

Resource Book for Implementing Work-Based

Teacher's Guide



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Various tools and supporting documents have been included in this resource book to support teachers' planning and implementation of Work-Based Learning (WBL). Teachers are invited to modify and adapt these documents to suit their particular WBL needs.

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1. Preparation Checklist for Teachers

The following checklist outlines the preparation needed for teachers in work experience implementation.

School: _____

Teacher: _____

| Work Experience Preparation Checklist for Teachers | | | |
|---|------|--|------|
| BEFORE PLACEMENT | | | |
| Preparing host employers | DONE | Preparing students | DONE |
| Send out Letter to Employers and FAQ to all potential host employers | | Provide students with Student work experience application questionnaire | |
| Set up meetings with potential host employers via phone/email. When meeting face-to-face for the first time, use the Agenda for meeting potential employer as guidelines | | Provide students with Letter to parent: Consent form and FAQ and the Letter to parent requesting potential employer | |
| Shortlist potential host employers and input information in Employer database | | Select and match students with host employers to take part in work experience and input information in Employer database | |
| Complete School-employer letter of agreement | | Conduct orientation with selected students on work experience placement using the Agenda for the student orientation to WBL as guidelines | |
| Send Letter to employers about accident procedures | | Provide students with <i>Employer contact information</i> (1.2 in Student Work Experience Logbook) | |
| Meet with confirmed employer and supervisor and sign: | | Assist students to complete the <i>Student learning agreement</i> (1.3 in Student Work Experience Logbook) and sign the document | |
| 1. School-employer letter of agreement [signed by Main contact person] | | Work with students to complete <i>Student personal learning plan</i> (1.5 in Student Work Experience Logbook) and sign the document | |
| 2. <i>Student learning agreement</i> (1.3 in Student Work Experience Logbook) [signed by Main contact person] | | | |
| 3. <i>Student personal learning plan</i> (1.5 in Student Work Experience Logbook) [signed by supervisor of student] | | | |
| DURING PLACEMENT | DONE | POST-PLACEMENT | DONE |
| Call supervisors to check attendance of students on the first and last day of placement | | Facilitate student reflection session using Question guide for post-placement student reflection meeting | |
| Conduct monitoring visits at workplace | | Review Guidelines for post-placement meet-up with employers and write thank you letters to employers | |
| Complete Work experience monitoring report | | Visit selected employers for feedback and reflections using Guidelines for post-placement meet-up with employers | |
| | | Participate in debrief meeting with AWARE team | |

2. Steps outlining Work-Based Learning (WBL) Cycle

The following outlines the 16 main steps in the WBL cycle. Use this as a basic guideline or roadmap on the major tasks to be completed for WBL implementation.

| STEPS IN THE WBL CYCLE | | |
|-------------------------|--|--|
| PHASE 1: PLANNING | | Documents for teachers |
| Step 1 | AWARE team develops a WBL strategy and allocates a budget | |
| Step 2 | AWARE team develops action plans for WBL implementation | ✓ Steps outlining WBL Cycle |
| PHASE 2: PREPARATION | | |
| Step 3 | AWARE team introduces WBL to schools and teachers | |
| Step 4 | AWARE team develops supporting documents | |
| Step 5 | AWARE team organizes WBL Workshop (to provide information on plans and process for WBL) | ✓ Teacher's Resource Book for Implementing Work-Based Learning |
| Step 6 | Teachers/Industrial Liaison Officers (ILOs) begin work exposure activities (informational interview, community youth mapping, workplace observation) | ✓ Work exposure guidelines |
| Step 7 | Teachers/ILOs recruit employers to host students, including conducting exploratory meetings with potential new host employers | <ul style="list-style-type: none"> ✓ Action plan ✓ Employer database ✓ Agenda for meeting potential employer ✓ Letter to employer & FAQ |
| Step 8 | Teachers/ILOs facilitate the student recruitment, application and selection process | <ul style="list-style-type: none"> ✓ Employer database ✓ Student work experience application questionnaire |
| Step 9 | Teachers/ILOs match students to host employers | ✓ Employer database |
| Step 10 | Teachers/ILOs conduct planning meetings with selected host employers | <ul style="list-style-type: none"> ✓ Letter to employer about accident procedures ✓ School-employer letter of agreement ✓ Student work experience logbook |
| Step 11 | Teachers/ILOs facilitate student orientation and completion of work experience documentation (contained in the logbooks) | <ul style="list-style-type: none"> ✓ Agenda for student orientation to WBL ✓ Student work experience logbook ✓ Letter to parent: Consent form & FAQ ✓ Letter to parent requesting potential employer |
| PHASE 3: PLACEMENT | | |
| Step 12 | Students are placed with host employers and monitored by the school during their placement | ✓ Work experience monitoring report |
| PHASE 4: POST-PLACEMENT | | |
| Step 13 | Students complete their logbooks and hand these in for processing and assessment | ✓ Student work experience logbook |
| Step 14 | Teachers/ILOs hold student work experience reflection sessions | ✓ Question guide for post-placement student reflection meeting |
| Step 15 | Teachers/ILOs hold reflection sessions with host employers on student work experience | ✓ Guidelines for post-placement meet-up with employers |
| Step 16 | AWARE team holds school teachers/ILOs reflection sessions on student work experience | |

3. Work Exposure Guidelines

This section is intended to guide teachers on how to conduct the Work Exposure component of Work Based Learning in the AWARE project.

Background and Overview

The two components of the AWARE project that prepare youth to enter the workforce with skills and experience, include:

1. **Work Ready Now! (WRN!)** – a participatory, learner-centered approach to developing the “soft skills” young people need to succeed in the workplace; and
2. **Work-Based Learning (WBL)** – a series of steps where students gain gradual experience and responsibility in a workplace, supported by teachers, employers, and the AWARE team.



About Work Based Learning (WBL):

To better prepare students for the internships/on-the-job training (OJT) required in their Technical and Vocational Education and Training (TVET) schools, the AWARE project focuses on two core areas of WBL: Work Exposure and Work Experience.

1. **Work Exposure** refers to structured activities that are designed to support students in learning through observation of a real work setting and conducting informational interviews.
2. **Work Experience** consists of placement of students in a workplace for a minimum of five days. This experience is structured with input from both teachers and the employer to allow students to practice both technical skills and work readiness skills through learning by doing.

Work Exposure will occur during the regular school term and will link to training on the WRN! Curriculum. The Work Exposure activities that follow are required to be completed before students can proceed to the Work Experience component of Work Based Learning in AWARE.

Work Exposure Activities in AWARE

1) Informational Interviews (from WRN! Module 3: Job Seeking and Work Behaviors)

In this activity students will be asked to interview someone who works in their specialization area about his or her job and the career development path she or he has followed. The purpose of the informational interview¹ is for students to find out what it is like to work in their tech-voc specialization area and explore career progression possibilities.

Teachers are to follow the following lesson plans in the WRN! Curriculum on Module 3: Job Seeking and Work Behaviors:

¹ The informational interview activity is part of the WRN! training and should be conducted according to the school's regular WRN! training schedule.

- Module 3, Session 2, Activity 5: Preparing to Meet the Employer
- Module 3, Session 2, Activity 6: Reflections from Informational Interview

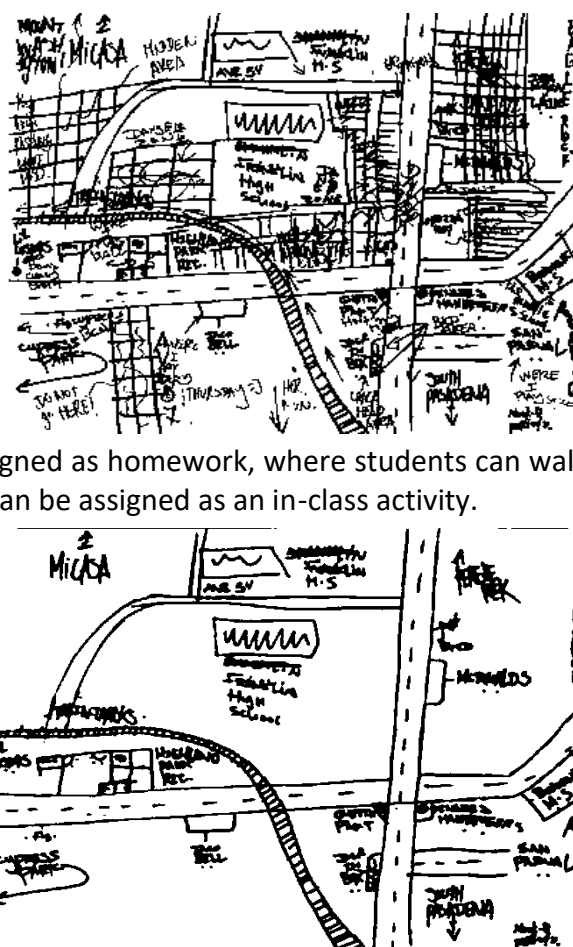
2) Community Youth Mapping

Students will examine their neighborhood on geographical, social, and personal levels with their own hand drawn maps. They will draw their own map of their community showing key roads and buildings and then identify possible workplaces. They will use this to decide where to try to find work exposure and work experience opportunities.

