



Framework for delivery of Work Related Learning (WRL)

Appendix 4

Service Providers will be required to provide customers with a personally tailored work-related learning experience. This should be underpinned by a structured programme of identified WRL from the Work Able Scotland Action plan.

WRL should be planned activities that use the context of work to develop knowledge, skills and understanding useful in work; including learning through the experience of work, learning about work and working practices, and learning the skills for work. It is unpaid and the length of time spent on different activities within the WRL programme should be flexible and dependent on the needs of the individual. This means that some individuals may concentrate on one specific activity, whilst others may participate in a wider range. The range of activities include: work contextualised core skills; personal development skills; enterprise education; work-based learning such as work experience placements; work shadowing; work tasters; job experiences; volunteering experiences.

Evaluating work-based learning activity

It is important that work-based learning undertaken is underpinned by a robust agreement between the Service Provider and the deliverer of the activity if this is not delivered directly by the Service Provider themselves. We would strongly advise that activity is underpinned by SCQF credit rated provision. We therefore require that all work-based learning activity is agreed, quantified in terms of the number of hours delivered and is evaluated by completion of the “assessment” document (Appendix 8)

A description of our expectation for each of these activities is given in the table below:

Work-related learning activity	Expectation
Work-contextualised core skills	<p>The five recognised core skills include communication, numeracy, ICT, working with others and problem solving. Most job roles require a particular level of core skill capability and therefore individuals who have been assessed to being disadvantaged by their current core skill level should have some provision which addresses this.</p> <p>Our expectation is that individuals undertake core skills commensurate with their need and the requirements of the work places that are their final goal. Core skill delivery should be contextualised in that they are not delivered in the abstract but are embedded in actual situations of application for different occupations and workplaces. We would expect them to be delivered in combination with other work-related activity which should be work-based wherever possible (in line with best practice which demonstrates that this enhances/improves the learning experience).</p>

Personal Development Skills	Personal development skills and the skills and qualities that help individuals to enhance their employability prospects, raise their confidence and self-esteem and allow them to make more effective and relevant life choices for themselves. Our expectation is that individuals undertaking personal development skills development, do so in a structured programme which includes activity that supports them to identify their own strengths/skills; set personal goals; overcome personal barriers and challenges; plan and manage tasks and reflect on their own performance. The personal development activities should link to the world of work .
Enterprise education	Enterprise education is recognised as being the development of a set of skills that enhances the capability of individuals to generate ideas. Entrepreneurship is one potential outcome that may lead to self-employment. Our expectation is that any enterprise education delivered to individuals is delivered through a structured programme which develops the following capabilities of that individual: ability to problem solve, innovation and creativity, risk-taking and collaboration. It is likely to be delivered through a hands-on practical approach of a project-type nature and should relate to the world of work.
Work-based learning activity: it is our expectation that all those participating in work-based learning activities complete a final assessment document as set out in appendix 2 to this framework document	
Work Experience Placement	A work experience placement is an agreed, fixed amount of time spent with an employer learning about the world of work generally and also about a specific sector, carrying out agreed tasks and developing work-based skills such as team working and time management. Whilst on placement it is expected that the individual will contribute to the day-to-day operations of the organisation. The employer should provide “real” experience of the working world in terms of role, responsibilities and expectations. However, there needs to be a system of supervision and mentoring and the individual should not be filling a gap that would be filled by a paid employee. The focus of the placement should be on the individual’s behaviours and skills development for the workplace. It may be useful to have a specific work-based project of benefit to the employer. Placements should provide substantial work experience which is employer assessed to develop work-related skills and improve the prospects of employment. The individual can expect to be given tasks which contribute to the organisation; training and coaching; supervision and guidance; a personal development plan and an exit strategy which continues to move them towards employability. The individual is expected to make a commitment to the placement in terms of hours per week and number of weeks.
Work Shadowing	Work shadowing offers individuals a chance to learn about a job by walking through the work day as a shadow to a competent worker; to see what it’s actually like to work in that job. Not only do work shadowers get to observe the day-to-day activities of someone in the current workforce, they also get a chance to have their questions answered. Work shadowing is a temporary exposure to the workplace in an occupational area of interest to the individual, who will witness first-hand the work environment, employability and occupational skills in practice, the value of professional

	<p>training and potential career options. Work shadowing is designed to increase career awareness, help model an individual's behaviour through examples and reinforce the link between classroom style learning and work requirements. Almost any workplace is a potential work shadowing site.</p>
Work taster	<p>A work taster is defined as a bespoke, one-off trial in a workplace of a particular vocational area. They are usually for a period of a few days, designed to help an individual make informed career choices. Tasters are short, flexible and enable individuals to gain experience of working in a particular career, industry or business sector. The individual will observe and maybe take part in some selected tasks but is not an employee of the organisation. The activity is likely to be more flexible in nature than work experience (they may undertake some tasks and may also shadow) Tasters should be of good quality and give the individual insight into an area of work. Individuals may wish to try more than one taster in more than one vocational area.</p>
Job experience	<p>Sometimes individuals will be given the opportunity to experience more than one job role when undertaking a work experience placement, particularly in larger, multi-functional organisations. They may be supervised by different people when undertaking these different job experiences. This should all take place within the context of work experience placement and one individual within that workplace should be the nominated overarching supervisor</p>
Volunteering experience	<p>A volunteering experience is an unpaid activity made by choice undertaking activities which benefit the environment, an individual or an organisation. Voluntary experience can be done with any organisation including a local business, charity, social enterprise or public sector enterprise.</p>