

# **Work Experience Programme Manual for Secondary Schools**



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# Contents

|  |    |
|--|----|
| <b>Foreword</b>  | 5  |
| SECTION 1  |    |
| <b>Introduction and Overview</b>                           | 7  |
| Main Purpose of the Work Experience Programme              | 11 |
| Benefits of the Work Experience Programme                  | 11 |
| Objectives of Work Experience Programme                    | 14 |
| Advantages of Work Experience                              | 15 |
| Insurance Arrangements                                     | 16 |
| Work Experience Process                                    | 17 |
| SECTION 2  |    |
| <b>Organisational Consideration</b>                        | 18 |
| Organisational Structure for the Work Experience Programme | 18 |
| Work Experience Programme Stakeholders                     | 18 |
| Work Experience Programme Committee                        | 28 |
| Work Experience Programme Regional Chapter                 | 31 |
| SECTION 3  |    |
| <b>Work Experience Programme Operation</b>                 | 32 |
| Hours of Operation   | 32 |
| Personnel  | 32 |
| Orientation  | 35 |
| Selecting a Work Station                                   | 37 |
| Organisation   | 38 |
| Implementation of the Work Experience Programme            | 39 |
| Evaluation   | 45 |

SECTION FOUR

**Administrative Forms**

47

Description of Work Experience Forms

49

SECTION FIVE

**Appendices**

60

Appendix A - Checklist for Selecting a Work Station

61

Appendix B - Work Experience Coordinator's Job Description

64

Appendix C - Administrative Forms for Managing  
the Work Experience

66

## Foreword

The face of industry and the nature of work are in a state of constant change. There is an increasing demand for adaptable and flexible workers with a high level of academic and technical skill. Educators are therefore, faced with unprecedented challenges as they must prepare students to adapt to the needs of a dynamic work environment, and equip them with the necessary skills to contribute meaningfully to the economic and social stability of a country.

When the national policies for education and industry are tightly interwoven, then the economic production of a country, its social development and the welfare of its people can be fully realised. Appropriate collaborative ways must be found to improve the transition from the classroom to the working environment, and to utilise more fully the rising levels of education and training of the labour force.

Recognising these changes, the Ministry of Education (MoE) has implemented policies directed at addressing these challenges. From as early as 1975 an experiential component in the technical and vocational course of study was introduced. This experiential component became the National Work Experience Programme. More recently, technical vocational education and training has been established as an area of strategic focus with interventions aimed at mainstreaming labour market driven programmes with the associated relevant work experiences for students.

This national imperative calls for a strengthening between the classroom and workplace to ensure relevance and currency in work-based learning provided to in-school students as they are guided through the transition from the classroom to the world of work. Responsibility and skill training must be combined with theoretical learning so that students can form meaningful connections between school-based learning and industry experience.

The National Work Experience Programme is designed to bridge the gap between school and work through partnerships among students, educational institutions and employers. It further aims to stimulate career progression by exposing students to skilled occupations outside of the normal classroom setting, while fostering personal development of students as it relates to the development of positive work habits and attitudes. Additionally the National Work Experience Programme will facilitate a natural progression pathway for students to enter the National Apprenticeship Programme upon completion of their secondary level education.

The work-based component of the national curriculum is a far reaching and critical element in the career development plan for our students. All stakeholders are urged to partner with the Ministry of Education (MoE) in realising the vision of the a cadre of school leavers who are ready for the world of work, whether immediately or after further education and training, as we work together to make *Jamaica the place of choice to live, raise families and do business.*

## Glossary of Terms

1. **Technical Vocational Education and Training (TVET)** – refers to those aspects of the educational process involving general education, the study of technologies, related sciences, acquisition of skills, attitudes, understanding and knowledge, relating to occupations in various sectors of economic life.
2. **Work Experience (WE)** - This term refers to practical on-the-job experience provided to technical and vocational grade eleven students outside of the regular classroom. This practical job experience which should be related to the student’s technical and vocational area enables the student to see the relationship between classroom theory and practical skill application in an actual work setting and to help prepare him/her for employment. Appropriate agencies in the private and public sectors are asked to provide work stations.
3. **Work Experience Coordinator (WEC)** - The work experience coordinator is that member of the school staff who has been appointed by the school administration to implement, operate, direct, coordinate and supervise the work experience programme of a school. An official job description can be found in Appendix A of this handbook
4. **Work Experience Officer (WEO)** - The work experience officer (WEO) is a member of the Technical and Vocational Unit and is responsible for overseeing the work experience programme in all secondary schools. He/She will coordinate the activities and supportive services as well as work with employers and other related public agencies to ensure the objectives of the programme are achieved.

5. **Work Experience Programme (WEP)** – The National Work Experience Programme is designed to bridge the gap between school and work through partnerships among students, educational institutions and employers.
6. **Work Experience Programme Committee (WEPC)** The work experience programme committee is established in each school to act in a supporting capacity for the development and operation of the programme. Additionally, the committee will manage the work experience programme in its initiatives towards operating efficiency, programme effectiveness and relevance.
7. **Work Experience Regional Chapter** – This body is made up of work experience coordinators from schools in each Ministry of Education (MoE) region participating in the work experience programme.
8. **Work Station (WS)** - A work station is the agency (or department of an agency) where the student receives the practical on-the-job experience, related to his/her vocational area. In simpler terms, a work station is the actual place where the student does his/her work experience programme.
9. **Work Station Supervisor (WSS)** - The work station supervisor is the person directly responsible for the supervision of the student's learning activities at the work station. This supervisor may be the owner or manager of the business or industry, the director of an agency or an employee delegated by management.



# Section One



## Introduction

Work experience offers students an integrative experience that allows them to develop work-related skills, realistic expectations, ethics, good interpersonal relationships and communication skills. It is also intended to allow students to explore in actuality, the outcome of the decision making process of occupational choice, a key aspect of the technical and vocational programme. The quality of this experience should aid the transition from theory-based learning to workplace based practice.

During work experience students of grade eleven are placed in work stations at agencies in both the private and public sectors to sample first-hand, a realistic employment situation tied as closely as possible to their vocational area of study. For example, a student studying a principles of business (POB) course in the business education programme in a secondary school may be placed in the sales or accounting department or as an inventory clerk in a business.

A student pursuing the cosmetology option may find his/her work station located in a hair salon of a hotel or a barber shop. A student studying the automotive mechanics vocational option in the industrial education department may find his work station located at a garage, a service station, or a vehicle maintenance department.

The Work Experience Programme (WEP) serves as an effective link between the school and the community. The community, in effect, becomes an extension of the educational milieu, making available to students equipment and resources which may not be available in schools.

The revision of the Work Experience Handbook has been developed to provide currency and relevance in the guidelines which should direct the operations of the programme. The main amendments are the provision of guidelines for the establishment and operation of a Work Experience Committee (WEC) in each participating school, and the development of an orientation manual for students participating in the Work Experience programme.

## **A. Main Purpose of the Work Experience**

Work Experience:

1. Adds relevance to the curriculum by showing how classroom learning is applied to real work situations and expose students to various career options
2. Provides guidance to those who develop, manage and coordinate workplace learning programmes
3. Stimulate career progression by exposing students to skilled occupations outside of the normal classroom setting
4. Provides the opportunity to apply academic and technical skills to actual work
5. Bridges the gap between school and work through partnerships among students, educational institutions and employers.

## **B. Benefits of Work Experience Programme**

### **Benefits for Students**

- Increased technical skills through their application in authentic tasks.
- Development of the knowledge, skills and attitude necessary for successful adaption in work based contexts
- Enhanced self-esteem through the acquisition of skills
- Discover the relationship between education and job success
- Acquired knowledge about business operations through industry participation

- Increased opportunities for the exploration of possible career choices
- Increased motivation to remain in school by making education more relevant
- Established network of contacts for future employment and mentoring
- Wider perspective of the interrelationships between technical training in school and actual employment

### **Benefits to School**

- Increased access to new and emerging careers, techniques and technology
- Increased opportunity to relate technical education to job and career requirements
- Enhanced teaching and learning experience provided to students
- Increased knowledge of changes in business and industry practices.
- Enriched school curriculum and learning facilities which are more valuable and relevant to students
- Increased student retention
- Closer cooperation and greater reciprocity with the community
- Provision of valuable feedback on student development and performance
- Enhanced ability to meet the needs of a diverse society

## **Benefits to the Employer**

- Opportunity for employees to participate in the education and training of young people
- Opportunity to evaluate prospective employees
- Increased motivation of employees
- Access to a pool of potential employees
- A direct channel of communication with the school, especially the sphere of vocational training

## **Benefits to the Community**

- Improved cooperation and collaboration between community and school
- Greater involvement and contribution to community development
- Reduction in the number of untrained and mal-adjusted youth who are a potential burden to the community and society
- Boost in the national drive for production and self-reliance

## **Objectives of the Work Experience Programme**

The objectives of the work experience programme are to:

1. Foster and maintain a working relationship between educational institutions and businesses
2. Develop career interests of students

3. Enable students to gain appropriate work related experiences that are not normally available in an educational institution
4. Expose students to an environment where they can acquire and develop employable skills necessary for survival in the workplace.
5. Provide an opportunity for students to verify his/her aptitude for a vocational choice
6. Provide students with an opportunity to learn skills to be used in future work
7. Enhance student awareness of the complexities and importance of interpersonal relationships on the job.
8. Enable students to enter the world of work with an increased measure of confidence
10. Provide students with increased opportunities to enter an occupation related to his/her vocational area of study.