These maps are not supposed to be geographically accurate, but rather represent the students' mental landscape of where they live. The activity can be assigned as homework, where students can walk around their community to construct their maps, or can be assigned as an in-class activity.

Students may present their completed maps to the class, identifying personal connections to individual workplaces and discuss other possible additions. They discuss what an appropriate workplace might involve.

Lastly, students are to develop a list of possible workplaces that could be considered for work exposure visits and/or work experience placements. A sample workplace list is provided below:



Workplace List

| Name of Workplace | Type of Workplace (Sector) | Name of People I know working there | Contact details, if known |
|-------------------|----------------------------|-------------------------------------|---------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

3) Workplace Observation

Schools can best prepare students for the world of work by providing them with relevant work exposure through workplace observation visits. In this activity, students will have the opportunity to observe working conditions, work environments, and learn about appropriate workplace behaviors by seeing examples.

The benefit of workplace observation visits is that students who have a limited understanding of what happens in a workplace will get a chance to go into different workplaces to see different jobs and career opportunities.

Teachers will assign students, as a homework/field work activity, to observe one business workplace identified from the informational interviews, community youth mapping, or other businesses in their community. This activity can be conducted either after school or on weekends and involve either a single visit or several short visits.

Students should be instructed to observe (watch / look at) what goes on in the workplace in order to better understand work tasks, processes, systems and technology in a real workplace. Below are examples of potential observation items that teachers can assign students prior to their observation visit. Teachers are encouraged to expand on these examples and also hold a debrief/reflection meeting after all students have completed their workplace observation visits.

| Observation Item | List and describe each item observed |
|---|--------------------------------------|
| Safety signs, equipment, and practices | |
| Dress and grooming of employees | |
| Work tasks performed by employees | |
| Work area setup / workplace environment | |
| Equipment operated by employees | |
| Employee interaction with team members | |

Name up to three job types in the workplace that are in your specialization area. Then say what the role of each of these jobs is in the workplace.


| Job types in your specialization | Role played by these jobs in the workplace |
|----------------------------------|--|
| | |
| | |
| | |
| | |
| | |
| | |

4. Action Plan Template


The action plan template can be used by schools, ILOs, and facilitators to plan for the implementation of WBL.

| ACTION PLAN | | | | | |
|-------------|----------|--------------------|------------------|-----------|---------|
| | Activity | Person responsible | Persons involved | Timeframe | Comment |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
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| 26 | | | | | |
| 27 | | | | | |

5. Employer database



AWARE
Accelerating Work
Agreement and Readiness
for Employment



J.P.Morgan

AWARE PROJECT- WBL EMPLOYERS (FIRST LIST)
Procedure: This form must be filled in electronically per school which is then submitted to EDC staff and consolidated at city and country levels.

School / City: _____

Name and Designation of WBL Focal Person/s: _____

DATE LAST UPDATED: _____

TOTAL COMPANIES INTERESTED:

| | Metaphil Industries 234 Nat'l. Hi-way, e.g. Bitoon 6789 Cebu | Metal works | Welding, furniture- making | Mr. George Martinez | HR Officer | +63(0) 32 456 6789 | +63(0) 917 12345678 | 1 | 1. Students only allowed from Wednesdays to Fridays; 2. There will be separate | Romeo Mejia, Principal |
|----|--|-------------|----------------------------------|---------------------|------------|--------------------|---------------------|---|--|------------------------|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |

: 1

This is a print-out of the first sheet of the Employer database. Data about the potential and confirmed host employers are to be entered into the Excel spreadsheet electronically.

Notice that print-out is the first sheet of the spreadsheet for the initial list of employers. List the relevant information of all potential host employers in the "First List" sheet.

After the initial discussions of employers, copy the contact details of interested companies inside the "Short-list" sheet.

Once employers have agreed and signed or are willing to sign the agreement, put their contact information into the "Agreed" sheet. Be sure to also include both the contact information of the focal person in the company, as well as the person who will be supervising the student(s).

In the "Agreed" sheet, input the names and specializations of students being placed in each company.

6. Letter to potential host employer & FAQ

This document is a template letter to send to potential host employers that could host students for their work experience. The school can adjust the details of the letter based on this template and send using the school letterhead.

[DATE]

RE: REQUEST FOR PARTICIPATION TO HOST STUDENTS IN WORK EXPERIENCE

Dear [EMPLOYER NAME],

Warm greetings from [SCHOOL NAME] and Education Development Center, Inc. (EDC).

We are pleased to invite you to participate in a trailblazing project that aims to equip students with real work experience in order to prepare youth for future careers in the [SPECIFIC AREA, FOR EX., GARMENTS] industry in [NAME OF CITY].

The Accelerating Work Achievement and Readiness for Employment (AWARE) project is a pilot initiative of EDC² and the JPMorgan Chase Foundation, in collaboration with the Department of Education (DepEd), and strives to provide work-readiness training and hands-on work experience to youth from Technical and Vocational (Tech-Voc) schools.

To achieve this, we need the support of our local businesses to work together with us for the benefit of the students and our community. We are inviting you to host [NUMBER] students for **5 days of work experience** over the [SCHOOL SEMESTER BREAK, FOR EX., UPCOMING DECEMBER HOLIDAYS] from [DATE TO DATE]. These [NUMBER] students are enrolled in the [SPECIALIZATION PROGRAM, FOR EX., GARMENT AND DRESS-MAKING] course at [SCHOOL NAME], and are all set to undergo [LEVEL OF ACCREDITATION, FOR EX., NCII ACCREDITATION] by [DATE, FOR EX., MARCH 2015].

In line with the above information, we would like to request a meeting with you on the week of [DATE, FOR EX., OCTOBER 15, 2015], at a day and time convenient for you, in order for us to present more details about this exciting program and our students' and course qualifications. Further, we look forward to hear your input on how we can embark on this partnership.

Our focal person will be in touch with your office in the coming days to confirm your interest in participating in this project. If you have any questions, please do not hesitate to call [NAME] at [TELEPHONE OR MOBILE NUMBER]. In the meantime, kindly find the attached Work-Based Learning Brief and FAQs.

We look forward to your positive response and we are enthusiastic to embark on this exciting project together!

Sincerely,

Name

Telephone Office:

Telephone Cell:

Email:

² **Education Development Center, Inc. (EDC)**, is a global nonprofit organization that addresses some of the world's most urgent challenges in education, health, and international development. EDC manages 350 projects in 30 countries. Visit www.edc.org.

WORK-BASED LEARNING

FREQUENTLY ASKED QUESTIONS (FAQ) – FOR EMPLOYERS

What is Work-based Learning (WBL) and Work-Readiness?

Work-based Learning (WBL) consists of a series of steps where students gain gradual experience and responsibility in a workplace. The AWARE project focuses on two core areas of the WBL: Work Exposure and Work Experience. Work Exposure gets students to *observe* a real work setting through structure activities during the school term. Work Experience consists of youth placement in a workplace for a minimum of five days. This experience is structured with input from both teachers and the employer to allow the student to *practice* both their technical skills and work-readiness skills through learning by doing. Your company will be asked to participate as hosts for the 5-day Work Experience component only.

Additionally, the students participating in the AWARE project are currently going through a curriculum called Work Ready Now!, that strengthens soft skills such as effective communication (speaking and listening), having a strong work ethic, exhibiting leadership and teamwork, and providing good customer service. These soft skills are what EDC refers to as Work-Readiness skills.

