South Gloucestershire and Stroud College

Industry Placement Policy for SGS Learners

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Job Title/Role:	Head of Employer Engagement
Ref. No.: Q/P 242	**Date of this version: 19/01/2024** **Review date:** 19/01/2027 (Subject to any legislative changes) **Upload to College website?** Yes **Upload to e-Campus?** No
Approved by:	Senior Leadership Team
Date:	24/01/2024

MANDATORY INITIAL IMPACT SCREENING

I have read the guidance document: Completing a Policy Impact Assessment?	✓
If this policy raises equality, diversity or inclusion concerns, the Inclusion Committee has been consulted?	☐
If this policy raises environmental or sustainability issues, the Estates Team have been consulted?	☐
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:	☐

Please list each College Strategic Priority that this policy is designed to address/implement:	

EQUALITY, DIVERSITY & INCLUSION IMPACT ASSESSMENT

Characteristic	This policy seeks to:
Age	No appreciable impact
Disability	No appreciable impact
Faith or Belief	No appreciable impact
Gender	No appreciable impact
Race or Ethnicity	No appreciable impact
Orientation	No appreciable impact
Gender reassignment	No appreciable impact
Economic disadvantage	No appreciable impact
Rural isolation	No appreciable impact
Marriage	No appreciable impact
Pregnancy & maternity	No appreciable impact
Carers & care leavers	Choose an item.
Vulnerable persons	No appreciable impact

Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:			
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:			
Is there any possibility that this policy could operate in a discriminatory way?	☐	✗	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	☐		Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 42 Right to know your rights Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 2 Right o life Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will not result in the collection, storage or processing of personal data outside of official College systems:	☐
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	☐

ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACT ASSESSMENT

Does this policy relate directly or indirectly to any legal, regulatory environmental or sustainability standard(s)?	Yes ☐	No ☐
If so, please list them:		

Will any aspects of this policy result in:

Reduced miles travelled or provide / improve / promote alternatives to car based transport (e.g. public transport, walking and cycling car sharing, the use of low emission vehicles, community transport, environmentally friendly fuels and/or technologies)	Yes ☐	No ☐
Reduced waste, environmental hazards and/or toxic materials for example by reducing PVC, photocopier and printer use, air pollution, noise pollution, mining or deforestation? Or increase the amount of College waste that is recycled or composted?	Yes ☐	No ☐
Reduced water consumption?	Yes ☐	No ☐
Reduced instances of single use plastic?	Yes ☐	No ☐
Reduced use of natural resources such as raw materials and energy to promote a circular economy?	Yes ☐	No ☐
Improved resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)?	Yes ☐	No ☐
Will this policy improve green space or access to green space?	Yes ☐	No ☒
Please list the sections of this policy which specifically target an improved environment:		

Will any aspects of this policy result in:

The promotion of healthy working lives (including health and safety at work, work-life/home-life balance and family friendly practices)?	Yes ☐	No ☐
Greater employment opportunities for local people?	Yes ☐	No ☐
The promotion of ethical purchasing of goods or services for example by increasing transparency of modern slavery in our supply chain?	Yes ☐	No ☐
Greater support for the local economy through the use of local suppliers, SMEs or engagement with third sector or community groups?	Yes ☐	No ☐
The promotion of better health, increased community resilience, social cohesion, reduced social isolation or support for sustainable development?	Yes ☐	No ☐
Mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood/snow, heatwaves and other weather extremes)?	Yes ☐	No ☐
The promotion of better awareness of sustainability, healthy behaviours, mental wellbeing, living independently or self-management?	Yes ☐	No ☒
Please list the sections of this policy which specifically target improved sustainability:		

	Increased (+tCO2e) ☐	Decreased (-tCO2e) ☐	Net Zero CO2 ☐
What is the *estimated* carbon impact of this policy (in terms of tCO2e)			

Mandatory initial impact screening completed by:	Sarah Stephens-Lewis
Date	01/01/2024
Initial impact screening supported by (Please list each individual)	

Industry Placement Policy for SGS Learners

1. Policy Intent

1.1. The purpose of this policy is to clarify the terms and definition of industry placements, to confirm the support available to learners, and specify the roles of designated SGS staff.

