



Workbase
Supporting workforce literacy



A guide to
placing learners on
work experience

A guide to placing learners on work experience

Workbase: The New Zealand Centre for Workforce Literacy Development provides resources and professional development to support foundation learning for adults.

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Publication date: August 2003

Second edition: November 2005

ISBN 1-877352-15-2

ISSN 1176-5348

Workbase acknowledges funding from the Tertiary Education Commission for this guide.

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A guide to placing learners on work experience

Introduction

Work experience placements are a safe way for a learner to try working in a new or unfamiliar working environment. Often, this taste of working life provides encouragement and motivation for the learner to develop new skills or to apply for more permanent positions in the same field. For some learners, the work experience trial may highlight the need for more learning or convince the learner to consider other, more suitable careers.

The better you can prepare a learner for the tasks and activities they are likely to encounter during work experience, the more successful the learner is likely to be. Learner preparation includes not only the practical tasks of a workplace but also the literacy demands the learner is likely to encounter.

This guide provides tertiary education organisations and their staff, working in the foundation learning sector, with a framework for work experience placements. This guide defines work experience and provides a rationale for organisations and their staff to use this framework, which incorporates a systemic approach.

The guide includes a specific work experience policy and a series of nine procedures that are the critical components of a whole-of-organisation approach to work experience placement. These procedures ensure consistency and coherence in placing learners on work experience. They contain suggestions about good practice gleaned from overseas research but located in the New Zealand context. The procedures include establishing a new workplace co-ordinator role in each organisation. Within this guide there are a number of forms that can be used to:

- develop employer profiles
- identify literacy tasks and skills for work experience roles
- prepare learners
- induct learners
- monitor and record progress and outcomes.

While this guide has been developed for the foundation learning sector, the approach and procedures included could easily be transferred into other adult education settings.

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Work experience

New Zealand context

International and New Zealand research has shown the benefits of linking people on training and education learning courses to the world outside the course, particularly the world of work.

The Tertiary Education Commission has emphasised the importance of workplace learning as a key component of both the Training Opportunities and Youth Training programmes it funds.

The *Training Opportunities Application Guidelines*, published in August 2005, specify that in 2006 training opportunities will include workplace learning opportunities for all learners, tailored to match learner needs with those of employers.

The guidelines also state that workplace learning offers learners the chance to practise and develop skills in a real workplace. All learners should have workplace learning integrated into their programmes.

What is work experience?

Work experience is structured learning that occurs in the workplace. Work experience helps learners to:

- link knowledge and skills with jobs
- better understand theory they have learned by putting it into practice.

Success for learners is a critical aspect of work experience. Success is not always measured in terms of whether or not a learner gains a job. Sometimes success will be measured by the fact that a learner comes to understand through working in a particular role that in fact they are better suited for another career path. Or a learner could realise that their skills do not match a particular job role and that they would be better to move on to another course to gain more skills and knowledge before they try to get a job.

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Benefits of work experience

Work experience can benefit all parties – learners, employers, provider organisations.

Learners benefit through:

- experiencing on-the-job training, which is different from more formal learning experiences
- understanding theory when the meaning is explored in specific situations
- having the opportunity to put theory into practice, thereby becoming more work-ready
- having the opportunity to consolidate previous experience and demonstrate skills
- gaining experience that makes further learning more meaningful
- having the opportunity to learn the culture of a workplace and experience different cultures
- learning, developing and applying skills relevant to the workplace
- gaining information and experience to enable informed career choices and planning
- developing confidence in their ability to succeed in employment
- gaining knowledge of employers' expectations
- making contact with employers to demonstrate their potential as employees
- having work experience for their curriculum vitae.

Employers benefit because they can:

- access free labour for a short period
- assess potential employees who are likely to have the skills to succeed
- meet learners who may already have useful skills beneficial to the employer
- provide existing employees with training and development opportunities (e.g. as a workplace trainer or supervisor)
- gain some understanding about the industry training system
- gain exposure to a potential new group of customers e.g. learners' families and communities
- get access to additional staff (e.g. use work experience learners during peak times or staff shortages).

These benefits need to be actively promoted to potential work experience employers.

Provider organisations benefit by:

- providing learners with a safe environment in which to practise, develop and refine skills
- meeting stakeholder requirements
- ensuring courses are relevant for local communities
- keeping organisation staff (course tutors) up to date with new technology and working practices
- helping future learner recruitment
- enhancing courses in terms of real experiences offered to learners.

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Key strategic issues for provider organisations

When placing learners on work experience, organisations will have thought through the following questions:

- What is the purpose of work experience?
- How will learners benefit?
- How will work experience opportunities be matched to individual learners' skills and needs?
- Which employers should we work with?
- How should other parties be involved?
- How should initial contacts with employers be made?
- Which staff member has responsibility for contacts with employers?
- How will work experience be managed and resourced?
- What steps will ensure that work experience is successful for all parties?
- How will the effectiveness and impact of work experience be monitored, evaluated and reported?

For most organisations, compliance with Tertiary Education Commission requirements will be a key driver in offering work experience opportunities to their learners.

Organisations are also aware that their learners generally benefit from work experience in a range of ways even if it does not lead on to employment.

Deciding on which employers to work with will depend on what work opportunities exist in the organisation's area, the aspirations of learners and the organisation's ability to sell the benefits of work experience.

At the time of publication unemployment in New Zealand is very low and many employers are looking for new staff. This is the ideal environment for developing partnerships with employers.

When choosing employers for work experience, organisations need to find companies that match both the needs of the organisation and the interests, needs and abilities of their learners. Key points include:

- what is the employer able to offer?
- how would you need to change your existing courses and curriculum to ensure a good match between an employer and learners undertaking work experience there?
- what are the logistics for a learner in terms of travel and hours of work, which might be a barrier to all parties achieving a successful outcome?

For some organisations, work experience opportunities will come out of vocational courses they offer. For example, a course offering learners training in relation to aged care will lead to work experience opportunities in local rest homes and hospitals.

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Depending on the organisation's location there may be opportunities to get other bodies involved in work experience placement. These could include Career Services or another provider organisation that offers further learning opportunities in a related field. Community organisations might offer opportunities for learners to develop a range of skills prior to undertaking work experience.

Establishing an effective partnership with an employer is reliant on the organisation having a clear vision of the mutual benefits of the partnership. Organisations also need to understand that the partnership will only work if someone within the organisation has responsibility for developing and maintaining the partnership and that adequate resources are allocated to that responsibility. These resources include time for managing employer relationships, planning and timetabling and additional personnel e.g. workplace co-ordinator.

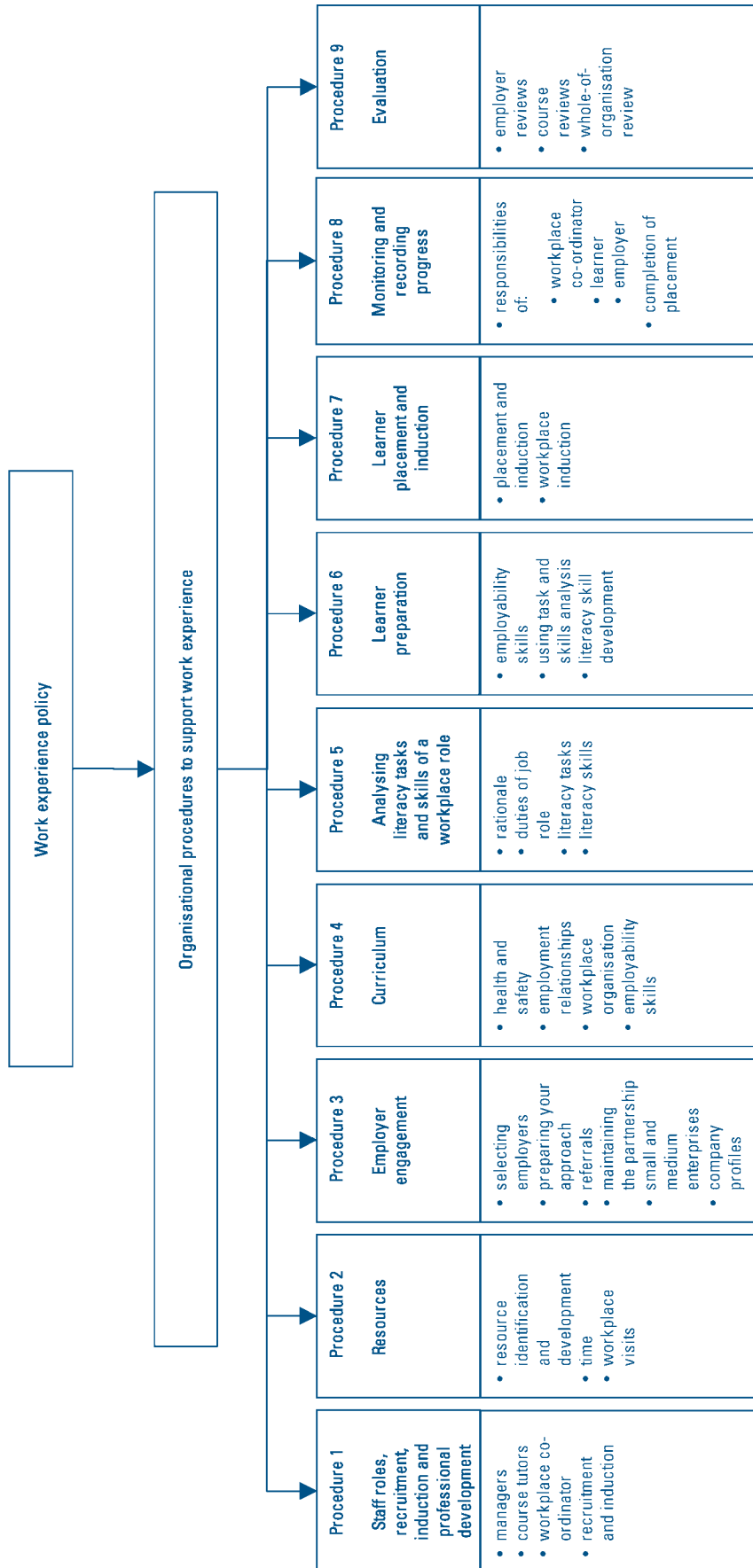
Organisations need to have procedures that clearly outline expectations, roles and accountabilities for work experience placement. These procedures also need to cover monitoring and evaluation of work experience to ensure its ongoing success and relevance.