### **C. Advantages of the Work Experience Programme**

1. Enables the student to relate classroom experience directly to his/her career interests.
2. Allows the student to bridge the gap between school and work with reasonable ease
3. Enables the student to evaluate his/her vocational choice while still in school

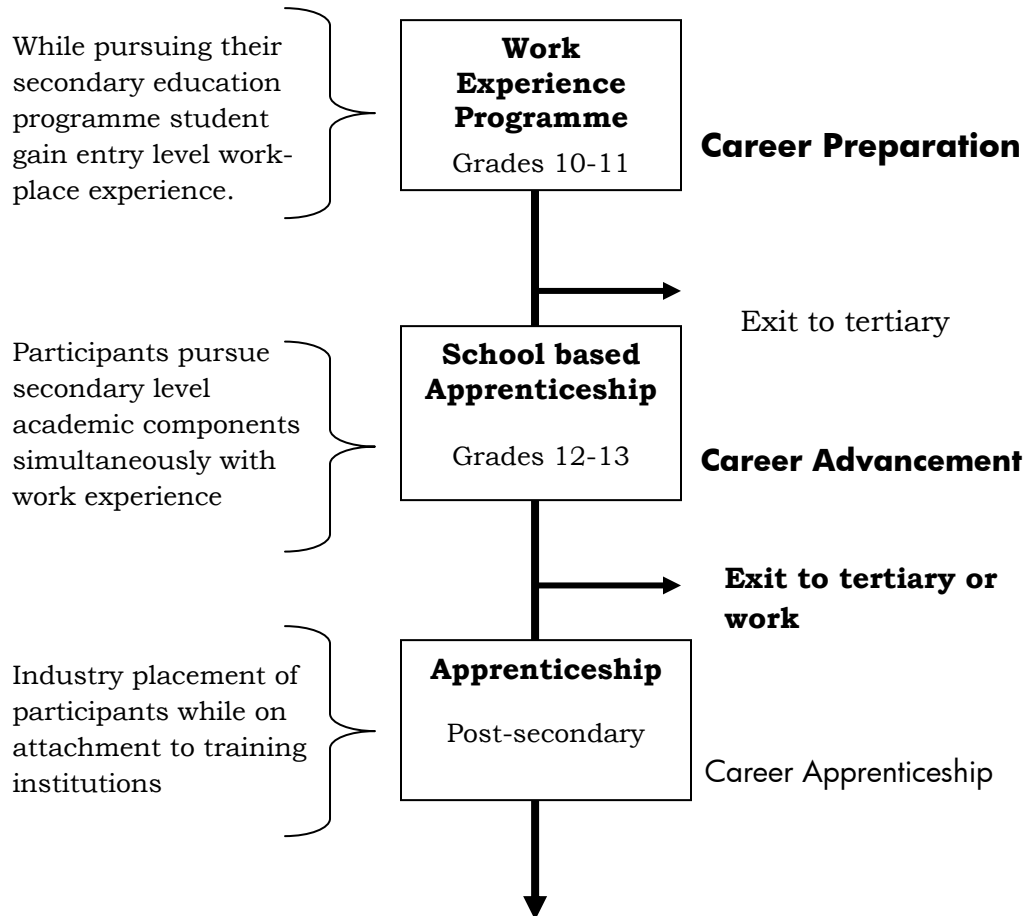
4. Provides a wider range of training in some of the occupational areas by making available specialised tools, equipment and processes not available in the schools
5. Allows a gradual transition from school to work under the observation and guidance of a work experience coordinator, thus giving the student time to comprehend the relationship between education and work
6. Allows direct contact with business, industry and agencies in the private and public sectors
7. Provides the student with the opportunity to use and apply skills and knowledge in a work station
8. Provides further vocational preparation with the emphasis on manipulative skills and technical knowledge
9. Enhances the schools' sensitivity to industrial and technological changes as a result of the continual feedback from students, work experience coordinators, work station supervisors and employers.
10. Improves school-community relations by establishing a closer liaison between the two
11. Allows the technical and vocational teacher to supplement his/her instruction with practices and developments from business and industry
11. Reduces the cost of education by using the expertise and equipment available at the various work stations
12. Provides a means of involving the home, school, and the world of work

## **Insurance Arrangements**

All students participating in the WEP must have subscribed to the Personal Accident Insurance plan offered by their respective schools



## The Work Experience Programme Process



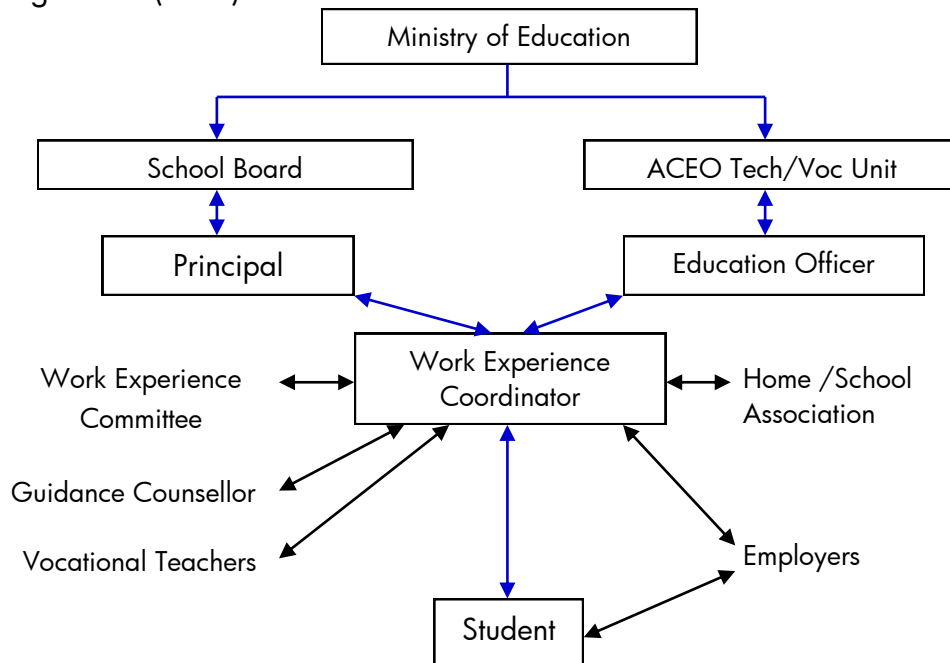
# Section Two



## Organisational Consideration

### A. Organisational Structure for Work Experience Programme

The following diagram graphically represents the relative horizontal and vertical relationships among all of the members involved in the work experience programme (WEP).



**Figure 1: Diagram showing Work Experience Relationships**

## **B. Work Experience Stakeholders**

The effectiveness of the WEP relies on the interrelated efforts of an informal team of personnel and organizations. This team should be considered to include the following:

- Technical & Vocational Unit
- Work experience officer/education officer (Technical & Vocational Unit)
- Work experience coordinator
- Guidance counsellor
- Teachers/Instructors
- School administrators
- Parents/Teachers/Home School Associations
- Employers
- Work station/Work experience supervisor
- Community organizations
- Students

## **C. Roles of Stakeholders**

### **(a) Technical and Vocational Unit**

The Technical and Vocational Unit of the Ministry of Education has oversight responsibility for the WEP. In addition the Unit will:

- Advise the Minister of Education on policy matters relating to the development and implementation of the national work experience programme
- Develop and maintain an effective management information system (MIS) to generate, collate and disseminate information relevant to work experience programme
- Review the WEP periodically in order to keep abreast with workplace needs and standards and make recommendations accordingly.

### **(b) Work Experience Officer/Education Officer**

Under the supervision of the Assistant Chief Education Officer (ACEO) of the Technical and Vocational Unit, the work experience officer (WEO) will oversee the WEP and coordinate its activities, objectives and supportive services; work with employers and other related public/private agencies to ensure the achievement of the programme objectives.

The WEO will also monitor programme performance and outcomes to ensure participants' success in attaining self-sufficiency and perform related duties across programme lines. The responsibilities of the WEO are to:

- Communicate programme policies and objectives to all stakeholders
- Coordinate cross-functional review meetings for work experience Coordinators
- In consultation with work experience coordinators, approve career, personal development and other necessary counselling for students to prepare them for the WEP
- Maintain a database of schools and work stations participating in the work experience programme
- Analyse jobs in terms of skills, duties and tasks required of workers, to clarify what workers actually do on-the-job and to help dispel inaccurate career information
- Recognise and award work stations for participation in the work experience programme.
- Assist in the recruitment of work experience coordinators when requested
- Approve work experience documentation/reports accordingly
- Organise, guides and give support to work experience chapters in the MoE regions
- Track and report programme performance and outcomes and recommending adjustments to the programme where necessary.

