



Richmond upon
Thames College

Work Experience

at RuTC

What is Work Experience?

Work experience is designed to bridge the gap between education and the world of work. It can help inform career choices, provide the opportunity for young people to prove themselves to an employer, and help instill the attitudes and behaviours expected at work.

The College believes that work experience can take many forms including:

- corporate activities and local subject area events including employer talks
- progression week activities,
- visits to employers,
- jobs fairs and employer induction days
- work tasters
- running a student enterprise
- participation in social action
- volunteering or
- a work placement with an external employer

Work experience should be:

- directly relevant to a learner's study programme
- planned and explicitly documented as part of the learner's curriculum and timetable
- within the normal pattern of attendance at the College
- supervised and/or organised by a member of staff

In addition, the College will follow advice and guidance from the report published by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "[Good Career Guidance.](#)" The report identifies eight benchmarks that are the core dimensions of good careers and enterprise provision in schools and Colleges. These are:

- Benchmark 1 – A stable careers programme
- Benchmark 2 – Learning from career and labour market information
- Benchmark 3 – Addressing the needs of each pupil
- Benchmark 4 – Linking curriculum learning to careers
- Benchmark 5 – Encounters with employers and employees
- Benchmark 6 – Experiences of workplaces
- Benchmark 7 – Encounters with further and higher education
- Benchmark 8 – Personal guidance

Part time paid work, such as evening or Saturday work, does not qualify as work experience.

Any work experience organised by the student without the involvement of the College will not be included as work experience.

The benefits of Work Experience

Work experience can add value to the study programme by preparing students for work. It enables them to explore the careers linked to the academic or vocational subjects they are studying and helps with their choice of further or higher education. Other benefits of work experience can also help:

- To develop employer engagement and links with professional agencies.
- To provide purposeful and meaningful work-related learning inside and outside the classroom.
- To give greater guidance to learner's next steps and create purposeful links between programmes of study and students' career aims.
- To gain new skills and knowledge within the learner's industry by putting "Theory into practice".
- Improve a learner's chances of getting higher achievement.
- To develop a students' soft skills.
- To enable first-hand experience with team working, communication and commercial awareness.

Who completes Work Experience?

As a College, we want to ensure we have provided opportunity to ensure learners are ready for the next stage of education, employment or training. It is expected that all learners will complete Work Experience in some capacity across their two years of study. The aim will be for all students to have meaningful work experience which creates a purposeful link between their PoS, and their career aims.

Work Experience falls under the planned EEP (employability, enrichment and pastoral) hours that learners need to complete throughout the programme of study. The amount of Work Experience learners will complete will be dependent upon the nature of their core learning aim / main programme.

The curriculum will be coherently planned and sequenced in order to provide learners with enough knowledge and skills for future learning and employment.

For some programmes work placement will be a mandatory component of their core qualification.

The nature of these activities will vary, primarily depending on the student's study programme. For example, work experience placements could be an integral part of more technical courses and contribute towards a student's final grade, but this will not be relevant or pertinent to a learner with an academic programme of study.

Roles and Responsibilities

- The Executive Director of Employability and Enterprise is overall responsible for this Policy and ensuring its objectives and assurance mechanisms are adhered to.
- Heads of Schools are responsible for overseeing planned and non - planned hours within their School. They will be accountable and monitor the quality of WEX activities, ensuring they are fit for purpose, meaningful and that students are meeting the PoS requirements.
- Curriculum leads will:
 - Ensure all learners are participating in appropriate work-related activities by producing a scheduled plan to meet the Programme of Study requirements
 - Work with the work experience coordinator to ensure there are appropriate opportunities for their student groups and place each student accordingly
 - Ensure Personal Tutors are signposting students to opportunities and that work-related activities are taking place, being tracked and student reflections are evidenced where
 - Review work experience activities with the (Assistant) Head of School to ensure all students meet their EEP hours
- The Work Experience Coordinator will:
 - Work with Heads of school/Curriculum leads/tutors to source appropriate work experience opportunities for all students.
 - Ensure all work-related activities are validated and appropriate for students to attend.
 - Carry out or ensure that all the necessary workplace risk assessments and any other health and safety requirement is in place for employers working with the College in delivering work experience.
- Tutors will:
 - Work with students through group and 1:1 tutorial to identify work experience and work placement opportunities
 - Support students appropriately to ensure they are matched with opportunities either personally identified or offered by the Employability and Careers Hub team regularly reporting on placement activity to the CLT
 - Ensure students have had the opportunity to develop skills prior to attending work placement activities

How will Work Experience be completed?

