

**TRURO & PENWITH COLLEGE**

**WORK  
PLACEMENT  
POLICY**

**EDUCATION PROGRAMMES  
FOR YOUNG PEOPLE**

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# POLICY DESCRIPTION

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This policy sets out how the College approaches preparing students for work and work placement within study programmes, either as a non-qualification element or where it is a requirement of the ‘substantial qualification’ (Core Aim), and covers the following key aspects: quality of Work Placement, inspection and accountability, planning of Work Placements and the Health and Safety requirements for providers and employers.

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## SUPPORTING DOCUMENTATION

**Links to other documentation:**

- [GOV.UK 16 to 19 study programmes: guidance \(2022 to 2023 academic year\)](#)
- [Employer Health and Safety Checklist](#)

**Links to other strategies:**

- [Curriculum Strategy](#)
  - [Future Skills Strategy](#)
  - [Careers Strategy](#)
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# MISSION & VISION OF TRURO & PENWITH COLLEGE

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## Our Mission

The purpose of the College is to provide the best possible learning experience, leading to the highest possible level of achievements by our students.

This will be achieved by working in partnership with individuals and organisations to raise expectations, fulfil potential and promote and support individuals to ensure a skilled, economically successful and socially inclusive community.

## Our Values



Truro and Penwith College is built around four fundamental values. Wellbeing, Engagement, Aspiration and Respect.

These core pillars improve life chances by the development of physical, social and emotional wellbeing, embracing opportunities, enabling people to believe in themselves to achieve their aspirations and to understand the importance of playing an active part in creating positive and inclusive communities.

## Our Ambitions

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### LOOK FURTHER

**Aspiration:** Students gain the confidence and self-belief to set ambitious progression and career goals  
**Inspiration:** Students are inspired by interactions with staff, stakeholders and alumni

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### REACH FURTHER

**Triumph:** Students exceed expectation and achieve their full potential  
**Talent:** Lecturers have a passion for teaching and learning and are experts in their field  
**T&PC Magic:** Facilities, enrichment and opportunities are exceptional

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### GO FURTHER

**Progression:** Students progress to competitive universities, apprenticeships and jobs that provide strong foundations for successful careers  
**Prosper:** Students develop the skills needed to flourish at university or in employment  
**Productivity:** Students gain the skills employers need, supporting the economy to thrive

# EXECUTIVE SUMMARY

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**This policy outlines the rationale behind the introduction of work placement within 16 - 19 study programmes, describes what constitutes a quality work placement or work related activity, explains how the work placement element of the study programme is funded, sets out how to ensure that the College meets Ofsted and audit requirements, and looks at planning for work placement and at Health and Safety requirements for providers and employers.**

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Truro and Penwith College are committed to ensuring that work placement is inclusive and accessible for all. We provide support to ensure that students with SEND, EHCPs and/or High Needs secure and have equitable access to high quality work placement. We recognise that a flexible, ambitious and supportive approach is essential to improve the employment prospects of SEND learners. Some may have a phased introduction and others may engage with simulated or internal work experience; all with the aim of developing 'work readiness' skills and knowledge before progressing to high quality external work experience.

All students of Truro and Penwith College undertaking study programmes have an entitlement to be prepared for work or further study and undertake work experience or work related activity. The importance of work placement and work related activities will be explained to all students.

Work related activity will be included in every course in the form of live employer briefs, speakers, trips or visits.

A stable and structured careers programme is delivered to all students with personalised provision providing opportunities to identify and respond to the needs of the individual and builds upon previous learning and experience.

Work placement will enhance the understanding of jobs and careers available on completion of study. Work placements can provide the knowledge & skills demanded by the contemporary labour market. Successful school to college and college to work transitions. Truro and Penwith College harnesses the capacity of employer engagement, to enable students to make meaningful connections to the labour market.

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# WORK PLACEMENT ENTITLEMENT

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## A LEVEL & VOCATIONAL



Students will participate in work placement or work-related activity that could include live employer briefs, speakers, trips or visits.

## OCCUPATIONAL



Students will participate in work placement that is related to the occupation that they are learning and actively participate in talks, trips and visits.

## T LEVELS



Students will complete 315 or 45 days Industry Placement hours as a minimum as well as the required licence to practice hours outlined in the qualification

## LEARNERS WITH HIGH NEEDS OR SEND



Students will receive the required level of additional or specialised support to identify and secure relevant and high-quality work placements.

Attendance to high quality external workplaces where possible and access to opportunities that allow students to participate in real job roles will support their employability and personal development skills. Opportunities can include visits, volunteering and development of knowledge and skills within the workplace.

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# INTERNAL WORK EXPERIENCE

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**Training in a simulated work environment can support progression into an external working environment and can be of value for developing employability skills.**

Examples of work preparation may include; working on College sites under the supervision of College staff such as in the Hair and Beauty Salons; working in the College restaurant, working on simulated projects, working to employer briefs for production of products, helping to organise and taking part in amateur dramatic productions or the Students taking part in an overseas trip, visiting several businesses.