1.2. The purpose of industry placements is to improve and develop learners' vocational and employability skills in a practical way which will enhance their prospects of employability (including apprenticeships) and progressing onto a higher course (including H.E.)

2. Scope

2.1 This policy applies to all SGS College full-time learners who are expected to complete industry placements and extended industry placements as part of their study programmes, and outlines the roles of Industry Placement Coaches and relevant curriculum/support staff.

2.2 SGS College is committed to ensuring that learners have the opportunity to undertake meaningful industry placements/employer engagement as part of their study programme.

2.3 Industry placements must be purposeful and planned to give learners the opportunity to develop vocational and employability skills. Industry placements should contribute to the learners' overall development.

3. Procedures

Industry Placement Definition:

3.1 An industry placement is a specified and agreed amount of time that should take place with an external employer. Learning objectives must be agreed between SGS College, learner and employer in order for the learner to develop technical and employability skills.

3.2 A long-term placement is external employer activity that lasts longer than 80 hours. T-level extended industry placements are a minimum of 315 hours.

3.3 Study programme delivery plans must be clear on the volume of industry placement hours that contribute to the minimum study programme GLH outside of classroom delivered lessons to avoid double-funding.

3.4 Placement hours should be completed between normal working hours; however with agreement of the Industry Placement team, hours can be

completed during evenings, weekends and holiday periods. Learners cannot work between the hours of 22.00-0700.

Sourcing Industry Placement Activity:

3.5   The Industry Placement team will encourage learners to source their own industry placement. This will help them learners develop the skills needed to apply for jobs when leaving college.

3.6   Learners will be given advice and guidance on sourcing and contacting employers, and will have access to various resources to support their applications.

3.7   The Industry Placement team will also engage with employers to source new placement opportunities and confirm with the employers that learners will be contacting them.

3.8   Exceptional arrangements for learners who are unable to complete a placement (on medical or well-being grounds), have difficulty sourcing their own placement, or for whom a placement would not be beneficial will be made on an individual basis by curriculum staff in conjunction with the Industry Placement team.

3.9   For learners at or below Level 1 who are unable to source their own placement, employer engagement activity can be arranged with suitable employers where employability skills can be developed. This can include planned visits or mock interviews with employers, guest speakers and employability workshops. The Industry Placement team must ensure suitable employer engagement activity is sourced for those unable to source their own placement.

3.10   Learners with paid employment must not use this as their industry placement unless it is related to their course of study and agreed with the Industry Placement team. Specific learning outcomes will need to be arranged and agreed with the employer.

3.11   Where an external placement is not possible, learners may source relevant virtual opportunities as agreed by the Industry Placement team. Learners will be expected to engage/communicate with employers using technical/virtual means which will need evidencing. The Industry Placement team will also work with selected employers to design project briefs for learners to work on. Learners will present work to employers at appropriate planned time.

Industry Placement Objective Setting:

3.12   For level 2 and 3 learners an industry placement must be occupationally specific and focused on developing the practical and technical skills required for the profession or trade that the learner is studying for.

3.13   For learners at or below level 1, the placement objectives will be focused on developing employability skills.

Industry Placement Planning:

3.14 Curriculum teams must work closely with the Industry Placement team in order to confirm placement hours, dates, technical objectives and procedures well in advance of industry placements commencing.

3.15 The Industry Placement team must ensure suitable and a sufficient amount of external placements are sourced before T-level learners commence their course.

3.17 SGS College must ensure that all full-time learners are aware that Industry placements are an integral part of all study programmes. Industry placements will be promoted in SGS College full-time prospectus, website, Open events, Taster days, IAG and school events.

3.18 Curriculum teams must invite Industry Placement Coach to present to learners during induction period to promote benefits of industry placements and how to engage with employers.

3.19 Industry Placement Coaches will arrange 1:1 sessions with all learners who complete an external placement to discuss placement objectives and any support needs (including EHCP).

3.20 The Industry Placement Coach will work with the Additional Learning Support team to discuss support needs identified and ensure suitable placement arrangements are in place before commencement.

3.21 Relevant information relating to EHCP/support needs will be shared with employers if relevant to the placement and if prior authorisation is given by the learner and/or the parent/carer.

