

Menu of Programmes & Activities

2011 - 2012



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**MK1 Merlin Rescue Challenge
Royal Marines Museum**

Introduction

This brochure sets out the core services provided by EBP and is designed to be read alongside the Service Level Agreement (SLA) document for schools.

Within this brochure, EBP has tailored its activity to developing Enterprise Learning and Employability Skills.

Enterprise Learning, based on the Howard Davies review and used by Ofsted for the purposes of inspection, is defined as:

'the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in a variety of contexts, both personal and work'.

Embedded within EBP activities are core Employability Skills. These are the attributes or behaviours which organisations value:

- Ability/Willingness to learn
- Motivation
- Self-responsibility
- Team working/Communication
- Problem Solving
- Quality Focus
- Customer Focus

EBP is always happy to discuss providing tailored activity to meet the specific needs of your school. We aim to include support for the curriculum, CEIAG and PLTS in all our activities. We request that all in-school activities are booked at the beginning of the academic year for scheduling and staffing purposes.

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Personal Learning and Thinking Skills

We integrate the six groups of Personal Learning and Thinking Skills across our activities, which is indicated by the codes alongside the Learning Outcomes.

Skill	Focus Statement	Outcome statements: abilities of young people represented by the skill
Independent Enquiry	Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well reasoned decisions, recognising that others have different beliefs and attitudes.	<p>Codes: IE independent enquiry CT creative thinking RL reflective learning TW team working SM self-managing EP effective participation</p> <p>IE1 Identify questions to answer and problems to resolve. IE2 Plan and carry out research, appreciating the consequences of decisions. IE3 Explore issues from different perspectives. IE4 Analyse and evaluate information. IE5 Consider how circumstances, beliefs and feelings influence decisions. IE6 Support conclusions with reasoned arguments and evidence.</p>
Creative Thinking	Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.	<p>CT1 Generate ideas and explore possibilities. CT2 Ask questions and extend their thinking. CT3 Connect ideas and experiences in inventive ways. CT4 Question their own and others' assumptions. CT5 Try out alternatives or new solutions and follow ideas through. CT6 Adapt ideas as circumstances change.</p>
Reflective Learning	Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.	<p>RL1 Assess themselves and others and identify opportunities and achievements. RL2 Set goals with success criteria. RL3 Review progress and act on outcomes. RL4 Invite feedback and deal positively with praise, setbacks and criticism. RL5 Evaluate experiences and learning. RL6 Communicate their learning.</p>
Team Working	Young people work confidently with others, adapting to different contexts and taking responsibility for their own actions. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.	<p>TW1 Collaborate with others towards common goals. TW2 Reach agreements and manage discussions. TW3 Adapt behaviour for different situations. TW4 Show fairness and consideration to others. TW5 Take responsibility, showing confidence in themselves and their contribution. TW6 Provide constructive support and feedback for others.</p>

PLTS cont...

