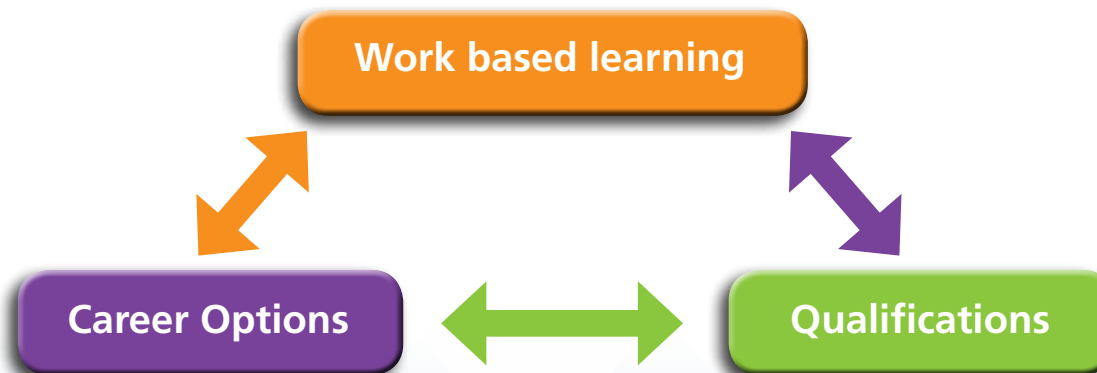


# GUIDE TO WORK BASED LEARNING IN DUMFRIES AND GALLOWAY



It gave me more confidence with a variety of age ranges.

It gives experience and builds our skills and abilities.

It prepares you for the workplace.....

Work experience reinforces the fact you want to go into that field of study.

Location : <http://dgtap.co.uk/schools>

Date: April 2016

Responsible Officer: Melanie McEwen  
(Developing Young Workforce)

To be reviewed: April 2017

# Contents

GUIDE TO WORK BASED LEARNING IN DUMFRIES AND GALLOWAY	1	Case Study 5 in Skills (3-18) – Developing the Young Workforce	15
What does work based learning look like in Dumfries and Galloway?	3	Case Study 6 Skills (3-18) – Developing the Young Workforce	17
How and where do work placements fit in to work based learning in Dumfries and Galloway?	4	Case Study 7 in Skills (3-18) – Developing the Young Workforce	19
How is work based learning in Dumfries and Galloway planned, monitored and tracked?	6	Case Study 8 in Skills (3-18) – Developing the Young Workforce	22
Preparation	6	Case Study 9 in Skills (3-18) – Developing the Young Workforce	24
Risk Assessment – <a href="#">DG TAP Can Help</a>	10	Case Study 10 : Open day at Cream o’ Galloway	27
Confidentiality	11	Case Study 11 : Employer Partnership with Laing o’ Rourke	28
Placement	12	Case Studies 12 in Skills (3-18) – Developing the Young Workforce	
Continuous and Professional Learning	14	Appendix 6	31
Raising Awareness	14	Appendix 7	36
Work Experience for Teachers	14	Appendix 8	40
		Appendix 10	41

## What does work based learning look like in Dumfries and Galloway?

Learning can take place in a wide variety of work-based settings to meet the diverse needs of young people and employers. Work placements are beginning to become part of the range of opportunities available to young people in the senior phase as schools continue the drive to raise attainment and close the gap. The range of accreditation for work based learning is wide and increasing. Accreditation can be part of a developed programme of activity such as the Dumfries and Galloway Employability Award; Fire, Police Officer or medical courses; Foundation Apprenticeships, [Certificate for Work Readiness courses](#), [National progression Awards](#), [HNC's](#) and [Skills for work courses](#). (See Appendix 10 for courses currently offered in Dumfries and Galloway. Work based learning can be classified as either being a work placement or a work inspiration activity: -

Work Placements are where the young person is able to fully participate in the day to day business of the provider, subject to H&S and or business requirements or, to participate in a project.

Both these classifications are part of the journey children and young people make as they learn about the world of work, recognised in the [Career Education Standard](#).

Work Inspiration activity is where the placement provides an insight into the job or is observation only.

This is likely to be appropriate for younger learners or those who have had no experience of employment.

Placements can be fixed in terms of duration and set over a number of continuous days or, flexible over an extended period and can be delivered as either:

**VISIT** – work inspiration days which take place for a single or part of one day

**BLOCK** – placement takes place over defined continuous period generally of 5 or 10 consecutive working days

**FLEXIBLE** – the placement takes place on 1 or 2 days per week over a period of time

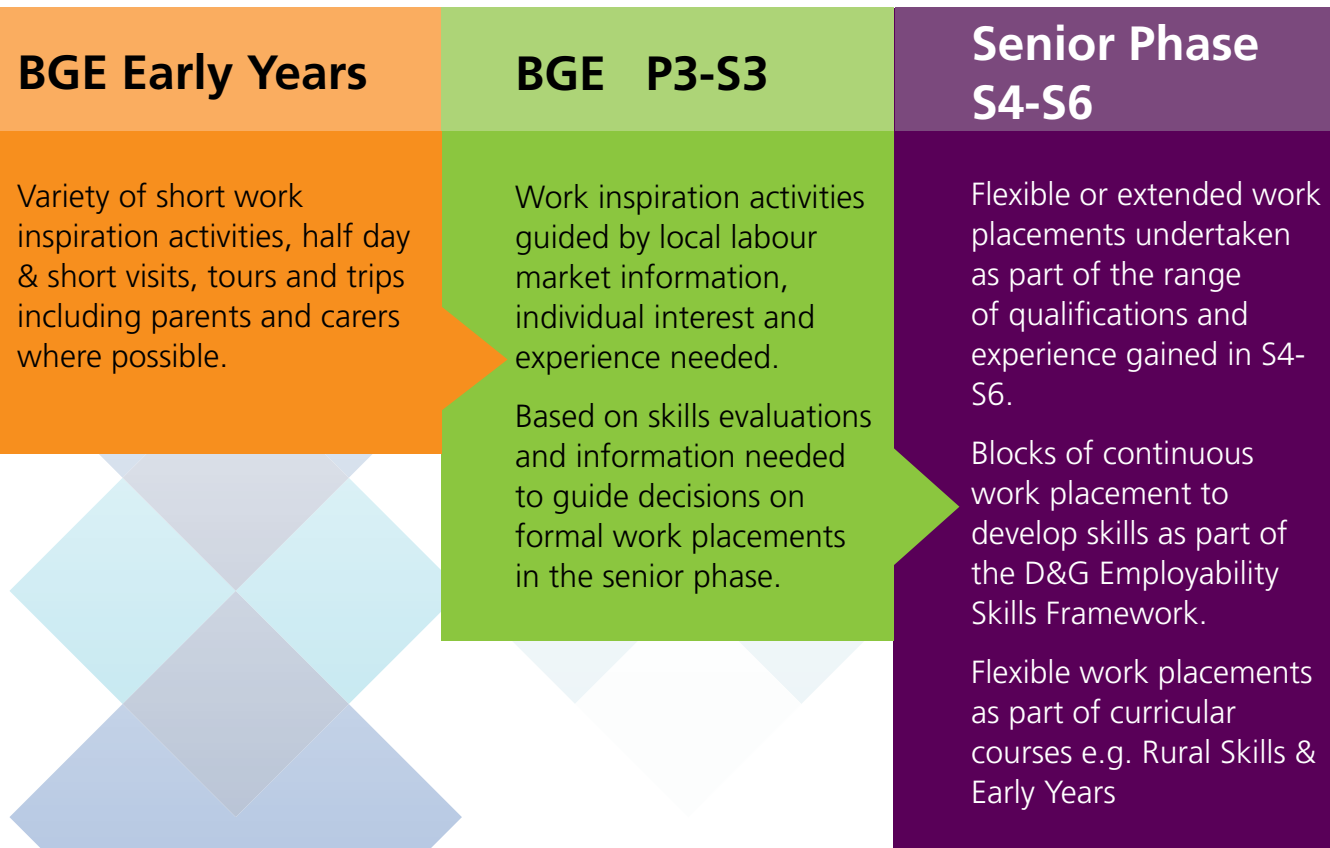
**EXTENDED** – the placement takes place where the young person works either full or part time throughout the school term or academic year as part of a broad and balanced curriculum

**BESPOKE** – a bespoke arrangement agreed between the provider and the placement to suit all needs. This could be during the school term, out with school hours or in the holidays.