How many students are we required to host?

It depends on what is agreed upon between the company and school based on your company's preference. The Tech-Voc schools can provide as many students as are enrolled in the courses relevant to your workforce areas of need.

How much would it cost?

There is no financial contribution expected from you as the host employer. The support requested is to have one of your staff that will provide supervision and coaching to the students during their time in your company.

Who will pay for insurance?

The students will be covered by either a school or the AWARE project insurance policy for injury. Also, the students will be prepared for work experience before going to the workplace.

Are the students not too young to be in the workplace?

There has long been a common notion that companies are not allowed to engage youth below 18 years old; however, Article 139 of the Philippine Labor Code actually sets the minimum employable age at 15 years old. In fact, there is also a provision in the Labor Code (Art. 57 to 61) allowing for the employment of 'apprentices' in highly technical trades as long as he or she is at least 14 years old.

Are we allowed to host only students that are specializing in our trade?

Apart from the technical specializations in specific industries (e.g. manufacturing, welding, electrical repair, commercial cooking), some Tech-Voc schools also have courses in office administration, information technology, computer hardware servicing – which could be relevant for a wide variety of industries.

Who decides what the student will do for 5 days in the workplace?

Before the commencement of the work experience placement of a student, the employer and school will agree on the list of tasks that the student will complete based on the skill sets of the

students and the areas of work that can contribute to the company. Further, these will be discussed with the students so everyone is clear on the expectations of what will be completed in 5 days.

The students will have a work experience logbook wherein she or he will log the tasks completed for the day as well as new things learned. It is suggested that the staff serving as the student's supervisor will also sign the student's logbook at the end of the day, as well as fill in a one-page evaluation of the student at the end of the placement. It is ensured that the logbook is not the responsibility of the host employer but the responsibility of the student.

What are the advantages of hosting students?

The benefit for host employers is that they will have a skilled student for 5 days with no cost to the company. This can also contribute to the company's efforts in improving workforce development for your industry by providing you a steady source of skilled, NCI/NCII-accredited and qualified workers in the years to come. Additionally, having this formal partnership with the school that has a new batch of graduates each year could possibly reduce your company's recruitment costs, as well as training costs since the students already have the required skill sets from the Tech-Voc course relevant to your business.

Who are involved in the AWARE project and this WBL component?

In close collaboration with DepEd Regional Director in NCR and Cebu, and with support from the JPMorgan Chase Foundation, EDC is developing this WBL as a key component of the Accelerating Work Achievement and Readiness for Employment (AWARE) project.

The overall goal of AWARE is to build a best practices model for training youth on work readiness and employability skills in Southeast Asia using locally adapted versions of EDC's Work Ready Now! (WRN!) Curriculum. The AWARE project is currently being piloted in Indonesia (Jakarta) and the Philippines (NCR and Cebu).

The WRN! Curriculum was developed by EDC as a practical and adaptable work readiness curriculum that has been implemented in more than 15 countries over the last 10 years through support of USAID and through EDC's own corporate funds. Thus, the AWARE Project aims to serve as a pilot that will help determine the most effective and relevant way to roll-out appropriate and sufficient training to strengthen employability skills of youth in the Philippines.

7. Agenda: Meeting with Potential Host Employer

This document is to be used by EDC Team, ILOs and Facilitators as a conversation guide when meeting with potential host employers. The purpose of the meeting is to: introduce the school and WBL; discuss the nature of the work experience required by students and whether the employer can provide this; discuss legal, ethical and logistical issues; and decide whether or not to proceed with the placement.

1. Introduce school, EDC, and employer representatives
2. Introduce WBL: purpose, students involved, expected nature of work experience required, duration of placements and intended dates
3. Discuss whether employer can provide expected work exposure and work experience needed and what hosting the students will involve. Employers should meet the criteria outlined below:
 - Is the employer able to supervise and support students adequately during their work experience?
 - Are the employer's work hours and conditions of work appropriate for school students?
 - Can the employer provide an environment where the student is not exposed to unnecessary health and safety risks?

(If employer does not meet the criteria or does not agree, then the meeting ends here).

4. Determine how many students the employer can host at once and in which fields of study
5. Discuss how students will be monitored by the school during their placement and how student performance and disciplinary issues will be handled while students are in the workplace
6. Discuss legal, ethical and logistical issues: health and safety related issues including personal protective equipment required and what to do in the event of an accident; employer rules and work hours.
7. Check if there is agreement to proceed with the process and whether employer would be willing to sign a letter of agreement at the final stage of preparation to confirm all arrangements made
8. Answer any outstanding questions
9. Tour of the worksite

8. Letter to employers about accident procedures

This is a template of a letter to be sent to confirmed host employers about accidental procedures. The letter is to be printed with the school letterhead and provided to confirmed host employers in the meeting that the school-employer agreement is being finalized.

[SCHOOL LETTERHEAD]

[DATE]

Subject: Letter to Employers about Accident Procedures

Dear [NAME OF HOST EMPLOYER]:

Thank you for accepting students from [NAME OF YOUR SCHOOL] for a short period of work experience.

In order to protect your company from legal claims arising from accidental injury or death to any of the students during this period of work experience we have asked the parents/guardians of each student to sign an indemnity form (in the Student Work Experience Logbook).

In the event of a medical emergency involving the students while they are on your premises we request that you arrange for them to be taken immediately to the nearest emergency clinic or hospital. The cost of transporting students to that facility and stabilizing their condition to the point where it is safe to move them to a public hospital of their parents' choice will be covered by either [NAME OF YOUR SCHOOL] or Education Development Center, Inc.

We trust that this will address any concerns you may have regarding the students' health and safety while on your premises.

Sincerely,

[AUTHORIZED SCHOOL REPRESENTATIVE NAME, POSITION AND SIGNATURE]

9. School-Employer Letter of Agreement

The document below is a template for a school-employer letter of agreement. It is designed to formalize the arrangements made for the work experience placement of students with the employer each year. The letter needs to be printed on the school letterhead and addressed to each employer. Two copies need to be prepared and signed, one for the employer and one for the school.

It is intended to capture the agreement reached with an employer on the hosting of students. It is suggested that the letter of agreement be completed and signed in the final stages of preparation, after the details of the work experience placement have been negotiated.

[SCHOOL LETTERHEAD]

[DATE]

[EMPLOYER ADDRESS]

LETTER OF AGREEMENT ON STUDENT WORK EXPERIENCE PLACEMENT

Thank you for agreeing to host our Tech-Voc students for work experience. The students to be hosted and the dates and duration for the placement will be: [NUMBER AND/OR NAME OF STUDENTS, DATE AND DURATION]

SPECIALIZATION AREA: [Example: EIC (Electrical Infrastructure Construction); F&T (Fitting and Turning); AR&M (Automotive Repair and Maintenance); and EF (Engineering Fabrication)]

To ensure the smooth implementation of the student work experience placement, the school agrees to:

1. Liaise with and brief designated employer representative on all matters relating to the student placement including the nature of the work experience to be provided and the management of students
2. Provide students with a logbook to guide their work experience
3. Ensure that students
 - Are properly briefed on the work experience placement, logbook and employer prior to the placement
 - Adhere to the employer's working hours and comply with its rules
 - Comply with the employer's dress code and wear the required personal protective equipment
4. Monitor students during their placement and resolve any performance and disciplinary matters that arise

The employer agrees to:

1. Participate in planning sessions with the school to prepare for the student placement
2. Use the student logbook as a guide when structuring students' work experience
3. Ensure that the students' conditions of work comply in all respects with Occupational Safety and Health Administration (OHS) and other relevant legislation and that they are not exposed to unnecessary risks

4. Induct students to the workplace and its work including the organizational structure, operating procedures, and rules and regulations (especially those concerned with health and safety) of the workplace
5. Allow students to shadow and work with staff in the workplace that are employed in their field of training
6. Ensure that staff working with students are adequately briefed about the student work experience placement
7. Provide day-to-day supervision to students
8. Support students to complete their logbooks by
 - Helping them to gather information related to the work experience questions and activities
 - Helping them identify the skills that they will be practicing or develop at the workplace in Part 3 of Section 1.5
 - Helping them to reflect on what they have experienced and learned in the workplace
 - Signing their daily journals and other relevant assignments
9. Complete the evaluation questionnaire and certificate confirming student work experience provided in Section 3.1 and 3.2 of each student at the end of their placements.
10. Immediately report student absenteeism or other problems to the school
11. Allow identified school representatives access to the workplace for the purpose of monitoring and supporting students
12. Participate in a reflection session after the placement to provide feedback and share learning experiences

For the SchoolSigned and agreed upon on *[DATE]*

.....

