

### Work Experience Requirements for EF delivery

SDS has a requirement that work experience is delivered for each EF Participant as part of the activity delivered for stage 2 and 3 of the employability pipeline, and in some circumstances, stage 4. The nature of this will vary to meet the needs of the Participant and the table below sets out the type of work experience required.

Stage 2	Stage 3	Stage 4
For each Participant within stage 2 activity, work experience of any one of the types identified in the table below is mandatory. The work experience must meet the corresponding definition.	For each Participant within stage 3 activity, a 'Work Experience Placement' is mandatory. The Work Experience Placement must meet the corresponding definition.	For each Participant within stage 4 activity, where the activity has been developed as a "sector based work academy" in partnership with DWP, a Work Experience Placement is mandatory. The Work Experience Placement must meet the corresponding definition.

#### Work experience types and definitions

Type	Our definition	Other comment/clarification
Work Experience Placement	<p>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 organization. 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.</p> <p>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 can last a few weeks or months to gain 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 or months. It does not have to be delivered over consecutive weeks and should offer a minimum of 100 hours and a maximum of 240 hours. In the case of sector based work academies the Work Experience Placement can be less than 100 hours but this must be specified on the "sbwa Opportunities: Training Programme Specification" (the form used by DWP and SDS to approve a sbwa).</p>	Work experience placements should take place in genuine work environments and the activities of the placement should be agreed between the employer, the Provider and the individual beforehand. It is unlikely to be a paid placement but the learner may receive a training allowance.

<b>Type</b>	<b>Our definition</b>	<b>Other comment/ clarification</b>
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 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.	Work shadowing is likely to be a short intervention (usually no more than 1 week) and is likely to be unpaid. Individuals are not necessarily expected to undertake workplace tasks.
Work Taster	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. It is unpaid and 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.	
Job Experience	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	
Volunteering Experience	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.	Volunteering experience tend to be group activities with less set contribution requirements than would be expected for a work experience placement

## Other relevant definitions

Work related learning	Work related learning should be a planned activity that uses the context of work to develop knowledge, skills and understanding that is 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 WRL should be flexible dependent on the needs of the individual. WRL can cover a wide range of activities, including enterprise education, core skills, vocational learning, personal development, work experience and work within a realistic working environment.	Work related learning may or may not take place in genuine workplaces.
Work-based learning	Work-based learning involves programmes that bring together the Provider and work organisations to create learning opportunities in workplaces. It is delivered by the Provider in the workplace, normally under the supervision of a person from the workplace and is supported by the Provider. The programme of study is embedded in the workplace and is designed to meet the learning needs of those in that workplace and the aims of the organisation.	Work-based learning takes place in real work environments. It may or may not be paid, depending on the nature of the programme
Realistic working environment	A realistic working environment is a simulated work environment that has been created to mirror that of a genuine workplace. The environment may be more controlled, less commercial, and less stressful than a genuine workplace to allow the learner to develop their work-related skills towards the standard demanded in the real workplace. College and Provider workshops, farms, kitchens, restaurants etc are all examples of realistic working environments.	When an individual on an SDS programme is working in a realistic working environment, this is not considered to be a work experience placement as defined above. However, it may offer appropriate work-related learning for the individual.