

Work Placement Pilot: Principles & Responsibilities

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1 Purpose

- 1.1 This document sets out principles for the Work Placement Pilot and the respective responsibilities the involved parties. This will be attached as an annex to the Grant Funding Agreement.
- 1.2 The Work Placement Pilot will test the design and delivery of Work Placements as part of the technical education reforms. This document sets out the parameters of the pilot and the requirements of the Provider in setting up, delivering and reporting on pilot delivery. The responsibilities of the Provider are described under each of the following headings:
 1. Setting up work placements,
 2. Engaging with employers,
 3. Preparing learners,
 4. Matching Learners and Employers for Work Placements, and
 5. Providing support during the Work Placement Pilot.
- 1.3 The responsibilities are based on the following guiding principles:
 1. *The Provider will be responsible for implementing the Work Placement pilot*
 2. *The Department for Education (DfE) will provide the funding to execute the Work Placement Pilot.*
 3. The Provider accepts the funding, which will be provided by the DfE upon receipt of invoices periodically and subject to providing the agreed number of learners with work placements during the 2017/18 Academic Year
- 1.4 The Funding for the Provider will cover the contract period from dd/mm/2017 until dd/mm/2018. This will be secured through a Grant Funding Agreement.
- 1.5 The Provider will not use the funding from the DfE for any purpose other than to deliver the Work Placement Pilot.

2 Duration

- 2.1 The Grant Funding Agreement will last for the period of the activity, being the 2017-2018 Academic Year.

3 Definition of Work Placement

- 3.1 The work placements sourced and implemented by the providers should adhere to the following:
 - Form part of L2 or L3 programmes.
 - Be occupationally-specific – focused on applying and honing the learners' skills specific to their particular field of study.

- For second year students (either students on their 2nd year of a 2-year course or a second year of study in a related occupational field).
- Held during the academic year.
- Align with one of the 11 college-based Technical Education routes
- Aim for 60 days' duration, with 40 days duration being the absolute minimum.

4 DfE policy decisions regarding learner payment and expenses

- 4.1 During the design phase for Work Placements, some employers indicated they would want to pay learners, while others do not want to pay learners. DfE have therefore decided that employers should be given the choice of whether they want to pay learners or not. Given that learners are on a full-time course of study, they may be paid the relevant apprenticeship wage according to their age. Employers may also pay above the apprenticeship wage if they choose.
- 4.2 Employers can also decide if they want to pay travel expenses for learners. This is independent of the decision on whether to pay (for instance, they may pay wages but not expenses, expenses but not wages, or pay both or pay neither.) If employers do not pay wages or travel expenses and the learner is eligible for a travel bursary to get to college then the Provider will be obliged to pay learner travel expenses. Any additional cost of travel incurred by participating in the Work Placement pilot should be covered by the additional funding provided, if indicated in the bid.
- 4.3 If a learner is not eligible for a travel bursary, but the cost of travel to the work placement is greater than the cost of travel to the Provider location, it is up to the Provider to decide on whether to cover the balance.

5 Roles and Responsibilities

- 5.1 The role of the Provider is:
- to deliver activity as outlined in this document;
 - to report on activity to The DfE using anonymised data;
 - to engage in evaluation of the pilot (to be carried out by an independent organisation) as required;
 - to be responsible for sourcing Work Placements for all participating Learners;
 - to be responsible for matching students with employers in their related field of study;
 - to support students throughout the duration of their work placements;
 - to provide learner preparation for participating students. Details of the required activity to be delivered are outlined in the following sections.

