

Auditing of work-related learning at key stage 4: guidance notes for the work-related learning coordinator [head level A]

In preparation for the introduction of work-related learning as a statutory requirement, schools may find it helpful to undertake an audit of their current provision.

The aims of the curriculum audit should be to:

- map existing provision – where work-related learning occurs in the curriculum, which students access work-related learning and what the intended learning outcomes are
- identify gaps in provision – aspects of the national framework where the school does not meet minimum requirements
- understand better how students perceive work-related learning and what they have learnt from the programme
- inform the review of the work-related learning policy
- give evidence of provision for inspections and other purposes
- provide a baseline against which to judge future developments in work-related learning.

Audit form 1: Subjects [head level B]

The first audit proforma is directed at heads of subject.

The proforma is structured around the nine elements of the QCA framework for work-related learning and the examples of learning outcomes suggested in the guidance. The three columns on the audit proforma ask teachers to:

- record the year group (either 10 or 11), the term (summer, spring or autumn or 1, 2 or 3) and the number of groups and students involved. This is important so that the coordinator gets an idea of the proportion of the cohort that have experienced the work-related learning activity.
- describe in brief the work-related learning activities which seem to fit the elements of provision. Teachers should write the activity in the box which is most closely linked to the provision, for example a visit might be recorded under boxes 6, 7 and 8, but is probably best recorded under element 8.
- write the code for key learning outcomes for work-related learning (for example 1a, 2b) – ie knowledge, skills and understanding for and about work rather than subject knowledge outcomes.

Audit form 2: Work-related learning summary [head level B]

The work-related learning coordinator can use the second audit form once the heads of subject have returned their forms. Again the proforma is divided into the nine elements and the subjects. The title of the work-related learning activity should be recorded together with an indication of the approximate proportion of students involved. Once the provision has been mapped in this way the coordinator should reflect on the overall provision to identify the gaps. This is

likely to be for particular groups of students following a key stage 4 pathway. There is also space on the proforma to record briefly suggestions as to what changes would enable the school to meet the minimum requirements.

Audit form 3: Management and coordination [head level B]

The third audit proforma is based on ten features of the management and coordination of work-related learning. It is a tool for self-review with key questions against which to describe current practice. There is space to record proposed actions to address any weaknesses identified. The two blank rows are for schools to add their own good practice features.

Audit form 4: Student audit [head level B]

The fourth audit proforma is to support schools in involving students in the auditing process. It is not designed as a test of student achievement, but rather as part of the audit of provision. The aims of the student audit are to:

- check out students' awareness of the work-related learning programme;
- consult with students about the work-related learning programme;
- check out how students might respond to questions directed about their understanding of learning for, through and about work.

It is recommended that students following different pathways through key stage 4 are interviewed. Interviews might be one-to-one or, more cost-effectively, with a small group (four to six students). The local education business partnership may be able to help with the audit process by interviewing students.

There are four groups of questions:

1. Those aimed at assessing students' awareness of the work-related learning provision and consulting with them about what they think of the provision and how it could be improved.
2. Those directed at identifying learning derived *through* work-related learning activities (the extent to which the school has helped students to learn from their work-related learning experiences).
3. Those concerned with establishing students' understanding and perceived skills in preparation *for* work (enterprise and employability skills).
4. Those aimed at establishing their knowledge of learning *about* work (economic and business understanding).

The questions are intended to cover some of the key elements of the work-related learning provision including:

- work experience
- careers education and guidance
- business and economic understanding
- education business links
- financial literacy
- enterprise learning.

Schools can adapt the questions to suit their own work-related learning programmes.

The process of talking to students about their work-related learning using the audit tool should give the coordinator a better understanding of the main gaps in provision. A report on the student audit should address the following questions:

- To what extent are students aware of the work-related learning programme(s)?
- What do students think about the work-related learning programme? How would they like to see the programme developed?
- How effective is the school at helping students to learn from work-related learning activities?
- How effective is the work-related learning programme in preparing students for work?
- How sound is students' learning about work?
- How effectively has the school enabled students to develop a coherent understanding of the world of work through the work-related learning programme?
- What are the main gaps in provision and how might they be addressed for students following different pathways?

Conclusion [head level B]

The results of the work-related learning curriculum audit should be used to update and review the school's work-related learning policy and the school development plan. It might also identify future staff development work. The audit also provides a baseline against which to judge progress following the introduction of the statutory requirement in September 2004.