## How and where do work placements fit in to work based learning in Dumfries and Galloway?

It is the responsibility of all early learning, primary, secondary and college staff, professionals and adults working with children and young people to support the acquisition of skills for learning, life and work. From short term work inspiration visits to extended regular work placements as part of the senior phase curriculum, all are part of the range of opportunities necessary to meet the entitlement of all young people to develop these skills.

This guide is part of the Dumfries and Galloway Pathway to Employability Toolkit which has been developed to support the progression of skills and increase the opportunities for our young people to develop the skills and attributes they need to achieve a positive and sustained destination. To access a copy of this Toolkit go to the DGTAP website (<http://dgtap.co.uk/>) or contact [LeonaWaugh@dumgal.gov.uk](mailto:LeonaWaugh@dumgal.gov.uk) for more information)



Case Studies included in the Dumfries and Galloway Pathway to Employability Toolkit are a Lockerbie Cluster audit of opportunities for learners to develop employability skills; Wallace Hall Academy and Queensbury Initiative; The Dumfries Learning Town vision; Cargenbridge Primary and DuPont Teijin partnership working.

Further case studies exemplifying work placement activities are:

Case Study 5 – Jas P Wilson and Dalbeattie High School

Case Study 6 – Dumfries and Galloway Royal Infirmary

Case Study 7 – Galloway Community Hospital

Case Study 8 – Fire and Rescue Service

Future developments include Care Industry Work Inspiration Days, a Dairy Academy Pilot, work placement opportunities with Cream o' Galloway and Laing o' Rourke and the development of College School work based learning Partnerships.

School College Partnerships also include Foundation Apprenticeships. Young people use time out of schools at college and with an employer to complete a course combining academic study and work based experience alongside traditional school qualifications. The qualification normally takes two years and is linked to key sectors of the Scottish Economy, enabling young people to get relevant industry experience to help them start a successful career in their chosen field.

D&G College in partnership with schools, local employers and Skills Development Scotland is launching its first pathway in August 2016 in the Engineering Sector. Talks are already underway with employers and schools about a Care Sector Pathway to be rolled out in August 2017 across the region, alongside the Engineering pathway.

The Dumfries and Galloway Regional DYW Board, facilitated by the Chamber of Commerce, have secured Scottish Government funding to support partnership working between employers and schools. This is designed to increase the number of young people experiencing work based learning as part of their education and encourage a wider range of employers to engage in meaningful partnerships with local schools. To access a copy of the bid visit the DG TAP website (<http://dgtap.co.uk/>)

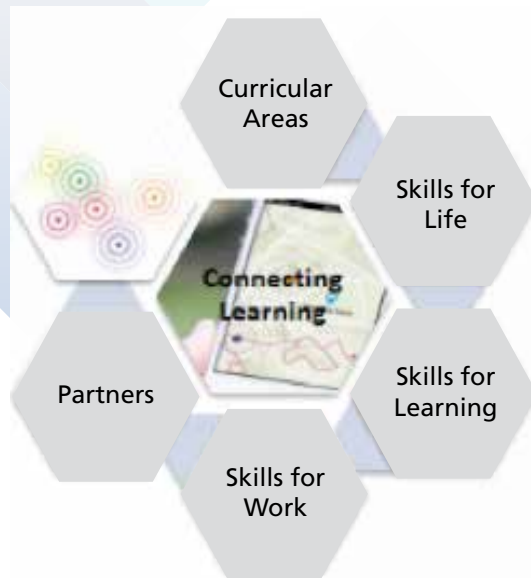
## How is work based learning in Dumfries and Galloway planned, monitored and tracked?

### Preparation

#### PROCESS FOR SECURING OR OFFERING A PLACEMENT

Ongoing conversations with learners about key employability skills they are developing will support decisions on the type, duration and nature of the placement(s) required as they progress through their broad general education and into the senior phase. Young people will have had the opportunity to develop an understanding of the skills required and have access to resources and guidance which support evaluation of their strengths and any areas for development. Appendix 5 in the Pathway to Employability Toolkit is the School and Employers Skills Progression Card which can help young people assess their level of skill and identify areas for development.

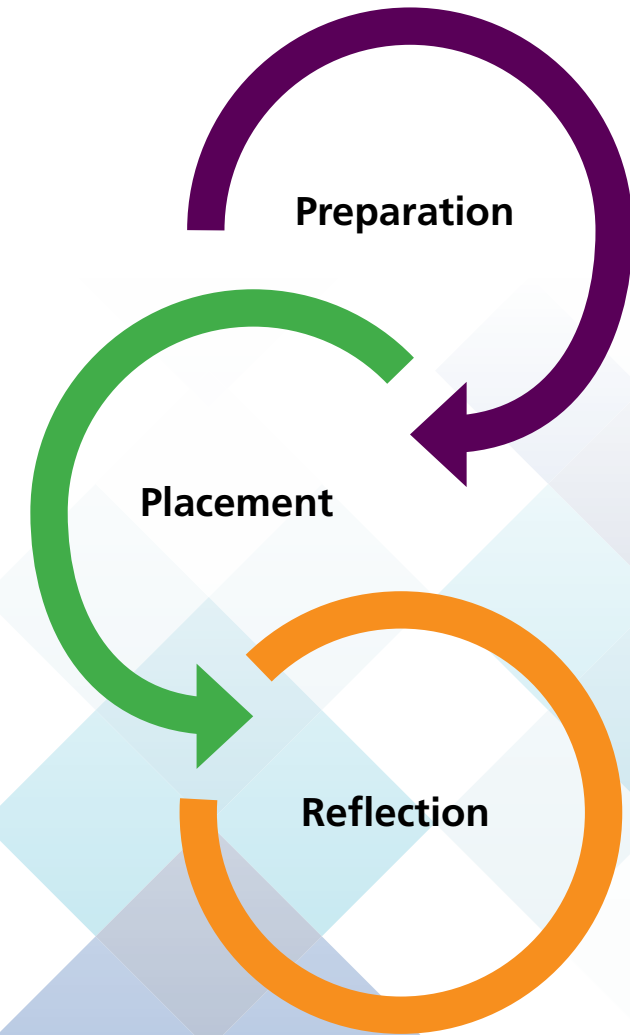
All previously arranged and risk assessed opportunities for placements are held and managed through the Hanlon database. It can be accessed through: <https://dumfries.hanlonsonline.co.uk/default.aspx>



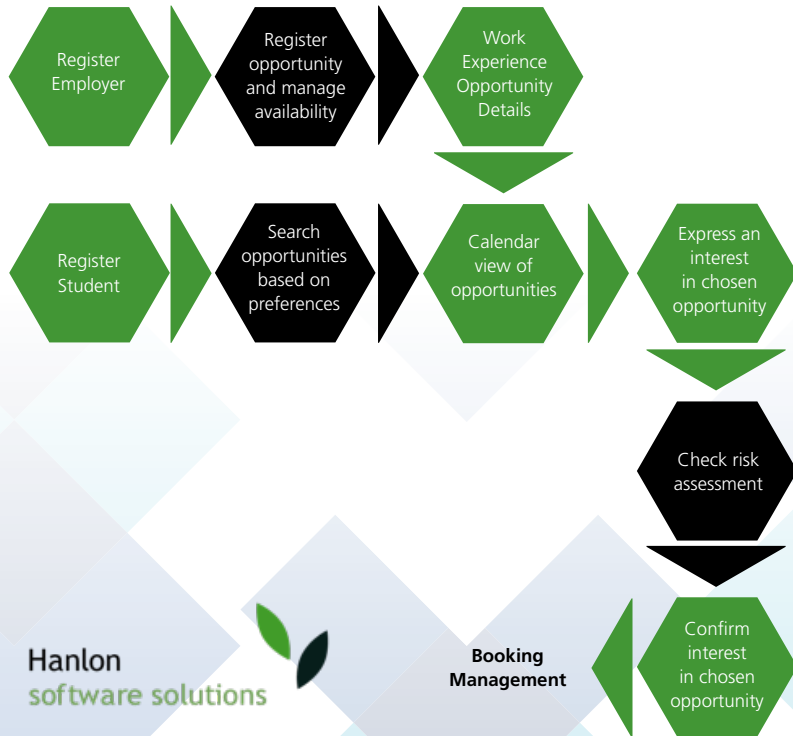
A learner journey interactive map is also being developed to identify and define the roles of different educational partners who can contribute to the formal and informal curriculum that supports young people with skills and training/employment opportunities.

