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| **POLICY TITLE:** | **Work Experience** |
| **Policy Number:** | ACS 70 |
| **Applies to:** | All schools and colleges |
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| **Author:** | Kerry Ollett – Senior Quality Improvement Lead, Education |
| **Ratified by:** | Michael Lucas – Head of quality, Education |
| **Responsible signatory:** | Katie Dorrian – Director of Governance and Quality |
| **Outcome:** | Students benefit from high-quality, inclusive and aspirational work experience and work-related learning opportunities that support preparation for adulthood, employability and positive destinations. Opportunities are planned, delivered and monitored through robust safeguarding, risk management and quality assurance processes, ensuring participation is safe, meaningful and focused on achieving positive individual outcomes. |
| **Cross Reference:** | ALE03 Data Protection<br>ACS04 Positive Behaviour Support<br>AOP06 Safeguarding Children in Education<br>AOP06B Safeguarding Children in Education<br>AOP06.1 Child Protection<br>ACS13 Risk Assessment and Risk Management<br>ACS13A Risk Assessment and Risk Management<br>ACS14 Health and Safety Responsibilities<br>ACS14A Health and Safety Responsibilities<br>ACS33 SEND<br>ACS33A ALN<br>ACS40 Leisure Activities, Holidays and Educational Visits<br>ACS40A Leisure Activities, Holidays and Educational Visits<br>ACS48 Working alone with Children and Young People<br>ACS61 Attendance<br>ACS61A Attendance<br>ACS57 Careers Education and Guidance Policy |

**EQUALITY AND DIVERSITY STATEMENT**

Aspris is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email AsprisGovernanceHelpdesk@Aspris.com.

**Work Experience**

## 1 INTRODUCTION

1.1 Work experience and work-related learning form an important part of Aspris' approach to careers education and preparation for adulthood. They provide students with opportunities to develop employability, independence, confidence, communication and other transferable skills through meaningful experiences linked to their individual strengths, interests and aspirations.

1.1.1 Aspris recognises that students have differing needs, abilities and aspirations, and that traditional employer-based work experience placements may not be appropriate or accessible for all. Where this is the case, schools and colleges should provide alternative and progressive work-related learning opportunities that enable students to develop the knowledge, skills and behaviours required for future education, employment, training and community participation.

1.1.2 This guidance supports schools and colleges to plan, deliver, monitor and evaluate work experience placements and work-related learning activities in a consistent, safe and person-centred manner, ensuring opportunities contribute positively to individual outcomes and preparation for adulthood.

1.2 **ACS 70 Forms are** provided to support schools with the implemented this policy.

1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable. Where this policy refers to DSLs, SEND or ALN, equivalent Welsh or Scottish terminology and arrangements should be applied, including Additional Support Needs (ASN), GIRFEC processes and local safeguarding structures.

## 2 AIMS

2.1 This guidance aims to:

- Ensure students have access to high-quality, meaningful and appropriately supported work experience and work-related learning opportunities.
- Support the development of employability, communication, independence and life skills that contribute to successful preparation for adulthood.
- Enable students to explore career interests, develop aspirations and make informed decisions about their future pathways.
- Promote an inclusive approach that provides appropriate work-related learning opportunities for all students, including those for whom traditional work experience placements may not be suitable.
- Ensure work experience and work-related learning activities are planned, risk assessed, delivered and monitored in accordance with safeguarding, health and safety and statutory requirements.
- Provide a consistent framework across Aspris schools and colleges for the approval, delivery, monitoring and evaluation of work experience and work-related learning activities.
- Support positive outcomes in education, employment, training and community participation.
- Provide opportunities for students to apply their learning in real-world contexts, develop self-esteem and gain experience of workplace expectations and environments.

## 3 SCOPE

3.1 This guidance applies to all work-related learning activities arranged, delivered or facilitated by Aspris schools and colleges, including:

- Work experience placements
- Work shadowing
- Supported work placements
- Employer-based projects
- Vocational tasters

- Supported internships
- Workplace visits
- Employer encounters
- Volunteering opportunities
- Internal work experience programmes
- Enterprise activities
- Community-based projects
- Simulated workplace environments

3.2 Aspris recognises that students will be at different stages of readiness for engagement with the world of work. Whilst external employer-based work experience may be appropriate for some students, others may benefit from alternative or progressive work-related learning opportunities that support the development of confidence, independence, employability skills and preparation for adulthood.

3.2.1 Schools and colleges should adopt a flexible and person-centred approach when determining the most appropriate work-related learning pathway, ensuring opportunities are aligned to the individual strengths, aspirations, support needs and preparation for adulthood outcomes of each student.

3.2.2 This guidance applies to all students attending Aspris schools and colleges, regardless of age, diagnosis, needs profile or educational pathway.

## 4 PRINCIPLES OF WORK EXPERIENCE AND WORK-RELATED LEARNING

4.1 Aspris is committed to ensuring that work experience and work-related learning opportunities are meaningful, aspirational and responsive to the individual needs of students. All work experience and work-related learning activities delivered, arranged or facilitated by Aspris schools and colleges should be underpinned by the following principle.

4.2 **Person-Centred and Aspirational**
Work experience and work-related learning should reflect the individual strengths, interests, aspirations, talents and long-term goals of each student. Opportunities should be designed to raise aspirations, broaden horizons and enable students to explore a range of future pathways. Planning should recognise that students and will have differing levels of readiness, confidence and independence and may require varying levels of support to achieve positive outcomes.

4.3 **Preparation for Adulthood**
Work experience and work-related learning should form an integral part of preparation for adulthood. Opportunities should support students develop the knowledge, skills, behaviours and experiences required for future education, employment, training, independent living and active participation within their communities. Activities should contribute to the development of confidence, resilience, self-advocacy, communication, social interaction and employability skills.

4.4 I**nclusive and Equitable**
All students should have access to meaningful work-related learning opportunities. Aspris recognises that a traditional external work experience placement may not be appropriate for all students. Schools and colleges should therefore provide flexible and progressive pathways that enable all learners to engage in experiences that are relevant to their individual needs, strengths and aspirations. Access to opportunities should not be restricted solely on the basis of a student's level of need or support requirements.

4.5 **Individualised Pathways**
Students may follow different routes towards engagement with the world of work. Schools and colleges should adopt a flexible approach, recognising that progression may involve a range of experiences including employer encounters, workplace visits, enterprise activities, volunteering, internal work experience programmes, community-based learning and supported placements. Success should be measured against individual outcomes and progress rather than a single model of work experience.

4.6 **Safe and Supportive**
The safety, wellbeing and welfare of students must remain paramount. All work experience and work-related learning activities must be appropriately planned, risk assessed and supported to ensure that students can participate safely and confidently. Appropriate safeguarding, health and safety and supervision arrangements must be in place at all stages of the process.

