

A Framework for Work-Related Learning at Key Stage 4

| Focus | Elements | Suggested Minimum | Through this Provision Students can | Linkages | KS3 & evidence | KS4 & evidence | Development |
|---|----------|--|--|----------|----------------|----------------|-------------|
| 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 task 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 | | | | |
| 5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives | | Students undertake activities to develop their skills for career management, including a guidance interview focussing on career progression | <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 | | | | |

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| 6. Undertake task and activities set in work contexts | | Students use work as a context for learning within the curriculum on at least two occasions, and record evidence of their learning | <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 | | | | |
| 7. Learn form contact with personnel from different employment sectors | | Students have direct contact with a minimum of two people from different employment sectors with differing roles and working conditions | <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 | | | | |
| 8. Have experience (direct or indirect) of working practices and environments | | Students use work practices or environments as contexts for learning in the curriculum on at least two occasions and record evidence of their learning | <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 | | | | |
| 9. Engage with ideas, challenges and applications from the business world | | Students undertake at least one business challenge, problem solving or enterprise activity | <ul style="list-style-type: none"> know and understand key enterprise concepts demonstrate the main enterprise skills, attitudes and qualities | | | | |