

# WORK EXPERIENCE POLICY AND PROCEDURES

APPROVED BY (SELT) ON (June 2024)

<b>Applies to:</b>	
Harrogate College	X
Keighley College	X
Leeds City College	X
Leeds Conservatoire	
Leeds Sixth Form College / Pudsey Sixth Form College	
Luminate Group Services	
University Centre Leeds	

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## 1. WORK EXPERIENCE POLICY AND PROCEDURES – INTRODUCTION

The Further Education (FE) colleges in the Luminare Education Group are committed to developing their students' employability skills and ensuring students are equipped to gain and sustain employment. Work experience is a key component in the process of developing the skills, behaviours and experience required for the workplace.

This policy outlines the colleges' approach to work experience. It covers all provision types and curriculum areas in the colleges.

All students on Study Programme and T-Level qualifications must undertake genuine and meaningful work experience activities. Ideally this will be an external work placement or for T-Levels an industry placement. If a student is not ready to start a work placement or a placement is not available, students may undertake work tasters, social action projects, enterprise activity, employer led briefs, internal work placements &/or volunteering.

- 14+ Academy students will undertake work experience in both Years 10 and 11
- Supported internships will be available for SEND students with an EHCP if they meet criteria
- 19+ students enrolled onto Study Programmes will comply to the Study Programme requirements (16-19)
- 19+ students enrolled onto Access to HE (Higher Education) and Adult & Community will be encouraged to find their own work placements to support progression or qualification requirements

It is important that students can develop the employability skills demanded by employers; relevant work experience opportunities for students will go some way to meet this.

- Virtual work experience can be used to prepare students for placements and work settings, informing their understanding of their industry sector, progression options and employer expectations. It is not included in the ESFA (Education and Skills Funding Agency) descriptor of relevant work-related activity.

Work experience should be:

- in compliance with the [ESFA](#) and [OFSTED](#) requirements
- aligned with the [National Careers Strategy](#) and [Gatsby Benchmarks](#)
- available to all students and appropriate to their individual needs
  - students embarking on work placements should be workplace ready
- vocationally relevant and meaningful to students' programmes of study or intended destination
- assessed as safe from both a health and safety and safeguarding perspective
- monitored and supported by appropriate curriculum-based staff
- integrated into the course scheme of learning and to the individual Study Programme
- In compliance to workplace requirements such as DBS checks
- subject to appropriate student preparation and induction
- if appropriate, contributing to an enterprise culture in the curriculum
- subject to standardised paperwork, recording and quality standards

The FE Colleges in the Luminare Education Group are committed to ensuring that provision of a work experience opportunity is beneficial and rewarding to employers.

- The FE Colleges in the Luminare Education Group are committed to ensuring that students on a work placement perform and conduct themselves in an acceptable manner and reserves the right to refuse or withdraw a work experience opportunity where a student is not behaving to acceptable standards.

IOSH (Institution of Occupational Safety and Health) qualified staff (either from the central work experience team or curriculum departments) will carry out health & safety checks of employers hosting work placements, including Employer Liability Insurance and confirmation that the employer complies with the Equality Act 2010. Completed forms and supporting evidence will be uploaded to pro-engage.

## **2. PLANNING AND MONITORING**

### **2.1 Planning**

The Head of Careers, Work Experience and Progression (HoD CWP) will circulate a Careers and WEX Plan to 14-19 curriculum HoDs prior to the start of each academic year.

Curriculum HoDs will identify a suitable member/s of staff to complete the plan (ideally a WEX Champion), The plan will identify the type of work experience activity planned for each course within the department.

- number of students predicted to participate in a WEX activity
- number of students that start a WEX activity
- number of students that complete a WEX activity

#### **2.1.2 Business Planning**

At business planning Curriculum HoDs should decide whether they want to

- buy into the central CWP WEX service or
- coordinate their own WEX programme for their students
- Design a WEX programme that draws on both above

If Curriculum HoDs decide to buy into the central service, the HoD CWP will liaise with them to identify service requirements from the central work experience team, including student numbers, course / level and projected timings, and length of placements / WEX activity.

- Curriculum HoDs will be asked to agree costs for Business Planning 1

#### **2.1.3 Student readiness for placement**

Students are deemed ready for a workplace environment if they have:

- A recent attendance of 80% and above
- A good attitude to learning when in the normal learning environment
- Complies with the college behaviour policies
- A completed Navigate skills assessment so placement targets can be appropriately set

Where there are concerns about the work readiness of individual students, other work experience activities should be explored.

This approach is integral to supporting student progression and to maintain and grow the quality of relationships with external employers.