4.7 **Promoting Independence and Employability**
Work experience and work-related learning should provide opportunities for students to develop independence, responsibility and workplace readiness. Activities should encourage students to build practical skills, develop self-confidence, understand workplace expectations and gain experience of contributing positively to a team or workplace environment.

4.8 **Partnership and Collaboration**
Effective work experience and work-related learning is supported through strong partnerships between students, families, schools, colleges, employers and external agencies. Collaborative working should ensure that opportunities are appropriately planned, expectations are clear, support arrangements are effective and outcomes are maximised for students.

4.9 **Quality and Meaningful Outcomes**
Work experience and work-related learning should have a clear purpose and contribute to positive outcomes for students. Opportunities should be appropriately planned, monitored and reviewed to ensure they provide meaningful learning experiences that support identified aspirations, preparation for adulthood outcomes and long-term progression.

4.10 **Continuous Progression**
Work experience and work-related learning should be viewed as part of a broader journey towards adulthood. Schools and colleges should support students to build upon previous experiences, reflect on their learning and progressively develop their confidence, independence and understanding of future opportunities. Opportunities should be delivered in a way that encourages ongoing growth, achievement and ambition.

## 5 RESPONSIBILITIES

5.1 Effective work experience and work-related learning opportunities rely upon clear roles, responsibilities and accountability at all levels. All parties involved in planning, approving, delivering and monitoring opportunities are expected to work collaboratively to promote positive outcomes for students.

5.2 **Governance**
Those responsible for governance will:

- Provide strategic oversight of careers education, work experience and work-related learning.
- Seek assurance that appropriate systems, policies and procedures are in place to safeguard students participating in work experience and work-related learning activities.
- Monitor compliance with relevant statutory, regulatory and organisational requirements.
- Ensure that work experience and work-related learning opportunities support Aspris' wider commitment to preparation for adulthood and positive destinations.
- Receive appropriate information regarding the effectiveness, quality and impact of work experience provision where required.

5.3 **Headteachers and Principals**

Headteachers and Principals will:

- Ensure this guidance is implemented effectively within their school or college.
- Ensure work experience and work-related learning opportunities are embedded within the school's preparation for adulthood and careers provision.
- Establish local procedures for the planning, approval, delivery and monitoring of placements.
- Ensure colleagues involved in coordinating placements are appropriately trained and supported.
- Ensure safeguarding, health and safety and risk management arrangements are in place and effectively implemented.
- Monitor the quality, accessibility and impact of work experience and work-related learning opportunities.
- Ensure reasonable adjustments and appropriate support arrangements are considered for individual students.
- Escalate significant concerns, incidents or placement issues in accordance with organisational procedures.
- Ensure appropriate information-sharing arrangements are in place and that personal data relating to students is processed in accordance with applicable data protection legislation and Aspris policies.
- The Headteacher or Principal retains overall accountability for the approval, suitability, safety and quality assurance of all work experience placements. Whilst operational duties may be delegated to the Careers Leader or other nominated staff, accountability cannot be delegated.

5.4 **Careers Leader**

The Careers Leader will:

- Lead the planning, coordination and evaluation of work experience and work-related learning opportunities.
- Ensure opportunities support individual aspirations and preparation for adulthood outcomes.
- Develop and maintain relationships with employers, training providers and community partners.
- Coordinate placement matching and planning processes.
- Ensure appropriate documentation, consents and records are completed and maintained.
- Monitor participation, engagement and outcomes.
- Gather and evaluate feedback from students, families, employers and colleagues to support continuous improvement.
- Promote equitable access to work-related learning opportunities.
- Plan for appropriate levels of colleague support and supervision.

5.5 **Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead will:

- Provide advice and guidance regarding safeguarding considerations associated with placements.
- Support decisions regarding suitability and safeguarding arrangements for individual students.
- Contribute to risk assessment processes where safeguarding risks have been identified.
- Ensure students know how to report concerns and access support during placements.
- Respond to safeguarding concerns, allegations or disclosures arising from work experience activities in accordance with organisational safeguarding procedures.
- Liaise with employers, families and external agencies where safeguarding concerns arise.
- Maintain appropriate records relating to safeguarding incidents and actions taken.

5.6 **School or College Health and Safety Lead**

The Health and Safety Lead will:

- Provide advice and guidance regarding workplace health and safety requirements.

- Support the development and review of work experience risk assessment processes.
- Advise on the suitability of placements where significant risks have been identified.
- Ensure appropriate control measures are implemented.
- Review significant incidents, accidents or near misses associated with placements.
- Identify lessons learned and support the implementation of any required improvements.
- Liaise with Aspris Health and Safety link as appropriate.

5.7 **Colleague Supporting Placements**

Colleagues involved in supporting work experience and work-related learning will:

- Contribute to planning and preparation activities.
- Share relevant information regarding individual strengths, needs and support requirements.
- Support students to prepare for placements.
- Monitor wellbeing, engagement and progress where applicable.
- Report concerns, incidents or emerging risks promptly.
- Contribute to reviews and evaluations of placements.
- Ensure students are supervised effectively.

5.8 **Parents and Carers**

Parents and carers will:

- Work collaboratively with the school or college to support planning and preparation.
- Provide accurate and up-to-date information relevant to participation, including medical, wellbeing or support needs where appropriate.
- Support attendance, punctuality and engagement.
- Encourage students to participate positively and make the most of opportunities provided.
- Notify the school or college of any significant changes that may affect participation or safety.
- Report concerns relating to placements promptly.

5.9 **Employers and Placement Providers**

Employers and placement providers will:

- Provide appropriate and meaningful work-related learning activities that support the objectives of the work experience placement and are suitable for the students age, capabilities and experience.
- Provide a safe, supportive and inclusive environment for students.
- Ensure appropriate supervision arrangements are in place throughout the placement.
- Support students to participate in meaningful work-related learning experiences.
- Communicate promptly with the school or college regarding concerns, incidents or significant issues arising during the placement.
- Comply with agreed safeguarding, health and safety and placement arrangements.
- Participate in review and feedback processes where requested.
- Notify the school/college promptly of any concerns regarding attendance, conduct, welfare, safeguarding or the suitability of the placement.

5.10 **Students**

Students are expected to:

- Engage positively with work experience and work-related learning opportunities.
- Attend placements as agreed and arrive punctually.
- Follow workplace rules, instructions and health and safety requirements.
- Treat others with respect and behave appropriately at all times.
- Make every effort to complete agreed tasks and activities.
- Raise any concerns relating to their wellbeing, safety or placement experience with an appropriate adult.
- Respect confidentiality and professional expectations within the workplace.
- Act as positive representatives of their school or college.

## 6 PLACEMENT PLANNING

### 6.1 Individual Planning

Effective planning is essential to ensuring that work experience and work-related learning opportunities are safe, meaningful, accessible and aligned to individual outcomes. Schools and colleges should adopt a person-centred approach when identifying, selecting and arranging opportunities for students.