It is recognised that work experience is unique and individual to all learners. All learners will participate in appropriate activities for their level and personal abilities. Therefore, the College will produce annually, a table that presents the range of work experience activities it will offer learners during the academic year. These can be chosen by the individual learner at the start of the year, to be discussed and recorded by their tutor. This process to be reviewed on an annual basis. For an example of a RuTC WEX table, please see appendix A.

Curriculum leaders will work with teaching staff on each course's curriculum design to include fulfilment of EEP hours. Work experience and EEP hours embedded within the curriculum will be identified and highlighted on the SoWs and a learner's course overview.

Learners will work with their tutor to record all work experience throughout the year and to identify opportunities throughout the academic year to ensure the full hours of their EEP are achieved. This will be tracked and monitored by the tutor/academic tutor throughout the academic year.

Group tutorial discussions will be used to help students understand the purpose of placements and the employability skills they should be aiming to develop.

Tutors will work with students through group and 1:1 tutorials throughout the year to identify any work experience placement opportunities.

The Work Experience Coordinator will work with curriculum leads to support all curriculum areas in finding suitable WEX opportunities and work placements for students.

Students will be supported by the Work Experience coordinator prior to a work placement commencing to ensure the placement opportunity is appropriately matched to the student needs and appropriate risk assessment has been completed.

Students will be offered careers guidance/employability skills training from the Careers team as part of the tutorial process.

Employability week

Employability week usually takes place the 1st week back after February half term. This week is a series of activities for learners to develop key employability skills needed for the world of work. This could include support with writing applications, drafting CVs, preparing cover letters and completing employer application forms.

Employability week is designed in collaboration with the Head of Student Services and Heads of School. As part of this week, the College may decide to utilize this time to also further a learner's work experience, through the activities planned and designed. Learners will have the chance to complete a one-week work placement during Employability week if the opportunity arises.

Work Placements

Work experience placements are understood to serve multiple purposes, including experience of the world of work, employability skill development and experience to help guide future career decision-making. The College recognises the importance of experiencing the world of work, while colleges stressed a need for students to develop and apply skills learnt during study programmes.

It is not a mandatory requirement for a student to complete a work placement in order to fulfill their programme of study at the College. There are some courses where work placements are an essential part of assessment.

The work experience coordinator will work with tutors, students, parents/ carers and employers to enable wherever possible external work placements (if the student should wish to). Once students have been placed with an employer, the College will monitor the students' progress throughout the work placement process.

The work experience coordinator will prepare employers for work experience placements by ensuring the necessary practical measures have been considered e.g. health and safety checks. A Health and safety audit will be completed by the College, and this will consist of a desk-based risk assessment. However, where placements were perceived to present a higher risk, such as those based in kitchens or on construction sites, desk-based assessments would be followed by a visit to the employer from the work experience coordinator.

Calls and face-to-face visits will be the main tools used for monitoring. This role will be fulfilled by a range of different staff including dedicated Work Experience Coordinators, Heads of year, Heads of Department/ Faculty and pastoral staff. This will be recorded on pro-monitor.

A Post-placement student evaluation will be recorded on pro-monitor with either the tutor or work experience coordinator. The work experience coordinator will also collect employer feedback and will record this on pro-monitor.

As a College, we recognise many challenges to arranging work placements. These include:

- Availability of work experience placements by sector;
- Availability of work experience placements by employer size;
- Availability of work experience placements by location;
- Age
- Ability.

The following sectors are highlighted as being particularly difficult to get a work placement:

- Health sector
- Manufacturing/ construction sector
- Performing Arts, Media and Art sector

How will Work Experience be recorded?

Work experience and EEP hours will be identified and highlighted on the SoWs and a learner's course overview by teaching staff and curriculum leaders.

All EEP hours (to include work experience) will be recorded using the Promonitor system. EEP hours will be recorded once completed either by the tutor, student or the administrator for that School. This will then be used as evidence for funding during audits each year.

Work placements will be recorded by the student and the work experience coordinator when appropriate.

All further correspondence regarding work experience will be recorded using Promonitor comments.

Why is it important for the College to offer Work Experience?

