

WORK EXPERIENCE POLICY AND PROCEDURES 2025/26

APPROVED BY SELT ON June 2026

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

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1. Introduction

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

This policy outlines the college's approach to work experience and applies to all provision types and curriculum areas. The aim of this policy is to ensure work experience delivered across the Group is safe, meaningful, inclusive and compliant with statutory requirements while supporting students to develop employability skills and progress into positive destinations.

All students enrolled on Study Programmes must undertake genuine and meaningful work experience activities. Wherever possible, this will be through an external work placement. Where a student is not yet ready for a placement, or where a suitable placement is not immediately available, alternative high-quality experiences of the workplace may be provided.

These may include:

- Work tasters
- Employer-led social action projects
- Employer-led enterprise activity
- Employer-set projects or briefs
- Internal work placements
- Employer-led volunteering

[Definitions of Work Experience Activities](#)

All students enrolled on to T Levels will complete high-quality relevant industry placements.

14+ Academy students will undertake work placements in Years 10 and 11 in line with modern work experience.

Supported Internships are available for students with Special Educational Needs and Disabilities (SEND) who have an Education, Health and Care Plan (EHCP) and meet programme entry criteria.

Students aged 19+ enrolled on Study Programmes will comply with 16–19 Study Programme requirements.

Students aged 19+ enrolled on Access to HE or Adult and Community provision will be encouraged to secure relevant work placements where appropriate to support progression or qualification requirements.

Work placement activities are delivered in accordance with the Group's safeguarding responsibilities. All placements must meet safeguarding, health and safety and risk assessment requirements to ensure students are protected while learning in external environments.

The College is committed to ensuring that work experience opportunities are inclusive, equitable and accessible to all students. Reasonable adjustments will be made in line with the Equality Act 2010 to remove barriers to participation. While some students may independently source their own work experience placements through personal, family or community networks, the College will ensure equitable access to high-quality placement opportunities for students who do not have existing contacts, networks, cultural capital or social capital to secure placements independently.

2. Equality Impact Statement

Inclusivity & Scope

Work Experience is inclusive for all students, and as part of Luminate FE culture intends to engender a sense of belonging and trust, including for students who:

- are disadvantaged - eligible for free school meals in the past 6 years / Learner Support Fund (LSF) and those from low-income families
- have SEND or high needs
- have an Educational Health Care Plan (EHCP)
- are known (or previously known) to Social Care - those who are under the age of 18 and in care, and care leavers
- are known (or previously known) to Youth Justice Services
- are electively home educated (EHE)
- are without Level 2 English and/or mathematics

The following students are in scope of the policy (this is inclusive of all vulnerable and underrepresented groups (URG):

- 16-19 Study programme (including SEND / EHCP)
- 19-24 EHCP
- 14+ Academies
- 19+ Adult provision

The Luminate Education Group is committed to promoting equality of opportunity, eliminating discrimination and fostering good relations in line with the Equality Act 2010.

This Work Experience Policy has been developed to ensure that all students have equitable access to meaningful and high-quality work experience opportunities, with the expectation that students studying at all levels will, wherever possible, have the opportunity to complete an external work placement.

The college will:

- Identify and remove barriers to participation wherever possible
- Make reasonable adjustments for students with disabilities or additional needs
- Provide additional support for students with Special Educational Needs and Disabilities (SEND), including those with an Education, Health and Care Plan (EHCP)
- Ensure employers are aware of their responsibilities under the Equality Act 2010
- Monitor participation and completion data to identify and address any gaps in access or outcomes between different groups of students
- Support students and employers throughout the placement

Any concerns relating to equality, diversity or inclusion within work experience activity will be addressed promptly in line with the college's Equality, Diversity and Inclusion and Safeguarding policies.

This policy will be reviewed annually to ensure it continues to promote inclusive practice and compliance with statutory duties.

3. Work Experience Principles

Work experience must:

Comply with current [Department for Education \(DfE\) funding regulations for Study Programmes](#), align with the National Careers Strategy and Gatsby Benchmarks (particularly

Benchmarks 5 and 6) and contribute, where appropriate, to employability and enterprise development

Work experience must be:

- available to all students and appropriate to individual needs, including those with SEND
- vocationally relevant and meaningful to the student's programme of study or intended destination
- integrated into the course scheme of learning and individual Study Programme
- subject to appropriate preparation and induction
- monitored and supported by curriculum staff
- assessed as safe from both a health and safety and safeguarding perspective
- meaningful, offering suitable tasks and opportunities to develop relevant technical and employability skills.

