications
- 7.3 see the benefit of further learning and personal development

8 LEARN ABOUT WORKING PRACTICES AND ENVIRONMENTS

- 8.1 describe the working practices of one type of business compared with another
- 8.2 describe the work environment in one type of business compared with another
- 8.3 describe the main hazards associated with particular types of workplace
- 8.4 relate knowledge about work to their learning and career pathway

9 ENGAGE WITH IDEAS, CHALLENGES AND APPLICATIONS FROM THE BUSINESS WORLD

- 9.1 know and understand key enterprise concepts
- 9.2 demonstrate the enterprising skills, including decision-making, leadership, risk management and presentation skills
- 9.3 demonstrate enterprising attitudes, including self-reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference
- 9.4 demonstrate enterprising qualities, including adaptability, perseverance, determination, flexibility, creativity, improvisation, confidence, initiative and autonomy