

Learning from Work Experience Diary



Education
working hand in hand
with Business

Name:

School:

Employer:

Date:

Shropshire, Telford & Wrekin EBP would like to thank;

DENSO Manufacturing(UK)Ltd, Telford for their sponsorship of this diary.

Pete Walthorne, Staffordshire Partnership

Julian Nicholas, Denso Manufacturing(UK)Ltd

Debbie Ward, Grange School

Jo Brown, William Brookes School

Using this diary

A note for students

This diary should help you:

- Prepare for your work experience placement
- Record and learn from your experiences whilst on placement
- Contribute to class activity and discussion after your placement

When you apply for a job, employers will almost always ask about your experiences of work. This diary should help you prepare to give a well considered response.

A note for teachers/tutors

Whether you are helping prepare pupils for their placements or to learn from their experiences this diary will help you:

- Meet health and safety briefing requirements set by the Health and Safety Executive and Learning and Skills Council
- Deliver the learning outcomes for QCDA good practice
- Follow the good practice guidelines for work experience given by OfSTED

A note for parents/carers

Please encourage your son/daughter to complete this diary. Use it to support their placement by:

- Discussing their experiences
- Helping them to respond to new challenges
- Helping them use the placement to shape ideas about their future

A note for employers

Thank you for providing this student with one of the most important experiences in their school career.

Helping the student complete this diary through regular, short discussions will help them learn from their experiences.

Making the most of your work experience

The Work Experience that you are now preparing for is a very **IMPORTANT** part of your time in school.

The purpose of your placement is:

- To provide an opportunity to get first-hand experience of typical working conditions in an office, bank, shop, factory or other useful environment.
- To give you a chance to find out information about particular jobs and careers by working alongside people who are doing these jobs.
- To help you learn, apply and gain practice in some of the basic skills needed in this type of work.
- To help you to get a clear idea of the disciplines and relationships to be found in a working environment.

What do you hope to achieve from this work experience placement?

1.....

2.....

3.....

You will achieve these aims by:

- **DOING** the work you have been given.
- **LOOKING** around you and accurately **OBSERVING** what goes on.
- **TALKING** to other employees as well as to your supervisors.
- **RECORDING** this information in this **WORK EXPERIENCE DIARY**.



What you need to find out before you start

Try to arrange a visit to the organisation before your placement begins;

My appointment is on : at with.....

Take an interest in the organisation in which you will be working. Learn a bit about it before you start, if you can. If they have a website, enter the details here

.....

Make sure you know exactly where your organisation is, how to get there and how long it takes;

Name of the organisation:

Address:

.....

Tel No:

I should report to: (name)

On: (day & date) At:..... (time)

What time do I start? :and finish? :

Breaks are taken at the following times:

Should I bring a packed lunch? YES/NO

Is there a canteen where I can buy food? YES/NO

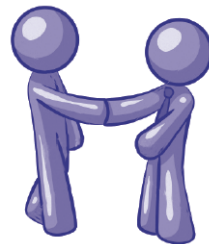
In order to arrive at work on time, I will need to leave home at :

I will travel by (train, bus, etc):

What do I need to wear?:

Do I need safety footwear or overalls?:

How to make the right impression



You may be treated as a young employee and may work similar hours and undertake a similar range of tasks, as would a real employee. Don't expect to be given any special treatment by your employer.

Be prepared to do something new and be willing to learn.

Learn the names of the people you are working with. Write them down.

Listen carefully and take note of the instructions that you are given. If you do not understand what you have been asked to do ASK the person to go over it again so that you are absolutely sure.

If you get into difficulties, do not walk out; telephone your teacher at school.

However; do remember that you are expected to be independent and you should try and solve your own problems.

You are representing your school, your family and yourself. Do not let yourself or anyone else down by your behaviour.

Take extra special care over safety precautions, e.g. wearing a helmet, special clothing, safety glasses or shoes. Make it your job to find out what the organisation's safety rules are.