Funding and Compliance

Independent part-time employment secured by students is not automatically eligible to count towards funded Study Programme hours. Any proposal to include such activity must meet DfE funding criteria and receive appropriate approval, with clear evidence of eligible costs in line with DfE funding rules.

Virtual work experience may be used to prepare students for placements, develop industry awareness, and build employability skills. In exceptional circumstances, virtual work experience may also be used where it reflects normal working practices within the relevant industry or occupational sector. However, for funded Study Programmes, work experience must include direct employer engagement and meaningful interaction with the workplace and its employees.

Health, Safety and Safeguarding

- Health and safety checks for relevant placements will be undertaken by IOSH-qualified staff and monitored by a NEBOSH-qualified member of staff within the Careers, Work Experience and Progression (CWP) team to ensure consistency and compliance.
- Employers must hold valid Employer Liability Insurance (and Public Liability Insurance where applicable for volunteering placements). Evidence of insurance will be verified by the College prior to the placement commencing and will be requested and reviewed annually thereafter to ensure continued compliance.
- Employers must confirm compliance with the Equality Act 2010.
- Young person risk assessments are required for students under 18.
- Additional risk assessments must be completed where required to support individual student needs, placement activities, and circumstances. This includes high-risk placements and, where appropriate, assessments relating to pregnancy, medical conditions, disabilities, or other specific support requirements relevant to the work experience placement.
- Placements must meet safeguarding standards.
- Any accidents or incidents involving students during work experience must be reported to the college in accordance with the Group's Health and Safety reporting procedures.
- Employers must engage with the Group and provide required documentation at least six weeks prior to the placement start date to allow sufficient time for health and safety checks and compliance processes.
- Placements involving a student working predominantly on a one-to-one basis with an employer or supervisor should only be arranged in exceptional circumstances. In such cases, a safeguarding risk assessment must be undertaken and, where appropriate, an enhanced DBS check may be required for the employer or supervising individual in accordance with the Group's safeguarding procedures.

Inclusion and Reasonable Adjustments

Staff must liaise with employers to ensure reasonable adjustments are implemented for students with additional needs. The college will work proactively with students and employers to remove barriers and ensure equitable access to high-quality placements.

The college reserves the right to withdraw a placement where professional conduct standards are not maintained, following appropriate support and intervention.

Employer Partnerships, Compliance and Student Conduct

The FE colleges within the Luminate Education Group are committed to developing collaborative employer partnerships that create meaningful and mutually beneficial work experience opportunities.

All host employers must provide a safe and appropriate working environment and comply with:

- Health and Safety legislation
- Safeguarding requirements
- Equality legislation
- Insurance requirements (Employer Liability Insurance and, where appropriate, Public Liability Insurance)

Employers hosting students will receive clear information about placement objectives, expected hours, safeguarding responsibilities and supervision requirements prior to the placement commencing. [Standardised Templates for Employers](#) (see appendix) should be used to ensure consistent messaging.

The college maintains a duty of care to its students and reserves the right to withdraw placements or cease partnerships where standards are not met.

Students are expected to demonstrate professional behaviour and uphold college values. The employer reserves the right to terminate a placement where a student fails to meet the required standards of conduct, attendance, performance, or professionalism. The College maintains a duty of care to its students and will work with employers to address concerns where appropriate

4. Planning, Preparation and Monitoring

Strategic Planning

Work experience planning is a strategic, data-driven process undertaken prior to each academic year through the business planning cycle.

The Head of Careers, Work Experience and Progression (HoD CWP) will circulate the annual Careers and Work Experience (WEX) Plan to curriculum departments. Curriculum Heads of Department (HoDs) must ensure completion of the plan, confirming:

- Type(s) of work experience activity per course
- Predicted student participation
- Numbers starting placements
- Numbers completing placements
-

Work experience must be embedded within curriculum schemes of learning with clear timing, duration and intended learning outcomes identified.