Maintaining the quality and success of the work experience component of an organisation's courses requires a whole-of-organisation approach to ensure maximum benefit for all parties. Developing links with employers requires not just contacts but skill and time to build these relationships.

This guide suggests that organisations consider appointing one person (workplace co-ordinator) who has responsibility and accountability for work experience.

A whole-of-organisation approach depends on a policy and procedures to which the organisation is committed. The rest of this guide outlines such an approach. A diagram showing the links is set out on the next page.

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A work experience policy

The purpose of the work experience policy is to outline the organisation's intentions in relation to work experience.

An organisation's work experience policy may be agreed and developed through a process of discussion and consultation involving both internal and external stakeholders. The policy needs to be part of the organisation's overall strategy as outlined in its Charter and Profile, and incorporated into its quality management system.

A work experience policy:

- supports consistency of work experience placement over time
- supports quality of work experience
- should be reviewed annually and monitored to ensure it reflects its purpose.

Example of a work experience policy

"All learners in our courses are entitled to access workplace experience placements that give them the opportunity to practise and develop skills within an authentic workplace. Work experience will be tailored to match each learner's needs with the needs of the participating employer."

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Procedure 1—Staff roles, recruitment, induction and professional development

Managers

The nature of the activities involved in successfully implementing work experience within an organisation e.g. relationship management, and linkages across all aspects of the organisation require leadership and the commitment of senior managers.

Course tutors

For work experience to be integrated successfully into an organisation's courses, all course tutors should be responsible for incorporating critical skills needed during work experience into their teaching plans along with specific course knowledge and skills.

All course tutors need to:

- be able to address work experience issues (e.g. health and safety, employment relations, generic employability skills, workplace culture) as part of their courses
- undertake specific training in health and safety, employment law etc. as required
- incorporate workplace visits, or invite employers to be guest speakers on their courses.

Workplace co-ordinator

Some organisations find it useful to appoint one person with the responsibility for fostering links with local employers, and then placing and supporting learners while on work experience. Having one single person responsible means that employers are not contacted repeatedly by course tutors, which suggests poor internal communication and may damage the organisation's credibility.

Set out on the next page are details of a work experience role. If organisations decide to use this role it should be explicitly outlined in a job description.

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The role of the workplace co-ordinator would be to develop:

- a co-ordinated approach to work experience for learners, the organisation, course tutors and employers
- expertise in work experience
- employer networks and relationships
- profiles of work experience employers for use with learners and course tutors
- an understanding of the constraints under which employers are working
- a brief for employers articulating the benefits of work experience
- a process for identifying learners' skills and matching these to the needs of employers
- a process for advising employers, learners and tutors of the nature, extent and scope of work experience placements
- a process for supporting learners while on work experience
- relationships with course tutors to ensure learners are prepared for work experience.

The role holder would be:

- experienced at relationship management
- preferably part of the management team
- experienced in workplace systems and processes
- allocated adequate time and resources for the duties involved, including access to training and professional development as required to perform the role properly.

Recruitment and induction

During recruitment and induction the organisation's intention to incorporate work experience into all courses should be made explicit. At recruitment, course tutors should be specifically asked about their skills, knowledge and experience in making learners 'work ready'. Responsibilities for preparing, supporting and reviewing work experience placements should be in job descriptions.

Induction procedures for staff should include training and information, specifically on the organisation's work experience policy.

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Procedure 2—Resources

This guide suggests that teaching staff need to address explicitly health and safety, employment relations, generic employability skills and workplace culture as part of their courses. To do that they need to access and use suitable resources.

Resource identification and development

Some resources may be able to be purchased 'off the shelf' e.g. employment relations, or downloaded from the Department of Labour website. However, in most cases course tutors and possibly the workplace co-ordinator will have to work together to develop these resources.

Resources are not limited to teaching and learning materials e.g. publications, videos, CD Roms. Resources could include invited guests with specialist skills, experience and knowledge. Guests could include union personnel, previous learners who have gone on to develop careers, employers, Industry Training Organisations and local Chamber of Commerce and Employers' and Manufacturers' Association (EMA) personnel.

The development of teaching and learning resources for one course will provide a useful template for other courses. Even if the products of resource development differ significantly from course to course, recording all stages of the process undertaken to develop these resources will in itself be a useful resource for future learning material development.

Time

All staff need to be allocated time to plan and review courses that incorporate work experience and to work with the workplace co-ordinator to source or develop resources related to both their subject area and the needs of their learners on work experience.

Workplace visits

A useful source of information, particularly for learners with no work history or returning to work after a significant period away from work, are visits to a series of workplaces to observe people working and their working conditions. This could be a key first step in getting learners to understand the relevance of certain aspects of the course that seem unimportant in a classroom setting.

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Procedure 3—Employer engagement

Effective partnerships with employers strengthen work experience for all parties.

The objective of initial contact is to offer an opportunity to the employer. Subsequent contacts with the employer are to reach agreement about a work experience placement.

Selecting employers

In deciding which local employers to contact, the workplace co-ordinator needs to select on the basis of:

- relevance - links between courses and work experience e.g. a learner on a welding course would benefit from work experience on a building site
- job market - what employment opportunities exist within the local communities e.g. is there a focus on a particular industry or industries?
- job matching – what sort of entry-level roles could learners manage and still experience some success e.g. entry-level retail?
- personal networks - existing networks that the organisation, its staff and learners' families already have.

Using this process the workplace co-ordinator develops a list of suitable employers as a target group for work experience placements.

Having decided to contact a particular business to set up a relationship, the workplace co-ordinator needs an approach. Direct telephone contact tends to be more effective in the first instance than writing a letter. Larger firms will have Human Resources or training personnel who will be the first point of contact.

Preparing your approach

The objective of working through your approach is to identify the opportunities you are presenting to that employer.

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Preparation

Prepare for contact with employers:

Objective: Identify the opportunity you are presenting.

- Itemise how your learners will add value to the employer and in what ways (the benefits).
- Communicate the benefits using language that is used by the employer (show a match).
- Learn about the employer you are approaching:
 - Location.
 - Recent issues in company.
 - Background of industry.
 - Visit the site if you can, to pick up brochures on products etc. **but** you are there to observe setting and culture (show understanding).
- Develop your script to use on first telephone call (developing the marketing pitch).
- Know your learners' competencies and interests (part of the marketing information).

Contact process

a) Initial telephone contact with employer.

The objective is to create interest in a work experience placement by:

- explaining the opportunity you are offering to the employer e.g. a keen person for free
- explaining some of the benefits to the employer (from your earlier preparation)
- listening and summarising their responses (to show you are responsive)
- explaining who you are and why you are approaching them (from your earlier preparation)
- asking for a meeting to explain the benefits further.

b) Second contact: Face-to-face meeting

The objective is to gain agreement to a work experience placement by:

- finding out what they need in detail
- thinking creatively about how to meet those needs with the benefits you bring
- exploring options together i.e. their job needs, your learners
- agreeing a way forward in principle
- closing by getting verbal commitment e.g. "I'll email you with a work experience agreement by Friday 2 pm for you to look at".

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c) Third contact: Telephone

The objective is to close the deal.

- Check they have received agreement.
- Check satisfaction with details or confirm modifications.
- Ask them to return signed agreement.
- Agree start date for learner.
- If the employer can't provide what you need at this stage, leave details so they can contact you if they have an opening or say you will contact them later in the year.
- Always follow a telephone conversation with a letter or email confirming any discussions, outlining any arrangements and thanking the employer for their time.
- Don't expect every call to be successful!

On the next page is a suggested work experience placement agreement. Your organisation can use this 'as is' or adapt it to suit your circumstances.

Guidelines: Work experience placement agreement

Purpose

This agreement is designed to document the details of an agreement between an employer and your organisation to provide a work experience placement.

Process

1. Complete agreement as discussed with employer.
2. Sign it on behalf of organisation.
3. Fax or email to employer for signature as agreed at earlier meeting.
4. Follow up to get a signed copy.
5. More detailed information about the actual role and tasks will need to be confirmed before the actual work experience placement starts.

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Work experience placement agreement

Employer: _____
Address: _____
Provider organisation: _____

The employer agrees to provide an unpaid work experience placement for learners from the provider organisation as *entry-level packing staff* for a period of x weeks from date until date.

Further details including times for the placement and induction will be confirmed between the employer's representative _____ and the provider organisation's work experience co-ordinator _____ by date.

Signed by employer: _____ **Date:** _____

Signed by provider organisation: _____ **Date:** _____

Referrals

Ask employers who currently provide work experience placements to refer you to other companies. Once they have given you the name of a contact person, use the original employer's name to get access to the new employer. Another approach is to get the current employer to ring the new contact and set up an appointment for you.

Maintaining the partnership

Education-business partnerships can be one of the most effective ways of improving and developing the vocational content of courses. If such partnerships are to be effective, it is important that both parties know what they are bringing to the partnership.

