



**new**collaborative  
Learning Trust

Work related  
placements and  
employability  
statement

Version 2

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## **1.0 Statement of Intent**

- 1.1 Exposure to the world of work is an important and integral part of the Post 16 experience as by building strong links with local, regional and national employers; students gain valuable employability skills, develop career aspirations and benefit from employment opportunities as they consider progression routes into employment, higher education or training.
- 1.2 A cornerstone of our vision is that all students should leave prepared for life in modern Britain. All students within the New Collaborative Learning Trust engage with a rich provision of classroom and extra-curricular activities that develop the full range of character attributes in education and employment.
- 1.3 It is a requirement of subject staff within our colleges to ensure that students experience a range of encounters, with links to both industry and Higher Education. This requirement is embedded within the annual performance reviews of staff, whereby staff can demonstrate outstanding performance by being committed to ensuring that at least one encounter occurs for each class that they teach.

## **2.0 Definition**

- 2.1 Exposure to the world of work and work related learning.
- 2.2 Work-related learning is defined as 'planned activity designed to use the context of work to develop knowledge, skills and understanding useful in work'. It includes learning through the experience of work, learning about work and employment and provides opportunities for students to build connections with professionals.

## **3.0 Student entitlement and opportunities**

- 3.1 The opportunity to participate in work placements is offered to all students. Students are supported to find placements linked to career paths that suit their interests, skills and strengths. Guidance is provided to ensure that work placements are high quality and help to raise student aspirations.
- 3.2 All students are encouraged and offered the opportunity to take part in two one-week blocks of external work experience placements throughout the year, one in the spring term and one in the summer term. For some courses, work placements are compulsory and students engage in placements as part of their qualification. For other students, work placements are used to support career progression or progression to HE.
- 3.3 Virtual Opportunities - Students are encouraged to further develop their employability skills by engaging with our Virtual Work Experience, Research and Virtual Engagement programme (VERVE). This provides students with the opportunity to develop their knowledge of industry and OPTIC skills (Organisation, Problem Solving, Teamwork, Initiative, and Communication) by engaging with employers remotely.
  - 3.3.1 Examples of this include; virtual work experience, insight days, webinars, blogs, question and answer sessions and direct virtual engagement with employers.

VERVE helps students to make informed decisions about future career routes and supports future applications for higher/further education and employment.

3.4 Students review and record their experiences within the ‘Verve’ portal and then as part of their Individual Learning Plan.

3.5 Work and progression related activities are linked to all curriculum areas within college and all students are included. These can be within lessons as well as extra-curricular and allow all students the opportunity to gain valuable knowledge and understanding of wider employability skills required for their next steps.

#### **4.0 Work Placements**

4.1 Linked to a qualification as a compulsory element:

<b>Subject / course title</b>	<b>Experience placement requirements</b>
Business Diploma (double)	2 weeks
Business Extended Diploma (triple)	2 weeks
Childcare CACHE Level 2	Weekly
Childcare CACHE Level 3 Diploma (triple)	Alternate weeks
HSC Diploma (double)	2 weeks
HSC Extended Diploma (triple)	2 weeks
Sport Diploma (double)	1 week
Sport Extended Diploma (triple)	1 week

4.2 Linked to career or HE progression:

4.2.1 Work experience is valuable preparation for students in both helping them to develop employability skills, as well as learn about a career they are interested in doing in the future. This opportunity helps a student to reflect on whether a particular career or industry is right for them. Work experience is valued by both employers and higher education institutions as valuable preparation for entry onto a course/career. Many university courses require work experience as part of their entry requirements for particular courses, such as teaching and health related professions. Students are required to reflect on their placement in their personal statements to universities as well as at interview in order to ensure they can demonstrate knowledge of a particular career and their own suitability. Students who have completed work experience can demonstrate to universities and employers their dedication and commitment to their studies and future profession in order to help them achieve their goal.

4.2.2 Work placements are undertaken by students for HE progression into the following professions; Medicine, Dentistry, Veterinary, Nursing, Teaching, Social Care and other Health Care related jobs such as Radiography.