During business planning, Curriculum HoDs must determine whether they will:

- Buy into the central Careers, Work Experience and Progression (CWP) service
- Coordinate a departmental model
- Implement a hybrid approach

Where a coordinated departmental model is adopted, the curriculum department must work in consultation with the Careers, Work Experience and Progression (CWP) team. All work experience activity must be planned through the departmental Careers and Work Experience plans to ensure appropriate employer engagement, health and safety checks, safeguarding requirements, compliance, record keeping and quality assurance are completed in line with Group policy. Curriculum teams remain responsible for the delivery and integration of work experience within their programmes, while working with the CWP team to ensure all activities are appropriately coordinated, monitored and compliant.

Where the central service is used, service requirements and associated costs must be agreed for Business Planning 1.

Preparation and Readiness

Effective work experience relies on clear expectations for all stakeholders.

Student Readiness for Work Placement

Students will normally be considered ready for placement where they:

- Have at least 80% attendance (while recognising that individual circumstances may impact this.)
- Demonstrate a positive attitude to learning
- Comply with college behaviour policies
- Have completed a Navigate skills assessment to inform target-setting
- Have received appropriate placement preparation, which may include employer expectations, health and safety awareness, safeguarding guidance, workplace behaviours, and an understanding of their roles and responsibilities whilst on placement

Where concerns exist, alternative preparatory activities may be provided to support progression and maintain employer relationships.

Students should receive preparation and guidance prior to placement, including expectations around professional conduct, safeguarding awareness, health and safety and workplace behaviour.

Monitoring, Quality and Impact

The HoD CWP and Business Engagement and Work Experience Manager are responsible for ensuring effective and safe implementation of this policy.

All activity must be recorded using:

- Careers & WEX Plans (14–19)
- Navigate (16-19), including attendance timesheets, student reflections and employer & student feedback
- Workplace Handbooks and Google tracking systems (14–16)
- ProEngage for employer health and safety documentation

Curriculum HoDs are responsible for ensuring accurate recording of all placements and employer-led activity.

Performance data will be reviewed at departmental, directorate and college level. Reporting will include performance against Gatsby Benchmarks 5 and 6 and will inform Governor reporting through Careers Guidance updates.

Quality Assurance

Curriculum teams must maintain regular and meaningful contact with employers during placements to monitor student progress, support the learner experience and address any issues promptly. This may include workplace visits, telephone contact or virtual reviews, depending on the nature and duration of the placement.

A consistent, group-wide approach to quality assurance must be followed across all work experience activity. This includes the use of standardised communication templates and documentation to ensure that employers receive clear, accurate and consistent information regarding outcomes, expected hours, student learning outcomes, safeguarding responsibilities and key expectations. This approach supports compliance, strengthens employer relationships and ensures a high-quality and consistent experience for all stakeholders. (See 1.3 Employer Partnerships, Compliance and Student Conduct and see appendix.)

All work experience must be meaningful, appropriately supervised and aligned to the student's programme of study or intended progression route.

Placements should provide opportunities for students to develop relevant technical skills, employability behaviours and an understanding of workplace expectations.

T Level industry placements must meet current DfE framework and funding requirements, including a minimum of three mandatory review points:

- Initial check-in
- Mid-point review
- End-point review

These reviews must involve the student, employer and curriculum representative, and should assess progress against agreed learning objectives, student development and overall placement quality.

Where multiple employers are involved in delivering a single placement, each employer must participate in and complete the required review process relevant to their contribution to the placement, ensuring consistent oversight, communication, and quality assurance across all placement settings.

Other work placements activities must include appropriate monitoring, review and evaluation processes proportionate to the length and type of activity. This should ensure that all placements are safe, supportive and provide a positive learning experience.

The quality of work placement provision will be evaluated through:

- Student feedback
- Employer feedback
- Curriculum staff input
- Attendance and completion data

Feedback will be captured through Navigate (16–19), Workplace Handbooks and/or approved digital systems (14–16). This information will be used to:

- Inform continuous improvement of work experience provision
- Monitor compliance with DfE funding requirements
- Support self-assessment and quality improvement processes
- Evidence impact for Ofsted inspection
- Evaluate the effectiveness of support for students with additional needs, including those with SEND

Participation, progress and outcomes will also be monitored to identify and address any gaps in access or achievement between different groups of students, ensuring an inclusive and equitable approach to work experience.

