

Ensuring quality in work related learning and enterprise

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National quality assurance

- Ofsted inspection
- National standards for work experience and mentoring
- QCA's guidelines for quality in WRL
- National guidance for CEG, citizenship, *Progress File*, vocational courses, financial capability and enterprise learning
- Private and local quality standards

The diverse elements of WRL

- Work experience & shadowing
- Vocational courses
- Work-related contexts to subjects through business links
- Using LMI to support teaching
- CEG and PSHE
- Citizenship
- Enterprise & entrepreneurial skills
- Financial capability
- Key skills for employability
- Targeted extended work-related learning
- Industry days and business challenges
- Mentoring etc
- *Progress File & ILP*
- Etc.

Quality WRL and enterprise?

- Basic principles
- QCA's guidelines
- Legal issues
- Ofsted inspection
- Assessment of learning outcomes
- Quality education-business links
- Quality awards

What is quality in work-related learning and enterprise?

- Brainstorm (or thought-shower) some ideas.

What is quality work-related learning?

- More than basic minimum provision
- Satisfying all requirements and expectations
- Learning outcomes – skills development
- Improved motivation and achievement
- Effective progression
- Efficient management
- Customer and partner satisfaction

Some basic principles

- Meeting the needs of learners
- Meeting the needs of the economy
- Reflecting current and emerging practice in the workplace
- Improving the employability of all learners
- Integrated personal development
- Meeting the statutory requirements (and expectations)
- Effective management of WRL
- Staff working conditions
- Equality of access to opportunities
- Reliable assessment with evidence of learning
- Opportunities for accreditation for all
- Collaboration between schools & the community
- Better engagement with employers

QCA's three sets of guidelines

- Programmes of WRL and enterprise
- In-school activities
- Out-of-school activities

QCA's guidelines - principles

Before – during - after

- a) Leadership and management
- b) Teaching and learning
- c) Career planning and guidance
- d) Community partnerships
- e) Resources
- f) Staff development
- g) Recording and assessment
- h) Monitoring, evaluation and review

Legal issues – the duty of care

- Preventing fatalities and serious accidents
- *WRL and the Law* – September 2004
- Health and safety
- Child protection
- DfES Supplementary Exemplification re child protection –December 2004
- DfES CD rom to support *WRL and the law*
- ‘*worst case scenarios*’

Ofsted inspection

- Quality of leadership and management
- Quality of teaching and learning
- Diversity in the curriculum
- Meeting the needs of learners
- Responding to ***Every Child Matters***

Preparing for inspection - a

- Where are you in relation to Ofsted's guidance re self-evaluation?

Preparation for inspection - b

Pupil awareness

- Understanding the language and concepts
- Able to talk about their experiences and outcomes
- Evidence of auditing the pupils' views
- Evidence of pupils' work

Ofsted's comments on work experience

HMI 2220 – Increased flexibility: improving work experience

How well

- is the pupil prepared?
- is the level of demand matched?
- is the pupil developing key skills?
- does the pupil collect and record evidence?
- does the pupil communicate and relate to others?
- is the host informed? **etc. etc.**

Evidence of learning

- Recording of achievement (Progress File)
 - Portfolio of evidence
 - Diary or log book
 - Reliability of evidence
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- QCA's guidance on recognising achievement

Recognising achievement - a

- Providing evidence of achievement
- Diaries, log books, notes, review sheets written by learners
- Individual Learning Plans or career plans
- Application forms, CVs
- Reports or witness statements from others
- Photos, art work, displays, videos or role play/work
- Powerpoint presentations
- Recordings of interviews, talks or performances
- Print-out of self assessment and other test results (Fast tomato etc)
- Examples of work/products
- Certificates issued to learners

Recognising achievement - b

Using informal methods

- Discussions by students during debriefing
- Self assessments by students (skills checklists or quizzes etc., all recorded in Progress File)
- Peer group assessments
- Using qualifications specifications without the formal assessment
- Marking students work

Recognising achievement - c

Using qualifications/awards

- AQA certificate in preparation for working life
- ASDAN certificate for career planning
- NCFE certificate for preparation for employment
- NOCN certificate for CEG & preparation for working life
- OCR certificate for career planning
- OCR certificates for preparation for employment
- ASDAN Youth Award (CoPE pilot)
- A range work-related of entry level awards (WJEC, Edexcel, ASDAN, AQA, OCR etc)

The value of using a framework

SELF-ASSESSMENT

- Keeping up with developments in WRL
- Meeting the statutory requirement
- Audit and improvement

- Preparing for inspection
- Raising standards in school
- Improving learning outcomes

The Hounslow Quality Framework

The six sections

- A - curriculum context
- B - teaching and learning
- C - management framework
- D - meeting the needs of all learners
- E - progression
- F - partnership

Using a quality framework

- Confirming self-assessment
- Kite-marking achievement
- A bench-mark for improvement
- Guidance on how to improve
- Local recognition
- Better employer support