founders4schools

Workplace Visits

What is a Workplace Visit?

Workplace Visits enable students to visit places of work in their local area, experience the work environment and have meaningful interactions with employees. Workplace visits are an exciting way for students to gain insight into the world of work, feel inspired by dynamic working environments and imagine themselves in the working world.

What is the impact of a Workplace Visit?

Workplace visits can inspire students' exploration of career opportunities, expand their networks and open their eyes to exciting opportunities.

The Gatsby Foundation 'Good Career Guidance' Report states that, by the age of 16, every pupil should have had at least one experience of the workplace, in addition to any part-time jobs they may have.

Research also highlights that Workplace visits provide a "critical understanding of the world of work and the vocational relevance of education" (Hatcher and Le Gallais 2008). Furthermore, Workplace Visits are held in high regard by pupils. The B-Live 2010 Survey of 333 teenagers for Deloitte found that 62 per cent of respondents wanted their school or college to provide more workplace visits.

Curriculum Links

Workplace Visits: Curricular Mapping in relation to the 4 Capacities of A Curriculum for Excellence

Successful Learners	Effective Contributors	Responsible Citizens	Confident Individuals
A workplace visit will encourage motivation to learn by contextualising future opportunities and, therefore, increasing the determination to achieve high standards.	A workplace visit will give an opportunity to demonstrate an enterprising attitude and communicate in a new context.	A workplace visit will allow the learner to keep developing their understanding of their place in society and to make informed choices about their future within it.	A workplace visit will allow a learner to test out ideas about their future path and encourage them to live as independently as possible.

Workplace Visits: Curricular Mapping in relation to the areas of learning which are a cross-curricular responsibility within A Curriculum for Excellence, "I Can" statements and BTC-4 strategy.

Please note that the exclusion of 1st level outcomes should not deter P4 teachers from engaging with this opportunity. There is plenty of cross over between the 1st and 2nd level experiences and outcomes.

Areas which are the responsibility of all practitioners *Expanded codes at Appendix 2*			"I Can" CES *Full list at Appendix 3*	BTC-4
Health and Wellbeing	Literacy	Numeracy	Career Education Standard Entitlements	"Enterprising learning and

| HWB 2-19a, HWB 3-19a, HWB 4-19a | LIT 2-02a, LIT 3-02a, LIT 4-02a

LIT 2-09a, LIT 3-09a, LIT 4-09a

LIT 2-10a, LIT 3-10a, LIT 4-10a

LIT 2-05a, LIT 3-05a, LIT 4-05a | No generic numeracy outcomes available. Specific workplace types would change this. | **By the end of second level**
• I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
• I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
• I can recognise the skills I have and need for work.
• I believe I can maximise my potential in any type of work.

By the end of BGE
• I can identify my interests, strengths and skills and use them to make informed choices.
• I can access advice and support to help me make informed choices about further learning and opportunities.
• I can demonstrate diverse thinking when exploring learning opportunities and pathways.

By the end of Senior Phase
• I can identify the skills I have learnt across the curriculum, how these relate to the world of work and can apply these appropriately during work placements and other work-related learning.
• I can identify and access support networks that will help me into a positive and sustained destination beyond school.
• I can assess the opportunities and challenges that entrepreneurship/self-employment can provide as a career option including financial and legal aspects. | teaching specific activities and tasks across the curriculum and the ethos of the establishment – in partnership with employers – enable young people to transfer skills developed through subject-specific contexts into the world of work." |

Exemplar mapping in relation to the specific curricular areas of A Curriculum for Excellence * *Expanded codes at Appendix 3*

Workplace Visits: Curricular Specific Experiences and outcomes			
2nd Level	**3rd Level**	**4th Level**	**Senior Phase NQ**