The quality of other work experience activity will be evaluated through:

- Student feedback
- Employer feedback
- Curriculum staff input

Work experience activity for students aged 16–19 will be recorded on Navigate. In addition, curriculum departments should capture and evaluate the impact and value of the experience at a departmental level, for example through the use of Google or Microsoft Forms surveys for students aged 14–19. [Navigate Staff Handbook](#)

5. Roles and Responsibilities

The following roles and responsibilities apply to all work experience activity types. Where work experience is delivered through the Careers, Work Experience and Progression (CWP) team, the CWP team will lead on planning, coordination, employer engagement, compliance, health and safety, safeguarding, and quality assurance. Where curriculum teams coordinate their own work experience, all activity must be planned through departmental Careers and Work Experience plans and delivered in consultation with the CWP team. Curriculum teams must adhere to the same Group processes, standards and compliance requirements to ensure appropriate employer due diligence, safeguarding arrangements, record keeping, and health and safety checks undertaken by IOSH-qualified staff are completed consistently across all provision, with oversight provided by a NEBOSH-qualified member of the CWP team.

Central CWP WEX Team Responsibilities

Where the centralised CWP WEX team is utilised, the team will:

- Source appropriate work experience opportunities aligned to student skills, interests and study programmes
- Ensure a consistent Group-wide approach to employer engagement, including the use of standardised communication templates outlining placement objectives, expected hours, learning outcomes and key responsibilities
- Ensure employers engage with the Group and submit all required work placement documentation a minimum of six weeks prior to the placement start date to allow sufficient time for health and safety checks, insurance verification and risk assessment. Where this requirement is not met, an alternative placement must be arranged

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- Coordinate and/or verify that health and safety risk assessments are completed by IOSH-qualified staff for all placements, including those sourced by students, and confirm employer compliance with the Equality Act 2010
- Liaise with curriculum staff and employers to ensure reasonable adjustments are identified and implemented for students with additional needs
- Maintain accurate and compliant records, including ProEngage and Navigate
- Act as a central point of contact for students and employers during placements
- Provide support where issues arise, working in partnership with curriculum staff
- Facilitate evaluation of work placement through student and employer feedback
- Report accidents in line with Health and Safety procedures and escalate safeguarding concerns in accordance with the Group Safeguarding Policy

Curriculum-Led Work Experience (Departmental Delivery)

Where curriculum teams coordinate their own work experience, all activity must be planned and delivered in consultation with the Careers, Work Experience and Progression (CWP) team. Curriculum teams are responsible for fulfilling the same requirements as the central CWP team, including:

- Following the Group's standardised work experience processes and using approved communication templates [Standardised Templates for employer](#)
- Ensuring employer engagement, documentation and compliance requirements are met at least six weeks prior to placement start dates and recorded on the relevant systems (Navigate & Pro- Engage)
- Ensuring all required health and safety, safeguarding, employer due diligence and documentation processes are completed, including health and safety checks undertaken by IOSH-qualified staff, with oversight provided by a NEBOSH-qualified member of the CWP team.
- Working with the CWP team to ensure all placements are appropriately coordinated, monitored and quality assured in line with Group policy and statutory requirements.

Curriculum Staff Responsibilities (All Delivery Models)

All curriculum staff, regardless of delivery model, will:

- Plan and integrate work experience into the curriculum, including timings, structure and intended learning outcomes
 - Ensure students understand placement expectations and agreed learning outcomes
 - Confirm students are work-ready prior to placement
 - Ensure completion of Navigate skills assessments to support target setting and progress tracking
 - Coordinate DBS checks, consent and any required documentation
 - Liaise with employers and the CWP team to ensure reasonable adjustments are in place
 - Undertake risk assessments where required
 - Monitor student progress during placement, including visits or contact for longer placements
 - Act promptly on any issues raised by employers, students or the CWP team
 - Ensure students complete all required documentation, including attendance, reflections and feedback via Navigate (16–19) or Workplace Handbooks (14–16)
 - Ensure eligible students can access financial support for placement-related costs where applicable
- [Navigate Staff Handbook](#)

Employer Responsibilities

Employers will:

- Provide a safe, inclusive and appropriate working environment in line with health and safety and equality legislation
- Ensure a young person's risk assessment is in place for students under 18
- Provide a named supervisor responsible for the student's day-to-day support and oversight
- Implement reasonable adjustments where required
- Notify the college of any absence, concerns or incidents involving the student
- Confirm attendance and provide feedback via Navigate (16–19) or agreed processes (14–16)
- Report any accidents or incidents involving the student to the college

