

Policy/Procedure Name:	College Students : Employability & Work Experience Student Entitlement
Policy/Procedure Number:	SMT057
Date of Approval:	16 <sup>th</sup> January 2020
Effective Date:	Jan 2020
Revised Date:	Not applicable
Review by Date:	January 2022
Policy/Procedure Author:	Transition Manager and Head of College
Policy/Procedure Owner:	Principal
Management Committee Approved By:	SMT
Governor Committee/Trustee Committee (where appropriate) Approved By:	Not applicable
For Action By:	Progress and Transition Team , Teacher & Tutors
For Information to:	All Staff, Students and Parents
Approval requested to upload on the Treloar Website:	Yes <input type="checkbox"/> (tick if requested)



# Student Entitlement: Employability and Work Experience



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## 1. **Study Programmes**

This introduction to study programmes is based upon the 'Departmental advice for education providers on the planning and delivery of 16-19 study programmes', published by the Department for Education and updated in March 2018 and the SEND Code of Practice, 2015.

Study programme principals set out the elements that make up a structured and challenging study programme which is then tailored to the needs of individual students.

Study programmes combine the elements below:

- Core aim (substantial qualifications, academic, applied or vocational)
- English and maths
- Work experience
- Non-qualification activity

## 2. **Study programmes at Treloar's**

Study programmes at Treloar's are tailored to the individual aspirations and needs of our learners. We recognise that young people will have very different aspirations, some studying academic and vocational qualifications, some benefitting from supported internships and others developing independent living skills, all of which will prepare them for employment and/or adult life more generally. Students follow a pathway which enables them to access the principals of the study programme in different ways.

The students follow four different pathways

- Sensory and Interactive
- Preparation for Adulthood
- Vocational
- Supported Internships

We are ambitious for our students whatever their needs and whatever their level of study.

At Treloar's we focus on supporting our students so that they can progress and reach their individual aims of placement in their adult life.

For students who are not taking substantial qualifications, their study programme focuses, where appropriate, on high quality work experience and on non-qualification learning activities which prepare them for employment, independent living, being healthy adults and participating in society. (SEND code of Practice 2015 8.3 page 30)

When inspecting Treloar's, Ofsted will judge how well the curriculum for each strand of our learning programmes have a clearly defined purpose that is relevant to the education and/or training needs and interests of our learners, and to local employment opportunities, and supports local and national priorities. (P174. new Ofsted framework). They will determine how well our students develop personal, social and employability and independent learning skills through the contribution of non-qualification, enrichment activities and/or work experience. (P53. current Ofsted framework)

## **As part of their study programme our students will be entitled to work experience**

### **What is work experience?**

Work experience is an introduction to the world of work where students can begin to build up the skills they will need to prepare for work/volunteering in the future.

### **Our students' entitlement to work experience**

This document sets out Treloar's response to Alison Wolf's recommendations in 2011, that 'all young people should be able to gain real experience and knowledge of the workplace in order to enhance their employability skills'. It is recognised that young people with SEND face greater challenges and more barriers to gaining employment than their peers. At Treloar's we believe that many of our students are capable of a form of sustained

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employment with the right preparation and support. We also believe that all professionals working with our students should share this presumption.

When considering work experience for students we will focus on developing and enhancing their transferable skills to ensure they are appropriately equipped for their work experience placement. By developing students skills we can approach employers with a view to supporting them to tailor work experience so it is suitable for our students. It is our hope that this approach will encourage employment opportunities for our students.

*"Young people with disabilities are so underrepresented in the workplace; yet they bring an immense amount of skills, talent and loyalty to employers. I urge employers to stop focusing on what they can't do, and start looking at what they can; and I guarantee you will be surprised at what these young people can achieve."*

Richard Elliot, Senior Human Resources Manager, Manpower group

## **Our students are entitled to support and guidance**

Our students are entitled to the support of experienced and trained members of staff from the School and College Progress and Transition Team to work alongside the teaching staff to deliver employability sessions. Both Transition and Teaching staff will work with the student to support them with the scaffolding and preparation that is required to help them find a work experience placement and develop their skills which match their aspirations and interests.

Treloar's follow the Gatsby Benchmarks:

### **The eight Gatsby benchmarks of Good Career Guidance**

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees

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6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

We are supported by a DWP Jobcentre Plus Schools Adviser who offers support with sessions for employability skills, support and advice to students and Parents at our FutureFest event and supports with mock interviews. We provide access to a bespoke careers website for students and parents. Please refer to IAG entitlement document for further details.