Name and Signature

.....

Designation

For the EmployerSigned and agreed upon on *[DATE]*

.....

Name and Signature

.....

Designation

.....

Company Name

10. Student Work Experience Application Questionnaire

This document is to be handed out to students interested in joining the work experience component of WBL

| | | | | |
|--|--|--------|---------------|------|
| Full name (First name and surname): | | | | |
| Street Address: | | | | |
| Student contact number: | | | Age: | |
| ID number: | | | School Grade: | |
| Tech-Voc Specialization Program: | | | Level: | |
| Why would you like to participate in work experience? | | | | |
| Do you have any previous work exposure? Yes No | | | | |
| When? | | Where? | | |
| What have you learned? | | | | |
| Any challenge(s)? If so, how did you address them? | | | | |
| Do you have any previous work experience? Yes No | | | | |
| When? | | Where? | | |
| What have you learned? | | | | |
| Any challenge(s)? If so, how did you address them? | | | | |
| Would you like to go back to the same employer who previously hosted you? Yes No | | | | |
| What employer / kind of employer would you like to go for work experience placement? | | | | |
| How would you rate yourself in relation to the following characteristics? | | | Poor | Fair |
| • How good is your class attendance? | | | | |
| • How good is your attitude to your studies and work? | | | | |
| • How would you rate the standard of your class work / marks? | | | | |
| Do you have any other comments you would like to make? | | | | |

Signature:

Date:

11. Letter, consent form, and FAQ to parent/guardian

This is a template of a letter to be sent to parents/guardians introducing WBL. The second part of this document is a consent form to be completed and signed by the parents/guardians to allow their child/ward to participate in WBL. The Parent/Guardian consent form has to be returned to the school after completion. The third part of the document is optional, containing FAQ about WBL for more information about the activities the students will be participating in.

[SCHOOL LETTERHEAD]

[DATE]

Dear Parent/Guardian,

Warm greetings, and congratulations from [SCHOOL NAME] and Education Development Center (EDC)!

Your child/ward has been selected to participate in the high school's Work-Based Learning (WBL) program, which will allow her/him to gain valuable work exposure and experience with an employer that works in the technical and vocational field she/he is studying.

The Accelerating Work Achievement and Readiness for Employment (AWARE) project is a pilot initiative of EDC³ and the JPMorgan Chase Foundation, in collaboration with the Department of Education (DepEd), and strives to provide work-readiness to youth from Technical and Vocational (Tech-Voc) schools through training and hands-on workplace experience.

To achieve this, EDC and the Tech-Voc school are working together to identify businesses and establishments that will host students for a **5-day work experience** over [SPECIFY DATE/TIMELINE. FOR EX: THE UPCOMING DECEMBER HOLIDAYS]]. Your child/ward has also been tasked to identify potential workplaces, and we encourage all of our students' families to support this endeavor and suggest any workplaces where your child might be able to complete his/her AWARE work experience. Additionally, prior to the work experience, your child will be assigned to visit a workplace to conduct a work exposure through observation or interviewing a staff with a set of guide questions that will be provided by the Work Ready Now! (WRN!) Facilitator of your child/ward.

[SCHOOL NAME] endeavors to be a pioneer in providing opportunities for its students to obtain real work and life learning and experience that will help them to be successful in the workplace and their future careers. We look forward to your usual support and collaboration.

Yours sincerely,

[AUTHORIZED SCHOOL REPRESENTATIVE NAME, POSITION AND SIGNATURE]

³ **Education Development Center, Inc. (EDC)**, is a global nonprofit organization that addresses some of the world's most urgent challenges in education, health, and international development. EDC manages 350 projects in 30 countries. Visit www.edc.org.

PARENT/GUARDIAN CONSENT FORM

To signify your consent for your child/ward to participate in the work-experience, kindly sign the form below and have your child/ward return back to the Work Ready Now! Facilitator of the class.

Please feel free to contact the relevant teacher if you have any queries. For more information, you can request for the Work-Based Learning 2-pager brief and the Frequently Asked Questions sheet for parents from the school.

We thank you for your co-operation.

I hereby consent to the participation of my child/ward _____
in the 5-day Work Experience as part of the Work-Based Learning program of the AWARE project.

| | |
|------------------------------|--|
| Name of Parent/Guardian | |
| Signature of Parent/Guardian | |
| Date | |
| Name of Student | |
| School | |
| Tech-Voc Specialization | |
| Signature of Student | |
| Date | |

WORK-BASED LEARNING

FREQUENTLY ASKED QUESTIONS (FAQ) – FOR PARENTS

1. What is Work-based Learning (WBL) and Work-Readiness?

Work-based Learning (WBL) consists of a series of steps where students gain gradual experience and responsibility in a workplace. The AWARE project focuses on two core areas of the WBL: Work Exposure and Work Experience. Work Exposure gets students to *observe* a real work setting through structure activities during the school term. Work Experience consists of youth placement in a workplace for a minimum of five days. This experience is structured with input from both teachers and the employer to allow the student to *practice* both their technical skills and work-readiness skills through learning by doing.

Additionally, the students participating in the AWARE project are currently going through a curriculum called Work Ready Now!, that strengthens soft skills such as effective communication (speaking and listening), having a strong work ethic, exhibiting leadership and teamwork, and providing good customer service. These soft skills are what EDC refers to as Work-Readiness skills.

2. Are there rules in participating in the Work Experience?

Your child/ward is expected to abide by the conditions in the student placement agreement which he or she will be required to sign.

Once a student is found a workplace placement, attendance for the full duration of the Work Experience is a must.

In the unavoidable case that your child/ward should be absent, she or he would need:

1. A medical certificate, if illness is the reason for absenteeism.
2. A letter from the parent/guardian will have to be provided for other reasons for absenteeism.
3. If no valid reason is provided, your child/ward will not be allowed to continue participating in the AWARE project.
4. If your child is absent for one or more days but with a valid reason, she/he has the responsibility to schedule additional working days with the employer until she/he completes the 5 days required for Work Experience.

3. What about the Health and Safety of my child/ward?

The employer will ensure the health and safety of your child/ward while on employer premises under the Occupational Health and Safety Standards. However they will be indemnified against any injury or death to your child. The attached Indemnity Form explains what will happen in the case of any medical emergency. Please sign the indemnity form provided.

4. How much would it cost?

There is no financial contribution expected from you. The support requested is to help your/child ward find a workplace to do his/her 5-day Work Experience in. Further, your child/ward will need support in terms of transportation allowance to go to the workplace, but it would be similar to the cost of going to his/her school.

5. Who will pay for insurance?

The students will be covered by either a school or project insurance policy for injury. Also, the students will be prepared for work experience before going to the workplace.

6. Is my child/ward not too young to be in the workplace?

There has long been a common notion that companies are not allowed to engage youth below 18 years old; however, Article 139 of the Philippine Labor Code actually sets the minimum employable age at 15 years old. In fact, there is also a provision in the Labor Code (Art. 57 to 61) allowing for the employment of ‘apprentices’ in highly technical trades as long as he or she is at least 14 years old.

7. Who decides what my child/ward will do for 5 days in the workplace?

Before the commencement of the work experience placement of a student, the employer and school will agree on the list of tasks that the student will complete based on the skill sets of the students and the areas of work that can contribute to the company. Further, these will be discussed with the students so everyone is clear on the expectations of what will be completed in 5 days.

The students will have a task book wherein she or he will log the tasks completed for the day as well as new things learned. It is suggested that the staff serving as the student's supervisor will also sign the student's task book at the end of the day, as well as fill in a one-page evaluation of the student at the end of the placement. It is ensured that the task book is not the responsibility of the host employer but the responsibility of the student.

8. What are the advantages of participating in the Work Exposure and Work Experience of AWARE?

The benefit for students is that they will have the opportunity to practice their technical and work-readiness skills in a real workplace setting. This exposure and experience can also contribute to the students' confidence and communication skills because they are able to have interaction with professionals in their related field of interest and study. Additionally, having this formal partnership between the school and the businesses can help students gain connections in the companies which can provide longer-term employment to the students in the future.

