

The QCA's framework for work-related learning at Key Stage 4

The contribution that VIEW Retail can make to the WRL requirements at KS4

VIEW Retail provides access to a wide variety of information in relation to the Oxford Street store. Once introduced to the students, the virtual workplace can support most elements of the KS4 requirements for WRL.

The House of Fraser could be presented as a backdrop for all nine elements of WRL specified below and in doing so would meet the need for greater coherence in delivering WRL.

The QCA framework is duplicated below with comments added concerning the use of VIEW Retail for each of the nine components.

For further information from QCA go to www.qca.org.uk/14-19/

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To support the statutory requirement, a non-statutory framework sets out the suggested minimum experience for all young people. The framework comprises nine elements, which cover the range of learning opportunities that together would deliver the statutory requirement. It also gives suggested minimum provision for each element and outlines what students should be able to do as a result of their experience.

Element of provision for all students	Suggested minimum	Through this provision students can:
1. Recognise, develop and apply their skills for enterprise and employability	Students have the opportunity to develop and apply their skills in at least two work-related activities. VIEW can provide the work related context for the two or more activities as well as coherence between them. Supported by example downloadable enterprise challenges from website	<p>describe and demonstrate the main qualities and skills needed to enter and thrive in the working world</p> <p>By listening to the interviews and looking at some of the HR documents the student can begin to build up a picture of the skills associated with the roles across the retail sector. Eg VIEW Retail interviews with HR Manager and sales advisors.</p> <p>evaluate the usefulness of a range of employability skills</p> <p>assess, undertake and manage risk, and make decisions in conditions of uncertainty VIEW offers some insight into activities which include managed risk taking in a business context. Eg VIEW Retail concession stands</p> <p>collect relevant evidence and use it for making decisions VIEW provides authentic work related evidence in different formats and circumstances and encourages the young person to explore, find,</p>

2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work

Students have the equivalent of at least half a day for debriefing and follow-up of work experience and/or part-time work.

VIEW can provide a powerful means for students to compare and contrast their real experience of work with that of a virtual workplace.

Supported by example downloadable preparation for work experience tasks from website

select and collate evidence to meet a specific purpose.

Eg VIEW Retail - customer profiles

show leadership, management, drive and self-reliance when working on tasks and in teams

demonstrate innovative approaches to solving problems.

VIEW can be used to set a context for a work based problem that students can apply innovative approaches to solving.

Eg VIEW Retail enterprise challenges

give an account (in any medium) of their work placement or part-time job identifying what they have learned about work

apply some of the learning gained from work experience to their key stage 4 courses and their career planning

In both of the above VIEW can provide a direct experience of the world of work to meet these objectives. This adds value to the conclusions the student draws from actual work experience.

Eg VIEW Retail - all 21 'real' interviews, 360+ answers to inform about the world of work.

analyse what motivates people for work

Eg VIEW Retail, all interviews

demonstrate an understanding of the main changes happening in the world of work.

Eg VIEW Retail, use of EPOS

3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the workplace

Students have at least two curriculum activities that develop their understanding of business and work.

VIEW can provide the work related context for the two or more activities as well as coherence between them.

outline the main types of business enterprises and the key roles within each

Eg VIEW Retail, House of Fraser as a major retail company and several different types of concessions as small businesses, and the relationship between them.

give examples of employers' and employees' rights and responsibilities at work, particularly in relation to equality of opportunity, respect for diversity, and health and safety

Eg VIEW Retail, H&S practice, policy, job profiles.

demonstrate a basic knowledge and understanding of a range of economic concepts

Eg VIEW Retail, selling of both products and services

describe some ways that working conditions changed during the last century and give some reasons for the changes.

Eg VIEW Retail, Induction booklet, HOF history, Boiler room equipment.

4. Develop awareness of the extent and diversity of local and national employment opportunities

Students undertake at least two tasks that investigate labour market information.

explain the chief characteristics of employment, self-employment, unemployment and voluntary work

Eg VIEW Retail, examining job opportunities in HR and the Skillsmart magazine

recognise the concept of the labour market (local, national, European and global)

Eg VIEW Retail, interviews with staff who have moved through the labour market, recruitment campaign leaflets. Supported by example downloadable task from website

describe the main trends in employment in their local area and relate these to their career plans.

Eg VIEW Retail, example of retail that can be used as a basis to compare and contrast local retail opportunities

5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives

Students undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.

collect and use relevant information about opportunities available to them beyond key stage 4

Eg VIEW Retail, job opportunities, interviews with employees who have undergone further education and training, Skillsmart magazine

reflect on and record achievements, abilities, interests and skills and use them to make realistic choices for progression after key stage 4

access and use an interview with a careers guidance specialist to progress plans

complete application procedures for work placements, part-time jobs and post-16 opportunities, including preparing a CV and adapting it for different applications
Eg VIEW Retail, job application forms,

present themselves well at an interview.

Eg VIEW Retail, HR Manager interview

6. Undertake tasks and activities set in work contexts	<p>Students use work as a context for learning within the curriculum on at least two occasions, and record evidence of their learning.</p> <p>VIEW can provide the work related context for the two or more activities as well as coherence between them.</p>	<p>explain the relevance of a curriculum subject to the world of work Eg VIEW Retail, supported by example English, MFL, Maths and Science downloadable tasks from website.</p> <p>demonstrate understanding of work-related language and vocabulary Eg VIEW Retail, all 21 interviews and documents</p> <p>analyse how examples of learning within the curriculum can be applied to work contexts. Eg VIEW Retail, Mathematics - calculation of discounts. Supported by example downloadable tasks from website</p>
7. Learn from contact with personnel from different employment sectors	<p>Students have direct contact with a minimum of two people from different employment sectors with differing roles and working conditions.</p> <p>VIEW can provide an opportunity to 'meet' 21 employees answering more than 360 questions in the areas where they work.</p>	<p>describe working practices in different employment sectors Eg VIEW Retail, 21 interviews and working environments. Supported by example downloadable tasks from website</p> <p>understand the career motivations and pathways taken by people in different employment sectors Eg VIEW Retail, 21 interviews from sales assistant to General Manager</p> <p>understand the importance to employers of attitudes, qualifications and skills. Eg VIEW Retail, some of the interviews</p>

8. Have experience (direct or indirect) of working practices and environments	Students use work practices or environments as contexts for learning in the curriculum on at least two occasions and record evidence of their learning.	describe (from experience gained through work placements, visits, simulations, videos and so on) the working practices of one type of business compared with another
	VIEW can provide the work related context for the two or more activities as well as coherence between them.	Eg VIEW Retail, provides one type to compare against another - perhaps from work experience or other VIEW applications.
		describe (from experience gained) the work environment in one type of business compared with another
		Eg VIEW Retail, provides one type to compare against another - perhaps from work experience or other VIEW applications. Also includes different working environments within the store. Supported by example downloadable tasks from website
		describe the main hazards associated with particular types of workplace.
		Eg VIEW Retail, signs, contrasting working environments - stockroom, delivery bay, office, sales floor. Supported by example downloadable tasks from website
9. Engage with ideas, challenges and applications from the business world	Students undertake at least one business challenge, problem-solving or enterprise activity.	know and understand key enterprise concepts demonstrate the main enterprise skills, attitudes and qualities.
		Eg VIEW Retail, provides a context to develop these skills. Supported by example downloadable challenges from website