



Work Experience Policy

(Including Garda Vetting)

Rationale:

Work Experience plays an important role for students in the transition from school to adult working life. Experiencing the world of work, work simulation and work shadowing enhances their personal, social, vocational & educational development. Work experience is a requirement of the Link modules program.

In MCS work experience is as follows:

Transition Year: 2 weeks in December (prior to Christmas) & 2 weeks prior to Easter

5th Year/LCVP students: 1 week in February (usually the week before mid-term)

LCA: Each Friday during the school year

Other: Some students will choose to engage in work experience during a week in term subject to parental & school approval. This is to facilitate certain careers or placements that are not available to them during allocated school weeks. It is encouraged that this only takes place in Transition Year & not in 5th year.

Aims and Objectives:

The aims for work-related learning, focus on the provision the school makes for opportunities for students to prepare for adult working life.

These include: -

- ✚ To improve educational standards through using contexts that improve motivation and attainment for all students.
- ✚ To ensure students follow courses and programmes which are appropriate to their long-term aspirations and needs.
- ✚ To improve students understanding of the world of work and its demands
- ✚ To improve the quality of provision and guidance
- ✚ To increase access and choice for all students
- ✚ To improve the transition of SEN students from school to adult working life



Benefits of Work Experience:

Work placements are most effective if teachers, students, parents and employers see it as an essential and integral part of a pupil's personal development and an opportunity to develop employability skills. Appropriate experiences of the world of work will benefit students, schools and employers.

Advantages of Work Experience for Students:

- + Improves pupil's knowledge & employability skills.
- + increases pupil's motivation to learn & attain better grades & go to third level.
- + Gives relevance to the work students do in school especially if the experience is in a related discipline.
- + Develops links with guidance & consolidates work done in careers & guidance.
- + Encourages pupil to consider the wide range of jobs available.
- + Gives pupil an insight into the workings of business and industry.
- + Highlights the skills, qualifications and experience needed by employers.

Advantages for School & Employers:

- + Brings the curriculum to life through developing closer links with business and industry.
- + Creates links with the community & develops a positive image of the school.
- + Highlights the essential employability skills needed for future.
- + Employers gain an insight into developments in education and can relate education to the work environment.
- + Can create an opportunity for seasonal or part time work.
- + Develops links with guidance & consolidates work done in careers & guidance.



Procedure:

- + Students and parents are informed of the placement in September (letter home).
- + Students are furnished with application forms and spoken to about the entire procedure.
- + Students are encouraged to seek placements from the database (work experience board) or through personal contacts.
- + Parents are informed via text message that forms have been distributed to students.
- + Students approach the employer with CV & application.
- + Students complete the application & return to co-ordinator.
- + Co-ordinator checks form & if Garda vetting is required this process begins (see below).
- + Co-ordinator then sends the employer a copy of the letter, evaluation form & the insurance.
- + Procedures are explained to the student prior to the commencement of the placement.
- + Co-ordinator then types up the database of placements.
- + Co-ordinator telephones all employers post work experience to discuss progress of pupil & requests the evaluation form.
- + All returned evaluations are filed.

Procedure for external weeks work experience:

- + Students complete a specific 'blue form'.
- + Parents must sign this form, acknowledging student absence from school.
- + Special placement will not be permitted during internal exams.
- + Return of form to co-ordinator
- + Co-ordinator distributes relevant documentation.
- + Co-ordinator places an alert on e-portal to inform staff.



Feedback/Assessment:

Feedback within work related learning is chiefly in the form of a telephone conversation with the co-ordinator & the employer post the work experience.

An evaluation form is also completed by their employers. This is then kept on file.

Special Educational Needs:

Students needs will be considered when researching work experience placements and the schoolwork experience database can be used to facilitate students who have difficulty finding a placement.

Garda Vetting:

TY or 5th Year students who work with vulnerable people such as children, people with special needs or the elderly may need to be Garda vetted at the discretion of the employer. The student requiring vetting will liaise with the co-ordinator who will begin the vetting procedure as outlined below:

| STAGE | Action required by: | Action required |
|-------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Parent/ Guardian AND student | Parent/Guardian completes NVB 3 Form. Student completes NVB 1 Form. (If possible, this should be the Electronic NVB 1 Form) Both forms to be fully completed as per “Guidelines sheet” and sent to school when the student reaches 16. If applying for work placement involving relevant work or activities with children or vulnerable persons. N.B. Student must return form to school office. |
| 2 | School | School checks form and confirms applicant’s identity and current address. School retains proof of current address on applicant’s file. School completes and signs Confirmation Form. School submits NVB 1, NVB 3 Forms and Confirmation Form to Management body (ACCS) School retains a copy of all documents on file. |



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|---|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Management body (ACCS) | ACCS will generate an e-mail to the applicant via the parent e-mail address and enable the applicant to complete the process online. |
| 4 | Parent /Guardian | <p>Parent/Guardian regularly checks e-mail address as declared on NVB 1 Form.</p> <p>N.B. Please note that the invitation will be generated from the following e-mail address evetting.donotreply@garda.ie</p> <p>On receipt of the e-mail student and parent / guardian proceed by entering parent e-mail address and student date of birth.</p> <p>This is the e-mail address you provided on the NVB 1 Form. Complete the online form as directed.</p> |
| | | N.B. There is a timeline within which this action is to be completed, otherwise the vetting request will expire and the whole process will have to be started again from stage 1. |
| 5 | Management body (ACCS) | <p>The Management Body (ACCS) will review the form and if completed correctly will submit to the NVB (National Vetting Bureau) for processing. If incorrectly completed ACCS will cancel and re-send the invitation to the parent email address.</p> <p>The NVB will process the application and forward a Vetting Disclosure to ACCS. ACCS will e-mail the outcome of the Vetting Disclosure to the Principal at a dedicated email address provided to ACCS by the Principal.</p> |
| 6 | School | <p>School Principal will download the Vetting Disclosure and share the outcome with the applicant and keep it on file in a secure location.</p> <p>School will organise a Joint Agreement with the relevant organisation (work placement)</p> |
| 7 | Parent OR Student | Supplies the Joint Agreement to his/her work placement. |

Primary Management Bodies have advised schools that:

- ✚ TY students attending primary schools for work experience are required to be vetted.
- ✚ The National Vetting Bureau is **not vetting students under 16 years of age** and accordingly primary schools may decide not to accept these students or decide to take them without vetting.
- ✚ Primary schools may arrange to have the students vetted themselves or alternatively may enter into an agreement with the post primary schools, whereby the post primary school arranges the vetting.



- ✚ Where the primary school opts to enter into a joint agreement with the post primary school, an agreement in the form of the attached template is required to be signed by the post primary school with each primary school in which it places students on work experience.
- ✚ A statutory declaration in the form of the attached template is also required to be signed by each TY student before a Peace Commissioner, Commissioner for Oaths, Practising Solicitor or Notary Public. Please liaise with your local national school to determine if this is a requirement for their school.
- ✚ Each TY student should furnish the relevant primary school with his/her vetting disclosure and signed statutory declaration prior to commencing work experience.

ACCS/Info Bulletin 42/17.

Policy Reviewed on _____

Signed _____