

PREPARING YOUNG PEOPLE FOR THE WORLD OF WORK

West Lothian: work placements and work inspiration activity in secondary schools

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Foreword

For a number of years West Lothian has been at the cutting edge of developing an educational curriculum that responds to labour market opportunities, integrating vocational skills and promoting enterprise.

West Lothian Council aims to support our young people in order to make the most of their opportunities in life. We are committed to improving the educational attainment of our pupils and ensuring that they develop the essential skills for work in order to become effective contributors to our local community and to compete in a modern, integrated society.

These goals and targets align with the recommendations of the **Developing the Young Workforce** report and priorities in education including; **Getting it Right for Every Child**, the **Scottish Attainment Challenge (Closing the Gap)** and the **National Improvement Framework**.

“Work Placements and Work Inspiration Activity in West Lothian’s Secondary Schools” illustrates the progress of secondary schools in West Lothian in meeting the recommendations for Developing the Young Workforce, the **Work Placements Standard**, the **Career Education Standard (3-18)** and the **Guidance for School/Employer Partnerships**.

An ambition of Developing the Young Workforce is about changing how our education system works. Its about working with employers in order to shape the curriculum, and to expand upon the number of work-based learning opportunities available to our pupils in order to inform and better equip the the workforce of the future. This publication highlights the excellent work taking place in our secondary schools. Furthermore it will inspire our schools to review and enhance their own good practice; it will showcase how employer partnerships are a valuable contribution to the education of our young people, and it will demonstrate to parents and carers our commitment to ensure that their sons and daughters are fully equipped to make informed choices upon leaving school.



James Cameron

Head of Education (Learning, Policy and Resources)
Chair of Developing Young Workforce Steering Board

1. Introduction

Work placements and work inspiration

Background

Developing the Young Workforce is a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work. This programme builds on the foundations already in place as part of **Curriculum for Excellence** with its headline aim to reduce youth unemployment by 40% by 2021.

The strategy also includes milestones for the next seven years across all sectors, challenging schools, colleges and employers to embrace the recommendations and implement the measures required to effect lasting change.

Local strategy, see “Improvement Planning & Policy Development page 18.

Within West Lothian Council, the group which informs developments within this important area is The Developing the Young Workforce (DYW) Steering Board. Representation on the Steering Board is drawn from; The West Lothian Chamber of Commerce, Colleges, Education, Social Policy, Economic Development, Community Learning and Development –Youth Services, Work Based Learning/Training Providers, NHS Lothian, Voluntary Sector Gateway, Skills Development Scotland, Job Centre Plus and Education Scotland.

This breadth of experience ensures the Steering Board have a comprehensive knowledge of:

- The Senior Phase of young people’s education
- CfE Principles for Curriculum Design
- Labour market trends and skills analysis
- Employability

- Transition to work
- Early intervention and prevention
- Employer engagement
- Transition to Further Education
- Volunteering

The DYW Steering Board coordinate and monitor partner developments, and work together to ensure that West Lothian delivers a modern, responsive education curriculum that responds to labour market opportunities, promotes enterprise, and integrates valued vocational training; thus creating clear career pathways for all young people.

Work based learning

The experience of work is a crucial element in developing young people’s Skills for Life and Skills for Work within Curriculum for Excellence. Effective work-based and work-related learning can help young people to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work.

West Lothian Council have a comprehensive Work Experience Policy and Extended Work Experience Policy in place; these are the main reference points for those who plan and organise placements.

Work Inspiration activities may take place within a school, or within a business and enable young people to connect with the world of work. The combination of “hands-on” activities and career conversations with employers/ employees enable students to gain insights into the fast changing world of work. Exposure to multiple careers and interaction with a range of workers enables students to identify relevance between their studies and their employment options. Career conversations with employees introduce the students to the concept that

while planning is important, often careers may happen through ‘unexpected opportunity’.



Work placements - rationale for change

Following a review of the 'traditional' School Work Experience Programme, West Lothian Council took the decision to modify the programme to allow our schools to target pupil work placements at a time which would be more beneficial to the young person's future career plans. This change included extending the offer of a work placement to pupils within the Senior Phase, rather than exclusively to S4 pupils, which was previously the case. The offer would, where possible, include a tailored placement at a time which would be more relevant and meaningful for pupils as they make decisions about their future.

During the time of consultation and review it was recognised that enhancing the programme would also assist the authority in meeting the recommendations of the Developing the Young Workforce Report, and Education Scotland's 'Standard for Work Placements'.

Developing the Young Workforce states:

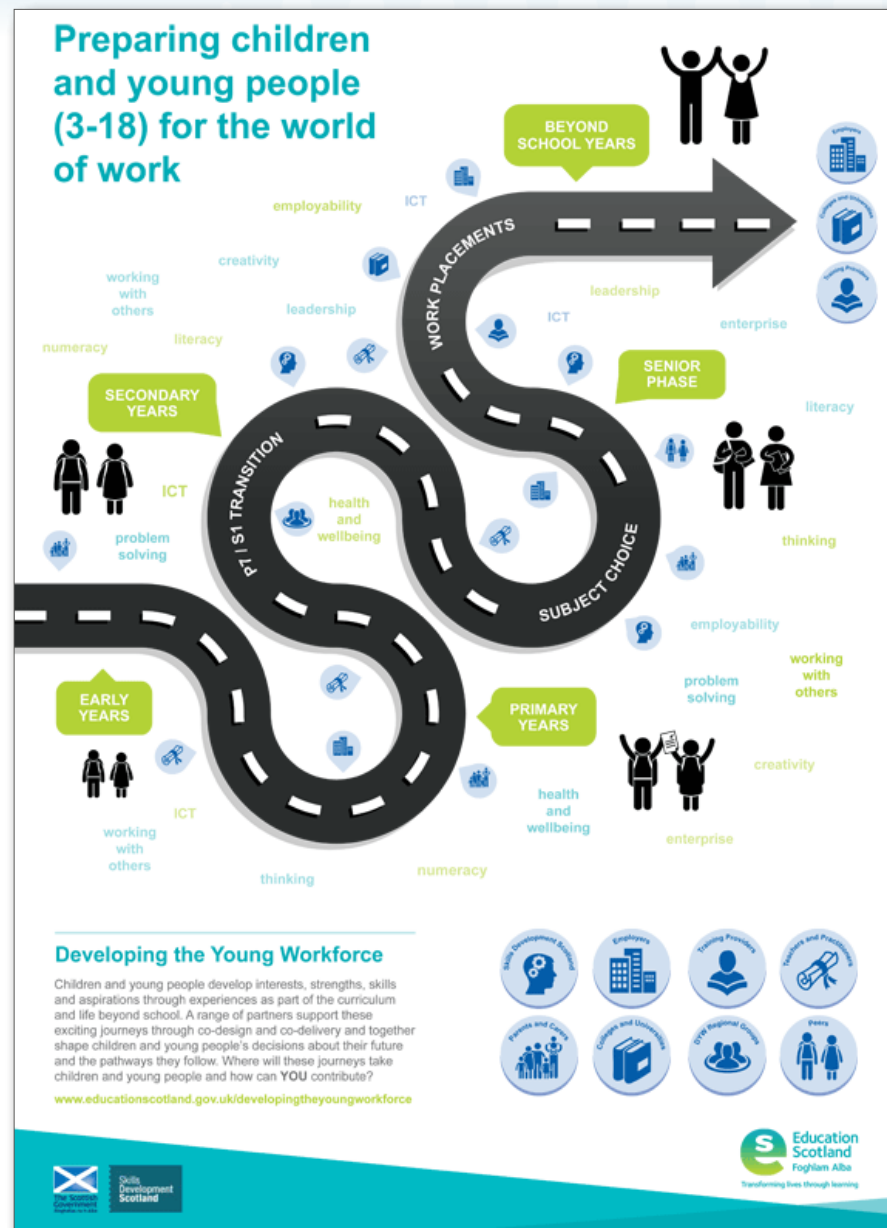
"It is vital that we introduce a 21st century approach to high quality work experience that provides pupils with a meaningful and productive exposure to the world of work."

<http://www.gov.scot/Topics/Education/edandtrainingforyoungple/ScottishGovernmentResponse>

Education Scotland's 'Standard for Work Placements' outlines the expectations for all partners involved in organising work placements (parents/carers, employers, pupils, schools and local authorities) and requires that, where possible, placements are individualised, relevant and meaningful to a pupil's career aspirations.

https://www.education.gov.scot/Documents/DYW_WorkPlacementStandard0915.pdf

West Lothian Council's enhanced model for Work Placements will continue to evolve to meet these recommendations.



2. Work Placements in West Lothian schools

Key individuals/groups involved:

Local authority lead – Education for Work Officer.

Opportunities for All Officer

Various school contacts:

- Work Experience Coordinators
- Transition to Work Coordinators (T2W)
- Business Partnership Coordinators
- More Choices, More Chances (MCMC) Keyworkers
- Principal Teacher Guidance/Support
- Depute Head Teacher with responsibility for Opportunities for All.

Work Placement models currently in use include:

- **‘Traditional’ placement model** - A bank of week-long placements (Monday to Friday) opportunities is allocated to each school within an academic year. Schools offer these placements exclusively to their S4 pupils. This model is currently being phased out.
- **‘Alternative’ placement model** – A bank of placement opportunities is allocated to each school within an academic year. These placements take place within a calendar week, but may be less than 5 days in length. The schools offer these placements to targeted groups of senior phase pupils.
- **Flexible placements** – A week-long placement opportunity offered by an employer to a specific pupil outwith their schools allocated work placement week.
- **Extended placements** - These longer-term placements vary in length according to need and range from a few

hours a week, up to a four day placement over any given period of time. These placements may be related to an employability course and are not presently offered via our database, but are sourced independently by schools or offered through the School Vocational Programme

- **Work Inspiration placements** – These placements take place within a calendar week, and are generally advertised to all schools. There is usually an application process e.g PRIME, SKY, NHS, Babcock International experience.
- **Residential week** – A Uniformed Services residential experience (5 days in length) with the British Army

Accessing placement opportunities

• Pupils who attend one of our 11 mainstream schools may access their schools database to select their week-long work placements (via the online management system ‘WorkIT’ www.workit.info). Pupils who attend a non-mainstream school will either select their placement from WorkIT or access a placement from a bank of employers with whom the school have a supportive relationship with (Appendix 1)

• The option of a ‘self-found’ placement is also available to our pupils (dependent on the placement passing our Health & Safety checks). Presently, around 20% of all placements are currently self-found, the majority of

which are centrally Health & Safety checked (as opposed to schools completing the checks themselves, or sharing information collected from neighbouring local authorities).

- West Lothian Council partner closely with West Lothian College regarding canvassing and approval for tailored placements for Foundation Apprenticeships.

Examples of Work Placements

i. Work Inspiration - ‘PRIME’

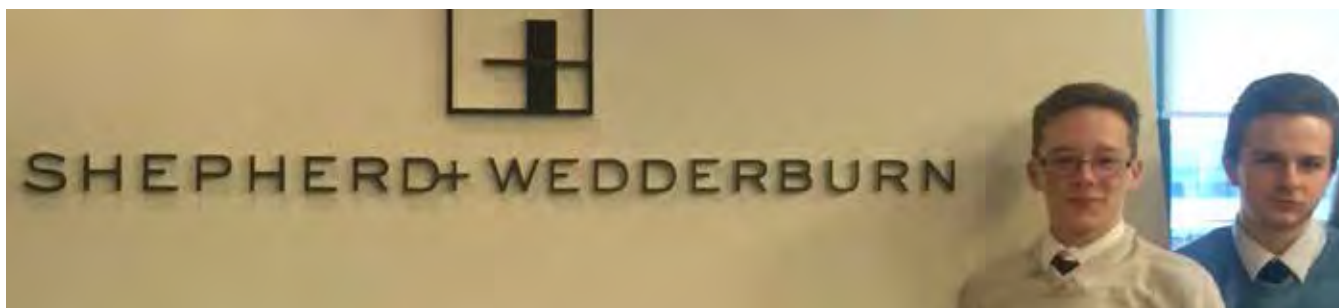
Over the last 4 years we have worked closely with a number of Law firms who currently provide ‘PRIME’ placements within their company.

‘PRIME’ is a widening access initiative for the Law Sector whereby law firms provide fair access opportunities to quality work placements for students from less privileged backgrounds.

<http://www.primecommitment.org/>

PRIME placements are offered out with school hours, usually during school holidays (October, Easter and the summer) to pupils who meet the following criteria:

- attend a state (non-fee paying) school; and
- are S4 to S6



- are, or have been, eligible for free school meals (or where this information is difficult or sensitive to obtain, the participant attends a school that is significantly above the regional average in terms of number of students eligible for free school meals)
- would be the first generation in their immediate family to attend university.

During their placements, pupils are informed about the range of careers available in the legal profession and wider business (for lawyers and non-lawyers) and the potential routes into those careers, including the relevance of university education. The Law firms ensure that the pupils understand the different types of roles and career paths that exist and provide clear, honest information about the requirements for those paths. Over the course of their placement pupils develop the key personal and business skills that are essential for entry into the legal profession and wider business world (e.g. team working, communication, presentation/impact, negotiation, and networking). As one of the founding members of the Prime Commitment, Shepherd & Wedderburn have been successfully running this scheme from their offices in both Edinburgh and Glasgow. They are committed to offering valuable placements to students who have an interest in a career in Law. To date they have hosted over 30 students, providing them with their first insight into a career in Law. As part of their ongoing commitment to those students, via their mentoring scheme, Shepherd & Wedderburn have maintained contact with these students, and have built relationships which have resulted in them being able to offer ongoing work experience and support.

Following a successful pilot which took place in West Lothian in session 2014-15 more pupils became interested in placements within a law firm as a direct result of taking part in the 'STREET LAW' programme,

Street Law is a Law Society of Scotland public engagement and widening access initiative, which provides a highly participatory, law-focused education to school pupils; whilst also contributing to the professional development of Scots Law students.

Law students design and deliver classes about the law and the legal process. The classes also cover the knowledge and skills that school pupils can use to recognise, prevent and (in some cases) resolve legal problems.



Street Law lessons are characterised by rich legal content examining practical law, legal policy and the constitution. Lessons focus not only on what the law is but, crucially, begin the discussion of 'what the law ought to be'. The classes use the pupils' inherent interest in law, and their own experiences, to develop high-level cognitive skills, literacy skills and interpersonal skills.

<https://vimeo.com/113689807>

ii. Retail Academy – Partnership between schools and Livingston Designer Outlet

Children from nursery school to secondary schools benefit from a growing partnership between West Lothian Council and Livingston Designer Outlet (Appendix 2). This includes senior students from Armadale Academy and St Margaret's Academy who participate in a Retail course as part of their school studies. Livingston Designer Outlet, and some of their prestigious Brands, partner with these schools to enhance their curriculum through a pilot programme which will offers pupils: workplace visits, speakers and a high quality, meaningful, work placement.



"We engaged with West Lothian Council to embark on a pilot project that had a two minded approach. Firstly it would start a rolling programme to assist in bridging the gap in securing suitable candidates to fill positions within the retail market. Secondly it would educate students that there is a fulfilling and prosperous career to be made from retail."

Customer Services Manager

As part of this experience, students take part in mock interviews with the Customer Services Manager. Following this experience, the students receive high quality feedback on their performance, allowing them to make improvements accordingly.

Further developments

- We are currently canvassing for West Lothian Council 'ring-fenced' placements specifically for pupils who have Additional Support Needs (ASN) or who are Looked After and Accommodated. This will provide an opportunity for these young people to experience a meaningful, and appropriate, work-based placement within Council services.
- Our "Career Ready" programme will be rolled out across further schools. This programme targets middle achieving pupils with limited social mobility. The programme prepares young people for the world of work through a number of activities including pupils working closely with employers via master classes, mentoring and paid summer internships. <https://careerready.org.uk/>
- Shadowing students in College
- STEM (Science, Technology, Engineering and Maths) placements/tasters (particularly for females)
- ERASMUS+ funded project (see part 11 page 25)

3. Timetabling case studies - placements and work inspiration activities

Key individuals/groups involved:

- Depute Head Teacher/ Transition to Work Coordinators in each school
- Education for Work Officer
- TASAR Group* – chaired by Education Development Officer.
- Opportunities for All Officer/ DYW Lead
- CLD Youth Services Team Leader
- MCMC Keyworker

TASAR- Coordination of curricular provision within West Lothian

The TASAR (*Timetabling and Senior Attainment Raising) Group is a conglomerate of school Curriculum/ Learning & Teaching Depute Head Teachers. In the main, the group deal with coordinating timetabling matters across the authority including; discussing curricular planning and provision for pupils completing SQA courses, College provision and DYW courses within the school day. TASAR allows our schools to share resources to enable pupils to choose alternative courses not being offered in their own school. This collective approach has led to a number of benefits for senior phase pupils across West Lothian. The creation of the West Lothian Senior Phase Campus has increased choice and widened progression pathways for pupils, including Foundation Apprenticeships and HNCs at West Lothian College.