[To access click here.](#) (This will be live in August 2016)

There are three phases required for a successful work placement:



## HANLON DATABASE



The system's work flow is summarised opposite. Depending on the job role of the user they will have access to only the elements of the system that are relevant to them; either maintaining work opportunities or searching for and booking placements.

Contact [workexperience@dumgal.gov.uk](mailto:workexperience@dumgal.gov.uk) for more information on securing or offering a placement

Tutors / school coordinators will be given access to the site either personally or in keeping with their needs. The process for accessing the database will be administered by the work placement coordinator(s) in schools. Guidance for using the database can be accessed here (once live) and a flow chart is included on page 8 to illustrate the steps and timings to secure a risk assessed work placement for young people. Young people can be given read access to Hanlon to allow them to browse and consider opportunities however, any formal application must be sanctioned by the tutor / coordinator.

If no opportunities are deemed suitable by the young person they can arrange their own placement. If this is undertaken, then a 'self-found' request form (Appendix 7) must be completed and added to Hanlon. This enables the request to be logged, arrangements made to check on its suitability and to carry out a risk assessment. A further flow chart illustrating the steps and timescales for self-found placements can be found on page 9.

Prior to attendance, each young person should consider goals and objectives as part of a learning conversation with their tutor / coordinator. The Employability Skills Framework in Appendix 6 of the Pathway to Employability toolkit (and included in this document for easy reference) can be used to inform this conversation and prepare the young person for the expectations in the workplace however final goals may not be agreed until a few days into placement.

Schools are free to develop their own workplace learning plan based on the guidance in the [Work Placements Standard](#). A local authority learning plan is being developed as part of a set of work placement support materials and this, along with discussion prompt cards, could be used to facilitate learner conversations and peer to peer learning in preparation for placements, including any pre placement training required. (Appendix 9 to be ready in September)

Goals and objectives should be created in conjunction with the young person and the employer by liaising in advance. Part of the planning stage is an expectation that the young person will make contact with the employer to discuss arrangements and targets / expectations for placement.

Curriculum for Excellence recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities around managing and assessing risk, keeping safe and reducing the potential for harm. [HWB 16a, 17a & 18a](#) \*

For any work experience placement where young people will be actively involved in tasks and day to day business they should complete any relevant preplacement training e.g. the [Work Place Hazard Awareness course](#), [Level 5 Working Safely Unit D11911](#) or aspects of the D&G Employability award if appropriate.

## WORK PLACEMENT FLOW CHART FOR EXISTING OPPORTUNITIES ON THE DATABASE:







## WORK PLACEMENT FLOW CHART FOR SELF-FOUND PLACEMENTS:

Pupils receive info Work Placement and Database

**16 Weeks** before

Self-found forms are issued

Pupils submit self-found requests to school work placement co-ordinator for review and endorsement

**14 Weeks** before

Submission of self-found requests to ESS work placement co-ordinator

**12 Weeks** before

ESS work placement co-ordinator arranges for risk assessment to be completed and school notified of outcome

**8 Weeks** before

School co-ordinator compiles and sends Parent and Employer confirmation paperwork

**6 Weeks** before

School co-ordinator ensures paperwork/consent forms have been returned

**4 Weeks** before

School co-ordinators to ensure that participants are properly prepared for placement

**1 Weeks** before







## Risk Assessment – DG TAP Can Help

The law states that young people on work experience will be treated no differently to employees and therefore, with few exceptions, will be covered by Employer's Liability Insurance.

The Management of Health and Safety at Work Regulations 1999 states that employers must assess the risks to their young workers, including students on work experience before they start work.

The DG TAP team have access to council based risk assessors who are trained and competent in carrying out risk assessments. They can visit premises and advise support to check everything is in place and all the necessary paperwork is complete.

In principle:

- a risk assessment form needs to be completed for each opportunity (unless already held on the database) before the young person begins work 
- schools should liaise with employers in advance about any individual who may be at greater risk due to specific medical/learning or behavioral needs 
- the employee responsible for mentoring and the young person must be given a copy of the agreed control measures to minimize risk 
- schools must ensure that medical/consent forms are signed and returned by parents/carers prior to placement 
- self-found placements (including parents/carers as providers) to be notified in advance (12 weeks) to complete risk assessment and control measures. 
- Young person to undertake employer induction programme which may include health and Safety and Data Protection training. 

DG TAP and their employability partners have the necessary skills and contacts to support with the legal side of hosting a work placement and ensure that HSE requirements are not a barrier to providing valuable work placements for young people.

Further information on the risk assessment process can found on [www.hse.gov.uk/youngpeople/risks/index.htm](http://www.hse.gov.uk/youngpeople/risks/index.htm)

PVG/Disclosure checks on employers providing placements or on young people entering the workplace are not normally required for work placements.

Contact [workexperience@dumgal.gov.uk](mailto:workexperience@dumgal.gov.uk) for more information on PVG checks for placements.

### **Is there a need for the employer to be PVG checked?**

Unless there are exceptional circumstances person(s) providing a work placement do not need to be PVG checked. DG TAP can advise and will consider the type of opportunity and working pattern.

### **Is there a need for young person to have a PVG check?**

Not normally necessary. However, if the young person has attained the age of 16 it may be prudent to obtain a disclosure or PVG check, especially if their work placement is long term and may involve them working with vulnerable groups. DG TAP can advise and will consider the type of opportunity and the working pattern.

[https://www.disclosurescotland.co.uk/disclosureinformation/pvg\\_training/self-assessment/index.html](https://www.disclosurescotland.co.uk/disclosureinformation/pvg_training/self-assessment/index.html)

## **Confidentiality**

Confidentiality and data protection is critical to the vast majority of opportunities that are available. Young people and employers must be made aware of their responsibilities in terms of this.

The proliferation in the use of social media can exacerbate this issue and could be done unwittingly by the placement. As such, it is important that any confidentiality issues are thoroughly addressed at the induction stage and the signing of a generic or an organisation specific confidentiality form may have to be undertaken prior to the placement commencing.

Parents must inform the school of any issues, health or otherwise (behavioural issues, infringements of the law, language ability etc.) relating to the student prior to the student commencing work placement.

The school is required to inform an employer of any of the above that may affect the employer's willingness to take that student for work based learning. If this information is not supplied then the placement cannot be approved.

Permission must always be sought from parents and the student before any information listed above covered by the data protection act is shared. Please note that a placement cannot go ahead if such permission is not received.

## Placement

### TRACKING PROGRESS DURING A PLACEMENT

The Dumfries and Galloway Employability Skills Framework in Appendix 6 of the Pathway to Employability is a framework designed to provide an agreed set of competencies that each young person will have the opportunity to achieve before leaving school. (Appendix 6 is included in this guide for information.)