Self Managing

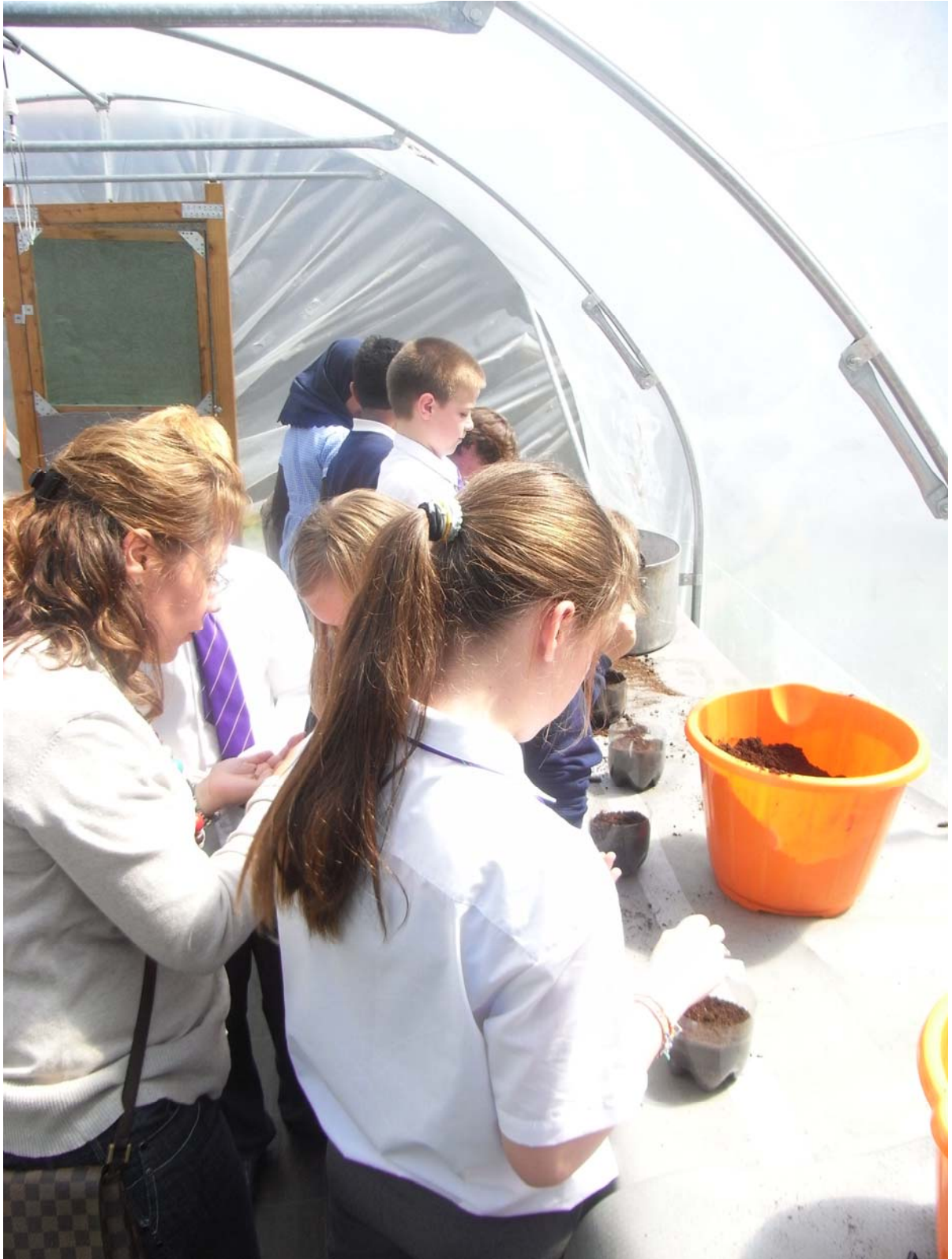
Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for new opportunities.

- SM1** Seek out challenges or new responsibilities and show flexibility.
- SM2** Work towards goals, showing initiative, commitment and perseverance.
- SM3** Organise time and resources.
- SM4** Anticipate, take and manage risks.
- SM5** Deal with pressure
- SM6** Respond positively to change.
- SM7** Manage their emotions and build and maintain relationships.

Effective Participation

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

- EP1** Discuss issues of concern and seek resolutions.
- EP2** Present a persuasive case for action.
- EP3** Propose practical ways forward, breaking down tasks into manageable steps.
- EP4** Identify benefits for themselves and others.
- EP5** Try to influence others.
- EP6** Act as an advocate for views that may be different from their own.



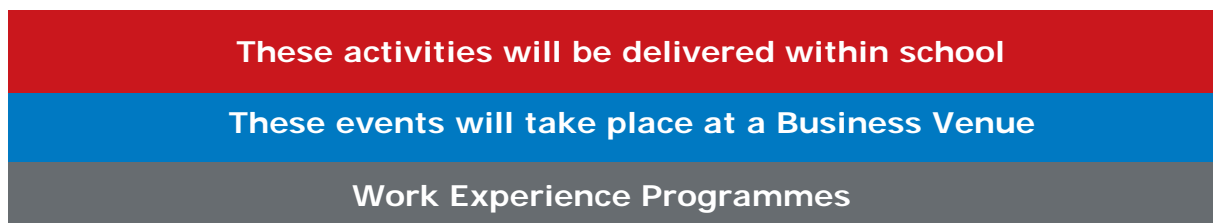
**Charter Academy
Garden Project**

Relevant Information

The key below shows how the information is set out in the brochure to illustrate the type, title, unit value etc of each activity.