6.1.1 Work-related learning opportunities may be accessed at any age where appropriate; employer-based work experience placements should be developmentally appropriate and based on individual readiness rather than age alone.

6.1.2 Prior to arranging any work experience placement or work-related learning opportunity, schools and colleges should consider:

- The aspirations, interests and strengths of the student.
- Intended learning outcomes and preparation for adulthood goals.
- The students's level of readiness for the proposed experience.
- Communication needs and preferred methods of communication.
- Medical needs and any healthcare requirements.
- Emotional wellbeing and mental health considerations.
- Behaviour support requirements.
- Independence and travel skills.
- Accessibility and environmental considerations.
- Cultural, religious or personal considerations that may be relevant.
- The suitability of the proposed workplace or learning environment.
- The level of support and supervision required.
- Any reasonable adjustments that may be required to facilitate participation.

6.1.3 Placement planning should involve consultation with the student, parents or carers and relevant professionals where appropriate. Schools and colleges should ensure that opportunities are matched to individual needs and aspirations, whilst providing appropriate levels of challenge and supporting progression towards increased independence.

6.1.4 Schools and colleges should recognise that students may be at different stages of readiness and that progression towards external work experience may be gradual. Consideration should therefore be given to a range of work-related learning opportunities, including workplace visits, employer encounters, volunteering, enterprise activities, community-based projects and internal work experience programmes where these are more appropriate to the needs and developmental stage of the student.

6.1.5 Clear intended outcomes should be identified for all placements and work-related learning activities. These outcomes should be proportionate to the nature of the experience and may relate to employability skills, communication, confidence, independence, workplace behaviours, community participation or preparation for adulthood goals.
Planning arrangements should be documented and retained in accordance with local record-keeping procedures and should inform subsequent risk assessment, safeguarding and support planning processes.

### 6.2 Transport Arrangements

Transport arrangements must be agreed before commencement of the placement.
Schools and colleges should clarify:

- Who is responsible for organising transport.
- Whether transport is funded by the school, family or another agency.
- Any student assistance arrangements.
- Travel training requirements.
- Contingency arrangements should transport fail or become unavailable.
- Emergency contact arrangements.

6.2.1 Where independent travel forms part of the intended learning outcomes, this should be clearly recorded within placement planning and risk assessments.

## 7 EMPLOYER SUITABILITY CHECKS

7.1 The headteacher is responsible for approving any work experience placement or work-related learning opportunity involving an external organisation. Schools and colleges must undertake proportionate checks to determine whether the proposed employer or placement provider is suitable to meet the needs of the student and provide a safe, supportive and meaningful experience.

7.1.1 The extent of checks undertaken should be proportionate to the nature of the placement, the activities to be undertaken and the individual needs of the student

### 7.2 Employer Information

Schools and colleges should obtain sufficient information about the employer or placement provider, including:

- Organisation or business name.
- Registered address (where applicable).
- Main contact details.
- Nature of the business or organisation.
- Description of activities to be undertaken by the student.
- Placement location.
- Proposed placement dates and hours.
- Emergency contact arrangements.

### 7.3 Named Supervisor

A named workplace supervisor should be identified before the placement commences.
The named supervisor should:

- Be aware of the purpose and intended outcomes of the placement.
- Understand their responsibilities in supervising and supporting the student.
- Be available throughout the placement or ensure suitable supervision arrangements are in place.
- Know how to contact the school or college if concerns arise.
- Be aware of arrangements for reporting safeguarding, health and safety or welfare concerns.

Employer feedback should normally be obtained following all external placements.

### 7.4 INSURANCE REQUIREMENTS

7.4.1 Schools and colleges must obtain confirmation that appropriate insurance arrangements are in place before a placement commences.

7.4.2 Where a student undertaking a work experience placement within a workplace, evidence of current and valid Employers' Liability Insurance and, where applicable, Public Liability Insurance, must be obtained prior to the placement commencing.

7.4.3 For the purposes of work experience, students undertaking placements should be treated as employees for health and safety and insurance purposes. Schools and colleges must therefore ensure that the placement provider has insurance arrangements that specifically cover work experience students.

7.4.4 Where a placement is hosted by a sole trader, the school or college must obtain written confirmation that appropriate insurance arrangements are in place to cover a student student undertaking work experience. Public Liability Insurance alone will not normally be considered sufficient. Sole traders who do not hold Employers' Liability Insurance should be required to obtain appropriate cover or obtain written confirmation from their insurer that their policy has been specifically extended to provide equivalent protection for work experience students prior to the placement commencing.

7.4.5 Work experience placements must not proceed where appropriate insurance arrangements cannot be evidenced.

7.4.6 Short-duration vocational taster sessions, employer encounters, workplace visits, workshops or educational experiences that do not constitute a work experience placement may be managed under both this guidance and the requirements of ACS40 Leisure Activities, Holidays and Educational Trips, subject to a risk assessment and the nature of the activity being undertaken. In such circumstances, evidence of Public Liability Insurance may be sufficient where no employment relationship or work placement arrangement exists.

7.4.7 Schools and colleges must undertake appropriate due diligence to ensure that placement providers are suitable, safe and capable of meeting their responsibilities towards students . This should include consideration of safeguarding arrangements, health and safety practices, supervision arrangements, risk assessments and insurance documentation.

7.4.8 Any other insurance required for the nature of the activities being undertaken must also be confirmed. Schools and colleges should ensure that all insurance documentation is current and remains valid for the duration of the placement.

7.5 **Suitability of the Working Environment (see Appendix H for unsuitable work environments)**

Schools and colleges should take reasonable steps to satisfy themselves that the proposed placement environment is suitable for the student.
Consideration should be given to:

- Accessibility of the workplace.
- Appropriateness of the working environment.
- Availability of suitable facilities.
- Opportunities for meaningful participation.
- The level of supervision available.
- The suitability of proposed tasks and activities.
- Any workplace conditions that may impact on the wellbeing, safety or participation of the student.

7.6 **Safeguarding Considerations**

Schools and colleges must consider the safeguarding implications of all placements.
This should include consideration of:

- The age and needs of the student.
- Supervision arrangements.
- Potential for lone working.
- Contact with members of the public.
- Any identified vulnerabilities.
- Arrangements for reporting concerns.
- Any additional safeguards required to support participation.

7.6.1 Where concerns regarding safeguarding suitability are identified, advice should be sought from the Designated Safeguarding Lead before approval is granted.

7.7 **Health and Safety Considerations**

Schools and colleges should obtain sufficient information to be satisfied that appropriate health and safety arrangements are in place.
This may include consideration of:

- The nature of the work activities.
- Known hazards associated with the workplace.
- Workplace induction arrangements.
- Emergency procedures.
- Availability of personal protective equipment, where required.
- Accessibility and environmental factors.
- The suitability of equipment or tasks for the student.

