



Work Observations Policy

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1.0 Rationale

- 1.1 Cardiff Sixth Form College places great value in planned and purposeful work-focused experiences to develop a learner's academic and professional interests and employability skills in real working conditions. We believe that observations can provide a valuable introduction and insight into the realities of a learner's future career aspirations and the world of work. They also provide and create links to a number of local and national employers, thus developing important personal effectiveness (e.g. attendance, punctuality, conduct, attitudes) and transferable skills which universities and employers seek in an excellent candidate. Not only do they help learners to identify available career and training pathways, but they can also create further opportunities for work observations, internships or graduate schemes.
- 1.2 As explained by the Department for Education and Skills (2011) in their document, Work-focused experience within Careers and the world of work, "work-focused experiences benefit young people by helping them to:
 - understand the world of work and the changing demands of working life;
 - clarify their personal goals, raise their aspirations and set ambitious targets for themselves;
 - think through their learning options and career choices; develop the employability skills that employers require."

2.0 Context

- 2.1 Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document Children and Young People: Rights to Action, all children and young people must be provided with an education which develops their personality and talents to the full. As part of Rights to Action, the Welsh Assembly Government is committed to transforming 14-19 provision and to ensuring that no learner leaves school without qualifications by the end of the decade. We at Cardiff Sixth Form College are willing to engage with this guidance, giving:
 - more choice and flexibility in relevant courses and qualifications, designed to help young people develop the essential skills they need for life and work;
 - learning pathways designed to meet each individual's needs;
 - personal support, careers information and learning guidance for individuals to help them make the best possible choices and stay in learning as long as they need to;
 - a better balance between skills, knowledge and experience.
- 2.2 From 1st August 2008, teachers, head teachers and governing bodies of maintained schools, Colleges and other learning providers should base their careers education, information, advice and guidance provision on Careers and the World of Work: a framework for 11 to 19-year-olds in Wales.

- 2.3 Cardiff Sixth Form College, as an independent school, acknowledges that its role in ensuring the adherence to these expectations. Though not compulsory, we conduct an annual audit of provisions to Key Stage 4 and 5. This will ascertain whether all attribute range and skills learning outcomes are met by learners. With the view of providing exemplary careers provision, the Careers Department remain up-to-date with recommendations from the Welsh Government and ESTYN, and will seek to adhere to these new amendments and addendums to the original Careers and the World of Work framework, including:
- Future ambitions: Developing careers services in Wales (Welsh Government, 2010)
 - Informed decisions: The implementation of the Careers and the World of Work framework (ESTYN, 2012)
 - Learner support services for pupils aged 14-16 (ESTYN, 2014)
 - Successful Futures (Donaldson Report, 2015)
 - The implementation of the careers and world of work framework in secondary schools (ESTYN, 2017)
- 2.4 Whilst the CEIAG programme in Cardiff Sixth Form College is based upon Welsh Government guidelines, we are in continuous search for updated best practice and as such, we will also refer to guidance in England under the October 2018 Careers guidance and access for education and training providers, especially the widely renowned Gatsby Benchmarks.
- 2.5 As part of our careers education programme, we fully acknowledge our part in adhering to legal compliance in regards to work observations and work-focused activities, and aspire to be deemed best practice to ensure the highest of quality service to our learners.
- 2.6 To ensure we are compliant in work observation provision, we strictly adhere to and seek best practice from:
- Health and Safety at Work etc. Act (1974);
 - Post-16 work experience as a part of 16 to 19 study programmes and traineeships: Departmental advice for post-16 education and training providers (DfE, 2015)
 - Work experience and related activities in schools and Colleges: Research report (DfE, 2017)
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE, 2018)
 - 16 to 19 study programmes: Departmental advice for education providers on the planning and delivery of 16 to 19 study programmes (DfE, 2018)
 - Careers guidance: Guidance for further education Colleges and sixth form Colleges (DfE, 2018)
 - Keeping Learners Safe in Education (Welsh Government, 2015)

3.0 Commitment

- 3.1 Cardiff Sixth Form College is committed to providing work-based experiences for all of our stages in GCSE, AS and A Level. Learning through work-focused activities is an essential part of Careers and the World of Work framework, one which we are keen to ensure for our learners. Work-focused experience, including visits to enterprise and work experience observations, will be at the forefront of our learners' learning experience whilst at our College.
- 3.2 Whilst there is no mandatory or statutory requirement to provide work observations for each learner in Wales, this is an experience upon which we at Cardiff Sixth Form College place great value in order to develop the employability of our learners, independent of their peers and teachers. We recognise that whilst work observations can be beneficial to supplement a learner's application to higher education, we have a longer-term role in initiating and supporting a learner's long-term career aspirations, and we believe that effective and appropriate work observations form a pinnacle part of this development.
- 3.3 Other examples of work-focused activities that we organise to support our Key Stage 4 and Key Stage 5 learners include, but are not limited to:
 - visits to industry;
 - master classes with employers;
 - business simulations;
 - enterprise activities;
 - taster sessions;
 - supporting learners in finding valuable voluntary experiences.
- 3.4 As part of the Employability Plan (2018), the Welsh Government emphasise "how work experiences, employer visits, access to sector specific webinars, careers fairs and to a suite of digital services and support all have a role to play" and that they will "establish national benchmarks, performance and quality measures to drive outcomes and effective collaboration between schools, Colleges, Careers Wales and employers." By placing work observations and activities at the heart of our department's ethos, we will be ready for these changes and aspire to be best practice.
- 3.5 In a further commitment to ensure that Cardiff Sixth Form College is delivering the best possible careers and work observation programme, we are currently working towards achieving a Careers Wales Quality Mark which will recognise our commitment to continuous quality improvement and our adherence to the Welsh Government's guidelines.