School provision - Timetabled

Employability related course placements are often timetabled within the school curriculum eg; senior pupils studying Retail at one school traditionally go out on placement in February; and in another, those who are studying Care will go on placement generally before the Easter break.

A number of schools offer senior pupils extended work placements within their course choice timetables. This opportunity may also be offered, or approved, by a school through negotiation with their Transition to Work Coordinator (eg. NHS placements).

Some schools will encourage pupils to go on placement during their 'free' periods or during exam leave (particularly if a subject is dropped) in order to enhance their employability skills and personal statements/ CVs (particularly for pupil's college, or university applications).

Special schools arrange supported work placements with due regard to the availability of their Pupil Support Workers. Further time is allowed to arrange placements for ASN pupils as additional health & safety considerations may be required pre-placement to ensure that all parties (parents, carers, schools and employers) work together to provide the pupil with a positive experience.

Enhanced timetables

A number of MCMC pupils will take advantage of longer term extended placements, as arranged, and supported by their keyworker. These pupils are likely to be on a part-time timetable, or be school 'refusers'. West Lothian schools have many success stories whereby MCMC young people have either reengaged with education, or have moved on to a positive destination (including apprenticeships or college). School Keyworkers support these pupils (often including travel) at all points of the placement process (see appendix 3 - case studies from 2 keyworkers)

Timetabling case study 1- The James Young High School - "Enhanced Curriculum – i-lead and School Service"

All S6 pupils must choose an Enhanced Curriculum option. Each opportunity detailed in our i-lead and School Service leaflet aims to encourage the wider achievement of our pupils to support their chosen post school destination. We run a 'Fresher's Style Fair' in June for pupils to sign up to their preferred option. Pupils can work towards Saltire Awards in a variety of contexts, SQA Leadership Qualifications or carry out an extended work placement. Our i-work pathway was piloted with a small group of S4 pupils entering the senior phase in 2016/2017. The design of i-work was a result of carrying out focus groups with S4 pupils who intended to leave school in June. Pupils felt that to support their post school transition they would have benefited from experiencing college part time, an extended work placement and a skills-based course to improve their employability/confidence and financial skills. i-work is not an alternative course choice but rather a more tailored pathway for those who would benefit. If successful we also envisage this self-evaluation will support the setting of appropriate targets for work placements in line with the new standard.

"My Personal Achievement Journey" is part of our i-participate strategy and was piloted with S2 pupils and was fully evaluated in May 2016. Employers often claim that school leavers do not have appropriate skills to enter the workplace. Our pupils therefore needed even more support in being able to link their achievements and experience to their skills development. Simply, pupils were asked to identify what they participated in and achieved out with the classroom setting. They were then asked to rate themselves on a simple 1-10 scale over a range of employability skills. Personal Support Teachers then had a discussion with each pupil asking

them to articulate why they had given themselves such a rating - what experience and achievements did they have to support their self-evaluation and what were their next steps to improve their confidence in each skill? It is hoped that by increasing conversations around skills development pupils will have a greater vocabulary and confidence in sharing this with future employers.

(Appendix 4 for leaflets)

Timetabling case study 2 – Deans Community High School - Enterprise and Employability Days

Event 1

The school have been running this very successful event for 4 years. Over that time we have built upon excellent employer partnerships with local organisations who offer to support the event. (see the feedback below).

During the day our S3 cohort are split into teams of 6. We strive to ensure that these groups are comprised of students with differing subject choices, and with a range of employability skills. We have been fortunate in securing 30 employers, across a range of sectors, who volunteer their time to “manage” a team of pupils. Tasks during the day range from; registering a product, marketing, manufacturing, advertising posters, filming a TV advert, time management, sales pitch and accounts. This experience leads on to the students working on their preparation for a work placement. (see resources in appendix 5.)

Employer quote 1:

It was excellent, really well planned & run. I had a great time working with my group and learnt a lot myself. It was also really nice to be appreciated as a contributor. I have found that not all schools take the time and effort to be so courteous and express their gratitude for the time and effort given. It certainly makes people want to do it again.

Employer quote 2:

I found the day enjoyable and think I benefited from the experience. As I am in my last year of my apprenticeship with Scottish Water I have never had the experience of being a 'business manager' and I feel the day not only improved the skills of the students but also my own skills

Event 2

This year we ran an employability event in June for our new S2 students. We planned a week-long event where students would have a guest speaker in every school subject e.g. in Maths a representative from Police Scotland talked about the use of algebra when working out the stopping distances and speed of cars involved in accidents.

We aimed to have one speaker per subject. For some subjects (where the students were grouped by ability) we selected speakers who would employ varying levels of skills within a subject area.

The event highlighted where students would use the skills which they are currently learning across a range of subjects, and in turn providing the students with an insight into which careers and any qualifications they may require in the future. Students completed a log book over the Employability week which led to them completing a project-based assignment.

Case study 3- Investment 2020: Student Insight Event

The industry led initiative Investment2020 (i2020) was launched in 2013 to provide an alternative entry route into the investment management sector.

Each November the i2020 team and partners in Scotland hold a Student Insight Event for S5/S6 students. The objectives of the event are to provide students with the opportunity to:

- develop their knowledge and understanding of the



- Investment Management sector including the size, purpose, economic and social impact
- develop their knowledge and understanding of the types of careers the sector can offer and the different entry routes
- be better informed and confident about their future choices
- develop their employability skills and attitudes including leadership, working together, reliability and flexibility, communication and presentation skills

i2020 work in partnership with stakeholders i.e. local authorities, employers and speakers to provide a varied and interactive experience for the students which includes; employability skills sessions, the opportunity to speak to i2020 trainees and the professional body for the sector, the CISI. The students were able to speak with employers during a ‘meet the employer’ session and network at a mini marketplace, which ran over the lunch period. Following the event 98% of students agreed they had an increased knowledge of the industry, careers and entry routes.

<https://www.youtube.com/watch?v=koCudx3u9gk>

Case study 4 - Best School Trip – STEM

Your Life is a three-year campaign to ensure the UK has the Maths and Physics skills it needs to succeed in today's competitive global economy.

Johnson & Johnson partnered with Your Life for their 'Best School Trip' (BST) event to inspire twenty S2 pupils to study Maths and Physics Highers.

Pupils from Deans Community High School and Linlithgow Academy took part in a day of inspirational activities which included a tour of the manufacturing site, use of training endoscopes and suturing activities, input from the Institute of Physics and learning about the career routes of various members of staff.

Organisers of the event ensured that there was a gender bias towards females when selecting candidates to take part in this opportunity in order to promote gender balance in STEM.

A spokesperson for Johnson & Johnson stated:

"Our goal is to transform lives in underserved communities through our knowledge and expertise in business and science. We have identified critical touch points at key ages and stages where we can reach out and support young people to further their career"

Case study 5 – Hospitality event

Around 500 pupils from across West Lothian's primary, secondary and special schools attended a careers event which focused on employment opportunities within the hospitality industry.

One of Scotland's top chefs Neil Forbes provided an insight into his career and treated the pupil's to cookery demonstrations throughout the event.

Representatives from colleges, universities, training



providers, SQA, Scottish Government and local and national employers were on hand to answer pupil's questions about courses and the variety of employment opportunities which are available in the hospitality industry.

Case study 6 -Senior School Employability Day – Whitburn Academy

The aim of the Employability Day was to engage with local employers to help develop employability skills in school students (new S6) through team work and through a competency based interview preparation and delivery process. The overriding application would be to improve the work readiness and skills for life and work of students involved.

The students were subdivided into groups dependent on their career aspirations and possible destinations

Main Task

After ice breakers with their group and employer/partner, students were issued a real job advertisement, students were asked as a group to analyse the skills, qualities and experience/qualifications needed as described in the job profile, they worked with employers to discuss what type of person would be perfect for this job and came up with an ideal candidate profile.

After working as a group, the students were then asked to complete an interview preparation sheet identifying what skills/experience they would have to meet the job specification and using the STAR (situation, task, action, result) technique students identified practical examples of how they would illustrate these skills.

The young people were issued with documentation to help identify skills and job preparation processes and they took part in a 1 to 1 interview with questions specific to the post that they were interested in.

Students were provided with constructive verbal and written feedback from their interviewer including suggestions for areas of improvement.

Case study 7 – St Kentigern’s Academy - Police Scotland Youth Volunteering (PSYV)

The Police Scotland Youth Volunteers (PSYV) are groups of up to 24 young people based across Scotland. Supported by adult volunteers and led by a police constable, the PSYV volunteer at community and national events across Scotland.

The programme is open to all young people aged between 13 – 18, and allows them to get an insight into policing in Scotland, breaking down barriers and promoting positive role models.



Twelve students from St Kentigern’s academy took part in 12 training sessions which included team building exercises, workshops on rules and expectations of PSYV, inputs on the rank structure of the Police & PSYV, learning the phonetic alphabet, radio procedure, notebook procedure and standards, and drill practice.

Looking ahead these volunteers will go on to take part in a three year training programme developed at the Scottish Police College. Students are given opportunities to volunteer at events both locally and nationally. This programme allows the students to develop confidence and leadership skills while volunteering in their local communities, and further afield. The scheme will allow students to work towards their Saltire Award which will assist with future applications for employment, college or university.

Events that the PSYV have volunteered in include: the Edinburgh Military Tattoo, the Open Golf Championship, Wickerman festival in Dumfries & Galloway and T in the Park.

4. Employability related courses – MCMC students

i. Schools Vocational Programme (SVP)

The students who attend the School Vocational Programme are 'More Choices, More Chances' (MCMC) students who would benefit from additional experience and skills prior to leaving school. The courses are offered to these students during their final 6 months of school.

West Lothian Council employ a number of training providers to deliver a range of programmes including; West Lothian College and Street League.

Courses vary in length, and may run from one full day per week for 10/13 weeks or two afternoons per week.

Students self-travel to these courses, and are expected to catch up on any school work which they miss. (Appendix 6) <http://www.bles-training.org/>

Our SkillForce Stepping On programme

This 39 week programme is targeted at S4-S6 pupils and is specifically designed for young people who are at risk of not achieving a positive destination on leaving school. The programme is delivered for West Lothian Council by the national education charity SkillForce Scotland. During the programme the pupils will develop confidence, communication skills, teamwork, problem-solving and employability skills. Subjects covered also include; leadership, emergency first aid and personal development. The students will achieve the following qualifications on completion of the course:-

- Emergency First Aid
- Health & Safety in the Workplace
- Heart Start

- SQA Employability Units
- Duke of Edinburgh (Bronze)
- Personal Development Units

For further information on Skillforce www.skillforce.org

ii. Opportunities for You Programme

Additional Alternative Curriculum Programmes are launched every session which target vulnerable learners who are at risk of not achieving a positive destination. These programmes aim to deliver on Health and Wellbeing, and Employability. Examples of some courses offered include; Personal Care, Jewellery Making, Up-cycling, Outdoor Education, and Confidence and Motivation. The young people participating in these programmes have a named keyworker who supports them on the courses in order to prepare them for the transition beyond school.

The programmes are evaluated, and the distance travelled by the young person is measured by the individual provider. Training providers produce a reporting pro-forma on the evaluation of the programme.

Quote from the Up-cycling course:

"It's a good experience because I want to be a joiner and I'm learning woodworking skills".



5. Monitoring and tracking of work placements

Key individuals/groups involved:

- Lead Officer: Education for Work Officer,
- Opportunities for All Officer
- Transition to Work Coordinators
- Work Experience Coordinators
- Business Partnership Coordinators
- Economic Development
- West Lothian DYW Regional Group
- MCMC Keyworkers

Background

The number of pupils booked on work placements is reported on an annual basis. This data showed an emerging trend whereby the number of pupils taking up the offer of a placement during S4 was falling. On closer inspection this was due to a number of factors, including anecdotal evidence that parent/carers were discouraging their child from taking a placement, preferring their child to use the time to study. This trend, as well as other considerations, such as employer feedback, resulted in West Lothian introducing an alternative model for work placements (first piloted in session 2014/15).

In summary, this alternative model will result in pupils being offered a placement/s within their Senior Phase, usually in their final year of school. Presently, to allow for ease of managing the procedure, these placements are offered at set times to each school within an academic year.

As of December 2016 nine of our schools have moved to the alternative model for work placements (including one of our special schools). The remaining schools will move to this model in session 2017-18.

As a consequence of schools moving to the new work placement model, the total number of pupils who have been on a placement since the pilot began, has fallen. This situation is directly related to fewer S4 pupils being offered a placement opportunity (as fewer pupils are choosing to leave in S4); and S5/6 pupils (who may have undertaken a placement in S4) are declining the offer of another placement as they are not yet fully aware of the advantages which may be achieved from an additional placement opportunity (this will be addressed via our schools focussing on the expectations set out in the Standard for Career Education). It is predicted that the total number of pupils undertaking a placement will continue to fall slightly over session 2017-18 (as the remaining schools move to the new model for work placements).

Looking ahead to the future it is predicted that the total number of pupils placed each session will quickly increase and thereafter steady around 1800 places per annum. Indeed the number of placements may actually increase as pupils will be encouraged to take advantage of multiple placement offers over their school career.

Current picture

All work placements are recorded centrally on the Gateway software 'WorkIt', but as yet tracking and recording of actual uptake of placements offered (vs placements booked) is inconsistent across the authority. Some schools have used 16+ Learning Choices Data tracking system to record this; others have their own systems in place which use colour coded Excel spreadsheets.

As schools move to our more flexible model for work placements, the issue of tagging and tracking of pupil placements becomes more problematic using the existing

software management system (which currently is being refreshed). Presently schools employ a number of software packages (including WorkIt) to do this; however this is proving to be very labour intensive for school staff and our central admin team alike. Schools are considering how best to manage this process with the resources which they already have (including Didbook and Edmodo). Armadale Academy, who use Didbook for their 'Skills Academy' from S1- S3, and Whitburn Academy have agreed to pilot using Didbook with their students who go on a work placement in the new session.

Pupil's intended post-school destinations are recorded via the 16+ page on SEEMIS. This intelligence is currently used to canvass employers for targeted work placements; Economic Development and our Developing Young Workforce Regional Group are eager to support this process. (see 8 – Improvement Planning and Policy Development – Business Gateway support)



Monitoring and Tracking Placements

As stated in our Work Placement Policies, schools are required to contact employers whilst their pupils are on placement. This may be via a telephone call, or preferably, a visit. This arrangement enables school staff to monitor how placements are progressing, as well as strengthening the link between their school and the business who support this programme.

In light of recommendations within the Standard for Work Placements, schools' contact with employers should be enhanced further to include meaningful discussion of pupil progress in working towards set targets within their work-based learning plans. Following a mini-benchmarking activity with all schools this issue will be addressed in session 2017-18.