7.8 **Approval of Placements**

The school or college retains responsibility for determining whether a placement is suitable. A placement may be declined, postponed or withdrawn where there are concerns regarding:

- Safeguarding.
- Health and safety.
- Supervision arrangements.
- Accessibility.
- Insurance requirements.
- The suitability of planned activities.
- The employer's ability to meet the needs of the student.

7.8.1 Approval should only be granted once the school or college is satisfied that the placement can provide a safe, appropriately supported and meaningful learning experience.

7.9 **Enhanced Suitability Checks**

Enhanced checks should be undertaken where:

- The employer has not previously hosted a student.
- The placement involves higher-risk activities.
- The workplace contains machinery, hazardous substances or specialist equipment.
- The student presents additional vulnerabilities.
- The environment involves significant public interaction.
- Enhanced checks should include a workplace visit before placement approval and consultation with the Health and Safety Lead where necessary.

## 8 SAFEGUARDING ARRANGEMENTS

8.1 The safety, wellbeing and welfare of students is paramount and must remain the primary consideration when planning, approving and delivering work experience and work-related learning opportunities.

8.1.1 All placements must be planned and managed in accordance with the Aspris Safeguarding and Child Protection Policy and any relevant local safeguarding procedures. Schools and colleges must take appropriate steps to ensure that students are placed in environments that are safe, supportive and suitable for their individual needs.

8.2 **Safeguarding Expectations**

Schools and colleges must ensure that safeguarding considerations are integrated throughout all stages of the placement process, including planning, employer suitability checks, risk assessment, placement monitoring and evaluation.

Safeguarding arrangements should be proportionate to:

- The age of the student.
- Their individual needs and vulnerabilities.
- The nature of the placement.
- The level of supervision available.
- Any identified safeguarding risks.

8.2.1 Where additional vulnerabilities or safeguarding concerns have been identified, enhanced planning and support arrangements may be required.

8.3 **Responsibilities of Employers and Placement Providers**

Employers and placement providers have a responsibility to promote the welfare of students participating in work experience and work-related learning activities.

Employers must:

- Provide a safe, supportive and inclusive environment.
- Maintain appropriate professional boundaries at all times.
- Ensure appropriate supervision arrangements are in place.
- Treat students with dignity and respect.
- Promote a culture where concerns can be raised safely.

- Report safeguarding, welfare or wellbeing concerns without delay.
- Cooperate fully with safeguarding enquiries where required.

8.3.1 Employers should be given clear information regarding their responsibilities and the procedures for reporting concerns.

8.4 **Safeguarding Awareness**
Before a placement begins, students should be provided with safeguarding information appropriate to their age, understanding and communication needs.

8.4.1 This should include:
- The name and contact details of a designated school or college contact.
- Emergency contact arrangements.
- How to raise a concern or seek support.
- Information about maintaining personal safety.
- What to do if they feel unsafe, worried or uncomfortable.
- How safeguarding concerns will be managed.

8.4.2 Schools and colleges should ensure that students know who to contact throughout the placement and feel confident to seek support if required.

8.4.3 Students undertaking external work experience placements should normally have access to a means of communication that enables them to contact their parent/carer, workplace supervisor or school/college contact if required.

8.4.4 Where a mobile phone is used for this purpose, expectations regarding appropriate use during working hours must be discussed with the learner, parent/carer and employer before the placement begins.

8.5 **Safeguarding Communication Arrangements**
Appropriate communication arrangements should be established before a placement commences.

8.5.1 Schools and colleges should ensure that:
- A nominated school or college contact is identified.
- Employers know how to contact the school or college.
- Students know how to access support.
- Parents or carers, where appropriate, understand the agreed arrangements for communication.
- Clear procedures are in place for reporting safeguarding concerns.

8.5.2 Communication arrangements should be proportionate to the duration of the placement, the needs of the student and any identified safeguarding risks.

8.6 **Safeguarding Concerns, Allegations and Disclosures**
Any safeguarding concern arising before, during or after a placement must be taken seriously and responded to promptly.

8.6.1 This includes concerns relating to:
- The safety or welfare of a student.
- Inappropriate conduct by an adult or another young person.
- Bullying, harassment or discrimination.
- Physical, emotional or psychological harm.
- Online safety concerns.
- Neglect or exploitation.
- Concerns regarding the suitability of the placement environment.

8.6.2 Any safeguarding concern, allegation or disclosure must be reported immediately to the school's Designated Safeguarding Lead and managed in accordance with Aspris safeguarding procedures.

8.6.3 Where a concern presents an immediate risk of harm, appropriate emergency action must be taken in line with safeguarding procedures and statutory responsibilities.

8.7 **Record Keeping**

All safeguarding concerns arising in relation to work experience and work-related learning activities must be recorded and managed in accordance with Aspris safeguarding and record management procedures.

8.7.1 Accurate records should be maintained of:

- Safeguarding concerns.
- Actions taken.
- Decisions made.
- Communications with parents, carers, employers and external agencies.
- Outcomes of any investigations or safeguarding interventions.

8.8 **Reviewing Safeguarding Arrangements**

Schools and colleges should review safeguarding arrangements following any significant incident, concern or placement breakdown to identify learning and support continuous improvement.

8.8.1 Where necessary, future placement arrangements should be adapted to ensure that risks are appropriately managed and that students continue to be supported to access safe and meaningful work-related learning opportunities.

## 9 DBS AND SAFEGUARDING CONSIDERATIONS

9.1 Schools and colleges must consider safeguarding arrangements for every work experience placement and determine whether any additional safeguarding measures are required based on the individual circumstances of the placement.

9.1.1 Consideration should be given to:

- The age and needs of the student.
- The nature of the placement and activities being undertaken.
- The level of supervision provided.
- The frequency and duration of contact with adults.
- Whether the student will be working alongside members of the public.
- The vulnerability of the student.
- Whether the placement involves one-to-one working arrangements.
- Any identified safeguarding risks.

9.1.2 Individual placement decisions should be made in consultation with the Designated Safeguarding Lead where additional safeguarding considerations are identified.

9.2 **Supervision Arrangements**

Schools and colleges must ensure that appropriate supervision arrangements are in place for all placements.

9.2.1 The level of supervision required should be determined by considering:

- The needs of the student.
- The nature of the placement.
- The working environment.
- Identified risks.
- The level of independence demonstrated by the student.

9.2.2 Where a student attends a placement independently and is not accompanied by school colleagues, schools and colleges must satisfy themselves that appropriate supervision and safeguarding arrangements are in place within the workplace.

9.2.3 Students should not be placed in situations where they are expected to work without appropriate oversight, support or access to assistance.

9.3 **Lone Working**

Aspris does not routinely support placements involving lone working.