Don't be afraid to talk to people you are working with. It's a general rule that people like talking about their jobs!

Don't talk outside about the private and personal things you may learn on work experience.

Always be polite when speaking to people. Don't be too pushy but try to behave in a way which shows you to be keen and interested. Don't sit or stand in a corner with nothing to say.

IF FOR SOME REASON YOU ARE UNABLE TO ATTEND, YOU MUST TELEPHONE THE SCHOOL AND THE EMPLOYER TO EXPLAIN YOUR ABSENCE.

My School Contact is:.....

The School Telephone Number is:.....

My Employer name & Contact Number is:.....

What are your expectations?

(complete this before you start your placement)

The work hours compared with school times:

The work environment compared with school:

How you expect to be treated as an employee:

Other differences you expect to see compared to school:

On placement: Health & Safety induction

As soon as you start, or before you go on work experience, it is important that you learn all you can about health and safety at your placement.

Find out the answers to these few questions. Ask other people to help you:

QUESTIONS	ANSWERS
Where is the First Aid box kept?	
Where is the fire fighting equipment kept and where is the main fire escape?	
Is there a fire alarm test. If yes, when?	
Where do I assemble if there is a fire?	
Are there arrangements for evacuating disabled people? What are they?	
To whom do I report injuries or hazards?	
Are there any restricted areas in the workplace which are no go areas? Specify which they are.	
Which machines/equipment am I allowed to use?	
What special clothing/equipment might I need to wear or use?	
Which Health & Safety signs will I need to read and understand? These may be on the walls, machines or equipment.	
Is there a Trade Union Safety Representative for the department or organisation? What is their role?	

When you have completed the questionnaire ask your employer to check and sign it.

Signed (Pupil): Date:

Signed (Employer): Date:

Discuss this with your parents / carers when you get home

Health & Safety induction

During your work experience placement you will be treated as an employee of the company. You must follow all the rules regarding Health & Safety at all times.

All companies have their own rules and will have signs posted around the buildings to remind you.



RED — PROHIBITED

Round signs with a bar across them tell you things you cannot do (prohibited). The rim and the bar is red. The picture is black.



YELLOW — CAUTION

Warning signs (signs of caution) have a black rim and picture and the rest is yellow.



GREEN — SAFE WAY

Provide information about safe conditions. The background is green and the pictures are white.



BLUE — MANDATORY

These blue signs tell you that you must do something (mandatory). The background is blue and picture is white.

Record some of these signs below:

This means:

This means:

This means:

Business & economic understanding

Work Experience can help you to develop your business and economic understanding. This involves learning about how to be creative and innovative in solving problems at work, understanding and managing money and finances, and understanding the importance of attention to quality and management of risk taking.

The following four pages will help you to use your time on work experience to understand about working practice at your placement.

Choose a job within the company/organisation that you are interested in. Ask your supervisor if it is alright to ask the appropriate person about their job.

What does your job involve?

What qualifications do you need for your job?

What route did you take to get this job?

What do you like about your job?

Job title:

Employee name:

What skills do you use in this job?

What do you dislike?

What opportunities for promotion are there?

Have you had any training while you've been in this job?

What advice would you give to anyone interested in doing your job?

What do they do at....?

Company/Organisation Name

Describe the kind of work the company / organisation does?

How many people work here?

Is it part of a local, national or international organisation?

Who are the main competitors in this area of work?

How is the work organised?
A. Regular day hours
B. 2 shifts (day & nights)
C. 4 shifts or other pattern

How many days paid holiday are given?

Do employees get sick pay?

What facilities are there for staff (staff room, canteen etc) ?

Are there opportunities for training & promotion?

Does the company offer Apprenticeships, NVQs, other?

Do managers consult the work force before major decisions are made about how the company is run? If so, how?

Are there any Staff Associations or Trade Unions which help to look after employees rights at work?