Student Responsibilities

Students will:

- Follow the application and preparation processes for their work experience activity
- Demonstrate professional behaviour and adhere to workplace expectations
- Maintain good attendance and notify the employer and college of any absence
- Work towards agreed learning objectives and outcomes
- Accurately record attendance, reflections and feedback via Navigate (16–19) or Workplace Handbooks (14–16)
- Engage fully with the work experience opportunity and associated learning activities

6. Associated Information and Guidance

- Safeguarding Policy
- Health and Safety Policy
- Teaching, Learning and Assessment Policy
- Careers Guidance & Destinations Policy
- Overseas Visits Procedures Guide
- [DfE: 16–19 Study Programme Guidance](#)
- [Navigate Staff Handbook](#)
- [Standardised Templates for employers](#)
- [Definitions of Work Experience Activities](#)

7. Appendix 1 Standardised Templates for Employers

7.1 Employer Confirmation Email

Dear [Employer Name],

Thank you for agreeing to support a work placement for our student, [Student Name]. We are pleased to confirm the following placement details:

Placement Details

- *Student: [Student Name]*
- *Course/Area of Study: [Course Name]*
- *Placement Dates: [Start Date – End Date]*
- *Work Location: [Address/Location]*

Placement Objectives

The aim of this placement is to support the student in developing key employability skills and

gaining insight into your industry. During their time with you, the student should have opportunities to:

- *Develop workplace communication and professionalism*
- *Build confidence and independence*
- *Gain an understanding of job roles and responsibilities within your organisation*
- *Apply relevant knowledge from their course in a real work setting*
- *Reflect on their learning and personal development*
- *(ADD IN ANY COURSE SPECIFIC REQUIREMENTS)*

Student Responsibilities

Students are expected to:

- *Attend punctually and adhere to agreed working hours*
- *Follow workplace policies, including health and safety requirements*
- *Maintain professional behaviour at all times*
- *Record their progress, working hours, and reflections using our Navigate system*

Monitoring & Feedback (Navigate System)

Students will log their placement activity through Navigate, including journal entries and confirmed working hours.

As an employer, you will receive automated emails from the system once the placement begins, asking you to:

- *Confirm the student's recorded hours*
- *Provide feedback on their performance and progress*

Your input is extremely valuable in supporting the student's development and evidencing the placement.

Safeguarding & Reporting Concerns

If you have any concerns about the student's wellbeing, behaviour, attendance, or safety at any point during the placement, please contact us immediately using the details below. This includes any safeguarding concerns or incidents that may arise.

- **College Contact:** [Staff Name]
- **Email:** [Email Address]
- **Phone:** [Phone Number]

In the event of an urgent safeguarding concern, please contact us as soon as possible so appropriate action can be taken.

Support During the Placement

Our team is here to support both you and the student throughout the placement. Please do not hesitate to get in touch if you require any guidance or assistance.

Thank you once again for your support in helping our students gain valuable workplace experience.

7.2 Employer First Day of Placement Email

Dear [Employer Name],

Thank you so much for supporting our students on their placements. We hope [Student Name] has settled in well so far.

We just wanted to share a quick reminder of the key placement information:

Placement Summary

- **Student:** [Student Name]
- **Placement Dates:** [Start Date – End Date]

Key Reminders

- Please ensure the student receives an appropriate induction, including health and safety guidance.
- Students are expected to behave professionally, follow your workplace policies, and attend as agreed.

Navigate System

The student will record their placement activity, working hours, and reflections using our Navigate system.

You will receive automated emails asking you to:

- Confirm the student's working hours
- Provide feedback on their progress

Support & Concerns

If you have any questions or concerns at any point during the placement—whether related to attendance, behaviour, or wellbeing—please contact us:

- **College Contact:** [Staff Name]
- **Email:** [Email Address]
- **Phone:** [Phone Number]

Thank you again for your continued support—we hope the placement is a positive experience for you and the student.

7.3 End of Placement Email

Dear [Employer Name],

Thank you very much for supporting our students during their recent work placements. We really appreciate the time, guidance, and opportunities you have provided.