The brochure is divided into sections as below

Key to banners:



Key to information:

UC	= Unit Cost
KS	= Key Stage/Level/Year Group
DT	= Delivery Time
PLTS	= Personal Learning & Thinking Skills

CSI Day

Crime Scene Investigation

A one-day Challenge where students work in teams of four as forensic specialists to investigate and solve a crime. Students will take part in workshops to simulate a real crime scene investigation. Activities will include: visiting the crime scene to draw a crime scene map, scientifically test physical evidence in the science lab including samples taken from possible suspects/ crime scene and interview potential suspects.

Schools are required to provide: Materials and resources for science experiments and supervisory staff.

Notice period: 8 weeks

Learning Outcomes – Students will:

- Learn about the way science and scientists work within society
- Collect, analyse and interpret scientific data
- Test ideas and develop theories
- Consider the relationships between data, evidence, theories and explanations
- Develop their practical, problem-solving and enquiry skills, working individually and in groups.
- Evaluate enquiry methods and conclusions both qualitatively and quantitatively, and communicate their ideas with clarity and precision.
- Gain an introduction to Democracy and Justice (Citizenship)

Curriculum Links:

KS3 & GCSE Science, P.S.H.E/Citizenship

KS

This activity is aimed at: Yrs 9-11

Max number of students: Up to Whole year group

UC

Unit Cost: 4

DT

Delivery Time: 1 day

PLTS

IE2-IE4-IE6

CT1-CT2

RL3-RL5

TW1-TW2

SM2-SM3-SM4

EP1-EP2-EP3



Enterprise Days

Enterprise Days present students with opportunities to develop their Enterprise Skills. Using a set business scenario, students learn to generate and develop ideas through discussion, are encouraged to engage in innovative approaches to problem-solving, communicate well and work effectively in teams. Students work in small teams to plan, create and design a product or provide a service to given specifications.

Schools are required to provide: Materials and adequate staff supervision on the day.

Notice Period required: 8 weeks

Learning Outcomes - Students will:

- Understand what is meant by enterprise
- Understand what is meant by enterprising skills and behaviour
- Understand how enterprising skills and behaviour might be useful in different settings
- Work with people from diverse backgrounds
- Learn and perform multiple tasks
- Develop problem solving, decision making and planning skills
- Develop financial literacy, economic and business understanding

Curriculum Links:

Enterprise days will incorporate elements of functional numeracy & literacy, ICT and DT.

KS

This activity is aimed at: Yrs 7–11
Max number of students: Whole year group

UC

Unit Cost: 4

DT

Delivery Time: 1 day

PLTS

IE1-IE2
CT1-CT3
RL3-RL4-RL5-RL6
TW1-TW2
SM2-SM3
EP1-EP3

Mock Interview Days

A Mock Interview Day gives students the opportunity to create their own CV, participate in an interview with a Business Volunteer and find out what the expectations of employers are in an interview scenario. Students will then receive feedback on their performance and constructive advice on areas to develop in the future. This activity can also support your school's CEIAG programme.

Schools are required to provide: A suitable space for the interviews to take place and refreshments for the Business Volunteers

Notice period: 8 weeks

Learning Outcomes - Students will understand the importance of:

- Speaking fluently, adapting talk to an unfamiliar context and purpose, requiring confident and fluent use of standard English
- Presenting information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect
- Listening with sensitivity, judging when intervention is appropriate
- Reflection and be able to comment critically on their own performance

Curriculum Links:

English GCSE – Speaking and Listening

KS

This activity is aimed at: Yrs 10-11
Maximum number of students: Whole year group

UC

Unit Cost: 4

DT

Delivery Time: 1 day

PLTS

IE1
RL1-RL4-RL5
SM5-SM7
EP4

Rapid Response Day

A one-day Challenge focusing on disaster relief designed by the Institute of Civil Engineers. Students work in 'emergency planning' teams dealing with the after effects for water, shelter and transport following a natural disaster. The day includes taking part in activities to demonstrate the effects of a natural disaster and how an emergency aid programme is put in place and a practical activity to design a shelter and water structure.