Funding

All 16 to 19-year-old students are funded for an individual study programme. Most study programmes have a core aim.

The study programme must be tailored to each student, have clear study and/or employment goals reflecting the student's prior attainment, and include

- substantial qualifications or work experience
- Maths and English for students who have not achieved grade A*-C/9 to 4 GCSE in these subjects
- high quality work experience or work preparation
- added value non-qualification activity that supports the students' goals and is integrated into the study programme

Planned hours in a study programme are categorised as either qualification (planned learning hours) or non-qualification (planned employability, enrichment and pastoral hours). All the hours in both categories need to be recorded accurately on the ILR or school census to avoid problems with future allocations. Both categories are added up to form the total hours of a study programme, and the total hours are used to calculate the funding allocation.

The total hours allocated to the main aim(s) will be as follows

- Level 1: 10 hours per week (360 hours)
- Level 2: 10 hours per week (360 hours)
- Level 3: 12 hours per week (432 hours)
- Level 3 'A' levels year 2: 15 hours per week for 30 weeks (450)

The funding the College receives for study programme students is dependent on their age and the number of hours timetabled and supervised. Table 1 shows the different funding rates for study programmes above 540 hours and below. To maximise funding all study programmes for 16- and 17-year old must evidence at least 540 hours. For students aged 18 this reduces to 450 hours. As can be seen from Table 1 there are different rates for high needs students.

Table 1: Funding Rates for Study Programme Students

Annual planned hrs	Student Age and Type	National funding rate/student
540+ hours	16- and 17-year old	£4,000
	Students aged 18 and over with high needs	
450+ hours	Students aged 18 and over who are not high needs	£3,300
	16-17-year old	

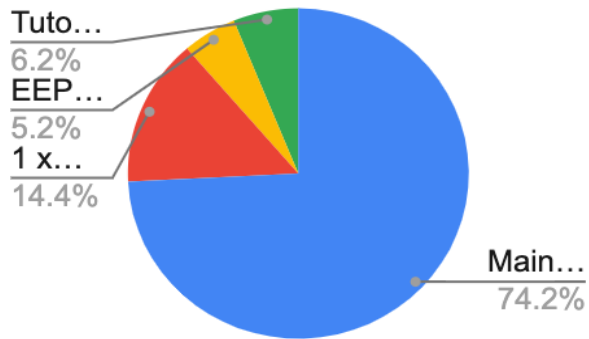
Table 2 below shows the expected planned hours for 2020-21 by level of study. For some study programmes the move to these hours will be significant and may need to be planned on a phased basis. Heads of Study will meet with the Vice Principal to discuss any variations from the hours shown in Table 2 and the Vice Principal will need to approve these variations.

Table 2: Planned Hours

Level	Year	Type		Main Aim(s)	FS English	FS maths	GCSE English	GCSE maths	Work exp	Tutorial	Enrichment	Total Planned Hrs
1	1	Vocational	Studying 2 FSs	360	68	68			30	36		562
			Studying 1 FS and 1 GCSE	360	68		84		30	36		578
			No English or maths required	360				60	36	94	550	
2	1	Vocational	Studying 2 FSs	360	68	68			30	36		562
			Studying 1 FS and 1 GCSE	360	68		84		30	36		578
			Studying 2 GCSEs	360	594		84	84	30	36		594
			Studying 1 GCSE	360			84		30	36	40	550
			Studying 1 FS	360	68				30	36	56	550
2	1	GCSE pathway	Studying 5 GCSEs	270			90	90	30	36	34	550
3	1 & 2	Vocational	Studying 1 GCSE	432			84		30	36		582
			Studying 1 GCSE and 1 FS	432	68		84		30	36		650
			Studying 1 FS	432	68				30	36		566
			No English or maths required	432					60	36	22	550
3	1	'A' Level	Studying 1 GCSE	432			84			36		552
			No English or maths required	432						36	82	550
3	2	'A' Level	Studying 1 GCSE	450			84			60		570
			No English or maths required	450						60	40	550
3	1	Foundation Art & Design	Studying 1 GCSE	450			84			36		576
			No English or maths required	450						36		468
Maximum Funding is achieved when Study Programmes planned hours total 540 or above (for the Foundation Art & Design this is 450 as all students are aged 18 or above).												