9. Who are involved in the AWARE project and this WBL Program?

In close collaboration with DepEd Regional Director in NCR and Cebu, and with support from the JPMorgan Chase Foundation, EDC developed this WBL Program as a key component of the Accelerating Work Achievement and Readiness for Employment (AWARE) Project.

The overall goal of AWARE is to build a best practices model for training youth on work readiness and employability skills in Southeast Asia using locally adapted versions of EDC's Work Ready Now! (WRN!) Curriculum. The AWARE project is currently being piloted in Indonesia (Jakarta) and the Philippines (NCR and Cebu).

The WRN! Curriculum was developed by EDC as a practical and adaptable work readiness curriculum that has been implemented in more than 15 countries over the last 10 years through support of USAID and through EDC's own corporate funds. Thus, the AWARE project aims to serve as a pilot that will help determine the most effective and relevant way to roll-out appropriate and sufficient training to strengthen employability skills of youth in the Philippines.

12. Letter to parent requesting potential host employer

The document below is for parents to provide information on contacts of potential host employers for students' work experience. This form is another resource for the AWARE team, ILOs, and teachers when scouting for potential host employers.

Request for Potential Host Employer

We are appealing to parents or guardians to assist the students in finding relevant work experience with the contacts that you may have in business. If you are able to assist in placing more than one student, the relevant Industry Liaison Officer (ILO) can be contacted.

Please complete and return this form to the ILO on your son/daughter's campus by [DATE]

Potential Host Employer contact information

| | | |
|--------------------------------|----------------|--|
| Name of employer | | |
| Address of employer | | |
| Employer phone number | | |
| Type of industry/business | | |
| Main employer contact person | Name | |
| | Contact number | |
| Second employer contact person | Name | |
| | Contact number | |

13. Agenda for Student Orientation to Work Experience

The agenda and guidelines are included in this document for the student orientation. The agenda is a short agenda that should be written up on the board for students at the start of the meeting. Following the agenda, the guidelines provide detailed talking points to be used by the person facilitating the meeting.

1. Welcome and introduction
2. Structure and content of work experience and logbooks
 - a. Introduction to work experience and the logbook
 - b. Overview of the three phases of work experience for students: pre-placement, placement and post-placement
 - c. Structure and content of the work experience logbook
3. Rules while students are in the workplace, supervision and monitoring of students, and what students should do if they have a problem
4. Information about host employers, placement dates with each employer and other employer-specific requirements
5. Making all pre-placement arrangements and completing required documents
6. Other issues or questions

The guidelines for conducting student orientation follows.

GUIDELINES FOR CONDUCTING STUDENT ORIENTATION

Write up the student orientation agenda on the board and hand out the student logbooks. This can be used as a guide for preparation rather than a required list of steps to follow.

1. Welcome and introduction

- **Welcome** students to the meeting and congratulate them on being accepted to participate in work experience
- Go through the **agenda** for the meeting
- Briefly **discuss the benefits of students participating in work experience**

2. Structure and content of work experience and logbooks

2.1 Introduction to the work experience program

- Go over the **objective of work experience** (included in the logbook), which is: *To provide students with work exposure and experience in real workplaces that is relevant to their field*

of study and thereby: develop their understanding of employers that work in their vocational area and the career they are training for; improve their competence and work-readiness; and improve the alignment between school programs and employer needs.

- Inform students about the **length of their work experience placement**, which is a minimum of 5 days.
- Note that for work exposure, the focus will be **observation** and the possibility to interview the workplace staff. Work experience, students will both observe and be a lot more practically involved. The extent to which students are allowed to engage in practical activities will depend on each employer though. Note that students might be given very basic or boring tasks to do including cleaning. This is part of what working in a real workplace involves and students need to be prepared to do the tasks they are given.
- Briefly discuss the **issue of health and safety** in workplaces. Note that this is a big concern for many employers and they are afraid to let students get practically involved because of potential accidents. Note that their parents will be required to sign an indemnity form. Explain how students will be covered, and the procedure to be followed, in the event of an accident during their placement.
- Note that the **way the day-to-day program is structured at each workplace** will depend on the employer and the work being done at the time that students are placed; the school cannot prescribe this. Some employers may have a structured program and others a loose one. It is likely that on the first day there will be some sort of induction to the workplace and that thereafter, students will spend time shadowing and working with staff in the workplace who work in their field of training.
- Note that the **logbook is designed to provide some structure to students' experiences** without prescribing to employers what they should do with students. However, by completing the structured questions and activities in the logbook, each student, will be finding out similar information regardless of the employer they are placed with.
- **Discuss how work experience fits into the Tech-Voc specializations and how students will be assessed** on their participation in the program.

2.2 Overview of the three phases of work experience

Explain that work experience takes place in three phases: Phase 1- Pre-placement, Phase 2 - Placement, and Phase 3- Post-placement (before, during and after work experience). Various activities need to be completed in each of these phases.

2.3 Structure and content of the work experience logbook

- Provide an overview of the logbook. Turn to the contents page and run through the structure and content with students. Make sure students understand the main difference between the four parts in the logbook.
- Note the problem of the **logbook being large to carry around all the time** and the idea that students carry a smaller notebook with them in which they take notes. The logbooks are then completed from notes made in separate notebooks.
- **Go through Part 1: Project Information and Supporting Documents**

- » Go through Introduction to student work experience logbook. **Discuss the need for students to take responsibility for making their work experience as valuable as possible.** Make sure students understand the purpose of this section and what needs to be filled in by them. Note that everything in Part 1 of the logbook will need to be completed before students are placed in workplaces.
- » Go through Project Information and Supporting Documents. Take students through:
 - (1.1) Student profile and contact information
 - (1.2) Employer and school contact information
 - (1.3) Student learning agreement. Point out to students that they need to understand their roles and responsibilities by joining the work experience. Check that students understand what being an ‘ambassador’ for their school means and what is meant by ‘professional behavior’.
 - (1.4) Indemnity Form. Emphasize to students that the form needs to be completed and signed by the parent or guardian.
 - (1.5) Student Personal Learning Plan. Point out to students that this section serves as guide to employers on what exposure to give students. Students should also show it to the people they work with in the workplace as it will give them an indication of the kinds of tasks they can give students to do. This is to be completed with the teachers and the host employer.
- **Go over Part 2: Program Activities**
 - » Part 2 includes a preparation checklist, workplace induction checklist, and daily journal. Read through the instructions in the logbook and how to complete each of these assignments
 - » Note that Part 2 will be completed during and after students’ placements
- **Go over Part 3: Work Experience Evaluation**
 - » **Student work experience evaluation**
 - » **Employer evaluation of student and certificate provided**
These two items are completed by the employer. Students need to make sure these are completed on the last day of their placements.
- 3. **Rules while students are in the workplace, supervision and monitoring of students, and what students should do if they have a problem**
 - **Go through the rules** with students (contained in the learning agreement in their logbook)
 - Explain how students will be supported and monitored from the side of the school before the placement starts and while they are in the workplace
 - Explain how employers will manage and supervise students while they are in the workplace
 - Discuss what students must do if they have a problem or things are not going well in the workplace
- 4. **Information about employers hosting students, placement dates with each employer and other employer-specific requirements**

- **Inform students about the employers** that will be hosting them. Tell each student which employer they have been placed with. Note where each employer is based and provide a brief overview of each employer's work
- Provide the **dates for the placement** with each employer
- Note the **daily start and end time** for students at the different employers
- Note what personal protective equipment (**PPE**) students will be required to wear and which students, if any, will have to attend pre-placement **inductions or medicals**

5. Making all pre-placement arrangements and completing required documents

- Discuss communication and permission that is needed with parents before students who are under 18 go into workplaces
- Emphasize that students need to complete the required documentation (in Part 1 of the logbook)
 - » Student profile
 - » Student learning agreement – students need to ensure that their agreement is signed by all the relevant people
 - » Employer and school contact information
 - » Indemnity form (to be signed by students or their parents/guardians)
- Discuss arrangements with regard to students obtaining the necessary PPE
- Discuss arrangements with regard to students that need to attend pre-placement inductions or complete medicals
- Make arrangements to get to the host employer – find out where the employer is and make transport arrangements

6. Other issues or questions

14. Work Experience Monitoring Report

Teachers are to complete this monitoring report after each monitoring visit to the workplace.