Schools are required to provide: A suitable space and adequate staff supervision.

Notice period: 8 weeks

Learning Outcomes - Students will:

- Identify the processes that contribute to specific natural hazards on a variety of different scales
- Assess the physical, social, economic and environmental impacts upon the country or countries affected by the natural hazard
- Use a variety of resources to create an emergency planning response to the impacts of a specific natural hazard
- Understand the roles and responsibilities of team members in relation to the activity

Curriculum Links:

Geography GCSE – The Physical World, Natural Hazards, Diploma in Engineering, GCSE Engineering; KS3 & GCSE Science: The Environment, Earth and Universe

KS

This activity is aimed at: Yrs 7-11
Maximum number of students: 50 students

UC

Unit Cost: 2

DT

Delivery Time: 1 day

PLTS

IE1-IE2-IE3-IE4-IE5-IE6
CT1-CT2
RL3-RL5-RL6
TW1-TW5
SM2-SM3-SM4



Communication Skills Master Classes

Tailored Master Classes are supported by our Business Volunteers and introduce students to the concept of 'Employability Skills'. This flexible programme is ideal for all year groups and can be delivered as a complete package as part of your 'enrichment' programme, over one full week or half day workshops throughout the academic year. Each workshop may also be delivered as a 'stand alone' activity.


	Activity
Workshop One	Team Building - Focusing on strengthening leadership, team-building and communication skills, students work together towards a given objective.
Workshop Two	Interview Skills – A workshop to develop techniques such as body language, appearance and attitude required for the interview process.
Workshop Three	Telephone Skills – Using role play, students develop the skills needed to conduct business or deal with customers by telephone.
Workshop Four	Presentation Skills – Students will participate in an interactive workshop that will highlight the importance of giving a good presentation and also give them the opportunity to learn how to present in an effective manner.
Workshop Five	CV Writing – Activities to help students identify their skills, personal qualities and achievements to prepare and write a quality CV.

Schools are required to provide: A suitable space and adequate staff supervision

Notice Period required: 8 weeks

Learning Outcomes - Students will understand the importance of :

- Speaking fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English
- Presenting information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect
- Listening to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas
- Judging the intentions and standpoint of a speaker

- 
- Listening with sensitivity, judging when intervention is appropriate
 - Reflection and be able to comment critically on their own and others' performances.

Curriculum links:

GCSE English – Speaking and Listening, PSHE, Citizenship

KS

This activity is aimed at: Yrs 7 to 11
Maximum number of students: 35 students

UC

Unit Cost: 1 per workshop

DT

Delivery Time: up to ½ day

PLTS

IE1-IE3-IE4
CT1-CT2-CT4
RL1-RL4-RL5-RL6
TW1-TW2-TW4
SM3-SM4-SM5-SM6
EP2-EP3

Meet the Professional

Students have the opportunity to 'speed network' with a variety of professionals from a particular sector or related to a specific subject area. Students are encouraged to ask questions related to how subjects studied at school are useful in the world of work, what kind of skills and training opportunities are required for the particular sector etc. This event is an ideal forum to explore aspects of the CEIAG framework. If you would like students to collect evidence of their learning from this event, we can work with you to support this.

Schools are required to provide: A suitable space for the networking to take place, adequate supervision and refreshments for the Business Volunteers.

EBP will also arrange a limited number of 'Meet the Professional' events at selected external venues. Schools will need to provide return transport to the venue and adequate supervision throughout the event.

Notice period: 8 weeks

Learning Outcomes - Students will understand the importance of:

- Speaking fluently, adapting talk to unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English
- Adapting speaking and listening flexibly in different circumstances
- Synthesising what they hear, separating key ideas from detail and illustration
- Judging the intentions and standpoint of a speaker
- Listening with sensitivity, judging when intervention is appropriate

Curriculum Links:

KS

This activity is aimed at: Yrs 9-11

Maximum number of students:

50 students

UC

Unit Cost: 1

DT

Delivery Time: up to ½ day

PLTS

IE1-IE3-IE5

CT2-CT4

RL1-RL5



Tailored Curriculum Activity

The involvement of employers within the curriculum can help students to place their learning within the context of the workplace. In doing so, it helps students to understand the relevance of their studies and can help motivation.