9.3.1 The student must not undertake lone working unless:

- Persons under the age of 18 undertaking work experience placements shall not undertake lone working activities. Any deviation from this requirement must be authorised by Head Teacher/Principal and DSL following a specific risk assessment which demonstrates that the activity is low risk, suitable supervision arrangements are in place, and the young person can obtain immediate assistance if required.
- A specific risk assessment has been completed which covers, as a minimum: age and experience of the young person, Nature of the task being undertaken, Level of supervision required, Emergency arrangements and communication methods, whether the young person has received adequate training, instruction, and information.
- The Headteacher/Principal has approved the arrangement.
- The Designated Safeguarding Lead has been consulted.
- Appropriate communication and monitoring arrangements are in place.

9.3.2 Placements undertaken within college environments, supported internships or community settings should be individually assessed before any lone-working arrangements are considered.

9.4 **DBS Considerations and Employer Safeguarding Assurance**

The requirement for a Disclosure and Barring Service (DBS) check will depend on the specific circumstances of the placement and should be considered on a case-by-case basis.
The absence of a DBS certificate should not automatically prevent a placement from taking place where appropriate supervision arrangements are in place and the school or college is satisfied that safeguarding risks have been appropriately considered and managed.

Employers are not routinely required to hold DBS certification solely because they host a work experience student. However, schools and colleges must ensure appropriate supervision and safeguarding arrangements are in place and must undertake a risk-based assessment to determine whether additional safeguarding controls are required.

9.4.1 Advice should be sought from the Designated Safeguarding Lead where there is uncertainty regarding safeguarding arrangements or whether additional safeguarding measures are required.

9.4.2 Where a placement provider does not routinely undertake DBS checks for employees, schools and colleges should seek appropriate assurance that suitable safeguarding arrangements are in place. This assurance may include confirmation that:

- Appropriate supervision arrangements will be maintained throughout the placement.
- A named workplace supervisor has been identified.
- Colleagues involved in supporting the placement understand their responsibilities in relation to the welfare of students .
- Appropriate professional boundaries will be maintained at all times.
- Procedures are in place for reporting safeguarding, welfare or health and safety concerns.
- The school or college will be notified promptly of any concerns relating to the students safety or wellbeing.

9.4.3 To support this process, schools and colleges may request completion of an Employer Safeguarding Declaration Form. The declaration should provide written confirmation that the

organisation understands and accepts its safeguarding responsibilities and will implement the agreed supervision and reporting arrangements throughout the placement.

9.4.4 Completion of an Employer Safeguarding Declaration does not replace the need for appropriate placement planning, risk assessment or safeguarding considerations, but may form part of the overall assurance process when determining placement suitability.

## 10 HEALTH AND SAFETY REQUIREMENTS

10.1 Aspris is committed to ensuring that all work experience and work-related learning opportunities are planned and delivered in a manner that promotes the health, safety and welfare of students .

10.1.1 Work experience placements should provide a safe environment in which students can develop skills, confidence and experience whilst being protected from foreseeable risks. Health and safety arrangements should be proportionate to the nature of the placement; the activities being undertaken and the individual needs of the student.

10.2 **Responsibilities of Schools and Colleges**

Schools and colleges are responsible for:

- Ensuring health and safety considerations form part of placement planning and approval processes.
- Obtaining sufficient information to determine whether a placement is suitable.
- Considering the individual needs, abilities and vulnerabilities of the student.
- Completing or reviewing risk assessments where required.
- Sharing relevant information with employers where necessary and lawful to do so.
- Preparing students for safe participation in the placement.
- Responding appropriately to any health and safety concerns, incidents or accidents arising during the placement.

10.3 **Responsibilities of Employers and Placement Providers**

Employers and placement providers are responsible for maintaining a safe working environment and complying with relevant health and safety requirements.

10.3.1 Employers must:

- Provide a safe working environment.
- Ensure appropriate supervision arrangements are in place.
- Conduct a workplace induction at the start of the placement.
- Explain emergency procedures, including fire evacuation arrangements and first aid provisions.
- Provide appropriate instruction, training and guidance relating to tasks being undertaken.
- Ensure equipment and work activities are suitable for the student.
- Provide any necessary personal protective equipment (PPE).
- Report accidents, incidents, near misses or health and safety concerns to the school or college as soon as reasonably practicable.

10.4 **Responsibilities of Students**

Students are expected to take reasonable care of their own health and safety and that of others who may be affected by their actions.

10.4.1 Students should:

- Follow workplace instructions and safety guidance.
- Participate in workplace inductions and training.
- Use equipment only as instructed and authorised.
- Wear any required personal protective equipment.
- Report accidents, injuries, near misses or unsafe situations promptly.

- Seek support if they are unsure about any task or activity.
- Inform their supervisor if they feel unsafe, unwell or unable to carry out a task.

10.5 **Accidents, Incidents and Near Misses**
All accidents, incidents, injuries and near misses involving students must be reported in accordance with the employers/placement providers' procedures and Aspris' internal reporting requirements. The employer/placement provider must record and investigate workplace incidents and make any statutory report required under RIDDOR.

10.5.1 Where a serious incident occurs, schools and colleges should ensure that:
- Appropriate medical assistance is obtained.
- Parents or carers are informed, where appropriate.
- Relevant safeguarding procedures are followed where necessary.
- The incident is recorded and reviewed.
- Any lessons learned are used to inform future placement planning and risk management arrangements.

10.6 **Ongoing Review of Placement Safety**
Schools and colleges should monitor the suitability of placements throughout their duration and respond promptly to any concerns regarding the health, safety or wellbeing of students .

10.6.1 Where concerns are identified, schools and colleges may review, suspend or withdraw approval for a placement at any stage.

10.6.2 The safety and wellbeing of students must remain the primary consideration when making decisions regarding continued participation in a work experience or work-related learning opportunity.

## 11 RISK ASSESSMENT

11.1 Risk assessment forms an essential part of the planning and approval process for all work experience and work-related learning activities. Schools and colleges must ensure that potential risks are identified, assessed and managed appropriately before a placement commences.

11.1.1 The level of assessment should be proportionate to the nature of the placement, the activities to be undertaken and the individual needs of the student. Risk assessments should support participation wherever possible and focus on identifying reasonable measures to enable students to access safe and meaningful opportunities.

11.1.2 Persons under the age of 18 undertaking work experience placements shall not undertake lone working activities. Any deviation from this requirement must be authorised by Head Teacher/Principal and DSL following a specific risk assessment which demonstrates that the activity is low risk, suitable supervision arrangements are in place, and the young person can obtain immediate assistance if required.

11.2 **Responsibility for Risk Assessment**
Schools and colleges are responsible for ensuring that appropriate risk assessments are completed and reviewed before a placement begins. The employer or placement provider is responsible for assessing and controlling the risks arising from its workplace and work activities. The school or college is responsible for undertaking proportionate checks of the employer's arrangements and assessing any learner-specific risks, support needs, vulnerabilities and reasonable adjustments that may affect safe participation. Where relevant workplace risk assessments already exist, copies should be requested and reviewed as part of the placement approval process. This information should be used to inform any student-specific risk assessments, safeguarding plans, support arrangements and reasonable adjustments required by the school or college.

