



South Gloucestershire and Stroud College

Work Placement Policy for SGS College Learners

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Please contact the Human Resources Department

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Job Title/Role:	Head of Employer Engagement
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Approved by:	Senior Leadership Team
Date:	3 November 2021

Work Placement Policy for SGS College Learners

1. Introduction

- 1.1. This policy applies to SGS College full-time learners who are expected to complete work experience/placements and extended industry placements as part of their study programmes.
- 1.2. The purpose of this policy is to clarify the terms and definition of work placements, to confirm the support available to learners and specify the roles of designated SGS staff.
- 1.3. The purpose of work placements is to improve and develop learners' employability skills in a practical way which will enhance their prospects of employability (including apprenticeships) and progressing onto a higher course (including H.E.) Completing the work placement element will also ensure learners achieve their study programme objectives.

2. Statement

- 2.1. SGS College is committed to ensuring that learners have the opportunity to undertake meaningful work placements/experience as part of their study programme.
- 2.2. It will be the learner's responsibility to contact employers and the Work Placement team will support them in this process. This will help them develop the skills needed to apply for jobs when leaving college.
- 2.3. The Work Placement team will source placement opportunities and confirm with the employers that learners will be contacting them.
- 2.4. SGS College will undertake all reasonable steps to ensure the safety and well-being of learners undertaking work placements/experience whilst adhering to guidelines specified by Education and Skills Funding Agency.
- 2.5. Study programme delivery plans must be clear on the volume of Work placement/experience hours that contribute to the minimum study programme 540 hours. outside of classroom delivered lessons to avoid double-funding.

Work Placement Definition:

- 2.6. A work placement is a specified and agreed amount of time that should take place with an external employer. Learning objectives should be agreed between SGS College, learner and employer in order for the learner to develop technical and employability skills.
- 2.7. For level 2 and 3 learners a work placement must be occupationally specific and focused on developing the practical and technical skills required for the profession or trade that the learner is studying for.

- 2.8. Exceptional arrangements for learners either unable to complete a placement, or for whom a placement would not be beneficial will be made on an individual basis by curriculum staff in conjunction with the Work Placement team.
- 2.9. For learners at or below Level 1, a period of time can be arranged with employers where employability skills can be developed. This can be supported by arranging employer visits/guest speakers related to course of study.
- 2.10. Learners with paid employment should not use this as their work placement unless it is related to their course of study and agreed with the Work Placement team. Specific learning outcomes will need to be arranged and agreed with the employer.
- 2.11. An employer is able to pay a learner for work placement hours completed should they wish to.
- 2.12. Placement hours should be completed between normal working hours; however with agreement of the Work Placement team, hours can be completed during evenings, weekends and holiday periods. Learners cannot work between the hours of 22.00-0700.
- 2.13. Where an external placement is not possible, learners may source virtual opportunities as agreed by the Work Placement team. Learners will be expected to engage/communicate with employers using technical/virtual means which will need evidencing.

3. Objectives

- 3.1. To ensure that curriculum teams work closely with the Work Placement team in order to confirm placement hours, dates and procedures well in advance of work placements commencing.
- 3.2. To ensure all SGS College full-time learners are aware that work placements/experience are an integral part of all study programmes.
- 3.3. To ensure learners are supported by the Work Placement team in finding relevant and meaningful work placements.
- 3.4. To ensure learners are monitored during any work placement activity and assessment is recorded using appropriate means.
- 3.5. To ensure employer premises are safe and supportive in line with SGS College Work Based Learning Policy.

4. Implementation

Work Placement Promotion:

- 4.1. The college will be committed to promoting work placements/experience in the SGS College full-time prospectus, on the SGS College website, and by SGS staff at Open Events, Taster Days, IAG and school events.
- 4.2. Study programme handbooks will include details of the work placement/experience element in the programme.
- 4.3. Work Placement Coaches are to be invited by curriculum staff to talk to learners during induction period to promote benefits of work placements and how to engage with employers.