Work Placements will provide the young person, in discussion with their employer and school coordinator / tutor, with the real work based learning to evaluate their ability in each of the key competencies and transferrable skills identified in this framework.

The young person is expected to maintain some form of log during their work placement (e.g. blog, diary) to track their own progress and skill development against the employability competencies and any personal goals set.

Each young person on work placement should expect a visit from their coordinator / tutor to discuss their progress in relation to their workplace learning plan and the skills and attributes identified in the framework.

The school coordinator/ tutor will maintain responsibility for liaison with the placement provider to ensure that it is progressing without any issues on their behalf.

Placement providers will be required to complete an evaluation sheet that should be endorsed by the school coordinator and passed back to the Employability and Skills Service at the earliest opportunity and in any case within 15 working days of the conclusion of the placement. This will ensure good practice is captured and any issues affecting the placement are addressed timeously. (Appendix 8 for sample evaluation)

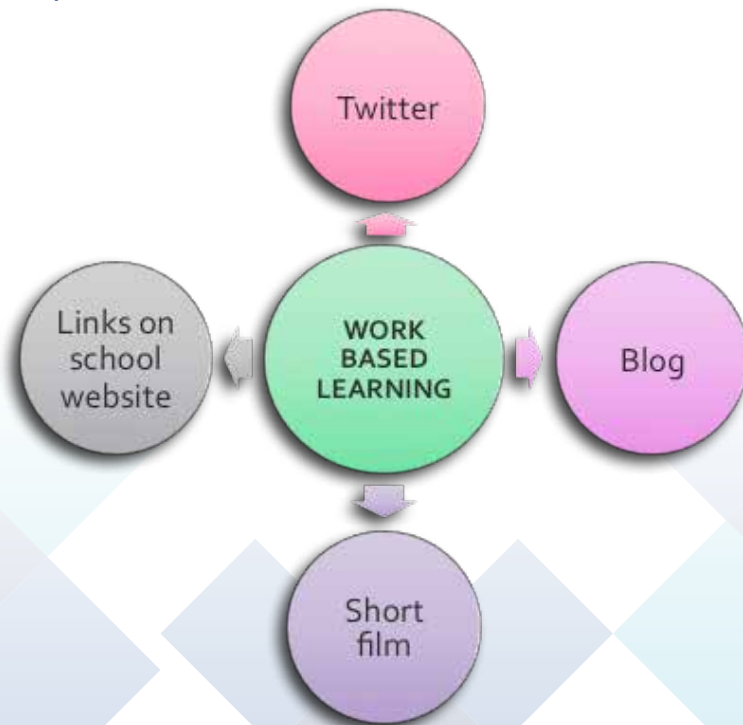


It is envisaged that some pupils will use their placements to assist in achieving or working toward the achievement of the Dumfries and Galloway Employability Award. (Details in Section 3 of Pathway to Employability)

If the work placement is certified e.g. as part of a Foundation Apprenticeship, the Dumfries and Galloway Employability Award, Certificate of Work Readiness, National progression Awards, HNC's or Skills for work courses the young person will be responsible for completing the necessary administration and tasks required to fulfill the requirements of the award.

Young people should spend some time on a log of their placement:

- skills developed
- career aspirations
- lessons learned
- next steps



There are various ways this could be achieved and it may be part of the profiling process.

[Guidance on creating e- portfolios here.](#)

School coordinators / tutors should facilitate work on the workplace learning plan by having a learning conversation about progress towards goals, evaluation of progress within the Employability Skills Framework, future aspirations and next steps.

Further reflection could take the form of:

- Peer to peer discussion and sharing following work placements using discussion prompt cards in work placement support materials (Appendix 9 to be ready in September)
- Presentation to class / year group / assembly / local primary school to share experience and knowledge of local industry and career options (invite employer as part of presentation)
- Summary of next steps and possible career/education pathways to share with parents and tutor/coordinator
- Presentation to school staff (as part of show case event during SDS week?) to use skills and raise awareness of employment opportunities and local industry with teachers and community
- Development of a mentoring role for senior students who have undertaken work placements to share experience and support preparation younger students.

## Continuous and Professional Learning

Employability and Skills Service in partnership with Schools and Further Education, Skills Development Scotland, Chamber of Commerce and local employers aim to provide a series of twilight sessions for school staff, parents and employers and other practitioners on the [Career Education Standard](#), Understanding Career Intelligence (Labour market intelligence), Developing Career Management Skills, Youth Guarantee for Dumfries and Galloway, Work placements, senior phase flexible pathways, DG Employability Award and the Employability Skills Framework, Use of the Hanlon Database and making best use of My World of Work.

*This will obviously contribute towards professional learning and it may be possible to develop aspects as projects through a small test of change and/or for leadership through SCEL if appropriate.*

## Raising Awareness

Employers are encouraged to host 'open days' to share career pathways and opportunities for employment and work experience with parents and young people.

Case Study 10 – Cream o' Galloway

Case Study 11 – Laing o' Rourke

Case Study 12 – Care Consortium

## Work Experience for Teachers

Employers are being also being encouraged to consider providing site visits and short work placements (where timetabling allows) for tutors and school coordinators. This would allow them to visit and experience day to day business prior to a young person going on placement, during the placements and possibly out with term time as part of teachers' 35-hour Professional Learning commitment.

*Vision: all teachers supporting young people should have the opportunity to go on a work placement and gain professional recognition for a combination of twilight sessions and work experience hours.*

Please contact [melanie.mcewen@dumgal.gov.uk](mailto:melanie.mcewen@dumgal.gov.uk) for more information or access the full Pathway to Employability Toolkit at DGTAP ( <http://dgtap.co.uk/> )

## Case Study 5 in Skills (3-18) – Developing the Young Workforce

### 1. INTRODUCTION

Establishment	Jas P Wilson
Contact name and details	Work experience co-ordinator <a href="mailto:Workexperience@dumgal.gov.uk">Workexperience@dumgal.gov.uk</a>
About the establishment:	Jas P Wilson was formed in 1964 by a former Dalbeattie School pupil. Originally a contracting business it has grown to become a national supplier and manufacturer of forestry equipment, machines and spare parts. They employ a workforce of around 50 with various skills and trades and are looking to grow and expand over the coming years. Based on the outskirts of Dalbeattie the Company is aiming to attract ambitious and determined students from in and around the town to become involved.

### 2. CURRENT DEVELOPMENTS:

What are you doing just now?	Through their work experience programmes, in partnership with Dalbeattie High School, they hope to encourage local students to consider a career within Dalbeattie. They want to see more highly skilled Dalbeattie school leavers coming to work with them, who they can retain long term through enjoyable career paths and on the job training. They are currently offering a work experience placement in an administration role and ongoing site visits for rural skills students discussing land based opportunities.
What we have learnt from our journey so far	Close partnership working with Dalbeattie High School has provided clear benefits for students by providing work experience, careers and training on the doorstep. This in turn has led to increased employment opportunities and a template for others to follow.
Best piece of advice	Partnership working and forward planning is now well established resulting in an ongoing rolling programme of opportunities being offered.
Partnerships (employers, industry, organisations etc.)	Jas P Wilson Dumfries & Galloway Council, Education Service Dumfries & Galloway Council, Employability & Skills Service

Watch this space!	<p>To continue to develop the programme and agree a similar format for future developments with other local companies.</p> <p>They have built an on-site classroom and are working with the school to develop programmes that link with the following topics:- Business Studies, Rural Skills, Design &amp; Manufacture and Graphics and Engineering Science.</p>
Quotation(s)	<p>Pupil 1: Although at first I was unsure of the value of going to work in an office, my attitude changed considerably after experiencing first hand the demands of running a successful small business. The office manager tailored my Work Experience to meet my needs and as a result I have been trained in using the SAGE package. This helped me when on a week long placement at an accountants firm. I was able to hit the ground running and complete tasks without any initial training at the Accountants and confirmed my interest in accountancy as a future career.</p> <p>Pupil 2: My work experience has been based in the workshop. I have been able to build an engine kit from scratch and work out and fix a problem with the engine itself. I was given the chance to design a tool box using the software package and then make the tool box. This involved working on the workshop floor. I am now in the process of completing this task. I have learned lots of new skills and have enjoyed being part of a team working together to produce an end product.</p>