11.2.1 Schools and colleges should not normally duplicate or formally approve the employer's workplace risk assessment. They must, however, obtain sufficient information to make an informed decision about placement suitability.
Risk assessments should be informed by:

- Information provided by the employer or placement provider.
- Knowledge of the student's strengths, needs and support requirements.
- Advice from relevant professionals where appropriate.
- Safeguarding and health and safety considerations.
- Previous placement experiences, where applicable.

11.2.2 The risk assessment process should involve relevant colleagues and, where appropriate, the student and their parents or carers.

11.3 **Areas for Consideration**
Risk assessments should consider factors relating to the student, the workplace environment and any travel arrangements associated with the placement.

11.3.1 Student Factors
Consideration should be given to:

- Age and stage of development.
- Communication needs.
- Medical conditions and healthcare requirements.
- Mobility and accessibility needs.
- Emotional wellbeing and mental health.
- Behaviour support requirements.
- Risk awareness and decision-making skills.
- Personal care requirements.
- Sensory needs.
- Level of independence.
- Known vulnerabilities.
- Support strategies and reasonable adjustments.

11.3.2 Workplace Factors
Consideration should be given to:

- The workplace environment.
- The nature of tasks and activities to be undertaken.
- Hazardous equipment, machinery or tools.
- Hazardous substances.
- Manual handling requirements.
- Interaction with members of the public.
- Lone or isolated working arrangements.
- Emergency procedures.
- Workplace accessibility.
- Supervision arrangements.
- Any identified environmental or operational risks.

11.3.3 Travel Factors
Where applicable, consideration should be given to:

- Method of travel.
- Distance and journey duration.
- Level of travel independence.
- Accompaniment or support requirements.
- Accessibility of transport arrangements.
- Drop-off and collection procedures.
- Emergency contact arrangements.

Contingency arrangements in the event of disruption or unexpected circumstances.

11.4 **Control Measures and Reasonable Adjustments**

Where risks are identified, appropriate control measures should be implemented to reduce risks to an acceptable level.

11.4.1 Control measures may include:

- Additional supervision.
- Workplace adaptations or adjustments.
- A phased introduction to the placement.
- Reduced placement hours.
- Job coach, support worker or colleague involvement.
- Alternative tasks or activities.
- Enhanced communication arrangements.
- Increased monitoring by the school or college.
- Personal emergency or contingency plans.

11.4.2 Risk assessments should seek to enable participation safely and should not unnecessarily restrict opportunities for students .

11.5 **Review of Risk Assessments**

Risk assessments should be reviewed where:

- There is a significant change to the placement.
- New information becomes available.
- An accident, incident or safeguarding concern occurs.
- The needs of the student change.
- Concerns are raised by the employer, family or school or college.

11.5.1 Any required amendments should be made promptly and communicated to relevant parties.

11.6 **Unacceptable Risk**

A placement must not proceed, or should be suspended, where identified risks cannot be adequately controlled or where the health, safety or wellbeing of the student cannot be reasonably assured.

11.6.1 Decisions to postpone, amend or withdraw a placement should be made in consultation with relevant colleagues and, where appropriate, safeguarding and health and safety leads.

11.6.2 The safety and wellbeing of the student must remain the primary consideration when determining whether a placement can proceed.

## 12 INFORMATION SHARING AND DATA PROTECTION

12.1 Aspris is committed to ensuring that personal information relating to students participating in work experience and work-related learning activities is processed lawfully, fairly, securely and in accordance with applicable data protection legislation.

12.1.1 Schools and colleges must ensure that any information shared with employers or placement providers is:

- Necessary to support the safe participation of the student.
- Relevant, accurate and proportionate.
- Shared on a lawful basis.
- Limited to individuals who have a legitimate need to know.
- Shared securely and in accordance with Aspris information governance procedures.

12.2 **Information Sharing**

Prior to the commencement of a placement, schools and colleges should determine what information needs to be shared to support appropriate supervision, safeguarding and reasonable adjustments.

12.2.1 This may include information relating to:

- Medical conditions, healthcare plans or emergency medical requirements.
- Communication needs and preferred methods of communication.
- SEND, ALN, ASN or other support needs.
- Reasonable adjustments.
- Risk management strategies and agreed support arrangements.
- Emergency contact information.
- Relevant safeguarding information.

12.2.2 Only information that is necessary to support the safety, wellbeing and successful participation of the student should be shared.

12.3 **Safeguarding Information**

The welfare and safety of the student must remain paramount.
Where there is a safeguarding need, relevant information should be shared in accordance with safeguarding procedures and applicable legislation, even where consent has not been obtained, provided there is an appropriate lawful basis for sharing the information.

12.4 **Responsibilities of Employers**

Schools and colleges should ensure that employers and placement providers understand their responsibilities regarding confidentiality and the secure handling of personal information.
Information provided by the school or college must only be used for the purposes of supporting the placement and should not be shared with third parties unless authorised or required by law.

12.5 **Record Keeping and Data Security**

Records relating to work experience placements, including risk assessments, placement agreements, monitoring records and incident reports, must be stored securely and retained in accordance with Aspris records management and retention procedures.

12.5.1 Students and parents/carers should be informed about how personal information will be collected, used, stored and shared as part of the placement process.
Any actual or suspected data breach relating to a work experience placement must be reported and managed in accordance with the Aspris Data Protection Policy and Data Breach Procedures.

12.6 **Legislative Compliance**

All information processing and information sharing activities relating to work experience and work-related learning must comply with:

- UK GDPR.
- Data Protection Act 2018.
- Human Rights Act 1998.
- Relevant safeguarding legislation and guidance.
- Aspris Data Protection and Information Governance Policies.

## 13 PLACEMENT AGREEMENTS

13.1 Prior to the commencement of any work experience placement, a written placement agreement should be completed to ensure that all parties have a clear understanding of the arrangements, expectations and responsibilities associated with the placement.

13.1.1 The placement agreement should support effective communication between the school or college, the employer, the student and, where appropriate, parents or carers. It should confirm the agreed arrangements for the placement and provide clarity regarding support, supervision, safeguarding and health and safety expectations.

13.2 **Placement Information**

The placement agreement should include, as a minimum:

- Name and details of the employer or placement provider.
- Placement location.
- Placement start and end dates.

- Agreed working hours and attendance arrangements.
- Name and contact details of the workplace supervisor.
- Description of the activities, duties and learning opportunities to be undertaken.
- Details of any support arrangements in place.
- Relevant health and safety information.
- Emergency contact procedures.
- Safeguarding reporting arrangements.
- Any agreed reasonable adjustments or specific support requirements.
- Arrangements for monitoring and reviewing the placement.