In particular, T Level students with SEND may be permitted to undertake a number of hours onsite in order to receive a more enhanced transition for work readiness to prepare them for their external industry placement.

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# HIGH QUALITY WORK EXPERIENCE

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## **A high quality work placement allows young people to experience what it is like to undertake a job supervised by staff who already work in the environment.**

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- Time spent with an employer can help young people develop employability skills, and employers place value on this when they are assessing young people for employment in the future.
  - Work placements should be tailored to suit the prior attainment of each student and their career aspiration.
  - Work placement may be a requirement of the “substantial qualification” (Core Aim) element of the Study Programme where meaningful work within the business is required.
  - The needs of individual students should be assessed in order for suitably relevant and stretching work placement to be put in place.
  - Training in a simulated working environment is not work placement but is of value and can form part of a student’s learning but should support progression into realistic, external work placement, rather than replace it.
  - It might be appropriate for Level one students to work in a simulated working environment rather than undertake external work placement as part of their Study Programme. Where it is judged that this is the case, a clear rationale must be drawn up to support that decision, explaining how it further supports progression into realistic, external work placement which could occur as they progress to a Level 2 Study Programme. In addition, the rationale must clearly show how general employability skills are developed in the programme, and it must be approved by the Director of Curriculum.
  - Study Programmes at Level 2 and above must routinely include work placement and/or work-related activity and if they do not, a clear and documented rationale must be approved by the Director of Curriculum.
  - If a student is unable to undertake work placement for a reason particular to that individual student, this must be discussed with Director of Curriculum and alternative appropriate arrangements made.
  - While work placement would normally be in the same sector as the Study Programme in order to be relevant to the course, it is recognised that some students might gain generic / personal skills across a wider range of work placement or work related opportunities, thereby increasing their employability skills. Additionally, some skills, e.g. Customer Service, are a requirement of, for example, both the Hair and the Hospitality sectors. The expectation however is that students, particularly at Level 2 and above, will undertake work placement in an environment that is directly relevant to their course.
  - Where the work placement is a component of the core aim, observations and assessments should be carried out in line with Awarding Organisations requirements and are in addition to these procedures.
  - Voluntary work can provide work placement if it takes place outside of the College environment.
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# VOLUNTEERING

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**Volunteering is the commitment of time, experience, skills and enthusiasm for the mutual benefit of the community, the environment or individuals outside one's immediate family, and the volunteer. It is undertaken freely and by choice, without expectation of financial reward.**

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- As volunteers, our students reflect the diversity of their communities, bringing a different perspective to that of professional paid staff, which adds value to organisations offering voluntary opportunities.
  - Volunteering closely aligns itself to Truro and Penwith Colleges values of wellbeing, engagement, aspiration and respect.
  - Through involving students in voluntary activities, we contribute to the building and support of active and sustainable communities based on social justice and mutual respect.
  - The promotion of volunteering actively develops vibrant community networks, where altruism and unconditional positive regard are fostered as core skills.
  - It is a chance to highlight the core benefits of organisational cohesiveness, revealing to students what qualities are necessary to make a successful workforce.
  - Through volunteering, key aspects of the world of work are negotiated including recruitment, induction, equality and diversity, confidentiality and GDPR.
  - Volunteering will not only allow students access to a vocational landscape, it will also provide opportunities to increase self-esteem, pride, fitness and emotional wellbeing.
  - Volunteering encourages students to be curious about different opportunities, workplaces and cultures - therefore new and unexpected pathways could be revealed to them by making these new connections, networks and friendship groups.
  - Truro and Penwith College will support the diversity of voluntary placements, highlighting the scope for volunteering across a range of sectors. In addition to this we will link with 'Volunteer Cornwall' to ensure their services and directory are accessible.
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# THE PLACEMENT

## PLANNING FOR WORK PLACEMENT

- Work placement can follow different patterns e.g. once a week for the term or year, longer blocks or shorter placements with employers.
- The model followed will depend on the College's assessment of the student and what level of work placement will develop them for progression onto the further study or into employment taking into account their abilities, career goals and work readiness.
- In exceptional circumstances work placement may take place outside the College's normal working pattern where the sector demands e.g. hospitality/catering. Prior to the work placement commencing, the college gain parent/carer consent for placements undertaken outside of the academic timetable e.g., hours that may need to be delivered inline with the normal working practice and occupational expectations of the industry (including weekends, evenings, early morning shifts, or during the holidays).

## SETTING UP A WORK PLACEMENT

### 3 days or less

Students complete an online link, from the information provided, Career Zone i) gains parent/carer consent ii) checks any medical/health disclosures and cross reference with ALS to address any individual needs, iii) obtains and logs the employer liability insurance, iv) send a notification of approval informing the student, Tutor and placement provider (in a joint email) stating the placement is ready to start (this notification will detail any health/medical disclosures, outlines the attendance procedure, and identifies any Navigate expectations together with a Navigate guide). Tutor or WPO to phone placement provider on first day to check that the student has started and address any concerns. International trips, high risk settings or placements with a significant risk cannot be covered.

