

## Work Related Learning

*'To provide young people with opportunities to be successful and make a positive contribution within their community.'*

### Introduction

Fairfield Farm College will inspire young people to develop the skills they require in preparation for the world of work. Our aim is to provide multiple opportunities to

- Understand what work is
- Explore their options, skills and development and
- Build real confidence about the future.

In December 2017, the Department for Education released its new career guidance strategy and introduced the Gatsby Benchmarks that set out a mechanism to ensure high-quality careers and enterprise provision.

The Gatsby Benchmarks consist of:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### Defining Work-Based Learning

It is widely being acknowledged that work-based learning (WBL) strategies are a vital part in the ongoing and future development of the existing workforce. Recognising a range models and approaches to WBL within a setting provides a variety of opportunities to engage with the world of work, regardless of ability, academic achievement or learning disability.

A central theme that adds value to Fairfield Farm College's approach is an understanding of differing types of opportunities within the world of work. This might be preparing for the work place, undertaking supported activities in and around the college, or securing and starting an external placement.

## Fairfield Farm College's Approach

At the College we offer a range of models that support the development of the skills needed to be successful in work. These are:

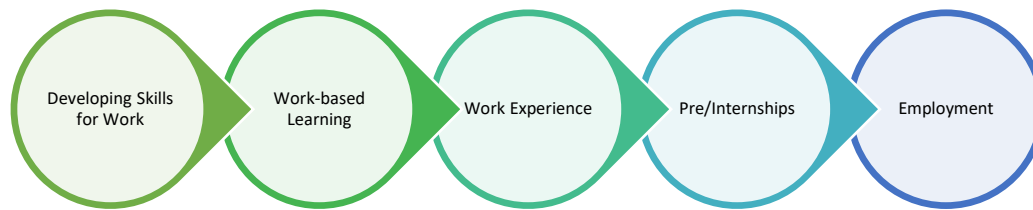


Fig.1. Progress through the World of Work.

**Developing Skills for Work:** central to all activity and learning within the college is the development of employability skills. The qualification and curriculum plan underpins this commitment at all levels.

**Work Based Learning:** There are four pathways that offer the opportunity to experience and undertake a lead role in a real work place, with the support of a specialist tutor and a team of Job Coaches. The current areas of study include: Enterprise, Reception and Customer Services, Farm Shop, Café and Hospitality, Maintenance and Horticulture.

**Work Experience:** This will be personalised to the young person, their skills set, aspirations, EHCP outcomes and IAG meetings. Placements vary in length, duration and support and can be both internal and external to the college. All placements are overseen by the Employability and IAG Lead.

**Pre/Internship Programme:** For those young people making good progress in developing the skills for work, who are ready to undertake a real-work place. This could include working across our sites, such as at the Hope Nature Centre. This will give you an opportunity to practice and apply the skills you have learned in a real-life environment. The next step would be to apply for the three day a week programme supported by Wiltshire Employment Support Team (WEST). Between September and December the programme runs from Fairfield Farm College and young people undertake a qualification in developing work skills. The students are also supported by a Job Coach to find a placement and begin working with support.

Each of the stages above is designed to complement the skills development and experience of the young person whilst providing greater opportunities for generalisation and independence that will ultimately lead to sustainable and meaningful employment.

## **The Development of Skills**

For some of our students, the first step is to develop an understanding of the early stage skills required to acknowledge, engage and sustain work. The experiences of different workplaces along with personal guidance are central to the Gatsby Benchmarks.

At an early phase you could be focussing on recognising sequences, turn taking, communication, undertaking a task, transition etc. Pre-Entry Students begin their introduction to work by focussing on the underpinning skills needed to develop the notion of 'Being Work Ready'.

Entry Level-Level 1 Students – workshop focussing on expectations (timekeeping, appearance, language, responsibility etc), aspirations, types of jobs, introducing the CV, applications and processes. Vocational profile to be explained and introduced in order to be completed with tutors during personal tutorials, with support from IAG Lead if required.

### **Programme;**

Across the year, students will be supported in the following areas of learning. These apply across all areas of the college.

Transition, Initial Placements, CV's, Interview Skills. These will also include outside providers such as Barclay's, WEST and Wainwrights to provide specialist real-life experience.

In addition, all tutor groups to have a minimum of 30mins input from a CEIAG specialist per term in order to provide support and focus on any areas of development required.

Set out in the table below are the skills that underpin the various models. These are supported by accreditation (where appropriate), Education , health and Care Plan outcomes, individualised targets which are reviewed on an annual basis, learning walk and observations and the College's Quality Assurance processes, as outlined in the Quality Handbook.

## Overview of Skills Development

Tutorial programme	Work Based Learning	Supported Placement-preparation	Paid for Supported Work Placement	Independent External Work Experience
<ul style="list-style-type: none"> <li>• Awareness of concept of work</li> <li>• Awareness of different jobs</li> <li>• Awareness of money</li> <li>• Awareness of responsibility</li> <li>• Awareness of time keeping</li> <li>• Awareness of personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Ascentis Qualifications – look at criteria for ‘Looking the Part’ etc</li> <li>• Health and safety awareness</li> <li>• Listening to instructions</li> <li>• Following instructions</li> <li>• Getting use to routine</li> <li>• Responding appropriately to customers</li> <li>• Using appropriate language/signing</li> <li>• Working as part of a team</li> <li>• Respect for peers and colleagues</li> <li>• Responsibility – taking ownership</li> <li>• Using initiative – looking for tasks to complete</li> </ul>	<ul style="list-style-type: none"> <li>• Getting relevant Personal Protective Equipment (PPE) ready</li> <li>• Being ready to leave on time</li> <li>• Signing into reception/reporting to supervisor</li> <li>• Health and safety awareness</li> <li>• Listening to instructions</li> <li>• Following instructions</li> <li>• Responding appropriately to customers</li> <li>• Using appropriate language/signing</li> <li>• Working as part of a team</li> <li>• Respect for peers and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of Health and Safety</li> <li>• Timekeeping and punctuality</li> <li>• Responsibility for arriving with appropriate clothing and any PPE required</li> <li>• Awareness of the need for personal hygiene</li> <li>• Awareness of the need to check personal appearance</li> <li>• Listening to and acting on instructions</li> <li>• Recognising and responding to mentors, line managers, supervisors and managers</li> <li>• Responding appropriately to visitors and customers</li> <li>• Using appropriate language/signing</li> <li>• Responsibility – taking ownership</li> <li>• Using initiative – looking for tasks to complete</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of health and safety required</li> <li>• Knowledge of equipment, PPE, clothing required</li> <li>• Understanding the need for personal hygiene</li> <li>• Understanding the need for good personal presentation</li> <li>• Understanding the need for good timekeeping and punctuality</li> <li>• To understand the consequences of bad timekeeping</li> <li>• To understand the consequences of inappropriate behaviour</li> <li>• To understand what inappropriate behaviour is</li> <li>• To understand the role undertaken and the requirements of same</li> <li>• To use initiative</li> <li>• To actively look for tasks and jobs to complete</li> <li>• To maintain good relationships with colleagues and managers and understand why this is important</li> </ul>