**Our students are entitled to one or more of the following:**

- **Work related activities which might include some of the following elements...**
  - Researching career options
  - Employability skills such as preparing for interviews and completing application forms
  - Devising a CV, letters of application
  - Broadening the students' knowledge of work experience
  - Practice interview techniques
  - Helping students to understand what work is and why people work
  - Helping them to identify jobs they might have an interest in
  - Helping them explore what the job is and the skills that they would need to carry out the job role
  - Help the student understand more clearly their own skills, strengths and weaknesses, likes and dislikes
  - Developing transferrable skills
  - Participating in an enterprise project
  - Supporting students to explore self-employment options and opportunities.
  
- **Internal Work Experience** – Students will be offered a range of internal work experience opportunities. They will complete an application form and will have clear objectives set for the skills that they need to develop as part of this placement. This will allow the students to develop transferable skills for a possible external work experience placement.
  
- **Observational work experience** - One or two short periods of work experience to broaden their knowledge and understanding of the world of work and inform

their future aspirations. This could include a study visit, projects and/or engagement with local enterprise.

- **Experiential work experience** - Complete a work experience placement linked to aspirations and skills they need to develop to help inform future career decisions. This may be over a number of days and allows the student to test out an area of interest.
- **Mandatory Work Experience** - Linked and determined by a specific programme of study.
- **Vocational Work Experience** – Work experience over a more extended period of time linked more explicitly to an employer with a clear development plan in place, they layer skills needed to do a job. This is often undertaken one or two days a week, for an extended period of time.
- **The Extended Model** – A structured study programme, where the student is based primarily with an external employer for an extended work placement. This could be a supported internship; intended to help students obtain sustainable paid employment by equipping them with the skills for work through learning in the workplace.”<sup>1</sup>

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<sup>1</sup> Preparing for Adulthood: work experience guide that works, a practical guide for employers and education providers to support young people with SEND into meaningful work experience.

[www.PreparingforAdulthood.org.uk](http://www.PreparingforAdulthood.org.uk) 2.4.2019

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**Based on the above this might look like**

<b>Interactive and Sensory students</b>	<b>Preparation for Adulthood students</b>	<b>Vocational students</b>
<p>Engagement in the community and contribution to society</p>	<p><u>Entry level students 1 and 2</u></p> <p>Work Related Activities (linked to developing other skills within their ILP)</p> <p>Transition sessions</p> <p><u>Entry level 2/3 to level 1</u></p> <p>Individualised, based on previous experience. May include:</p> <p>Internal</p> <p>Observational</p> <p>Experiential</p> <p>Transition and Employability sessions</p> <p>If assessed as appropriate:</p> <p>Vocational</p> <p>Extended (students decision)</p> <p>(There may be occasions where it may be appropriate for entry level 2 students to access work experience opportunities.)</p>	<p>Individualised building on previous experience</p> <p>Work Related Activities</p> <p>Internal</p> <p>Observational</p> <p>Experiential</p> <p>Vocational</p> <p>Self-employment</p> <p>Transition and Employability sessions</p> <p>Mandatory (course related)</p> <p>Extended (students decision)</p>

### **Our students are entitled to a bespoke work related pathway that:**

- Will aim to take place with an external employer to enable students to experience the real demands of the working environment
- Is purposeful and relevant to the student's study programme and aspirations
- Provides a genuine learning experience suited to the needs and skills/abilities of the student
- Focuses on the skills the student needs to develop
- Is structured and provides tangible outcomes for the student and the employer
- Provides useful feedback to enhance the student's performance, skills and potential future prospects of gaining self-employment/employment/volunteering

We recognise that 'simulated' work experience which takes place within our organisation can be valuable in supporting our students to progress into an external work experience placement and to develop employability skills which can be transferred into future external work opportunities.

### **When undertaking work experience our students are entitled to:**

- An appropriate level of support and care they would require to access the workplace
- The support of a trained member of Treloar staff who will accompany them to their place of work and where appropriate stay with them throughout their time in the workplace
- Opportunities for students to be actively involved in the work experience process
- Know that all risk assessments and checks have been carried out prior to the commencement of their work experience placement (Minimum standards are set out in the SMT 031 School and College Work Experience Policy and Procedures)