Evidence shows that if partnerships are maintained, there are many positive outcomes. For example, your organisation could become involved in delivering training for a work experience company.

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Working with small and medium-sized enterprises

Small and medium-sized enterprises (SMEs) provide a significant percentage of work experience placements in New Zealand. Partly this is because there are more of them in communities (over 80 per cent of businesses in New Zealand are SMEs) but it is also because they are more accessible and more likely to need short term staff.

Dealing with SMEs can be more challenging for the workplace co-ordinator because:

- there are no Human Resources personnel to deal with requests for work experience
- managers are much more likely to be directly involved in the business and therefore less accessible
- there may not be the same knowledge of vocational education.

Developing a company profile

To consolidate the information you have developed from these contact visits, develop a company profile using that information even if you are not sure that a placement will go ahead. These profiles can be added to and amended as you get more information or as information changes. These profiles represent a rich resource for your organisation that can be used not only for work experience placements but also to identify members of industry panels and potential guest speakers. A sample form is provided on the next two pages. An example of a completed profile is on page 22.

If you cannot complete all the information in the profile, wait for other opportunities to find out this information rather than ring the employer and subject them to a long list of questions, some of which may seem quite pointless to the employer.

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Company profile

Company: _____

Address: _____

Telephone: _____ **Fax:** _____

Contact person: _____

Direct dial: _____ **Mobile:** _____ **Email:** _____

Company website: _____

Core company business: _____

No. of employees: _____ **Average age:** _____

Ethnicities: _____

Currently recruit new employees through (e.g. word of mouth, WINZ, recruitment agency, advertisements, family connections)

Key skills/attitudes they want from employees

Entry-level roles in this workplace

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Main duties and responsibilities of people in entry-level roles

What things do people have to read, write, speak about or calculate in this role?

Does the employer know if any of their staff have literacy or language needs?

Have they ever had someone on work experience before? Y / N If Y details

Attitude towards work experience placement

Other comments

Person developing profile _____ Date _____

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Company profile

Company:	City Distribution Ltd		
Address:	27 Shoal St, Auckland		
Telephone:	379 2819	Fax:	379 2820
Contact person:	George Sutter		
Direct dial:		Mobile:	0274 927733
Company website:	www.cdl.co.nz		
Core company business:	Acts as a distributor for a range of franchise businesses throughout New Zealand that sell a range of inexpensive goods.		
No. of employees:	15	Average age:	About 30-40
Ethnicities:	Tongan, Samoan, Somalian, Iranian, Iraqi, Maori, Chinese		

Currently recruit new employees through (e.g. word of mouth, WINZ, recruitment agency, advertisements, family connections)

Referrals from other staff.

Key skills/attitudes they want from employees

Turn up on time and be prepared to get the job done, sometimes need to work late if there is a big job on.

Entry-level roles in this workplace

Unload containers, pack items into boxes, stack boxes for couriers/vans, load up vans.

Main duties and responsibilities of people in entry-level roles

Read order and pack items as per order. Pack items neatly and safely so they don't get damaged.

What things do people have to read, write, speak about or calculate in this role?

Read order, tick off the items as packed, count (sometimes up to 200), ask supervisor if don't understand.

Does the employer know if any of their staff have literacy or language needs?

English language is a big issue. Sometimes get the tallying wrong but not often.

Order sent out is sometimes wrong e.g. wrong product.

Have they ever had someone on work experience before?

Y N

If Y details

Some years ago now. Employed her and she left a couple of years ago to have a baby.

Attitude towards work experience placement

Good, positive, prepared to give someone a go. Has need to cover seasonal peaks in October for Christmas stock.

Other comments

Nephew has done similar course to ours.

Person developing profile

Date

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Procedure 4—Curriculum

Courses may already include modules relating to health and safety, employment relationships and generic employability skills e.g. punctuality, attendance, timeliness.

In vocational courses in workshop settings e.g. welding courses, tutors focus on workplace health and safety as an integral part of their workshop practice.

Learners may be assessed against a range of unit standards e.g.:

- Unit Standard 497 Protect health and safety in the workplace, or industry-specific health and safety unit standards
- Unit Standard 1978 Identify basic employment rights and responsibilities, and sources of information and assistance
- Unit Standard 1979 Describe the employment relationship, and the application of employment law to the relationship
- Unit Standard 4249 Demonstrate care and timeliness as an employee
- Unit Standard 62 Maintain personal presentation in the workplace.

This guide suggests that literacy learners need more than a modular approach to these subject areas. Instead these subject areas should be explicitly integrated, taught and reviewed throughout the curriculum. These areas provide rich opportunities for literacy skill development for all learners. Some suggestions for literacy activities integrating these subject areas are set out below.

Health and safety

- Develop a vocabulary list and definitions of workplace hazards.
- Teach learners how to understand the layout and then locate specific sections in the Health and Safety in Employment Act 1992.
- Develop a library of photographs or videos of workplace hazards and use them to get learners to report about hazards both orally and in writing.
- Model the completion of health and safety forms.
- Develop case studies (from *Safeguard* magazine) about prosecutions in relevant industry sectors.
- Create a table or graph showing sections of the Act under which companies are convicted.
- Develop a series of case studies in relation to Section 19.
- Develop a checklist for workplace inspections in your course or organisation.
- Teach learners how to carry out inspections and calculate percentages of 'non compliance' on an ongoing basis.
- Remedy non-compliances and document this.

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- Model communication activities around health and safety, such as running a health and safety meeting, raising a health and safety issue, making a suggestion for improvement.
- Create a grid of the most common forms of personal protective equipment and situations where they are likely to be used in your course or relevant industry sector.
- Invite visitors with an interest in health and safety to talk to your learners – unions, local employers, Department of Labour staff.
- Teach learners how to access health and safety information on the Department of Labour website.
- In small groups get learners to download various publications and develop a series of questions to ‘test’ other groups.
- Examine statistics showing groups at risk - new employees and long-serving employees.

Employment relationships

- Develop comprehension activities around individual and collective employment agreements.
- Teach learners how to access employment advice using the Department of Labour website.
- Use publications downloaded from the website to get learners in small groups to develop comprehension activities to ‘test’ other groups.
- Develop a vocabulary list and definitions of employment-related terms.
- Teach learners how to access the Human Rights Commission’s website for information.
- Invite visitors to talk to your group e.g. unions, Department of Labour personnel, advocates, employers.
- Get your learners to survey local community services that can assist in employment matters e.g. Citizens Advice Bureau.
- Develop case studies of people who have had employment issues.
- Model reading authentic pay slips or leave forms from industries for which learners are training.

Workplace organisation

- Discuss with your learners differences between companies that sell goods, services or a combination of both.
- Carry out a survey of local businesses and develop a table or graph in relation to whether companies sell goods, services or a combination.
- Discuss why this might be the case.
- Discuss different requirements of these businesses in terms of premises, staff, opening hours etc.
- Develop a table mapping out these differences.
- Discuss differences between hierarchical organisations and those with flat structures.
- Do the same in relation to formal and informal cultures.
- Discuss which ones would be used where and why.
- Document these in some way.

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- Discuss learners' preferences for working in different types of workplace and get them to write a short text about that.
- Develop a list of workplace organisation terms and definitions, especially supplier, customer, quality, raw materials etc.
- Discuss the importance of the customer as ultimately paying wages.
- Get learners to develop a case study of a goods or services business, identifying the customer, supplier and processes undertaken to achieve the final product or service – use a product that would appeal to your learners e.g. potato chips, soft drink.
- Brainstorm who the customers might be in certain businesses using learners' or their families' experiences.
- Arrange workplace visits and prepare questions to which learners have to get answers.
- Develop a list of idiomatic expressions e.g. smoko, and their meanings that are used in New Zealand workplaces.

Employability skills

- Brainstorm employability skills and their application to the course.
- Develop a poster about employability skills.
- Use magazines and newspapers to develop posters relating to each aspect of employability skills.
- Set learner goals in relation to employability skills.
- Invite visitors from local Chamber of Commerce, EMA, employers to explain importance of employability skills.
- In groups, develop scenarios showing impacts to learner, employer, whanau etc. of poor employability skills.
- Carry out regular practical activities, such as personal presentation and grooming skills.
- Find newspaper clippings about employability skills and discuss these in a group.
- Get copies of surveys about employability skills from local or national groups e.g. Chamber of Commerce, and get groups of learners to develop comprehension activities to 'test' other groups.

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Procedure 5—Analysing literacy tasks and skills of a workplace role

Once you have secured a placement with a company you need to do some more analysis of the role the employer has identified. The purpose of this literacy task and skill analysis is to assist you when you place a learner on work experience in this workplace. Both you and the learner need to know how well their skills match up to the requirements of the actual placement so you can if necessary do some skill development before the work experience placement.

Rationale

A workplace literacy task and skill analysis provides material for a range of uses:

- To guide the collection of workplace texts for use in courses. For example, if you are aware of the need to read evacuation procedures and have collected samples of these procedures from different workplaces (with the managers' consent), these may be used as teaching resources.
- As the basis of a component of your course.
- As the basis for a discussion with learners as to which tasks they think they can do without help, which they need some help with and which are completely new to them. The results of this discussion may inform your course planning and curriculum development.
- As the basis for a discussion with an employer about the level and amount of literacy that are required in their particular workplace, and about how literacy issues raise and affect workplace issues.
- To guide your decision as to which unit standards are relevant for your learners.

In this guide, literacy includes speaking and listening, reading, writing, numeracy and critical thinking/decision making.