4.0 Aims

4.1 At Cardiff Sixth Form College, we continuously strive for excellence both in our teaching and learning environment, and pastoral support. Therefore, in order to provide best CEIAG support to assist learners in planning the next stage of their lives, we seek to establish best practice in Wales, in line with Welsh Government statutory guidance. In order to meet such a vision, we aim to meet the following goals:

- raise our learners' professional aspirations and expectations;
- broaden our learners' perspectives to think of a wide range of 'best fit' career opportunities beyond their immediate experiences and expectations;
- encourage learners to think about their longer term goals, not always focusing on the immediate next step, and develop their resilience to help them navigate transition and change;
- enable learners to be ready for an impermanent and unpredictable career in today's automated, digitised and globalised world through a focus on gaining a repertoire of transferable skills;
- foster confidence in our learners to choose the most appropriate option for them free from coercion or perceived expectations;
- consciously work towards preventing and challenging stereotyping in the workplace and help them to strive to enter the broadest range of careers regardless of their background or characteristics.

5.0 Objectives

- 5.1 Encourage learners to develop a positive self-image and self-confidence in preparation for their work observation and future professions;
- 5.2 Provide learners opportunities to develop personal attributes deemed useful by employers, such as maturity, resilience, creativity and initiative through careers and work-focused activities;
- 5.3 To provide high quality work-focused experiences to our learners which reflect each individual strength and desire;
- 5.4 To support our learners to become 'work ready', including a fully comprehensive and high quality CV, résumé and ability to write a tailored cover letter ready for future job and internship applications;
- 5.5 To encourage learners to become actively involved and engaged in community volunteering opportunities and develop their professional acumen.

6.0 Learning Outcomes

6.1 As part of the Careers and the World of Work framework, learners at different stages are expected to be provided with a range of activities and opportunities to develop key skills, attributes and values deemed to be vital for the world of work.

6.2 Attributes and Values

6.2.1 The work observation programme developed by Cardiff Sixth Form College will provide learners with the opportunity to develop a wide range of these dispositions and characteristics to benefit them in their future professional endeavours. The following are just some of those listed by the Careers and the World of Work Framework.

6.2.2 Throughout the key stages, our learners should be able to develop their:

- honesty;
- reliability/trustworthiness;
- helpful and respectful attitudes to others;
- flexibility;
- awareness of others' needs;
- willingness to work in a team;
- willingness to take responsibility/the initiative;
- enthusiasm/self-motivation;
- willingness to be innovative;
- self-discipline;
- perseverance;
- readiness to overcome fear;
- readiness to go on learning.

6.3 Skills

6.3.1 Our Key Stage 4 and Key Stage 5 learners will be expected to develop their skills appropriate to their age. Work-experienced opportunities will allow learners to refine the following skills, which will be assessed by our auditing processes.

6.3.2 By the end of their key stage, our learners should be able to:

Key Stage 4	Key Stage 5
Work both independently and cooperatively within the classroom and beyond; Adapt to a range of new situations;	Work both independently and cooperatively in a wide range of settings; Adapt to challenging new situations;

Be able to apply learning to a range of situations both within and outside school; Show emerging awareness of customer needs.	Be able to apply learning in a wide range of familiar and unfamiliar settings; Show increasing awareness of customer needs.
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6.4 Range

6.4.1 Range statements for each Key Stage will indicate the contexts and experiences in which the aforementioned attitudes, values and skills can be developed.

6.4.2 By the end of their key stage, our learners should be able to:

Key Stage 4	Key Stage 5
<p>Develop a curriculum vitae (CV) based on their achievements, abilities, interests and skills;</p> <p>Examine the implications of stereotyping in employment and training, recognising the benefits of a positive attitude to difference and diversity;</p> <p>Recognise their responsibilities and rights as employees and learn how to follow safe working practices;</p> <p>Use work-focused experiences to understand better what skills and personal qualities employers want;</p> <p>Promote a positive self-image when making applications and attending interviews.</p>	<p>Review their achievement and their work/career/study plans;</p> <p>Continue to develop an ongoing curriculum vitae (CV) based on achievements, experiences, interests and skills in order to enhance their employability;</p> <p>Expand their knowledge of business and self-employment opportunities in order to inform their career horizons;</p> <p>Discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping;</p> <p>Understand their responsibilities and rights as employees and know how to follow safe working practices;</p> <p>Use work-focused experiences to gain a better understanding of what skills and qualities require and any implications for their career/work plans;</p> <p>Consider the financial and lifestyle implications of their career ideas;</p> <p>Promote a positive self-image in a range of formal situations including applications and attending interviews.</p>

7.0 Entitlement

7.1 Our study programme at Cardiff Sixth Form College is based around academic qualifications, namely, IGCSE and GCE A Level; therefore, the core aim is academic preparation for our learners' ultimate goal: higher education in the UK and worldwide.

Nonetheless, every learner at Cardiff Sixth Form College is equally entitled to non-qualification activities, including a constructive and appropriate work observation opportunity.

- 7.2 With an extensive company contact database, we already have well-established links with hundreds of local employers and are able to facilitate and organise at least one work observation per learner per Key Stage, supportive of their future plans and individual needs. Every learner is made aware of this entitlement upon enrolment at our College, in addition to recommending that they also independently seek their own for their own enrichment and self-development.