### 3. ADDED VALUE

Resources	On-site classroom
Web links	<a href="http://www.jaspwilson.co.uk">www.jaspwilson.co.uk</a>
Contacts (in case people want to find out more)	<p>Ann McCulloch Employability Development Officer <a href="mailto:workexperience@dumgal.gov.uk">workexperience@dumgal.gov.uk</a></p>



## Case Study 6 Skills (3-18) – Developing the Young Workforce

### 1. INTRODUCTION

Establishment	Dumfries & Galloway Royal Infirmary
Contact name and details	Work experience co-ordinator <a href="mailto:Workexperience@dumgal.gov.uk">Workexperience@dumgal.gov.uk</a>
About the establishment:	Dumfries and Galloway Royal Infirmary is the main hospital in Dumfries. The hospital serves both the town of Dumfries and the entire catchment area of South West Scotland, with a population of at least 147,000. It contains 337 staffed beds, and has a full range of specialties.

### 2. CURRENT DEVELOPMENTS:

What are you doing just now?	<ul style="list-style-type: none"> <li>• 5 day long work experience placement offered to students 5<sup>th</sup> year and above who are considering or planning a career in medicine</li> <li>• Students must be able to show evidence that they are on track to gaining entry to their chosen university</li> <li>• Students will be paired with another applicant and will spend the week observing the role of various clinicians within DGRI</li> <li>• Students will be provided with a 'Medicine in DGRI Work Experience Booklet' which they will be expected to read and aim to complete during their placement.</li> </ul>
What we have learnt from our journey so far	Working in partnership with DGRI has allowed for a streamlined approach to their work experience placement programme. This has enabled them to plan for the year in relation to numbers and timetabling. Any enquiries received are also passed to the work experience co-ordinator for action eliminating their previous reactive approach. A comprehensive job-card and detailed application process has also ensured the correct candidates are being put forward for the placements offered. Promoting the opportunity throughout all 16 schools in Dumfries & Galloway through this process has established a more inclusive programme by targeting those who may not have considered a pathway in medicine. It has also mitigated the concept of "who you know."

Best piece of advice	Partnership working and forward planning is now well established resulting in an ongoing rolling programme of opportunities being offered.
Partnerships (employers, industry, organisations etc.)	Dumfries & Galloway Royal Infirmary Dumfries & Galloway Council, Education Service Dumfries & Galloway Council, Employability & Skills Service
Watch this space! (where we are going next!)	To continue to develop and promote the programme throughout all 16 schools in the region. To agree a similar format for further Departments within DGRI e.g Occupational Therapy and Physiotherapy
Quotation(s) (eg. head of establishments, Local authority representative, young person, parent etc.)	Stuart Japp – Medical Education Coordinator stated:- Those schools that have participated in the system have submitted applications and we received them all at the same time, which is beneficial. Receiving standardised information about the pupils due to a standard application form is beneficial and fair. Formalising the applications process helps limit nepotism, or “who you know” favouritism.  A pupil commented that he thought the new system was good,

### 3. ADDED VALUE

<b>Resources</b>	Standardised application form
<b>Web links</b>	
<b>Contacts</b> (in case people want to find out more)	Ann McCulloch Employability Development Officer <a href="mailto:workexperience@dumgal.gov.uk">workexperience@dumgal.gov.uk</a>

# Case Study 7 in Skills (3-18) – Developing the Young Workforce

## 1. INTRODUCTION

Establishment	Galloway Community Hospital
Contact name and details	Work experience co-ordinator <a href="mailto:Workexperience@dumgal.gov.uk">Workexperience@dumgal.gov.uk</a>
About the establishment:	<p>The Galloway Community Hospital is an NHS Scotland hospital in Stranraer. It is operated by NHS Dumfries and Galloway and provides the following services:</p> <ul style="list-style-type: none"> <li>• Day Surgery and Day Hospital</li> <li>• Assessment and Rehabilitation</li> <li>• Acute Medicine Services and Palliative Care</li> <li>• Investigations and Diagnostic services</li> <li>• Out-patient services and Out of Hours</li> <li>• Maternity services.</li> <li>• Renal services</li> <li>• Dental Services.</li> </ul> <p>Health professionals based in the Galloway Community Hospital include:</p> <ul style="list-style-type: none"> <li>• Physiotherapy</li> <li>• Occupational Therapy</li> <li>• Speech and Language</li> <li>• Podiatry Services</li> </ul>

## 2. CURRENT DEVELOPMENTS:

<p>What are you doing just now?</p>	<p>1 week long work experience awareness of careers in the NHS across the spectrum of health and well being. Offered to 12 young people from 4 schools. Based at the Galloway Community Hospital, Stranraer. This is a very interactive experience with participants required to keep a learning log of the various roles and situations they are exposed too.</p> <p>The participating Services may include:</p> <ul style="list-style-type: none"> <li>• Physiotherapy</li> <li>• Surgical nursing (ward only)</li> <li>• Medical nursing (ward only)</li> <li>• Midwifery</li> <li>• Adult Caring</li> <li>• Radiography</li> <li>• Dietetics and</li> <li>• Public Health</li> <li>• Hotel Services</li> </ul>
<p>What we have learnt from our journey so far</p>	<p>Working in partnership with The Galloway Hospital has allowed for a streamlined approach to their work experience placement programme. This has enabled them to timetable in their selection process and their work experience offer. Advertising and initial sifting is done by the ESS work experience co-ordinator to eliminate ad-hoc approaches. A comprehensive job-card and detailed application process has also ensured the correct candidates are being put forward for the placements offered. Promoting the opportunity throughout all 4 schools in the catchment area has established a more inclusive programme and not just those who live within the town.</p>
<p>Best piece of advice (what others would benefit from knowing)</p>	<p>Partnership working and forward planning is now well established resulting in an ongoing rolling programme of opportunities being offered.</p>

Partnerships (employers, industry, organisations etc.)	The Galloway Hospital Dumfries & Galloway Council, Education Service Dumfries & Galloway Council, Employability & Skills Service
Watch this space!	To continue to develop the programme and establish an offer an annual offer to schools
Quotation(s) (eg. head of establishments, Local authority representative, young person, parent etc.)	<p>Phil Stewart, Economic Development Officer for Dumfries and Galloway Council Employability and Skills Service stated:</p> <p>“The Galloway Hospital work experience programme is an excellent example of how we support the development of our school pupils by:</p> <ul style="list-style-type: none"> <li>• Including an application process that requires the candidates to do some research into careers in the NHS and to develop a formal NHS application;</li> <li>• Providing an insight into the candidates career of choice as well as wider exposure to the workings of a busy rural hospital;</li> <li>• Including a learning log for self-reflection, ultimately supporting the development needs of the young person.</li> </ul> <p>Programmes of this type are at the very heart of DYW and a great template that can be used successfully by others”.</p> <p>Stranraer Academy reported that all pupils who attended found the week to be very informative and enjoyable and the experience had given them an insight into possible career choices for the future.</p>

### 3. ADDED VALUE

Resources	Standard application forms
Web links	
Contacts (in case people want to find out more)	Ann McCulloch Employability Development Officer <a href="mailto:workexperience@dumgal.gov.uk">workexperience@dumgal.gov.uk</a>

## Case Study 8 in Skills (3-18) – Developing the Young Workforce

### 1. INTRODUCTION

Establishment	Scottish Fire & Rescue Service, Dumfries Area Command Unit
Contact name and details	Work experience co-ordinator <a href="mailto:Workexperience@dumgal.gov.uk">Workexperience@dumgal.gov.uk</a>
About the establishment:	The Scottish Fire and Rescue Service is here to serve the people of Scotland – 24 hours a day, 7 days a week, 365 days a year.

