



Work Placement Policy 16-19 Study Programme Learners

Key Information	
Policy Reference Number	CCSW - WPP
ELT Post Responsible for Update and Monitoring	Deputy Principal
Published on Website	Yes
Date approved by ELT	21 November 2023
Date Approved by Governor's Committee (if applicable)	27 November 2023
Date of EIA Review	Click or tap to enter a date.
Date of Next Policy Review	02 December 2026

1. Aim

- 1.1. The policy aims to ensure that work placement activity is delivered to a high standard, so that learners are safe. Placements need to be meaningful to achieve good learning outcomes, ensuring learners enjoy their time in the workplace. It is expected that everyone involved in organising, supporting and delivering work placements adhere to these procedures.
- 1.2. Introducing 16-19 learners to the world of work helps them to develop employability skills, understand the work environment, choose future careers and prepare for employment.
- 1.3. Work placement is defined as a placement on employers' premises in which a learner carries out a particular task or duty, or range of tasks or duties, like an employee would do, but with the emphasis on the learning aspects of the experience.
- 1.4. Work placement is an expected part of every 16-19 learner's study programme. The hours are planned according to the intent of the level of study.
 - 1.4.1. Level 1 learners do not have work placement hours built into their study programme. The learners develop their work readiness skills through a range of activities embedded in core curriculum and tutorial sessions. Should a Level 1 learner be ready to complete a work placement, the College will support them to do so.
 - 1.4.2. Level 2 learners (Please refer to the mandated hours timetabling rules).
 - 1.4.3. Level 3 vocational learners (Please refer to the mandated hours timetabling rules).
 - 1.4.4. T Level learners complete a mandatory extended placement dependent on curriculum area of 315 hours (45 days) or 750 (108 days).
 - 1.4.5. A Level learners are supported to gain work experience relevant to their intended destination. This can be employment but is more often further study where work placement is not necessarily required. Hours are not included in the study programme for work placement, but learners are expected to and supported to complete placements to enhance their career development. Learners develop their work readiness through the tutorial programme.
- 1.5. The policy is informed by the Health and Safety Executive ('HSE') guidance on the provision of work placement opportunities for young people: [Young People and Work Placement](#).
- 1.6. The College's Work Experience (WEX) employer partner has responsibility for ensuring that all work placements have a valid risk assessment completed before a learner attends their work placement. Employers will already be managing the risks in their workplaces and are best placed to assess whether any additional measures need to be taken for the learner who is joining them for the work placement.

2. Curriculum Planning

- 2.1. WEX timetabling is planned through the College's curriculum planning process. The WEX team is required to share employer feedback regarding planning of the WEX through the curriculum planning process.
- 2.2. Employers may choose to offer industry placements as block, day release or a mix and may also discuss sharing part of the placement with another employer if necessary. Volunteering projects and social action related to a study programme is an effective solution to sourcing placement/work experience opportunities in sectors where there are few suitable or relevant industry placements. The model of work placement activity should be considered through the curriculum planning activity.
- 2.3. The WEX team will receive the WEX timetables prior to the end of the summer term to support the planning and arrangements with Employers for workplace opportunities.

3. Student Support Workplace Activity

- 3.1. The College curriculum teams, Assistant Directors and the Work Experience (WEX) team take shared responsibility to support learners to seek work placement and work experience opportunities and to track

work experience activity on the Create Education App, “*Connect App*”. If in the event curriculum teams seek employers to support work experience or work placement activity it is essential that employer details are shared with the WEX team and updated on the College Customer Management System (CRM).

- 3.2. The WEX Team work closely with curriculum to match learners with opportunities according to overall learner attendance, engagement and work readiness. The Team will conduct group sessions to brief learners on upcoming opportunities and share workplace experiences of previous learners including regular reviews of work experience/placements and closely monitoring learner feedback. A list of progression routes by curriculum is to be produced at the end of each two-year T Level programme to measure the impact of industry placements.

4. The College Process of Engagement

- 4.1. The attached *Appendix A* shows the College process of the engagement with all learners across both work experience and work placement activities.