7.3 **Year 11 (GCSE)**

- 7.3.1 We aim for all Year 11 learners to attain at least one College-organised work observation during their Key Stage 4, provided that they are not studying here on a Tier 4 (Child) visa and under the age of 16. For more information on Visa restrictions, please see:

<https://www.ukcisa.org.uk/Information--Advice/Working/Can-you-work/>

- 7.3.2 If a learner decides to withdraw their interest in a placement due to other commitments, they may not be offered another placement in a different Enrichment Week.

7.4 **Year 12 (AS Level)**

- 7.4.1 We aim to offer all Year 12 learners at least one College-organised work observation during their AS Level year, provided that they are not studying here on a Tier 4 (Child) visa and under the age of 16. For more information on Visa restrictions, please see:

<https://www.ukcisa.org.uk/Information--Advice/Working/Can-you-work/>.

- 7.4.2 If a learner decides to withdraw their interest in a placement due to other commitments, they may not unfortunately be offered another placement in a different Enrichment Week.

7.5 **Year 13 (A Level)**

- 7.5.1 Year 13 learners are encouraged to continue to develop their employability skills and their curriculum vitae by independently seeking work observations in Cardiff and at home during the term breaks. Learners are discouraged from accumulating experiences purely for university applications and personal statements, but rather to be a step ahead in the search for internships and degree apprenticeships once they have left Further Education.

8.0 **Implementation**

8.1 **Volunteering**

8.1.1 We also encourage learners to seek appropriate volunteering activities in the school, local and wider communities of which they are a part. We are firm believers in community engagement, youth social action and acts of altruism in the service of others, as evidence suggests that young people who actively participate in such experiences develop key transferable skills and qualities that employers are calling for, such as resilience, problem solving skills, initiative and many more. Our commitment to this goes as far as including voluntary experience as part of our CREATE© portfolio (for more information, please see PSE Policy.)

8.1.2 We work closely with Cardiff Third Sector Council, Cardiff Volunteer Centre and a variety of local charity organisations each year to promote, encourage and ultimately facilitate our learners in attaining and being successful in voluntary experiences throughout their studies here at Cardiff Sixth Form College.

8.1.3 Typical voluntary experiences in which we encourage our learners to partake should be:

- Self-organised and self-sought;
- Impactful on themselves and their communities;
- Challenging;
- Invigorating;
- Inspirational.

8.2 College-organised observations

8.2.1 Finding and setting-up work observations

8.2.1.1 Throughout the academic year, there will be four 'Enrichment Weeks'. These weeks allow learners to have career-oriented weeks based upon enrichment activities. This could include university workshops, wider reading, and where possible, work observations. These weeks are typically held at the end of October, mid-February, end of March/ early April and the end of June. Confirmed dates will always be published on our College's website (www.ccoex.com) under 'Term Dates'.

8.2.1.2 We actively believe that learners should have the ability to express their autonomy and choice, and this continues in the selection for work observations. From the earliest opportunity, including through email and video conferencing meetings in the summer prior to enrolling at the College, the Work Observation Coordinator speaks to our incoming learners about the variety of work observations on offer across a wide variety of sectors, and how they can meet their own desires and needs.

8.2.1.3 We always endeavour to provide a wide array of choices to learners to provide a constructive experience for their chosen career or degree path, and actively seek to grow our enterprise and company database each term. In a career where a number of observations could be enriching, we will provide

learners the choice of which type of observation they and we believe would benefit them most.

8.2.1.4 The Careers Department, with the support of the Heads of House through the Personal and Social Education (PSE) scheme of work, will also speak to learners about the importance of equality and diversity in the workplace, alongside challenging stereotypes. Each learner should feel comfortable and welcome in their observation, so we endeavour to develop their resilience and grit to succeed and flourish in whichever role they choose. Moreover, built into this curriculum are lessons on the online package, 'Work Ready Schools' which are online courses and videos based on developing key employability skills of our learners in preparation for their work observations and future professions.

8.2.1.5 Upon arriving to Cardiff Sixth Form College, the Careers Department present an induction session on the value and importance of work observations for personal and professional development. Likewise, in order to heighten awareness of our work observation programme, this is also re-emphasised in parents' evenings throughout the year, open days and on our College website. Content will include the encouragement of individually-sought observations and voluntary experiences, in addition to a masterclass on CV writing; this will be followed up by regular one-to-one meetings with the Work Observation Coordinator and the learner's Head of House.

8.2.1.6 For Years 11 and 12 learners, the College is usually responsible for sourcing and liaising with local employers and enterprise via telephone, email, post or through staff connections to seek effective work-focused activities and observations, especially in sector areas which are underrepresented given the flux in career preferences each year. In discussions with the potential work observation provider, we will question the typical observation and duties that they could offer to our learners, in addition to the mutually agreeable aims and objectives. Moreover, following the common principles of 'meaningful' work experience from '16 to 19 study Programmes: Departmental advice for education providers on the planning and delivery of 16 to 19 study programmes' (2018), we will discuss with the provider whether the experience on offer:

- "is purposeful, substantial, offers challenge and is relevant to the young person's study programme and career aspirations;
- is managed under the direction of a supervisor to ensure the young person obtains a genuine learning experience suited to their needs;
- has a structured plan for the duration of the observation which provides tangible outcomes for the student and employer;
- focuses on the skills required for that occupational sector;

- has clear roles, responsibilities and expectations for the student and employer;
- is followed by some form of reference or feedback from the employer based on the young person's performance.”