Surveys

West Lothian Council have collected data since 2006 via a number of surveys in relation to the School Work Placement Programme. These surveys now include feedback from; Pupils, Parents/Carers and Placement Providers. Data collected from the surveys include:

Pupil:

- feedback on preparations for their placement
- Use of the SDS 'My World of Work' website www.myworldofwork.co.uk/ and use of PlanIt Plus website www.planitplus.net
- Whether the parent/carer is involved in supporting the placement selection process
- General feedback on the information provided regarding their booked placement
- Overall 'rating' of a placement
- Feedback regarding any health & safety issues or any other concerns

- Feedback on their perceived 'employability' level post-placement
- Indicating any barriers to the work placement process (see 'Equal Opportunities' on page 25.
- Suggestions to improve the programme

Parent/carer:

- Information received from school regarding the work placement programme
- Awareness of options which their child had regarding placements
- Awareness of how they may have supported their child before and during their placement
- Feedback on any perceived positive benefits which their child may have experienced as a result of taking part in the programme
- Suggestions for improvement
- Requesting support for the programme via parent/carer employer, or suggestions of additional contacts to canvass

Employer:

- Information on the employer (including any other employability programmes/initiatives which they support)
- Gathering information on their experience of communication from West Lothian Council, and from our schools
- General impressions on preparedness of pupils for their placement
- Feedback on additional support or resources which would be useful pre-hosting a pupil
- The opportunity to suggest improvements and/or be part of a focus group to evolve the work placement programme

The content of the information collected within these surveys is currently under review with regard to Developing Young Workforce and the Standard for Work Placements. West Lothian Council have trialled a number of ways

to gather feedback from parent/carers such as; using Group Call to text parents, posting hard copies of surveys, including links to online surveys within the parent/carer permission letters for placements, and within school newsletters. Engaging parents within this process remains an issue and therefore this is an area which requires further development.

Developments under consideration

Survey

- I. Our National Parent Forum Representative is eager to provide us with support; offering to post survey links on their website
- II. Extending use of the West Lothian Council Facebook page
- III. Including survey links within our Positive Destinations website

The Parent/Carer, Employer and Pupil surveys will be refreshed to include comments on work-based learning plans and employer communication pre and post placement.

6. The workplace learning plan

Key individuals/groups involved:

- Education for Work Officer
- Opportunities for All Officer
- Transition to Work Coordinators
- Work Experience Coordinators
- MCMC Keyworker
- Skills Development Scotland
- West Lothian College
- Addition Support Needs Representative
- West Lothian National Parent Forum

The present picture

Currently the majority of our schools use an annotated version of the WorkIt logbook for their placements. These logbooks enable the pupils to record important information regarding their placements including planning activities related to their placement, recording their placement tasks via a diary, and space for their reflections on a placement (including employer feedback).

Presently a few schools formally identify skills which a pupil should improve upon during their week-long placements. (See appendix 7 The James Young High School.)

Pinewood School, a school for children with Additional Learning Needs (ASN), currently use a pictorial version of a work placement logbook (see ASN Toolkit ref page 25). A representative from Gateway, who provide the software for WorkIt met with staff from West Lothian to understand which modifications would be required to their generic resource to allow greater accessibility for ASN pupils.

HMRC and GTG (Arnold Clark) offer their own version of a log book for pupils to use during their placements.

Developments

In November 2014 a short-life working group was pulled together which reviewed the paperwork which was in place for extended work placements. The aim of the group was to consider:

- I. how best to ensure that pupils were fully prepared for their extended placements,
- II. matching pupils and employers carefully (taking into account the needs of both employer and pupil),
- III. how employers could be supported throughout the planning and execution of the extended placement,
- IV. identifying targets which pupils would work towards during their extended placement,
- V. tracking the progress and final destination of pupils once their extended placement had ended.

In order to improve upon current practice the group considered producing a pupil logbook as a priority. The logbooks would contain sections for the pupils to complete pre-placement, during their placement, and post-placement. The post placement section would allow for evaluation as well as allow for a planned transition from the extended placement to either school, or to the workplace. The group reviewed a variety of work placement logbooks, from a number of sources and pulled together the best practice from each version. Consequently 2 logbooks were produced (currently in draft form) for pupils taking advantage of an extended work placement; a generic version, and one for more 'academic' pupils.

The digital resources 'Didbook' and 'Edmodo' were considered for the purpose of recording activities around placements. Two schools agreed to trial using Didbook with their pupils and one school have agreed to trial Edmodo.

Our intention was to have small group of employers

and representatives from West Lothian's National Parent Forum involved in this consultation process, and to pilot use of these logbooks/ work-plans in the final term of session 2015-16. Thereafter feedback would be gathered from employers, pupils, parents and schools which would inform improvements before rolling this out to all schools. However, when it became apparent that SQA were revising their Work Placement Units the group agreed to delay this plan in order to consider what work-plans/logbooks SQA would make available.

In September 2016 The James Young High School produced a logbook which would meet with both the Work Placement Standard, and the new units for Work Placements. The school intend to pilot this resource in 2017-18.

7. Accreditation and certification for work inspiration activity and work placements

Key individuals/groups involved:

- Lead Officer: Opportunities for All Officer
- Education for Work Officer
- Education Management Officer
- Chair of TASAR (Timetabling and Senior Attainment Raising) Group

Background

In the past, the only employability related course which the majority of pupils would achieve would be the Intermediate 1 SQA award "Work Experience". Over the last few years West Lothian pupils have benefited from an ever widening selection of employability related courses on offer to them. These included:

- NPA Enterprise and Employability Units (4&5)
- SQA Leadership Units (5&6)
- Personal Development Awards
- Skills for Work courses
- Youth Achievement Awards
- ASDAN

The current picture

Schools in West Lothian currently offer their pupils a plethora of employability related courses, and the continuing success of our Senior Phase Campus (see page 8) increases the choices on offer and consequently widens the progression pathways for our pupils. These options are further enhanced through our excellent partnership



with West Lothian College which allows our pupils to participate in Foundation Apprenticeships and HNCs.

Our West Lothian Employability Award strengthens our commitment to formally accredit the employability skills of West Lothian's Young People through a suite of SQA units offered from SCQF level 2 to 6.

www.sqa.org.uk/sqa/76689.html

The new award will ensure that our students gain accreditation for evidencing the five core skills; Literacy, Numeracy, Working with Others, Problem Solving and ICT (Information and Communication Technology). Course accreditation will be achieved through the units 'Self Awareness', 'Self and Work' or 'Practical Abilities' Personal Development units.

The existing SQA Work Experience Units are an integral part of this award, and the updated SQA Work

Placement units now replace these on a like for like basis. Furthermore, the West Lothian Employability award is flexible enough for students to build on the qualifications which they achieve at school. It will allow for year-on-year progression; and allow flexibility for our students to continue to work towards achieving this award post school (through programmes such as the West Lothian Council Skills Training Programme).

West Lothian Virtual Campus

West Lothian Secondary schools are working together to provide a virtual campus to complement the Senior Phase Campus, which will provide more choice to our senior students. This will be achieved by offering diverse and flexible learning approaches which offer students greater personalisation and choice in their studies. <https://sway.com/1igP6bQkp0rf1Vv0>

This innovative learning approach prepares students with key skills for learning, life and work and builds the capability of our young people to enter the workforce both locally, nationally and internationally with the skills and attributes that the work environment requires. Employing a blended learning (mix of face to face and digital) approach gives students a greater choice of course and the platform to complete this course at a time and location suitable to them.

Learners will work with a small group of peers from across West Lothian and be taught in a digital environment, physically meeting the teacher and other students at key points in the course. Learners will be fully supported by the teacher delivering the course and each 'virtual class' will have tutor contact time allocated to ensure that a consistency of contact is achieved. Learners can still talk to teachers in their own school, if they need to. Courses offered include the West Lothian Employability Award.

Academies Programme

Students in West Lothian are taking part in an exciting educational initiative which links their learning in school with career specific training experience of the world of work.

The South East Scotland Academies Partnership (SESAP) has developed three pioneering academies for senior school pupils which maximise educational opportunities and develop transferable skills. The academies aim to smooth the transition between school, college, university and employment, and support the development of Scotland's key growth industries.

The full academy programme is part time and delivered over a two-year period (between S5 and S6). However, students can choose to complete just one year before progressing to places on related courses at Edinburgh College or students can use the transferable skills they have acquired in their first year to move to other opportunities.

Academies on offer to students presently encompass:

- The Creative Industries Academy
- The Food Science and Nutrition Academy
- The Health and Social Care Academy

The student commitment to the academy is over and above their normal school curriculum. For all of the academies, classes are delivered at Edinburgh College/ Borders College and Queen Margaret University, and for some academies also at schools.

After successful completion of the full two-year academy programme at West Lothian College and Edinburgh College, students will be presented with a range of excellent opportunities to progress into further or higher education or go directly into employment. Students

who successfully complete the academy will gain a recognised qualification to add to their CV (see <http://southeastscotlandacademies.org> for further information about progress to specific courses and qualification awards).

As well as a qualification, successful students will have enhanced academic knowledge, practical skills and a competitive advantage in securing a place at college or university.

Case study - Deans Community High School "My World of Work Ambassadors"

As part of a pilot with Skills Development Scotland (SDS), a group of S6 students undertook training to be 'My World of Work Ambassadors'. This involved students participating in an extensive training course with SDS's Partner Development & Integration Executive to provide an informed group of students who became involved in various work related activities with younger students, staff and parents/carers to demonstrate how to use the My World of Work website in order support career planning and awareness.

The ambassadors attend S3 parents' evenings to provide information for parents and students on how to access information within the website.



My World of Work

Case study – Whitburn Academy – "The Larder"

Local training provider The Larder delivered the West Lothian Employability Award in school to 11 S4/S5 pupils during academic year 2016/17. Pupils spent all day on Friday with the Larder staff in one of the school's Home Economics Kitchen; working towards a Level 5 award. School provided the staff to support The Larder trainers and pupils' progress was formally tracked and monitored via the school Tracking & Monitoring systems.





8. Improvement Planning & Policy Development

Key individuals/groups involved:

- Lead Officer: Opportunities for All Officer
- Developing Young Workforce Lead
- School Head Teachers
- Depute Head Teachers with Developing the Young Workforce (DYW) responsibility (and related staff)
- Education Development Officer (Senior Phase)
- Education for Work Officer

West Lothian Council Education Services

Setting the context

West Lothian Education, Planning & Economic Development Service works closely with partners in the West Lothian Community Planning Partnership (WLCPP) to deliver the strategic aims of the service, and Single Outcome Agreement (SOA) targets. In particular extensive partnership working takes place to improve positive destinations for school leavers, including within council services, West Lothian College, Skills Development Scotland, and the private and voluntary sectors (and their representatives). This is achieved through the Community Planning Partnership.

Partnership working is also key in the delivery of positive outcomes for children and young people with Additional Support Needs (ASN).

Curriculum for Excellence and Getting it Right For Every Child are improving the quality of learning and teaching; and increasing attainment for all young people in West Lothian. Schools continue to develop a culture of aspiration and ambition which equips every young person

with the skills they need for life, learning and work. This creates an environment for success, producing better prepared school leavers more able to contribute to the prosperity of West Lothian.

As more students are now returning to S5 and S6, delivery of a relevant curriculum becomes increasingly important. West Lothian Council continues to develop vocational courses and work in partnership with West Lothian College to meet the educational needs of all young people.

West Lothian Education, Planning & Economic Development Service works towards achieving the key strategic aims of the Council. In particular, the service improves opportunities for young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook

West Lothian Council Developing the Young Workforce (DYW) Steering Board

The Steering Board plan, coordinate and monitor partners working together to implement **Developing the Young Workforce – Scotland’s Youth Employment Strategy**, to ensure that West Lothian delivers a modern, responsive and valued system for vocational training with clear career pathways for all young people.

The Board, chaired by Head of Education Services (Learning, Policy and Resources), meets on an eight weekly basis and report to the Education Services Senior Management Team. This includes regular updates on the progress of defined actions and programmes of work.

West Lothian’s DYW Steering Board has developed a 3 year action plan which sets out how the authority will meet the recommendations of the **Scotland’s Youth Employment Strategy**. <http://www.gov.scot/Resource/0046/00466012.pdf>

Progress to date includes:

- Every secondary school in West Lothian delivers a range of skills for work related courses which includes opportunities such as; Enterprise & Employability, Supply Chain Operations, Leadership Awards and Web Design Fundamentals. These qualifications enable young people to develop workplace skills which allow them to be work ready upon leaving school and maintain gainful employment.
- The introduction of the West Lothian Employability Award; a customised award which aims to formally recognise the employability skills of West Lothian’s Young People through a suite of Scottish Qualifications Authority (SQA) accredited units (offered at SCQF levels 2 to 6).
- Launch of The Positive Destinations website – a one-stop-shop which offers support and advice for young people as they consider their next steps.
- Students at risk of not progressing to a positive destination are able to participate in a variety of vocational opportunities delivered by training providers linked to post school opportunities.
- A review of the school Work Experience programme resulting in a new model, which will evolve to ensure a more consistent high quality and relevant work placement for students at an appropriate time within the senior phase.
- Continuation of the funded Business Partnership Co-ordinator posts in secondary schools. These development post-holders make lasting and sustainable links with employers in the Public, Private and Voluntary Sectors. They work closely with West Lothian’s DYW Regional Group, SDS and Economic Development and

engage the business community in the life of the school. Thus making connections with subject departments to support the learning and teaching experience and bring a vocational and career pathway focus to lessons.

- Provision of early intervention programmes to support those at risk of disengaging from education. These programmes are focused on developing transferable skills to enable young people to be successful in the world of work.
- Each school has an allocated More Choices, More Chances Keyworker charged with working with those furthest from the job market. Keyworkers also continue to work with young people once they leave school and support them onto relevant pathways.
- Each secondary school has an ‘Internal Hub’ this encompasses a wide range of partners working together to support young people furthest from the labour market, including care leavers; assisting them onto appropriate and sustainable destinations.

Work Placement Policy

West Lothian’s “Work ‘Experience’” policy will be refreshed with regard to an evaluation of our “alternative model” which offering placements within the ‘Senior Phase’ rather than purely to S4s. The evaluation process will include use of the benchmarking tools produced by Education Scotland <https://education.gov.scot/improvement/dyw4work-placements-standard-benchmarking-exercise> Our policy will be updated, taking into account the recommendations of DYW, the Standard for Work Placements, the Career Education Standard and national conversations concerning streamlining the Health & Safety checks for placements, and the Disclosure Scotland consultation process regarding PVGs.

Business Gateway support

Business Gateway has expressed a commitment to provide additional support to our schools, through early intervention and enterprise programmes and through supporting the School Work Placement Programme. Their aim is to encourage continuous development of Youth Enterprise Activities in schools; and to support school leavers, whilst complimenting the work of other partnership services including SDS and MCMC Key Workers, Youth Inclusion Programme and promotion of the council's Stepsn2Work initiative <http://www.westlothian.gov.uk/wagesubsidy>.



Business Gateway's commitment includes seconding one of their team as a Youth Enterprise

Adviser (YEA). In addition to supporting the Work Placement programme with employer engagement activities, the YEA is currently involved in a number of projects within our schools. These include; Enterprise projects and supporting teachers in Business/School projects such as; the Mitsubishi "Pump it Up" Challenge, Coca-Cola Enterprises Challenge, Paterson Arran Biscuit Challenge, Social Enterprise Academy, and Micro Tyco.

As a result of this engagement, Enterprise & Employability classes and projects across West Lothian schools are on the increase. Pupils have gained effective work and social skills through their participation in these activities, providing them with a better understanding of how a business works and how wealth is created.

Additionally the Youth Enterprise Adviser has delivered various presentations to schools, and taken part in class discussions on the challenges and opportunities available to young people looking at self-employment as a career option. YEA supports Business Education faculties on class

projects, reviewing and judging team Business Plans and giving constructive feedback to all parties.

The YEA's experience has been further utilised by our schools through offering interview preparation/technique sessions and sector relevant mock interviews for Nat 4/5 Skills for Work, pre-college placement and/or for future employment.

Evidence of some of the benefits of Business Gateway engagement with our schools was collected via a questionnaire which focused on:

- The benefits of the Youth Enterprise engagement in the school.
- Identifying the benefits of developing employability and/or enterprise skills prior to leaving school.
- Addressing the challenges faced in ensuring all young people are supported to attain positive destination.

Positive feedback received included:

"Regarding 'My Enterprise & Employability class'; all S5, have benefitted from having the system of setting up and running a small business explained in a manner which has allowed them to have a firm understanding of what is required. YEA has worked closely with the class to completion of a successful enterprise activity which showed profit."

"The students have learned about workplace expectations and procedures as well as having a series of mock interviews with YEA. A few of the class have moved on into college and jobs since the course began and all have stated the benefits of having worked with the Youth Enterprise Adviser."

(Nurture Group)

"YEA helped with the creation of CVs but also built the pupils confidence and self-esteem, as they are communicating with someone unknown to them."