Design studio			
EXA 2-06a	EXA 3-06a	EXA 4-06a	• Art and Design • Art and Design (design) • Design and Manufacture • Design and Technology
Green Technology			
SCN 2-04a SCN 2-04b	SCN 3-04a SCN 3-04b	SCN 4-04a SCN 4-04b	• Biology • Chemistry • Environmental Science
Agriculture and Food Industry			
SOC 2-09a		SOC 4-09a SOC 4-09b	• Health and food technology • Business in Practice
Business (general)			
SOC 2-20a	SOC 3-20a SOC 3-20b	SOC 4-20a SOC 4-20b SOC 4-20c	• Business in practice • Business • Business Management • Economics • Sociology
Engineering			
TCH 2-12a	TCH 3-12a	TCH 4-12a	• Engineering Science • Physics
Computer Design/Programming			
TCH 2-15a	TCH 3-15a	TCH 4-15a	• Computing Science • Information and Communications Technology

Appendix 1: Curricular Mapping in relation to the areas of learning which are a cross-curricular responsibility within A Curriculum for Excellence. Level 1 included for information.

Workplace Visits: Health and Wellbeing experiences and outcomes			
1st Level	**2nd Level**	**3rd Level**	**4th Level**
Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. **HWB 1-19a**	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. **HWB 2-19a**	I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. **HWB 3-19a**	Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. **HWB 4-19a**

Workplace Visits: Literacy experiences and outcomes			
1st Level	**2nd Level**	**3rd Level**	**4th Level**
When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a**	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**	When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**
When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**	When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. **LIT 2-09a**	When listening and talking with others for different purposes, I can: • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**	When listening and talking with others for different purposes, I can: • communicate detailed information, ideas or opinions • explain processes, concepts or ideas with some relevant supporting detail • sum up ideas, issues, findings or conclusions. **LIT 4-09a**
I can communicate clearly when engaging with others within and beyond	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am		I can communicate in a clear, expressive manner when engaging with others within

my place of learning, using selected resources[1] as required. **LIT 1-10a**	learning to select and organise resources independently. **LIT 2-10a / LIT 3-10a**	and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**
As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. **LIT 1-05a**	As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**	As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 3-05a / LIT 4-05a**

Workplace Visits: Numeracy experiences and outcomes			
1st Level	2nd Level	3rd Level	4th Level
RCWS I am unable to find a cross curricular numeracy outcome for this particular encounter type. More specific information about the workplace itself would probably change this.			

Appendix 2: Career Education Standard "I can" statements

By end of Second Level: to the end of P7, but earlier or later for some

- I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
- I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
- I can recognise the skills I have and need for work.
- I can apply my skills to get more information about jobs/careers.
- I can use online tools available to me.
- I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others.
- I can identify people in my network who help me broaden my horizons.
- I believe I can maximise my potential in any type of work.
- I can identify different types of enterprise opportunities and engage in them.

By end of Broad General Education (BGE): S1 to S3, but earlier for some

- I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work.
- I can identify my interests, strengths and skills and use them to make informed choices.
- I can manage my profile, share it appropriately and justify my choice of evidence.
- I can choose a blend of subjects, courses and experiences to enable my career pathways.
- I can extend and use my networks to find and apply for opportunities that match my interests, strengths and skills.
- I can access advice and support to help me make informed choices about further learning and opportunities.
- I can demonstrate diverse thinking when exploring learning opportunities and pathways.
- I can understand and consistently demonstrate the behaviours an employer looks for in a good employee.
- I can evaluate risks when developing a business idea and explore different methods of setting up and sustaining an enterprise.
- I can investigate and assess ethical issues in business and trade decisions.