EBP staff are happy to work with curriculum leads, brokering relationships with employers and guiding activities that involve employers directly in the curriculum.

Schools are required to provide: A suitable space and adequate staff supervision

Notice period: 8 weeks

Case Study:

In 2008 EBP worked with Maxwell Communications to create a workshop for Year 11 students to support Paper 1 of the English Language GCSE. This was in accordance with a brief from the school, which was to focus on different publications and compare the differences, determine who their audiences are and what techniques they use to communicate their message.

Students were shown 10 headlines about the life of a celebrity and given a small amount of background to each and then had to individually write a 150 word piece of creative writing that included both the positive and negative aspects of their life. They had to think about who the article was aimed at and what they wanted to say. In groups, students were then asked to compare two contrasting magazine covers and create a list of their differences (as with their GCSE paper).

Through this activity students were able to:

- Read, understand the detail and gain an overview of texts from a wide range of sources, including those found beyond the classroom.
- Form independent views and challenge what is heard or read on the grounds of logic, evidence or argument.
- Analyse and evaluate spoken and written language to explore their impact on the audience.
- Reflect on the origin and purpose of texts and assess their usefulness, recognising bias, opinion, implicit meaning and abuse of evidence.

KS

This activity is aimed at: Yrs 9-11

UC

Unit Cost: Varies depending on level of involvement

DT

Delivery Time: ½ day

PLTS

Will vary according to the activity

Learn, Excel, Aspire Programme 'LEAP!'

This programme is designed to enhance and develop a range of employability skills for students such as organisation, time management, budgetary control, communication and team working. The school is matched with a local business whose volunteers work together with the students through a series of workshops. The business volunteers and students engage in interactive activities that are scenario based and set in a realistic work environment off the school premises.

Schools are required to provide: Return transport to the venue. A member of staff must supervise the students throughout the visits.

Notice period: 8 weeks

Learning Outcomes – Students will learn how to:

- Present information and points of view clearly and appropriately
- Engage an audience, using a range of techniques to explore, enrich and explain ideas
- Develop relationships and work with others to solve problems and plan actions
- Review, modify and evaluate work as it progresses, reflecting critically and using these insights to improve
- Identify the main qualities and skills needed to enter and thrive in the working world
- Understand and apply skills and qualities for enterprise
- Identify and implement effective business communications

Curriculum links:

English – reading, writing, speaking and listening

PSHE – economic well-being and financial capability, personal well-being, enterprise, critical reflection, evaluating,

Business Studies – business communications

KS

This activity is aimed at: Yrs 7-11
Maximum number of students: 20 students

UC

Unit Cost: See Service Level Pricing Structure

DT

Delivery Time: 5 half days

PLTS

This activity can help develop all Personal Learning and Thinking Skills



Tailored Industry/Business Visits

Tailored visits to employer's premises can greatly enhance the learning experience for students. They can apply the learning they have received in the classroom to a 'real life' context, which can then be brought back to the classroom environment to stimulate further learning and discussion.

Schools are required to provide: Return transport to the venue, students and teachers need to bring a packed lunch (if appropriate). A member of staff must supervise the students throughout the visit.

Notice period: 8 weeks

Case Study:

Textiles students visited 'Fat Base' – Fat Face Distribution Centre in Havant. This visit enabled students to tour the facilities and underpin elements of the GCSE D&T Textiles curriculum, experiencing first hand what it is like to work in an inspiring location, amongst professional, dedicated staff with a passion for the Fat Face brand.

Throughout the tour the students were given relevant information which supported Units 1 (Creative Design and Make Activities) and Unit 2 (Knowledge and Understanding of Textiles Technology). They learnt about the importance of brand awareness within each of 180+ Fat Face stores; the ethical sourcing of the materials used, including dyes and fabrics, the logistics operation surrounding ordering and distribution of items direct to the customer from their website and stock to deliver straight into store; their design and marketing departments, who were already working on the new Fat Face Winter 2011 collection.