8.2.1.7 A thorough discussion will also take place about the provider's capability to host a learner with specific medical or learning needs to ensure effective management of learner and provider expectations, and the minimisation of risk to the young person.

8.2.2 Confirming work observations

8.2.2.1 In light of Careers Wales' decision to no longer facilitate work observations and experiences for learners in Wales, the onus has now been given to the schools and Colleges and the individual to be able to organise observations. Cardiff Sixth Form College has taken this role very seriously, undeterred by the administration and responsibility involved to ensure a safe and appropriate observation.

8.2.2.2 Cardiff Sixth Form College recognises its duty of care of learners when on observation and will do all necessary pre-observation checks to ensure their safety; under the Health and Safety Executive (HSE) stipulations, we must satisfy ourselves that “an employer has assessed the associated risks to workers under 18 on their premises and has suitable and sufficient risk management arrangements in place”. Therefore, it is only once all appropriate paperwork is complete that a College-organised work observation can go ahead. Unfortunately, observations may need to be cancelled at short notice if there are questions over the suitability or safety of an observation, or for any outstanding learner or parental documentation.

8.2.2.3 In this auditing stage, the Work Observation Coordinator will conduct an exhaustive analysis of the risks involved in each observation, and will seek to find evidence that the provider shows primary responsibility for the health and safety of the learner on observation and how they manage any risks involved. Under Health and Safety Executive (HSE) guidance for Work Experience Organisers, we will make sure to keep any checks relevant and proportionate to the level of risk in the working environment in which our learner will be based.

8.2.2.4 We will also conduct Pre-Observation Visits to any new work providers as a way of strengthening working relationships, ascertain the working environment of the learner to safeguard their welfare when on observation – discussions may also include health and safety practices, typical duties on observation, working hours (appropriate to the learner's age) and any other relevant information conducive to the success of the observation.

8.2.2.5 For example, if the place of work is deemed to be low risk in the provider's risk assessment (e.g. office), a conversation with the new provider will

suffice; we will conduct this during our Pre-Observation Visit as part of the wider discussion of the work observation and environment in which our students will be working.

8.2.2.6 In environments with less familiar risks (e.g. light assembly or packing) or deemed to be a higher risk (e.g. manufacturing, engineering, construction, agriculture), we will speak with the employer to discuss their duties in depth and ensure that they have appropriate safeguards to ensure learners' safety when conducting tasks with a risk factor above 'low', including induction arrangement, relevant training, supervision, site familiarisation and personal protective equipment if and where necessary. We will request a visit to the premises to conduct a Pre-Observation Visit with a heightened emphasis on the health and safety procedures they have in place.

8.2.2.7 The following members of College staff have attended the IOSH Health & Safety for Work Placement Personnel and are now certified to conduct appropriate, efficient and compliant work observation Health & Safety assessment visits:

- Work Observation Coordinator;
- Head of Higher Education;
- UCAS Coordinator;
- Student Services Manager.

8.2.2.8 Only members of staff who are adequately and appropriately trained and qualified will be asked to visit these observation providers, at the authorisation of the Head of Higher Education.

8.2.2.9 On such visits, an exhaustive number of critical health and safety checks will be completed, including but not limited to:

- Judgement of overall risk category of the work observation;
- Insurance arrangements;
- Health and Safety policies and procedures;
- Induction and training requirements and expectations;
- Risk assessments (e.g. noise, confined spaces, fire, manual handling, transport, PPE, hazardous substances, electrical hazards, DSE and work equipment/ machinery);
- Prohibitions and restricted areas;
- Fire/ emergency arrangements;
- Visible signs and notices (e.g. fire safety, first aid, emergency evacuation, restricted areas);
- Accident reporting procedures, including RIDDOR;

- Comfortable work environment (e.g. lighting, heating, housekeeping, space, ventilation);
 - Supervision of learners on observation.
- 8.2.2.10 Under guidelines set out in Keeping Children Safe in Education (2018), we are unable to request an enhanced DBS check with barred list information for provider staff supervising any learner aged above the age of 16 on work observation. However, we will need to ascertain whether the observation is “regulated activity”.
- 8.2.2.11 Regulated activity, under the Safeguarding Vulnerable Groups Act 2006, Section 4, 2(e), is categorised as such if:
- The staff member may be left unsupervised with the child;
 - The provision of supervision, teaching, training or instruction is frequent, i.e. more than three days in a 30-day period or overnight;
 - The same staff member is in frequent and unsupervised contact with the child, meaning it is likely to be regulated activity.
- 8.2.2.12 By definition in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, ‘regulated activity’ includes:
- teaching, training, instructing, caring for or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
 - work for a limited range of establishments (known as ‘specified places’, which include schools and Colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.
- 8.2.2.13 This will be assessed through our Pre-Observation Visits and in discussion with the work observation provider about the typical duties and working environment. We will ascertain the staff contact with our learner, whether it be in a wider office environment, or in regular 1:1 or 2:1 supervision. The findings from this visit will be discussed with the Head of Higher Education and Head of Pastoral who will use their professional judgement and knowledge to authorise or not authorise the observation. If we deem it necessary, we may request the provider to carry out relevant checks to ensure the person providing the instruction, training or supervision is not barred from working with children through the DBS Children’s Barred List.
- 8.2.2.14 Where the learner is under the age of 16, an Enhanced DBS may be requested by the College, if the type of observation and supervision of the staff member includes ‘regulated activity’.
- 8.2.2.15 If an observation itself is at a ‘specified place’ or place with ‘regulated activity’, e.g. school, College, nursery, an Enhanced DBS check will be required of the learner if they are over the age of 16, for which the learner

will bear the cost. The learner should speak to the Work Observation Coordinator in order for this to be actioned. As the personnel supplier, we as a College need to ensure that the learners we send on regulated activity work observations are not barred and therefore, if the case does arise whereby the learner's DBS comes back with a criminal record or included on the barred list, we cannot recommend them and will have to withdraw any plans to continue with this observation opportunity.