Rights & responsibilities at work



Look at this list of rights and responsibilities:

1. Put a tick against things **employers** must do
2. Underline things **employees** must do

Provide a safe working environment

Do jobs properly

Use equipment correctly

Provide protective equipment

Report any incidents or problems

Provide training

Arrive fit for work

Not put others at risk

Provide welfare facilities

Follow company policies

Wear protective equipment

Think of 2 other responsibilities you have while on work experience:

Equal opportunities

<p>1. Are most of the people you are working with men or women or roughly equal?</p>	
<p>2. Are different ethnic groups represented in the workplace? What nationalities are they?</p>	
<p>3. Describe the age range of the people you have been working with. (you don't need their actual ages)</p>	
<p>4. Are there people doing jobs which you would consider non stereotypical? (Ask them if they have faced any challenges/problems and how they overcame them)</p>	
<p>5. What arrangements are there for disabled workers/customers?</p>	
<p>6. Does the company have an Equal Opportunities policy? Why?</p>	
<p>7. Find out if the company has 'family friendly' policies? Give an example.</p>	

Daily Diary



Questions to consider when completing your diary:

- What have you done today?
- What have you liked and why?
- What have you learned?
- What have you disliked and why?

Add extra comments on a separate page if you run out of space.

Day:.....Date:.....

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[Large empty rectangular box for writing the diary entry]

Any Comments from Supervisor/Employer are welcomed and can be entered here.

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Functional skills and personal learning and thinking skills

These skills are valued by employers.

Work Experience is an excellent opportunity to gather evidence of how you used these skills in a real workplace.

This section can be removed at the end of your work experience if you need to put it with other records of your skills development.

NameDate

Employer.....

How I showed Communication & Literacy skills during work experience

Completing an application form before the placement	<input type="checkbox"/>
Drafting and proofing documents	<input type="checkbox"/>
Drafting letters, faxes and emails	<input type="checkbox"/>
Observing and making phone calls	<input type="checkbox"/>
Attending presentations and briefings	<input type="checkbox"/>
Writing a report	<input type="checkbox"/>

How I showed Application of IT during work experience

Updating databases	<input type="checkbox"/>
Preparing a presentation using PowerPoint	<input type="checkbox"/>
Conducting internet-based research	<input type="checkbox"/>
Preparing a report on the placement itself	<input type="checkbox"/>

How I showed Application of Number during work experience

Analysing receipts and calculating expenses	<input type="checkbox"/>
Working with spreadsheets	<input type="checkbox"/>
Measuring and taking readings	<input type="checkbox"/>
Conducting stock-counts, completing stock sheets	<input type="checkbox"/>
Checking orders received against delivery notes	<input type="checkbox"/>
Weighing goods	<input type="checkbox"/>

Personal learning and thinking skills

Independent Enquirer	Evidence of using this skill
<p>Taking responsibility for planning what to do and how to go about it</p> <p>Making sensible decisions and looking at things from a different point of view</p> <p>Supporting your findings with evidence</p>	<p>Researching and investigating information for a task or project <input type="checkbox"/></p> <p>Carrying out a survey to find out staff views and suggestions for change <input type="checkbox"/></p> <p>Thinking of questions to ask or answer to get the information you require <input type="checkbox"/></p> <p>Solving a customer enquiry effectively <input type="checkbox"/></p> <p>Presenting or communicating information to suit the Receiver <input type="checkbox"/></p> <p>Analysing information and judging what is valuable <input type="checkbox"/></p> <p>Explaining to your supervisor why you have carried out a task in a particular way <input type="checkbox"/></p>
Examples of how I used this skill	

Creative Thinker	Evidence of using this skill
<p>Generating and exploring ideas</p> <p>Trying different ways to tackle a problem</p> <p>Working with others to find imaginative solutions and outcomes</p>	<p>Adapted/changed my approach to a task as circumstances change <input type="checkbox"/></p> <p>Asking more questions to gain greater understanding of a task <input type="checkbox"/></p> <p>Having appropriate ideas for dealing with a problem <input type="checkbox"/></p> <p>Thinking ideas through and exploring different possibilities in a meeting or discussion <input type="checkbox"/></p>
Examples of how I used this skill	

