

**BEBINGTON HIGH SPORTS COLLEGE**



**Work Related Learning  
&  
Enterprise Policy**

Agreed/ Reviewed by Governors – See Reverse

## Section 1 Background & Context

In June 2001 Gordon Brown Chancellor of the Exchequer approached Howard Davies, the Chairman of the Financial Services Authority and asked him to head up a review of “Enterprise and the Economy in Education”, this review was published in February 2002.

### Key Outcomes from the Davies Review

The Davies Review focused on the outcomes contributing most to the employability of young people in three component areas, enterprise capability, financial literacy and economic understanding.

Each of these outcomes is measured against the following:

- Knowledge & understanding - innovation, risk, change
- Skills - decision making, leadership, presentational
- Attitudes - self reliance, pragmatism, open mindedness
- Qualities - adaptability, perseverance, flexibility

Davies goes on to suggest that in the “development of young people”, enterprise capability, financial literacy and economic understanding should take place in a range of curriculum programmes, containing one or more of these three strands of activity:

- Learning *through* work: for example, placements in the community, work experience, part-time jobs, school enterprise activities, vocational contexts in subject learning
- Learning *about* work: for example, vocational courses and careers education
- Learning *for* work: for example, developing employer-valued key skills and career management skills.

The benefits for students are then seen to be:

- Developing employability.
- Helping to prepare them for life in the increasingly complex and changing world of work.
- Improving motivation by helping students see how their school-work relates to the world of work.
- Preparing for further education and training.
- Helping to make informed decisions about courses and careers.

Davies, H. (2002) *Enterprise and the Economy in Education*, Norwich: HMSO

In his speech to the LEACAN conference 1<sup>st</sup> February 2005 Ian Hughes Head of the Enterprise & School Business Links Unit at the then DfES said “Enterprise capability I would sub-define as: innovation, creativity, risk-management and risk-taking, and a can-do attitude and the drive to make ideas happen”.

LEACAN is a national network supporting staff in English LAs and local LSCs who have a responsibility for aspects of the 14-19 curriculum and its effective implementation. It has a membership of over 135 professionals.

## Section 2 Making it Happen

This statement sets out the commitment from the school to:

- Develop and promote a whole school approach to work-related learning
- Deliver the statutory Work Related Requirement
- Deliver an entitlement of about 5 days of enterprise learning for all students
- Ensure adequate resources are allocated to this aspect of the curriculum

### 2.1 Aims

The programme of work-related learning activities provided by the school will aim to:

- Enable all students to learn **through work, about work and for work**
- Enhance the curriculum by adding vocational relevance and interest
- Support the developments taking place at 14 - 19 and the impact that these will have on Key Stage 3
- Raise standards of achievement, self esteem and confidence
- Develop quality links with businesses
- Equip students with the key skills, attitudes and qualities necessary to make a successful progression to adult and working life
- Re-motivate targeted groups of students who can benefit from the flexibility at Key Stage 4 which allows for more opportunities for work-related learning
- Ensure the benefits and experiences gained from work-related learning are valued, assessed, reported on and accredited, where appropriate
- The programme of enterprise education provided by the School will aim to achieve the aims listed above but in addition will aim to:
  - Provide opportunities for students to practise the skills defined as **enterprise capability** including risk taking, communication and team working.
  - Provide a high standard **of financial literacy** for students.
  - Provide a high standard of **economic understanding**

### 2.2 Objectives

To deliver the key elements identified in the national QCA Work Related Framework requirement, students will:

- Recognise, develop and apply skills for enterprise and employability
- Use their experience of work, including work experience and part-time jobs, to extend their understanding of work
- Examine the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place
- Evaluate the extent and diversity of employment opportunities
- Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an evaluation of the alternatives

- Undertake challenges, tasks and activities set in work contexts
- Engage with personnel from different employment sectors
- Have experience (direct or indirect) of working practices and environments
- Engage with ideas, challenges and applications from the world of work

In addition, the outcomes in the Davies Review definition of Enterprise Learning will be delivered, namely:

1. Enterprise capability
2. Financial literacy
3. Economic understanding

This programme will be delivered through an entitlement to about 5 days of enterprise experience for each student, although it is recognised that some will receive more than this. For example, those involved in vocational pathways and those engaged in extra curricular and/or extra mural programmes.

### **2.3 Management and Co-ordination**

A member of the senior leadership team will have overall responsibility for Work Related Learning and Enterprise, supported by the appointment of a WRL Co-ordinator responsible to the member of SLT for the co-ordination of the annual programme of Work Experience, and assisted by the Co-ordinator for PSCE and other designated members of staff.