6 Setting up Work Placements

- 6.1 The Provider will ensure only second year Learners are enrolled in the Work Placement pilot.
- 6.2 The Provider should aim for 60 days' duration, with 40 days being the absolute minimum.
- 6.3 Providers will deliver Work Placements according to the relevant timing options for each course.
- 6.4 For consistency and planning purposes, each course will follow a single timing approach, whether this be block placement, day release or short block plus day release. Please see potential options here:



Timing and
duration_v3.xlsx

- 6.5 Providers will need to plan days into the curriculum for Work Placement delivery (including preparation, time the learner is on placement, and any time for reflection during and after the Work Placement).
- 6.6 The Provider will track their attempts to develop relationships with employers and the details of each work placement, according to the data collection requested by the Department .
- 6.7 The Provider will need to agree a set of expectations for Learners, including what activities they need to complete in the time set aside.
- 6.8 The Provider will also need to communicate these expectations to parents of learners to reduce the likelihood of Work Placement drop-out. Then Department can provide a sample letter if required.

7 Working with Employers

- 7.1 The Provider will be expected to engage Employers willing to host learners on Work Placements. These timings vary according to the term(s) of study in which the placement is taking place.
- 7.2 The Provider is responsible for conducting necessary due diligence on Employers they source.
- 7.3 The Provider 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 learner.
- 7.4 In addition to due diligence on the employer, the Provider will need to ensure that the Work Placement is suitable for the Learner and their course of study.
- 7.5 The Provider will need to ensure:

- 7.5..1 the Learner will be able to use and develop skills relevant to their course of study
- 7.5..2 there is an identified Line Manager for the Learner while on placement, with a commitment from this individual to:
- 7.5..2.1 host the Learner for the duration of the Work Placement; and
- 7.5..2.2 support the Learner's development while on the placement, including by holding short weekly¹ meetings to review progress.
- 7.6 The Provider needs to ensure that for each Work Placement there is a Work Placement Agreement, including "Roles and Responsibilities" of each party and support that will be provided by the Line Manager / others in the employer to the Learner as relevant. The Department will provide a sample Work Placement Agreement template in due course.
- 7.7 The Provider, Employer, and Learner [and Parent/Guardian, if needed] will each need to sign a Work Placement Agreement.

8 Preparing Learners

- 8.1 The Provider is required to check Learners' eligibility for specific Work Placements, which may include the Learner's age, DBS status, drugs/crime history.
- 8.2 The Provider is required to assess Learner's level or readiness for Work Placements. An assessment template and guidance will be provided in due course.
- 8.3 We request that all Learners participating in the Work Placement Pilot to be taken through learner preparation depending on their work-readiness. Based on the findings of the design work, feedback from employers and best practice from Providers, we advise that preparation helps develop:
- Soft Skills & Behaviour, including expectation management, maturity, character
 - Knowledge & Technical Skills,
 - Skills to secure a Work Placement, e.g. CV writing, interview skills (depending on needs of Employer)
- 8.4 After completing preparation, we expect all Learners to be taken into a matching process.
- 8.5 The Provider is to provide Learners with a logbook to track their Work Placement. An example of a logbook can be provided if required.

9 Matching Learners and Employers for Work Placements

- 9.1 Where time allows, Learners are highly encouraged to find their own Work Placement (contacting Employers directly). Where Learners source their own placements, it is the responsibility of the Provider to undertake due diligence on the employer.

¹ Based on Block Release. For all other, adjust accordingly – see Schedule 3.

- 9.2 If the Learner does not find their own Work Placement, it is the responsibility of the Provider to find a Work Placement.
- 9.3 The Provider will create a list of Work Placements including the following details for each placement:
 - 9.3.1 Location
 - 9.3.2 Time of year needed (if not all the same)
 - 9.3.3 Whether the Employer will take a “Standard” approach in matching, or an “Assessment” approach, the two main approaches identified in the design stage (detailed below).
- 9.4 “Assessment Employers” will be provided with a list of Learners from whom they can select those that they would like to host on a placement. Assessment Employers may run their own selection process (consistent with fair employment practices) to select learners, e.g. face to face interviews, phone interviews, group selection exercises, etc.)
- 9.5 “Standard Employers” will be matched with Learners who are undertaking a course of study relevant to the Placement they are offering. They will undertake to host the placement and support the Learner accordingly.
- 9.6 The Learner(s) will rank their Work Placement preferences. If at least one employer offering a Work Placement for their course of study has their own selection process (“Assessment” Employer), then the Learner must preference at least 1 Employer with a selection process.
- 9.7 For “Assessment” Employers, a selection process is run (i.e. interview, group exercise, etc.) which need to be done within a fixed period of 1 week after which preferences are fed back to the Provider.
- 9.8 Employer and Learner preferences are then considered by the Provider and optimised to create some allocations, where Learners are matched to the preferred Employers.
- 9.9 Where relevant, a second matching process is undertaken to match Learners to “Standard” Employers.

