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| **Employability, Work Experience and Industrial Placement Policy** |  |

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| **OWNED BY** | **VP, Student Experience and External Relations** |
| **DATE OF LAST REVIEW** | August 2024 |
| **PLANNED NEXT REVIEW** | August 2026 |
| **APPROVAL** | **Academic Board** |

**Background**

As a stepping-stone institution between the school and work or higher education, a major element of our role is to help prepare students for eventual employment. Equally important is the DfE requirement of funding that learning programmes prepare students for the next level. In some cases, work placement is a requirement to pass courses, and it is a legislative requirement of Gatsby and that every student gains relevant work-related employability experience. Ofsted also expect all students to engage in work experience and be made aware of all opportunities.

To support them in fulfilling their potential and preparing for their future, all our 16-19 students will be involved in appropriate employability activities designed to develop their skills, knowledge and behaviours through the tutor programme and our PDP system.

The nature of the activities will vary according to the programme students are on, their intended destination (as defined at enrolment and amended via their PDP) and the length of time before they intend entering full-time employment. As a result, our policy is designed to meet the needs of each segment of each cohort.

This work-related employability experience can be split into cohorts as follows:

1. Level 3 students, including T-level and vocational programmes, where directly related work experience is a specific requirement of the course
2. Level 2 Foundation to T-level where work experience is a specific requirement of the course
3. Where work experience would support a L3 vocational course but where this element is not a specific module on the course.
4. Work-related employability experience for A-level students whether expecting to go to university or not.
5. APP students studying a mix of GCSE and AG qualifications in preparation for a full A-level programme, with the aim of going to university after three years. We will encourage them to gain experience of the workplace, but their priority is to develop the study skills needed to achieve at level 3 with the expectation that they will undertake work-related experience during their level 3 programme.

**1 T-Level Students**

Work placement is a compulsory integral part of a T-level programme where students learn work disciplines and skills but also develop knowledge about their chosen route and specialism. Some of this knowledge will be assessed at the end of the course. Students cannot ‘graduate’ without completing their allotted hours in a suitable placement and in the case of Early Years, it forms an element in the licence to practice.

Government guidance on placements is subject to change due to the evolution of T-Levels. All staff involved are responsible for keeping abreast of these changes. Currently students can do placements with a maximum of 2 employers, they can use 35 hours of ‘work taster activities’ (eg: visits etc) towards their minimum number of hours.

The model for placements may vary between blocks, long thin or a combination depending on employers and lecturing team preferences. Placements may take place over college holiday periods and hybrid working is now also permitted.

Students will receive 3 monitoring reviews whilst on placement, except for Childcare and Education and Engineering where more visits are undertaken by an assessor.

**2 Foundation to T-level (level 2)**

These students are on a one-year programme leading to a two-year T-level qualification. In some cases, they may decide to do an apprenticeship, although that is not the primary destination for this programme. This model assumes that it will be 3 years before they enter employment (at the earliest) and that they will have sector specific work placement(s) when they progress to level 3.

These students must do at least two weeks’ work experience. One week can be ‘simulated’ but one must be external. Ideally this would be intended-sector-related, but its primary value is in terms of socialisation, personal development and organisation in order to prepare themselves for the demands of level 3. Any generic, external work-experience is acceptable.

**3 Vocational Students (Level 3- large Applied Generals. 2-3 chunk)**

Students on these courses are largely focussed upon sector employment although many will want to go onto university and therefore not enter employment for a further 3-4 years. In some cases, the courses themselves require work experience as an integral part of the qualification. For others, there is no minimum requirement although it is a DfE (funding) requirement that they must do some employability/intrapreneurial skills development. The college’s Digication strategy should give all students an introduction to specialist programmes used in related industries

Programmes for these students have been designed with a day a week off timetable to give them space for placements or relevant part-time work.

**4 A-level Students**

This group includes students on mixed programmes of A-levels and small (1 chunk) Applied Generals.

These students must gain some work-related experience during their two years to prepare them for the expectations of employment. This can be less specific, as they may not have identified a sector in which they wish to work, although it should be relevant to career aims in some way. There is also no time requirement. Work-related activity should be recorded in their PDP. Students are advised to use the work experience week in Year 1 (Feb) to do their placement and/or take part in scheduled employability skills development activities. The college’s digication strategy should give all students an introduction to specialist programmes used in related industries.

Pastoral tutors who link together A-level programmes can support students to apply for placements, record and reflect upon their experiences.

**6 APP requirements**

These students are effectively on a 3-year A-level programme and will need to do work experience in some form at level 3 depending on their progression route. We will encourage them to gain experience of the workplace, but their priority is to develop the study skills needed to achieve at level 3. Therefore, they don’t necessarily have to do work experience on this first-year part of their programme, although any that decide in year to change direction to employment or apprenticeship should do so.