The visit supported the following Learning Outcomes, enabling the students to develop their understanding of:

- Skills required in researching and designing a product
- Knowledge and understanding of a wide range of materials and processes used in design and technology
- Industrial and commercial practices and the importance of quality checks, and the health and safety issues that have to be considered at all times

KS

This activity is aimed at: Yrs 9-11
Maximum number of students: 16 students

UC

Unit Cost: 1

DT

Delivery Time: 1 day

PLTS

Will vary according to the activity



A Day in the Life...

A 'hands-on' day where students have the opportunity to find out what might be involved in working in a particular sector. Sectors can include priority 'skills short-age' areas such as science and engineering, hospitality and catering and health and social care. This activity can also be designed and tailored to meet your school's needs.

Schools are required to provide: Return transport to the venue, students and teachers need to bring a packed lunch (if appropriate). A member of staff must supervise the students throughout the event.

Notice period: 8 weeks

Examples:

An Archaeologist (The Mary Rose Trust)

A Health Care Professional (The NHS)

A Fashion Designer (Fat Face)

An Engineer (Selex Sensors)

A Scientist (Pfizer)

Learning Outcomes - Students will:

- Learn about the way professionals work within their role and society
- Test ideas and develop theories
- Consider the relationships between data, evidence, theories and explanations
- Develop their practical, problem-solving and enquiry skills, working individually and in groups
- Evaluate enquiry methods and conclusions both qualitatively and quantitatively, and communicate their ideas with clarity and precision

Curriculum Links: Will vary according to activity

KS

This activity is aimed at: Yrs 9-11
Maximum number of students: 16 students

UC

Unit Cost: 1

DT

Delivery Time: ½ day - 1 day

PLTS

Will vary according to the activity

Boys' Literacy Skills Day

The aim of the Literacy Skills Day is to excite and inspire KS3 boys about reading and writing and help them appreciate different uses of the written word including the use of persuasive language. Students take part in a variety of workshops culminating in the production of a written piece to demonstrate their learning. This event has been specifically designed to support the English curriculum.

Schools are required to provide: Return transport to the venue, students and teachers need to bring a packed lunch (if appropriate). A member of staff must supervise the students throughout the event.

Notice period: 8 weeks

Learning Outcomes – Students will understand the importance of:

- Being adaptable in a widening range of familiar and unfamiliar contexts within the classroom and beyond
- Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters
- Taking different roles in organising, planning and sustaining talk in groups
- Understanding how meaning is constructed within sentences and across texts as a whole
- Writing clearly and coherently, including an appropriate level of detail
- Writing imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader
- Generating and harnessing new ideas and develop them in their writing
- Adapting style and language appropriately for a range of forms, purposes and readers

Curriculum Links: Key Stage 3 English

KS

This activity is aimed at: Yrs 9 Boys
Maximum number of students: 16 students

UC

Unit Cost: Free

DT

Delivery Time: 1 day

PLTS

IE1-IE4
CT1-CT2-CT3
RL5
TW2
SM2



The Website Challenge

This Challenge is organised jointly by EBP and IBM. It gives students an opportunity to work alongside IBM graduates and interns, to develop a website which is designed as a result of working to a customer brief.

The aim of the Challenge is to provide a 'real' work related learning project, which enables students to develop key skills for employment, particularly team-work, communication, presentation skills and ICT. The focus of the Challenge is on the website, however students must be able to demonstrate their capability in research, presentation, innovative design, graphics and project management.

Schools are required to provide: Return transport to IBM for the launch, heats and final. A member of staff must supervise the students throughout the visits.

Notice period: Bookings must be made by Nov/Dec.

Learning Outcomes – Students will understand the importance of:

- Taking risks, showing initiative, and a having a willingness to undertake new ventures
- Thinking creatively in developing both competitive advantage and a new business
- How to work as part of a team
- Project management, including working to deadlines
- Graphic Design
- Effective presentations

KS

This activity is aimed at: Yrs 9 & 10

Maximum number of students:

Team of 10

UC

Unit Cost: Free

DT

Delivery Time: Extended Challenge

- up to 5 months

Launch: November/December

Heats: May

Final: May

PLTS

This activity can help develop all Personal Learning and Thinking Skills



A Place in the World Challenge

In a global economy learning languages opens doors. For this Challenge students will be required to choose a language, then select a country to relocate their family to. They will need to research and investigate purchasing a house abroad, relocating the adults into new jobs, relocating the children (aged 8 and 12) into new schools, research the chosen area and present their budgets, relocation plans and storyboard.