Personal learning and thinking skills

Reflective Learner	Evidence of using this skill
Identifying your strengths and limitations	Got feedback about work performance from a supervisor and deciding on improvements/ changes <input type="checkbox"/>
Setting realistic goals for success	Listened to a talk/discussion on company opportunities and relating it to own interests/career plans <input type="checkbox"/>
Reviewing progress and act upon the outcomes	Planned a presentation about the company or a product and deciding how to communicate it effectively to the audience <input type="checkbox"/>
Asking for feedback and dealing with it positively and constructively	Created a display/information booklet which will inform or help others <input type="checkbox"/>

Examples of how I used this skill

Team Work	Evidence of using this skill
Working confidently with others	Attending a project meeting or team briefing <input type="checkbox"/>
Taking responsibility for your own part	Interacting with staff by performing basic tasks eg distribution of post <input type="checkbox"/>
Listening and taking account of others point of view	Cooperating with staff on a specific task towards a common goal <input type="checkbox"/>
Working together to resolve issues	Showing fairness and consideration to staff members /customers <input type="checkbox"/>
	Managing discussions to achieve results and reach agreements <input type="checkbox"/>

Examples of how I used this skill

Personal learning and thinking skills

Self Manager	Evidence of using this skill
Taking personal responsibility for organising yourself	Planning work carefully <input type="checkbox"/>
	Organising time and resources <input type="checkbox"/>
Using your initiative, creativity and enterprise to learn and improve	Working towards a goal <input type="checkbox"/>
	Meeting deadlines <input type="checkbox"/>
Responding positively to change	Following instructions <input type="checkbox"/>
	Prioritising work <input type="checkbox"/>
Coping with new challenges and opportunities	Following induction instructions <input type="checkbox"/>
	Asking for help and guidance <input type="checkbox"/>
	Sticking with tasks in difficult situations <input type="checkbox"/>
	Taking on responsibility <input type="checkbox"/>
Examples of how I used this skill	

Effective Participator	Evidence of using this skill
Active in involving yourself with issues around you	Helping promote the company at an event <input type="checkbox"/>
	Helping with a social event/ fundraiser <input type="checkbox"/>
Playing a full part in school, work, and community life	Having a discussion about issues that affect staff and suggest areas for improvement <input type="checkbox"/>
Helping to improve things for others as well as yourself	
Examples of how I used this skill	

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Comment from visiting staff member

A member of staff may wish to comment below about how you are doing on your work experience placement.

.....
.....
.....

Signed : Date:

Parent or carers comments

Ask your parents/carers to answer these questions after you have finished work experience:

Did your son/daughter seem to enjoy work experience on the whole? YES/NO

What did your son/daughter like most about work experience?

.....
.....

Did your son/daughter dislike anything about work experience? If so, what was it?

.....
.....

Your feelings about the value of the experience?

.....
.....

Any other comments?

.....
.....

Signature parent/carer: _____ Date: _____

Employers may be provided with a separate report form via the student or through the post.

Enterprise capability and work experience

Enterprise is about having ideas and making things happen.

Whilst on work experience, try to observe how people;

- Respond when things are not clear and simple
- Cope with change and make the most of changes
- Have new ideas and do something with them
- Understand risks and work successfully with them

You have been watching people being enterprising



Enterprise Skills

Enterprising people have a good set of skills, qualities and attitudes. During the week, tick off each of the following as you see examples of people showing these skills and qualities:

- | | | | |
|-------------------------|--------------|-------------|------------------|
| Problem solving | Adaptability | Hardworking | Open minded |
| Can do attitude | Initiative | Imagination | Decision -making |
| Confidence | Leadership | Motivation | Determination |
| Organised | Persevering | Risk taking | Being creative |
| Financial Understanding | | | |

Describe TWO examples of people being enterprising:

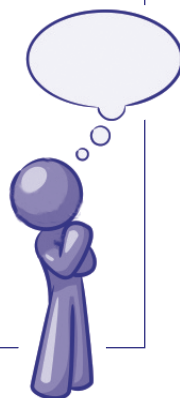
Enterprise skills

Tick the boxes that apply below.