3.22 The Industry Placement team will send employers placement documentation including Placement Agreement, Safeguarding/Prevent information and Learning Aims before placement commences.

Health & Safety Assessment:

SGS College will undertake all reasonable steps to ensure the safety and well-being of learners undertaking industry placements/experience whilst adhering to guidelines specified by Education and Skills Funding Agency. The Health and Safety Executive guidance is clear; the employer has the primary responsibility for the health and safety of the learner and should be managing any significant risks. As the training provider, SGS College should take reasonable steps to be satisfied that the employer is doing this.

3.23 The Industry Placement Coach will conduct a H&S assessment with all new employers to ensure a safe and supportive learning environment exists for learners who undertake an industry placement. Learners will not be able to start working until authorisation has been given.

3.24   It is advisable that the Industry Placement Coach visits employers to complete the assessment. However, in line with HSE guidance, Low and Medium occupational risk employers can be completed by a desk based assessment. This must be completed using verbal communication via telephone or virtual meeting. (Appendix 1).

3.25   All High occupational risk employers will be visited in person by the Industry Placement Coach unless employer premises is outside of regional locality; if this is the case, the Head of Employer Engagement will be contacted to advise on suitability of placement. Appendixes 1 and 2 will need to be completed.

3.26   Where the learner being placed has a medical condition, disability or other individual need a Industry Placement Learner Risk Assessment Form (Appendix 3) must be completed to advise the employer of the needs of the learner. This information must then be provided to the employer to allow them to update their risk assessments accordingly.

3.27   Low risk employers will need to be re-approved every 3 years. Medium risk employers will need to be re-approved every 2 years. High risk employers will need to be re-approved every year.

3.28   All employers will need to be re-approved prior to use if they have not been utilised by the College within the previous 12 months.

3.29   Copies of all Health & Safety Assessments (desk and visit based) will be forwarded to the Industry Placement Administrator for inclusion within central database of approved employers.

3.30   For all cases the following must be discussed with the employer:

- What work the learner will do/placement objectives
- What relevant precautions there are
- The planned arrangements for induction, training and supervision of learner
- Additional support required based on learner need

Industry Placement Monitoring:

3.31   The Industry Placement Coach will ensure that learners receive a H&S induction and are supervised whilst on placement.

3.32   Wherever possible learners will be visited on placement by an Industry Placement Coach. If this is not feasible then the employer must be contacted by phone call or email to check progress of learner.

3.33   All learners on T-level extended industry placements must be visited at least twice.

3.34   All learners on long-term placements will have placement objectives reviewed mid-term. If objectives have been met, then suitable additional objectives will be set.

3.35 Learners will be expected to discuss any placement/safeguarding concerns with the Industry Placement team before a decision is made regarding ending the placement.

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3.37 Placement progress and employer details will be recorded using Pro-Monitor.

3.38 Learners will be expected to complete either a digital or paper-based Industry Placement Log.

3.39 Curriculum staff will be expected to discuss placement progress during tutorials/1:1's

Industry Placement Evaluation:

3.40 Employers will be expected to give feedback on learner placement performance. Learners will complete evaluation form at end of placement. This feedback will be used by curriculum staff so that learning can be adapted back in the classroom to support areas of development and any skills gaps identified.

3.41 Learners and employers will receive evaluation forms to complete regarding the support given by the Industry Placement team. Questions relating to industry placements will be included in Student End of Year survey. Information will inform SAR process and continual improvement of service.

International Placements:

3.42 International placements will be arranged in accordance with the SGS College Trips Policy and all risk assessments relating to the placements will need to be signed off at Assistant Principal level.

4. Policy Implementation

4.1. The Head of Employer Engagement will ensure there is standardisation in placement planning cross-college and work with the following to ensure implementation:

The Industry Placement team will ensure:

4.2 All learners have access to industry placement support/advice and guidance.

4.3 Learners complete their placements in safe and supportive environments. H&S assessment to be conducted.

4.4 Placement objectives are discussed with learners and shared with

employers.