- Collaborate with the officers of the Technical and Vocational Unit on work experience issues relating to the various Technical and Vocational disciplines
- Provide professional development training for WECs
- provide timely information on WEP as required

### **Work Experience Coordinator (WEC)**

The WEC manages the WEP in a school and, as such, must coordinate or orchestrate the involvement of school personnel, students, employers who provide the work stations and the support groups associated with the school and the community. The responsibilities of this individual include:

- Conducting planning sessions with all persons having major responsibility for the WEP
- Chairing the work experience committee
- Liaising with the work experience officer in the Technical and Vocational Unit
- Representing the school at all meetings, workshops and events pertaining to work experience
- Coordinating student orientation to the WEP
- Making visits to firms and organisations to establish contacts, obtain information regarding job trends and determine workplace suitability.
- Making contact with businesses, in both public and private sectors to discover opportunities for work experience placements

- Scheduling Grades 10/11 students for work experience between July and March of each academic year as may be convenient to their locality
- Issuing the relevant forms prior to WEP to the appropriate individuals and retrieving the relevant forms used in the process.
- Conducting supervisory visits to work stations to adequately monitor students' activities and progress
- Keeping school administrators, teachers, and guidance counsellors informed of the students' WEP activities
- Acting as an agent of change by identifying and incorporating non-traditional experiences that are derived as a result of modernisation and cultural practices
- submitting the relevant documents and a written report to the work experience officer

## **Guidance Counsellors**

The responsibilities of the Guidance counsellor(s) include:

- Liaising with WE coordinator to give directive and support regarding students with special needs for alternate placement
- Assisting vocational teachers in matching student interest with WE opportunities
- Providing information on various careers
- Assisting students in planning an appropriate vocational education programme
- Participating in WE orientation programme
- Aiding in interpreting the results of aptitude tests and vocational interest instruments
- Identifying alternate qualities and interests of students not apparent through any of the formal means of testing
- Provide students with the options to explore their career opportunities in keeping with their interest and aptitude



## **Vocational Teachers**

The responsibilities of this group include:

- Advising the work experience coordinator on the readiness of each participating student
- Assisting in matching student interest and option with work experience opportunities
- Identifying students who require special or need remedial instruction
- Assisting in identifying potential drop-outs and taking the necessary action
- Assisting in identifying and recommending suitable work stations

## **School Administrators**

The responsibilities of this group include:

- Providing the appropriate physical and human resources to facilitate and sustain the WEP
- Meeting with relevant stakeholders to publicise the work experience programmes
- Assigning staff to ensure that the services are adequately performed
- Participating in planning and evaluation sessions
- Facilitating seminars/workshops in which respective stakeholders will participate

## **Parent/Teachers/Home/School Associations and Other Community Organisations**

The responsibilities of these groups include:

- Identifying community resources and personnel who are able to assist meaningfully in the WEP
- Assisting in identifying employers who are willing to participate in the placement programme
- Participating in reviewing the placement programmes
- Participating in public relations functions designed to gain acceptance for the programme
- Providing support to students in WEP

## **Employers (The Work Station Supervisor)**

The employer must be able to demonstrate that a suitably qualified person will be supervising the work experience student (WES) and that the on-the job training will enable each student to be exposed to meaningful work that will motivate and clarify the school's and student's expectations.

The responsibilities of this group include:

- Providing meaningful opportunities for students to apply the skills and knowledge gained at school

- Providing real job situations under typical working conditions
- Informing the WES of the rules and regulations that should be adhered to
- Providing appropriate supervision while the student is at work
- Providing a **safe** and productive working environment for the student
- Complete evaluation of student's performance

## **Student**

The work experience student should:

- Perform assigned tasks to the best of his/her ability and in accordance with instructions given
- Adhere to all rules and regulations of the business
- Not waste or damage the property, goods or business of the organisation
- Acknowledge that all information obtained from the work station is given in confidence and must be kept confidential and not disclosed to any person without approval
- Behave in a courteous and professional manner
- Maintain a respectful relationship with all employees and supervisors
- Notify the supervisor and WEC of any problems relating to the tasks assigned
- Report all errors or accidents to the supervisor immediately

## **D. Work Experience Programme Committee (WEPC)**

The work experience programme (WEP) in each school will be supported by a work experience programme Committee (WEPC) which will act in a supporting capacity for the development and operation of the programme. The committee will manage the WEP in its initiatives towards operating efficiency, programme effectiveness and relevance.

In order to facilitate the support of school administrators, staff, students, employers and other stakeholders, the WEPC is established with the following Terms of Reference (ToR).

- Provides guidance for the operations of a WEP
- Provides advice and consultation in the interest of all parties to the WEP

### **Overall Operations of the WEPC**

The WEPC will:

- Encourage and/or establish other useful linkages between WEP and the wider economy/society to further the interests of WEP and the industry
- Provide input to the WE budget to ensure that budget priorities support operating policies
- Advise on occupational standards and new technologies to guide the development of the WEP
- Advise on the changing nature of the competencies in occupational fields
- Advise the WEP on industry trends and on the needs of the sectors to ensure relevance of services offered.

- Use programme placement data to make informed decisions
- Promote and facilitate staff interface and interchange with industry
- Promote relevance of the WEP in the school and wider community

### **Appointment of Membership**

The composition of the membership of the WEPC will be ten (10) individual persons as follows:

- Principal (ex-officio member)
- Vice principal (Upper School) (standing member)
- Work experience coordinator (standing member)
- Guidance counsellor (standing member)
- Grade 11 coordinator (standing member)
- 3 Staff Members (2 Tech/Voc and one other) rotating among departments
- School nurse (standing member)
- PTA/ HSA Representative
- Local community industry representative

**NB In the case of shift schools having only one WEPC, the Committee should reflect representation from both shifts.**

## **Appointment**

Members of the WEPC shall be appointed for a maximum term of two years in the first place. The principal and WEPC should review the composition of membership every two years with the exception of the standing members. Where a vacancy arises during the tenure of the committee, a replacement is to be named within a month of the vacancy.

## **WEPC Structure of Leadership**

- The Chair of the WEPC is the work experience coordinator who shall provide leadership at all meetings.
- A Vice-chair is to be appointed to serve only in the absence of the Chair.
- A Secretary should be appointed with responsibility for recording the minutes of each meeting and for the timely preparation and mailing of the minutes, meeting agenda, and correspondence. The relevant documents should be sent to all committee members, school administrators and other interested stakeholders as necessary.

## **Quorum**

Five (5) members of the Committee shall constitute a quorum. There must be a minimum of three (3) members for programme approval.

## **Meeting Schedule**

A minimum of three (3) meetings are to be conducted annually, at least once per term. However, more meetings may be necessary to effectively carry out the mandate of the programme.

Committee members are required to attend each scheduled meeting and where a member is unable to attend, a reasonable excuse should be presented prior to the meeting.

## **Reporting Relationships**

The WEPC is accountable to the Principal and shall submit annual reports to that office.

## **E. Work Experience Regional Chapter**

WE Chapters are organised in the six geographic MoE regions as a requirement to provide advice and counsel to WEC in schools. The primary purposes of the WE Regional Chapter are as follows:

- Serve as a support base for all WE participating schools in a region
- Create an effective workstation banking system, which can be utilized by all WEC in each region
- Build effective networking systems within each region to create synergy throughout the schools located in each region
- Function as mentors and coaches to new WEC in each region

# Section Three



## **Work Experience Programme Operation**

### **A. Hours of Operation**

In the past the duration of a student's work experience was 120 hours; (three weeks). The duration will now be (80) eighty hours. Flexibility in the scheduling of work hours may be facilitated if all participants, that is, administration, work experience coordinators, parents, students and employers agree.

### **B. Personnel**

#### **Work Experience Coordinator (WEC)**

At present, each school participating in the WEP has at least one WEC appointed to administer the programme. However, two WEC may be appointed in a shift school.



A contributing factor to the success or failure of the WEP is the performance of the WEC. This person is concerned with the total operation and functioning of the programme and coordinates all work experience (WE) activities both within and outside the school. He or she is the vital link between the school and the work community involved in the WEP.

While the student is on work experience, he/she comes under the supervision of the work station supervisor. The WEC is expected to complete the standardised forms, monitor the student's activities, performance and progress at the work station by making frequent visits to the work place.

Of the many skills and attributes required of a WEC, perhaps the most significant area is a high degree of skill in interpersonal relationship. This would apply to relationships with the school administrators, vocational teachers, guidance counsellors, work station employers and/or supervisors and most crucial of all, relationships with the students. An effective WEC must be able to relate to persons both in school and in agencies outside the school and must be able to develop a rapport with the respective students.

## **Qualifications and Experience of the Work Experience Coordinator**

- Teacher training
- Training in career guidance
- Successful teaching experience in vocational education or guidance counselling
- Previous work experience in business or industry
- Computer skills
- Be familiar with legal and ethical issues relating to work placement
  - The WEC should own a reliable motor vehicle for travelling.

The following is a list of personal attributes which cannot be written into a job description, but which every work experience coordinator would do well to possess. The successful WEC:

- Exhibits an interest and enthusiasm for experiential based learning.
- Displays an understanding of students and enjoys working with youth
- Demonstrates the ability to work with people and strives toward a given goal
- Possesses sound administrative skills for effective organisational, operational and record-keeping techniques
- Has the ability to give group and individualised instruction at the secondary level
- Can assume guidance or supervisory roles when necessary

- Has the ability to meet people with ease, to communicate articulately and diplomatically and to represent the school effectively in contacts with the community
- Implements school policy effectively and follows instructions carefully and promptly
- Possesses an outgoing and pleasing personality with a sense of humour
- Is dedicated and responsible enough to expend effort and energy far beyond the minimum
- Is adaptable enough to cope with a variety of changing roles and situations
- Maintains an active interest in personal and professional improvement
- Possesses assessment, monitoring and evaluation skills

## **C. Orientation**

### **Pre-Work Experience Student Orientation**

The first phase begins with students in Grades 7-9 where orientation and preparation is carried out by guidance or career counsellors. They are responsible for the dissemination of career information, development of career awareness on the part of the student and the familiarisation of the students with the technical and vocational programmes available at their school.