Developments

Business Gateway Growth Advisers provide further support to the Work Placement Programme through targeted conversations with employers regarding how they may engage with our schools; specifically supporting the Work Placement Programme. Intelligence is now formally collected through their Growth Notes. Education referral contact information is then passed to the Education for Work Officer and the Youth Enterprise Adviser for follow-up.

9. Career Long Professional Learning – maximising placements for staff and young people

Key individuals/groups involved:

- Lead Officer: Opportunities for All Officer
- Education for Work Officer
- Business Partnership Coordinators
- West Lothian Chamber – DYW Regional Group
- Business Gateway -Youth Enterprise Advisor
- Economic Development
- TASAR (Timetabling and Senior Attainment Raising) Group
- Developing the Young Workforce Steering Board
- Transition to Work Coordinators
- Work Experience Coordinators
- SDS

West Lothian Council recognises that it is vital to maintain an updated and qualified workforce in order to better prepare our young people for the world of work. We strive to do this through training and intelligence sharing.

Intelligence sharing

- Labour Market Intelligence CLPL – This is offered through workshops at Opportunities for All events, Developing the Young Workforce events; and standing agenda items during meetings (TASAR, Transition to Work Coordinators, Business Partnership Coordinators etc)
- Visiting speakers from outside agencies attend Transition to Work/ Work Placement Coordinator and Business Partnership Coordinator meetings to highlight their resources and share emerging developments.

- Economic Development produces 'Working Together' a newsletter which is made available to all school staff and families with children at secondary school. The newsletter provides news and information around West Lothian's Jobs Market and what young people should know as they transition from school.
https://www.westlothian.gov.uk/media/3888/Working-Together/pdf/2016-12-15_Working_Together_-_Winter_2016_version4.pdf
- Economic Development produces a monthly update of the current job market and Labour Market Intelligence employment data. This information is circulated to all schools.
- Conferences run 3 times a year for staff to come together to share their experiences and listen to guest speakers.

'Speed dating' evenings are held to allow school staff to link with others to share their knowledge and experience around employability (Transition to Work Coordinators, Work Experience Coordinators, Business Partnership Coordinators and MCMC Key Workers).

Development

Companies, who offer placements to pupils (or are engaged with employability related programmes) are now offering their premises for our CPD sessions, and expressing an interest in offering a short placement/ taster to teaching staff in order to update their experience relating to specific industries.



Business Partnership Coordinators

Since 2012, each secondary school in West Lothian has had named staff tasked with enhancing business links for their school. In session 2016-17, the remit of these staff was further enhanced to include further Developing Young Workforce related duties.

The remit for this post holder includes:

- Engaging the business community into the life of the school through facilitating employer links with subject departments. The links will support the learning and teaching experience in school, bringing a vocational and career pathway focus to lessons.
- Working with local businesses to secure short and long term work placements for the young people and, in partnership with local employers, seek to develop programmes and experiences which will develop the pupils' long term enterprise and employability skills.
- Developing relationships with West Lothian's DYW Regional Group, and various Skills Sector Councils to influence the skills agenda in the school, ensuring that young people are developing the skills which match the demands of the future workforce.

Duties

- Attend CPD sessions
- Attend all Business Partnership Coordinator meetings
- Promote the importance of partnerships between local business and subject departments.
- Promote gender balance and diversity when working with employers to help overcome stereotyping.
- Foster links which allow employers to contribute to the curriculum.
- Promote and improve understanding of business intelligence with all teaching staff.
- Contribute to the council/DYW Regional Group database of employer partnerships.

- Support the schools wider learning community to make good quality and sustainable business links.
- Promote STEM during employer engagement activities
- Support the work of the Internal Hub with particular cognisance to the MCMC agenda.
- Work with DYW Regional Group representatives who is tasked with bringing business links to the school.
- Link with Economic Development officer.

Progress

Regular meetings are held for these staff to share best practice and to link with Business Gateway, West Lothian DYW Regional Group and outside agencies (as appropriate).

Staff are required to submit an annual report in order to track their progress (appendix 8)

Development

Currently the group are considering how to develop their work in line with the Scottish Government's guidance on 'School Employer Partnerships'

<http://www.gov.scot/Resource/0048/00485674.pdf>

Work Experience Coordinators

Background

The Work Experience Coordinator group was established in 2005. The group comprises of representatives from each school; usually the individual who is responsible for coordinating work placements (not all are teachers). Coordinators have a variety of remits and a wealth of experience, some are new to the post of coordinator and the meeting therefore provides an opportunity for sharing best practice.

The group meets approximately every six weeks and attendance is not compulsory, although most coordinators attend regularly. A minute of the meeting is

kept for recording purposes.

Issues around Work Placements are discussed. These may be; operational regarding use of the software 'WorkIt', peer support and guidance, dealing with complaints, discussing new developments and sharing best practice. Coordinators are encouraged to suggest items for the agenda and the Education for Work Officer (EWO) highlights national developments, policy improvements and information from other local authorities.

Coordinator Survey

The objectives and structure of the Work Experience Coordinator group was refreshed following a recent survey. The group agreed that their meetings provided an opportunity to; discuss any issues or concerns related to the delivery of the Work Placement Programme, share best practice and to hear about changes in guidelines related to Work Placements. The group agreed that provision of materials and procedures to support and enhance delivery of the programme through the network was useful.

On a practical level the coordinators responded that the group supported them through the provision of:

- Guidelines to follow – 100%
- An official Disclaimer letter to send to parents/ carers – 83%
- Absence reporting procedures to follow – 67%
- Advice for dealing with complaints – 58%

The group expressed an interest in the following:

- Hearing about/ sharing resources – 83%
- Shadowing opportunities – 42%
- Mentoring – 50%
- 'Other' CPD – 50%
- Presentations from their peers – 25%
- Presentations from other local authorities – 67%
- Guest speakers from other organisations – 83%

Looking ahead to the future

Taking into account the changes in the school curriculum around Developing Young Workforce; notably around the publication of the Standards for Work Placements/ Career Education and the Guidance for School/Employer Partnerships; it is apparent that the previous roles and responsibilities traditionally held by this group have extended further to include working with a number of their colleagues across the school.

Following on from successful joint meetings held between the Work Experience Coordinators, Transition to Work Coordinators and the Business Links Post-holders; West Lothian Council will consider how best to proceed in order to accommodate the changing landscape around preparing pupils for the world of work; and in upskilling additional staff in school to support this process.

Developing CLPL Opportunities

- **Post-placement opportunities** – West Lothian Council are considering peer to peer workshops/ presentations between pupils which will allow them to offer advice and/or information on the organisations that they were placed with.
- **Filming Case Studies** - We are currently investigating opportunities to film case studies of placement experiences (with employer, pupil and parent/carer input) and hope to utilise pupils studying media related courses within our schools to produce this. These short video clips would be uploaded on to our recently launched 'Positive Destinations' website for all parties to view. This would result in a bank of case studies for use in the classroom. <http://www.positive-destinations.co.uk/> This resource could be used in primary schools and nurseries to support the requirement for them to meet the recommendations of Developing the Young Workforce and the Standard for Careers Education.



Developing the Young Workforce Work Placements Standard

September 2015



Developing the Young Workforce School/Employer Partnerships

Combined version of:

Guidance for schools
Guidance for employers
Guidance for DYW
September 2015



Developing the Young Workforce Career Education Standard (3-18)

September 2015



Positive Destinations website is designed as a "one stop shop" for information about moving on from school or college. It has jobs, links to training and apprenticeships, information on colleges and universities and provides case studies which young people may be interested in.



10. Placements - Insurance, Child Protection and health & safety

Key individuals/groups involved:

- Education for Work Officer
- Opportunities for All Officer
- Transition to Work Coordinators
- Work Experience Coordinators
- More Choices, More Chances Keyworkers

Current Picture

Policy

West Lothian Council have their own policies in place for work placements (including week-long and extended placements, as well as for young people on Activity Agreements). These policies take our specific bye-laws into consideration and were last updated in 2014 via a working group comprising; Child Protection Officer, West Lothian Council Health & Safety Manager, WLC Solicitor, WLC Human Resources, WLC Insurance and Risk Officer.

Following a review of these policies, the working group agreed that West Lothian Council should not consider any 1:1 work placements unless the pupils were closely related to the employer, or the employer had a PVG as part of their main work responsibilities. Very few placements have been declined because of this ruling – certainly less than 10 per academic session. Additionally this working group agreed that West Lothian Council require at least £5Million Employers' Liability Insurance cover for ALL placements (even those 'family' placements which are not required by Law).

Pre-placement Health & Safety checks

In order to allow schools to be more flexible in arranging

Extended work placements, West Lothian Council have trained staff in school to carry out their own Pre-placement checks for placements considered a "low risk". Training was delivered 'in-house' by the Royal Society for the Prevention of Accidents (RoSPA) and, to accommodate staff turnover (and changing roles in school); the council usually offered this to new staff biannually.

<http://www.rospace.com/safety-training/work/iosh/work-placement/>

Each schools was free to nominate their own staff for this 2 day course, and presently trained personnel include; Transition to Work Coordinators, Business Partnership Coordinators, PTCs, CDT Technicians, Librarians, MCMC Keyworkers and Pupil Support Workers.

Staff who took part in the training were only considered 'competent' by the council on passing The Institution of Occupational Safety and Health (IOSH) "Work Place Assessors" course. As an additional safeguard staff were required to shadow an experienced colleague for their first few pre-placement checks.

Staff are required to attend a refresher training session every 2 years to retain their competency status. This refresher is delivered in-house by West Lothian Council Health & Safety Officers.

Resources

West Lothian Council have produced a resource pack to in order to support staff who carry out pre-placement checks. This pack includes; leaflets to be left with employers (for WL Council Wage Subsidy programmes, our 'Working Together' initiative), and Health & Safety advice for employers from the Health and Safety Executive etc.

West Lothian Council provide 'simple guides' for school staff who carry out pre-placement checks. Additionally examples of good practice for follow up paperwork related to the process of setting up an extended placement are also provided.

These resources ensure that robust communication is in place at all stages for the placement agreement.

Intelligence

Post-placement intelligence gathered via post-placement pupil survey returns is analysed, and matters of concern, or suggestions for further development are followed up in order to improve the work placement programme.

Developments

We are currently reviewing the above policies with regard to our Education for Work Officer's work with the Inter-authority World of Work Network. This group is working to produce a Standard for Health & Safety for work placements for Scotland, including working with Disclosure Scotland on PVGs.

West Lothian Council is considering additional employer information resources. These could include:

- DYW information (including our Developing the Young Workforce Regional Group) <http://www.dyw-wl.com/>
- Information from SQA on school qualifications
- Advice on extension activities for pupils on placement
- Information relating to skills and work plans
- Advice on Child Protection
- Information on Invest in Young People <http://investorsinpeople.scot/accreditation/investors-in-young-people>
- Information suggesting further ways in which they may engage with local schools/nurseries etc.
- National Parent Forum 'In a Nutshell' resources <http://www.npfs.org.uk/?s=in+a+nutshell&submit=Search>

11. Equal opportunities around work placements and work inspiration activity

Key individuals/groups involved:

- Opportunities for All Officer
- Education for Work Officer
- Education Management Officer
- CLD Youth Services Team Leader
- All staff

Additional Support Needs

West Lothian Council's twinning partnership with Houchsauerlandkreis in Germany, has been enhanced through securing Erasmus+ funding for the Transnational project 'PRACTICE'.

The proposal 'PRACTICE' incorporates; Prospects, Research, Achievement, Competencies, Training, Improvement, Challenges and Employment. Essentially the project will study, share and build upon good practice in each area around the common challenges of moving specific groups of young people into a positive destination. Houchsauerlandkreis partners will focus on pupils who have Social, Emotional and Behavioural Needs; and West Lothian has identified pupils within Additional Support Needs schools as our target group.

The ERASMUS+ bid includes funding for; setting up an IT resource to share information between partners, regional training/staff CPD events, training for target groups of young people (including providing them with industry recognised qualifications), research to collate

improvements in current practice, conferences in each region, and transnational job shadowing opportunities for staff.

Partners of the project within the UK are West Lothian College and the Cooperative Education Trust. The identified ASN school for this proposal is Pinewood.

Further developments:

- West Lothian Council Social Policy piloted 'Project Search': <http://projectsearch.us/About.aspx>. This is a unique, business led, year-long programme for young people with Additional Support Needs (ASN) that takes place entirely at a workplace. The post school young people on this course benefited from a combination of classroom instruction, career exploration, and hands-on training through workplace rotations. The above ERASMUS project will potentially support ASN pupils who may be identified at school as future Project Search candidates. This would enable the ASN schools to maximize any opportunity for their pupils to be accepted as Project Search candidates.
- Pinewood is one of five schools for pupils with additional support needs within West Lothian. The school is co-educational and non-denominational and provides for stages P1 – S6. Pinewood School, intends to produce an Additional Support Needs 'Toolkit' with the aim of providing examples of their good practice around preparing their young people for the World of Work. We hope to publish this later in 2017.

Gathering information from pupils post-work placement

This survey has been in place for around 7 years, it gathers information of the pupil placement experience. With regards to equality and diversity, we currently collect limited information on perceived barriers to placements, as well as the experience in general (including preparation for placements). Questions within the survey will be reviewed by West Lothian Council, including feedback from our Equality & Diversity Officer (and any further consultations which they recommend). This process will also apply to the parent/carer survey and the employer survey.

Presently the question related to Equality & Diversity comprises:

"Did you feel that there were any barriers which affected the way in which you participated in your Work placement?"

The responses collected are:

- No
- My Gender
- My ethnicity
- My Disability
- My religious beliefs
- My caring responsibilities
- Other

Information collected from this survey will inform our next steps in addressing any issues which become apparent to support disadvantaged young people.



Staff training

West Lothian Council has piloted 3 sessions of Equality and Diversity training for its staff. This pilot was the precursor to all staff completing online training around Equality & Diversity issues. Feedback was sought from the local Equality & Diversity Groups at a 'Let's Talk Equalities' event in August 2015.

Equalities Awareness training is currently being rolled out to all West Lothian Council staff. Following this training a review of any issues which may be highlighted by school staff who arrange work placements will be conducted in due course (including gender stereotyping around career intentions and placement requests, unconscious bias in matching pupils to placement opportunities etc.)

It is envisaged that there may be an opportunity for the council to influence future employers, placement providers and parents around the equalities and therefore consideration of leaflets/ information sessions around this issue is prudent (e.g. – parent/carer nights etc.)

Future developments

- Work Placements within West Lothian Council services are currently being identified, in order to be 'ring-fenced' for young people with Additional Support Needs (ASN) and Looked After and Accommodated young people (including consideration of extending this initiative to those whose first language is not English).
- Gender specific 'interventions' – West Lothian are working with STEMNET <http://www.stemnet.org.uk/> and Morrison Construction to investigate ring-fenced placements for Girls into Science Technology Engineering and Maths (STEM) and Girls into Construction courses (links with EQUATE are in progress <http://www.equatescotland.org.uk/>)

- A review of our work placement plans/pupil log books by minority groups will ensure that these resources are unbiased.

Case study -Improving the Gender Balance

West Lothian Council is 1 of 6 local authorities involved in the action research project 'Improving the Gender Balance' (IGB) (Appendix 9)

Two Project Officers, employed by the Institute of Physics (IOP), funded by Skills Development Scotland (SDS) and working in partnership with Education Scotland 'Science Technology Engineering and Mathematics' (STEM) Development Officers, are working closely with schools in a pilot. The project officers work throughout the school cluster, from Early Years to S6, and with all members of the school community including students, teaching staff, parents and Senior Leadership Teams.

IGB Scotland aims to improve the gender balance of those taking STEM subjects in schools. However, the planned interventions also aim to:

- Create a gender neutral school
- Audit lessons and, as appropriate, embed proven strategies to ensure girl-friendly or gender inclusive classroom practice. These strategies create more 'girl friendly' learning, but are reported to equally benefit boys' learning. Many of the strategies have relevance across the curriculum and at all levels
- Increase confidence and resilience in girls
- Further develop the provision of careers advice, and particularly to portray STEM careers positively.