- Timetabled transition sessions will prepare our students to learn about the world of work, further develop knowledge and skills and work towards their Aims Of Placement. Please see transition sessions yearly plan for further details
- Employability/Enterprise - These sessions aim to develop the students' knowledge of the world of work. This may include developing an understanding of the skills needed for a range of jobs/volunteering positions, the application process and interview skills. Enterprise plays a valuable part in this session and will enable the students to develop an understanding of the world of work and engage in entrepreneurial activities. Students are also helped to develop those personal qualities and leadership skills essential for the world of work. Teaching within an enterprise setting can also develop positive attitudes to teamwork, to continuing education and training, to equal opportunities, and to the views, skills, capabilities and capacities of others. All the sessions described focus on transferable skills, such as reasoning, communication, problem solving, evaluation, innovation and creativity, along with Functional Skills opportunities throughout the year
- All College groups apart from those on the Sensory and Interactive programme area will have timetabled transition and employability/enterprise sessions. For students studying at Alton College this will be embedded within their study support

## Exceptions

At Treloar's we recognise that there are exceptions to the above entitlement. Some of our students with severe complex needs benefit from study programmes which focus on the development of particular skills. Those students whose aim of placement is likely to include residential living and/or support may need to primarily focus on skills such as; communication, self-advocacy, personal care awareness, accessing the community and leisure and health and well-being. We recognise that substantial qualifications or preparation for employment are not therefore appropriate for them at this particular stage in their lives. For these students working at E1, there are opportunities to develop

other work related activities which are set out in the School and College Work Experience Policy and Procedure SMT 031.

These students would include the Interactive and Sensory group and Preparation for Adulthood students working at Entry Level 1. Where this is the case the student's EHC plan should confirm that residential living and or support is their primary aim.

(Department for Education, departmental advice for education providers on the planning and delivery of 16-19 study programme, March 2018).

### 3. **Additional information & Links to other policies**

- Special educational needs and disability code of practice: 0 to 25 years, Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015
- 172. Taken from the draft Further Education and skills inspection framework 2019. Inspectors will consider how well leaders and teachers promote high expectations for achievement and progress through the systems they use to monitor and develop the quality of provision for learners, including the most disadvantaged and learners with SEND, and those with high needs. Inspectors will consider how leaders and teachers develop or adopt a purposeful curriculum that provides progression and stretch, as well as mathematics and English for all learners, including those without GCSE legacy grades A\* to C (reformed grades 4 to 9), as well as, where relevant, work experience or industry placements and non-qualification activities. Inspectors will review how high-quality impartial careers guidance enables learners to make progress and move on to a higher level of qualification, employment, further training or independent living when they are ready to do so
- Treloar Policy SMT 087 Study Programme Compliance
- SMT 031 School and College Work Experience Policy and Procedure
- <https://www.preparingforadulthood.org.uk/downloads/tag/education%2c%20health%20%26%20care%20planning> (work experience guidance 28.3.2019)

#### 4. Implications of Policy/Procedure

##### a. Training Requirements

**Training will be provided to all Progress and Transition Co-ordinators and Teachers & Tutors via staff meetings/briefings**

##### b. Communication Requirements

How will the Policy/procedure be communicated:	SharePoint Staff meetings 1:1 meetings and supervisions
Who will ensure the above communication is carried out::	Head of Quality Progress and Transition Manager Head of School and College
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	NA

##### c. Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at [jo.cox@treloar.org.uk](mailto:jo.cox@treloar.org.uk)

##### d. Other Implementation Requirements

#### 5. Monitoring and Review

The implementation of this policy will be monitored by:

- MDT meetings
- 1:1 Transition Team Supervisions
- ILR Internal Checks
- Termly Work Experience Report
- Departmental Self Assessment process

#### 6. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
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	NA – new policy		

**IMPORTANT NOTES:**

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

### Equality Impact Assessment (EIA) - Stage 1

<b>Name of Policy / Function/Decision</b>	Employability & Work Experience Entitlement				
<b>Name of Assessor / Author /Lead</b>	Jo Cox				
<b>Start Date</b>	24 <sup>th</sup> Jan 2020				
<b>This EIA is being undertaken because it is:</b>	<i>Delete as appropriate</i> <ul style="list-style-type: none"> <li>A result of new policy</li> </ul>				
<b>Screening</b>					
<b>Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?</b>					Y
<b>Is it a major policy with a significant effect on how our core business is delivered?</b>					Y
<b>Does it involve a significant commitment of resources?</b>					Y
<b>Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)</b>					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI Co-ordinator or Head of Quality for further support.					
<b>Has the screening identified the policy as having relevance to the any of the following groups?</b>					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
<b>Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?</b>				Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Are all opportunities to promote equality taken within the policy/procedure/decision?</b>				Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Have we stated how we will monitor the implementation and impact of this policy/decision?</b>				Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<b>Date of Screening</b>				24 <sup>th</sup> January 2020	
<b>Approval by EDI</b>				Jo Cox	
<b>Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)</b>				Yes <input type="checkbox"/> No <input type="checkbox"/>	

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