- 8.2.2.16 Once an observation has been preliminarily approved, the Work Observation Coordinator will use all available information to find a best suited candidate for a particular observation, in addition to exploring any preferences or needs of the provider, for example, regarding dates or number of learners in each observation. Learners will have the ability to express their interest in a particular sector linked to their career aspirations, or skill set to develop in said observation. Rather than being automatically assigned, we wish to foster a learner's self-actualisation and allow them to make the right decision based on their own acknowledged needs and desires, in an observation that is relevant and stretching.
- 8.2.2.17 Likewise, we as a College will also wish to assess their suitability (ability, prior attainment, career goals and readiness) for the role, to ensure that all expectations of the observation are managed, both from the perspective of the student and provider. This may include personal data; such as medical or specific learning needs to ensure their safety on observation. If deemed suitable, learners will be informed of their potential observation by email.
- 8.2.2.18 Parental and individual consent forms will also then be distributed to sign in order to confirm the observation. Attached to this document will also be an information pamphlet with the aim of increasing parental readiness and raising awareness of the importance and value of work observations, in addition to important protocols and expectations that their child(ren) must follow. Without this documentation at least one week before the proposed start date, we reserve the right to cancel or postpone the observation.
- 8.2.2.19 To ensure that all relevant parties are notified and consent to this observation, a consent form from the student's Head of House will be acquired. This may lead to further discussions with Head of Academic Studies and Head of Pastoral for any academic or wellbeing concerns.
- 8.2.2.20 Alongside approving the observation, itself, we understand our duty of care of our learners during the Enrichment Week while they are away from their accommodation. This is especially the case for any of our learners on a Tier 4 Visa, for whom we continue to comply with our sponsor duties, as stipulated in 'Tier 4 of the Points Based System: Guidance for Sponsors Document 2: Sponsorship Duties. Therefore, each work observation will follow the same protocol as a College trip. A full risk assessment will be carried out which will cover:

- observation provider, typical duties and observation hours;
- all transportation to and from the observation;
- accommodation arrangements, if applicable;
- knowledge of the provider's location, buildings and facilities;
- instructions and behavioural expectations while on observation;
- corroboration with pastoral and house staff about specific needs (e.g. medical)
- compulsory school aged (CSA) learner and their requirements;
- relevant contact numbers for learner, observation, accommodation, Work Observation Coordinator, safeguarding lead(s) and independent listener,
- risk assessments and other relevant documentation from the provider.

8.2.2.21 Prior to final confirmation, we will initiate a roles and responsibilities agreement between ourselves, the provider and the learners. The document will come through the medium of an email with an invite for a tripartite agreement in response. The agreement will cover the key duties and responsibility of each stakeholder while on observation, as statutory under the Health and Safety at Work etc. Act 1974:

- **Observation Organiser (Cardiff Sixth Form College)**
 - Assess the suitability of the learner for this particular observation and recommend accordingly;
 - Explore and agree upon the academic, educational and professional learning goals and content of the work observation on offer;
 - Provide advice and support to learner as the observation evolves;
 - Provide relevant information when necessary to reduce risk to learner's health, safety and welfare.
- **Work Observation Provider**
 - Learners on observation are regarded as employees for the purpose of health and safety;
 - Any risks are assessed before the observation starts, through proactive monitoring and the introduction and maintenance of systems to eliminate or control (Health and Safety at Work etc. Act 1974, Section 3);
 - Provide all required insurance details;

- Provide adequate induction (including health and safety), training and supervision during the observation;
- Clear definition of duties and restricted activities, taking into account capabilities of the learner before entrusting tasks – SKATE (Skills, Knowledge, Aptitude, Training and Experience);
- A planned programme of work is organised for the learner's observation;
- Guidance and support is always available throughout the observation period;
- Provide PPE and train in its use (Health and Safety at Work etc. Act 1974, Section 9);
- Provide information on attendance and progress upon their arrival and departure each working day;
- Inform the College of any skills and knowledge issues as observation evolves;
- Report accidents and sickness;
- Offer oral/written feedback during and after the observation, including a reference letter upon request.

- **Learner**

- Act as a responsible employee of the organisation;
- Reasonable care for own health and safety, and that of others (Health and Safety at Work etc. Act 1974, Section 7);
- Full co-operation with observation provider in relation to legal duties (Health and Safety at Work etc. Act 1974, Section 7);
- Exemplary attitude, behaviour and conduct when on observation;
- Request a reference letter from your observation supervisor at the end of your observation.

8.2.2.22 We place paramount importance on our learners' safety and therefore wish to ensure that all observations in which we have some involvement meet our high quality standards. As a method of quality assurance, an Induction Checklist is included in our work observation folder for each observation. Once all appropriate documentations have been included and checked, that criteria will be ticked off as 'Confirmed'.

8.2.2.23 It is only when all of these items have been filed that the observation can go ahead. If there is any outstanding documentation from the below list, the observation will have to be cancelled:

- Employers Liability Insurance;
- Public Liability Insurance;
- Fire Risk Assessment;
- Provider Risk Assessment;
- Health & Safety Policy;
- Documentation from risk assessment visit (if applicable, see below);
- CSFC Risk Assessment (including transport and accommodation);
- Observation guide for students, including emergency contact details;
- Agreed roles and responsibilities between learner, provider and College;
- Parental and Head of House consent;
- Final Checklist;
- Other supporting documentation (e.g. application forms, confidentiality forms).