12. Investors in Young People

Many companies and organisations face challenges such as an ageing workforce, skills gaps and shortages, a need to develop talent for long term succession planning and a need to understand future customer need. Employing and developing young talent can be the solution. Investors in Young People supports organisations from across the private, public and third sectors to assist them in meeting their business objectives by engaging and developing a talent pipeline for the future.

The Investors In Young People (IYYP) Award is a multi-level framework that supports organisations looking to recruit, retain and develop Young People, and offer recognition for those that are already doing this. It focusses on three key elements of Youth Employment – Attraction and Recruitment, Support and Development and Retention. <http://www.investorsinpeople.scot/accreditation/investors-in-young-people>

West Lothian Council was awarded Investors In Young People (IYYP) accreditation in October 2015. A further 5 companies in the area have gained this accreditation.

Promoting investors in Young People in West Lothian

- We currently provide the IYYP information leaflet to employers who may qualify, or may be interested in this organisation/ their award within the Work Placement programme employer pack (listed previously).
- The link to the IYYP website was included in our general canvass for placements for session 2015-16 and session 2016-17.

- IYYP presented to a Joint Chamber of Commerce event held in March 2016.
- IYYP invitation to West Lothian Council Developing Young Workforce Steering Board is in progress (see page 19).
- Invitation to present to joint Business Links/Transition to Work/Work Experience Coordinator Group meeting in due course.



13. Employer support including developing project based placements

Key individuals/groups involved:

- Education for Work Officer
- Opportunities for All Officer
- Developing Young Workforce Lead
- Career Ready
- Business Partnership Coordinators
- Economic Development
- Business Gateway
- Youth Enterprise Adviser
- West Lothian Council Community Benefits
- West Lothian Chamber of Commerce

Summary

Working together, education and employers can equip all young people with the skills and knowledge they will need to flourish in work, and support diversity in the workforce. Developing long term partnerships helps to secure and enhance the value of any collaboration. Guidance has been developed by the Scottish Government in partnership with relevant national bodies and informed by consultation with a range of stakeholders, including education and business interests. This was released in September 2015 as “Developing the Young Workforce – School/Employer Partnerships” https://www.education.gov.scot/Documents/DYW_GuidanceforSchoolEmployerPartnerships0915.pdf

West Lothian Council, and our schools, are committed to forging partnerships with employers which build on

good practice and existing links with employers. The Scottish Government has stated that these partnerships “should bring mutual benefit and evolve to respond to local circumstances”. (see “Improvement Planning & Policy Development” page 18) this is evident through continuation of the funded Business Partnership Coordinator posts in secondary schools. These development post-holders make lasting and sustainable links with employers in the Public, Private and Voluntary Sectors. They work closely with West Lothian’s DYW Regional Group, SDS and Economic Development and engage the business community in the life of the school. Thus making connections with subject departments to support the learning and teaching experience and bring a vocational and career pathway focus to lessons.

Progress

All employers supporting the school work placement programme were informed of new developments in DYW and in DYW in West Lothian as part of the canvass process. All employers were invited to be part of a focus group to look at work-plans and in pulling together a pack for employers which will include advice and links to resources to support employers as they work with pupils.

All employers supporting schools (either via offering work placements or through other engagements) were invited to our DYW Conference

All employers supporting the School Work Placement Programme are invited to take part in a survey.

Feedback from an employer survey highlighted that they would appreciate further support in the following areas:

- Having help to put together a placement programme for the pupils (e.g. tasks linked to school work) 24%
- Knowing how the placement could link with the pupils’ wider learning 29%
- Only having pupils who have a genuine interest in working with them 48%

This survey was updated in 2016 to include feedback on meeting the Standard for Work Placements.

Feedback from the 2016 survey included:

The top 5 work-based skills which employers could support pupils with during their placement were listed as:

1. Communication (written and/or verbal)
2. Team working
3. Organisational
4. Adaptability
5. Problem solving (equal place with – ‘Valuing difference and diversity’)

Regarding work-based skills, the support/information which employers would like from schools was listed as:

1. Schools to provide a list of skills for each pupil and the employer will select 2 to help with
2. Schools to provide examples of tasks which would improve the skills selected
3. Request for school staff, or the Education for Work Officer, to meet with an employer to discuss how they can support pupils

A group of interested employers have expressed an interest in being part of a working group to help make improvements to the School Work Placement programme

Further developments

Employers will be consulted as part of the process of approving the new pupil placement work-plans/logbook (see above).

Our employer survey will be updated in session 2017-18 in consultation with our Developing Young Workforce (DYW) Steering Board and our (in progress) DYW Regional Group. It is evident in preparing for the launch the Career Ready Programme in West Lothian that their experience in

working with employers could easily be transferred to West Lothian Council supporting employers in a more structured way (specifically related to the Career Ready arrangements for project-based internships).

Examples of Project based placements

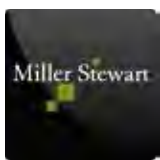
Cobra Simulation – Games Development

A group of Whitburn Academy pupils worked with Cobra Simulation on an exciting project which showcased new technology via an online platform. As part of the project, a new academic team; comprised of a group of pupils from the school's computing department were responsible for developing a new area of the business for Cobra within the gaming and immersive industry. This initiative was designed to support the development of pupils; their understanding and transition to the commercial world, whilst at the same time aiding the business to develop into new commercially viable areas. Pupils had the opportunity to develop skills related to a cutting edge industry such as; planning, product development, working to a timeline and presenting. This allowed the pupils to develop informed career choices within this sector, in addition to gaining worthwhile transferable skills.

<http://www.cobrasimulation.com/about-cobra/news/cobra-simulation-press-releases/3>

Miller Stewart – Estate Agency

Miller Stewart is a newly formed local estate agency who is partnering with the Whitburn Academy to provide opportunities for the pupils to work in all aspects of the business; whilst ultimately contributing to the success of the business. Pupils will be able to experience tasks that are carried out in a real life case study including



assisting the business with; marketing, networking, valuations and property promotion. Additionally, the pupils will learn about; business startup, the sales process, and mortgages.

The employer has also been involved as a local business example in Higher Administration and is very interested in strengthening this partnership further through volunteering to support pupils with interview preparations as part of their employability class.

Mitsubishi Electric and West Lothian Chamber of Commerce

Working in partnership with Mitsubishi Electric and West Lothian Chamber of Commerce the "Pump it up" challenge is designed to bring industry and schools together within West Lothian. The challenge enables our students, through inter disciplinary learning in Science and Technology, to develop a better understanding of the Science and Technology involved in "green" energy.



Following a very successful pilot in Armadale Academy in 2014, this challenge has been rolled out to all secondary schools in West Lothian. The challenge, for S3 students, is to create, develop and design a use for a "heat pump", whereby groups of up to 5 pupils work together to discuss, plan, organise and use problem solving strategies to develop their designs.

Rodney Ayre, senior department manager, Mitsubishi Electric Air conditioning Systems Europe Ltd, said:

"The schools project has created a link between Mitsubishi Electric and the local schools within the West Lothian area developing the workforce of the future and ensuring students get first-hand experience of manufacturing, environment and renewables. This activity promotes Mitsubishi Electric's commitment to Scotland and the local community."

(Appendices 10 and 11)

A partnership strengthened – Mitsubishi Electric and Armadale Academy

The link between Armadale Academy and Mitsubishi Electric was further strengthened following the successful pilot above. Further activities between the partners have included:

- A group of pupils have visited Mitsubishi and had a tour of the plant. They also had the opportunity to speak with employees about careers within the industry.
- A group of pupils, who were interested in engineering, were invited to spend the day working with Mitsubishi engineers.
- The Skills for Work Energy course requires pupils to investigate heat pumps. The school was very fortunate in Mitsubishi Electric loaning the school equipment for lessons.
- Teachers visited and toured Mitsubishi Electric's site, providing them with the opportunity to review Mitsubishi Electric's practices. The aim of the exercise being to showcase business best practice within the manufacturing site and translating this into implementation within the classroom.

Mitsubishi Electric is interested in extending this partnership further through offering further CPD for staff.

Schuh

The 'Schuh Design Challenge' is an annual design event set by Livingston-based footwear company Schuh. The locally based company have now worked in partnership with secondary schools in West Lothian for 21 years; and the event is exceedingly popular with staff and pupils alike.

Pupils taking part in the competition explore their design potential through theme investigation, drawing and three-dimensional making of a shoe or bag for the brand. Schuh kindly sponsor each school taking part in the event which covers the cost of materials for building the prototypes.

Of the design competition held in 2017, Neil Blackburn, marketing manager, Schuh, stated:

"As ever the levels of creativity were extremely high from the ten schools that took part. There were some 700 entries in all and once more the judges from Schuh were staggered at the ideas, the passion and the dedication shown by the students".

West Lothian Council's Head of Education Services, James Cameron commented:

"The Schuh Design Challenge is a special event. The creativity and innovation of the young people was exceptional. For twenty one years Schuh have sponsored this fantastic competition which showcases the creative talents of so many young people in West Lothian and we are grateful for their continued support."



Competition winners receive the coveted Schuh Design Challenge trophy and shoes for a year
<https://www.youtube.com/watch?v=50b-r8wfoNU>

ESH

Broxburn Academy have partnered with ESH Group on "Building My Skills", a year-long employability skills programme which provides students with a rounded introduction to the world of work through regular, timetabled business engagement sessions as part of the curriculum.



ESH worked with S4 students who received 5 x 1-hour long employability guidance sessions, delivered by a business guest who provided insight into their career path, their sector, and employability skills they value. Students who completed their employability portfolio and attended all sessions were offered mock interviews at

Houston House Hotel.

Engineering and Education Scheme EDT

A team of 6 senior pupils at Broxburn Academy participated in a 6 month real-life engineering challenge. The S5/6 students benefited from working with the Engineering Development Trust (EDT) whose ambition is to raise awareness of the vital contribution that engineering and technology makes to our society and economy.

One of many such projects run by EDT, the Engineering Education Scheme (EES) connects schools with businesses through joint engineering projects, giving



pupils the chance to experience the realities of life as an industry professional and allowing them to make informed choices about their own future. During their six month project, pupils are expected to work to professional standards with their teachers and industry mentors, producing realistic solutions to legitimate business concerns.

www.etrust.org.uk

"Along with their sponsor companies, all the pupils involved in the EES project event will have access to the Industrial Cadets Network, where they can maintain the connections they have made whilst working together"

EDT Director Meg Wright

14. Preparing young people for their placements – health and safety resources

Key individuals/groups involved:

- Education for Work Officer
- Work Experience Coordinators
- Transition to Work Coordinators
- MCMC Keyworkers
- School Guidance staff

West Lothian Council take the Health & Safety of young people on work placement very seriously and, as part of their preparations for their work placement, it is council policy that West Lothian Council schools prepare their pupils for health & safety in workplace.

Resources

Currently West Lothian Council policy requires all schools to use the Institution of Occupational Safety and Health (IOSH) Resource 'Workplace Hazard Awareness' entry level course (currently unavailable online, although IOSH will provide these materials free of charge when contacted). Although previously our schools offered their pupils the British Safety Council (industry recognised) certificated course "Workplace Hazard Awareness" Unfortunately, administrative issues around using their website; and the award no longer being free, resulted in most of our schools pulling away from using this resource.

<https://www.britsafe.org/qualifications/entry-level-award-workplace-hazard-awareness>

West Lothian Council are considering again how to promote this award as it offers a clear progression to the level 1 award

'Health & Safety in the Workplace', and ultimately to a level 6 'Diploma in Occupational Safety & Health'.

Schools are free to supplement the above course through use of other materials such those available through the British Safety Council 'Speak Up, Stay Safe' campaign. This campaign aims to put young people and confident communication at the heart of good health and safety. The site provides health & safety information for young people, including fact sheets, videos and games <https://www.britsafe.org/speakupstaysafe>

Additionally, the Napo Consortium has devised a series of video clips which aim to portray serious health & safety messages in a humorous format which should appeal to all workers, especially those who are young or inexperienced, helping them to understand hazards and how to avoid them. https://www.napofilm.net/en/napos-films/films?view_mode=page_grid

Teachers of pupils with Additional Support Needs may wish to also consider the resource below: EU-OSHA, the European Agency for Safety and Health at Work, together with the Napo Consortium has devised a series of occupational safety and health (OSH) education toolkits for teachers, aimed at introducing health and safety topics to primary school children in an educational, yet fun and imaginative way using the Napo clips and creative activities.

Each study pack outlines the key messages and learning objectives, offering teachers full details on suggested activity ideas and the resources required, alongside a sample lesson plan that can be readily incorporated into a typical 40 minute lesson.

https://www.napofilm.net/en/napos-films/films?page=2&view_mode=page_grid

Note:

Following West Lothian Council's introduction of the more flexible model for work placements, it is vital that schools track & monitor pupil pre-placement preparations for Health & Safety in the workplace. The majority of schools that have moved to this model for placements advocate that their pupils undertake this preparatory course during their S4 in school – whether the pupils intend to use a placement that year, or not. This practice should allow for a smoother procedure for preparing for placements as pupils progress through school (i.e. a general assumption that 'all' pupils will have covered this in S4 is easier to manage in school, rather than track smaller groups of pupils, offering them preparatory courses throughout their Senior Phase at school).

West Lothian Council strongly recommend that schools provide a simple 'refresher' lesson in health & Safety in the work place for S5 and S6 pupils prior to them undertaking a placement.

Development

West Lothian Council are presently in discussion with a multi-national employer regarding producing Health & Safety materials for school staff to use in order to prepare young people for their work placement (due to feedback from staff in school regarding timetable constraints, the aim is for this to be covered in 1 lesson).

15. Note to staff in West Lothian Secondary schools

This document provides a snap shot of current practice in West Lothian's secondary schools with regard to better preparing our young people for the world of work. Engaging with this resource and completing the Benchmarking activities* will help support your planning and allow you to develop new practice in career education, or to reflect on existing work based learning practice in your school.

Please note that companions to this publication "Work Inspiration Activity in Primary Schools in West Lothian" and "Work Placements and Work Inspiration Activity in ASN Schools" will follow in due course.

This document should be read alongside the following:

1. The Work Placement Standard

2. The Career Education Standard (3-18)

and the Suite of Learning Resources to accompany the Career Education Standard

Learning Resource 1

This resource 'Introduction to Career Education Standard (3-18)' introduces you to the standard, context, purpose and expectations, in a logical and manageable format. It is also designed to support you as you reflect on your existing practice.

Learning Resource 2

This resource, 'Introduction to Labour Market Information' (LMI), offers an introductory level learning resource to LMI and how this can be accessed and used to support learning and the development of career management skills (CMS). It

is structured to begin to inform and to help you reflect on your existing practice.

Learning Resource 3

This resource, 'Introduction to Career Management Skills' (CMS), helps to familiarize yourself with CMS and how this can be used to support learning and career education. It is structured to begin to inform and to help you reflect on your existing practice.

Exemplification Tool

A new tool is now available for practitioners to support planning and developing new practice in career education or to reflect on existing practice. Based on the 'I can' statements in the Career Education Standard (3-18) it provides illustrations of what children and young people might experience in order to help them meet their entitlements. (Nb Learning Resource 4: Introduction to my World of Work and Learning Resource 5: Introduction to Enterprise Education will be released shortly).

3. How Good is Our School – 4th Edition

4. School/Employer Partnerships – Guidance for Schools.

5. Benchmarking activity for Work Placements Standard

This self-evaluation tool has been developed to help you baseline your current approach to work placements and to consider actions to achieve the ambitions of the Work Placements Standard.

Questions include:

- How do we know if our placements are relevant, challenging, enjoyable and appropriate?
- How do we effectively align the young person's studies, career aspirations, abilities and capabilities with any work placements?

- How do we work with employers to help develop appropriate project-based learning for our young people?
<https://education.gov.scot/improvement/dyw4work-placements-standard-benchmarking-exercise>

6. Reflective questions for Career Education Standard:

Focus on children and young people

- How are young people developing, demonstrating and progressing with skills for work?
- How clearly are young people making links between day-to-day learning experiences and the world of work?

Focus on practitioners

- Through the learning experiences and opportunities I create, how am I helping young people develop skills which prepare them for their future career pathways and the world of work?
- What could I do more of, less of, or differently?

Focus on partnerships

- How can partnership working with parents, employers and the community be further developed to better prepare young people for the world of work?
- What opportunities are there for co-designing and implementing learning experiences about the world of work?