The second phase of the work experience orientation (**conducted in the last term of Grade 10**) should be initiated by the WEC who must properly prepare the students for their WE so as to derive the full benefits of the programme. The orientation should be more specific and conducted in an organised manner. A number of class sessions should be identified and a schedule prepared and presented to the principal to effect this orientation. There are various ways to accomplish this pre-orientation activity. The work experience coordinator can:

- With the consent of teachers, utilise class sessions to conduct orientation exercise
- Organise sessions in the students 'off-shift time, if feasible. This should be agreed to by the school administration.

The WEC should be permitted to speak to parent/guardians at the school's PTA/Home School Association at the beginning of the grade 10 year. The guidance counsellors and vocational teachers should participate in this exercise. The guidance/career counsellors should make brief presentations on job search, techniques, such as, job interview tips and résumé writing, thus making it a team teaching situation.

There are a number of concerns which should be covered at these orientation sessions to prepare the students for their work experience. A student orientation manual has been developed to guide the process and covers some of the areas listed below:

- (a) Introduction and background of WEP
- (b) Benefits of the WEP
- (c) Applicable ministry regulations
- (d) Responsibilities of work experience student and work station supervisor
- (e) Code of conduct

#### **D. Selecting a Work Station**

The development of an appropriate network of work stations for student placement is one of the responsibilities of the WEC. He or she may enlist the advice and assistance of the relevant vocational teachers, guidance counsellors and school administrators in locating and assessing work stations for suitability, but the ultimate responsibility remains with the WEC.

A list of suggested pertinent points or concerns to consider in selecting an appropriate work station is provided in the appendices. (See Appendix B)

The WEC must ensure that the work station provides a suitable learning environment for students and encompasses activities closely related to the student's vocational area.

The employer and/ or work station supervisor must be thoroughly briefed as to the purposes, objectives, functions and regulations of the WEC. He or she should also be informed of the nature of the student's training in the vocational option at school.

The WEC must be able to determine in the interview with a prospective work station supervisor/employer whether there is an understanding of the educational aspects and implications of the WEP and whether the work station supervisor or employer is willing to cooperate appropriately in the learning process.

## **E. Organisation**

The operation of the programme involves a certain amount of paperwork and recordkeeping. Communication must be maintained not only with school personnel, but also with work station supervisors, employers, Ministry of Education personnel, parents and students.

A certain amount of the written communication must be formally structured for greater efficiency and consistency of transmittal; hence the use of standardized forms becomes necessary. A number of forms are used in administering the work experience programme. Sample copies of these forms are included in the appendices of this handbook. (See Appendix C)

It is recommended that the work experience coordinator has an office equipped with a desk, chair, computer and a filing cabinet.

## **Implementation of Work Experience Programme**

There are a number of concerns that a work experience coordinator must address with regard to implementation of a work experience programme:

### **1. Technical and Vocational Offerings**

Since the student's work experience is correlated with his/her occupational area of study, the WEC must be thoroughly familiar with the technical and vocational education and training programmes offered in his/her school and their relationship to the technical and vocational departments.

Consultation with the technical and vocational teachers in each school is a convenient and efficient means of becoming familiar with the technical and vocational programmes. The WEC should also be familiar with the curriculum guides/syllabuses for each occupational programme and should consult frequently with school administrators and grade coordinators to keep informed of revisions or innovations in the various curricula.

## **2. Placement**

### **Work Experience Placement**

A work experience placement is a short-term, unpaid participation in the work place as a learner and observer.

#### (a) Interview

One component in the placement procedure of prospective work experience supervisor is an interview with the prospective employer. There may be work station employers/supervisors who request an interview with a prospective WES. If such an interview can be conveniently arranged, prior to placement; this should be accommodated. If time does not allow, perhaps a reasonable alternative to an interview is to submit a copy of every WES application form (W.E. #2/14 rev.) to the prospective employer. It is mandatory that students going out on work experience take along the work experience letter of introduction (W.E. #08/14 rev.)

It is recommended that the WEC fill in the necessary information relating to each work experience student in the interest of accuracy and legibility. The WEC should collect the work experience time sheet (W.E. #09/14 rev.) and the work station supervisor's evaluation of student (W.E. #10/14 rev.) after the completion of the respective students' sessions so as to ensure that none is misplaced or destroyed.



In the case of placements being carried out by a WEC on behalf of a regional work experience committee (RWEC) a list of students (with their vocational areas and dates of commencement and termination of work experience) from each school should be given to the respective work stations along with the relevant work experience time sheet (W.E. #09/14 rev.)

Where possible the WEC should accompany the students personally to a work station on the first day of work experience and introduce these students to the personnel. However, if a work experience coordinator has students commencing work experience at different work stations on one particular morning, this personal touch is difficult to accomplish.

A list of students indicating the vocational options and dates of commencement and termination should be prepared and packaged with the relevant documents and submitted beforehand to the work station.

It is recommended that most of the WE placements be conducted before the third term of the grade 11 school-year so that students are better able to perform adequately, derive fuller benefits from their work experience, and return to school to prepare for the various external examinations.

### **3. Supervision of Students at Work Stations**

Although the work experience student is under the direct tutelage of the WSS, the WEC should make supervisory visits to the work stations to closely monitor student activity. Visits should be conducted once or twice for the period a new batch of students is assigned to a work station. The WEC should keep a brief record of his/her supervisory visits to work stations. A sample of a WE supervision report form (W.E. #13/14/ rev.) is included in the appendices. (See Appendix C)

The objectives of the supervisory visits are to:

- Identify initial problems
- Provide guidance and direction
- Determine the progress of the student
- Evaluate the efficacy of the work station, i.e. to determine whether it is meeting the objectives of the WEP

### **Levels of Experience Students Should Gain From the Work Experience Programme**

The WEC must ensure that the work station provides a suitable learning environment for students that encompass activities closely related to each student's vocational area. The experience should further provide exposure to:

1. General operations of the organisation
2. Entry level tasks in their areas of specialisation
3. Relevant health and safety practices

4. The operation of tools and equipment
5. Relevant technology utilised in each work station
6. Tasks which will provide the student with the skills, attitudes and habits required to be successful on the job. These include:
  - Time management and meeting deadlines,
  - following directions
  - Problem-solving
  - Interpersonal communication
  - Leadership
  - Teamwork

#### **4. Post Work Experience Reflective Activities**

Work experience loses some of its value to the students if there is a lack of adequate follow-up or debriefing. This is best accomplished through the following methods:

- (a) Group session with students who have just completed their work experience. At this session students could be given the opportunity to complete the student's evaluation of programme and work station (W.E. #14/14 rev.) in addition to group discussion and oral feedback.
- (b) Reflective Journal: The Student Orientation Manual also provides the opportunity for each WES to do a daily reflection of the experience.

(c) Reflective Essay Writing: This essay can be assigned at the debriefing session. The following suggested outline might be useful in assisting the students in this exercise.

### **Work Experience Essay Outline**

- (a) Reasons for selecting the vocational/skill area
- (b) What I expected from work experience
- (c) Reactions to the orientation session (did it help me? Did it create doubts and apprehensions? How can it be improved?)
- (d) First Impressions:
  - What happened when I reported to the work station supervisor?
  - What was the first day like for me?
  - What were my feelings the first day? Was I confident, nervous, disoriented or tense?
- (e) What changes occurred in my feelings over the period of employment?
- (f) What did I observe or do that applied to what I learned in the classroom
- (g) What new equipment, materials or procedures were used?
  - How do I see people in the world of work now?
  - Do I have more confidence in my ability to work with others?
- (h) What suggestions do I have to help other students gain from their work experience?
- (i) How has this experienced influenced my choice of career?

- How do I feel about the addition of work experience as an experiential component to the vocational options?
  - Was it valuable
  - Would I recommend it for others in future?
- (j) What improvements can I suggest for the work experience programme?

## **5. Evaluation**

The success of the WEP depends, in part, on the evaluative process. Evaluation by all stakeholders provides a more valid basis for critical analysis and change. Written evaluation forms are completed by students and Work Station Supervisors after the work experience is completed. Informal evaluative feedback from parents and school personnel may be elicited at parent-teachers association meetings, staff meetings, etc.

The three forms listed below should be used in the evaluative process.

1. Work station supervisor's evaluation of student (W.E. #10/14 rev.)
2. Work experience student's evaluation of programme and work station (W.E. #14/14 rev.)
3. Summary sheet of students' evaluation of programme and work station (W.E. #15/14 rev.)

These documents should be carefully analysed by the work experience coordinator at each school to inform placement of students in future years. A written report should then be prepared at the end of each academic year and submitted to the Technical and Vocational Unit.

### **Guidelines for Report Writing**

The report should include the following:

- a) Number of students placed on work experience
- b) Number of students placed in public sector/private sector businesses
- c) Number of skilled areas in which students were placed

The coordinator should also use anecdotal data to indicate the following:

1. Whether expectations of programme had been met
2. Challenges experienced in placing students in a particular area
3. Whether students were exposed to tasks relevant to the area of specialization and advanced technology
4. Recommendations to improve the WEP

# Section Four



## **Administrative Forms**

A number of documents have been developed to help in the effective organisation and administration of the work experience programme. All are mandatory.