4.5 Identify any support needs and liaise with Additional Learning Support team before discussing with employer.

4.6 They continually look to source new placement opportunities for learners to contact.

4.7 Employers are visited or contacted to discuss learner placement progress.

4.8 Learners have access to correct PPE or have a DBS check before placements commence.

4.9 Learners are given help with approaching employers – e.g. support with application form filling or mock-interviews.

4.10 Curriculum staff are kept informed of learner placement progress.

4.11 They deal with any employer complaints in a timely and efficient manner as mentioned in the Placement Agreement given to all employers and in accordance with the SGS Complaints Procedure.

Curriculum staff will ensure:

4.12 They promote industry placements with learners.

4.13 Placement technical objectives are set for all L2/L3 learners prior to placement. These can be set for each group to meet.

4.14 Work Placement unit is chosen where possible.

4.15 They identify most appropriate method for learners to reflect on Industry Placement experience (e.g. presentation to peers)

4.16 They work closely with the Industry Placement team to inform them of any learner withdrawals, learner concerns, exam dates, trips etc.

4.17 They arrange a time for the Industry Placement team to present to their learners.

4.18 Placement progress is discussed with learners during tutorials/1:1s

4.19 Classroom is adapted to help support identified areas for Development.

5. Enforcement

5.1. Failure for staff to follow procedures may result in significant harm to learner both physically and developmentally, and could have a serious negative impact on the college's reputation within the local community.

5.2 Failure for the Industry Placement team to complete all necessary H&S sssessment paperwork will result in disciplinary action.

6. Related Policies, Procedures, Charters, Plans, Guidance and Legislation

6.1   Safeguarding Policy

6.2   DBS Policy

6.3   Trips Policy

7. Impact

7.1.   The intended impact of the policy is to ensure learners have the relevant support and guidance, given to them by SGS staff and employers, for them to develop technical and employability skills required to make them more employable in industry.

8. Additional useful information

8.1   Appendix 1: Industry Placement Health & Safety Assessment
8.2   Appendix 2: Industry Placement High Risk Sector Additional Form
8.3   Appendix 3: Industry Placement Risk Assessment For Individual Learners
8.4   Appendix 4: Occupational Area Risk Rating
8.5   Appendix 5: Industry Placement Flow Chart

Appendix 1 - Work Based Learning Health and Safety Assessment

Employer/Organisation Details		
Name of Employer		
Workplace Address inc. postcode		
Name of contact (supervisor)		Signature (for site visit) Date:
Contact phone no. and email address		
Occupational Sector		Risk banding	
SGS staff name and signature		Date of check	

Part 1 – all Workplaces

			Yes		No	
1.1	Have we used this employer within the last 12 months?		Yes		No	
1.2	Does this organisation have less than 5 staff?		Yes		No	
1.3	Does this organisation employ under-18s?		Yes		No	

1.4	Employer Liability Insurance (compulsory)			Policies	
	Public Liability Insurance (for sole traders)			Equality & Diversity	
Insurance Company name				Safeguarding	
Policy No.		Expiry Date		Bullying & Harassment	

		Yes/No	Evidence/Comments
1.5	Check on level of housekeeping, access/exit routes kept clear, rubbish disposed of, suitable working environment		
1.6	Check HSE website for any current or recent notifications or prosecutions		
1.7	Is there an appropriate level of supervision in place?		
1.8	Is the employer aware of safeguarding requirements and are these communicated to all staff (share SGS employer guide)		

1.9	Is there a planned workplace induction including arrangements for welfare, first aid, fire & emergency evacuation?		
1.11	Has the employer confirmed there are risk assessments in place, appropriate to the learners needs and age?		
1.12	Have placement objectives/daily tasks been discussed with employer?	*Please evidence objectives/daily tasks:*	
1.13	Has any task/area/equipment been identified that learners will not be able to complete/enter/use?	*Please evidence:*	
1.14	Has the employer been advised of any learners with additional needs?	*Please evidence needs and support in place:*	

Place learner?	**Yes**		**No**		**On completion of action plan?**	

Appendix 2 – High Risk Sectors		
	Yes/No	**Evidence/Comments**
2.1	Record any health and safety accreditations (SSIP) scheme name and cert. no.		
2.2	Is there a written health and safety policy in place (organisations with 5 or more employees)?		
2.3	Are risk assessments in place, which take account of the age, inexperience and any special needs of learners?		
2.4	Are HSE signs displayed?		
2.5	How will any prohibited tasks or areas be communicated to Work based learners?		
2.6	Are there adequate security arrangements for risk areas such as chemical storage?		
2.7	Is any workplace equipment well maintained?		
2.8	Is appropriate PPE provided for employees, work based learners and visitors?		
2.9	Are there adequate arrangements in place for first aid and for fire and emergency?		
2.10	Are effective means of escape in place including unobstructed routes and exits?		

