

# Work Placement Policy, Procedure and Guidelines

Policy Reference	POL-398
Policy Area	External Development
Policy Owner	Zoe Lee
Policy Author	Violet Williams
Level of Consultation	1
Approval Level	SLT
Review Date	1 <sup>st</sup> Nov 2025
Approval Date	10 <sup>th</sup> Nov 2025
Next review date	1 <sup>st</sup> Nov 2026

## Policy statement

BMet aspires to provide work placement opportunities for all 16-19 students enrolled on a study programme. One of our strategic priorities is to equip students for the future.

Work experience and work-related learning should be an integral part of a young person's development as it helps prepare them for the transition into adulthood and to make informed decisions about their future careers.

Participating in a work experience placement or in work-related learning activities enables students to experience the demands and expectations of the world of work and provides opportunities to practise the skills learned in the classroom stimulating a positive attitude to learning and enhancing academic achievement.

This policy adheres to the guidance within the Department for Education (DfE) document '16-19 Study Programmes: Guidance 2025-2026 Academic Year'.

### [Extract from DfE '16-19 Study Programmes: Guidance 2025-2026 Academic Year:](#)

*Work experience is a key component of 16 to 19 study programmes. The term work experience refers to all forms of work-related activity, including work tasters, running a student enterprise, participation in a social action project, volunteering or a placement with an external employer. It aims to give young people the opportunity to develop their career choices and develop the critical employability skills needed for real working conditions. All students are expected to undertake work experience or work related training as part of their study programme, and for some students, it can be the core aim of the study programme.*

This policy confirms BMet's Work Placement Procedure and Guidelines, including staff roles and responsibilities.

## Aims

The aim of this policy and its related procedure is to:

- Ensure all staff and relevant stakeholders are aware of Work Experience processes and procedures, supporting staff, students, and parents, to meet required outcomes.
- Ensure compliance requirements are adhered to, especially in areas which require DBS checks ahead of the placement taking place.
- Provide clear and robust tracking and monitoring criteria, creating a streamlined process for both staff and students.
- To provide clear lines of communication and a standardised approach across all curriculum areas when planning and delivering the Work Experience offer.
- To outline clear expectations and responsibilities at each stage of the Work Experience process.
- To outline clear expectations and responsibilities of the T Level placement process.

## Types of Work Experience at BMet

BMet differentiates its Work Experience activity as 'Ready' and 'Real'.

### Ready

Any activity that takes place before a placement in the workplace e.g. employer talks, CV writing, enrichment activity and tutorials.

"Ready" work experience activity is the responsibility of curriculum. Hours should be completed and then recorded correctly on MIS: *ProMonitor*. For example, visiting speaker, workshops, seminars etc.

### Real

Anytime spent "at work" with an employer at their premises is classified as real work experience. It also covers those that are working virtually and any area where there are limitations due to health and safety. Best practice is that students self-place with support from curriculum and the Work Experience Team if students and tutors have not been able to source placements.

### Duration:

During the period of their Study Programme each student must aim to undertake the following aspirational best practice target hours on ready and real activity. As one of the college's goals is to progress students it is recommended that they build on the real and ready activity in their time at BMet. For example: Real Activity (with an external employer) is a target of at least 5 hours at entry level and increases to at least 35 hours at Level 3.

Course	Ready Activity	Hours	Real Activity	Hours	Total Hours
Entry Level	Preparation for Work Placement	20	Internship or Short Work Placement that takes place with an employer (*)	5	25
L1	Preparation for Work Placement	25	Internship or Short Work Placement that takes place with an employer (*)	10	35
L2	Preparation for Work Placement	20	Short Work Placement that takes place with an employer (*) (**)	15	35
L3 (***)	Preparation for Work Placement	15	Short Work Placement that takes place with an employer (*) (**)	35	50

(\*) Live Projects with an employer are permissible in exceptional circumstances e.g. where there are restrictions on entering employer premises or where age limitations apply due to health and safety.

(\*\*) Where appropriate to the vocational area, Work Placement may take the form of a commission from an external company. For example, in Art & Design, students may be working on an Art commission, reflecting industry practice. To ensure that the commissioning process meets the guidelines for high quality Work Placement, it is expected that learners will visit the Employer to receive the brief, talk through the requirements including expected standards and deadlines, and then again to make a final

*presentation of their work to the organisation who commissioned it. The activity must be planned, monitored, and evaluated in line with the Work Placement procedure.*

**(\*\*\*) For two-year Level 3 programmes work placement hours are only required in the first or second year (preferably in the first year).**

## **Compulsory Vs Non**

There are two distinctions between work placements: compulsory placements such as those required for T Levels, Health and Social Care, and Early Years and non-compulsory placements which apply to other study areas.