Schools are required to provide: Return transport to the venues and an accompanying member of staff

Notice period: Bookings must be made by end of October

Learning Outcomes – Students Will:

- Listen, read and respond to different types of spoken language
- Communicate in speech and writing for a variety of purposes
- Use and understand a range of vocabulary and structures
- Gain understanding of a different country and culture
- Develop research and business skills

Curriculum links:

Modern Foreign Languages KS3 - 1.4 Intercultural understanding

- Appreciate the richness and diversity of other cultures.
- Recognise that there are different ways of seeing the world, and developing an international outlook.

This Challenge also supports the Business and ICT curriculum.

KS

This activity is aimed at: Yrs 8-9
Maximum number of students: 6 per team

UC

Unit Cost: Free

DT

Delivery Time: Extended Challenge - up to 5 months
Launch: November
Heats: March
Final: March/April

PLTS

IE1-IE2-IE5
CT1-CT3-CT1-CT2
RL4-RL6
TW1-TW2
SM2-SM3-SM4



Hospitality Skills Fair

In association with the Greater Portsmouth Hoteliers Association (GPHA), the annual Hospitality Skills Fair is an interactive event demonstrating the vast array of career opportunities in the Hospitality industry. Held at a local hotel in January, Year 8-11 students can find out about careers in management, accounts, catering, conferencing & events, front office, leisure, human resources, maintenance and more.

Schools are required to provide: Return transport to the venue, students and teachers need to bring a packed lunch. A member of staff must supervise the students throughout the event.

Notice period: Bookings must be made by October

Learning Outcomes - Students will gain a much greater understanding of the wide range of career opportunities within the hospitality sector

Curriculum links:

Hospitality & Catering, CEIAG

KS

This activity is aimed at: Yrs 8-11
Maximum number of students: 15 students

UC

Unit Cost: Free

DT

Delivery Time: up to 0.5 day, delivered in January

PLTS

IE1
CT2-CT4
TW1-TW3-TW4-TW5
EP4



Block Work Experience With WEX On-line

WEX Online is a web based system that is used by students and teachers to search, apply and manage work experience placements.

It allows students to apply for placements that match their skills, abilities and interests. They can access detailed information about placements including job descriptions, location, hours of work etc. They will be able to view the progress of their applications and can prepare CVs.

Teachers will be able to approve student's placements before an employer is approached. They will be able to manage student's progress through the Administration Area. They will be able to provide management information on the placements chosen, names, addresses of placements, tutor group lists etc. We will provide comprehensive support to the delivery of work experience, which may include parents' evenings, classroom support, logbooks etc.

Schools are required to provide: Named member of staff responsible for managing WEX Online in school.

Notice Period: Discussed individually to meet requirements of the school

Learning outcomes students will gain an understanding of:

- Decision making
- Problem solving
- Organisational Skills
- Punctuality and reliability
- Learning new routines
- Working with new people
- Know yourself better (self awareness)

KS

This activity is aimed at: Yrs 10 and above

UC

Unit Cost: See Service Level Pricing Structure

DT

Delivery Time: Discussed individually to meet requirements of the school

PLTS

The Work Experience Journal will cover:
CT1-CT6
RL1-RL6
TW1-TW6
SM1-SM6
EP1-EP6



Extended Work Experience

Extended Work Experience provides students with an opportunity to develop their employability skills in the workplace and keep them engaged in learning.

Schools identify individual students who will benefit from a longer term placement with an employer which is usually one day a week. Placements are arranged for an initial six-week period with a view to continuing for the duration of the academic year.

Schools are required to provide: Adequate preparation prior to the start of the placement and opportunities for students to reflect on their learning after the placement.

Notice period: 6 weeks

Learning Outcomes - Students Will:

- Understand good working practices
- Use relevant skills, knowledge and personal qualities in a vocational context
- Understand the importance to employers of skills, attitudes and qualifications
- Gain experience of a specific career or industry
- Improve their understanding of the world of work

Curriculum Links:

Extended work placements can support a range of vocational qualifications, i.e. BTEC Work skills, NVQs, OCR Preparation for working life and ASDAN, along with PSHE and Careers Education.