## **5.0 Work Related Experiences**

### 5.1 Subject Level

- 5.1.1 There is a minimum expectation that all students have at least one meaningful encounter with a local or national employer or Higher Education provider within each subject that they study. This includes either a session delivered within the classroom or an external visit. These are organised and planned by subject staff and are aimed at providing opportunities for all students to gain experiences and insights into how their subject links into the wider employment opportunities and Higher Education or industry.
- 5.1.2 Examples of these experiences in college include talks from magistrates, lawyers, clinical psychiatrists, nurses, accountants, the Environment Agency, Higher Education professors. External visits to industry include mini manufacturing plant, Cadbury, the Supreme Court and other local businesses.

## **6.0 Opportunities linked to employability skills and enrichment**

- 6.1 Students are encouraged to develop their employability skills in both work experience and through the introduction of our initiative, OPTIC skills (Organisation, Problem Solving, Teamwork, Initiative, and Communication). Through the work in college with OPTIC, our students have opportunities to develop skills which employers' value in the workplace. By completing work placements, students have the chance to put these OPTIC skills into practice, which only serves to increase their confidence in the workplace. The analysis and recording of these skills in a placement booklet records how they have developed OPTIC skills whilst on placement. This information can be used in a student's personal statement when applying to university as well as to add to their C.V. or future job applications.
- 6.2 Students also have opportunities to develop key employability skills through being involved in the diverse range of enrichment clubs and societies that exist in each college. In addition to the timetabled events, students are also encouraged to take part in the following; student ambassador programme, student mentoring programme, student executive.

## **7.0 Part-time Employment**

- 7.1 A large proportion of our students engage in part time employment. We fully support and acknowledge the value that this brings to our students and encourage them to share and celebrate the skills that this affords them to develop. Paid or voluntary part time employment allows students to develop valuable employability skills, which not only benefits progression into HE or apprenticeships but also develops key transferable skills enabling successful transition into employment.

## **8.0 External Activities**

- 8.1 Students are also encouraged to share the wide range of activities that they engage in outside of college. Many students have often been engaged in enrichment activities over sustained periods of time and often from a young age. This is undertaken in addition to their academic studies in college and in their own time in

the evenings or at weekends. These activities help to develop valuable skills and we recognise the important role that they play in the personal development of students. Tutorial sessions give students the opportunity to record and share their experiences and college acknowledges the wider skills that this type of enrichment brings to our students.

## **9.0 Individual Learning Plan**

9.1 The Individual Learning Plan (ILP) is used by students to track and record their own personal encounters and experiences with employment and enrichment opportunities. This live document provides students with the opportunity to build up evidence for personal statements and application forms.

## **10.0 Additional Support for Students**

### 10.1 Students with SEND

10.1.1 Special Education Needs and Disability Co-ordinator (SENDCOs) work with SEND students to ensure that a wide range of skills are developed and experienced through taking part in work placements. Students with Special Educational Needs or Disability (SEND), or any other additional needs, are supported appropriately through liaison with parents and relevant staff i.e. the SENDCO and the placement provider.

### 10.2 Disadvantaged and vulnerable students

10.2.1 Students that are from disadvantaged backgrounds, students that are part of the care system and students that live independently are prioritised and given additional support to engage in work placements and work related experiences and activities. In Year 13, students from disadvantaged backgrounds are given career interviews and are supported and encouraged to take part in a work placement.

10.2.2 NCOP (the National Collaborative Outreach Programme) is delivered in college through links with 'Uni Connect' who support and encourage progression into Higher Education for students from disadvantaged backgrounds. This support includes bespoke IAG (Information, Advice and Guidance) providing a wide range of opportunities and experiences including bespoke university visits, employability workshops and mock interviews.

### Policy Status

<b>Policy Lead (Title)</b>	Trust Director for Curriculum and Education	<b>Review Period</b>	Every 3 years
<b>Reviewed By</b>	Trust Executive Team	<b>Equality Impact Assessment Completed (Y/N)</b>	N

### POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1	02/03/2020				
Version 2	04/05/2021	Throughout	Updated formatting and paragraph numbers added	NCLT Colleges – Staff, Students, Parents	Uploaded onto Moodle, NCLT website and shared in HR newsletter
		Pg. 3, para 3.3	Section on virtual opportunities added		