The Main Aim, Tutorial and Enrichment is delivered over 36 weeks.
Functional Skills are delivered over 34 weeks (first 2 weeks of the academic year are used for initial assessments for students with grades 1 or 2 at GCSE and intensive study for apprentices).
GCSEs in English and maths are delivered over 28 weeks (starting in week 3 and finishing in week 30)
Work Experience is either 1-week block or 1 day a week for 5 weeks as a minimum requirement.
Where work experience is a mandatory element of the main qualification then the work experience hours are recorded within the main aim hours.

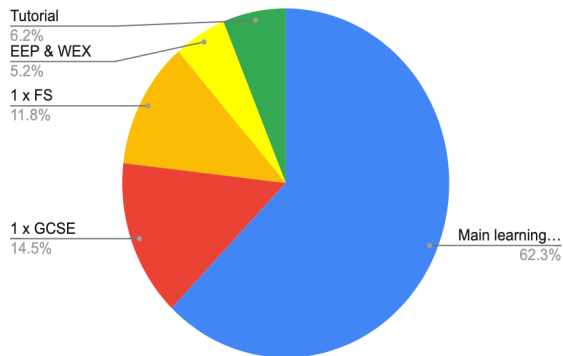
EXAMPLE



1ST YEAR LEVEL 3 VOCATIONAL LEARNER

1 GCSE

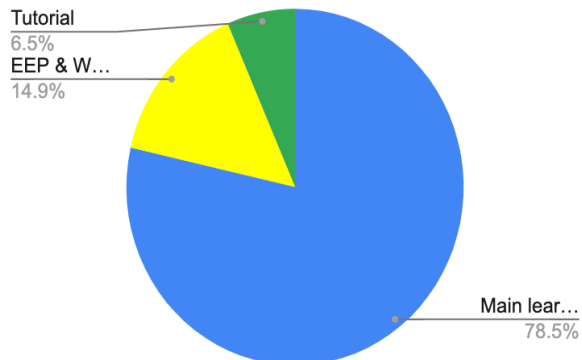
TOP BAND FUNDING



LEVEL 2 VOCATIONAL LEARNER STUDYING

1 GCSE AND 1 FS

TOP BAND FUNDING



1ST YEAR A LEVEL STUDENT

NO GCSE CLASSES

TOP BAND FUNDING

Ofsted

Ofsted will look to see how the work experience has given the student the opportunity to contribute to and benefit from the learning programme, and how it has prepared them for employment. They will assess whether the work experience is both purposeful and planned, and whether it gives young people the opportunity to develop their employability skills in real working conditions.

Ofsted will look to see what the progression is for the student on their study programme. If it is progression to higher education, there would be no automatic expectation to see external work experience included in the programme. If it is to an apprenticeship or work, Ofsted will normally expect the student's study programme to include work experience with an external employer.

When inspected, Ofsted would look for evidence that the simulated work experience has been purposeful and look at what value the young person has gained from the experience.

Institutions' working environments such as college companies provide good opportunities for students to develop initial vocational skills, knowledge and employability skills.

However, students should progress to external work experience at the earliest opportunity especially if work experience is a substantial part of their study programme. When inspected, Ofsted would look for evidence that the simulated work experience has been purposeful and look at what value the young person has gained from the experience.

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Appendix A: An example of RuTC WEX table

Activity	Available to					Where		When			Duration	Lead
Activity	6 th Form	Creative Industry	STEM	Business, Catering and Sports	HSC, ELYS	In College	External visit	Term 1	Term 2	Term 3		
UCAS workshop	x	x	x	x	x	x				x	1 hour	Debbie Stephenson
Workplace ment	x	x	x	x	x		x	x			5 days	Alison Dyer
Visit a building site			x				x		x		1 day	Lee
Visit Royal Holloway	x						x		x			Heleen Upfield
Create a pantomime for the local primary Schools		x				x		x			2 hours per week (Tuesday 5 – 7pm)	Kelly Holt
Care home	x	x	x	x	x		x	x	x	x	3 hours	Hope Stubbing

e chat												
Careers in Sports talk				x		x		x			2 hours	James Unwin
Knitting with children		x			x	x	x	x			3 hours	Alice Swinhoe
Primary School workshop	x				x		x		x		6 hours	Tonie Whitehouse
Residential charity trip	x	x	x	x	x		x		x		4 days in Easter Holiday (to enquire speak with your tutor)	Marc Dodi