8.2.2.24 To ensure the health and safety of all of our learners, in addition to quality checking our procedures, all observation documentation will be checked and countersigned by the Head of Higher Education or other member(s) of the management team.

8.2.3 Preparing for the observation

8.2.3.1 Once confirmed, learners will receive an email to confirm their work observation. In this email, a date and time will also be shared to invite the learner for a face-to-face meeting with the Work Observation Coordinator to fully talk through the work observation, transportation and accommodation, if applicable. We are fully aware of our duty of care of each learner while on observation, and wish to ensure that all students are confident, prepared and aware of their responsibilities and expectations. These meetings are a compulsory element of our work observation procedures, and as such, failure to attend this pre-observation meeting could result in a cancellation of the observation altogether. The meeting will include the following specific details:

- Company name and location;
- Dates and start/finish times;
- Presentation (clothing & jewellery);
- Specific health and safety, or other relevant instructions to optimise their work observation;

- Leading Supervisor contact details (name, email, telephone number);
- Emergency contact numbers – Work Observation Provider, Senior Management Team, Designated Safeguarding Lead, and the College's Independent Listener;
- Transport information, including a map of the local area and how to access emergency help.

8.2.3.2 To serve as a reminder, a printed copy of this information will also be provided in paper copy and in a follow up email so learners may take this guide on observation with them and use should the need arise.

8.2.3.3 This information will also form part of a printed guide that learners will be able to pick up, alongside their Work Observation Diary from the Work Observation Coordinator, which includes the following:

- General Health & Safety Information and Advice;
- Transport Information;
- Work Experience Register;
- Observation Contact Information;
- Work Observation notes;
- Feedback Page – completed on the last day of work experience by leading supervisor/ manager.

8.2.3.4 In some instances, the provider may also disseminate important documentation to the learner, such as non-disclosure or confidentiality agreements if handling sensitive data and information.

8.2.3.5 For all learners, especially those on a Tier 4 Visa, we will request the provider to inform the Work Observation Coordinator with confirmation of the safe arrival and departure from their premises each working day.

8.2.3.6 For any learner on a Tier 4 Visa who will have a work observation either within or away from Cardiff, appropriate private transportation, or public transport with a CSFC staff member, will be agreed to ensure their safe arrival and return from their work observation. Likewise,

8.2.3.7 Where possible, we endeavour that all learners have viable opportunities and work observations in Cardiff and commutable local areas with minimal travel needed. However, it may be the case that we may have connections with suitable work providers from further afield. If this were the case, learners would always be asked if they would wish to attend such an observation and can make their own informed decision on the type of observation available, typical duties, basis of location and distance away from Cardiff.

8.2.3.8 Cardiff Sixth Form College recognises its duty to safeguard and promote children's welfare in Keeping Children Safe in Education (2019), Keeping

Learners Safe (2015), including considering their safety and how to best minimise risk of harm in overnight stays. In the event that an observation is confirmed which is beyond commutable distance from Cardiff, appropriate transportation and accommodation will be sought by the College. Depending on the location and time of the observation, accommodation arranged could be in private accommodation, such as a hotel, accompanied by Cardiff Sixth Form College staff members.

- 8.2.3.9 Likewise, a homestay may also be organised on behalf of the learner, in accordance with Annex E of Keeping Children Safe in Education (2008). In searching for reliable and safe homestay opportunities local to the work observation, the College will utilise intelligence and information from appropriate Enhanced DBS and Barring Checks to ensure the suitability of the prospective adults and/or family responsible for this regulated activity. We also reserve the right to request an Enhanced DBS check on any accompanying family members who are over 16 and not the primary hosts, but live in the property. In this case, learners will be appropriately informed of all contact information for the homestay hosts, but also of emergency contacts both in Cardiff and the local area.

8.2.4 Independently organised observations

- 8.2.4.1 We actively encourage learners to develop their own professional experiences, in addition to their independence and autonomy, through seeking their own work observation opportunities in Cardiff, the UK or back home. We also have an exhaustive catalogue of work experience schemes that learners must apply to themselves through individual application; we actively encourage learners to apply to these as opportunities for personal and professional development. In these circumstances, the Careers Department are happy to facilitate and organise any meetings which may help the learners in their résumé, application form and cover letter writing, to supplement the services already on offer by the Heads of House.
- 8.2.4.2 We ask that learners always keep the Work Observation Coordinator up-to-date with any confirmed observation opportunities to keep our records current and accurate. For any observations that have been independently organised by the learner or their family, Liability Forms will also be sent to learners and/or parent/guardian which will express no involvement from the College in the setup of this observation. In the case where we do not receive this documentation, we would not recommend that the observation goes ahead.

9.0 Recording and Reporting

9.1 Confirmation of observation

9.1.1 For each confirmed observation, a comprehensive record keeping is undertaken, audited and countersigned. For the enrichment week, multiple copies of this documentation will be stored with both the Work Observation Coordinator and House staff at the relevant accommodation.

9.1.2 Through a tick list, we can be assured that all appropriate and required information are collated.

- Health and Safety visit assessment paperwork;
- Risk Assessment;
- Employers Liability Insurance;
- Public Liability Insurance;
- Fire Risk Assessment;
- Health & Safety Policy;
- Manager/Director Signature;
- Parent and Head of House Consent Forms.