### **Appendix C**

Documents to be submitted to Work Station Supervisor

- Work Experience Agreement
- Work Experience Letter of Introduction
- Work Station Supervisor's Evaluation of Student
- Work Experience Time Sheet

Documents to be filed by the Work Experience Coordinator (WEC) (school)

- Work Experience Student Application Form
- Work Experience Accident Report Form
- Work Experience Student Withdrawal Data Sheet
- Work Experience Student's Evaluation of Programme & Work Station
- Summary Sheet of Students' Evaluation of Programme & Work Station

- Work Experience Coordinator's Itinerary (weekly)
- Work Experience Supervision Report

Documents to be submitted to Technical & Vocational Unit/MoE

- Work Experience Programme Registration
- Work Experience Student Registration Form (Placement)
- Work Experience Yearly Supervision Report



## **Description of Work Experience Forms**

**Work Experience Student Application Form (W.E. #2/14 rev.)** can be used in the orientation session to familiarise students with the process of filling out application forms. The exercise will also help the WEC to obtain relevant information about prospective WES.

**Work Experience Programme Registration Form (W.E. #3/14)** should identify the number of Grade 11 students in each occupational area in the various examining bodies. This form should be submitted to the Technical and Vocational Unit of the Ministry of Education before students are placed on work experience. A copy should be submitted to the principal and another stored in the work experience files.

**Work Experience Coordinator's Itinerary (WE #4/ rev.)**. The WEC should prepare a weekly itinerary to identify work stations to be visited for a one-week period. A copy of the itinerary should be submitted to the principal and another filed by the WEC. The bursar of each school will request a travel claim which must be substantiated by the itinerary. The WEC will be advised of the process in each school by the relevant personnel.

**Work Experience Student Registration (Placement) Form (W.E. #5/14 rev.).** This document is used to identify the locations to which work experience students are assigned. A copy should be submitted to the work experience coordinator, Technical & Vocational Unit, Ministry of Education, the school principal and one copy stored in the work experience coordinator's office.

**Work Experience Agreement Form (W.E. #6/14 rev.)** briefly outlines the purpose and terms and conditions of the WEP to the employers. It also seeks consent from parents or guardians for student placement on the programme. The document should be completed by the relevant parties and a copy distributed to the employer and another copy filed at school.

**Letter of Introduction (W.E.#8/14 rev.)** identifies the work experience student/s placed at a particular work station. The document should be presented to the WSS on the first day of the experience.

**Time Sheet (W. E. #9/14 rev.)** is used to accurately record a student's attendance for the duration of the work experience programme. The time sheet shall be made available at the work station at the commencement of the student's work experience and collected on completion of the programme.

If a punch-card registration clock system is used at the work station, then the card should be signed by the student and work station supervisor or timekeeper and stapled to the work experience time sheet at the termination of the WE period.

**Work Station Supervisor's Evaluation of Student (W.E. #10/14 rev.) Work Experience Rating Form** is designed for the purpose of obtaining an assessment of each student's performance during the period when he/she is engaged in a WEP. This form should be collected from the work station supervisor at the end of the WE period. The grade assigned to each student on this form should be recorded on each student's cumulative record hence it is important that this form be accurately completed. (See Rating Procedures on page 53)

**Accident Report Form (W.E. #11/14 rev.)** should be used in the event that a work experience student is injured at a work station. If used, a copy should be submitted to the school principal and another filed by the coordinator.

**Student Withdrawal Form (W.E.#12/14)** becomes necessary if the WES has to withdraw from the programme for one reason or another

**Work Experience Supervision Report (W.E.#13/14 rev.)** is used to keep a brief record of the supervisory visits to work stations. The supervision report can be of value when technical and vocational teachers or the guidance counsellor assist the WEC in supervision of work stations, particularly when a large number of placements are effected in the period. It also increases the level of accountability and credibility of WEC.

**Student's Evaluation of Work Experience Programme & Work Station Form (W.E. #14/14 rev.)** should indicate each student's opinion regarding the WEP work stations. This form should be completed by each student during the post WE debriefing session and submitted to the WEC.

**Summary of Students' Evaluation of Programme & Work Stations (W. E. #15/14 rev.)** is used by the WEC to present a summary of work experience Supervisor's evaluation of the programme and work stations each year. A copy of this document should be useful in guiding the WEC in compiling a written report which evaluates the WEP each year. This summary document should be filed at each school.

## **Rating Procedure for Supervisor's Evaluation of Student**

Instructions for work experience coordinator (WEC)

Two rating scales should be used for assessing the performance of students during the work experience programme, namely:-

1. Rating Scale for Employability Skills
2. Rating Scale for Vocational Skills

## **Rubrics to Evaluate Student Performance**

The WSS guided by the WEC will use rubrics to evaluate students' performance on given tasks. Such rubrics will be used to provide information about the degree to which each student has met the specific criteria defined in the employability and vocational skills scales.

| <b>Criteria</b>          | <b>Scores</b> |
|--------------------------|---------------|
| <b>Excellent</b>         | 5             |
| <b>Good</b>              | 4             |
| <b>Satisfactory</b>      | 3             |
| <b>Needs Improvement</b> | 2             |
| <b>Unsatisfactory</b>    | 1             |

| <b>Criteria</b>                    | <b>Scores</b> |
|------------------------------------|---------------|
| Performs far above requirement     | 5             |
| Performs above minimum requirement | 4             |
| Meets minimum requirement          | 3             |
| Performs below minimum requirement | 2             |
| Performs far below requirement     | 1             |

### **Rubric to Evaluate Employability and Vocational Skills**

For this aspect of the WE, subject specialists in the Ministry of Education and vocational teachers/instructors in the schools can supply more specific guidelines.

The WEC from each school should:

1. Distribute copies of the work experience supervisor's evaluation of student (Rating Form) (W.E.#10/14) to the WSS
2. Discuss with the WES:
  - a) Descriptions of the personality factors listed on the employability skills Scale
  - b) Interpretation of the terms relating to employability and vocational skills scales
  - c) Use of the rubrics to assign performance scores
  - d) Completing the supervisor's evaluation of student form

It should be indicated to the WSS that more than one person in the agency can rate the student. If the supervisor is unable to complete the rating form, the work experience coordinator should complete the information on the form using techniques such as interviewing and/or discussion.

**1. Find the average score for Employability Skills and Vocational Skills. Note the following examples:**

Example A : Finding Average Score for Employability Skills

| <u><b>FACTORS</b></u>          | <u><b>RATINGS</b></u>       |   | <u><b>TOTAL</b></u> |
|--------------------------------|-----------------------------|---|---------------------|
| Oral Communication             | 4                           | 5 | 9                   |
| Written Communication          | 3                           | 4 | 7                   |
| Co-operation                   | 4                           | 4 | 8                   |
| Adaptability                   | 3                           | 3 | 6                   |
| Self-confidence                | 3                           | 4 | 7                   |
| Self-control                   | 5                           | 5 | 10                  |
| Courtesy                       | 4                           | 5 | 9                   |
| Flexibility                    | 3                           | 4 | 7                   |
| Grooming & Personal Hygiene    | 4                           | 4 | 8                   |
| Attendance                     | 4                           | 3 | 7                   |
| Punctuality                    | 2                           | 2 | 4                   |
| Reliability                    | 4                           | 4 | 8                   |
| Initiative                     | 3                           | 2 | 5                   |
| Problem Solving                | 3                           | 3 | 6                   |
| Ability to follow instructions | 4                           | 3 | 7                   |
|                                | <b>GRAND TOTAL</b>          |   | <b>= 107</b>        |
|                                | <b>Average Score: 107/2</b> |   | <b>= 53.5</b>       |

In this example two (2) persons assigned ratings to the student. For instance on the factor, FLEXIBILITY, one person gave a rating of 3, and the other gave a rating of 4.

### **STEPS**

- i. Find the total of the numbers in each row and enter it in the column entitled TOTAL. For example, the total score for FLEXIBILITY is 7 (3+4). Note that if only one person assigned ratings there is no need to find the total for each row.
  
- ii. Add up the numbers in the **“TOTAL”** column to get the **GRAND TOTAL**
  
- iii. Divide the **GRAND TOTAL** by the number of persons who rated the student. In this case the Grand total is 107 and two (2) persons rated the student so the average score is  $107/2$



**Example B: Find the Average Score for Vocational Skill. As in example A, 2 persons rated the student.**

| <u>FACTORS</u>                 | <u>RATINGS</u> |   | <u>TOTAL</u>  |
|--------------------------------|----------------|---|---------------|
| Knowledge of Job               | 3              | 4 | 7             |
| Application of Skills          | 3              | 3 | 6             |
| Quality of Work                | 4              | 4 | 8             |
| Quantity of Work               | 4              | 4 | 8             |
| Use of tools, equipment etc.   | 3              | 3 | 6             |
| Care of material, equipment    | 4              | 4 | 8             |
| Adherence to safety procedures | 4              | 4 | 8             |
| Computation                    | 3              | 3 | 6             |
| Measurement Skills             | 3              | 3 | 6             |
| <b>GRAND TOTAL</b>             |                |   | <b>= 64</b>   |
| <b>Average Score: 64/2</b>     |                |   | <b>= 31.5</b> |

### STEPS

- i. Find the total for each row and enter it in the column entitled **TOTAL**
- ii. Add up the numbers in the "TOTAL" column to get the **GRAND TOTAL**.
- iii. Divide the **GRAND TOTAL** by the number of persons rating the student

**4.** Convert the Average Scores to letter grades using the following conversion tables:

### **A. Employability Skill: Grade Conversion Table**

| <b>Average Score</b> | <b>GRADE</b> |
|----------------------|--------------|
| 66-75                | A            |
| 54-65                | B            |
| 38-53                | C            |
| 26-37                | D            |
| 15-25                | E            |

The average score for the student in Example A is 54.0. This score falls in the interval 54-65, hence the letter Grade B would be awarded for Employability Skills.