Senior Phase: S4 to S6, and college or other means of study

- I can identify the skills I have learnt across the curriculum, how these relate to the world of work and can apply these appropriately during work placements and other work-related learning.
- I can confidently access and interpret the information I need to make well informed choices about my learning options, pathways and how these relate to possible future careers.
- I can work towards achieving qualifications which support me to achieve my future career aspirations.
- I can share, evaluate and evidence my skills for learning, life and work to help me make successful future choices and changes.
- I can draw appropriately on evidence from my skills profile to help me complete application forms, create CVs and when practising interview techniques.
- I can describe all aspects of typical recruitment and selection processes and how to best prepare for and manage these.
- I can consistently demonstrate the skills, attributes and behaviours needed to sustain and progress my career.
- I can identify and access support networks that will help me into a positive and sustained destination beyond school.
- I can assess the opportunities and challenges that entrepreneurship/self-employment can provide as a career option including financial and legal aspects.
- I can describe the rights and responsibilities placed on employers and employees and how these relate to creating a positive, productive and sustainable work environment

Appendix 3: Mapping in relation to the specific curricular areas of A Curriculum for Excellence Level. 1 included for information.

Workplace Visits: Curricular Specific Experiences and outcomes				
1st Level	**2nd Level**	**3rd Level**	**4th Level**	**Senior Phase**
Design studio				
I can use exploration and imagination to solve design problems related to real-life situations. **EXA 1-06a**	I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**	While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions. **EXA 3-06a**	By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions. **EXA 4-06a**	• Art and Design • Art and Design (design) • Design and Manufacture • Design and Technology
Green Technology				
I am aware of different types of energy around me and can show their importance to everyday life and my survival. **SCN 1-04a**	By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. **SCN 2-04a** Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. **SCN 2-04b**	I can use my knowledge of the different ways in which heat is transferred between hot and cold objects and the thermal conductivity of materials to improve energy efficiency in buildings or other systems. **SCN 3-04a** By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. **SCN 3-04b**	By contributing to an investigation on different ways of meeting society's energy needs, I can express an informed view on the risks and benefits of different energy sources, including those produced from plants. **SCN 4-04a** Through investigation, I can explain the formation and use of fossil fuels and contribute to discussions on the responsible use and conservation of finite resources. **SCN 4-04b**	• Biology • Chemistry • Environmental Science
Agriculture and Food Industry				
Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.	Having explored		Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability.	• Health and food technology • Business in Practice

SOC 1-09a	the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a**		**SOC 4-09a** I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems. **SOC 4-09b**	

Business (general)

I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**	Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a**	When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-20a** I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond. **SOC 3-20b**	I can critically examine how some economic factors can influence individuals, businesses or communities. **SOC 4-20a** I can research the purposes and features of private, public and voluntary sector organisations to contribute to a discussion on their relationships with stakeholders. **SOC 4-20b** I can evaluate working practices available to employees within different types of business organisations. **SOC 4-20c**	• Business in practice • Business • Business Management • Economics • Sociology

Engineering

I explore and discover engineering disciplines and can create solutions. **TCH 1-12a**	I can extend my knowledge and understanding of engineering disciplines to create solution. **TCH 2-12a**	I can apply my knowledge and understanding of engineering disciplines and can develop/build solutions to given tasks. **TCH 3-12a**	I can solve problems through the application of engineering principles and can discuss the impact engineering has on the world around me. **TCH 4-12a**	• Engineering Science • Physics

Graphic Design				
I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. **TCH 1-11a**	I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work. **TCH 2-11a**	I can apply a range of graphic techniques and standards when producing images using sketching, drawing and software. **TCH 3-11a**	I can extend my use of manual and digital graphic techniques to realise ideas, concepts and products and recognise the importance of real world standards. **TCH 4-11a**	• Graphic Communication • Art and Design
Computer Design/Programming				
I can demonstrate a range of basic problem solving skills by building simple programs to carry out a given task, using an appropriate language. **TCH 1-15a**	I can create, develop and evaluate computing solutions in response to a design challenge. **TCH 2-15a**	I can select appropriate development tools to design, build, evaluate and refine computing solutions based on requirements. **TCH 3-15a**	I can select appropriate development tools to design, build, evaluate and refine computing solutions to process and present information whilst making reasoned arguments to justify my decisions. **TCH 4-15a**	• Computing Science • Information and Communications Technology