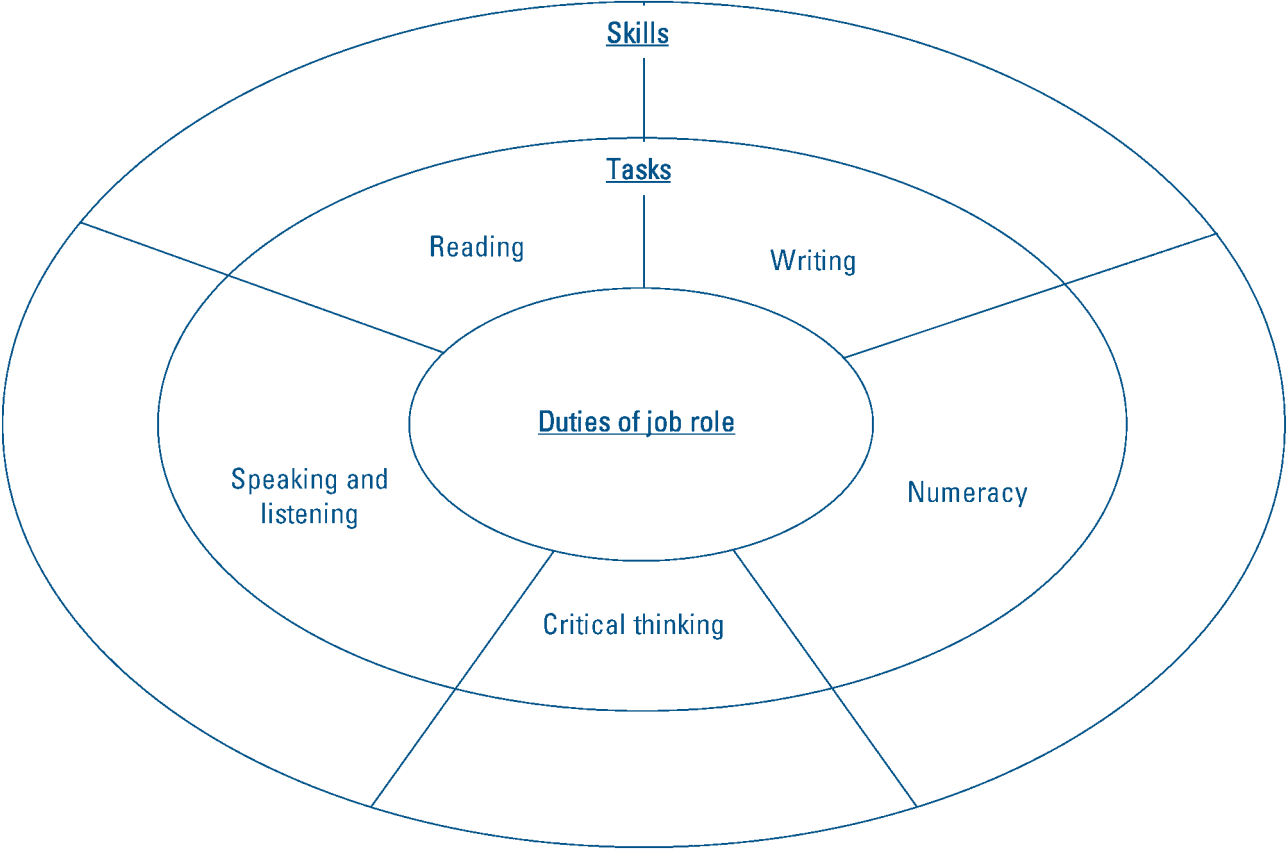
You may want to include technology or computing, depending on the particular work role. Critical thinking/decision making is an integral part of all literacy tasks and has been separated out to ensure it is consciously incorporated in the process of identifying and analysing each literacy task.

This separation of literacy skills is useful in identifying workplace literacy tasks and skills. However, when you use literacy skills you often use all modes at the same time. When teaching, all aspects of literacy need to be taught together.

An analysis of literacy tasks and skills looks first at the duties of the particular job role then the literacy tasks that are required to carry out those specific job tasks. Later those literacy tasks are broken down further to the literacy skills that are needed to achieve them.

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The diagram below shows the first part of analysis as a central hub (the duties of the job role) with two concentric circles – the first one includes the literacy tasks required to do the job role and the second one includes the actual literacy skills that are required to do the literacy tasks.



A full page copy of this diagram is in Appendix 2.

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Identifying duties of job role

The initial information relating to the duties of the job role can be gathered in a number of ways.

When:

- During your initial visit to the workplace or
- On an ongoing basis as your access to and knowledge of the workplace increases.

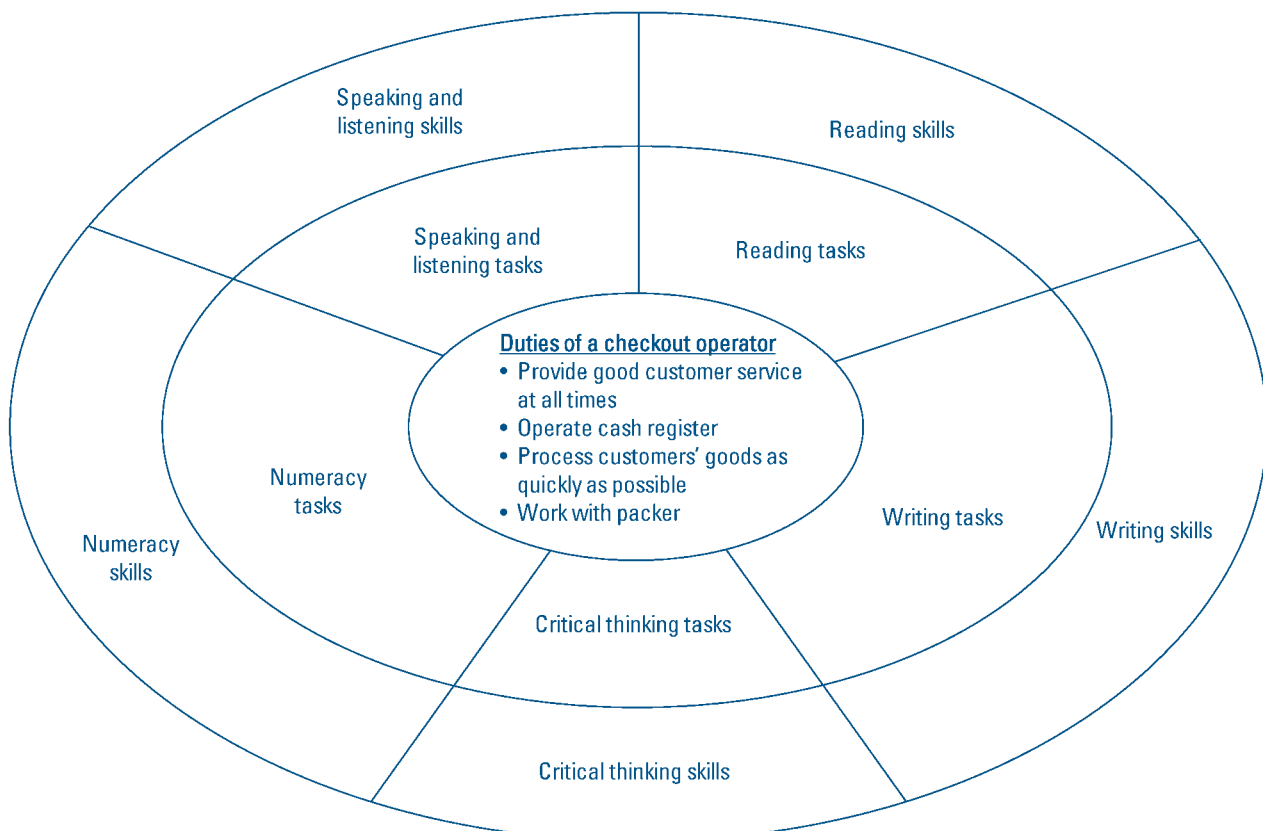
How:

- During conversations with managers and supervisors.
- During observations of people working in that role.
- Through interviews with experienced employees.
- By interviewing employers, managers or supervisors about the actual reading, writing, speaking and listening and numeracy done in various roles.
- By looking at job descriptions for the role.
- By using your knowledge of similar industry roles.
- By analysing the written instructions, manuals and process charts and other workplace documentation.

Who:

- By the workplace co-ordinator or course tutor.
- Where relevant by learners on workplace visits.

The following diagram shows the duties of a checkout operator at a supermarket.



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It is not difficult to identify the duties of a checkout operator as we have observed this role a lot while shopping.