Work Placement Planning:

- 4.4. Curriculum teams will discuss placement plans with the Work Placement team at least 12 weeks before placements are due to commence. This will include planning specific dates, placement hours required and the learning aims/objectives of placements.
- 4.5. Work Placement Coaches to arrange 1:1 sessions with learners to discuss career aspirations and give details of most appropriate employers to contact.
- 4.6. Work Placement Coaches will complete a H&S audit of all new employers to check learners will undertake work in a safe and supportive environment. Learners will not be able to start working until authorisation has been given.
- 4.7. The Work Placement team will send employers placement documentation including Placement Agreement, Safeguarding/Prevent information and Learning Aims before placement commences.

Work Placement Monitoring:

- 4.8. The Work Placement Coach will ensure that learners receive a H&S induction and are supervised whilst on placement.
- 4.9. Wherever possible learners will be visited on placement by a Work Placement Coach. If this is not feasible then the employer will be contacted by phone call or email to check progress of learner.
- 4.10. The Work Placement Coach will also ensure learners on long-term placements are given opportunities to discuss their placement progress on college premises.
- 4.11. Learners will be expected to discuss any placement/safeguarding concerns with the Work Placement team before a decision is made regarding ending the placement.
- 4.12. Placement progress and employer details will be recorded using Pro-Monitor.

- 4.13. Learners will be expected to complete either a digital or paper-based Work Placement Log.
- 4.14. The Work Placement team will give feedback to curriculum staff regarding learner placement performance.

Work Placement Evaluation:

- 4.15. Employers will be expected to give feedback on learner placement performance. This feedback will be discussed between learner, Work Placement Coach and the Curriculum tutor; so that learning can be adapted back in the classroom to support areas of development.
- 4.16. Learners and employers will receive evaluation forms to complete regarding the support given by the Work Placement team. Questions relating to work placements will be included in Student End of Year survey. Information will inform SAR process and continual improvement of service.

5. Responsibilities

The Work Placement Team will ensure:

- 5.1. There is standardisation in placement planning cross-college.
- 5.2. All learners have access to work placement support/advice and guidance.
- 5.3. Learners complete their placements in safe and supportive environments.
- 5.4. They continually look to source new placement opportunities for learners to contact.
- 5.5. Employers are visited or contacted to discuss learner placement progress.
- 5.6. Learners have access to correct PPE or have a DBS check before placements commence.
- 5.7. Learners are given help with approaching employers – e.g. support with application form filling or mock-interviews.
- 5.8. Curriculum staff are kept informed of learner placement progress.
- 5.9. They deal with any employer complaints in a timely and efficient manner as mentioned in the Placement Agreement given to all employers and in accordance with the SGS Complaints Procedure.

Curriculum staff will ensure:

- 5.10. They promote work placements/experience with learners.

- 5.11. They work closely with the Work Placement team to inform them of any learner withdrawals, learner concerns, exam dates, trips etc.
- 5.12. They arrange a time for the Work Placement team to present to their learners.
- 5.13. They ask learners to talk to the Work Placement team regarding any placement concerns.
- 5.14. They pass on any employer leads to the Work Placement team.

6. International Placements

- 6.1. International placements will be arranged in accordance with the SGS College Trips Policy and all risk assessments relating to the placements will need to be signed off at Assistant Principal level.

7. Related Guidance, Policies, Procedures, Support

- 7.1. Work Based Learning Policy
- 7.2. Safeguarding Policy
- 7.3. DBS Policy
- 7.4. Trips Policy

8. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name: Rich Aitken

Title: Head of Finance

26/02/2021

I have read the guidance document: Completing a Policy Impact Assessment?



If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:



EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	No appreciable impact	
Disability	No appreciable impact	
Faith or Belief	No appreciable impact	
Gender	No appreciable impact	
Race or Ethnicity	No appreciable impact	
Orientation	No appreciable impact	
Gender reassignment	No appreciable impact	
Economic disadvantage	No appreciable impact	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	No appreciable impact	
Vulnerable persons	No appreciable impact	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:		
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	✓	□
		If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	□	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 42 Right to know your rights Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 2 Right o life Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	□