### 4 or more days

Students complete an online link, from the information provided, Career Zone i) gains parent/carer consent ii) checks any medical/health disclosures and cross reference with ALS to address any individual needs, iii) gains Cornwall Council health and safety approval iv) send a notification of approval informing the student, Tutor and placement provider (in a joint email) stating the placement is ready to start (this notification will detail any health/medical disclosures, outlines the attendance procedure, and identifies any Navigate expectations together with a Navigate guide).

Tutor or WPO to phone placement provider on first day to check that the student has started and address any concerns.

### Mandatory placements (e.g. T Levels and certain BTECS)

These follow a separate process as they require both Work Placement Officers and students to use Navigate to a higher degree (e.g., to meet audit requirements). WPOs deliver work readiness sessions to adequately prepare the students for their placements, and work closely with the students to source placements (during Tutorials and/or Employability). Once sourced, WPOs process placement: i) gain parent/carer consent ii) check any medical/health disclosures and cross reference with ALS to address any individual needs, iii) gain Cornwall Council health and safety approval iv) send Work Placement Details link to placement provider, v) input all work placement data onto Navigate (including objectives and defined learning goals), which will then send an automated email for employer approval, and ask students to complete a pre-placement checklist with student approval. WPOs monitor attendance, ensure students are submitting regular learning journals, and undertake at least 3 visits during the placement (which are tripartite discussions between employer, student and WPO to review student progress e.g., towards their learning goals considering aspects of knowledge, skills and behaviours gained). On completion, WPOs ensure each student is audit compliant and meets the completion criteria. WPO to phone placement provider on first day to check that the student has started and address any concerns.

# HEALTH & SAFETY

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- The employer has primary responsibility for the Health and Safety of the student and should be managing any significant risks.
  - Employers who already employ young people do not need to repeat their organisational Risk Assessments if they offer work placement, as long as the Risk Assessment is up to date. In the instance whereby either the parent/carer or student (if over 18) disclose any relevant medical/health conditions that may affect the placement, the college asks employers to update their risk assessments as a result of such disclosures.
  - If a work placement student is the first young person the employer has taken on (or the first for some time) the employer should review the existing assessment.
  - Risk assessments for successive placements where an employer regularly offers work placement must be kept up to date.
  - The employer is responsible for the Health and Safety of students on work placement. However, the College must be satisfied that the employer has assessed the associated risks to workers under 18 and has measures in place to mitigate these risks and adapt to suit their individual needs.
  - The level of Risk Assessment will depend on the work environment.
  - Work placement students are treated as employees so are covered by existing compulsory Employers' Liability Insurance cover.
  - Assurance can be gained through a conversation with the employer rather than always undertaking a physical inspection or requiring the employer to complete lengthy forms.
  - If an accident happens on an employer's premises the employer would be responsible for reporting and instigating the investigation as the College has taken steps to satisfy themselves that the employer has appropriate measures in place to manage risk prior to the work placement.
  - If a voluntary organisation employs staff, students on work placement they will be covered by existing Employers' Liability Compulsory Insurance cover. If the voluntary organisation only has Public Liability Insurance, they will need to obtain temporary Employers' Liability Compulsory Insurance cover for the duration of the work placement.
  - The College is not required to carry out DBS checks on employers/ staff supervising young people on work placement. Workplaces where direct supervision of young or vulnerable individual is required students are required to be DBS checked. Where general supervision of a young person is taking place a letter of insurance can be requested.
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# WORK PLACEMENT MANAGEMENT

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- Work placement relies on a number of factors including development and maintenance of a good relationship between the employer and the College.
- Wherever possible, there should be flexibility in the timing of placements to meet the needs of the programme requirements, employers' capacity to provide work placement and to meet the needs of the individual student, e.g. for students who may be vulnerable or suffering with mental health issues (such as high anxiety or depression), exposure to an external work environment may be delivered at a slower pace/ incrementally to suit their individual needs.
- The Work Placement Handbook and the Work Placement Risk Assessment Guidelines provide guidance for tutors regarding statutory responsibilities and effective organisation.
- On commencement of the work placement and on the first day of planned student attendance in the workplace, the tutor or WPO with responsibility for will telephone the placement supervisor to ensure the student has arrived and answer any queries the supervisor may have at this time.
- Telephone contact on the first day for those students undertaking extended placement or work placement will be the responsibility of the Work Placement Officer.
- Where the work placement is part of the core aim and a College register is in place, it evidence and impact of the placement must be recorded on Navigate.
- Where a student is undertaking more than 315 hours of work placement there should be 3 workplace assessment visits conducted by a Work Placement Officer.

## WORK RELATED ACTIVITY & EMPLOYER INVOLVEMENT

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There are a number of ways employers can contribute to the students' experience, supporting progression to their next steps and developing employability skills. Examples of work-related activity and employer engagement include live employer briefs, workshops, talks, workplace visits, trips, virtual work experience and webinars.

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