



A guide to the key responsibilities and the delivery of high quality work placements

This section describes the key roles and responsibilities for providers and the practical steps to follow to ensure that the student gets the most out of their work placement. This is based on the good practice methods being adopted through the work placement pilot.

Setting up work placements

- providers will need to aim to plan 50 days into their curriculum (equating to 350 hours) for work placement delivery, with 45 days (315 hours) being the absolute minimum. Any days required for preparation, matching interviews, reflection during and after the work placement need to be in addition to this
- providers will be expected to engage employers willing to host students on work placements
- providers should track attempts to develop relationships with employers and record the details of each work placement to help with future engagement
- providers should communicate the expectations of the work placement to parents and gain their consent, to reduce the likelihood of drop-out

Matching students and employers for work placements

- Sometimes students currently organise their own work experience. This is still allowed for work placements but we do not expect it to be the norm. Where students source their own placements, providers should take over the arrangements, such as undertaking the due diligence checks on the employer, agreeing timings and outcomes for the student
- employers may state a preference as to how they wish to select candidates, for example through interviews, informal conversations or simply via provider recommendations. Providers should accommodate employer preferences as far as possible

Student preparation

- providers should assess student readiness prior to the work placement, to ensure a minimum standard before they go on placement, and to also enable progress to be measured against occupation specific outcomes during and after the placement. (Providers could develop a standard assessment tool to measure a student's level

of Behaviour & Social Skills, and Knowledge & Technical Skills to aid this process or use the one provided)

- where appropriate, students should be given opportunities prior to their placements to develop their:
 - soft skills & behaviour, including work ethics, maturity, character;
 - knowledge & technical skills; and
 - skills to secure a work placement, such as CV writing, interview skills
- student preparation can be achieved through a variety of work-related options, such as work experience, interview preparation, employer mentoring, supervised work place visits, team enterprise activities, volunteering etc

Pre-placement preparation

- the provider is responsible for conducting necessary due diligence on employers they source
- providers may use their own process for employer due diligence, which must at a minimum ensure that work placements are safe, appropriate, and meaningful to the student
- the provider will need to ensure that the work placement is suitable for the student and their course of study. The provider will need to ensure:
 - the student will be able to use and develop skills relevant to their course of study
 - there is an identified line manager who will support, supervise and mentor (optional) the student while on placement, with a commitment from this individual to support the student's development while on the placement, including agreement to hold regular meetings to review progress
 - the work placement is structured around a clear work plan and pre-defined outcomes to allow the student to develop of relevant skills and behaviours
 - providers to ensure there is a work placement agreement in place, including "roles and responsibilities"
 - providers to check students' eligibility for specific work placements
 - providers to ensure there is a safe work environment for the student
 - arrangements are agreed for provider to monitor student on placement agreed
 - frequency of on-the- job reviews between the employer and student agreed

Support for the student during the work placement

- during the work placement, the student should be supported by the provider and employer to ensure the highest possibility of success and to feel comfortable to reach out for support when needed
- providers should give the student and the employer a named contact person at the provider to contact when needed
- additional support, such as specific support relating to a specific student in relation to SEND/ LLDD needs should be provided (or organised) by the provider as needed

- student log book is completed by students and verified by employer and attendance should be monitored by the provider
- providers to attend regular reviews with the student, held face-to-face
- if any issues arise from these meetings, the provider should raise it with the employer and handle it appropriately
- the provider should meet with the student and employer mid-way through the work placement to assess progress and any supportive action

Support for the line manager during the work placement

- during the work placement, support must be provided for the line manager in order to create as little burden to the employer as possible
- if any issues arise relating to serious student performance on the work placement, the provider will raise these issues with the student
- employers have indicated that training for line managers hosting work placements (for example around line management and mentoring) could be helpful for line managers. Providers should consider whether to offer this as support to employers and to increase the quality of work placements
- providers should give feedback to the line manager, post placement, on the outcome of the work placement and any follow up opportunities for the employer (for example other work placements)

Post-placement appraisal

- at the end of the work placement, a final feedback session is required between the student, employer and provider
- employer provides student with an employer reference indicating the level of occupational competence based on the outcomes achieved and their overall performance during the placement
- student and employer satisfaction survey are completed

Breakdown of work placement

- in the event that the work placement breaks down, the employer and/or student would be advised to escalate this immediately to the provider, if the provider hasn't already picked this up on a routine visit. The circumstances for the breakdown could be:
 - where an employer decides to end the placement as a student is not meeting the requirement for soft skills and/or technical skills
 - where an employer decides to end the placement as a student is not meeting requirement for behaviour
 - where a student deems the placement not suitable for them to meet the required learning standards
 - where the student has indicated welfare concerns on the placement (for example health and safety, safeguarding)

- to ensure the student is able to successfully complete their work placement element of their course, providers should endeavour to make alternative arrangements with another employer. Where further work preparation is required, for this to take priority before undertaking their next placement

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