## **T Level industry placements**

T Levels are rigorous, technical qualifications designed to prepare students for skilled employment, higher education, or apprenticeships. Central to these programmes is the compulsory work placement requirement, which involves a minimum of 315 hours (approximately 45 days) of industry experience. This policy outlines the framework for managing T Level placements, ensuring compliance with Department for Education (DfE) guidelines and delivering meaningful opportunities for students and employers.

While the WEX (Industry Placement) team will concentrate efforts in contacting employers and securing placements, it is imperative to recognise that this is a collective responsibility shared across the organisation. Directors and Department Managers and tutors should actively leverage their networks and engage in industry events to aid in these efforts. This collaborative approach ensures a diverse and robust pipeline of placement opportunities, essential for delivering high-quality, industry-relevant experiences to our students.

Placement Officers within Health and Social Care and Early Years are responsible for arranging placements for T Levels and other compulsory programmes and sit outside the WEX team.

T Level Students will also be encouraged to self-place – the onus will not be on them to do this, but tutors should encourage them to think about the industry they will work in and to send speculative emails/CVs. They may also have contacts in the industry they are interested in.

There are costs associated with running T Levels such as equipment needed when on placement. Students are not expected to purchase equipment and therefore Directors and DMs should at business planning factor in potential costs and bid for budget. Where there are additional costs for attending placement such as clothes or additional travel costs the bursary can support this for those that are disadvantaged only and meet the threshold for bursary support.

[Click here to read roles and responsibilities when planning T Level Placements.](#)

## **Finding employers:**

General Work Placements should be arranged in the following order:

- 1) By the student ('self-placing');

- 2) By the student, supported by Curriculum; and where additional support is needed;
- 3) By the student, supported by the Work Placement Officers.

## Health and Safety

All staff are responsible for making sure that Work Placements are **Safe**.

To ensure that they are **Ready** and **Safe**, it is expected that all students will receive a formal session from their tutor about Work Placement Health and Safety requirements, including Personal Protective Equipment (PPE) and adhering to the employer's specific rules. Tutors can find more information via this link: [Young people at work: Work experience - HSE & Advice for schools and colleges - HSE](#) document and on the [HSE: Information about health and safety at work](#). It is expected that everyone involved in organising, supporting, and delivering work placements should have due regard to the HSE guidelines, as should students themselves.

On Self Placed placements it is the student responsibility to ask employer to complete paperwork – and curriculum's responsibility to ensure all is in order on that paperwork. On tutor led placements it is the responsibility of those staff to contact the employer and ask them to undertake a Health and Safety Check prior to a student starting on a Work Placement. The WEX team will lead on Health and Safety Checks where they have sourced the employer.

## Principles

- **Proportionate:** Checks are based on the level of risk associated with the placement.
- **Clear roles:** Responsibilities for checks and site visits are defined.
- **Accountable:** Records must be kept and available for audit.
- **Targeted:** Site visits are focused on placements where they are appropriate and necessary, high risk only.
- **Compliance-driven:** Spot checks will be carried out to ensure consistent application of this policy. Non-compliance will result in formal action.
- **Defined scope:** Staff undertaking placement checks do not certify legal compliance: they confirm reasonable evidence of employer responsibility.

## Risk-Based Categories and Minimum Requirements

To ensure that all students on external placements are safeguarded through proportionate and effective health and safety checks. The college adopts a risk-based approach to managing placements, recognising the scale of activity and ensuring responsibilities are clearly defined.

Placements are categorised as:

<b>Risk Level</b>	<b>Examples</b>	<b>Required Checks</b>	<b>Site visit</b>	<b>Responsible</b>	<b>Employer Review</b>
<b>High Risk</b>	Construction, Engineering, Health & Social Care, Science	Employer Liability Insurance, Risk Assessment, DBS if applicable	Yes	Tutor/staff leading on placement	Annual review
<b>Medium Risk</b>	Hospitality, Retail	Employer Liability Insurance, Risk Assessment, DBS if applicable	Only if concerns arise on paperwork	Tutor/staff leading on placement	Every two years
<b>Low Risk</b>	Office based e.g. Finance, Marketing	Employer Liability Insurance, Risk Assessment, DBS if applicable	No	Tutor/staff leading on placement	Every three years

[Health & Safety Categorised.docx](#)

To ensure that all students on external placements are safeguarded through proportionate and effective health and safety checks. The college adopts a risk-based approach to managing placements, recognising the scale of activity, and ensuring responsibilities are clearly defined.