**7 Upgrade (Level 1.5) requirements**

The focus for these students is on improving their basic skills, knowledge and behaviours so that they can progress to Level 2 provision at this College or another one. Course-led work-related activities may be useful developing this and may include work experience.

Where a student changes direction and wants to go straight to a level 2 apprenticeship or employment then they should do some relevant work experience.

**Metrics**

The effectiveness of this strategy will be measured in the numbers and proportions of students from each of the cohorts above achieving work-related activity as required for their courses and progression route.

The VP Student Experience and External Relations should report this annually to Senior Leadership Team and Governors.

**Key definitions**

**External work experience placement**: A useful working definition is that an external work experience placement is with a non-College employer.

Internal placements or work-related activities are not ‘work experience’. T-levels explicitly refer to work experience as ‘work placement’ as they consider this term better emphasises the weight of that component in the qualification.

**Work Placement:** A significant planned placement with an external employer which provides agreed goals and targets and from which the student learns and develops relevant skills knowledge and behaviours. (T-levels and large vocational courses).

**Work Experience:** any time spent experiencing what a place of work is like and includes development of employability skills.

**Employer Engagement Team:** this is the team that runs apprenticeships but has overall responsibility for employer engagement. They maintain our database for employer contacts and will frequently find work placement opportunities as a result of regular employer liaison. The work placement team is managed from within the EET and has responsibility for T-level placements.

Appendix below outlines key responsibilities:

**APPENDIX 1 - STAFF RESPONSIBILITIES**

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| **Team Responsible** | **Programme type** | **Owner** |
| **T-levels** | | |
| **Academic Staff responsibilities** | * CTLs are responsible for ensuring that all students understand work placement expectations early on in their course * CTLs are responsible for ensuring that all students access and take up suitable work experience placements to meet the specification requirement. * CTLs should be clear about the nature of WORK PLACEMENTS and work-related learning on their course (in the SOW) and ensure that course records are kept of all non-WORK EXPERIENCE activities (visits, employer talks etc) recording these via students’ PDPs. * CTLs are responsible for liaising with the EET to source placements or to pass on contacts. * CTLs are responsible for ensuring that College provided placements are assessed and reviewed in line with expectations. * Lecturers and tutors on the programme are responsible for preparing students for their placement by developing their employability skills and personal behaviour. This may be through work-related activities. They should work with students, parents, employers and pastoral staff to overcome any potential barriers. * Lecturers/tutors are responsible for ensuring that students reflect on work experience and build on their learning. This should be recorded in the students’ PDP. * There is a requirement for lecturers to review placements - the second of the 3 reviews. The EET will do the first and last review. Lecturers may also wish to liaise with employers or for their own development. * The CTL is responsible for ensuring that the lecturers, parents and students, understand expectations around work experience. * The CTL is responsible for ensuring that all courses include Intrapreneurial activities designed to equip students to become an asset in any workplace. * The CTL and lecturers are responsible for suggesting the type of employer who would be suitable for Employer Boards and placements to the EET. * The CTL is responsible for ensuring that students and employers are aware of the work experience handbooks and can access them. * The Faculty Head will monitor to ensure that this happens. * Reporting will be via the Faculty Review to meet Academic Board requirements. * The Faculty Head will chair their relevant Employer Advisory Boards and ensure that the skills employers are seeking are recorded and incorporated into students curriculum. | **FH** |
| **Employer Engagement Team Responsibilities** | * The EET have responsibility for brokering placements for T-levels * The EET have responsibility for ensuring all H&S and insurance documentation is in place and loaded to the WEX system. * The EET have responsibility for conducting the first and the last review with the employer and recording on the WEX system. * The EET have responsibility for sourcing employers for the Employer Advisory Boards and having representation at each meeting. * The EET will collect, record and feed local labour market intelligence in relation to skills needs to Faculty Heads and Academic Board in a systematic way. | **EET** |
| **Vocational Courses with embedded placements** | | |
| **Academic Staff responsibilities** | * CTLs are responsible for ensuring that all students understand work placement expectations early on in their course * On courses with integral sector-based work experience, CTLs are responsible for ensuring that all students access and take up suitable work experience placements to meet the specification requirement. CTLs should be clear about the nature of WORK EXPERIENCE and work-related learning on their course (in the SOW) and ensure that course records are kept of all non-WORK EXPERIENCE activities (visits, employer talks etc) recording these via students’ PDPs. * CTLs are responsible for liaising with the EET to help to source additional placements or to pass on contacts. However, it is not the role of the EET to provide placements. * CTLs are responsible for ensuring that College provided placements are assessed in line with expectations. * Lecturers and tutors on the programme are responsible for preparing students for their placement by developing their employability skills and personal professional behaviour. This may be through work-related activities. They should work with students, parents, employers, high needs support and pastoral staff to overcome any potential barriers. * Lecturers are responsible for ensuring that students reflect on work experience and build on their learning. This should be recorded in the students’ PDP. * There is no requirement for lecturers to review placements (unless stated in the specification) although lecturers may do so to support students, to liaise with employers or for their own development. * The CTL is responsible for ensuring that the lecturers, parents and students, understand expectations around work experience. * The CTL is responsible for ensuring that all courses include Intrapreneurial activities designed to equip students to become an asset in any workplace. * The CTL is responsible for ensuring that students and employers are aware of the work experience handbooks and can access them. * The Faculty Head will monitor to ensure that this happens. * Reporting will be via the Faculty Review to meet Academic Board requirements. | **FH** |
| **Employer Engagement Team Responsibilities** | * The EET should pass on placements which may be appropriate to Voc CTLs but it is not their job to find placements for these cohorts. | **EET** |
| **Vocational Courses without embedded Work placements** | | |
| **Academic Staff responsibilities** | * CTLs are responsible for ensuring that all students understand work placement expectations early on in their course * CTLs are responsible for ensuring that all students complete some work experience during the 2 years and record it in required College formats. This also applies where part-time work is being counted. * CTLs should be clear about the nature of work-related learning on their course (in the SOW), including intrapreneurial activities, and ensure that course records are kept of all non-WORK EXPERIENCE activities (visits, employer talks etc) recording these via students’ PDPs. * On courses without specification requirements, the CTLs are free to develop their own model. This may include block activities with sector-related organisations to develop students’ understanding of progression routes and occupational cultures. There is also flexibility around employer set briefs where there is a clear client, brief and deadlines. * On these courses, CTLs may differentiate in terms of expectations between those who are progressing straight into the labour market or as apprentices, and those aiming at HE. These decisions need to be clearly documented. * Lecturers and tutors on the programme are responsible for preparing students for their placement by developing their employability skills and personal behaviour. This may be through work-related activities. They should work with students, parents, employers and pastoral staff to overcome any potential barriers. * Lecturers are responsible for ensuring that students reflect on work experience and build on their learning. This should be recorded in the students’ PDP. * There is no requirement for lecturers to visit placements (unless stated in the specification) although lecturers may do so to support students, to liaise with employers or for their own development. * The CTL is responsible for ensuring that the lecturers, parents and students, understand expectations around work experience. * The CTL is responsible for ensuring that all courses include Intrapreneurial activities designed to equip students to become an asset in any workplace. * The Faculty Head will monitor to ensure that this happens. * Reporting will be via the Faculty Review to meet Academic Board requirements. | **FH** |
| **Employer Engagement Team Responsibilities** | * The EET should pass on placements which may be appropriate to Voc CTLs but it is not their job to find placements for these cohorts. | **EET** |
| **A-levels** | | |