### **B. Vocational skill: Grade Conversion Table**

| <b>Average Score</b> | <b>GRADE</b> |
|----------------------|--------------|
| 40-45                | A            |
| 34-39                | B            |
| 23-33                | C            |
| 16-22                | D            |
| 9-15                 | E            |

The average score for the student in Example B is 31.5. This score falls in the interval 23-32, hence the letter grade C would be awarded for Skill Competence.

2. Enter the letter grade for Employability Skill and the letter grade for Vocational Skill in the appropriate spaces on the Supervisor's Evaluation of Student Form
3. Place completed form (Supervisor's Evaluation of Student Form) on the student's official file.

**NOTE**

**Do not discuss grade conversion table with the supervisor.**

# Section Five



## APPENDICES

**APPENDIX A**  
**Checklist for Selecting the Work Station**

## Checklist for Selecting the Work Station

| No.       | CRITERIA  | YES | NO |
|-----------|---|-----|----|
| <b>1</b>  | Will the workplace provide opportunities for education and training rather than “busy work” or cheap labour?  |     |    |
| <b>2</b>  | Does it correlate with the students’ vocational area of studies?  |     |    |
| <b>3</b>  | Does it offer opportunities for a meaningful and relevant work experience and for developing the students’ abilities?   |     |    |
| <b>4</b>  | Is there a workplace health and safety policy?  |     |    |
| <b>5</b>  | Are safety signs and symbols displayed?   |     |    |
| <b>6</b>  | Are the working conditions such that they will not endanger the welfare or morals of the students?  |     |    |
| <b>7</b>  | Will the employees accept the work experience students on the job? (Evaluation)   |     |    |
| <b>8</b>  | Does it provide adequate supervision?   |     |    |
| <b>9</b>  | Does the work station allow for adequate supervision of students by work experience coordinator?  |     |    |
| <b>10</b> | Is it conveniently located near to the school or accessible to modes of transportation?   |     |    |
| <b>11</b> | Are employer-employee relationships fairly good?  |     |    |
| <b>12</b> | Does the employer/company have a good reputation in the community?  |     |    |
| <b>13</b> | Does it comply with national labour laws and union regulations (if applicable)?   |     |    |
| <b>14</b> | Will the employer expect students to be involved in late shift work?  |     |    |
| <b>15</b> | Is the employer prepared to carefully assess the student’s performance on the Supervisor’s Evaluation of Student Form (previously referred to as Rating Form) (W.E. #9/09 rev.) |     |    |

**APPENDIX B**  
**Work Experience Coordinator's Job Description**

## **Work Experience Coordinator's Job Description**

The work experience coordinator is the leader for the work experience programme and, as such, must coordinate or orchestrate the involvement of school personnel, students, employers who provide the work station and the support groups associated with the school and the community.

The responsibilities of this group include:

- Conducting planning sessions with all persons having major responsibility with the work experience programme
- Chairing the work experience programme committee
- Liaising with the work experience officer in the Technical and Vocational Unit/MoE
- Representing the school at all meetings, workshops and events pertaining to work experience
- Coordinating student orientation to the work experience programme
- Making visits to firms and organizations to establish contact and obtain information regarding job trends.
- Making contact with businesses, in both public and private sectors to discover opportunities for work experience placements
- Scheduling students of Grades 11 for work experience between July and March of each academic year as may be convenient to their locality



- Conducting supervisory visits to work stations to monitor students' activities and progress
- Issuing the relevant forms to the appropriate individuals prior to the start of the work experience programme
- Retrieving the relevant forms used in work experience process.
- Keeping school administrators, teachers, and guidance counsellors informed of the students' work experience programme activities
- Calculating and recording students' grades
- Acting as an agent of change by identifying and incorporating non-traditional experiences that are derived as a result of modernisation and cultural practices
- Submitting the relevant documents and a written report to the Work Experience Officer

The documents listed below should be included in a package and given to the Work station supervisor

- Work Experience Letter of Introduction
- Work Experience Agreement
- Work Station Supervisor's Evaluation of Student
- Work Experience Time Sheet

**APPENDIX C**  
**Administrative Forms for Managing the**  
**Work Experience**

## WORK EXPERIENCE AGREEMENT

### A. Programme

Work experience refers to work done by students outside the regular classroom setting in business, industry, institutions and agencies. Work Experience is an experiential or practical component of the student's vocational area of study. Work stations in either the private or public sectors may be utilized.

### B. Objectives of Work Experience

The work experience programme shall be concerned with:-

1. Providing an opportunity for personal development of students as it relates to the development of positive work habits and attitudes.
2. Stimulating career progression by exposing students to skilled occupations outside of the normal classroom setting
3. Providing students with hands-on experience in a real job situation
4. Bridging the gap between school and work through partnerships among students, educational institutions and employers.

### C. Parties to the Agreement

1. Name of Student: \_\_\_\_\_  
Address: \_\_\_\_\_  
Vocational Areas: \_\_\_\_\_
2. Employer (Firm or Agency): \_\_\_\_\_  
Tel. No. \_\_\_\_\_  
Address: \_\_\_\_\_  
E-mail: \_\_\_\_\_  
Work Station Supervisor: \_\_\_\_\_
3. Name of School: \_\_\_\_\_  
Address: \_\_\_\_\_  
Tel. No. \_\_\_\_\_  
Name of Work Experience Coordinator: \_\_\_\_\_

4. Parent(s) or Guardian(s) \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

**D. Period of Agreement**

This Agreement shall be in force from \_\_\_\_\_ to  
(day) (month) (year)

\_\_\_\_\_  
(day) (month) (year)

unless terminated before that date by one of the parties to the agreement.

W.E.#06/14 rev.

**E. Hours of Work**

Hours of work shall be within the limits as specified by the Ministry of Education

**F. Remuneration**

The W.E. student shall not be entitled to remuneration for the experience. The employer may, if he/she chooses to award the student an honorarium or gratuity for what he/she deems meritorious service.

**G. Duties**

A brief general statement of duties or job description shall be set forth by the employer subject to approval by the work experience coordinator. Where the employer is unable or unwilling to complete such a statement, the work experience coordinator shall prepare one in consultation with the employer.

## **H. Supervision**

The direct supervision of the W.E. student named in "C.1." shall be vested in the employer, delegated to the work station supervisor. However, the school named in "C.3." reserves the right to monitor student activities and the training being carried out by the work station.

## **I. Evaluation**

The employer shall be supplied with the appropriate excerpt from a standard Ministry of Education Work Experience Student Evaluation Form (Ref. W.E.#10/14 rev.) which shall serve as the instrument of assessment regarding performance of WES

## **J. Other Employees**

The student worker shall not replace any regular or casual employees of the employer. This programme shall not affect the hiring practices of the employer with regard to regular or casual employees

**SIGNATURE:**

We, the undersigned, do hereby agree to the aforementioned conditions of this Agreement:

i) \_\_\_\_\_  
Employer

(iii) \_\_\_\_\_  
W. E. Coordinator

ii) \_\_\_\_\_  
Parent/Guardian of W. E. Student

iv) \_\_\_\_\_  
W. E. Student

W.E.#06/14 rev.

## WORK EXPERIENCE PROGRAMME

### SUPERVISOR'S EVALUATION OF STUDENT

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

Cooperating Employer: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Dates of Assignment: From: \_\_\_\_\_ To: \_\_\_\_\_ Hours Completed: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

W.E.#10/14 rev.

This evaluation should be completed by the work station supervisor

1. Major duties assigned \_\_\_\_\_

Please assess the student's performance using the scale of 1 to 5 where "1" is **Unsatisfactory**; '2' Needs Improvement; '3' **Satisfactory**; '4' **Good**; "5" **Excellent** and **N/A Not Able to Assess**. In the 'Rating' column record the number which best describes the student.