Should you wish to discuss the contents of this document, or require further support to achieve; the Standard for Work Placements, The Standard for Career Education, the Recommendations of Developing the Young Workforce, or the Guidance for School Employer Partnerships; please contact your local authority Lead for Developing Young Workforce, or the Education for Work Officer.

16. Appendix

1. West Lothian Work Placement Programme – Business Pro-forma
2. Livingston Designer Outlet Pilot
3. Extended Work Placement case studies
4. The James Young High School i-lead resources
5. Deans Community High School Employability Day – Employer information
6. School Vocational Programme course examples
7. My Personal Achievement Journey – The James Young High School
8. Sample Business Partnership Coordinator mid-term report
9. Improving the Gender Balance – overview
10. Pump it up! – Competition overview
11. Pump it Up! – Lesson Plan

GET IN TOUCH

Michelle Robertson Education for Work Officer

Email: Michelle.Robertson@westlothian.gov.uk

Transforming life through learning

School Work Placement Programme

BUSINESS PROFORMA 2016/17

Please complete this form in Adobe reader and RE-SAVE in YOUR company name and email back to us.

1 Placement Provider

Business Name	<input type="text"/>		
Contact Name	<input type="text"/>		
Job Title	<input type="text"/>		
Business Address	<input type="text"/>		
	<input type="text"/>		
	Postcode	<input type="text"/>	
Tel No	<input type="text"/>	Fax No	<input type="text"/>
Email Address	<input type="text"/>		
Web Address	<input type="text"/>		
Mobile	<input type="text"/>	No of Employees	<input type="text"/>
Business Activities	<input type="text"/>		

Provider:

The name, address, postcode, telephone and fax number and email of the organisation.

Contact Name:

The person with the responsibility for work placements within the organisation. Normally this person will be the contact individual that pupils would report to on the first morning or when placements are being confirmed.

Please indicate the nature of your business eg. Solicitors, Garage, Engineering, Nursery School, General office within University.

2 Placement Details

Placement Title/s	No of Pupils per week	Placement Description

Title of placement:

Eg. Clerical Assistant, Sales Assistant, Laboratory Assistant.

Placement description:

Details of the types of activities in which the pupil will be involved. Please give as much detail as possible.

3 Placement

Do you wish pupil(s) to contact you prior to the placement? Yes No

If yes please indicate your preferred method of contact:

Telephone Letter Application
 Email Form Interview

Start Time Finish Time

Lunch arrangements

Work times:

eg. Monday to Friday
9am – 5pm.

Lunch arrangements:

Indicate if you will provide lunch, if canteen facilities are available or if the pupil has to bring his/her own lunch.

4 Requirements

(subject requirements, specific skills, personal qualities)

Provider's requirements:

Any extra details eg. special clothing requirements, dress code, school subject requirements.

5 Dress Requirements

Smart Casual Other
 Protective clothing provided Protective Clothing Required

Details

Provider's control measures:

If an identified control measure is to wear or use Personal Protective Equipment or clothing, please specify what is required eg. safety boots, eye protection, and whether you will provide this.

6 Medical Requirements

Medical requirements:

Please indicate any working conditions which may affect pupils with certain medical conditions, eg asthma, colour blindness, hearing impairment.

7 Additional Needs

Places will be made available to ALL students unless there are specific placement requirements, which should be stated clearly in the placement information section above.

8 Provider's Risk Assessment

Has a Risk Assessment been carried out of the activities in which the pupil will be involved and any other process, procedure or environmental factor by which they may be affected? Yes No

Have you recognised any potentially significant hazards? Yes No

If so, please complete section 9. Yes No

The health, safety and welfare of our pupils is of paramount importance. Please tick the appropriate boxes.

9 Provider's Hazard Identification

Slips/ Trips/Falls? (spillages/ trailing cables/flooring) Yes No

Falls from height? (platforms/ ladders/ fragile surfaces) Yes No

Display screen equipment? (computer/ cash register) Yes No

Electricity? (mains operated & portable appliances) Yes No

Noise? (machinery/ tools/ equipment/ environment) Yes No

Working with animals? (farm/ domestic/ wild) Yes No

Hazardous substances? (cleaning products/ oils etc) Yes No

Pressure systems? (gas/ air receivers/ steam boilers) Yes No

Equipment/ Machinery? (mechanical/ electrical) Yes No

Transport? (Fork lift trucks/ Cars/ HGV etc) Yes No

Radiation? (x-ray/ UV/ lasers/ radioactive materials) Yes No

Asbestos? (building maintenance/ vehicle repairs) Yes No

Manual Handling? (lifting/ carrying/ pushing/ pulling etc) Yes No

Please use the checklist to help you identify any significant hazards. Once you have done this, it is important to have control measures in place to minimise any associated risk. As well as induction and supervision, control measures may include training, protective clothing or equipment.

One of our Health & Safety team may call to arrange a visit. They will work with you to help you meet your duty of care.

10 Provider's Control Measures

11 Calendar 2015 / 2016

I am willing to offer placement(s) between September 2016 – June 2017 to the schools below: (Please tick against relevant schools)

SCHOOL NAME	W/B	SCHOOL NAME	W/B
Whitburn Academy*	12/09/2016 <input type="checkbox"/>	Broxburn Academy *	21/11/2016 <input type="checkbox"/>
West Calder High School	26/09/2016 <input type="checkbox"/>	Bathgate Academy	22/05/2017 <input type="checkbox"/>
West Calder High School	03/10/2016 <input type="checkbox"/>	St Kentigern's Academy *	29/05/2017 <input type="checkbox"/>
St Margaret's Academy	10/10/2016 <input type="checkbox"/>	The James Young High School *	05/06/2017 <input type="checkbox"/>
Deans Community High School *	31/10/2016 <input type="checkbox"/>	Inveralmond Community High School *	12/06/2017 <input type="checkbox"/>
Linlithgow Academy*	07/11/2016 <input type="checkbox"/>		
Armadale Academy *	14/11/2016 <input type="checkbox"/>		

*Schools sending out pupils in their Senior Phase (4th-6th year)

FURTHER SUPPORT

12 Flexible Placements

Our schools also offer placements to individual pupils throughout the year. (Ranging from a few hours a day through to full-time). Please tick if you are happy for any or all of the following schools to contact you to discuss these types of placement

Armadale Academy	<input type="checkbox"/>
Bathgate Academy	<input type="checkbox"/>
Broxburn Academy	<input type="checkbox"/>
Deans Community High School	<input type="checkbox"/>
Inveralmond Community High School	<input type="checkbox"/>
Linlithgow Academy	<input type="checkbox"/>
St Kentigern's Academy	<input type="checkbox"/>
St Margaret's Academy	<input type="checkbox"/>
The James Young High School	<input type="checkbox"/>
West Calder High School	<input type="checkbox"/>
Whitburn Academy	<input type="checkbox"/>

Please indicate if you would be interested in offering short term (often supported) placements to young people attending our non-mainstream schools (Cedarbank School and Pinewood School).

13 School business links

Secondary schools in West Lothian now have an appointed member of staff tasked with improving the links between businesses and schools in the area. The main aim for these staff is to develop and support clear connections with the world of work. We anticipate that this will impact positively on pupils' motivation and engagement with day-to-day learning, while developing, in pupils, the skills and abilities required by employers. Over the following months, these post holders will be contacting businesses throughout the region to develop and improve sustainable links.

If you are interested in working with schools in West Lothian, or would like further information on the project please contact Michelle Robertson on michelle.robertson@westlothian.gov.uk or **01506 281941**.

14 Acceptance and Agreement

I confirm that:

- I have read the attached Letter of Understanding between the Council and this firm/organisation, and that all points are acceptable to me and I have taken all appropriate actions.
- this company's Employer's Liability Insurance will cover a pupil for the duration of his/ her work placement.
- the pupil will receive induction and instruction, which includes Health & Safety issues covering identified hazards and control measures, by a competent person.
- the pupil will be supervised at all times.
- West Lothian Council will share my organisation and contact information with pupils and teachers to allow them to search for and arrange work placements and, where appropriate, it will be used to process any future enquiries about work placements that I may contact them about.
- I shall delete, or shred, any pupil Data held by me (such as their address and any medical information) when the pupil placement has ended.

Name of Organisation

Name

Position

Date

Name of Insurance Company

Insurance Policy Number

Date of Expiry

Please refer to West Lothian Council's Letter of Understanding. There must be valid Employers' Liability Insurance over the placement period.

Thank You

West Lothian Council's Work Placement Programme is a very valuable exercise for all our pupils and is very beneficial to them in their preparation for the world of work.

Thank you for completing this form. Your participation in the Work Placement Programme is very much appreciated.

*Michelle Robertson,
Education for Work Officer*



Please return this form to:

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Bathgate
EH48 1TT
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Fax: 01506 281946
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Email: michelle.robertson@
westlothian.gov.uk



Pilot Project between Livingston Designer Outlet and West Lothian Council 2016

Aim

The proposed aim of this project is threefold:-

1. To increase students understanding of the world of work with particular cognisance to the Retail Industry.
2. To introduce primary and nursery students to the world of work.
3. To challenge gender stereotypes.

Overview

The two schools involved in the pilot are Armadale Academy and St Margaret's Academy who both run a Retail Course with senior students and would like to enhance the experience the students involved receive. This session 26 students studying Retail are involved in the pilot.

In line with the Developing the Young Workforce Agenda there is a need to introduce more Science, technology, engineering and mathematics (STEM) into primary education. Environmental projects running within The Livingston Designer Outlet include; Bee- keeping, Poly Tunnels and recycling waste within their food court; this offers a fantastic opportunity to showcase science in action.

Additionally there are jobs which Young People perceive to be 'male' or 'female jobs'. These gender stereotypes could be challenged through the use of role models or mentors within the Retail complex.

Activities to Develop Links with Primary and Nursery schools

The Developing the Young Workforce (DYW) report identified a deficit in Young People entering STEM related subjects and in particular young women. It was felt that if STEM was introduced to children in the early years this would help to reduce this problem in later years. The environmental work which takes place at the Livingston Designer Outlet in connection with the bees, poly tunnels and recycling fits very nicely into this subject area and a visit to see it in action would be worthwhile opportunity for Nursery or Primary classes who are involved in mini projects connected to the environment. The primary schools involved in the pilot will take part in a poster design competition for the two food halls to create a poster to encourage customers to recycle appropriately.

Primary 6/7 students will benefit from a presentation by member of staff from the outlet around the variety of occupations available within the retail trade, and associated industries. With careful selection of the presenter, gender stereotypes could also be challenged.

Activities for Secondary Schools

As part of the current retail course students are expected to; take part in a work placement in a retail environment, visit retail outlets and learn from the experience of visiting speakers.

Work Placements and Mock Interviews

Students will take part in a Mock Interviews prior to the Work Placement by the Centre Manager. This will provide our students with the opportunity to experience an interview, learn from the experience and receive constructive feedback. The students will then undertake a Work Placement within a retail company.

The type of activities which they would be expected to be involved in are:-

Storing, Replenishing and Displaying Stock

- Assist in the storage and replenishment of stock
- Assist in setting up, stocking and dismantling a merchandise display, to a given brief

Working in Retail

- Participate in interviews within a retail context.
- Demonstrate employability skills and attitudes in specified practical activities.
- Review and evaluate own employability skills in specified practical activities.

Satisfying Customer Needs

- Establish and respond to customer needs in a retail environment.
- Deal with a customer complaint in a retail environment.

Visits to employers

This involves the Retail students visiting an employer's premise, for a short period of time, to see, first hand, the variety of roles and responsibilities which staff may have within an organisation.

Extended Work Placements – Successes- Key worked Young People

Case Study 1

Mary was a non attender at school and so was referred to the MCMC Keywork service. When I met with Mary it was clear that she was motivated to do something. We discussed various options but she was interested in going on extended work experience. At this point in time she was interested in Childcare but had no previous work experience in this field.

I sourced a placement in Kidzeco In Bathgate for her. This was a mix of retail and when her confidence grew she could assist with the children's groups that ran within the store as well. She started off 2 days per week and increased this to 3 days.

Mary was low in confidence and a quiet girl. She started off in the stock room – sorting clothes and tagging/pricing them. Once her confidence grew she moved into the shop floor and started interacting with customers. This was a huge step for Vicky.

When it came close to her school leaving date I started talking to the employer about Mary staying on with them as she was doing so well but could still be doing with the support of the staff she had formed these relationships with. The staff and manager felt she had potential and when a vacancy came up they were keen for her to go forward for this. They knew they could recruit within a few months of Mary leaving school.

I approached a training provider and asked if they would be willing to take Mary on to help her develop her confidence and skills until the vacancies became available. This was made possible and within the next few months when I visited she was serving customers, using the till, helping out with the children's groups. The vacancies did come out and Mary was successful. This was 2 years ago and she still works there today. She is the only person in her household to work and this has been a major achievement for her

Alison Sneddon (MCMC Keyworker)

Case Study 2

I was given a referral from West Calder High School in September 2014. Paul didn't attend West Calder High School as he has attended Burnhouse School since 1st year (this was down to behaviour issues and problems with his peers).

Paul comes from a family that has had previous problems in the local community and his family background is very chaotic; over the year that I worked with him he moved between staying with his mum, dad and aunt.

It was evident to me that Paul had a very caring nature and from the outset he said that he would love to pursue a career in childcare. He also enjoyed hairdressing and I put him forward for the A.C.T Personal Care course to build his confidence and allow him to gain an extra qualification.

As Paul had a negative experience with education he was very apprehensive about college but we discussed the importance of improving his qualifications to pursue a career in Childcare. In the end Paul attended the course and completed it without missing a day.

I then approached a nursery in his local area to make enquiries about a possible work placement one day a week. The nursery was very accommodating and Paul began his placement in January 2015.

At first Paul encountered negativity from the local community due to his family name but his work with the children was of such a high standard that the nursery completely stood by him, inviting any concerned parents in to see how well Paul was working. This gave him a huge confidence boost.

We filled in his college application in February for the Preparation For Childcare course at West Lothian College, this included a glowing reference from the nursery. Paul was offered an interview but was very nervous as he'd not experienced a formal interview before. We visited the college a few times and in addition to meeting a few of the childcare lecturers this gave him the opportunity to familiarise himself with the college layout. We worked hard on preparing Paul with interview techniques and he did so well that he was offered a place on the August start course.

During the summer months Paul was delighted to be offered the opportunity of a three day a week placement in the nursery.

He is now halfway through his first year at college and has already applied for the level 5 childcare course for next year.

Andy Graham (MCMC Keyworker)

Read over the options for each of these Enhanced Opportunities and make your decision today—what will be support your future career?

Work Experience

Why do it?

(Work Experience).... develops the skills employers expect you to have as a graduate (and gives you) experience of work will make you a more interesting prospect to employers - and it will increase your confidence in yourself.

Strathclyde University website

I want to do work experience—what do I do now?

- > Complete the back of this form indicating you are going to do work experience today
- > Arrange your own local placement
- > Complete the 'Work Experience Option form' and return to Miss McTiernan **by 12 June**

SQA Leadership

Give me an example of a situation where you have had to lead.....

If the answer is—I don't have one. Consider this course.

Ideal for S5/6 pupils who wish to develop their leadership skills and lead a project in school of your choosing. This course also involves research and investigation into 'what makes a good leader'

I want to do SQA Leadership —what do I do now?

- > Complete the back of this form indicating you are going to do the course
- > Meet Mrs Richardson for the first meeting on **Wednesday 17 June Period 1**

Open University or Science Baccalaureate

University next year? Got what it takes to independently study?

If the answer is yes—the Open University courses could be for you. A range of exciting and challenging courses are on offer. Similarly if you are studying Science subjects at Advanced Higher then the Science Baccalaureate may be for you.

I want to do an Open University course or Science Baccalaureate — what do I do now?

- > Look at Open University course outlines on the ipad
- > Talk to the Science teachers re the Baccalaureate
- > Complete the back of this form indicating you are going to do the course and which periods you will commit to studying in the library
- > Complete the YASS Registration Agreement and pass to Dr McGregor
- > Register with Mrs Wilson, Librarian each period

Creating Outdoor Structures & Literacy Garden

Working with CDT to create structures such as planters to improve the outside of the school and helping design and create a Literacy Garden. Ideal opportunity for any pupil studying in the department.