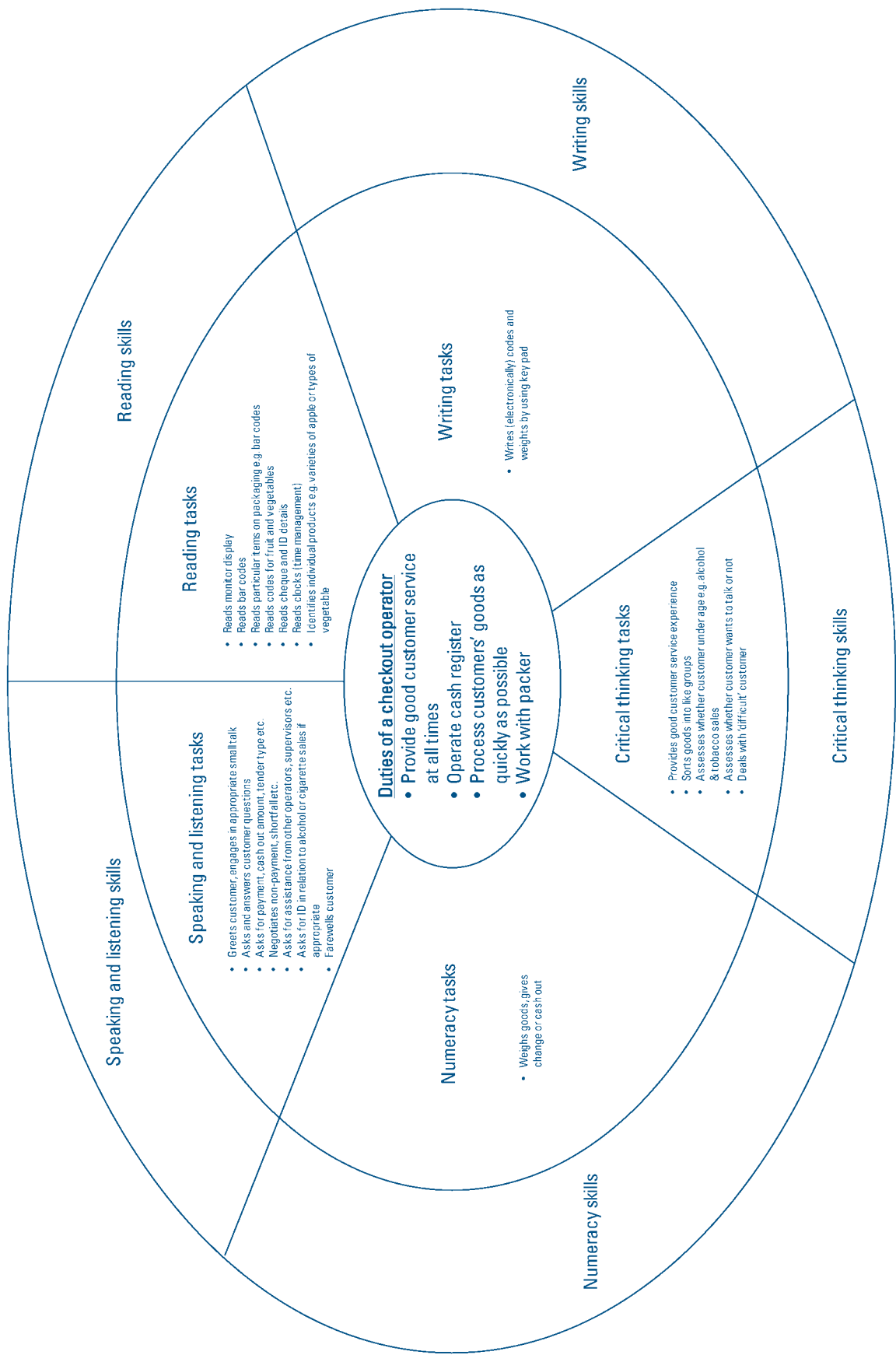
Once you have carried out the first step of identifying the duties it is time to identify the literacy tasks needed to undertake those duties.

Workplace literacy task analysis

A workplace literacy task analysis identifies the literacy tasks that an employee may be expected to undertake in a specific job role in that workplace. The literacy tasks need to be analysed to identify the literacy skills that make up each literacy task. To assist you a list of literacy tasks and skills is included in Appendix 1.

The diagram has now been completed showing the literacy tasks that a checkout operator could be required to do.

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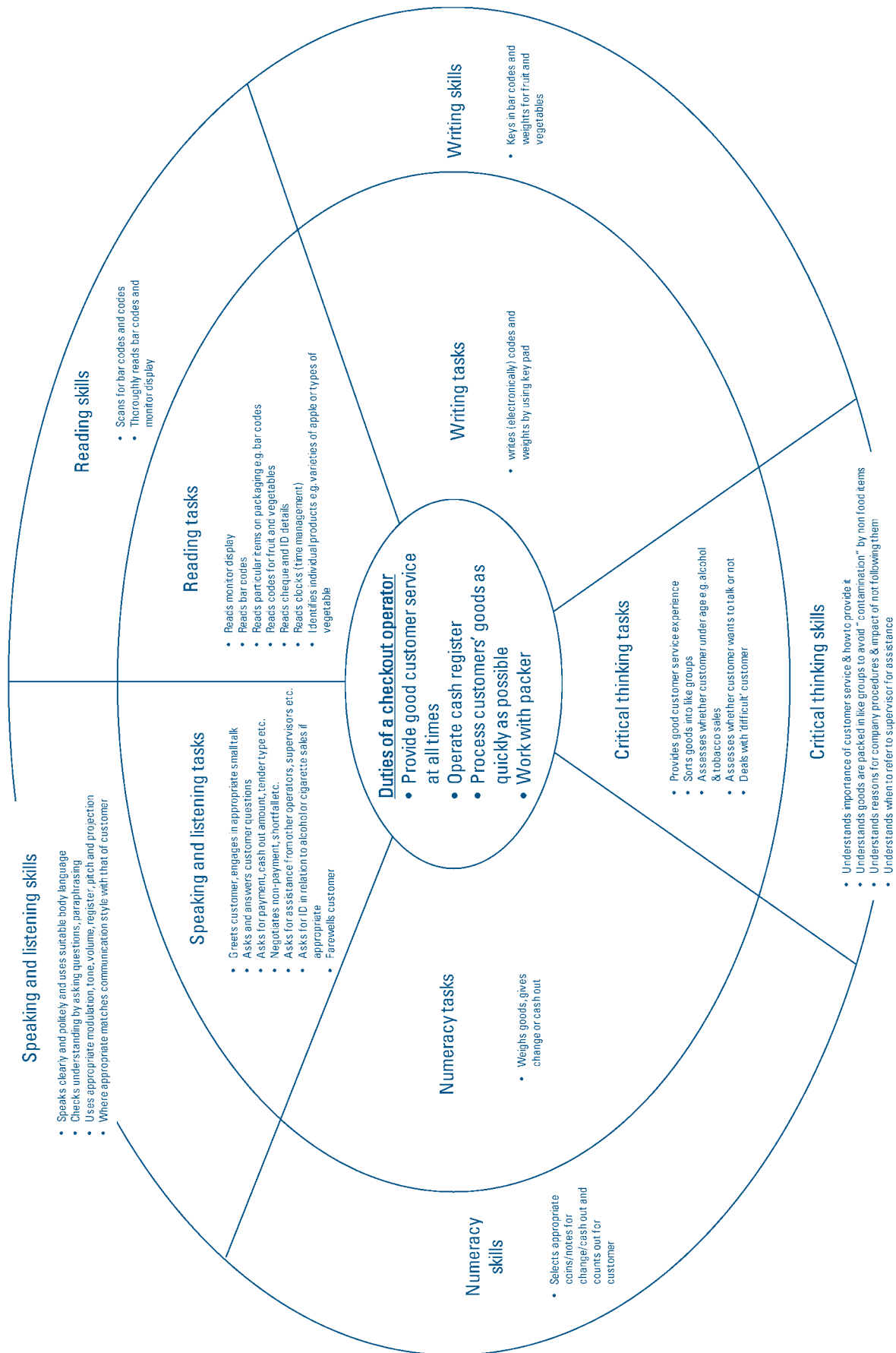
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Identifying workplace literacy skills

To identify the workplace literacy skills demanded in a workplace, some analysis is required of the literacy tasks of the specific job role one of your learners will undertake while on work experience. Some literacy activities, such as reading safety signs, are relatively similar in all workplaces. However, workplaces vary in their literacy skill demands, for example in some workplaces all employees are expected to report incidents in writing. In others, incidents are reported orally to a supervisor who then does a written report. This means that identifying the literacy skill demands of one workplace will not provide you with a complete understanding of the literacy skill demands of the workplace next door.

A complete duties, tasks and skill analysis for a checkout operator is on the next page. A blank copy of the duties, tasks and skills diagram is in Appendix 2.

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Procedure 6—Learner preparation

Learner preparation plays a pivotal role in ensuring success in work experience placements. It is different from and should not be confused with preparing to find a job, although there are some skills that can be transferred.

The priority in learner preparation is to get learners to think about the benefits they want to get from work experience, how they might achieve them and how they can record their achievements. Preparation time is an opportunity to revisit the learner's Individual Learning Plan (ILP) and, if there isn't a goal around work experience, to include one with the relevant steps that the learner needs to achieve prior to that. A sample plan is included on page 37.

This part of the guide suggests that it is the role of the course tutor to prepare learners for work experience. This particularly makes sense if the placement directly relates to the course e.g. hairdressing course and placement is in a hairdressing salon. However, there may also be a role for the workplace co-ordinator to prepare learners, particularly where the skills required are very specific to a job role.

Employability skills

Get the learner to do the self-review on the next page. The results of this should be discussed and added to the work experience goals in the learner's ILP.

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Learner self-review of employability skills

Name: _____

Course: _____ Date: _____

Look at the list of skills below. Read each one carefully and tick the box that matches your current skills either at previous jobs or on your course.