We hope the placement has been a positive experience for you and that the student has made a valuable contribution to your organisation. Placements like this play an important role in helping students develop their skills, confidence, and understanding of the workplace.

If you have not already done so, you may receive a final automated email from our Navigate system asking you to confirm hours and provide feedback on the student's performance. Your feedback is extremely valuable and helps us support the student's ongoing development.

We would be delighted to work with you again in the future. If you are interested in offering further placements or getting involved in other ways, please do not hesitate to get in touch. Thank you once again for your support.

7.4 Site Visit Confirmation

Dear [Employer Name],

Thank you for agreeing to host a site visit for our students. We really appreciate your support. We are pleased to confirm the following details:

Visit Details

- *Date/Time: [Date & Time]*
- *Location: [Address]*
- *Number of Students: [Number]*
- *Staff Attending: [Names, if needed]*

Aims of the Visit

The visit is designed to:

- *Give students insight into your working environment*
- *Increase awareness of roles and career pathways within your organisation*
- *Help students understand workplace expectations and culture*

What Students Will Gain

Students will benefit from:

- *Observing a real working environment*
- *Hearing from industry professionals*
- *Asking questions and engaging with staff*

On the Day

- *Students will be accompanied by college staff at all times*
- *We will ensure students are briefed on behaviour and expectations in advance*
- *Please let us know of any specific requirements (e.g. PPE, ID, arrival instructions)*

If you have any questions or need to share further details ahead of the visit, please feel free to get in touch.

Thank you again for supporting our students—we look forward to visiting you.

7.5 Site Visit - Thank You

Dear [Employer Name],

Thank you very much for supporting our students through the recent [site visit / workshop / session].

We really appreciate the time and effort you took to provide this experience. Opportunities like this make a significant impact in helping students understand the workplace and develop their confidence and career aspirations.

We hope the experience was positive for you as well, and we would be delighted to work with you again in the future.

If you are interested in supporting further activities or placements, please do not hesitate to get in touch.

Thank you once again for your support.

8. Appendix 2 – Definitions of Work Experience Activities (DfE Study Programme)

Meeting Study Programme Work Experience Requirements

The work experience activities described below may be delivered individually or in combination to meet Study Programme work experience requirements, provided they form a planned, purposeful and coherent programme of employer engagement activity. This enables curriculum teams to design work experience that reflects the needs of their students, curriculum and industry sector while ensuring all activities contribute to the development of meaningful employability skills, workplace behaviours and industry knowledge.

For example, colleges may deliver a structured programme such as an Industry Week, combining activities including employer-led briefs, work tasters, workplace visits, enterprise activities, volunteering and external work placements to provide students with a varied and progressive workplace learning experience. Any combination of activities must be aligned to curriculum intent, have clear learning outcomes and be delivered in accordance with this policy and current DfE Study Programme guidance.

8.1 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.

8.2 Industry Placements

An industry placement is a high-quality, longer-term work experience lasting at least 315 hours. Students will have defined roles and responsibilities set by their employers, which should be closely aligned to their qualification and career ambitions.

The placement model may consist of block weeks, allocated placement days per week, or a combination of both. Students may source their own placements; however, these must be vetted by the College to ensure they meet required standards and criteria. Placements may be split across multiple employers, although this should normally be limited to no more than two employers unless there is clear educational benefit (for example, broader sector exposure) or where employer constraints necessitate a shorter placement arrangement (e.g. time-limited or project-based work).

Industry placements have three mandatory review points: the initial check-in, mid-point review, and end-point review. These provide opportunities to review student progress against targets set at the start of the placement. Reviews must be conducted as a three-way process between the student, employer, and curriculum representative. Industry placements are a mandatory element of T Level qualifications. All employers must provide feedback.

Students must work towards a single set of learning goals throughout their placement to ensure a coherent and purposeful experience. All employers involved in the placement must provide a written appraisal of the student's performance.

Students should be given sufficient time with each employer to ensure depth of experience. Where placements are split across multiple employers, this should be carefully structured to

maintain continuity and quality of experience. Further information on Industry Placements can be found [here](#).

8.3 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.

8.4 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 (usually 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.

8.5 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. Employers should provide feedback on student progress.

8.6 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.

8.7 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.

8.8 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.

8.9 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.

8.10 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 tastings in companies, complete social action activities and volunteering.