### 2. CURRENT DEVELOPMENTS:

What are you doing just now?	The purpose of the work experience programme was to provide young people from schools in Dumfries who were interested in a career in the Fire and Rescue Service as full time or retained staff the opportunity to experience various aspects of duty in a controlled, safe environment. This included developing understanding of health and safety and basic first aid as part of the wider package of dealing with road crashes, fires and developing an understanding of water rescue all as part of an effective team.
What we have learnt from our journey so far	<p>Positives</p> <ul style="list-style-type: none"> <li>• A common desire to assist the young people of Dumfries and Galloway achieve a very valuable work experience placement</li> <li>• Delivery of a safe work experience opportunity that followed strict H&amp;S guidelines set by Scottish FRS</li> <li>• Pre-planning in setting aims and objectives to be met and designing a course around these proved very effective</li> <li>• The delivery model is now being used for the delivery of work experience courses across NHS Dumfries and Galloway</li> </ul> <p>Lessons learned Minor organisational lessons learned for future delivery</p>

Best piece of advice	Partnership working and forward planning is now well established resulting in an ongoing rolling programme of opportunities being offered.
Partnerships (employers, industry, organisations etc.)	Scottish Fire and Rescue Service, Dumfries Area Command Unit Dumfries & Galloway Council, Education Service Dumfries & Galloway Council, Employability & Skills Service
Watch this space! (where we are going next!)	To continue to develop and promote the programme
Quotation(s) (eg. head of establishments, Local authority representative, young person, parent etc.)	From 2 pupils who attended:-  Was brilliant, would highly recommend it or pupils to go next year. Good insight into what the fire service is actually like so if that is a career choice of theirs I would highly recommend them attending the WEX.  It was fantastic! I would definitely recommend it because you get to learn a lot and you get involved and do the training that they would do. Also it helps you to decide if it's for you or not. I had an amazing week and would go back.

### 3. ADDED VALUE

Resources	Hard copy course pack
Web links	
Contacts (in case people want to find out more)	Ann McCulloch Employability Development Officer <a href="mailto:workexperience@dumgal.gov.uk">workexperience@dumgal.gov.uk</a>

## Case Study 9 in Skills (3-18) – Developing the Young Workforce

### 1. INTRODUCTION

Establishment	Amec Foster Wheeler
Contact name and details	Work experience co-ordinator <a href="mailto:Workexperience@dumgal.gov.uk">Workexperience@dumgal.gov.uk</a>
About the establishment:	Amec Foster Wheeler is a global engineering, procurement, construction contractor and power equipment supplier with project clients in: oil & gas, mining, clean energy, environment and infrastructure markets. Amec Foster Wheeler has offices in over 50 countries and employs 4000 talented individuals worldwide

### 2. CURRENT DEVELOPMENTS:

What are you doing just now?	Every year, a sixth year Advanced Higher Physics student at Sanquhar Academy who is keen to be an Engineer in one of the many Engineering disciplines is provided with the opportunity of an enjoyable and informative work experience programme with Amec Foster Wheeler Engineers. An Engineer from each of the Chemical, Mechanical, Electrical, Civil and Piping Departments as well as from Document Control showed the students what they were currently working on and explained generally what is involved in their job and career.
What we have learnt from our journey so far (any key outcomes, evaluative comments etc.)	Students find the experience valuable in a variety of ways. The programme can confirm their thoughts and feelings that Engineering is the career for them. The work experience is also useful for undergraduate UCAS applications and in interview situations for entry into University Engineering departments. Sanquhar Academy students that have benefitted from the Amec Foster Wheeler work experience include: one who has embarked on a degree in Mechanical and Electrical Engineering at Strathclyde University, another who has embarked on a degree Mechanical Engineering at Edinburgh University and a third who has embarked on a degree in Mechanical Engineering at Strathclyde University in September last year.



Best piece of advice (what others would benefit from knowing)	Partnership working and forward planning is now well established resulting in an annual opportunity being offered to Advanced Higher Physics pupils
Partnerships (employers, industry, organisations etc.)	Ames Foster Wheeler Dumfries & Galloway Council, Education Service Dumfries & Galloway Council, Employability & Skills Service
Watch this space! (where we are going next!)	To continue to provide this opportunity for Advanced Higher Physics candidates.
Quotation(s)	<p>Pupil 1 "the Foster Wheeler experience was a great eye-opener into the day to day activities within an established Engineering firm. It showed how all aspects of Engineering combine in order to achieve a target that has been set."</p> <p>Pupil 2 commented that his time with Foster Wheeler" reinforced the various skills required for success in the degree course he went on to study and that seeing how all the departments work on projects increased his interest and confirmed that a career in Mechanical Engineering was what he wanted to do".</p> <p>Pupil 3 observed that her work experience with Foster Wheeler let her see "the real work of an Engineer: in the office, laboratory and on-site at a location anywhere in the world". She was "impressed with the team work within Foster Wheeler that provided excellent Engineering solutions for their clients". She also said that the experience" assisted her greatly with her UCAS University application personal statement". She is keen to join the very rapidly increasing number of women Engineers who work at all levels within the industry.</p>

### 3. ADDED VALUE

Resources	Work placement
Web links	<a href="http://www.Amecfw.com">www. Amecfw.com</a>
Contacts (in case people want to find out more)	Mr Rennie Wilson, PT Physics, Sanquhar Academy Mrs Isobel Miller, PT Employability and Work Experience.

## Case Study 10 : Open day at Cream o' Galloway

Following a meeting at Jas P Wilson in Dalbeattie Helen Fenby at Cream 'o Galloway decided to host an open day for pupils and parents to actively promote the work placement opportunities available to students at local schools. In discussion with Employability and Skills and Education Development Officer the following three opportunities are being offered:

**Placement title: One week in Production – Ice cream manufacture, packing, coding, stock control and storage; sales and marketing.**

**Time period** – one week, Monday to Friday.  
9am to 5pm on Monday, 8am to 4pm Tuesday & Wednesday, 9am to 5pm Thursday & Friday.

**Induction** – includes team introductions, site safety, hygiene rules

**Requirements** – you should be age 14+

**Placement title: Ice cream product development, including manufacture, packaging, coding, stock control and storage; sales and marketing.**

**Time period** – half day per week for one term

**Induction** – includes team introductions, site safety, hygiene rules

**Requirements** – you should be age 16+

**Placement title: Food Service.**

**Time period** – half day per week for one term

**Induction** – includes team introductions, site safety, hygiene rules, ingredient criteria, our standards.

**Requirements** – you should be age 16+

Local schools were asked to promote the day and Cream o' Galloway are keen to engage with schools to improve the work placement offer to ensure both young people and employers gain more from the experience. Contact [wendyg@creamogalloway.co.uk](mailto:wendyg@creamogalloway.co.uk) or [workexperience@dumgal.gov.uk](mailto:workexperience@dumgal.gov.uk)

The poster is titled "Work Experience & Recruitment Open Day Saturday 30th January". It features the Cream o' Galloway Farm logo in the top right corner. The central graphic is a word cloud shaped like a map of Scotland, with words such as "Experiences", "Hardworking", "Teamwork", "Ice Cream", "Agriculture", "Events", "Fun", "Dumries", "Sand", "Galloway", "Friendship", "Ice Cream", "Production", "Recruitment", "Open Day", "Work Experience", "Hospitals", "Tourism", "Food Production", "CV", "Further Education", "Parents Welcome", "Weekend and Holiday Job", "16 or over?", "1pm - 4pm", "Meet the team", "Learn more", "Informal interviews", "Conducted on the day", "Contact Wendy", "01557 514040", "wendyg@creamogalloway.co.uk".

**Looking for work experience in hospitality, tourism or food production?  
Come along at 10am**

We are working with schools to provide vocational experience. Come and find out what opportunities we have to expand your experience in preparation for the work place or to enhance your cv for further education. Parents welcome too!