13.3 **Expectations and Responsibilities**

The placement agreement should clearly outline the responsibilities of all parties involved, including:

13.3.1 Schools and Colleges

Schools and colleges will:

- Provide relevant information to support successful participation.
- Maintain appropriate oversight of the placement.
- Respond to concerns, incidents or safeguarding matters in accordance with organisational procedures.

13.3.2 Employers and Placement Providers

Employers and placement providers will:

- Provide a safe and supportive environment.
- Ensure appropriate supervision arrangements are in place.
- Comply with agreed safeguarding and health and safety requirements.
- Notify the school or college promptly of any concerns, incidents or changes affecting the placement.

13.3.3 Students

Students are expected to:

- Attend the placement as agreed.
- Act responsibly and respectfully.
- Follow workplace policies, instructions and safety requirements.
- Raise any concerns with an appropriate adult.
- Engage positively with learning opportunities provided.

13.3.4 Parents and Carers

Parents and carers, where involved, are expected to:

- Support attendance and participation.
- Share relevant information that may impact on the placement.
- Notify the school or college of any changes that may affect the students' involvement.

13.4 **Agreement and Consent**

The placement agreement should be reviewed prior to the placement commencing and signed by the relevant parties to confirm their understanding and acceptance of the arrangements.

13.4.1 This may include:

- A school or college representative.
- The employer or placement provider.
- The student.
- A parent or carer, where appropriate.

13.4.2 Completed placement agreements should be retained in accordance with local record-keeping and data protection requirements.

## 14 PREPARATION OF STUDENTS

14.1 Effective preparation is essential to ensuring that students are able to participate safely, confidently and successfully in work experience and work-related learning opportunities.

14.1.1 Prior to the commencement of a placement, schools and colleges should ensure that students receive appropriate preparation that reflects their individual needs, level of understanding and the nature of the placement. Preparation should support students to understand workplace expectations, develop confidence and maximise the benefits of the experience.

14.2 **Pre-Placement Preparation**

Preparation should, where appropriate, include:

- The purpose and objectives of the placement.
- Workplace expectations and standards of conduct.
- Professional behaviour and attitudes.
- Attendance and punctuality expectations.
- Communication skills and workplace interactions.
- Confidentiality and professionalism.
- Health and safety requirements.
- Safeguarding and personal safety.
- How to raise concerns or seek support.
- Travel arrangements and journey planning.
- Appropriate dress and presentation.
- The duties and activities they are expected to undertake.
- The support available to them before and during the placement.

14.3 **Individualised Preparation**

Schools and colleges should recognise that students may require differing levels of preparation and support to participate successfully.

14.3.1 Preparation should therefore be tailored, where necessary, to reflect:

- Communication needs.
- Cognitive ability and understanding.
- Emotional wellbeing and confidence.
- Independence skills.
- Travel training needs.
- Sensory considerations.
- Behaviour support requirements.
- Medical or healthcare needs.
- Previous experience of work-related learning or workplace settings.

14.3.2 Appropriate adjustments should be considered to ensure that preparation is accessible, meaningful and relevant to the individual student.

14.4 **Readiness for Placement**

Schools and colleges should satisfy themselves that students have received appropriate preparation and are ready to engage safely with the proposed placement or work-related learning opportunity.

14.4.1 Where concerns are identified regarding readiness, consideration should be given to additional preparation, alternative work-related learning opportunities or a phased approach to participation.

14.4.2 Preparation should be viewed as an ongoing process that supports students to develop confidence, independence and workplace readiness over time.

## 15 MONITORING DURING PLACEMENTS

15.1 Schools and colleges must maintain appropriate oversight of work experience and work-related learning opportunities to ensure the ongoing safety, wellbeing and successful participation of students .

15.1.1 Monitoring arrangements should be proportionate to the nature, duration and location of the placement, as well as the individual needs of the student. Monitoring should enable schools and colleges to identify and respond promptly to any concerns relating to safeguarding, health and safety, attendance, wellbeing or suitability of the placement.

15.2 **Monitoring Arrangements**

Monitoring arrangements may include:

- Telephone contact with the student.
- Telephone or email contact with the employer or placement provider.
- Virtual review meetings.
- Workplace visits.
- Regular check-ins with parents or carers, where appropriate.
- Review of attendance and engagement.
- Feedback from employers and placement providers.
- Feedback from the student.

15.2.1 The frequency and method of monitoring will be determined according to the needs of the student, the nature of the placement, the level of identified risk, and the duration of the work experience. Monitoring activities will be proportionate and will ensure that any concerns relating to safeguarding, health and safety, attendance, wellbeing, or the suitability of the placement are identified and addressed promptly. Records of monitoring activities and any actions taken will be maintained in accordance with the organisation's record-keeping and safeguarding procedures.

15.2.2 **As a minimum:**

- The student must receive a direct check-in on each day they attend their work experience placement.
- The employer or workplace supervisor must confirm attendance and wellbeing on the first day of placement.
- Contact with the employer or placement provider must take place on the first day and at least weekly if no concerns are raised.
- Any concerns relating to safeguarding, wellbeing, attendance, behaviour, health and safety, or the suitability of the placement must be escalated and addressed on the same working day.
- A formal review of progress and suitability of the placement must be completed at least weekly for all placements.
- Records of all monitoring activity, concerns raised and actions taken must be maintained.

15.3 **Enhanced Monitoring**

Schools and colleges should consider enhanced monitoring arrangements where:

- The student requires higher levels of support.
- Additional safeguarding considerations have been identified.
- The placement involves higher-risk activities or environments.
- Concerns have previously been identified regarding attendance, wellbeing or engagement.
- The placement is being accessed for the first time by the student.
- There are significant travel or independence considerations.

15.3.1 Enhanced monitoring may include more frequent contact, additional workplace visits or increased involvement from school or college colleagues.

15.4 **Responding to Concerns**

Where concerns are identified during a placement, schools and colleges should take prompt action to assess the situation and determine any additional support or intervention required.

15.4.1 This may include concerns relating to:

- Safeguarding or welfare.
- Health and safety.
- Attendance or punctuality.
- Behaviour or conduct.
- Wellbeing and emotional regulation.
- Supervision arrangements.
- Suitability of activities being undertaken.

15.4.2 Appropriate action may include implementing additional support measures, reviewing placement arrangements, undertaking further risk assessment or, where necessary, suspending or terminating the placement.

The following escalation pathway should normally be followed:

Employer/Supervisor

↓

Careers Leader

↓

Designated Safeguarding Lead and/or Health and Safety Lead

↓

Headteacher or Principal

The Headteacher or Principal retains final responsibility for decisions regarding continuation, suspension or termination of placements.

15.5 **Review and Feedback**

Monitoring activities should inform ongoing evaluation of the placement and support continuous improvement of work experience and work-related learning provision.

15.5.1 Schools and colleges should seek feedback from students , employers and relevant colleagues to evaluate:

- The quality of the experience.
- Progress towards intended outcomes.
- The effectiveness of support arrangements.
- Any lessons learned for future placements.