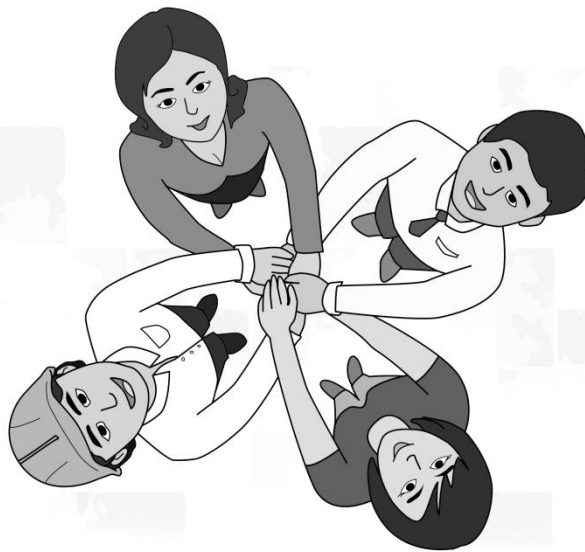
| | | | |
|---|--|---|--|
| Name of Teacher conducting monitoring | | Date | |
| School | | | |
| Name of Employer | | | |
| Name of employer representative(s) met | | Designation of employer representative(s) | |
| Student Name(s) | | ID # | |
| Program | | | |
| Are the students doing actual work in the workplace? Describe the actual TASKS | | | |
| | | | |
| Are the students enjoying the overall experience? Describe why. <i>(Collect quotes from students)</i> | | | |
| | | | |
| What is the student learning from the overall experience? <i>(Collect quotes from students)</i> | | | |
| | | | |

| |
|---|
| What hours do the students work? How do the students get there? |
| |
| Is there a workplace supervisor? What position? Name. |
| |
| What does the workplace say about the skills that the student came with / learn from school? <i>(Collect quotes from employer representatives or supervisors)</i> |
| |
| Are students filling in their logbooks regularly? |
| |
| General Comments |
| |
| Insert photographs from the visit below |

15. Student Work Experience Logbook



Student Work Experience Logbook



Student Name:

School:

Acknowledgements

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Partner Organizations:

Philippines Department of Education, BSE Curriculum Development Division

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Introduction to Student Work Experience Logbook

Your student work experience logbook is divided into 3 parts.

Part 1 includes project information and information on your profile, your host employer and your school. It also contains your learning agreement and indemnity form that you will sign to be part of this work experience program. ***Please make sure that all the documents in Part 1 are completed before you start your work experience placement.***

Part 2 includes information on the roles of your school, your employer and yourself during work experience placement. It also contains your preparation checklist for work experience placement, daily journal and evaluate your work experience.

Part 3 includes two sections which need to be completed by your host employer at the end of your work experience placement. ***You need to make sure that both sections in this part are completed before you leave the workplace.***

Part 1: Project Information and Supporting Documents

Background:

The Accelerating Work Achievement and Readiness for Employment (AWARE) Project is a pilot initiative of the JPMorgan Chase Foundation and Education Development Center, Inc. (EDC) that strives to improve workforce development in Indonesia and the Philippines. The project provides work readiness training and hands-on opportunities in the workplace to youth in Technical and Vocational Education and Training (TVET). EDC works together with partner TVET schools, government, and the private sector to equip youth with the soft-skills needed to enter today's job market.

Project Objectives:

1. ***Equip TVET students with increased work readiness skills*** and improve their access to employment.
2. ***Establish and improve practical relationships between TVET schools, local businesses, and government*** to create a more market-driven TVET system that will link students with actual jobs.

Project Components:

There are two components that are the foundation of a series of steps that help our youth enter the workforce with skills and experience, including:

- **Work Ready Now! (WRN!)** is a participatory, learner-centered approach to developing the “soft skills” young people need to succeed in the workplace.
- **Work-Based Learning (WBL)** consists of a series of steps where students gain gradual experience and responsibility in a workplace, supported by teachers, employers, and the AWARE team.

About Work Based Learning (WBL):

To better prepare you for the internships/on-the-job training (OJT) required in your TVET schools, the AWARE project focuses on two core areas of WBL: Work Exposure and Work Experience.

- **Work Exposure** refers to structured activities that are designed to support you in learning through observation in a real work setting and conducting informative interviews.
- **Work Experience** consists of your placement in a workplace for a minimum of five days. This experience is structured with input from both teachers and the employer to allow you to practice both your technical skills and work readiness skills through learning by doing.

Every Workplace is a Learning Place!

1.1 Student Profile And Contact Information

| | | | |
|--|--|-------------------------------------|--|
| Full name | | | |
| Student contact number | | | |
| Address | | | |
| Name of parent / guardian | | Contact number parent / guardian | |
| ID number | | Age | |
| School Grade | | | |
| Tech-Voc Specialization | | Level | |
| Why I chose to study this Tech-Voc Specialization | | | |
| My future goals | | | |
| What I hope to learn during my work experience | | | |
| Previous work experience I have had | | | |

1.2. Employer and School Contact Information

Employer contact information

| | | | | |
|---|-------------|--|----------------|--|
| Name of employer | | | | |
| Address of employer | | | | |
| Employer phone number | | | | |
| Main employer contact person | Name | | | |
| | Designation | | Contact number | |
| Second employer contact person (Supervisor) | Name | | | |
| | Designation | | Contact number | |

School contact information

| | | | |
|---------------------------------|----------------|--|--|
| Name of school | | | |
| Address of school | | | |
| School phone number | | | |
| Industry Liaison Officer (ILO) | Name | | |
| | Contact number | | |
| Tech-Voc Specialization Teacher | Name | | |
| | Contact number | | |

1.3. Student Learning Agreement

Congratulations! You have been selected to participate in work experience as part of the AWARE project.

This is a wonderful opportunity for you to learn about your chosen occupation and to improve your employment prospects.

You will be placed at (name of employer)

for..... days, from (start date)..... to (end date).....

You need to remember that you are now an ambassador for your school. Your behavior in the workplace needs to be professional. During your work placement you need to comply with your school's code of conduct as well as the rules of your host employer. Any problems or discipline matters that arise will be managed by your school.

During your work placement, you will be required to:

- Adhere to the work hours required by the employer
- Follow the instructions of the workplace representatives responsible for you
- Comply with safety and other rules in the workplace. This includes following the dress code and wearing the required personal protective equipment (PPE)
- Be punctual
- Maintain professional behavior at all times
- Take responsibility for making your workplace experience valuable
- Complete the activities in your logbook
- Ensure that your host employer completes and signs off the required sections in your logbook

When you return to the school, you will be required to:

- Hand in your fully completed logbook
- Give feedback on your work experience

| Student | School | Employer |
|--|--------------------|--------------------|
| I hereby agree that I will be responsible for adhering to the requirements outlined above. | | |
| Name | Name | Name |
| Signature | Signature | Signature |
| Date | Date | Date |

1.4. Indemnity Form

(To be completed by parent/guardian)

I _____ (full name and surname), the parent/guardian of the student, hereby indemnify _____ (name of temporary host employer), its employees and its agents against any claims of any nature whatsoever which may be brought against them by the student, _____ (full name and surname of the student) or any third party or other person claiming on behalf of the student arising out of the student's death or injury or loss of or damage to the student's property as a result of entering into and remaining on _____ (name of temporary host employer)'s premises, whether the claim is based on _____ (name of temporary host employer) negligence or on the negligence of any of its employees or agents for which they may be liable.

Name (Full name and Surname)

Relationship with student

Signature

Date

1.5. Personal Learning Plan

(To be signed by students, teachers, and employers)

My Work-Based Learning journey begins with me and setting my personal learning goals. Together with my WRN! Facilitator and Instructors I've identified the following competencies I aim to strengthen:

Together with my work experience placement officer (supervisor), I've identified the following skills I aim to practice and/or develop further:

Through this work experience, I wish to learn more about:

| Student | School | Employer |
|----------------|---------------|-----------------|
| Name | Name | Name |
| | | |
| Signature | Signature | Signature |
| | | |
| Date | Date | Date |
| | | |

Part 2: Program Activities

The Roles of School, Employer and Students During Placement

The success of the work experience placement depends on each stakeholder in the process understanding and carrying out their roles effectively.