**Work Experience Placements will be offered in the Visitor Centre and in Ice Cream production.**

**Would you like a weekend and holiday job?  
Are you 16 or over?  
Come along 1pm - 4pm  
Meet the team and learn more about working at Cream o' Galloway.  
Informal interviews will be conducted on the day.**

Contact Wendy on 01557 514040 or email [wendyg@creamogalloway.co.uk](mailto:wendyg@creamogalloway.co.uk)

## Case Study 11 : Employer Partnership with Laing o' Rourke

Planned careers day will be held at the project offices in April 2016. This is open to all schools to attend with 8 pupils each, whom will benefit from meeting a variety of trades and getting more info on opportunities such as apprenticeships and construction courses at DG College.

We are also working with Dumfries College to provide support to upcoming apprenticeship events and gender days, as well as the Schools challenge and further visits and presentations with the construction courses.

There is also the planned offer of a twilight CPD session for teaching staff in May to give an idea of the types of activities we can do with students, along with a talk about the project and the curriculum engagement aims. This would provide an opportunity to speak with the teaching staff directly, to discuss the next academic year's plans and agree dates for a repeat of the careers open day detailed above.

### WORK EXPERIENCE:

In addition to the work experience placements offered to the college students, the project has offered a number of work experience placements. This is a great opportunity for pupils to spend a week working in different departments on this busy and complex project. Ann McCulloch has details of the remaining slots. If you have any students who are interested in attending a week placement, please contact me directly [awestgarth@laingorourke.com](mailto:awestgarth@laingorourke.com).

### CURRICULUM ENGAGEMENT:

The contractual community benefits related to education are to provide a total of 50 work experience placements and 36 curriculum engagement activities over the duration of the project (March 2014 to summer 2017). A curriculum engagement activity is classified as "Activities such as workshops, learning opportunities, site visits and career talks for Primary, Secondary and Further Education". Standard procedure on any major project is that the team will partner with the closest Primary school, High school and local college; however we are willing to look at ways to work with all four of the Dumfries High schools. Schools outside of Dumfries are invited to arrange site visits, which can take the form of presentations (covering a variety of topics), careers talks, construction ambassador activities or progress updates.

As of the 1<sup>st</sup> of February 2015, the project team have undertaken 24 of the contracted 36 curriculum engagements including:

- Attendance at Dumfries College, Dumfries High, Annan Academy, Lockerbie Academy, Kirkcudbright Academy and St Josephs College career events
- Provided an apprenticeship talk at Maxwelltown High
- Workshops with local council for school leavers about apprenticeships
- Provided Employability workshops at Dumfries High
- Presentations and judging at Young Enterprise project, included site visit and presentation for winning team
- Presentation and judging and sponsorship of DG College Schools Challenge
- Site visits from construction faculty of College, including health and safety talks and site presentations at the college.

## Case Studies 12 in Skills (3-18) – Developing the Young Workforce

### 1. INTRODUCTION

Establishment	Care Training Consortium Ltd
Contact name and details	Work experience co-ordinator <a href="mailto:Workexperience@dumgal.gov.uk">Workexperience@dumgal.gov.uk</a>
About the establishment:	<p>Based in Dumfries we have a dedicated team of highly trained professionals. Together we have a wealth of experience, knowledge and understanding of vocational training and workforce development in the care sector at all levels.</p> <p>We are an approved centre for SQA, ILA, CIEH, REHIS and Stirling University. We are also an Established Carer Positive organisation.</p> <p>We work in partnership with a number of other organisations such...</p> <ul style="list-style-type: none"> <li>• NHS</li> <li>• Dumfries and Galloway Council</li> <li>• Fire and Police Service</li> <li>• Community Learning and Development</li> <li>• Many Third Sector organisations</li> </ul>

### 2. CURRENT DEVELOPMENTS:

	<p>We are currently working in partnership with Employability and Skills Service to develop awareness-raising sessions for senior phase pupils within Dumfries &amp; Galloway. Following on from these sessions we will consolidate learning through work based learning and further training eg Manual Handling and First Aid</p>
--	--

What we have learnt from our journey so far	Working in partnership with Employability & Skills Service has developed a link with all schools in relation to employability and allow us to promote the industry as a whole to future generations.
Best piece of advice	Partnership working and forward planning is being established which will result in an ongoing rolling programme of opportunities being offered.
Partnerships (employers, industry, organisations etc.)	The Care Training Consortium Ltd Dumfriess & Galloway Council, Education Service Dumfries & Galloway Council, Employability & Skills Service
Watch this space!	To continue to develop the programme and establish an offer to schools
Quotation(s) (eg. head of establishments, Local authority representative, young person, parent etc.)	Paula Mitchell, The Care Training Consortium Ltd stated that working in partnership with Employability and Skills Service will give us a wider link with the local schools to enable us to promote caring as a career and develop the workforce of the future

### 3. ADDED VALUE

Resources	
Web links	
Contacts (in case people want to find out more)	Ann McCulloch Employability Development Officer <a href="mailto:workexperience@dumgal.gov.uk">workexperience@dumgal.gov.uk</a>

## Appendix 6 From Pathway to Employability Toolkit : **Employability Skills Framework**

### (1) A positive attitude: readiness to take part, openness to new ideas and activities, desire to achieve

Score (4 high)				Behaviour
1	2	3	4	demonstrates commitment and motivation by being positive and optimistic about the workplace
1	2	3	4	is not easily upset or annoyed
1	2	3	4	takes personal responsibility for achieving results
1	2	3	4	dresses appropriately to situation and makes a positive first impression
1	2	3	4	willing to learn, apply new skills and use technology
1	2	3	4	demonstrates an appropriate sense of humour

### (2) Self-management: readiness to accept responsibility, flexibility, time management and readiness to improve own performance

Score (4 high)				Behaviour
1	2	3	4	demonstrates good time-keeping and understands the impact of poor time keeping on the workplace
1	2	3	4	actively seeks feedback and develops self accordingly
1	2	3	4	asks for additional work and can also find additional work when task is complete
1	2	3	4	plans ahead and manages time effectively asking for support when required
1	2	3	4	gets involved and has a flexible approach to work
1	2	3	4	takes responsibility for their own health and safety and that of others

### (3) Team working: respecting others, cooperating, negotiating/persuading, contributing to discussions

Score (4 high)				Behaviour
1	2	3	4	able to influence others, to discuss and reach agreement
1	2	3	4	recognises, respects and values individual differences in other people
1	2	3	4	modifies behaviour to achieve the team objectives
1	2	3	4	works cooperatively and contributes to all tasks
1	2	3	4	challenges and questions when appropriate
1	2	3	4	confidently contributes to team discussions

### (4) Business and customer awareness: basic understanding of the key drivers for business success and the need to provide customer satisfaction

Score (4 high)				Behaviour
1	2	3	4	Demonstrates awareness of the roles of others and how they link to business objectives
1	2	3	4	Ensures that sensitive information about the workplace/business remains confidential
1	2	3	4	Willing to provide outstanding levels of service to achieve customer satisfaction
1	2	3	4	Builds good working relationships with internal and external customers



## (5) Problem solving skills: analysing facts and circumstances and applying creative thinking to develop appropriate solutions

Score (4 high)				Behaviour
1	2	3	4	Reflects on and evaluates previous decisions and adapts plans accordingly
1	2	3	4	Considers arguments for and against different solutions and justifies decisions
1	2	3	4	Does not jump to conclusions but tries a variety of strategies to solve a problem
1	2	3	4	Creative and innovative in problem solving
1	2	3	4	Able to gather all resources required to solve problems or achieve the objective safely
1	2	3	4	Able to develop solutions and implement an action plan to achieve objectives