## EVALUATION SHEET

| EMPLOYABILITY SKILLS                              |                 |                 | VOCATIONAL SKILLS                     |                 |                 |
|---|-----------------|-----------------|---------------------------------------|-----------------|-----------------|
| FACTORS   | RATINGS         |                 | FACTORS                               | RATINGS         |                 |
|   | 1 <sup>st</sup> | 2 <sup>nd</sup> |                                       | 1 <sup>st</sup> | 2 <sup>nd</sup> |
| <b>Oral Communication Skills</b>                  |                 |                 | Knowledge of job                      |                 |                 |
| <b>Written Communication Skills</b>               |                 |                 | Application of skills                 |                 |                 |
| <b>Co-operation</b>                               |                 |                 | Quality of work                       |                 |                 |
| <b>Adaptability</b>                               |                 |                 | Quantity of work                      |                 |                 |
| <b>Self confidence</b>                            |                 |                 | Use of tools, equipment etc.          |                 |                 |
| <b>Self esteem</b>                                |                 |                 | Care of material, equipment/supplies  |                 |                 |
| <b>Courtesy</b>                                   |                 |                 | Adherence to health/safety procedures |                 |                 |
| <b>Integrity/Honesty</b>                          |                 |                 |                                       |                 |                 |
| <b>Poise</b>                                      |                 |                 | Computation                           |                 |                 |
| <b>Grooming &amp; Personal Hygiene</b>            |                 |                 | Measurement skills                    |                 |                 |
| <b>Attendance</b>                                 |                 |                 |                                       |                 |                 |
| <b>Punctuality</b>                                |                 |                 |                                       |                 |                 |
| <b>Reliability</b>                                |                 |                 |                                       |                 |                 |
| <b>Initiative</b>                                 |                 |                 |                                       |                 |                 |
| <b>Problem Solving Skills</b>                     |                 |                 |                                       |                 |                 |
| <b>Ability to follow instructions/ directions</b> |                 |                 |                                       |                 |                 |

Signature of Work Station Supervisors: \_\_\_\_\_

Date: \_\_\_\_\_

W.E.#10/14 rev.



## DESCRIPTION OF FACTORS

The following characteristics describe students who are **high (rating 4-5)** on selected traits. Students who show opposite characteristics are to be rated 1 or 2. Students who are not consistently high or low are to be rated 3.

### EMPLOYABILITY SKILLS

|  |   |
|--|---|
| <b>Oral Communication</b>              | Ability to organise ideas and communicate oral messages appropriately                                     |
| <b>Written Communication</b>           | Ability to express ideas in a manner that constitutes readable matter                                     |
| <b>Cooperation</b>                     | Participates as a member of a team and contributes to group efforts                                       |
| <b>Adaptability</b>                    | Capacity to adjust to new problems and changing situations, open to new ideas                             |
| <b>Self-Confidence</b>                 | Positive, hardworking and committed to achieving excellence   |
| <b>Self Esteem</b>                     | Maintains a positive view of self and demonstrates knowledge of skills and abilities                      |
| <b>Courtesy</b>                        | Shows respect for the feelings, opinions and beliefs of others. Is polite, considerate and tactful        |
| <b>Integrity/Honesty</b>               | Demonstrates honesty and chooses ethical courses of action  |
| <b>Grooming &amp; Personal Hygiene</b> | Is appropriately dressed and pays attention to personal hygiene   |
| <b>Attendance</b>                      | Reports to work on scheduled days   |
| <b>Punctuality</b>                     | Is on time for the job, except for unavoidable reasons, completes assignments by agreed dates             |
| <b>Reliability</b>                     | Is a dependable, responsible contributor and committed to excellence and success                          |
| <b>Initiative</b>                      | Does what is necessary and appropriate without being instructed to do so                                  |
| <b>Problem Solving Skills</b>          | Ability to find solutions to problems using creativity, reasoning and available information and resources |
| <b>Ability to Follow Instructions</b>  | Adheres to instructions to achieve desired results  |

## VOCATIONAL SKILLS

|  |   |
|--|---|
| <b>Knowledge of Job</b>                      | Extent to which student demonstrates a knowledge of vocational tasks  |
| <b>Application of Skills</b>                 | Uses knowledge and skills learnt in classroom appropriately   |
| <b>Quality of Work</b>                       | Produces work which meets pre-set standards, includes elements such as neatness, accuracy and finish                      |
| <b>Quantity of Work</b>                      | Concerned with the amount of work done and the rate at which work is done, within a specified time                        |
| <b>Use of tools/equipment</b>                | Selects appropriate tools or equipment for a task, including related technologies   |
| <b>Care of materials, equipment/supplies</b> | Follows procedures to ensure proper care of materials, tools and equipment  |
| <b>Adherence to safety procedures</b>        | Demonstrates understanding of workplace precautions and rules and takes measure to implement them                         |
| <b>Computation</b>                           | Performs basic computation and approaches practical problems by appropriately choosing a variety of mathematical problems |
| <b>Measurement Skills</b>                    | Ability to determine the accurate or correct value of a quantity, whether by using instruments or by calculation          |

\_\_\_\_\_  
\_\_\_\_\_

**LETTER OF INTRODUCTION**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for participating in the work experience programme by helping to assist in preparing these students to become effective future employees.

This serves to introduce the following students:

\_\_\_\_\_  
\_\_\_\_\_

The period for this Work Experience is: \_\_\_\_\_

Attached are the following documents for your completion:

- Work Experience Agreement
- Work Station Supervisor's Evaluation of Student
- Time Card

All documents must be completed by the work station supervisor at the end of the work experience.

Should any problem or concern arise, please contact the work experience coordinator or principal at the above-named school.

We look forward to your support as we work towards nation building.

Sincerely

\_\_\_\_\_  
Signature of Work Experience Coordinator

\_\_\_\_\_  
Date

W.E.#08/14 rev.

The documents listed below should be filed by the WE Coordinator and stored at school:

- WE Student Application Form
- WE Accident Report Form
- WE Student Withdrawal Data Sheet
- WE Student's Evaluation of Programme and Work Station
- Summary Sheet of Students' Evaluation of Programme and Work Station
- WE Experience Coordinator's Itinerary (weekly)
- Work Experience Supervision Report

# WORK EXPERIENCE PROGRAMME

## STUDENT APPLICATION FORM

**SCHOOL:** \_\_\_\_\_

### SECTION A - STUDENT PARTICULARS

|  |             |   |                        |
|--|-------------|---|------------------------|
| Name   |             | Gender<br>M <input type="checkbox"/> F <input type="checkbox"/> | Date of Birth<br>m/d/y |
| Address  |             |   |                        |
| Telephone:<br>Home:  |             | Cell:   | Email:                 |
| Grade or Form  | School Year | Career Interest   |                        |
| Vocational Option    Please Check <input type="checkbox"/> ✓<br><br>Agricultural Education <input type="checkbox"/> Business Education <input type="checkbox"/><br>Industrial Education <input type="checkbox"/> Home Economics Education <input type="checkbox"/><br>Visual Arts <input type="checkbox"/> |             |   |                        |

### SECTION C – EMERGENCY CONTACT

|                              |       |
|------------------------------|-------|
| Parent or Guardian:          |       |
| Address:                     |       |
| Contact Information<br>Home: | Work: |

**REFERENCES: (Obtain their permission)**

1. \_\_\_\_\_  
Name Position Address

2. \_\_\_\_\_  
Name Position Address

**SIGNATURES**

\_\_\_\_\_  
Work Experience Student Parent/Guardian

W.E.#2/14 rev.

## WORK EXPERIENCE ACCIDENT FORM

School: \_\_\_\_\_ Date: \_\_\_\_\_

Work Experience Student: \_\_\_\_\_

Vocational Area: \_\_\_\_\_ Subject Area: \_\_\_\_\_

Name of Parent or Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ Tel. No: \_\_\_\_\_

Date of Accident: \_\_\_\_\_ Time of Accident: \_\_\_\_\_

Work Station: \_\_\_\_\_ Tel. No: \_\_\_\_\_

Work Station Address: \_\_\_\_\_

\_\_\_\_\_

Work Station Supervisor: \_\_\_\_\_

Location Accident Occurred: \_\_\_\_\_

Nature and Cause of Accident:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

First Aid Given at Work Station:

\_\_\_\_\_

Attending Physician: \_\_\_\_\_

Hospital/Medical Centre \_\_\_\_\_

Report of Medical Officer or Nurse:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signatures: \_\_\_\_\_

Work Experience Coordinator

Work Station Supervisor

Nurse or Medical Officer (If Applicable)

Report Prepared By \_\_\_\_\_

W.E.#11/14



## STUDENT'S EVALUATION OF WORK EXPERIENCE AND WORK STATION

School: \_\_\_\_\_

Student's Age: \_\_\_\_\_ Sex: Male  Female

My work experience was in the field of: \_\_\_\_\_

(type of work)

**Instruction:** Please place a tick in the appropriate column to indicate your opinion regarding the Work Experience Programme and Work Station. On the scale, 1 is the lowest measure and 5, the highest

| <b>PART 1: PROGRAMME</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| My vocational programme is preparing me for the kind of work I would like to do.   |          |          |          |          |          |
| I have a better idea of what I am capable of doing.  |          |          |          |          |          |
| Work experience has complemented what I have learnt in school.   |          |          |          |          |          |
| I am looking forward to entering the world of work   |          |          |          |          |          |
| I see the need for gaining technical and vocational education and training exposure.   |          |          |          |          |          |
| I feel more confident about applying for a job.  |          |          |          |          |          |
| I am more aware of the responsibilities related to a job   |          |          |          |          |          |
| I see the need for learning to work with other people.   |          |          |          |          |          |
| I recognise the importance of developing employability skills e.g. punctuality, leadership, problem solving, time management |          |          |          |          |          |
| I have learned about the general operations of a business  |          |          |          |          |          |
| I feel that the work experience programme should be continued in the schools.  |          |          |          |          |          |

W.E. #14/14 rev.