15.5.2 Information gathered through monitoring and review should be used to inform future planning and improve opportunities for students .

## 16 ATTENDANCE

16.1 Regular attendance is an important aspect of successful participation in work experience and work-related learning opportunities. Attendance expectations should be clearly communicated to students , parents or carers, employers and relevant school or college colleagues prior to the commencement of the placement.

16.1.1 Students are expected to attend placements as agreed and to notify the school or college and employer of any absence in accordance with agreed procedures.

16.1.2 Work experience attendance must be monitored using the school's normal attendance and safeguarding procedures.

16.1.3 Where a student:

- Fails to attend a placement;
- Leaves a placement unexpectedly;
- Cannot be contacted; or

- Misses planned sessions repeatedly,

schools must apply existing safeguarding and attendance procedures, including welfare checks where appropriate.

16.1.4 Any unexplained absence should be treated in accordance with the school's safeguarding and child protection procedures.

16.2 **Reporting Absence**

Where a student is unable to attend a placement, the absence should be reported as soon as reasonably practicable in accordance with school or college procedures.

16.2.1 Schools and colleges should ensure that students , parents or carers and employers are informed of the arrangements for reporting absence before the placement begins.

16.3 **Unexplained Absence**

Any unexplained absence should be followed up promptly in line with school or college attendance and safeguarding procedures. Failure to arrive at a placement, unexplained absence from a placement, or inability to establish the whereabouts of a student must be managed in accordance with local safeguarding procedures and Student Missing Education/Missing Learner processes where applicable.

16.3.1 Schools and colleges should take reasonable steps to establish the whereabouts and welfare of a student where:

- They fail to attend a placement as expected.
- They leave a placement unexpectedly.
- Contact cannot be established during the placement.
- Concerns arise regarding their safety or wellbeing.

16.3.2 Where welfare concerns are identified, appropriate safeguarding procedures must be followed.

16.4 **Attendance Concerns**

Where concerns arise regarding attendance, punctuality or engagement, schools and colleges should work collaboratively with the student, parents or carers and the employer or placement provider to identify barriers to participation and determine whether additional support or adjustments may be required.

16.4.1 Support measures may include:

- Additional preparation or reassurance.
- Enhanced communication arrangements.
- Additional supervision or support.
- Adjustments to placement hours or activities.
- Review of travel arrangements.
- Consideration of alternative work-related learning opportunities.

16.4.2 Persistent attendance concerns should trigger a review of the placement and associated support arrangements to determine whether continued participation remains appropriate.

## 17 EVALUATION AND QUALITY ASSURANCE

17.1 Aspris is committed to ensuring that work experience and work-related learning opportunities are of high quality, provide meaningful outcomes for students and contribute positively to preparation for adulthood.

17.1.1 Schools and colleges should evaluate the effectiveness, accessibility and impact of work experience and work-related learning opportunities on a regular basis. Evaluation should be used to celebrate success, identify areas for improvement and support the continuous development of careers education and preparation for adulthood provision.

Schools and colleges should monitor and review post-placement outcomes and destinations including progression to further education, supported internships, apprenticeships, employment, volunteering and community participation.

17.2 **Evaluation of Provision**

Schools and colleges should gather and review information relating to:

- Progress towards identified learning outcomes.
- Outcomes achieved by students .
- Students  views and experiences.
- Employer and placement provider feedback.
- Parent or carer feedback, where appropriate.
- Quality and suitability of placements.
- Effectiveness of support arrangements and reasonable adjustments.
- Attendance and engagement.
- Participation rates and equity of access.
- Safeguarding, health and safety or placement concerns.
- Progression to further work-related learning, education, training or employment pathways.

17.3 **Seeking Feedback**

Feedback should be sought from relevant stakeholders following placements and work-related learning activities, including:

- Students .
- Employers and placement providers.
- Parents or carers, where appropriate.
- School and college colleagues involved in supporting placements.

17.3.1 Feedback should be used to evaluate the quality of experiences, identify strengths and inform future planning.

17.4 **Continuous Improvement**

Schools and colleges should use evaluation findings to:

- Improve the quality and range of work experience and work-related learning opportunities.
- Strengthen relationships with employers and placement providers.
- Identify and address barriers to participation.
- Enhance preparation and support arrangements for students .
- Inform careers education and preparation for adulthood provision.
- Review local processes and procedures where necessary.
- Share effective practice across Aspris schools and colleges.

17.5 **Quality Assurance**

Headteachers and Principals should ensure appropriate oversight of work experience and work-related learning provision within their school or college.

17.5.1 Schools and colleges should undertake regular reviews of their work experience programme to ensure that opportunities remain:

- Safe and appropriately supported.
- Inclusive and accessible.
- Meaningful and aspirational.
- Aligned with individual outcomes and preparation for adulthood goals.
- Consistent with Aspris policies, procedures and expectations.

17.5.2 Findings arising from evaluation and quality assurance activities should be used to inform future planning and support the ongoing development of work experience and work-related learning opportunities across Aspris.

17.6 **Key Performance Indicators**

Schools and colleges should monitor:

- Number of students participating in work-related learning.
- Percentage of students accessing employer-based experiences.
- Students satisfaction rates.
- Employer satisfaction rates.
- Achievement of individual work-related learning outcomes.
- Preparation for Adulthood outcome progress.
- Progression and destination outcomes.
- Equality of access across groups of students .
- Rates of placement completion.
- Number and nature of safeguarding or health and safety incidents.

## 18 References:

Statutory and Regulatory Frameworks

This policy should be read alongside, and has been informed by, the following legislation, statutory guidance and regulatory frameworks:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Employers' Liability (Compulsory Insurance) Act 1969
- Equality Act 2010
- Health and Safety Executive (HSE) Guidance: Young People at Work and Work Experience
- Children Act 1989 and Children Act 2004
- Data Protection Act 2018 and UK GDPR

Safeguarding

- Keeping Children Safe in Education (England)
- Working Together to Safeguard Children (England)
- Keeping Learners Safe (Wales)
- Working Together to Safeguard People: Volume 5 - Handling Individual Cases to Protect Children at Risk (Wales)
- National Guidance for Child Protection in Scotland
- Getting it Right for Every Child (GIRFEC) (Scotland)

Special Educational Needs / Additional Support Needs

- SEND Code of Practice: 0-25 Years (England)
- Additional Learning Needs Code for Wales
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)
- Supporting Children's Learning: Statutory Guidance (Scotland)

Careers Education and Preparation for Adulthood

- Careers Guidance and Access for Education and Training Providers Statutory Guidance (England)
- Gatsby Benchmarks of Good Career Guidance
- Careers and Work-Related Experiences (CWRE) Framework (Wales)
- Career Education Standard (3-18) (Scotland)
- Developing the Young Workforce (DYW) Programme (Scotland)

**Associated Forms:**

ACS Form 70 Work experience Forms and Guidance