During my work experience I have had the opportunity to:

1. Identify a problem or need	<input type="checkbox"/>	2. Plan how to tackle the problem or meet the need	<input type="checkbox"/>
3. Carry out the plan	<input type="checkbox"/>	4. Evaluate how I did	<input type="checkbox"/>

Describe what you did



Curriculum challenge

Which school subjects have been of most use to you in doing your job (or particular tasks)?

Task	Subject

Looking back at my expectations



Were your original expectations as an employee proved right? How did they compare?

The work hours compared with school times (How did you feel at the end of the working day?)

The work environment compared with school

How were you treated as an employee?

What other differences did you see?

Looking back at the things you expected to achieve did you achieve them? (refer to page 2 "Making the most of your work experience") Briefly say how.

1.....
.....
.....

2.....
.....
.....

3.....
.....
.....

Time to reflect

Has Work Experience changed your opinions about yourself? Explain:

Has work experience helped you to decide what kind of job you would like to do eventually? YES/NO

What might this job be?

How could your Work Experience have been improved?

What skills did you make use of or develop?

Did you find out about: (tick as appropriate)

The work of Trade Unions

Pay and prospects

Training opportunities

Job vacancies

Qualifications needed to get a job

Hours of work

Draft your thank you letter here:

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Your evaluation of the placement

This Questionnaire has been designed to find out what you thought about your work experience. (You may be asked to copy this for your teacher to use).

Name: _____ Class: _____

Work Experience Placement Organisation: _____

Had the organisation made arrangements for you before you arrived?	YES/NO
Did you have any problems in the first day or two? If YES, what were they?	YES/NO
.....	

During your work experience did you:

Get a tour of the organisation or place of work?	YES/NO
Work on one particular job at a time?	YES/NO
Work on several jobs, in different departments/areas?	YES/NO
Observe other people at work on different jobs?	YES/NO

What work did you do? Write a list of your duties and jobs below:

.....

.....

.....

Did you enjoy your work experience?	YES/NO
Was it useful?	YES/NO
Explain why below:-	
.....	
.....	
.....	
.....	

Notes

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Guidance for employers & school staff regarding the statutory requirement for Work Related Learning at Key Stage 4

This diary helps deliver the statutory requirement for work related learning at Key Stage 4. The statutory requirement aims to ensure that all Key Stage 4 students have suitable and high quality work-related opportunities as part of a broad and balanced curriculum.

Work-related programmes which schools provide are required to 'have regard to' the Qualifications and Curriculum Development Agency (QCDA) guidance. This takes the form of a nine-point framework covering the range of work-related opportunities that together would deliver the Key Stage 4 statutory requirement. In the context of this framework, schools are responsible for deciding how, and in what form, they provide opportunities for their students to experience work related learning.

Ofsted uses the framework below for carrying out its inspections of work related learning. The latest version of the QCDA framework (shown below) allows a high degree of flexibility for schools to take account of their local circumstances and to match the needs of all learners. It is also a very useful source of reference for employers and others involved in planning work-related learning.

For most schools, Work Experience forms an integral but not exclusive role in providing evidence for the statutory requirement. Some of the learning outcomes within the framework can be evidenced through use of this diary. Reference to them can be found in the top left hand corner on several of the pages.