Aspect	1	2	3
Punctuality	<input type="checkbox"/> You are always on time	<input type="checkbox"/> You are usually on time – some lapses	<input type="checkbox"/> You have difficulty arriving on time
Attendance	<input type="checkbox"/> Your attendance is good	<input type="checkbox"/> Your attendance is satisfactory	<input type="checkbox"/> Your attendance is poor
Attitude towards your work	<input type="checkbox"/> Hardworking with a strong enthusiasm	<input type="checkbox"/> Usually involved and have a steady approach	<input type="checkbox"/> You find it difficult to be interested and to get involved
Working with others	<input type="checkbox"/> You work very well with others and enjoy it	<input type="checkbox"/> Can work well with others but need help sometimes to get a point across	<input type="checkbox"/> You would rather be alone and prefer not to be asked to work with others
Working on your own	<input type="checkbox"/> Well organised to begin a task, get on with it and work out how to complete it	<input type="checkbox"/> You usually work well but need help from time to time to keep on track	<input type="checkbox"/> You prefer to have a lot of help in carrying out all stages of a task
Asking for help	<input type="checkbox"/> You are happy to check things out with your tutor or trainer	<input type="checkbox"/> You sometimes leave it too long to ask for help from your tutor/trainer	<input type="checkbox"/> You don't really like asking for help. It makes you feel uncomfortable
Completing work	<input type="checkbox"/> All work completed on time to a high standard	<input type="checkbox"/> Most work completed on time, to a reasonable standard	<input type="checkbox"/> A small amount of work completed. Have trouble with missing bits out and not doing what is required
Personal appearance	<input type="checkbox"/> Clean clothes and body, good personal appearance at all times	<input type="checkbox"/> Clean clothes and body, good personal appearance sometimes	<input type="checkbox"/> Clean clothes and body, good personal appearance occasionally

Action points	By when	Achieved

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Using the literacy task and skill analysis

Use the literacy task and skill analysis information to check your learner's skills and if necessary develop skills to match those required for specific work experience placement.

For learners to be successful either at work or on a work experience placement, they need to be aware of, and taught, the literacy skills that will be demanded of them in the workplace. Remember that each workplace emphasises different literacy demands. The way your organisation manages work experience will have a bearing on teaching too. If all your learners undertake work experience in one workplace, the tutor's role is much easier. However, when each learner is going to a different workplace, the tutor is presented with a more complex teaching task. Therefore, before teaching can begin, the literacy task and skill analysis must be completed so that the tutor knows what literacy skills they are required to teach.

The completed duties, tasks and skills diagram should be discussed with the learner. For the learner to be successful in the workplace, there needs to be a match between what is asked for in the workplace and what they can do. The learner's literacy skill needs can be identified through the learner's self-assessment of their skills against the required workplace literacy skills, and your knowledge as a tutor. This involves the tutor and learner discussing the literacy skills or knowledge on which the learner needs to work in order for the learner to be successful in the workplace. The purpose of this discussion is to look at the literacy skills that are required for a particular job and to consider whether the learner has those skills already or needs some specific training to get them.

This discussion is intended to help the learner to succeed (not put them off) in making the most of workplace opportunities, whether a work experience placement or full or part-time work. However, this discussion may be quite threatening for the learner. Learners who have not worked will not know about what is expected in the workplace and in particular the literacy skills that are required. This is one of the reasons for adding aspects explicitly to the course curriculum. It is the role of the tutor to ensure that this discussion is made as safe and positive for the learner as possible.

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Here are some ways in which you can achieve that:

- Ensure privacy, e.g. separate room, quiet space.
- Discuss ground rules e.g. active listening.
- Use non-threatening vocabulary, avoiding technical terms or jargon wherever possible.
- Involve the learner in the process e.g. they may undertake a literacy task analysis with you using a known person e.g. a TV role.
- Make it clear that the purpose of the discussion is to help the learner succeed in their work experience placement.
- Focus first on what the learner can do, their strengths.
- Discuss which literacy tasks a learner may feel comfortable attempting.
- Discuss which tasks are similar to tasks a learner is already comfortable doing e.g. taking messages on the telephone at home compared with taking messages at work.

During the discussion, use copies of the completed duties, tasks and skills diagram to identify the skills they already have and the skills they need to acquire and any ways you both can think of for learning these new skills. Also note any details that may help the employer to provide the type of support the learner needs. For example, a learner may need to answer the telephone but may also be aware that they will need considerable support in order to do this because they will have to learn the company's usual greeting e.g. "ABC company, Maria speaking, how may I help you?".

Literacy skill development

Once you have identified the literacy skills that a learner needs to develop, both you and the learner need to identify the steps to develop these.

On the next page is a sample plan relating to the distribution company used in the company profile earlier in this guide. The plan shows the literacy skills a learner needs to acquire in preparation for going on work experience in this role. As these skills are acquired they should be signed off on the plan.

A blank copy of the plan is in Appendix 3.

A guide to placing learners on work experience

Literacy goal achievement plan

Learner: Charles Sloan

Course: Introduction to Retail

Tutor: Peter Mackie

Date: 1 August 2005

Literacy goal: To develop the literacy and numeracy skills to do work experience at City Distribution Limited
by 1 October 2005

Step	Strategy	Resources	Who/W hen	Achieved w hen
1. Develop skills at tallying	Counting strategies for 5, 10s, 20s Multiplication strategies for 5s, 10s, 20s Record tally on tally sheet	Pieces of dowelling Boxes Timestables for 5s, 10s, 20s Tally sheet	Peter Peter/Charles Charles	Charles can tally accurately up to 200 (in multiples of 20 in his head) Charles can complete accurately a tally sheet to match actual items tallied
2. Develop clarifying skills if don't understand instructions	Ask tutor to repeat instructions Write instructions down Paraphrase back to check	Videos Note pad Record of instructions	Peter Charles Charles	Charles can paraphrase accurately to check instructions Charles can take accurate notes Charles follows instructions accurately
3. Learn correct manual handling techniques	Watch video Get someone to watch and coach Record manual handling techniques used Assist admin staff to unpack supplies	Video and workbook Records Access to admin staff	Peter Charles Peter	Admin staff report Charles using correct manual handling techniques

A guide to placing learners on work experience

Procedure 7—Learner placement and induction

Placement and induction

Placement

Prior to the actual work experience placement, the workplace co-ordinator visits or contacts the employer again to ensure they have all the information needed to induct the learner. Even though the employer is legally responsible for providing a safe working environment for the learner, the organisation should not knowingly place a learner in an unsafe environment. The workplace co-ordinator needs to make sure they have the following information to develop an induction checklist for their placement:

- Person responsible for learner during the placement (e.g. manager, supervisor).
- Working hours.
- Absence procedure.
- Location of toilets, smoko room.
- Health and safety - emergency procedures, evacuation, health and safety induction, health and safety equipment, first aid.
- Workplace rules.
- Dress standards.
- Day-to-day supervision (in a SME this is likely to be the same person as the person responsible for the learner's placement).

From that information the workplace co-ordinator develops an information sheet for the learner, which is given to them prior to the work experience placement.

In addition it should include information about how often the workplace co-ordinator will visit the learner. There is no specific number of times that a workplace co-ordinator should be in touch with a learner as it will depend on a number of things. Points to consider include:

- more contact at the start of work experience
- contact can be face to face or by telephone or text
- less confident learners may need more frequent contact
- support system within the workplace e.g. Human Resources personnel may carry out some of the monitoring functions
- if the placement is in a new organisation more contact may be needed.

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Organisations and their staff will develop their own processes taking into account all these things.

A sample form is provided on pages 40 and 41. You can choose to use the form 'as is' or adapt it for your organisation.

Work experience induction sheet (for learner)

Guidelines for use

Purpose

To record critical information for a learner in preparation for a work experience placement.

Process

1. Workplace co-ordinator and learner go through the sheet to answer any questions and identify which information will be supplied when the learner is inducted into the workplace.
2. The learner records goals they want to achieve during the work experience.

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Work experience information sheet (for learner)

Name: _____

Dates of work experience: _____

Employer: _____

Address: _____

Telephone: _____

Name of manager: _____

Role: _____

Day-to-day supervisor: _____

Work days: _____

Working hours: **Start:** _____ **Finish:** _____

Meal breaks: _____

If going to be absent/late, contact: _____

Phone no: _____ **by:** _____

Dress standards: _____

Learner goals for work experience (make sure they are Specific, Measurable, Achievable, Relevant and Time bound)

Visits by workplace co-ordinator

A guide to placing learners on work experience

Work experience information sheet (for learner) continued

To be confirmed at induction:

- Workplace rules (get a copy)
- Health and safety policy (get a copy)
- Emergency procedures (get a copy)
- Hazards identified (copy of register?)
- Evacuation procedures (get a copy)
- Location of emergency exits
- Location of fire extinguishers
- Names of first aid people on site
- Personal protective equipment to be worn

Facilities

- Smoko room
- Location of toilets
- Safety showers (if any)

Other notes

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Workplace induction

The workplace co-ordinator and learner should attend the workplace induction together, preferably a day or two before the learner starts.

Make an appointment with the manager or supervisor and ask them to:

- talk a little bit about the company
- talk about the role
- introduce the learner to the key people with whom they will be working
- go through the induction sheet with the learner (a copy should be sent to the manager beforehand)
- answer any questions the learner may have.

After the induction the workplace co-ordinator and learner should debrief to ensure that the learner understands all the information and knows what time they need to turn up for work and who they need to ask for.

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Procedure 8—Monitoring and recording progress

The purpose of monitoring and recording progress is to ensure that the placement is going well and that the expectations of all parties (learner, employer, supervisor, organisation) are being met. If there are issues, these need to be identified early and solutions put in place. In an extreme situation the learner could withdraw from the placement.

Monitoring and recording progress involves the workplace co-ordinator, the learner and the employer. Monitoring and recording should take place at regular intervals during the placement.

Workplace co-ordinator

The judgement of the workplace co-ordinator in particular is crucial to determining the level and form of monitoring, which involves:

- progress in relation to the learner's goals for work experience
- the learner's level of confidence and ease
- the employer's and supervisor's satisfaction with the learner's performance.

Outcomes of monitoring need to be recorded so that there is data for later review. Outcomes could include:

- the match between this placement and this learner
- whether to use this particular workplace again
- what changes need to be made for future placements for this learner, other learners, or this employer.