## (6) Communication and interpersonal skills: Application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning

Score (4 high)				Behaviour
1	2	3	4	Speaks clearly and concisely when contributing to discussion or presenting information
1	2	3	4	Understands and uses appropriate and respectful language at all times
1	2	3	4	Written communication is accurate and uses appropriate spelling, grammar and punctuation
1	2	3	4	Listens carefully, shows interest in what others are saying and asks questions to develop their understanding
1	2	3	4	Read and evaluate information to demonstrate understanding
1	2	3	4	Demonstrates appropriate eye contact and body language

## (7) Application of numeracy: manipulation of numbers, general mathematical awareness and its application in practical contexts

Score (4 high)				Behaviour
1	2	3	4	Is able to check work carefully to minimise errors
1	2	3	4	Uses numeracy skills appropriately in a variety of situations e.g. when dealing with money, time and measures
1	2	3	4	Use graphical format (tables, charts, diagrams) to find and communicate information
1	2	3	4	Uses simple maths to solve problems

## (8) Application of information technology: Basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines

Score (4 high)				Behaviour
1	2	3	4	Understands and operates common ICT applications
1	2	3	4	Appropriate use of digital and social media
1	2	3	4	Appropriate use of IT to locate relevant information
1	2	3	4	Use of ICT to present information in appropriate format
1	2	3	4	Practices effective IT security
1	2	3	4	Understands the need for and practices good data protection

## (9) Leadership & Entrepreneurship: Using your initiative, being motivated and taking an enterprising approach

Score (4 high)				Behaviour
1	2	3	4	demonstrates an innovative approach and can generate original ideas
1	2	3	4	motivates and energises others, leading by example
1	2	3	4	works collaboratively and copes well with change
1	2	3	4	Can evaluate risk to inform decision-making

# Appendix 7 Work Experience – Self Found Placement Arrangements

## 1. Participant Details

Name	<input type="text"/>	Class (if school)	<input type="text"/>
Address	<input type="text"/>		
School	<input type="text"/>		

## 2. Placement Provider

Name of Provider (Company/organisation/agency)

Placement	<input type="text"/>	Position	<input type="text"/>
Contact	<input type="text"/>		<input type="text"/>

Address	<input type="text"/>
---------	----------------------

Postcode	<input type="text"/>	Tel	<input type="text"/>
----------	----------------------	-----	----------------------

Email	<input type="text"/>
-------	----------------------

## 3. Nature of Business

What is the nature of your business?

What section/department will the participant be working in?

#### 4. Placement

Placement title	<input type="text"/>
Placement description	<input type="text"/>
Work times	<input type="text"/>
Lunch arrangements	<input type="text"/>
Provider's requirements	<input type="text"/>

#### 5. Health and Safety

Thank you for agreeing to offer a placement. The health, safety and welfare of the participant is of paramount importance and because of their age, immaturity and/or inexperience the participant could be at greater risk in the workplace. When they are new to the workplace, they will encounter unfamiliar risks from the work they carry out and from the working environment.

Employers must ensure that they assess the risks to the participant and make sure they put in place controls to reduce the risk.

When you offer a work experience placement you have the same responsibilities for their health, safety and welfare as for your workforce. Under Health and Safety law these participants will be regarded as your employees.

As part of the process a health and safety visit will be made to your premises prior to the participant starting to ensure all correct legislation is met.

#### 6. Personal Protective Equipment

Is PPE required?                      Yes                            No     

Will this be provided by you?                      Yes                            No     

Participant must provide own     

#### 7. Placement Arrangements

Start Date                            End Date     

Tick as appropriate                                
   Mon      Tues      Wed      Thurs      Fri

### 8. Work Experience Database

Work experience is critically important to young people for building knowledge, experience and evidence of the skills, qualities and attitudes required for successfully entering employment. We hope that you will consider offering up this work experience opportunity to others in the future.

If you do not wish to participate in the work experience scheme for others and do not wish to have your details kept on our database then please tick the box.

### 9. Employer's Liability Insurance Details – There must be a valid employer's liability insurance for the period of the placement.

Name of Insurance Company

Insurance Policy No

Date of expiry

### 10. Vehicle Insurance Details - If participant is to be transported during the placement there must be valid business vehicle insurance for the period of the placement

Name of Insurance Company

Insurance Policy No

Date of expiry

### 11. Acceptance and Agreement (Employer)

I confirm that:

I accept responsibility that the company's Public and Employer's Liability Insurance will cover a participant for the duration of his or her work experience placement.

The participant will receive induction and instruction, which includes Health and Safety issues covering identified hazards and control measures.

- The participant will be supervised at all times
- Name of company/organisation/agency

Date

Signed by authorised person

Name (printed)

Position

**Participant: Statement of Agreement**

I (*participant name*) agree to take part in the Work Experience programme, as outlined overleaf

I also agree to hold in confidence any information about the company/organisation's business which I may obtain in the course of the Work Experience period and not to disclose such information to any other person without the permission of the company/organisation.

I also agree to observe all safety, security and other regulations laid down by the company/organisation and make known to me by the company/organisation's representatives or by displayed instructions, and take reasonable care of my own health, safety and welfare and of the health, safety and welfare of others.

If, for some reason, I am unable to attend the work placement, I will notify the company/organisation and the school/service immediately.

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR OFFICIAL USE**

Name of WEX Co-ordinator

Telephone Number

Additional notes regarding placement

WorkIT Application updated

Name

Date

# Appendix 8 Work Experience Pupil Performance Evaluation

Thank you for taking a pupil on work experience. Would you please spend a few moments completing this form and return to the pupil on completion of their work placement?

Work Placement Organisation Details										
Organisation	(Company Name)									
Contact	(Contact Name)									
Address	(Company Address)									
Tel No.	(Company Tel. No.)				Email		(Company Email)			
Work Placement Details										
Pupil's Name	(Pupil's Name)									
Start date	(Start date)									
Pupil's Duties	(job description from job card)									
Pupil's Performance										
Please give us your opinion on the pupil's performance. If their performance was LOW, give them a 1; if it was outstanding give them a 10.										
Attributes	1	2	3	4	5	6	7	8	9	10
Timekeeping/attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance/appropriately dressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude/behaviour in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to accept/follow instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation/commitment to the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team working/participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Placement Satisfaction										
Are you satisfied with the performance of the pupil?								<input type="checkbox"/> Yes <input type="checkbox"/> No		
Please give us your comments on the pupil's performance										
Signed						Date				

Thank you for completing this Questionnaire. This will form an important part of the profiling process for the young person.



## Appendix 10 Dumfries & Galloway Schools - Skills for Work Courses - @ February 2016

Automotive Skills	Nat 4	Construction Crafts	Nat 4	Nat 5	Creative Industries	Nat 4	Early Education & Childcare	Nat 4	Nat 5	Laboratory Science	Nat 5	Rural Skills	Nat 4	Sports & Rec	Nat 4	Nat 5	Travel & Tourism	Nat 4
Total Candidates	20		0	13		3		18	34		20		71			21		1

Please note:

Case studies 1-4 and appendices 1-6 are part of the Dumfries and Galloway Pathway to Employability Toolkit.

- Case Study 1: Lockerbie Cluster Skills Audit
- Case Study 2: Wallace hall Academy and the Queensbury Initiative
- Case Study 3: Schools for the Future – Dumfries Learning Town
- Case Study 4: Cargenbridge Primary’s partnership with DuPont Teijin Films
- Appendix 1: Pupil Voice – Skills for work DVD
- Appendix 2: How to use the toolkit
- Appendix 3: Audit Tool
- Appendix 4: Survey of Employers / Businesses
- Appendix 5: Skills Progression Card
- Appendix 6: Dumfries and Galloway Employability and Skills Framework – an employability award for all underpinned by a quality assessment tool for employers
- Appendix 7 – Self found request form
- Appendix 8 – Placement Evaluation form
- Appendix 9: Work in progress
- Appendix 10 – summary of current Skills for Work Courses

To access the whole toolkit, accompanying case studies and appendices please go to the school section at <http://dgtap.co.uk/schools>.