Framework for economic wellbeing 11-19: Career, work-related learning and enterprise		
Elements of provision for all learners	Suggested minimum	Through this provision learners can:
1. Recognise, develop and apply their skills for enterprise and employability	Learners have the opportunity to develop and apply their skills in two work-related activities. Learners have one discussion about the skills they developed	1.1 understand and demonstrate the main qualities, attitudes and skills needed to enter and thrive in the working world 1.2 evaluate the usefulness of a range of skills for gaining and sustaining employment and self employment 1.3 manage their continuing career development, including transitions take risks and learn from mistakes 1.4 apply their functional skills and personal, learning and thinking skills (PLTS).
2. Relate their own abilities, attributes and achievements to career intentions, and make informed choices based on an understanding of available options.	Learners undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.	2.1 demonstrate an understanding of the concept of 'career' 2.2 recognise and respond appropriately to the main influences in career choice 2.3 identify, select and use a range of information sources to research, clarify and review career options and choices, including financial support for post-16 and higher education 2.4 assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise, and use this process to make creative and realistic choices for progression 2.5 complete application procedures for their next steps, including a CV, personal statement and preparation for interview.
3. Develop an awareness of the extent and diversity of opportunities in learning and work.	Learners undertake two tasks that Investigate opportunities in learning and work, and the changing patterns of employment.	3.1 understand the range of opportunities in learning and work (local, national, European and global), and the changing patterns of employment 3.2 understand the significance of the changes happening in the world of work and relate them to their career plans 3.3 explain the chief characteristics of employment, self employment and voluntary work 3.4 recognise and challenge stereotypical views of opportunities in learning and work.

Elements of provision for all learners	Suggested minimum	Through this provision learners can:
4. Use their experiences of work to extend their understanding of careers and work.	Learners have two experiences of work. 14–19 learners have the equivalent of half a day of preparation and half a day of debriefing and follow up of their work experience and/or part-time work.	4.1 identify what they have learned about work from their experiences 4.2 understand what motivates people to work 4.3 identify the qualities and skills needed for enterprise and employability 4.4 understand the importance of lifelong learning to employability and progression 4.5 apply learning gained from their experiences of work to their curriculum and to their career planning
5. Learn from contact with people who work.	Learners have contact with two people from different occupational sectors.	5.1 understand the career motivations and pathways take by individuals 5.2 understand the importance to employers of skills, attitudes and qualifications 5.3 appreciate the benefit of further learning and personal development
6. Learn about how and why businesses operate	Learners undertake two curriculum activities that develop their understanding of work and enterprise	6.1 outline the main types of business and what motivates them 6.2 understand how different businesses are organised and structured 6.3 give examples of rights and responsibilities at work, work roles and identities, and attitudes and values in relation to work and enterprise 6.4 demonstrate a basic knowledge and understanding of a range of economic and business concepts and terms, including the connections between markets, competition, price and profit.
7. Learn about working practices and environments.	Learners have two opportunities to use work practices or environments as contexts for learning	7.1 understand how and why working practices and environments differ 7.2 understand the main hazards associated with particular types of workplace and how these hazards are minimised 7.3 relate knowledge about work to their learning and career development.
8. Undertake tasks and activities set in work contexts	Learners have two opportunities to use work as a context for learning within the curriculum and record evidence of their learning	8.1 understand the relevance of curriculum subjects to the world of work and to their own career development 8.2 demonstrate an understanding of economic and business terms 8.3 analyse how examples of learning within the curriculum can be applied to work contexts 8.4 evaluate their experiences and learning to inform future progress and career plan.
9. Engage with ideas, challenges and applications from the business world.	Learners undertake one business challenge, problem solving or enterprise activity.	9.1 know and understand important enterprise concepts 9.2 demonstrate enterprise skills, including decision making, leadership, risk management and presentation 9.3 demonstrate enterprise attitudes, including a willingness to take on new challenges, self-reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference 9.4 demonstrate enterprising qualities, including adaptability, perseverance, determination, flexibility, creativity, ability to improvise, confidence, initiative, self-confidence, autonomy and the drive to make things happen.





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