During placement

The workplace co-ordinator may keep diary notes during the placement and at the end analyse the notes under these suggested headings:

- Length of placement.
- Learner's experiences.
- Any health and safety issues.
- Training and learning opportunities offered to the learner.
- Attitudes of employer and staff.
- Any changes to expected role.
- Outcomes e.g. job offer.
- Extension of work experience.

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Learner

The learner should keep a diary during the period of work experience. This should record on a daily basis what the learner did, what they learned and what issues if any arose.

Entries do not need to be long but need to capture key points. As the diary is only going to be seen by the learner, workplace co-ordinator and possibly the course tutor, spelling, punctuation and grammar do not need to be correct.

The workplace co-ordinator should check that the diary is being completed whenever they contact the learner.

Employer

Prior to the placement the workplace co-ordinator will have negotiated how often the employer will be contacted and contact details if any issues arise.

The workplace co-ordinator is responsible for recording data from these meetings.

Completion of placement

Employer

Within a week of the placement finishing, the workplace co-ordinator should meet with the employer to review the outcomes of the placement and get the employer to sign a form specifying what the learner has achieved during work experience.

A sample form is on the next page, which organisations can use or adapt as required. Once this form is completed and signed by the employer it should be attached to the company profile and a copy should be attached to the learner's ILP.

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Record of work experience

Employer: _____

Address: _____

Learner: _____

Job role: _____

Date of work experience: _____

Summary of tasks undertaken

Skills demonstrated

Please circle one	Poor				Excellent
Personal presentation and grooming	1	2	3	4	5
Punctuality	1	2	3	4	5
Attendance	1	2	3	4	5
Attitude to work	1	2	3	4	5

Any other comments

Signed by employer: _____ **Date:** _____

A guide to placing learners on work experience

Learner

Within two weeks of the end of the placement the workplace co-ordinator and learner should meet to discuss the placement.

The outcome of the discussion should be recorded on the work experience literacy skill progress form on the next page and attached to the learner's ILP. Key information should be added to the company profile.

Workplace experience literacy skill progress form

Purpose

This form is used to record information about skill areas developed or consolidated and goals achieved during work experience placement.

1. Go through:
 - the learner's diary
 - the record from the employer
 - notes from the workplace co-ordinator or course tutor
 - the learner's goals for work experience.
2. Focus on:
 - what went well
 - what didn't go so well
 - what skills were developed or consolidated
 - what you would change next time.
3. Record specific examples of skills developed and goals achieved.
4. Fill in the comments box if there are issues that need to be addressed for future work experience placements.

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Work experience literacy skill progress

Learner: _____
Work experience role: _____
Employer: _____

Skill areas developed and goals achieved	Specific examples

Comments: _____

Signed by learner: _____ Date: _____

Signed by workplace co-ordinator: _____ Date: _____

A guide to placing learners on work experience

Procedure 9—Evaluation

The purpose of the activities suggested under this procedure is to ensure that the organisation and its staff implement a continuous improvement model to make work experience beneficial to all parties.

Employer reviews

The organisation should review employers' satisfaction with workplace experience placement systems and processes. This might be part of a workplace co-ordinator performance review or a senior manager might undertake it independently. Results of these reviews should be recorded for use in a whole-of-organisation review.

Course reviews

At the end of a course, course tutors and the workplace co-ordinator should evaluate the success of their learners' work experience placements. This involves examining the data collected by the workplace co-ordinator from each placement.

A process could involve answering these questions:

- What was supposed to happen?
- What actually happened
- What were the positive and negative factors?

A template for recording the outcomes of a course review is on the next two pages.

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Course review template

What was supposed to happen?

What was the objective of the placement?

Were there clear objectives?

Were they measurable?

Does everyone agree? Were there different understandings?

What actually happened?

What were the results?

Were they measurable?

Does everyone agree? If not, what are the basic facts on which people agree?

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What were the positive and negative factors?

What was the difference between supposed and actual?

Did we do better or worse than expected?

What helped the successes or caused the failures?

What have we learned?

Specific

Actionable

Recommendations

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Whole-of-organisation review

Once a year the organisation should carry out a review of work experience placements. This review should be attended by all course tutors and the workplace co-ordinator.

Course tutors and the workplace co-ordinator should bring the results of their course reviews. In addition there should be input from reviews with employers collected during the year. On pages 52 to 55 is a suggested review checklist that organisations could use or adapt to suit their needs.

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Whole-organisation work experience review checklist

Grading scale	1	2	3	4	5
	provision is fully developed	provision is partially developed	provision is under development	development activity identified, but not yet started	no development needs have been identified

Add grade 1-5 from scale above	Good practice (with examples)	Development needs
Strategic alignment		
<input type="checkbox"/> The organisation makes systematic use of labour market information for planning purposes		
<input type="checkbox"/> Employer/local skill needs have an influence on courses within the organisation		
<input type="checkbox"/> Curriculum development includes employability and work-readiness for learners		
Employability and work-readiness of learners		
<input type="checkbox"/> Employers have input into the design and development of courses		
<input type="checkbox"/> Employers are involved in the delivery of courses and the assessment of learning		
<input type="checkbox"/> The organisation offers purposeful work experience		
<input type="checkbox"/> Learner support and guidance services during work experience are geared to the world of work		

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Add grade 1-5 from scale above	Good practice (with examples)	Development needs
Quality standards		
<input type="checkbox"/> The organisation acknowledges employers as key stakeholders		
<input type="checkbox"/> The organisation sets standards for assuring the work-readiness of learners		
<input type="checkbox"/> Standards for work experience placement are defined within the organisation's quality management system		
<input type="checkbox"/> There is a formal process for dealing with employer or learner complaints in relation to work experience		
Performance monitoring and improvement		
<input type="checkbox"/> The organisation collects data on the needs and satisfaction levels of employers		
<input type="checkbox"/> The organisation monitors and evaluates the impact of work experience with learners		
<input type="checkbox"/> Employers are informed of the outcomes of monitoring work experience		
<input type="checkbox"/> Other (please specify)		

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Add grade 1-5 from scale above	Good practice (with examples)	Development needs
Information management		
<input type="checkbox"/> The organisation records information and data on its work with employers		
<input type="checkbox"/> The organisation has a profile for each employer		
Staffing and other resources		
<input type="checkbox"/> Capabilities in working with employers are addressed in staff recruitment and development processes (workplace co-ordinator)		
<input type="checkbox"/> Staff maintain close contact with current industrial, commercial or professional practice		
<input type="checkbox"/> Staff are recognised and rewarded for promoting relationships with employers		

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Overview

In relation to work experience: What are the main strengths of this organisation?

What are the main areas for improvement?

What are the main opportunities for improvement?

What are the main barriers to improvement?

What are the main strategies for **improving** and **extending** work experience within the organisation?

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Additional reading and other useful resources

The following publications and resources provide useful perspectives on placing learners on work experience. All are available to borrow free from the Workbase library or can be downloaded. To contact the Workbase library email info@workbase.org.nz

Reading

Health & Safety Executive (N.D.) *The Right Start: Work Experiences for Young People: Health and Safety Basics for Employers*. Health and Safety Executive, UK.
<http://www.hse.gov.uk/pubns/indg364.pdf>

Holzer, H.J. (2002) *Can Work Experience Programs Work for Welfare Recipients?*
The Brookings Institution, Washington D.C., USA.
<http://www.brook.edu/dybdocroot/es/wrb/publications/pb/pb24.pdf>

LDA Postsecondary Education Subcommittee (1999) *Transition Planning: Preparing for Postsecondary Employment for Students with Learning Disabilities and/or Attention Disorders*. LDOnline, USA.
http://www.ldonline.org/ld_indepth/transition/lda_trans_planning.html

Smith, E. & Harris, R. (2000) *Review of Research: Work Placements in Vocational Education and Training Courses: Evidence from the Cross-Sectoral Literature*. NCVET, Adelaide, Australia.
<http://www.ncver.edu.au/research/proj/nr9006.pdf>

Wonacott, M.E. (2002) *The Impact of Work-Based Learning on Students*. Clearinghouse on Adults, Career and Vocational Education, USA.
<http://www.cete.org/acve/docs/dig242.pdf>

Resources

LSDA (N.D.) *E2E Employer Case Studies: Branch of National Clothing Retail Chain*. LSDA, UK.
http://www.llda.org.uk/files/llda/e2e/EmployerCasestudies/Branch_NationalClothingRetailChain.pdf

Ontario Ministry of Education (N.D.) *Ontario Skills Passport FAQs*. Ministry of Education, Ontario, Canada.
<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/faq.jsp?announcer=FAQs>

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Appendix 1 – Literacy tasks and skills checklist

The information in this appendix is to assist you in identifying the range of literacy tasks and skills covered by your course. Here the literacy tasks and skills have been sorted into Reading, Writing, Speaking/listening and Numeracy. You may need to develop a list specific to your course that includes Information Technology or other related areas.

