

# Work-Related Learning and Professional Development Placements



**From September 2004 all key stage 4 students have a statutory entitlement to work-related learning. To support this entitlement QCA have drawn up a guidance framework, which has nine elements. This flyer demonstrates how professional development placements can provide an ideal opportunity for teachers to engage employer support for students' work-related learning entitlement as described in the framework.**

## Professional Development Placements for Teachers

Professional development opportunities are valuable in their own right because a relevant placement in a company or business can greatly enhance teaching and learning.

A placement can:

- refresh and update the teacher's current knowledge
- act as a stimulus for classroom material
- provide opportunities for sustainable links with business
- address specific personal training needs
- support the development of leadership and management skills.

**In addition teachers might also wish to maximise the benefit of their placement by investigating any potential support for the work-related learning entitlement. This could be achieved by asking the company to provide resources, ideas and/or contacts for speakers and host additional work experience or visit opportunities.**

This flyer has been compiled by the National Support Group for PDP organisers, a network funded by DfES, and organised through the National Education Business Partnership Network.



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## The Role of the PDP Organiser

Your local placement organiser, who will be part of your local Education Business Link Consortium, will be able to help plan and deliver placements around individual or group requirements. Once objectives are identified, the placement organiser will identify suitable placement opportunities, and support all aspects of the placement delivery. Organisers can also help with future training or curriculum needs.

Last year Education Business Partnerships organised in excess of **20,000** PDPs, for a wide range of teachers across all key stages and all subject areas.

## Planning Considerations

All placements should be able to provide opportunities to develop resources for student based work-related learning. However, in order for this to be maximised, there will need to be good internal communications between the work-related learning co-ordinator and the teacher undertaking the placement. It will be helpful if teachers are aware of any audits and mapping of work-related learning carried out within the school, so they can help with any identified “gaps”.

A robust recording system will also be very useful to capture information following the placement. For example some schools have started databases of work-related learning contexts across subject areas, which all members of staff can then access.

## Placement Examples

### Element 1: Recognise, develop and apply their skills for enterprise and employability

#### Placement Example

The Work-Related Co-ordinator (or other member of the Senior Management Team) has a placement with the HR department of a large local employer. The outcomes could be speakers to the school (re employer expectations or careers), a class visit to the employer and additional work experience placements. In turn the employer has the opportunity to advertise and promote job opportunities and training to students.

### Element 2: Use their experience of work, including work experience and part time jobs, to extend their understanding of work

#### Placement Example

A maths teacher visits a local retail outlet to find out how maths is used in the workplace and to collect examples to use in the classroom. This leads to assignments for KS3/KS4 students using the retailer as a context for learning and is re-enforced by a number of students going to work experience placements in the retail sector.

### Element 3: Learn about the ways business enterprises operate, working roles and conditions, and rights and responsibilities in the workplace

#### Placement Example

A history teacher researches the history of local labour movements, including trade unions with a major (engineering) employer, which leads to:

- 1) A link with the Trade Union member willing to visit school
- 2) Student assignment to look at employees' rights

#### **Element 4: Develop awareness of the extent and diversity of local and national employment opportunities**

##### **Placement Example**

A teacher of Geography (or Business Studies) has two short placements with employers on a local trading estate through which he/she develops:

- 1) Additional work experience placements
- 2) An assignment for students on supply chains involving researching the jobs of those involved in the different parts of the chain

#### **Element 5: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternative**

##### **Placement Example**

A Careers Teacher (or Work Experience Co-ordinator) has a placement with a local employer who offers apprenticeships. This leads to:

- 1) A student assignment to track an apprentice's history from school through apprenticeship and employment
- 2) An assembly on opportunities available and what they can lead to

#### **Element 6: Undertake tasks and activities set in work contexts**

##### **Placement Example**

A Modern Foreign Languages Teacher goes on a placement to a Leisure Centre or local tourist office and/or importer/exporter/hotel. As a result he/she returns with the following student assignments:

- 1) Translate a brochure or leaflet advertising outlet or product
- 2) Devise a questionnaire for clients/visitors about level of customer satisfaction.

#### **Element 7: Learn from contact with personnel from different employment sectors**

##### **Placement Example**

Science teacher placed with (large) local manufacturers (brewery; water treatment; opticians). The results are:

- 1) Science fair using contacts from placements and highlighting careers in science
- 2) Reciprocal placements/visits from people who use science-based knowledge/skills

## Element 8: Have experience (direct or indirect) of working practices and environments

### Placement Example

Citizenship coordinator or Religious Education teacher visits employer with diverse workforce to study working practises (e.g. local borough council; hotel) This leads to:

- 1) Assignments based on ethics in the workplace
- 2) Impact of multiculturalism on working practices

## Element Nine: Engage with ideas, challenges and applications from the business world

### Placement Example

ICT/ DT/ Enterprise Coordinator has a placement at offices e.g. insurance company, software house, jobcentre or Inland Revenue. This could lead to:

- 1) Investigative project for students to undertake on work experience focusing on use of technology.
- 2) A written challenge for KS4 students to design something for which the employer has identified a demand.
- 3) An invitation for the employer to talk to students/launch the challenge/and or later judge the entries.

### See also

[www.nebpn.org](http://www.nebpn.org) for a range of PDP case studies

[www.qca.org.uk](http://www.qca.org.uk) (14-19 learning site-work-related learning) "Guidance for implementing the statutory requirements from 2004".

**For further information contact your local placement organiser**

Please insert local details below

### Or contact

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