9.1.3 Paper copies of completed work observation packs are archived electronically and in paper with our Health and Safety Coordinator,

9.1.4 To ensure legal compliance, the Careers Department have created a monitoring spreadsheet which has been conditionally formatted to ensure all work observation providers' records are accurate and up-to-date.

9.1.5 Each cell will be coloured in the appropriate colour depending on the status of the check:

In Date
Date not provided / close to expiry
Outdated

9.1.6 Each work observation assessment (be it by telephone or visit) will be valid for two years, or until an event at work warrants a new check, whichever comes first. After these two years, a re-assessment questionnaire will be sent to the provider to complete. The following outcomes may occur:

9.1.7 If there are no changes to be made since the previous assessment, no follow up will be needed for the next five years.

- 9.1.8 If there have been any changes to the work conditions or environment, we will request an interim telephone call or visit. If any amendments present a low or medium risk, and we are satisfied that there are no immediate problems, no follow up questionnaire would be needed for the next two years.
- 9.1.9 If after this new assessment the risk still presents as high, we would request work environment changes to decrease this to a lower risk category. If successful, we would send them a re-assessment questionnaire and we would follow up two years later with a re-assessment questionnaire. If the risks are unable to be minimised, we reserve the right to withdraw this observation on health and safety grounds.
- 9.1.10 If an accident at work observation were to occur, we would immediately re-visit the work observation provider and conduct a fresh health and safety assessment, to ensure the wellbeing of any future learner on observation at that company. Two outcomes may come from this:
- 9.1.11 If after the immediate re-visit we are happy with the health and safety outcomes, we would follow this up with a re-assessment questionnaire within one year, then two years and then five years, as above.
- 9.1.12 If after the immediate re-visit a problem still presents, we would make recommendations to make alterations; upon confirmation, we would re-visit the provider to ensure the safety of the work place environment. If they pass, we would send a follow up questionnaire within one year, then two years, then five years as above. If no changes are made, protocol would be similar to above whereby we would reserve the right to withdraw from this observation.

9.2 Recording of work observation

- 9.2.1 Similar to other careers guidance we provide at the College, successful work observations will be recorded on our MIS system, ISAMS, as a careers behavioural tool. It will record the logistical details and feedback from the Work Observation Coordinator and supervisor about their conduct. Not only will this be visible by the student but also the parents, ensuring that they are always kept in the loop about their child's professional development. Equally, the learner's Head of House will be able to access this in the learner's record to use for report writing, as well as references and letters of recommendation for future university or job applications.

9.3 Reporting an accident on observation

- 9.3.1 If an accident were to occur when on observation, the work provider will immediately contact the Work Observation Coordinator, who will then follow procedures as currently under Trip Policy; namely:
- Establish the nature and extent of the emergency;
 - Pass full details of the event and those involved to Senior Management who will contact parents;
 - Ensure a staff member is able to accompany the casualty to appropriate healthcare provision.

- 9.3.2 As our learner will be an employee for the period of the observation, the employer as the responsible person should report any incidents or injuries to a pupil which arises out of or in connection with work. The Work Observation Coordinator ensures an accident report is filled in and sent to us, in addition to mandatory reporting in RIDDOR has been carried out, if appropriate and reportable. In reference to HSE Guidelines and Post-16 work experience as a part of 16 to 19 study programmes and traineeships: Departmental advice for post-16 education and training providers (2015), we will investigate the incident and whether the training provider had indeed taken appropriate and satisfactory steps to manage risks in the work place.

10.0 Monitoring, Review and Evaluation

10.1 Monitoring Learners when on observation

- 10.1.1 During the Enrichment Week in which a learner has a work observation, the Work Observation Coordinator will organise to meet with the learners on an individual basis in College at least once during the week to discuss their observation. In this meeting, their welfare on observation will be explored to ensure whether they are happy and enjoying their observation, or whether any interventions or changes need to be made. They will also be asked to reflect on their observation so far, both in terms of personal development and being asked probing questions to use their higher order thinking skills of analysis and evaluation.
- 10.1.2 We are also trialling visits to the work observation to meet students, not only to check in with the learner in industry but to also help strengthen links with the providers. For those learners who are on observation outside of a commutable distance from Cardiff and therefore accommodation is required, they will receive a telephone call to check in.
- 10.1.3 As part of the discussions with the provider about their roles and responsibilities, we seek to come to an agreement about their duties as their supervisor and mentor. We expect the learner to be able to meet with their supervisor at least once in the work observation week as an 'interim assessment' to have a professional discussion about their progress so far and whether any changes are recommended or required, be it from the learner's or the provider's perspective. Furthermore, we will expect the learner to finish the observation by receiving a summarising de-brief meeting to received detailed verbal feedback about their attitudes, behaviour and professionalism.

10.2 Monitoring Learners after observation

- 10.2.1 After the work observation, the learners will be required to give their feedback about their observation to the Work Observation Coordinator so as to be able to quality assess the opportunities provided, and to ensure best possible experience for future learners who may attend this observation.
- 10.2.2 This will be done through a questionnaire, which will explore:

- The ‘principles’ of effective work observations and whether this opportunity meets them;
- Its usefulness for preparation for their chosen career path;
- Positive and negative attributes to this observation;
- Would they recommend it to a peer? If yes or no, why or why not?

10.2.3 This feedback will be vital to continue developing not only strong working relationships with the provider but also serves as an opportunity to seek any improvements to the work observation on offer for any future learner who will also attend.