Literacy tasks and skills checklist	✓ / ✗
Reading	
• identify different sorts of text	
• use non-textual cues such as images or layout to provide meaning	
• use context to predict meaning	
• use punctuation marks to help understanding	
• manage volume of text and remember what has gone before	
• identify the main points from a page of text	
• read and understand information from graphical material e.g. tables, price lists, maps, diagrams, pie charts, bar charts	
• follow written instructions	
• report accurately on the information read	
• find out the meaning of any unfamiliar words or phrases	
• take notes from the material read	
• use a reference source e.g. index, manual, dictionary, Yellow Pages	
• predict	
• skim	
• scan	
• thorough reading/reading for detail	
• make inferences	
• read a key	
• recognise order used e.g. alphabetical, numerical, time, sequence	
• read signs and labels	
• read maps	
• structure information for reference in logical format	
• understand common signs and symbols	
• recognise common abbreviations	
• recognise root words/syllables	
• read common vocabulary	
• read technical vocabulary and abbreviations	

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Literacy tasks and skills checklist	✓ / ✗
Writing	
• use abbreviations in different sorts of writing	
• use layout of different sorts of writing appropriately	
• use non-textual cues to predict meaning	
• use context to predict meaning	
• plan, draft and edit writing	
• use conventions of structuring text	
• form letters correctly	
• use upper and lower case correctly	
• use basic sentence structure	
• use basic punctuation correctly	
• write clearly, concisely and accurately	
• check and correct grammar, spelling and punctuation	
• write neatly	
• fill in forms correctly	
• set writing out correctly for different purposes e.g. letter, report, note format and presentation style	
• use diagrams and sketches to help make a point	
• spell common sight vocabulary and high-frequency words correctly	
• use appropriate written language styles (or register) formal/informal	
• select and structure appropriate content	
• use correct construction of grammatical sentences, including subject/verb agreement	
• use basic punctuation	
• use images and illustrations as aids to communication	
• use editing skills – proof-read for spelling, punctuation, grammar, for accuracy of factual content and to ensure instructions have been followed	

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Literacy tasks and skills checklist	✓ / ✗
Speaking/listening	
• recognise that communication is a two-way process	
• speak clearly and politely	
• use suitable body language	
• give information in a sensible order	
• check that the other person understands what you are saying	
• if the other person does not understand, find another way of explaining what you mean	
• use diagrams and sketches to help make a point	
• suggest other sources of help if necessary	
• obtain information	
• check the other person is willing and able to provide the information	
• check that you have understood	
• ask for help if necessary	
• ask appropriate questions	
• open and close conversations appropriately	
• summarise to check or clarify details	
• match spoken language style to purpose, topic and audience	
• use appropriate modulation and tone	
• use active listening skills	
• use non-verbal language e.g. body language, facial expression, gestures	
• use appropriate visual aids	
• use volume and projection	
• match communication styles	
• use appropriate articulation	
• use tense appropriately	
• take turns to speak	

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Literacy tasks and skills checklist	✓ / ✗
Numeracy	
Using numbers	
• read, write, say and spell numbers and quantities	
• do number problems — + - x ÷	
• understand language of maths	
• report numbers accurately	
• round numbers up and down	
• use decimals and percentages	
• use fractions	
• use proportions and ratios	
• use negative numbers	
• identify tens, hundreds, thousands etc.	
• approximate, round, estimate	
• calculate and check place value	
• identify rules for approximating numbers	
• round numbers and quantities up and down	
• identify a range of formats for presenting data (e.g. pie chart, bar chart, pictogram, graph)	
• recognise method of presentation (e.g. in rows, columns, lists, blocks, symbols)	
• identify how the information has been grouped or classified	
• understand the use of scales to represent sets of data	
• identify the amounts represented by blocks, symbols, pictures	
• extract relevant information	

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Literacy tasks and skills checklist	✓ / ✗
Using money	
• identify coins and notes and their value	
• calculate money accurately	
• select suitable coinage and/or notes	
• offer appropriate payment	
• check change	
• check that documentation is correct e.g. cheques, receipts, bills	
• read amounts of money in words and figures	
• write amounts of money in words and figures	
• understand place value	
• place amounts of money in order of value	
• round amounts of money up or down	
• estimate and approximate amounts	
• count on and count back to reach required amounts	
• add, subtract, multiply and divide amounts of money	
• budget	
• record money accurately	
• record money in a way that is suitable for the purpose	
• add, subtract, multiply, divide	
• identify same, equivalent	
• calculate simple percentages	
• calculate dollars, cents, cash, credit	
• round, estimate, share	
• calculate, check	
Selecting goods and services	
• select the best buy	
• check price, quantity and quality	

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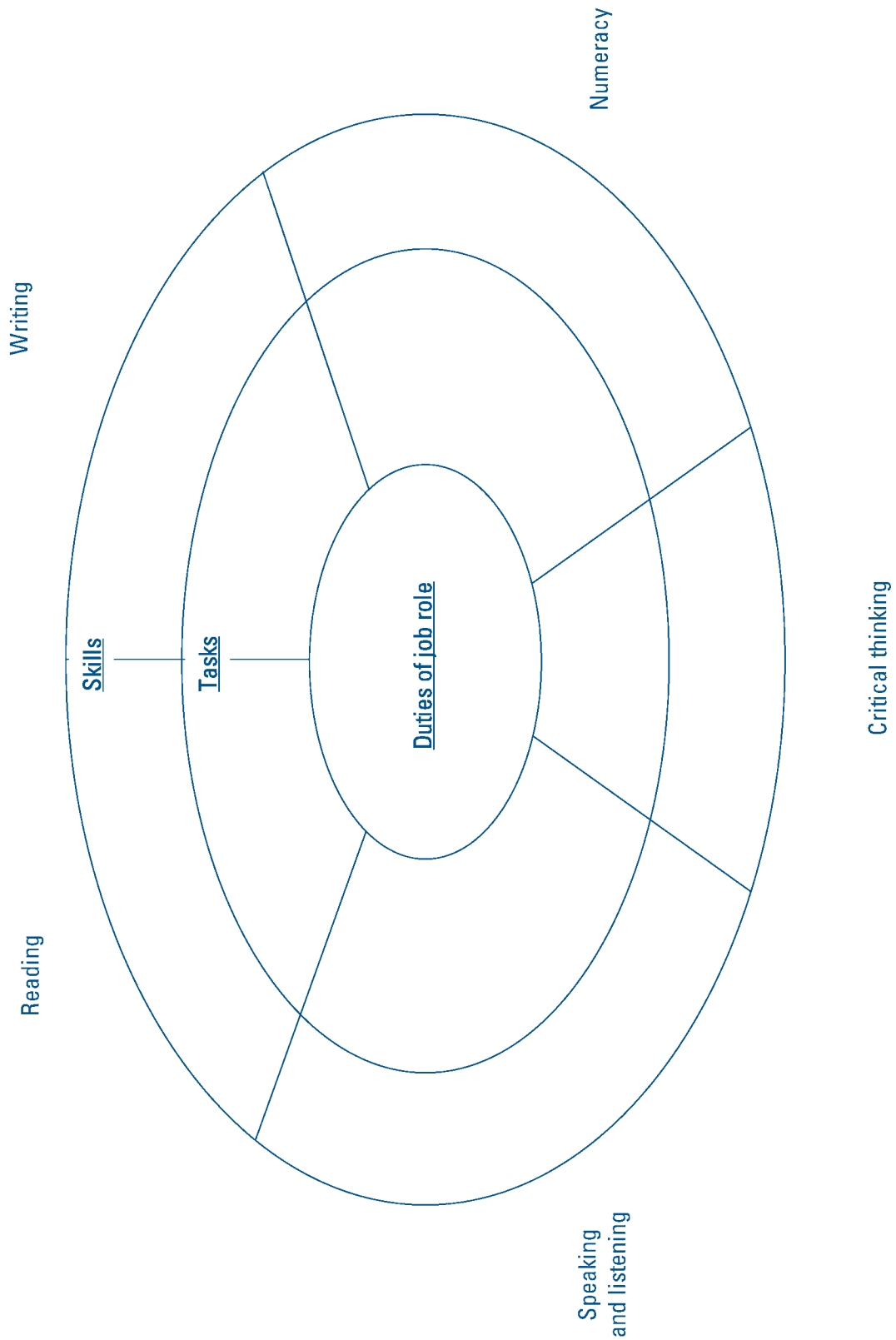
Literacy tasks and skills checklist	✓ / ✗
Using tables, graphs and charts	
• know how tables and charts are constructed	
• sort data into related groups	
• recognise different styles and importance of labelling	
• identify row, column, symbol, block, scale	
• identify the information you need	
• extract the information you need	
• use the information	
• report the information accurately	
• present information in tables and charts e.g. bar chart, pictogram, diagram, table	
• develop and use questionnaire, survey	
• sort, share, classify, group	

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Literacy tasks and skills checklist	✓ / ✗
Using units of measure	
• know units of measurement and their values	
• time	
• length	
• weight	
• volume	
• perimeter	
• capacity	
• mass	
• temperature	
• volume	
• read and write units including their abbreviated forms	
• identify measuring instruments and timing devices and their uses	
• interpret numbers and calibrations on measuring instruments and timing devices	
• read off times, lengths and other measurements	
• estimate units of measure	
• check units of measure	
• record units of measure	
• express parts of units as halves and quarters	
• express units in decimals	
• round units up and down	
• identify current uses of metric units	
• know metric units in common use	
• understand and use a.m., p.m., 12-hour clock and 24-hour clock	
• read and use calendar formats	
• describe and compare units and put in order of size/time	
• count on and count back units of measure	
• add and subtract to reach required amounts	
• measure using metric, imperial, analogue, digital systems	

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Appendix 2 – Duties, tasks and skills diagram



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Appendix 3 – Literacy goal achievement plan

Learner: _____ Course: _____

Tutor: _____ Date: _____

Literacy goal: _____

Step	Strategy	Resources	Who/When	Achieved when
1.				
2.				
3.				
4.				



Work experience placements are a safe way for a learner to try work in a new and unfamiliar environment.

A guide to placing learners on work experience is designed for tertiary education organisations and their staff working in the foundation learning sector.

A guide to placing learners on work experience describes a framework of a policy and related procedures for placing learners on work experience. This outlines a systemic approach to developing work experience placement within a tertiary education organisation.