10 Support for the Learner during the Work Placement

- 10.1 During the Work Placement, the Learner 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. Where Learners have specific needs, additional support may be required.
- 10.2 The Provider needs to give the learner and the Employer a named contact person at the Provider to contact when needed. This person should be defined in the Work Placement Agreement.
- 10.3 Additional support, such as specific support relating to a specific Learner in relation to SEND/ LLDD needs should be provided (or organised) by the Provider as needed.

- 10.4 The Provider is to have a minimum of fortnightly² One-to-One's with the Learner to obtain feedback on the Work Placement and provide support as needed.
- 10.5 If any issues arise from these meetings, the Provider will raise it with the Employer and handle it appropriately.
- 10.6 At the end of the Work Placement, a final feedback session is required between the Learner, Employer, and Provider.
- 10.7 The Provider is to ensure that the Employer will provide the Learner a reference after the completion of their Work Placement.
- 10.8 The Provider is to provide input from the Work Placement into the remaining programme of study (as relevant, depending on timing of Work Placement).
- 10.9 The provider may also want to consider additional Learner support including:
 - 10.9..1 Mentoring/Coaching – by either the Provider or Employer on a regular basis
 - 10.9..2 Peer/alumni support – by other Learners currently on Work Placement or who have previously done the same Work Placement

11 Support for the Line Manager during the Work Placement

- 11.1 During the Work Placement, support must be provided for the Line Manager in order to create as little burden to the Employer as possible and to ensure the highest possibility of success.
- 11.2 The Provider will need to provide a defined contact at the Provider that the Employer can contact when needed. This person will be defined in the Work Placement Agreement.
- 11.3 If any issues arise relating to serious learner performance on the Work Placement, the Provider will take it up with the Learner.
- 11.4 Employers have indicated that peer support from other line managers hosting Work Placements could be helpful for line managers. Providers should consider whether to support these connections (e.g. through virtual, or real-world groups of line managers).
- 11.5 Employers have indicated that training for Line Managers hosting Work Placements (e.g. around line management) could be helpful for line managers. Providers should consider whether to offer this as an incentive to employers and to increase the quality of Work Placements. After the Work Placement, the Provider could provide feedback back to the Line Manager on the outcome of the Work Placement and any follow up opportunities for the employer (e.g. other Work Placements).

12 Reporting

² Based on Block Release. For all other, adjust accordingly.

- 12.1 Progress and completion of all activities will need to be reported to The Department. This will include ongoing activities such as the sourcing of Work Placements and the Due Diligence of Employers to be reported through monthly updates.
- 12.2 A standard assessment tool will be provided to measure a Learner's level of Behaviour & Social Skills, and Knowledge & Technical Skills
- 12.3 This assessment is required to be completed prior to matching to assess a Learner's preparedness for a Work Placement across a number of dimensions. A further assessment will be required midway through the learner's Work Placement to assess progress and any supportive action. A final assessment will need to be completed after the Work Placement. Input from the Line Manager should be sought for the mid- and end-point reviews.
- 12.4 All assessments prior to, during, and after completion of Work Placements need to be shared with The Department as part of the quarterly data collection.
 - 12.4..1 In the event that the Work Placement breaks down, the Provider needs to report this to The Department with the reason(s) why, from the following categories:
 - 12.4..2 Where an employer decides to end the placement as a learner is not meeting requirement for soft skills, technical skills or behaviour
 - 12.4..3 Where a learner deems the placement not suitable for them to meet the required standards
 - 12.4..4 Where a Provider senses there is an issue with the placement