### **2.4 Annual Planning**

The annual plan will

- Be linked with the SDP
- Provide an action plan for the delivery of the key elements identified in this policy statement and the Work Related Requirement
- Provide an action plan for the delivery of the key elements identified in this policy statement and the Enterprise Education Requirement
- Indicate how all students will have the opportunity to access work - related learning and enterprise education
- Identify the personnel and other resources required to deliver the plan

### **2.5 Developing the Curriculum**

The school will carry out an audit of the provision for WRL and Enterprise across the curriculum to identify the extent of embedded cross curricular activity and, where necessary in collaboration, develop the curriculum to include opportunities for relevant work related learning and enterprise education for all students.

### **2.6 Legal Requirements**

The School will ensure that it meets the legal requirements in respect of the curriculum provision and especially with regard to Work Experience, extended work experience and other off-site provision taking due account of Health & Safety.

## **2.7 Links to Other Areas and Policies**

This policy is supported by and designed to contribute to whole school policies on Information, Advice and Guidance, Work Experience, PSHE and Citizenship.

## **Section 3 Delivery**

### **3.1 Resources**

In order to provide a quality programme of work-related and enterprise teaching and learning activities across the curriculum, adequate staffing and resources will be allocated to this area to support the range of in and out-of-school activities and the development of programmes.

**The school will ensure the quality of the range of programmes and activities, by:**

- Developing quality links with business
- Setting aims, objectives and outcomes for each programme or activity which are understood by teachers, students and representatives from the world of work
- Utilising strategies to ensure monitoring, recording and evaluation
- Monitoring strategies to ensure that the school meets its legal requirements
- Effectively preparing and briefing of teachers and representatives from the world of work supporting any programme / activity / event

### **3.2 Programmes Will Include**

#### **Work Experience**

All eligible Key Stage 4 students will have access to a comprehensive preparation and review programme, within ten days of work related experience, supported by teacher visits to work placements, and reported on by students as part of the process.

Students will have access to extension materials for use on work placement to support coursework

Students on enhanced work-related programmes

Where groups of students at Key Stage 4 are participating in a programme involving intermittent periods of work-based learning, guidelines will be followed regarding insurance and adequate preparation and duty of care drawn up by the School and the work placement provider.

#### **Enterprise programmes**

These programmes will, where possible, be included for all students in a cohort. Examples include challenge events, mini businesses, team building and problem solving activities conducted in collapsed timetable days provided and supported by external organisations.

## **Career sessions and interviews**

In the light of developments taking place within the 14 to 19 agenda, this area of work is included for students in KS3 as well as those in KS4. Examples include identifying appropriate career opportunities, preparation and application for jobs, undertaking an interview and taking the role of an interviewer.

## **Curriculum assignments / projects**

Work – Related Learning and Enterprise Education will enhance and can form part of the course for a range of subjects at Key Stage 4, not just for vocational subjects but also for small parts of the more traditional subjects.

## **Mentoring**

The school will use a range of mentoring programmes these will include programmes to promote a high level of achievement, e.g. supporting those students working towards a university career and those students who find themselves more challenged by the school environment.

## **College Link Courses and Local Provision**

Where the school cannot provide the resources for a particular course that meets student needs, a college link course should be arranged as an alternative. Collaboration across local providers and other schools with a specialism may be considered to ensure provision meets the needs of students.

## **Section 4 Staff Development**

### **INSET programmes**

All staff are to be kept up to date with developments in work-related learning and enterprise, through regular INSET sessions.

### **Professional Development**

The school will identify those teachers who are delivering specific courses which would benefit from going on training courses. Staff are encouraged to build external links bringing another dimension to the classroom and to aid personal development.

### **Partnerships**

Partnerships with external providers and other schools are encouraged to facilitate the learning experiences of the students, the personal development of staff and delivering the best value for money. Collaborative partnerships are encouraged between:

Local Education Business Partnerships  
Business Partners

Local Training Providers  
Specialist Providers  
FE Colleges, including WMC  
Universities, including LJMU

### **Section 5 Monitoring, Evaluation and Review**

The overall programmes will be reviewed and monitored on a regular basis. Events involving outside links will be evaluated and reported on as a matter of course to assess how effective they are in meeting learning outcomes. Self evaluation and the monitoring of overall student progress will be undertaken within the guidelines of accepted best practice.

**Date Policy agreed:** \_\_\_\_\_

**Policy review date:** \_\_\_\_\_

**Signatures:** (Head Teacher and Chair of Governors)

**Head:** \_\_\_\_\_

**Chair:** \_\_\_\_\_