KS

This activity is aimed at: Yrs 10-11

UC

Unit Cost: See Service Level Pricing Structure

PLTS

This activity can help develop all Personal Learning and Thinking Skills



Enhanced Support for Extended Work Experience

For Year 10 & 11 students who need an alternative programme during the academic year, this programme offers a range of Work Experience opportunities, plus extra support before, during and after the placement. Students will also be entered for the British Safety Council *Entry level Award in Workplace Hazard Awareness*. As part of the programme we will:

- Meet with students on a one to one basis and build up positive relationships
- Prepare students for their placement, providing information on Health & Safety, personal presentation, interview skills and tips to make the placement successful
- Match students sensitively to an appropriate employer
- Accompany students where necessary to their interview
- Regular workplace visits to monitor progress and report back to schools
- Collect evidence for the British Safety Council *Entry level Award in Workplace Hazard Awareness*
- Provide weekly progress reports to schools

Schools are required to provide: A Classroom with computer access and adequate staff supervision for the preparation sessions

Notice period: 6 weeks

Curriculum Links:

Extended work placements can support a range of vocational qualifications, i.e. BTEC Work skills, NVO's, OCR Preparation for working life and ASDAN, along with PSHE and Careers Education.

KS

This activity is aimed at: Yrs 10-11

UC

Unit Cost: See Service Level Pricing Structure

PLTS

This activity can help develop all Personal Learning and Thinking Skills

Foundation Learning

NOCN Level 1 Award/Certificate in Developing Skills for Employment

This qualification allows KS4 students to gain skills in preparing for the world of work through vocational units that allow them to investigate an industry sector and undertake a period of extended work experience during the academic year. It will help students to make informed career and progression choices, particularly for students who have not achieved previously due to lack of focus and direction.

The programme comprises of 5 half day workshops which can be delivered over one week or one day a week for 5 weeks. The final workshop will include a presentation from a local employer, rewards and celebration of achievements.

Extended Work Placements are then undertaken and students are encouraged to experience two different working environments.

Students will have the opportunity to:

- Investigate and gain experience in a chosen vocational area
- Develop practical skills and techniques in a chosen vocational area
- Develop awareness of Health & Safety issues in a practical environment
- Plan for work experience
- Undertake an Extended Work Experience placement(s) for one day a week
- Identify their personal skills and qualities
- Evaluate their learning in a post-placement workshop

This qualification is also suitable for students who need extra support and preparation prior to their 2 week placement through WEX Online.

Schools are required to provide: A Classroom with computer access and adequate staff supervision for the workshop sessions

Notice period: 6 weeks

KS

This activity is aimed at: Yrs 10-11

UC

Unit Cost: See Service Level Pricing Structure

PLTS

This activity can help develop all Personal Learning and Thinking Skills

Foundation Learning

NOCN Level 1 Award in Skills Towards Enabling Progression (Step-up)

An intensive one week course designed to help meet the needs of Year 9, 10 and 11 students for whom 'employability and enterprise skills' need to be the key focus. The qualification includes a range of confidence building activities to improve students communication, presentation and problem solving skills, together with an introduction to career planning and CV writing. The programme is delivered off-site, venues will vary and will include EBP, a local employer, a local FE college. (This programme may also be delivered in-school).

The 5 full day workshops can be delivered over one week or one day a week for 5 weeks. The final workshop will include rewards and a celebration of achievements in school

Students will have the opportunity to:

- Engage in activities to identify their personal strengths and skills
- Develop both employability and enterprise skills
- Realise their potential to progress to further education
- Access information and advice on possible progression routes
- Interact with local employers

Schools are required to provide: Return transport to the venues, students and teachers need to bring a packed lunch. A member of staff must supervise the students throughout the visits

Notice period: 6 weeks

KS

This activity is aimed at: Yrs 10-11

UC

Unit Cost: See Service Level Pricing Structure

PLTS

This activity can help develop all Personal Learning and Thinking Skills

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