10.2.4 In order to evidence progression to the Careers and the World of Work framework’s attributes, range and skills statements, we will require all learners who have had a work observation, be it through the College or independently sought, to fill in a self-assessment questionnaire, allowing them to reflect on their personal effectiveness before and after their experiences, and evaluate how it has helped them develop personally and professionally. This document will need to be brought in to the Work Observation Coordinator to be scanned electronically and saved on our system to evidence progression made to these national expectations.

10.2.5 As part of the agreed roles and responsibilities, we will reassert the requirement for the work observation provider to provide the learner a comprehensive reference letter. We anticipate that this will encompass all that was discussed in the final debrief meeting, as soon as is reasonably possible after the end of the observation, in order to facilitate their professional development, career progression and application to higher education. Moreover, we will also use this time to remind learners of their responsibility to ask and remind the provider to provide them this document. This is an important life lesson to develop the confidence and experience in requesting references, as our learners would in their future world of work.

10.2.6 We thank work observation providers in advance for taking the time to write these recommendation letters for our learners. Ideally, in order to meet university admissions requirements, this reference would come on letter headed paper from the work observation provider, and the important information included should be:

- Name of learner;
- Date(s) of observation, including length and hours;
- Typical Duties;
- Personalised comments about attitude, behaviour, conduct and other transferable skills displayed;
- Name and signature for authenticity.

10.2.7 We request that these references be sent directly to the Work Observation Coordinator, who will retain an electronic copy to serve as appropriate information

to guide university reference writing; it can then be picked up by the learner after an email or verbal invitation to receive it.

10.3 Monitoring departmental progress and quality

- 10.3.1 In view of ensuring the health and safety of all of our learners, in addition to quality checking our procedures, all observation documentation will be checked and countersigned by the Head of Higher Education, including a sample being checked by Senior Management (Vice Principal, and line manager of the Careers Department).
- 10.3.2 After each enrichment week, the Work Observation Coordinator and Head of Higher Education will organise an in-depth meeting to discuss processes and protocols for the previous work observation week, reflecting upon successes and areas to improve upon to guarantee further future success. This may cover paperwork, reporting mechanisms or indeed the providers and experiences available to us, in light of learner feedback.

11.0 Special Needs Provision

11.1 Compulsory School Age (CSA)

- 11.1.1 For our CSA learners, extra provisions will be put into place to be compliant with our CSA Policy. CSA learners on a Tier 4 (Child) Visa, will be able to have a work observation, but only once they turn 16 years. The following restrictions and facilitations will be put into place to ensure the safety and wellbeing of our learners on observation:

- The work observation provider will need to inform the Work Observation Coordinator of their safe arrival and departure each day.
- CSA learners will only be recommended observations local to the Cardiff area which are easily commutable by foot, public or private transport.
- CSA learners may be accompanied by a staff member to the work observation provider if they are on a 'lone' observation, i.e. the only learner from Cardiff Sixth Form College who is on observation there at any one given time.
- Given the nature of the work observation, Cardiff Sixth Form College will use their discretion and judgement, and may request an Enhanced DBS and/or Barred List check for supervisory staff of learners on observation who are below the age of 16, and not on a Tier 4 Visa.

11.2 Additional Learning Needs

- 11.2.1 We recognise that learners with additional learning needs may encounter more barriers to employment than others, and as such, we strive to ensure that learners with any additional needs, including medical, educational, physical, emotional or other, will be fully supported on their observation. Prior to the observation, we will

check with each learner as to whether they can report of any needs or adjustments to tailor their learning experience when on observation.

11.2.2 Whilst we expect all learners and parents to disclose all relevant medical, educational, physical or emotional needs upon enrolment to our College, this information will always be asked as part of the parent consent form to ensure up-to-date information. This will also be cross-referenced with protected and confidential information held by the Additional Learning Needs Coordinator and the Head of Pastoral to ensure that the observation is the correct fit for the learner and that the learner would not be in any harm when on this observation.

11.2.3 In accordance with our Data Protection policy, we reserve the right to disclose key safeguarding, medical or specific learning needs information to work observation providers and for the appropriate accommodations to be put in place for a learner on a trip or work-focused activity.

11.3 Protected Characteristics

11.3.1 Cardiff Sixth Form College acknowledges its duty under the Equality Act (2010) to protect our learners who may face work-place discrimination due to one of nine potential protected characteristics, including:

- age;
- disability;
- gender reassignment;
- marriage or civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

11.3.2 Alongside the Wellbeing Officer, we will provide optimal support to the learner to allow them to feel confident and at ease on observation, regardless of characteristic. In addition to PSE, we offer individual and year group support, encouraging acceptance of workplace diversity and equality and challenging stereotypes.

12.0 Safeguarding

12.1 To ensure our learners' safety when on work observation, we conduct all aforementioned health and safety checks. Any employer which does not provide the expected documentation, or has not been deemed to be suitable to pass our visit assessment, cannot be approved and therefore, the College or the individual will be required to find an alternative.

- 12.2 Whilst on observation, learners will be given a direct contact number for the Work Observation Coordinator, Senior Management, our Designated Safeguarding Lead, and our College's Independent Listener whom they can contact if there are any issues with their observation.

13.0 Staff Development

- 13.1 It is our ethos to develop ourselves personally and professionally in life-long learning and continuous professional development. Each staff member of the Careers Department will be encouraged to undertake an IOSH certificate in Health & Safety for Work Observation Personnel to be certified to conduct appropriate, efficient and compliant work observation Health & Safety assessment visits. Further enhanced training in risk assessments and Educational Visit Coordination (EVC) may also be explored to allow for continuous professional development in this field.