### **2.2 Monitoring**

The Head of Careers, Work Experience & Progression and Business Engagement and Work Experience Manager are responsible for ensuring:

- The Work Experience policy is effectively and safely implemented
- Standardised recording to evidence work experience is developed and disseminated – Careers & WEX Plans (14-19), Navigate (16-19) and Workplace Handbooks and Google trackers (14-16)

Curriculum HoDs should ensure that Work placements and other employer led activities are captured on Navigate and annual Careers & WEX Plans.

The CWP HoD will monitor WEX planning, activity and completion through

- Information added by curriculum departments to the Careers & WEX Plans
- Wex activities recorded on Navigate (included student reflections on their placements, employer feedback and attendance logs
  - 14-16 do not use Navigate and will use the established Google sheets and paper-based handbooks
- Data will be reported at performance reviews at department, directorate/campus, and college level
  - Departmental performance against Gatsby 6 and Gatsby 5 will be reported to Luminate College Governors through Career Guidance reports

### **2.2.3 Quality and stakeholder experience**

- Curriculum teams are expected to visit / contact the host employer during a placement to discuss the student progress and address any issues / future opportunities
- Industry placements will be of high quality and will meet the [gov.uk framework](https://www.gov.uk/framework).
- The quality of placement will be appraised at the Mid and End Reviews to maintain the quality of placements. The reviews are a three-way conversation between the placement employer, student, and curriculum link.
- The quality of placements including supported internships will be gauged through student, employer and curriculum feedback recorded on Navigate (16-19) and Workplace Handbooks (14-16). The evaluation of which will identify strengths and areas for improvement, measure compliance to study programme and Ofsted requirements including how the needs of students with special educational needs and disabilities (SEND) are met
- Student and employer feedback should be captured on Navigate for 16-19 department

## **3. ROLES AND RESPONSIBILITIES**

The following roles and responsibilities apply to all work experience activity types.

Where a department is using the services of the centralised CWP WEX team, the team will:

- source work experience opportunities which are suitable for student aptitudes, skills, and abilities
- ensure students, curriculum staff and employers receive the necessary information for the type of work experience activity arranged
- ensure that a health & safety risk assessment has been undertaken by an IOSH qualified team member for all relevant work experience activity, whether the work placement team has sourced the opportunity, or the student has found their own. This includes ensuring that the employer confirms that they comply with the Equality Act 2010
- liaise with curriculum staff to ensure that employers are aware of any additional needs and that reasonable adjustments are made where necessary
- ensure that all necessary and appropriate documentation is completed, including Pro Engage and Navigate records
- ensure that there is always a contact point for students and employers during their work experience activity
- provide support for any student experiencing difficulties during their work experience activity, in conjunction with their curriculum tutor
- facilitate the evaluation of work experience, both from the student and employer perspective at the end of each academic year
- advise the health and safety team of any accidents
- report any safeguarding concerns to the safeguarding team (see Luminate Safeguarding Children and Adults Policy for reporting procedure)

Where a department decides to co-ordinate their own work experience, curriculum staff are responsible for the tasks above.

Curriculum staff will, regardless of whether coordinated by the central WEX team or own department:

- identify the preferred timings, patterns, and content of work experience as part of curriculum planning and assessment.
- Ensure students are aware of learning objectives/goals to be working towards whilst out on placement. These objectives must be shared with the CWP WEX team if accessing the central service team.
- Coordinate and administer any necessary DBS checking and parental / student consent paperwork
- ensure that students are suitably “work ready” for the work experience activity being arranged
- Ensure the Luminate Skills Assessments have been completed on the Navigate system to help track progress from skills starting points
- liaise with the work experience team and employer to ensure that any reasonable adjustments are put in place
  - undertake pregnancy risk assessments where appropriate
- ensure students in receipt of LSF (Learning Support Funding) have access to supermarket vouchers and travel cost support for their placement days as appropriate
- Liaise with employers and students about the situation where an employer and/or a student has an issue about the placement activity. The initial information about a ‘problem’ situation may come from the work experience team as a point of contact for employers
- visit students at the workplace if the work experience activity lasts for one week or longer, or call if a visit is not feasible
- ensure students complete the placement checklist, add journal entries (including recording attendance), and submit feedback on Navigate

Employers will:

- provide a safe and appropriate environment in which the student can experience work, including making reasonable adjustments required for students with additional needs
- ensure a young person’s risk assessment is in place for students under the age of 18
- ensure students are managed by a supervisor
- inform the work experience team or tutor if the student does not attend, or if they have any concerns regarding the student
- confirm attendance and provide feedback via Navigate (16-19) or other process (14+)
- be asked to provide feedback to the college about the standard of service provided by the Luminate Education FE colleges via a Google Form and on Navigate
- report to the CWP work experience team or curriculum contact any accident where a student has been injured whilst in the workplace

Students will:

- Follow the application process set out for the work experience activity they are undertaking
- Behave appropriately in the workplace
- Notify the employer, tutor, and work experience team in the event of absence for any reason
- Work towards the achievement of agreed placement / WEX outcomes
- Complete the placement checklist, add journal entries (including recording attendance), and submit feedback on Navigate (16-19)
- Complete and record all WEX activity on Navigate (16-19)
- Complete Workplace Handbook (14-16)

For a more detailed breakdown of roles and responsibilities for each type of work experience activity, please see the supporting document: [‘Work Experience Activities - Roles & Responsibilities’](#)

## 4. DEFINITIONS OF WORK EXPERIENCE ACTIVITIES

### External work placements

An external work placement is a period of supervised work, where students can experience working in a specific role with a company. Placements can be coordinated by the central CWP WEX team or curriculum staff. College staff liaise directly with employers to establish what placement pattern they can offer, for how long and for how many students. An external placement is usually undertaken as a one- or two-week block, or as one day a week over several weeks.

### Industry placements

An industry placement is high-quality longer-term work lasting at least 315 hours. Students will have defined roles and responsibilities in their placement set by their employers, and these should be closely aligned to their qualification and career ambitions. Placements should be with one placement employer or, where occupationally relevant, with two employers to ensure a meaningful insightful placement can be delivered. The placement model can be made up of block weeks, allocated placement days per week or a mixture of both. Students can find their own placement, but these must be vetted by the college to ensure these meet the standards and required criteria.

Industry placements have three mandatory review points; the initial check-in, mid-point review and end point review. These provide an opportunity to review the students' progress against targets set at the start of placement. These should be a 3-way review between student, employer, and curriculum representative. Industry placements are a mandatory element of the T-level qualifications. Further guidance on delivering Industry Placements can be found [here](#).

### Supported Internship

Supported internships are a structured, work-based study programme for 16 to 24-year-olds with SEND, who have an education, health and care (EHC) plan. The core aim of a supported internship study programme is a substantial work placement. Every young person is supported in the work placement by a trained job coach, put in place by their education provider. The job coach provides in-work support that tapers off, if appropriate, as the supported intern becomes familiar with their role. Job coaches also work with employers, increasing their confidence in employing individuals with additional needs and helping them to create and support a diverse workforce.

### Work tasters

A work taster is an observation of the daily routine of an employee in an external company, usually accompanied by 'interviews' with the employee to discover more about his/her role. Alternatively, it is a period (less than half a day) in which students are exposed to working life with an employer. The day may include team building, role play, undertaking certain functional tasks. These days are attended by students in small groups, accompanied by curriculum staff.

### Employer led brief

An Employer Led Brief involves an employer setting a work brief for a group of students. The employer can set the brief face-to-face, either by the students visiting the workplace or the employer visiting college. Alternatively, the brief can be set virtually. The students then undertake the work brief at college and present their work back to the employer, either face to face or virtually.

### Social action project

Social action projects involve young people taking practical action in the service of others to create positive change. In a work experience context social action can take the form of young



people honing their work-related skills and behaviours to have a positive community impact. Activities which form part of the project can include volunteering, campaigning, fundraising, mentoring, in which the activity has a 'double benefit' to both the young people participating and the community they are serving. Ideally the social action project involves working with an employer or charitable organisation.

#### Internal work placement

An internal placement is a work placement offered to students by one of the departments within college, such as HR or Marketing. The department offering the placement will determine what placement pattern they can offer and will interview students who have been put forward. An internal placement is usually undertaken as a one- or two-week block, or as one day a week over several weeks.

#### Enterprise activity

An enterprise activity involves either an individual student or a group of students setting up and running a student enterprise utilising the skills they are developing on their course. For example, Photography students could offer photoshoot sessions to staff and fellow students.

#### Volunteering

Volunteering is when someone spends unpaid time doing something to benefit others. Volunteering should be formal and organised via employers, charities, trusts or public sector organisations when used as a work experience activity.

#### International placements

Students engaging in international placement may meet a number of these criteria depending on the aims of the placement and agreed outcomes. For example, students may complete a placement with an employer, employer led brief, attend tasters in companies, complete social action activities and volunteering.

## **5. ASSOCIATED INFORMATION AND GUIDANCE**

- [Safeguarding Policy](#)
- Health and Safety Policy
- [Teaching, Learning and Assessment Policy](#)
- Career Guidance & Destination Policy
- [SL11 - Overseas Visits Procedures Guide.pdf](#)
- [Department for Education: 16 to 19 study programmes](#)
- [Navigate Staff Handbook](#)

## **6. REVIEW**

The policy will be reviewed annually to ensure the policy is up to date with ESFA guidance. The next review will be in May 2026.