Your Action—Approach Mr Leishman

School Photographers

Making use of the school's camera equipment to offer a service to all school staff and photograph school events and pupil achievements to create a display.

Your Action—Approach Mrs Hatch

Subject Ambassador

Working with a department or class supporting learners during the school day with an enhanced role. This role will involve visiting primary schools in our cluster promoting the subject you support.

Your Action—Approach a department/PTC or classroom teacher



Your Options

Name

House

Option Chosen.....

Days/Periods (min 2)

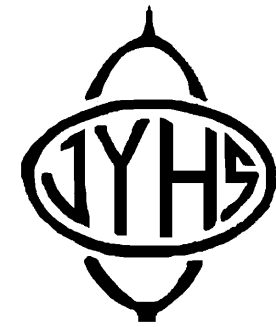
.....

Approved by Staff Member

Commitment

Return this form today with your
Saltire Registration form.

Record your hours each day and
get your approver to sign your
timesheet. Show your hours to
your House Head to get
certificated once a term.



**THE
JAMES YOUNG**



**ENHANCED
CURRICULUM S6
i-lead**

School Service

**Read over the options
for School Service
and gather additional
information from the
Enhanced Curriculum
Fair—choose wisely**

Classroom Assistant

Working with a department or class supporting learners during the school day.

Your Action—Approach a department/PTC or classroom teacher

Friendly Faces Learning Assistant

Working with students in the Autistic Resource offering them socialisation skills and a 'friendly face' during the school day.

Your Action—Approach Mrs MacNeill

Library Monitor

Working during the school day in the library supporting classes who are using the library and other duties.

Your Action—Approach Mrs Wilson, Librarian

Home Economics Assistant

Assisting the department with classroom set up, filling and emptying the washing machines, supporting both practical and theory lessons for S1 and S2, making posters and displays during the school day. You must be committed as jobs will be allocated to you that MUST be completed for lessons to run. A great opportunity if you are willing to meet your commitment each week.

Your Action—Approach Mrs White or Ms Tomasik

Nurture Pod

Helping a small group of pupils in a group environment to help build their confidence in S1/2. Your role will be to assist in team building activities and creating materials.

Your Action—Approach Mr Urquhart, Mrs Mackie, Mrs Blackie or Mrs Mason

Paired Reading

You will be allocated a number of S1 pupils to listen as they read and guide them to help them become more accurate and confident readers.

You will be working with each pupil for 15 minutes at a time.— 2 Personal Support times Monday and Tuesday. This will be key to the progression of each pupil so your commitment is vital. Your Action—Approach Mrs Lindsay or Mr Whiteford

Career Advisor Support

Working with our Careers Advisor—writing appointment slips for students and ensuring pupils make their appointments on a Wednesday and Thursday during the school day.

Your Action—Approach Mrs Wilson, Librarian

Pupil Support Assistant

Working with the PSAs to help with appointment scheduling and finding pupils as required

Your Action—Approach Mr Urquhart or Mrs Mackie

Eco Support

Helping out with Eco work around the school such as maintaining the school garden.

Your Action—Approach Mr Jones.

Post School Destination Mentors

Supporting T2W teachers in locating pupils for appointments and supporting pupils make applications for colleges/jobs etc.

Your Action—Approach Miss McTiernan

Reprographics Assistant

Assisting the office staff in the Print Room.

Your Action—Approach Mrs Devine

Science Technician Assistant

Assisting our Science Technicians with preparation of materials for class work during the school day. Ideal candidate a pupil studying an Advanced Higher in Science.

Your Action—Approach Mrs Hannah

Publicist/Technician

Working to provide up to date and relevant information on the screens at the front of the school and dining hall.

Your Action—Approach Mrs Hatch

JASS Award Helper

Supporting S1 tutor groups to complete their JASS Awards and encouraging them to complete their paperwork that shows their achievements.

Your Action—Approach Mr Holt

Who i-work will suit

If any of these quotes reflect your feelings then i-work could be for you.....



If this describes you then **i-work** may be a fantastic opportunity

My Subject Choice Form

Commitment

What should I choose?

Column A

Either:

- ◆ Maths
- ◆ A subject you are strong in
- ◆ A Skills for Work course in Web Design

Column B

Either:

- ◆ A subject you are strong in
- ◆ National 5 Practical Woodwork

Column C

English

Column D

Either

- ◆ Maths
- ◆ A subject you are strong in
- ◆ A Skills for Work course in Computer Games Development

Column E

College

Column F

West Lothian Employability Award



THE
JAMES YOUNG
HIGH SCHOOL



i-work

Employability Pathway

My route to a positive
post-school
destination

I-work pupils will have a slightly varied subject choice sheet. The choice sheet will include the following options and opportunities:

West Lothian Employability Award

Why do it?

A course that will help you develop and improve your employability skills— putting you in a much strong position to get that job or Modern Apprenticeship. You would work on Level 4 or 5 during the year then undertake an **extended work placement** in April/May

Level 4	Level 5
Core Skills (working with others*, Problem Solving*, ICT)	Core Skills (working with others*, Problem Solving*, ICT)
Work Experience * covers 2 core skills	Work Experience * covers 2 core skills
Personal Development—Self and Work (plus Self Awareness or Practical Abilities)	Personal Development—Self and Work (plus Self Awareness or Practical Abilities)
Employability Units—Employability Skills and Responsibilities	Enterprise & Employability unit Preparing to Work

You will also have the opportunity to sit units from the Personal Finance Award

College Courses

Your chance to experience college

West Lothian College offer a range of opportunities for you to study a college course whilst still at school. You would attend college every Tuesday/Thursday afternoon. Whilst there is no guarantee of a place we will offer you additional support and coaching to help you have a positive interview.

See the subject choice booklet for information on courses.

- > *Increase your self confidence—trying a course out with school*
- > *Develop your skills and experience in an area you may wish to become employed in*
- > *Your chance to get your foot in the door at college—impress them to support any applications you make in the future*

My Other Qualifications

What will I choose in the other columns?

- > *You will have to choose **Maths and English***
- > *You can choose to continue studying **2 subjects you are strong in** or a **Skills for Work Course** in Web Design, Computer Games Development, Sports & Recreation or Construction Crafts that will also have an element of employability skills inbuilt*

i-work has been designed by consulting with 2 focus groups of S4 leavers in 2015/2016.

- ⇒ **All said it was important to have qualifications in Maths & English**
- ⇒ **Most felt College would be an excellent option**
- ⇒ **Most would like the idea of a life skills course**

Taking part in these activities has helped me develop my skills and qualities:

1 <i>I am not confident or good with this skill yet</i>	2	3	4	5	6	7	8	9	10 <i>I am very confident and I am successful using this skill</i>
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Discuss with your Personal Support Teacher
 Why have you given yourself this rating? - what examples do you have?
 What steps can you take that are going to help you make progress?

COMMUNICATION <i>(In Didbook Literacy Skills)</i>	Listening well to others								
	Asking good questions								
	Talking to others confidently about myself								
	Talking to others								
	Building up positive relationships with others								
	Writing instructions for others to follow								
TEAM-WORK <i>(In Didbook Working with Others)</i>	Taking instructions from others								
	Leading others through activities – taking charge								
	Negotiating with others to come to a solution								

Enterprise and Employability Day



Dear Employer

Thank you once again for supporting us on our first Enterprise and Employability Day. I hope this information will give you a brief insight into how the day has been planned, and to prepare you for the pleasures you are about to face.

What is your role?

You will be acting as the Business Manager for a group of up to six students with the ultimate aim of the day to make as much of a profit as possible whilst working through a marketing and then enterprise project.

What will you be expected to do?

The **Marketing Project** will take place in the morning and will consist of a series of six activities to complete by lunchtime. As the company being marketed will be your own then please feel free to provide any support materials which your group may be able to use on the day.

The **Enterprise Project** will take place in the afternoon where every group will be given the same brief.

We will issue you with an information pack at the start of each project!

What do we expect for our students?

The students will be provided with the opportunity to demonstrate most of the skills and qualities which employers feel are important to any young person who will be entering the world of work.

The skills and qualities we are aiming to develop on the day are:

- **Literacy**
- **Numeracy**
- **Communication**
- **Working with others**
- **Negotiation**
- **Organisation**
- **Leadership**
- **Resilience**

We will be expecting them to have demonstrated all of the skills as a group and to experience as many as possible as an individual.

SCHOOL CONSTRUCTION PROGRAMME (General) 13 Weeks

COURSE DETAILS - West Lothian College

Session 1

Induction to West Lothian College and the programme. College Health and Safety requirements. Familiarisation with workshops, equipment, tools that will be used during programme. Team exercise in workshop (Included health and safety practical observation)

Introduction to site carpentry and bench joinery work. Selection and use of appropriate hand tools and materials. Storing of tools.

Session 2 and 3

Developing site carpentry skills. Marking out of timber and sheet materials to given sizes, cutting out, fixing to prescribed tolerances. Checking quality of work. Comply with Health and Safety requirements. Continuing developing workshop skills in carpentry and Joinery. Practical exercises to assess developed skills.

Session 4 and 5

Introduction to plumbing skills Selection and use of appropriate hand tools and materials. Storing of tools. Comply with Health and Safety requirements. Cutting, measuring, cleaning and shaping pipework (Plastic)

Plumbing practical exercise using plastic water supply pipes, joins, bends, tee pieces, taps, blanks and connections.

Water drainage pipes, introduction. Cutting shaping and developing drainage systems

Session 6 and 7

Introduction to copper pipework, connections and systems. Cutting, measuring, cleaning and shaping pipework (Copper)

Practical exercises in shaping, bending, connection and testing copper water supply systems.

Introduction to computer aided design.

Design plumbing systems and connections

Practical exercise in designing and drawing a simple water supply and drainage system in domestic properties. Includes hand basin kitchen sink and toilet and water supply tank

Session 8

Practical exercise plumbing domestic water supply and drainage systems.

- Toilet
- Kitchen sink
- Hand basin

- Shower unit

Session 9 and 10

Developing basic tiling skills. Introducing tiling tools, materials and equipment. Basic interdiction to tiling, calculations of quantities, tiling and grouting processes.

Practical exercise in tiling small wall.

Session 11 and 12

Introduction to basic brick work skills tools and materials. Health and safety on the building site

Use Computer aided design systems to create a small wall pattern. Develop team working skills

Small teams to build designed wall including pointing brickwork.

Session 13

Review of training session, completion of exercise evidence documentation.

Short quiz on work exercises.

Course evaluation

Employment opportunities

College course opportunities

SCHOOL CONSTRUCTION PROGRAMME 10 Weeks

COURSE DETAILS - BLES

You will have the opportunity to develop skills in the following areas: carpentry, general building work, plastering, partitioning and roofing, painting, basic plumbing and electrics. You will also be provided with the opportunity to work as part of a team to produce an enterprise project which will be donated within the local community. Garden furniture made by previous participants have previously been donated to; elderly care homes, Five Sisters Zoo, Local Primary Schools and St. Johns Hospital.

The course will run for 1 day a week over a period of 10 weeks on a Monday from 9:30 – 3pm at BLES Training and it will be your responsibility to arrive on time for each session.

The programme has been highly successful in helping young people like you progress into training, employment or college over the past 6 years. Ask your school Transition to Work Co-ordinator if you want to find out more about how the programme has helped other pupils from your school to be successful.

Comments from students:

“I am trusted to use tools I wouldn’t get to use in school.”

“I have built things in the house (since being on this programme)”

SCHOOL CONSTRUCTION PROGRAMME (Girls Only) 10 Weeks

COURSE DETAILS BLES

You will have the opportunity to develop skills in the following areas: carpentry, general building work, plastering, partitioning and roofing, painting, basic plumbing and electrics. You will also be provided with the opportunity to work as part of a team to make an enterprise project which will be donated within the local community. Garden furniture made by previous participants has been donated to elderly care homes, Five Sisters Zoo, Local Primary Schools and St. Johns Hospital.

The course will run for 1 day a week over a period of 10 weeks on a Monday from 9:30 – 3pm at BLES Training and it will be your responsibility to arrive on time for each session.

Over the last 6 years, this programme has been highly successful in helping young people like you progress into training, employment or college. Ask your school Transition to Work Co-ordinator if you’d like to find out more about how the programme has helped other pupils from your school to be successful.

SCHOOL SPORTS COACHING PROGRAMME 10 Weeks

COURSE DETAILS Street League

You will have the opportunity to discuss and develop sports leadership skills, particularly within football and explore how this can be applied to working life. In addition, you will learn introductory employability skills to prepare for your future and make an informed choice.

The course will run on Wednesday and Thursday afternoons from 1:30 to 3:30 at Albyn Park – Broxburn It will be your responsibility to arrive on time for each session and to attend both afternoons.

This programme has been highly successful in helping young people like you progress into training, employment or college.

Ask your school Transition to Work Co-ordinator if you'd like to find out more about how these programmes have helped other pupils from your school to be successful when they leave school.

Comments from previous students:

“It has helped me make up my mind what I want to do when I leave school. I will be applying for Sport and Fitness at West Lothian College at the end of my S5 year. It has helped me become more mature and get to know new people.”

“I have learnt new skills to lead groups, can take groups through drills and have gained coaching badges.”

SCHOOL HOSPITALITY PROGRAMME 10 Weeks

COURSE DETAILS West Lothian College

This is a new course for the Schools Vocational Programme. You will have the opportunity to develop skills in the following: Kitchen health and safety, using kitchen equipment, cookery processes such as boiling, stewing, poaching, steaming, shallow and deep frying, grilling and baking.

The course will run at West Lothian College on a Monday from 9:30am – 3pm for 10 weeks.

You will be expected to make your own way to the venue. The course will be run by specialist Hospitality training Staff.

On successful completion of this course you will be awarded SQA Units Introduction to Food Preparation Techniques and Introduction to Cookery Process.

You will also be guaranteed an interview for the fulltime course at West Lothian College.

SCHOOL MOTOR VEHICLE PROGRAMME 10 Weeks

COURSE DETAILS West Lothian College

You will have the opportunity to develop skills in the following: workplace health and safety, using workshop tools and equipment, how to check braking systems, how to check wheels and tyres and how to carry out vehicle checks and inspections.

The course will run at West Lothian College on a Friday from 9am – 1pm.

You will be expected to make your own way to the venue. The course will be run by specialist motor industry training providers.

You will also be guaranteed an interview for the fulltime course at West Lothian College.

Comments from previous students:

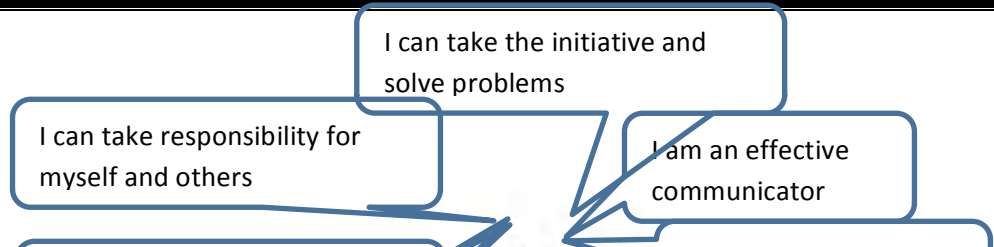
“We have learned quite a lot in this course like suspension struts and steering rack and pinion (there’s a lot more!)”

“I have learned how to do a lot and some of the tools I have got to use and shown how to use them properly.”

“I have learned quite a lot over the course of the 10 weeks such as: how to use tools, how to maintain cars, brakes, wheels and engines.”