5. Work Placement

- 5.1. This policy and associated procedures apply to all 16-19 learners enrolled on a College programme, of any duration and are informed by:
 - 5.1.1. Health and Safety at Work Act 1974
 - 5.1.2. Management of Health and Safety at Work Regulations 1999
 - 5.1.3. Education Act 2002
 - 5.1.4. Children Act 2004
 - 5.1.5. Safeguarding Vulnerable Groups Act 2006
 - 5.1.6. Working Together to Safeguard Children 2018
 - 5.1.7. Keeping Children Safe in Education 2023
 - 5.1.8. Ofsted Safeguarding children and young people and young vulnerable adults’ policy 2015
 - 5.1.9. Quality Standard for Work Placement (DCSF) 2009
 - 5.1.10. Equality Act 2010
 - 5.1.11. Prevent Duty Guidance 2015 (updated October 2023)
 - 5.1.12. FGM mandatory reporting duty 2015
- 5.2. Once learners are placed in a work placement, they are regarded as employees. This means that the employer has the same duty of care towards them as any other member of their staff. Equally learners have the same responsibilities as any other employee, including compliance with the employer’s health and safety rules.
- 5.3. Review of the suitability of a workplace is a critical element of the work placement procedures. An appropriate Risk Assessment needs to be completed for each work placement prior to learners’ placement. Action on any point of concern should be timely and appropriate and written records should be kept. Following checklist confirmation and appropriate health and safety briefings, the learner can start their work placement.
- 5.4. In line with The Association of Employment and Learning Providers (AELP), learners are encouraged to find their own placement for work experience where possible, as this develops their skills in readiness for preparation for employment. It shows initiative and gives the employer a good first impression, showing the learner’s employability skills and personal attributes. If successful, this may in turn lead to good references, employment, a traineeship, apprenticeship or useful networking opportunities for the future.
- 5.5. Learners enrolled on T Level programmes are encouraged to conduct research into sectors related to study programme and set career goals to facilitate industry placement search. The WEX Team will support individual learner queries, class discussions and case studies to source and finalise industry placements.
- 5.6. Learners should be made aware of what employers are looking for in any work placement and will have to demonstrate that they are employable as a person, a team member and as a contributing member of the employer organisation.

- 5.7. Employers are required to contact the work placement attendance line to report learner work placement absence, the WEX team will input absences on to Promonitor. Attendance will be discussed as part of the review with employers and learners.

6. Management of Extended Placements/Industry Placements

- 6.1. The College will work in conjunction with key stakeholders to identify meaningful extended placements for learners who enrol to a T Level.
- 6.2. Extended placements will range between a minimum of 315 hours up to 450 hours over the duration of the T Level 2-year pathway.
- 6.3. All learners complete a Strengths, Weaknesses, Opportunities and Threats (SWOT) questionnaire before commencing the work placement, using the Create Education App. Key information such as learning aims and learner aspirations are evaluated to ensure the extended placement meets the needs of the learner. All the collected data is captured on the CRM and is fully compliant with data protection regulations.
- 6.4. The management of T Level placements sits with the Work Placement Team (WEX). The placement model includes three appraisals with the employer. This includes an initial sign up and a meeting with the employer, plus an initial appraisal followed by a mid-point and end point appraisal to capture learners on-going progress and development.
- 6.5. Additional learner support needs are identified during the profiling process when matching learners' aspirations with suitable employer stakeholder to ensure sustainability.
- 6.6. Any identified support requirements are documented, and a pastoral support plan implemented in conjunction with the pastoral and WEX team.
- 6.7. Learners who have an Education Health and Care Plan (EHCP) receive additional support from the learner support team, to ensure they are fully supported on their extended placement. This may include an assigned mentor e.g., signer for learners with a hearing impairment.
- 6.8. Regular meetings are co-ordinated between the extended placement team, curriculum staff and industry stakeholders to monitor and evaluate extended placement opportunities, including feedback for continual development and to shape the curriculum.

7. Guidance for College Staff

- 7.1. Staff should refer to the Department for Education (DfE) published guidance. The step-by-step guide will assist the process of planning and delivering a high-quality work experience provision.
- 7.2. In the case of a critical incident, the College follows the latest Government guidance regarding WEX and Industry Placements for T Levels or capacity development funded programmes.
- 7.3. In order that learners are not disadvantaged due to a critical incident the College maintains a meaningful Virtual Work Experience (VWEX) in conjunction with key employer partners.

Appendix A