The school's roles are to:

- Ensure that the work experience placement provided to students is appropriate.
- Ensure that the students are adequately supervised by their host employers.
- Monitor the placement of students to ensure that they are going according to plan and to address any problems encountered.

The employer's roles are to:

- Provide students with exposure and experience that is appropriate to their course of study and level of expertise.
- Manage and supervise the students on a day-to-day basis. This includes assigning students to one or more company employees who will: oversee their daily workplace activities, assist them in working through their student logbooks and support them with any other arrangements made with the school.
- Ensure that the company employees who work with the students are adequately briefed about the work experience requirements, including the logbook. They need to know what to expose the students to and what practical tasks to give them while they are in the workplace. In addition, they need to know how to supervise and work with students in a manner that makes their learning experience valuable.
- Induct and orient students to the business, its rules and regulations (especially those concerning health and safety), and its various departments and how these are all connected.
- Report any problems experienced during the placements to the relevant school representative as soon as possible.

The student's roles are to:

- Arrive on time each day and engage in the activities arranged for them.
- Take responsibility for making work experience placement a meaningful and successful experience. This includes showing initiative, asking questions and engaging with workplace employees.
- Speak to the employer representative responsible for them and contact their school representative as soon as possible if they have a problem.
- Obtain the information they need to complete their logbook through observing, asking questions and engaging in workplace activities. They also need to ensure that employer representatives sign and complete the required sections in their logbook.

2.1. Preparation Checklist for Work Experience Placement

This checklist contains a summary of all the tasks you need to complete for your work experience placement. Some of these tasks must be completed before the start of your work placement, others during and after. Use the checklist to help you keep track of what you have done and what you still need to do by ticking off each task after you have completed it.

| THINGS TO DO BEFORE THE START OF YOUR WORK EXPERIENCE PLACEMENT | | TICK WHEN DONE |
|---|---|----------------|
| 1 | Give your parent/guardian the letter from your school about your work experience placement (letter to be provided by your school). | |
| 2 | Fill in the 'student profile' form' (Part 1/1.1). | |
| 3 | Fill in the 'employer and school contact information' form (Part 1/1.2). | |
| 4 | Complete the 'learning agreement' (Part 1/1.3). Ensure that it is signed by a school representative, an employer representative and yourself. | |
| 5 | Complete the 'indemnity form' (Part 1/1.4). If you are under 18, this needs to be signed by your parent or guardian. If you are over 18 you need to sign it. | |
| 6 | With the help of a teacher, fill the student Personal Learning Plan (Part 1/1.5). You, your teacher, and your employer need to sign the completed Personal Learning Plan. | |
| 7 | Make transport arrangements to get to your host employer. | |
| 8 | Find out what personal protective equipment (PPE) your host employer requires and make sure you have them. | |
| 9 | Ensure you bring the logbook with you to the workplace to complete the daily journal for each day of your placement (Part 2/2.3). | |
| COMPLETION OF LOGBOOK DURING AND AFTER YOUR WORK EXPERIENCE PLACEMENT | | |
| 10 | Complete the 'workplace induction checklist' (Part 2/2.2) on the first day of your work experience placement. | |
| 11 | During your work experience placement, fill in your daily journal (Part 2/2.3). Ask the person who supervised you each day to sign your journal. | |
| 12 | After your placement, evaluate your experience (Part 2/2.4). | |
| COMPLETION OF EMPLOYER SECTIONS AT THE END OF YOUR PLACEMENT, BUT BEFORE YOU LEAVE THE WORKPLACE | | |
| 13 | Ask your workplace supervisor to complete the evaluation on you (Part 3/3.1) | |
| 14 | Ask your workplace supervisor to complete the certificate about your placement (Part 3/3.2). This certificate also needs to be stamped with the workplace stamp. | |
| PROVIDE FEEDBACK ON YOUR WORK EXPERIENCE AFTER PLACEMENT | | |
| 15 | Share your experience in the workplace with your school and other students | |

2.2 Workplace Induction Checklist

Please tick off the items in the checklist below once you have completed them. You also need to fill in the additional information required. **This checklist should be completed on the first day of your placement.**

| Item | | Tick |
|--|---|------|
| 1. I have the name and address of my host employer | | |
| 2. I have the name and contact number of the person in the workplace who is responsible for me during my placement | | |
| <i>Name of my supervisor:</i> | | |
| <i>Contact number for my supervisor:</i> | | |
| 3. I know who I will be reporting to on a day-to-day basis in the workplace | | |
| <i>When I will report to this person</i> | <i>Names of the people I will report to daily</i> | |
| <i>(Day1)</i> | | |
| <i>(Day2)</i> | | |
| <i>(Day3)</i> | | |
| <i>(Day4)</i> | | |
| <i>(Day5)</i> | | |
| 4. I have been introduced to the people I will be working with | | |
| 5. I know the rules of my host employer | | |
| 6. I know what my host employer expects of me while I am in the workplace | | |
| <i>Things they expect of me include:</i> | | |
| <i>a)</i> | | |
| <i>b)</i> | | |
| <i>c)</i> | | |
| <i>d)</i> | | |
| <i>e)</i> | | |
| 7. I know what time I need to be at work daily and when lunch time is. These are as follows | | |
| <i>Work hours:</i> | | |
| <i>Lunch time:</i> | | |
| 8. I have been given a tour of workplace premises and will be able to find my way around | | |
| 9. If I have a problem during my placement I know what to do | | |

2.3 Daily Journal

Journal: Day 1

| Date | Time In | Time Out | No. of Hours |
|------|---------|----------|--------------|
| / / | | | |

| Tasks you did | New knowledge and/or skills you learned |
|---------------|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

To be completed by supervisor at the workplace responsible for the student for the day

Supervisor Comments

| |
|--|
| |
|--|

| | |
|---|--|
| Student's Name: Signature: | Supervisor's Name: Job Title: Signature: |
|---|--|

Journal: Day 2

| Date | Time In | Time Out | No. of Hours |
|------|---------|----------|--------------|
| / / | | | |

| Tasks you did | New knowledge and/or skills you learned |
|---------------|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

To be completed by supervisor at the workplace responsible for the student for the day

Supervisor Comments

| |
|--|
| |
|--|

| | |
|-------------------------------------|--|
| Student's Name: Signature: | Supervisor's Name: Job Title: Signature: |
|-------------------------------------|--|

Journal: Day 3

| Date | Time In | Time Out | No. of Hours |
|------|---------|----------|--------------|
| / / | | | |

| Tasks you did | New knowledge and/or skills you learned |
|---------------|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

To be completed by supervisor at the workplace responsible for the student for the day

Supervisor Comments

| |
|--|
| |
|--|

| | |
|-------------------------------------|--|
| Student's Name: Signature: | Supervisor's Name: Job Title: Signature: |
|-------------------------------------|--|

Journal: Day 4

| Date | Time In | Time Out | No. of Hours |
|------|---------|----------|--------------|
| / / | | | |

| Tasks you did | New knowledge and/or skills you learned |
|---------------|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

To be completed by supervisor at the workplace responsible for the student for the day

Supervisor Comments

| |
|--|
| |
|--|

| | |
|-------------------------------------|--|
| Student's Name: Signature: | Supervisor's Name: Job Title: Signature: |
|-------------------------------------|--|

Journal: Day 5

| Date | Time In | Time Out | No. of Hours |
|------|---------|----------|--------------|
| / / | | | |

| Tasks you did | New knowledge and/or skills you learned |
|---------------|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

To be completed by supervisor at the workplace responsible for the student for the day

Supervisor Comments

| |
|--|
| |
|--|

| | |
|-----------------------|--------------------------|
| Student's Name: | Supervisor's Name: |
| Signature: | Job Title: |
| | Signature: |

2.4 Student Evaluation of Work Experience

Answer the questions that follow about your workplace experience.

1. Did you feel adequately prepared by your school for your work experience placement? Explain your answer. For instance, did you have some information about the employer hosting you? Did you know what would be required of you and how to complete your logbook?

.....

.....

2. Was your work experience relevant to what you have learned in your Tech-Voc specialization at school? If yes, give a few examples of how it related to this.

.....

.....

3. Rate and comment on the value of your work experience.

| Not at all useful | Not that useful | Fairly useful | Very useful | Extremely useful |
|-------------------|-----------------|---------------|-------------|------------------|
| | | | | |

Give reasons for your rating

.....