| **Pastoral Staff/Personal Tutor responsibilities** | * The Pastoral Lead - Progression is responsible for ensuring that lecturers, parents and students understand expectations around work experience early on in their programme * The PT is responsible for discussing progression plans with each student and ensuring that their work experience plans accord with their intended destination * The PT is responsible for chasing students who have not found themselves a placement to make sure they access one or are taking part in other experiences of the workplace. * The PL-Progression is responsible for putting together a programme of employability skills development activities during the work experience week, supported by the PTs. * The PT should facilitate reflection by discussing what students have learned from any work experience and from Digication to help them to understand how this learning can be useful in the future. The PT is responsible for ensuring it is recorded in their PDP or required, College formats * PTs are responsible for holding the student accountable for recording and reflecting on their WEX facilitated by the tutor programme and PDPs. * The Careers Lead is responsible for assessing wex engagement reports by the end of term 2 to enable follow-up during the PDP2 window. * The Head of Pastoral is responsible for ensuring that this happens * Reporting will be via the Head of Pastoral to meet Academic Board requirements. | **PH** |
| **Academic Staff responsibilities** | * The CTL is responsible for ensuring that teams deliver subject related Digication activities to meet College expectations * Lecturers are responsible for signposting career and other progression opportunities and seeking to enrich the course by developing student understanding of linked careers * Lecturers are responsible for introducing careers in the curriculum, bringing in employer guest speakers and organising relevant visits supporting students’ exploration of subject related career options. * Lecturer and CTLs are responsible for ensuring that careers in the curriculum and digication activities are recorded in the students’ PDP along with appropriate reflection. * The Faculty Head is responsible for ensuring that this happens for each of their courses. | **FH** |
| **APP** | | |
| **Pastoral Staff Responsibilities** | * The Pastoral Lead - Progression is responsible for ensuring that lecturers, parents and student understand expectations around work experience early on in their programme * The PT is responsible for discussing progression plans with each student and ensuring that their work experience plans accord with their intended destination * The PT is responsible for ensuring that students who need to find a placement themselves can access one * The PT should discuss what students have learned from any work experience. The PT is responsible for ensuring it is recorded in required, College formats * PTs are responsible for holding the student accountable for recording and reflecting on their WEX facilitated by the tutor programme and PDPs. * The Head of Pastoral is responsible for ensuring that this happens. * Reporting will be via the Head of Pastoral to meet Academic Board requirements. | **PH** |
| **Academic Staff responsibilities** | * The CTL is responsible for ensuring that the programme is developing useful skills and personal professional behaviours to equip students for work experience at level 3. This will include work-related activities. * Lecturers are responsible for signposting career and other progression opportunities and seeking to enrich the course by developing student understanding of linked careers. * The Faculty Head is responsible for ensuring that this happens. | **FH** |
| **Upgrade** | | |
| **Academic/ Pastoral Staff Responsibilities** | * The CTL is responsible for ensuring that lecturers, parents and students understand expectations around work experience early on in their programme * The PT/Lecturer is responsible for discussing progression plans with each student and ensuring that their work experience plans accord with their intended destination * The PT/Lecturer is responsible for ensuring that students who need to find a placement themselves can access one * The PT/Lecturer should discuss what students have learned from any work experience. The PT is responsible for ensuring it is recorded in required, College formats * The Faculty Head is responsible for ensuring that this happens. | **FH** |
| **Academic Staff responsibilities** | * The CTL is responsible for ensuring that the programme is developing useful skills and personal behaviour to equip students for work experience at level 3. This will include work-related activities. * Lecturers are responsible for signposting career and other progression opportunities and seeking to enrich the course by developing student understanding of linked careers. * The Faculty Head is responsible for ensuring that this happens. | **FH** |
| **All Students with an EHCP** | | |
| **Employer Engagement Team Responsibilities** | * In addition to responsibilities outlined above – liaise with High Needs Employability Support Worker or relevant member of the Academic Support Team to discuss any additional risk assessment or health needs and establish who / how the employer will be notified. | **EET Head** |
| **Academic Staff responsibilities** | * In addition to responsibilities outlined above – liaise with High Needs Employability Support Worker or relevant member of the Academic Support to discuss whether any additional support will be required at theplacement. | **FH** |
| **All Students** | | |
| **Other responsibilities** | * **Safeguarding** – all staff should make sure that students know how to raise safeguarding concerns relating to their work placement. Where students are undertaking college placements outside of college term-time/hours, the member of staff responsible for that student should inform the duty safeguarding lead so that the emergency phone can be carried at the appropriate time. * **All staff** should pass on opportunities for work experience or work-related learning (eg talks, briefs) to the employer Engagement Team * **Academic Board**: Responsibility for setting requirements for Work Experience and for managing those responsible for work placements and work-related learning rests with the Vice Principals. * **MIS** are responsible for ensuring reportable work placements are logged in an appropriate format and alerting the VPs if they see a problem emerging * **Enrolment and marketing teams** are responsible for ensuring that incoming students are aware of the work experience requirements on their courses. Some of which cannot be taken without work experience * The **FH (High Needs)** is responsible for ensuring that students with genuine access issues can be supported to gain work experience * **IT Development** are responsible for ensuring that the format used to log work experience is supported and functions effectively * **Enrolment staff** need to ensure that students are aware of work experience expectations and, if incoming T Level students already have potential placement contacts that these are logged at this point and communicated to the EET for action * **MIS** to ensure that work experience blocks/days are showing on T-level and Voc timetables so that students keep them clear * **Course leaders** are responsible for ensuring that Pastoral, EET, marketing and enrolment are kept up to date with work experience requirements * The **EET Lead** will have overall oversight of recording of work experience and via the VP Students of choice of system(s) * The **EET team** will be responsible for identifying and providing generic training materials for students to prepare them for the workplace and for the quality of employer and students work experience handbooks * **Tutors** are responsible for ensuring a student records any changes to their intended destination via their PDP * The **VP Teaching & Learning** is responsible for ensuring that periodic training for staff on how to prepare students for placements and how to administer work experience processes is provided although the delivery may be by others listed here * **Academic Board** to set clear guidance out for regular reporting of work experience for each category to monitor progress | **ALL**  **ALL**  **Ac Brd**  **MIS**  **Admissions/ SJ**  **HN/AS**  **IT**  **SJ/ Admissions**  **MIS**  **CTL**  **EET**  **EET**  **PT**  **VP T&L**  **Ac Brd** |