Notes/Comments:

Appendix 3 - Industry Placement Risk Assessment For Individual Learners

Learner's Name:

Learner Support Needs (e.g. physical/medical/allergy condition etc.):

Will the learner need to take medication on employer premises YES/NO (Details):

Will the learner be accompanied by a support worker   YES/NO (Details):

Company Name:

Company Address:

	Management of learner's / young person's health and safety	**Evidence / comments**
A	Outline the control measures the employer has taken which take into account any special needs or circumstances including any disability and/or medical health condition	
B	Has the employer assessed the risks to the learner taking into account their age, inexperience, immaturity, any support needs and lack of awareness of risks?	
C	Detail any necessary prohibitions and restrictions identified that apply to the learner	
D	Is the level of competent supervision appropriate for the learner and is there a designated person to take overall responsibility for them?	
E	Does planned workplace induction take account of the learner's support needs?	
F	Are any further adaptations required for this learner?	

Action plan prepared by: (workplace)		**Agreed by: (college)**	
Signed:		**Date:**	

Appendix 4 - Occupational Area Risk Rating

High Risk	Medium Risk	Low Risk
Agriculture	Care	Administration
Animal Nursing/Animal Care	Electronics	Education
Catering (Kitchen)	Hairdressing & Beauty	Retail Trade
Chemical & Chemical Products	Printing	Sales
Construction	Hotel & Restaurants (non-catering)	
Engineering (Mechanical & Electrical)	Sport / Recreation	
Equestrian	Textiles / Clothing	
Fishing	Wholesale	
Forestry	Warehousing	
Horticulture		
Manufacturing / Craft		
Mining / Quarrying		
Outdoor Pursuits		
Repair of Motor Vehicles & Motorcycles		
Security		
Transport		
Utilities		

Appendix 5: Industry Placement Flowchart

Placement Process Flow Chart

Tutor

Placement Coach

Employer

- Placement presentation delivered to learners during first term
- Coach to work with tutors to ensure all groups are met
- Has learner secured own placement
  - Yes
  - No

- Is employer on ProSolution?
  - Yes
  - No

- Coach to contact/visit employer to discuss placement objectives/dates/support needs

- H&S assessment required
- Is employer High Risk?
  - Yes — Site visit H&S assessment to be completed
  - No — H&S assessment can be completed via phone call/TEAMS call

For Level 2 & 3 courses

Plan 3 technical objectives for each group

- Placement Coach to have 1:1 to obtain:
  - Employer details
  - Discuss placement objectives
  - Discuss placement dates/hours
  - Ask if learner has EHCP/Support needs

- Coach to have additional 1:1's with learner

- H&S assessment to be uploaded to H&S TEAMS site
- Coach to add employer to ProSolution

If they have an EHCP or requires support Check EHCP on ProMonitor – Discuss with tutor/Additional Learning Support

- Once both side are complete

- Coach to link learner with employer on ProSolution
- Coach to add placement comment on ProMonitor
- Coach to add employer on ProMonitor to activate ProPortal Logbook
- Coach to send out confirmation email/placement agreement/Safeguarding document to employer/
- Coach to inform learner they can start placement/logbook
- Is placement long-term?
  - Yes
  - No

- Coach to contact employer to ensure learner has settled in
- Coach to arrange a visit to employer to check learner progress/objectives
- New objectives to be set if previous ones have been met

- If visit cannot be arranged, Coach to contact employer by phone/email to check progress

- Coach to obtain placement feedback/evaluation forms from employer and learner at end of placement

- Tutor to inform and question placement progress

- Coach to check Placement logbook has been completed
- Coach to upload feedback/comments to ProMonitor
- Coach to ensure actual hours are logged on ProMonitor
- Coach to ensure tutor has access to relevant placement information

- Are there any skill gaps?
  - Yes
  - No

- Tutor to adjust lessons accordingly