.....

What did you find most valuable about your work experience?

.....

.....

What did you find least valuable about your work experience?

.....

.....

4. How do you think your work experience could have been improved?

.....

.....

5. Other comments

.....

.....

Part 3: Employer Evaluation & Certificate

3.1. Employer Evaluation of Student Performance

Name of student

.....

1. Rating of students. Circle the number that best applies in each case where 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = very good.

| ITEM BEING RATED | RATING | | | | |
|---|--------|---|---|---|---|
| Knowledge of technical field. The student displayed knowledge of his / her technical field appropriate to his / her level of study. | 1 | 2 | 3 | 4 | 5 |
| Practical competence. The student was able to effectively carry out tasks at a level appropriate to his / her level of training. | 1 | 2 | 3 | 4 | 5 |
| Ability to learn. The student was able to easily learn new things. | 1 | 2 | 3 | 4 | 5 |
| Interest in work. The student asked questions and showed an interest in the work. | 1 | 2 | 3 | 4 | 5 |
| Takes initiative. The student looked for work to do and acted voluntarily. | 1 | 2 | 3 | 4 | 5 |
| Communication skills. The student was able to make her / himself adequately understood and could follow spoken and written instructions. | 1 | 2 | 3 | 4 | 5 |
| Punctuality. The student arrived at work on time and kept time. | 1 | 2 | 3 | 4 | 5 |
| Housekeeping and tidiness. The student displayed the correct attitude to housekeeping activities and willingly engaged in these. | 1 | 2 | 3 | 4 | 5 |
| Safety. The student understood and followed safe work practices. | 1 | 2 | 3 | 4 | 5 |
| Attitude and cooperation. The student showed willingness and had a good attitude and was able to get along with others. | 1 | 2 | 3 | 4 | 5 |

2. Overall comments on the student's performance

.....

.....

.....

3. Does the student display the qualities you would look for in an employee? Please explain.

.....

.....

.....

| | | |
|------|-----------|-----------|
| Name | Job Title | Signature |
| | | |

3.2. Employer Certificate to Confirm Student Work Experience Provided

EMPLOYER CERTIFICATE

Date

Confirmation of student work experience

This certificate serves to confirm that (name of student) spent (number of days) with (name of employer) from to (placement dates) to gain work experience. At the time, the student was completing NCI / NCII (circle relevant qualification) in (name of specialization area) at (name of school). Key areas in which work exposure and experience were provided include:

.....

.....

.....

.....

.....

(Company Stamp here)

.....
Name of employer representative

.....
Job title

.....
Signature



“For the things we have to learn before we can do them, we learn by doing them.”

— Aristotle

16. Question Guide for Post-Placement Student Reflection Meeting

The question guide below has been developed for the student reflection meeting, which should be conducted within 1-3 schools days after completion of the students' work experience placement. Every student having gone through work experience should participate in the student reflection meeting. Prospective students are encouraged to participate in this reflection meeting.

Depending on the number of students who were placed, one or more student reflection meetings will need to be held. It is recommended that at least two school representatives (e.g. one ILO and one Teacher) conduct each reflection meeting, with one person assigned as the facilitator to ask questions from the guide below and the other assigned as a note-taker.

1. Feedback on the process of preparing students

1.1 Did you feel adequately prepared for your workplace experience? Did you know what was expected of you and what you needed to do before, during and after your placement? How could the process of briefing students be improved?

1.2 Did you have any problems preparing any of the documentation in your student logbook needed for participating in work experience? Refer to the list of documents in the table below.

| |
|--|
| Employer and school contact information |
| Student profile |
| Student Learning agreement with all signatures |
| Indemnity form |
| Workplace Induction Checklist |
| Daily Journal |
| Student Evaluation of Work Experience |

2. Feedback on work experience arrangements at each employer

2.1 Overall comments on work experience and its value: How did your placement go? What did you see and do? What was its value to you? How does your experience relate to what you are doing at school?

2.2 Structuring the work experience at each employer: How was the work experience organized on a day-to-day basis? What worked well? What did not work well? How could the work experience be improved?

2.3 Employer supervision and mentoring of students: How were you managed and supported by the employer? Did you have the same or different supervisors on a daily basis? How do you think this aspect of the work experience could be improved?

2.4 Support from school: Did you feel adequately supported by the school during your placement? Were you contacted or visited by the ILO/teacher responsible for you? Did you

contact this person or feel that you would be able to contact him or her if you had a problem?
How could this aspect of work experience be improved?

2.5 Any other problems that arose and how they were solved?

3. Feedback on the student work experience logbook

3.1 How did you find the logbook? Was it useful? How could it be improved?

3.2 What arrangements were made by your employer for you to complete your logbook?
Did this work okay? How could this process be improved?

3.3 Were all sections of the logbook completed? Did you have any problems answering any of the questions? Did you have any problems getting employers to complete the sections they needed to (sign your daily journal, fill in the evaluation form on you and complete the certificate)?

4. Post-placement activities

4.1 Was this whole experience a helpful exercise? Would you recommend it to other students? Why/why not?

4.2 How are you better prepared for actual job placement now that you have completed work experience?

4.3 Would you want to work with the same employer again? Why or why not?

5. Any other issues

17. Guidelines for post-placement activities with Employer

The following guidelines are to be used by ILO/teachers to gather feedback from employers after student trainees have completed their work experience.

1. Conduct Student Reflection Session

Immediately after all student trainees have completed their 5-day work experience, ILO/teachers should arrange a meeting with their students to seek feedback on the WBL process and work experience at the host employer's premises. This reflection session should be conducted within 1-3 school days following the last day of work experience. Refer to the *Question Guide for Facilitators in Student Reflection*.

Student feedback gathered from this reflection session will inform post-placement follow-up with host employers.

2. Send Thank You Letter to All Host Employers

Promptly following the last day of work experience (within 2-5 school days), the ILO/teacher should draft and send, either by email or post, a brief thank you letter to all host employers. The purpose of the thank you letter is to express appreciation to the employer for hosting students in work-based learning and also serves to create an opportunity to reconnect with employers for future work experience placement and/or actual job placement.

Thank you letters can also include quotes gathered from the student reflection session as well as any photos taken by students or the ILO/teacher during monitoring visits.

3. Arrange Employer Visits to Selected Host Employers

Once the student reflection sessions are completed and thank you letters have been sent, ILO/teachers should identify and prioritize which host employers to visit to obtain their feedback on the WBL process. The purpose of the employer reflection visit is:

- To identify strengths and challenges with the work experience placement process and identify ways to improve it
- To provide an opportunity for employers to engage with and make an input on the student curriculum and the design of the work experience component
- To build the school's relationship with the employer
- To secure the employer's commitment to continue hosting other students in future placements

ILO/teachers should prioritize visits to employers that have demonstrated themselves to be capable and motivated hosts for student work-based learning. If time and other resources permit, the ILO/teacher should visit all host employer sites. The *Employer Reflection Questionnaire* below should guide each employer reflection visit.

If employer visits cannot be arranged, ILO/teachers can complete the *Employer Reflection Questionnaire* via telephone or ask employers to complete it electronically and email it back to the school.

| Employer Reflection Questionnaire |
|--|
| 1. OVERALL COMMENTS ON THE WBL AND STUDENTS |
| 1.1 What are your overall comments on the value of the student work experience and how it went? |
| 1.2 What is your impression of the students (attitude, initiative, and level of knowledge and skills)? |
| 1.3 Were there any problems with any of the students and if so how was this handled? |
| 1.4 Would your workplace be willing to continue hosting students in future? |
| 2. PREPARATION FOR STUDENT PLACEMENT |
| 2.1 Did you feel adequately informed about and prepared to host the students by the school? |
| 3. STRUCTURING OF THE PROGRAM |
| 3.1 How did you organize the program for students on a day-to-day basis? |
| 3.2 How could the placement program structure be improved? |
| 4. SUPERVISION AND SUPPORT OF STUDENTS |
| 4.1 How were students supervised? Was the approach adopted effective? |
| 4.2 What approach will you adopt to supervising the students in future? |
| 5. STUDENT LOGBOOK |
| 5.1 What is your assessment of the student logbook? |
| 5.2 Did you refer to the logbook when planning what to do with students? |