**The section of the evaluation indicates the student's opinion regarding the Work Station.**

Name of Firm or Agency: \_\_\_\_\_

Address: \_\_\_\_\_

| <b>PART 11: WORK STATION</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| I was adequately instructed and supervised.   |          |          |          |          |          |
| I was given a variety of tasks relevant to my technical and vocational area to perform. |          |          |          |          |          |
| Tasks given to me were manageable.  |          |          |          |          |          |
| The employers accepted me as one of the group   |          |          |          |          |          |
| I was given the opportunity to operate tools and equipment                              |          |          |          |          |          |
| The work station was conveniently located close to my school                            |          |          |          |          |          |
| Transportation to the work station was accessible                                       |          |          |          |          |          |
| The working environment was safe and healthy.   |          |          |          |          |          |
| I was exposed to positive morals.   |          |          |          |          |          |
| I found my work experience at this work station valuable and worthwhile.                |          |          |          |          |          |
| If given the chance, I would work for this firm or agency.                              |          |          |          |          |          |

General Comments \_\_\_\_\_  
 \_\_\_\_\_

W.E. #14/14 rev.

## SUMMARY SHEET OF STUDENTS' EVALUATION OF WORK EXPERIENCE PROGRAMME AND WORK STATION

Work Experience Coordinator:

Please total the student responses and complete the summary tally below:

School: \_\_\_\_\_

| <b>PART 1: PROGRAMME</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| My vocational programme is preparing me for the kind of work I would like to do.   |          |          |          |          |          |
| I have a better idea of what I am capable of doing.  |          |          |          |          |          |
| Work experience has complemented what I have learnt in school.   |          |          |          |          |          |
| I am looking forward to entering the world of work   |          |          |          |          |          |
| I see the need for gaining technical and vocational education and training exposure.   |          |          |          |          |          |
| I feel more confident about applying for a job.  |          |          |          |          |          |
| I am more aware of the responsibilities related to a job   |          |          |          |          |          |
| I see the need for learning to work with other people.   |          |          |          |          |          |
| I recognize the importance of developing employability skills e.g. punctuality, leadership, problem solving, time management |          |          |          |          |          |
| I have learned about the general operations of a business  |          |          |          |          |          |
| I feel that the work experience programme should be continued in the schools.  |          |          |          |          |          |

| <b>PART II WORK STATION INTRODUCTION</b>        | <b>Male</b> | <b>Female</b> |
|---|-------------|---------------|
| No. of respondents placed in the public sector  |             |               |
| No. of respondents placed in the private sector |             |               |
| Subject Areas                                   |             |               |
| No. of respondents in Agriculture Education     |             |               |
| No. respondents placed in Visual Arts Education |             |               |
| No. of respondents placed in Business Education |             |               |
| No. of Respondents in Home Economics Education  |             |               |
| No. of respondents in Industrial Education      |             |               |

D. This evaluation indicates students' opinion regarding Work Stations

| <b>PART 11: WORK STATION</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| I was adequately instructed and supervised.   |          |          |          |          |          |
| I was given a variety of tasks relevant to my technical and vocational area to perform. |          |          |          |          |          |
| Tasks given to me were manageable.  |          |          |          |          |          |
| The employers accepted me as one of the group   |          |          |          |          |          |
| I was given the opportunity to operate tools and equipment                              |          |          |          |          |          |
| The work station was conveniently located close to my school                            |          |          |          |          |          |
| Transportation to the work station was accessible                                       |          |          |          |          |          |
| The working environment was safe and healthy.   |          |          |          |          |          |
| I was exposed to positive morals.   |          |          |          |          |          |
| I found my work experience at this work Station valuable and worthwhile.                |          |          |          |          |          |
| If given the chance, I would work for this firm or agency.                              |          |          |          |          |          |

Return to the Technical and Vocational Unit at MoE, Caenwood Centre, 37 Arnold Road, Kingston 5.

W.E.#15/14 rev.

## WORK EXPERIENCE COORDINATOR'S ITINERARY

School: \_\_\_\_\_

Work Experience Coordinator: \_\_\_\_\_

| <b>Date</b> | <b>Place to be visited</b> | <b>Purpose of Visit</b> | <b>Remarks</b> |
|-------------|----------------------------|-------------------------|----------------|
|             |                            |                         |                |
|             |                            |                         |                |
|             |                            |                         |                |
|             |                            |                         |                |
|             |                            |                         |                |

Signatures

\_\_\_\_\_  
Work Experience Coordinator

\_\_\_\_\_  
Principal

W.E. #04/14 rev.

The documents listed below should be submitted to the Technical and Vocational Unit/MoE

- Work Experience Programme Registration
- Work Experience Student Registration Form (Placement)
- Work Experience Supervision Report

## WORK EXPERIENCE PROGRAMME REGISTRATION

School: \_\_\_\_\_ Date: \_\_\_\_\_

Department Enrolment by Programme and Gender in Technical & Vocational Areas

| <b>TECHNICAL &amp; VOCATIONAL AREAS</b> | <b>MALE</b> | <b>FEMALE</b> | <b>TOTAL</b> |
|---|-------------|---------------|--------------|
| <b>AGRICULTURAL EDUCATION</b>           |             |               |              |
| CSEC                                    |             |               |              |
| Agricultural Science – Single Award     |             |               |              |
| Agricultural Science – Double Award     |             |               |              |
| CVQ/NVQJ                                |             |               |              |
| Crop Production                         |             |               |              |
| Pig Rearing                             |             |               |              |
| Poultry Rearing                         |             |               |              |
| Livestock Rearing                       |             |               |              |
| <b>BUSINESS EDUCATION</b>               |             |               |              |
| CSEC                                    |             |               |              |
| Principles of Accounts                  |             |               |              |
| Principles of Business                  |             |               |              |
| Economics                               |             |               |              |
| Office Administration                   |             |               |              |
| EDPM                                    |             |               |              |
| <b>CVQ/NVQJ</b>                         |             |               |              |
| Data Operations                         |             |               |              |
| General Accounting                      |             |               |              |
| Secretarial Skills                      |             |               |              |
| Customer Service                        |             |               |              |
| Call/Contact Centre Operation           |             |               |              |

| <b>TECHNICAL &amp; VOCATIONAL AREAS</b> | <b>MALE</b> | <b>FEMALE</b> | <b>TOTAL</b> |
|---|-------------|---------------|--------------|
| <b>INDUSTRIAL ARTS EDUCATION</b>        |             |               |              |
| CSEC                                    |             |               |              |
| Building Technology                     |             |               |              |
| Woods – Option 1                        |             |               |              |
| Construction – Option 11                |             |               |              |
| Electronic & Electrical Technology      |             |               |              |
| Mechanical Engineering Technology       |             |               |              |
| Technical Drawing                       |             |               |              |
| <b>CVQ/NVQJ</b>                         |             |               |              |
| Plumbing                                |             |               |              |
| Carpentry                               |             |               |              |
| Masonry                                 |             |               |              |
| Electrical Installation                 |             |               |              |
| Metal Work Engineering                  |             |               |              |
| Auto Mechanics                          |             |               |              |
| Welding                                 |             |               |              |
| Wooden Furniture Production             |             |               |              |
| Interior Decorating                     |             |               |              |
| <b>HOME ECONOMICS</b>                   |             |               |              |
| CSEC                                    |             |               |              |
| Clothing & Textiles                     |             |               |              |
| Food & Nutrition                        |             |               |              |
| Home Economics Management               |             |               |              |
| CVQ/NVQJ                                |             |               |              |
| Food Preparation                        |             |               |              |
| Cosmetology                             |             |               |              |
| Garment Construction                    |             |               |              |
| Housekeeping                            |             |               |              |
| Food & Beverage Server                  |             |               |              |
| <b>VISUAL ARTS</b>                      |             |               |              |
| CSEC                                    |             |               |              |
|   |             |               |              |



| <b>TECHNICAL &amp; VOCATIONAL AREAS</b> | <b>MALE</b> | <b>FEMALE</b> | <b>TOTAL</b> |
|---|-------------|---------------|--------------|
| <b>CVQ/NVQJ</b>                         |             |               |              |
| Art and Craft Production                |             |               |              |
| Digital Animation                       |             |               |              |
|   |             |               |              |
|   |             |               |              |
|   |             |               |              |
|   |             |               |              |
|   |             |               |              |
|   |             |               |              |

\*Kindly list any other programme pursued by students in the blank columns

W.E.#03/14 rev.

## WORK EXPERIENCE PROGRAMME REGISTRATION PLACEMENT

School: \_\_\_\_\_

Parish: \_\_\_\_\_ School Year: \_\_\_\_\_

Work Experience Coordinator: \_\_\_\_\_

Telephone: \_\_\_\_\_

| <b>Name of Students</b> | <b>Work Station and Address</b> | <b>Telephone</b> | <b>Email</b> | <b>Work Station</b> | <b>Period From To</b> |
|-------------------------|---------------------------------|------------------|--------------|---------------------|-----------------------|
|                         |                                 |                  |              |                     |                       |
|                         |                                 |                  |              |                     |                       |
|                         |                                 |                  |              |                     |                       |
|                         |                                 |                  |              |                     |                       |
|                         |                                 |                  |              |                     |                       |
|                         |                                 |                  |              |                     |                       |
|                         |                                 |                  |              |                     |                       |

Signatures:

\_\_\_\_\_  
Work Experience Coordinator

\_\_\_\_\_  
Principal

Date \_\_\_\_\_

W.E#4/14 rev.