	Leading others through activities – taking charge											
	Negotiating with others to come to a solution											

ORGANISATIONAL SKILLS (In Didbook Enterprise Skills)	Working out what is the most important - prioritising											
	Being able to work well on my own											
	Managing my time well – meeting deadlines											
MANAGING MYSELF (In Didbook Employability Skills)	Taking responsibility for others											
	Taking responsibility for my actions											
	Resilience – I don't give up when things get tough											
	Learning from my mistakes and what I find difficult											
PROBLEM SOLVING SKILLS (In Didbook Problem Solving Skills)	Thinking on my feet to solve problems											
	Reflecting on how I have dealt with situations											
	Reflecting on how I would do things differently in the future											
	Taking the initiative – not having to be told what to do but thinking for myself to take an idea forward											



Existing School Employer Partnerships

School: Bathgate Academy

Name of Employer	Name of faculty/subject	Briefly outline the nature of the partnership	Intended outcome and impact of the partnership.
<ul style="list-style-type: none"> • AK Stoddarts • Oatridge Farm • QMS (Quality Meat Scotland) • Tesco (Store & Distribution Centre) • SFDF (Scottish Food & Drink Federation) 	<ul style="list-style-type: none"> • Home Economics • CDT • Business Education 	<p>The S2 Make it With Meat project has been running for several years and brings together a number of partners. Pupils work on the Burger Challenge where they work in teams to a brief. Pupils design and market an innovative new burger.</p>	<p>Pupils learn about the farm to fork cycle through this project. They have the opportunity to go out on site visits, learn about the New Product Development cycle, learn about various businesses and roles & opportunities within them, as well as developing skills for learning, life & work through this exciting challenge. Businesses participating are welcomed into and involved in the school community. This project was recently awarded 3rd place – commended, at the Chamber of Commerce Business Excellence Awards. The project was also recently showcased by the SQA and there are some videos detailing this on their website. There are also potentially plans to put the winning burger into production! If we offer the Food and Drink Manufacturing qualification in the future, these links will certainly be developed further.</p>
<ul style="list-style-type: none"> • Macrae Edinburgh • Possibly Waitrose • SFDF (Scottish Food & Drink Federation) • West Lothian College (in future) • Possibly artist/illustrator – Alan McGowan 	<ul style="list-style-type: none"> • Home Economics • Art & Design 	<p>The S3 Macrae Seafood Challenge is in its first year. Macrae and SFDF have been fantastic to work with. Pupils will work in teams to a brief where they come up with and market a seafood product/dish. Macrae supply smoked salmon to Waitrose and there is the possibility that they might get involved in judging. We are also trying to arrange for artist/illustrator Alan McGowan to come in and present to pupils regarding packaging design as he has worked for Marks and Spencer. West Lothian College are also linking with Macraes and we may be able to further involve them moving forward.</p>	<p>Pupils learn about the farm to fork cycle through this project. They have the opportunity to go out on site visits, learn about the New Product Development cycle from a visiting speaker, learn about various roles & opportunities within the business, as well as developing skills for learning, life & work through this exciting challenge. The project was also recently showcased by the SQA and there are some videos detailing this on their website. If we offer the Food and Drink Manufacturing qualification in the future, these links will certainly be developed further.</p>

<ul style="list-style-type: none"> • HMRC • Tesco • MacDonald Houston House • A range of various placements – Boots, Debenhams, Gap, WH Smith, Best Western Hillcroft Hotel, Charity Shops etc. 	<ul style="list-style-type: none"> • Business Education – Customer Service SVQ 	<p>The Customer Service SVQ ran for two years at Bathgate Academy. This is not running this year, however we hope that it will run again in the future.</p> <p>HMRC, Tesco (Store & Distribution Centre) and the Macdonald Houston House all welcomed our students out on site visits and presented to our pupils (offering around 6 sessions per year) to contextualise classroom learning in a range of work environments/scenarios. Pupils were involved in activities such as mock interviews and work shadowing. Pupils also went out on a placement one day per week for the duration of the year.</p>	<p>Pupils learn about the importance of and how to deliver Customer Service in a range of work environments/scenarios. Pupils are able to contextualise classroom learning through the links with various businesses and put what they learn into practise during extended work placements. Pupils develop skills and gain experience relevant to the workplace. Businesses participating are welcomed into the school community.</p> <p>This course and the links offer our pupils a fantastic opportunity and we hope to develop this in the future, possibly increasing the numbers of pupils studying this course and involving more local businesses in the delivery of the course – i.e. Sky etc.</p>
<ul style="list-style-type: none"> • Shin-Etsu 	<ul style="list-style-type: none"> • CDT • Science • Maths <ul style="list-style-type: none"> - Engineering Science - Practical Electronics - STEM 	<p>We have been working with Shin-Etsu for almost two years.</p> <p>Staff, including Engineers from Shin-Etsu have come into the school and presented to pupils studying Engineering Science (National 4/5 & Higher), Practical Electronics (National 4/5), Science & Maths students (with a specific interest in Engineering) and S3 STEM students regarding their businesses, careers in the businesses and skills required, as well as enabling pupils to contextualise their learning in real workplace scenarios. We are in the process of arranging for pupils to go out on site visits.</p>	<p>Pupils are able to contextualise what they learn in the classroom within a real life/workplace environment. They are able to learn about the business, various careers within the industry and pathways into these careers. They are also able to learn from industry professionals about the skills and attributes required to work in various roles. Shin-Etsu professionals are welcomed into the school community and given the opportunity to raise their businesses profile with our pupils & parents.</p> <p>We intend to continue to work with Shin-Etsu in the future and are excited to develop this link further.</p>

<ul style="list-style-type: none"> • Glen Turner Distillery 	<ul style="list-style-type: none"> • CDT • Science • Maths • Art & Design <ul style="list-style-type: none"> - Engineering Science - Practical Electronics - STEM 	<p>We have been working with Glen Turner Distillery for around three years.</p> <p>Staff, including Engineers from Glen Turner Distillery have come into the school and presented to pupils studying Engineering Science (National 4/5 & Higher), Practical Electronics (National 4/5), Science & Maths students (with a specific interest in Engineering) and S3 STEM students regarding their businesses, careers in the businesses and skills required, as well as enabling pupils to contextualise their learning in real workplace scenarios. We are in the process of arranging for pupils to go out on site visits.</p> <p>The Art & Design Department are also working on a project with S3 pupils to create some site-specific artworks inspired by the distillery architecture/machinery for their new office spaces.</p>	<p>Pupils are able to contextualise what they learn in the classroom within a real life/workplace environment. They are able to learn about the business, various careers within the industry and pathways into these careers. They are also able to learn from industry professionals about the skills and attributes required to work in various roles. Glen Turner Distillery professionals are welcomed into the school community and given the opportunity to raise their businesses profile with our pupils & parents. We intend to continue to work with Glen Turner Distillery in the future and are excited to develop this link further.</p> <p>There is also potential for us to work with this link for the Food and Drink Manufacturing qualifications if these are offered in the future.</p>
<ul style="list-style-type: none"> • Skyscanner 	<ul style="list-style-type: none"> • Computing - Mobile App Development elective • Possibly Business Education 	<p>This is a new link that we have been in touch with for around a year. This Scottish based global business is growing and has offices in both Edinburgh and Glasgow. We have been out to meet with them and have developed an outline for an S3 Mobile App Challenge. Skyscanner also hope to be able to contextualise learning for our senior Computing students. Skyscanner are undergoing a lot of change at the moment, however we are in the process of arranging dates to work with them from January 2016.</p>	<p>Pupils will have the opportunity to contextualise their learning in a real life/workplace scenario. They will be able to learn about skills required in the workplace, how the business works & has grown and various careers/pathways within the business. Industry professionals will have the opportunity to inspire and work with/mentor our pupils, as well as raise their profile and awareness of jobs within Skyscanner & the IT market.</p> <p>This is potentially an extremely exciting link for Bathgate Academy and one that we are passionate about developing in the future.</p>

<ul style="list-style-type: none"> • Aberdeen Asset Management 	<ul style="list-style-type: none"> • Business Education 	<p>This is a new link that we are working with to raise awareness regarding careers in Investment Management. Aberdeen Asset Management have an office in Edinburgh and representatives from the business came out and spoke to our pupils regarding careers in the business. Representatives spoke to our pupils regarding their apprenticeship program and they also ran CV and interview workshops with our Higher Business Management pupils.</p>	<p>Pupils have the opportunity to learn about a variety of careers in Investment Management and hear about professionals from within the industry regarding their experiences/career paths. Pupils benefit from the opportunity to learn about CV & interview techniques and get feedback. Aberdeen Asset Management are welcomed into the school community and are given the opportunity to raise their profile with pupils & parents as well as raising awareness regarding careers within the industry.</p>
<ul style="list-style-type: none"> • Mitsubishi 	<ul style="list-style-type: none"> • CDT - STEM • Physics • Maths 	<p>Run with S3 students at Bathgate specialising in STEM, Physics and some Maths pupils</p>	<p>This project has been run across WLC schools – last year was the first year that we participated and we will participate again this year.</p>
<ul style="list-style-type: none"> • Schuh 	<ul style="list-style-type: none"> • Art & Design 	<p>Run with S3 students currently as an elective</p>	<p>This project has been run across WLC schools for over 20 years. Bathgate have been consistently involved over the last ten years, and we will continue to be involved in the future.</p>
<ul style="list-style-type: none"> • <i>Paterson Arran</i> 	<ul style="list-style-type: none"> • <i>CDT</i> 	<p><i>This is a link that we worked closely with for a number of years for the Logistics course (unfortunately no longer running) – we are keen to make contact again for Business Education, Home Economics etc....</i></p>	<p><i>Paterson Arran were a great link that we intend to make contact with again...</i></p>
<ul style="list-style-type: none"> • <i>EY – Ernst & Young</i> 	<ul style="list-style-type: none"> • <i>Business Education</i> 	<p><i>This is a new link that we are in the process of arranging a meeting with them.</i></p>	<p><i>Ernst & Young have an apprenticeship program and could be an exciting new link for many departments including our Business Education department</i></p>
<ul style="list-style-type: none"> • <i>Aberdein Considine</i> 	<ul style="list-style-type: none"> • <i>Business Education & tbc</i> 	<p><i>This is a new link that we are in the process of scoping out.</i></p>	<p><i>This could be an exciting new link for the school</i></p>
<ul style="list-style-type: none"> • <i>Jabil</i> 	<ul style="list-style-type: none"> • <i>tbc</i> 	<p><i>This is a new link at the early stages of development.</i></p>	<p><i>This could be an exciting new link for the school</i></p>



Introduction to IGB Scotland

Background to the Improving Gender Balance (IGB) project

This is a new action research project. Two Project Officers, employed by the Institute of Physics (IOP), funded by Skills Development Scotland (SDS) and working in close partnership with Education Scotland STEM development officers, will work closely with 6 school clusters.

The project will work throughout the clusters, from Early Years to S6, and with all members of the school community including students, teaching staff, parents, SLT.

IGB Scotland aims to improve the gender balance of those taking STEM subjects in schools. However, the planned interventions also aim to:

- Create a gender neutral school
- Audit lessons and, as appropriate, embed proven strategies to ensure girl-friendly or gender inclusive classroom practice. These strategies create more 'girl friendly' learning, but are reported to equally benefit boys' learning. Many of the strategies have relevance across the curriculum and at all levels
- Increase confidence and resilience in girls
- Further develop the provision of careers advice, and particularly to portray STEM careers positively.

Some possible interventions have been identified around 3 strands, further described overleaf. The project officers will work with the schools to develop an understanding of each of the establishments individually and to create an appropriate action plan for each institution.

In general, however, the interventions will

- form a sustained programme to promote a lasting change in school culture
- be done by the schools, facilitated and supported by the project officers
- be evidence based

Project Officer

Heather Earnshaw

Email: heather.earnshaw@iop.org

Possible interventions categorised under 3 strands.

Strand A: Working with girls to build confidence and resilience

- Workshops with pupils to explore gender stereotyping
- High School girls to act as physics ambassadors with Primary School pupils
- Develop resilience using Professor Carol Dweck's ideas on "growth mindsets"
- Pupils to take part in "researching in schools" – planning and carrying out real research
- Work with STEMNET Ambassadors to provide role models

Strand B: Working with teachers to enhance the experience of girls in the physics (and science) classroom

- Observe and work with physics teachers to develop gender-aware approaches to classroom management and pedagogy
- Science support as appropriate in Primary and Early Years
- Develop a model for practical work that engages girls.
- Embed careers messages into lessons

Careers advice has been found to be particularly beneficial. To this end the project aims to:

- Develop and support a programme of careers sessions appropriate to each year group across the school year.
- Link careers to curriculum
- Include emphasis on modern apprenticeships as appropriate

Strand C: Working with senior management, pupils and teachers across all subjects to promote a whole school culture of gender equality

- Work to effect institutional change at all levels in the school
- Examine attainment and progression data by gender
- Establish a whole school protocol that encourages all staff to counter gender stereotyping effects



Pump it Up!



Summary

Definition:

Schools project for S3 BGE (Broad General Education) students to develop and design and innovative use for a heat source pump.

Purpose:

To develop and improve sustainable business and education links. To inform and develop pupils' skills for life, learning and work in line with the Curriculum for Excellence.

Judging Criteria

Scoring matrix for group work, presentation skills and overall project available online

Format for judging

Step 1: Pupils select one winner from each session.

Step 2: Each winning team goes through to the semi-final to be held at the school, judged by Mitsubishi, WL Chamber and Education Services. Each school has to inform the Chamber of Commerce of their date for the semi-final 1 month prior to the event to ensure judge can be arranged.

Step 3 All semi-finalists (1 per school) are to present at Howden Park to Grand Final judges, the overall winner will be announced by Mitsubishi on the day.

Judges

Linda Scott	- West Lothian Chamber
Rodney Ayre	- Mitsubishi
Audrey Smith	- Mitsubishi
Michael Callaghan	- Mitsubishi
President	- Mitsubishi
Elaine Cook	- West Lothian Council

Date of Events

Teachers Training Visit at Mitsubishi	To Be Confirmed	either Fri 29 th Jan or Fri 5 th Feb
Finalist names and project submitted to WL Chamber		24 th March 2016
Invitations to Final sent to all guests		22 nd April 2016
RSVPs returned to WL Chamber		20 th May 2016
Challenge Final at Howden Park Centre	To Be Confirmed	8 th June 2016



Pump it Up!



What is wanted from the pupils?

To design an A3 poster and present a power point of their ideas for an innovative use for a heat pump.

What is expected from the schools?

To implement "Pump it up" project in to their BGE S3 school calendar for term 2015/2016 and write it into their timelines for 2015/2016 either as an IDL morning or taught by subject teachers in a classroom.

Staff required from each school

Preferably Teachers of Science or Technology to help explain Heat pumps to other teachers within the school. However this project could be taught by most secondary teachers.

Pupils required from each school

An entire year group from S3
6th year Mentor

List of Organisations and people involved

WL Chamber – Brenda Cumming

Brenda.cumming@wlchamber.com

01506 412909

Lesson Plan

TOPIC: Heat Pump Project

Year group: S3 BGE

Aim of the Lesson

For Learners to develop a better understanding of the Science and Technology involved in “green” energy and the workings of the Mitsubishi Electric Heat Pump.

Learning Intention

- Working in a group I can create a design and a solution to a “green” energy problem.
- I understand the workings of a “Mitsubishi Electric Heat Pump”

Success Criteria

- I can work successfully in a group
- I can use problem solving strategies to develop the design
- I can plan, develop and organise the project
- I can effectively discuss and communicate my creative ideas
- I can discuss the benefits and potential problems of my group’s project

Resources Required

- Pens
- Technology room for research
- Rulers
- Rubbers
- Colour paper
- Card
- Drawing pencils
- Scissors
- Glue

Skills covered

Literacy	Employability
Thinking Skills	Group work
Discussion	Presentation skills
IT skills	Creativity

Aifl

Learning Outcome and Success Criteria shown and discussed at the start, throughout and at the end of the lesson.

A Curriculum for Excellence – outcomes

Technology TCH 3-14a

By using problem solving strategies, and showing creativity in a design challenge. I can plan, develop, organise and evaluate the production of items needed at home or in the world of work.

Sciences SC 3-04b

By investigating the Mitsubishi Electric Heat Pump and taking part in practical activities to harness them. I can discuss the benefits and potential problems

Overall Structure & Sequence of lesson

Lessons cover all 4 periods on Friday

- Presentation outlining the Project and the Technology and Science used in heat pumps.
“With the exception of household heating or a household fridge develop and design a use for a “heat pump”

Pupils should consider the following

- All aspects of the heat pump - it can heat or cool things
- Does it need to be powered by the mains is there alternative energy source that could power it
- Could your design be portable or could it be huge

Pupils will have over 2 periods to research, develop, create, design and prepare a presentation of their product. They will have the use of the Library or a Technology room.

At the end of the research pupils will have developed a use for the “heat pump” and be able to present the idea.