Placements are categorised as:

### Minimum requirements

- **Defined scope:** Staff undertaking placement checks do not certify legal compliance: they confirm reasonable evidence of employer responsibility.
- Employer vetting and H&S documentation requested from employer.
- Site visits (high risk only)
- Compliance with ESFA and other regulatory requirements confirmed

### Responsible owners

- Work Experience to take lead responsibility for their own employer sourced placements.
- All other placements including student self-placed Health and Safety Checks to sit with curriculum.

### Health and Safety Checks – Scope of Responsibility

- Work Experience Team will conduct site visits only for their WEX-managed placements if high risk. They will not visit placements organised or led by other teams. On any other high risk placements curriculum to make site visits.
- Work Experience Officers and curriculum staff are not health and safety subject matter experts. Their role is to verify that:
  - Appropriate health and safety documentation is present (e.g. Employer Liability Insurance, Risk Assessments where applicable, relevant policies)
  - The employer has provided signed confirmation that they are compliant with current legislation.
  - This process does not constitute a formal H&S audit or certification of full compliance.
  - The employer remains fully responsible for ensuring they meet all legal health and safety obligations.
  - When confirming a placement, staff should use the following wording to clarify scope: In line with college policy, we have confirmed the presence of key health and safety documentation.
  - Employers remain fully responsible for always ensuring a safe environment and legal compliance at all times.

Students must not start on a Work Placement until the Health and Safety Assessment has been completed and the information has been uploaded onto Promonitor. This is the responsibility of the Curriculum Department Managers.

Once students are on a Work Placement, they are regarded as employees of the employer. This means that the employer has the same duty of care towards them as any other member of their staff. Equally, students have the same responsibilities as any other employee, including compliance with the employer's Health and Safety rules.

Visiting staff have a duty to observe Health and Safety practices in the student's workplace and have a duty to comment, feedback information and take immediate action where a Health and Safety issue is identified.

### **Spot Checks**

- The WEX team will conduct spot checks each term on a sample of placement records and associated documentation across all curriculum areas.
- Spot checks will verify that checks and records are being maintained in line with this policy and that the required documentation is present.
- Findings from spot checks will be reported to the Director of Marketing, Schools and WEX and escalated to VPs.

### **Non-Compliance**

- Compliance with this policy is compulsory.
- Where non-compliance is identified either through spot checks, audit, or other means this will result in formal action under the college's disciplinary procedures.
- It is the responsibility of all staff involved in organising placements to ensure they adhere to the requirements set out in this policy.

## **System Recommendation:**

All WEX activity and information will be logged by curriculum on Pro Monitor. The WEX Team in the academic year 25/26 will continue to use Connect.

Click here [BMet Health & Safety WEX Guide.docx](#) on how to record health and safety checks.

## **Responsibilities**

This section covers the roles and responsibilities for BMet staff and students on general work experience placements.

### **SLT**

Ownership of the Work Placement Policy and strategy sits with the External Development team. It is overseen by the Deputy Principal and the Vice Principal for External Development.

#### **SLT will:**

- Agree the dates for the college wide work experience weeks and communicate those dates to staff who are responsible for disseminating information to students.
- Review KPIs to monitor performance by department against target. Curriculum staff must ensure that all activity is recorded on Promonitor to facilitate this review.
- Vice Principals, Directors and Department Managers will be expected to address issues of under-performance with their respective teams; seeking support from the Work Placement team as required e.g., commissioning targeted employer campaigns.
- The Vice Principal for each main college will share a list of priority curriculum areas and industry sectors with the External Development Directorate.
- Build relationships with employers as part of stakeholder engagement.
- Review the policy annually

#### **The WEX Team**

The WEX Team adopts a work-ready focus to bridge curriculum activities and employer engagement, reflecting recommendations from inspection reports and labour market needs.

#### **The WEX Team will:**

- Support Curriculum Managers in sourcing Non-Compulsory Work Placements, as prioritised annually by Vice Principals.
  - Assist students unable to self-place by responding to formal support requests from Curriculum staff via [workexperience@bmet.ac.uk](mailto:workexperience@bmet.ac.uk).
  - Confirm viability of placements.
  - The WEX team will lead on all Health and Safety checks for placements they have sourced.
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- The WEX Team will also as highlighted above support on T Level placements. [Click here to read the strategic transition of the team towards T Level placements.](#)
- The WEX Team will build and maintain relationships with employers.
- Compulsory Work Placements are the responsibility of the Placement Officer within Health and Social Care and Early Years Curriculum areas. This will also apply to T Levels.

### **Curriculum Directors**

Curriculum Directors are responsible for ensuring that Work Placements are included in curriculum plans for the academic year.

#### **Curriculum Directors will:**

- Agree the format of any work-related learning activities and ensure that any trips or external speakers are relevant and approved in line with appropriate college policies.
- Incorporate work experience in the curriculum planning process and supply dates to WEX Manager for local WEX activity.
- Build relationships with employers to help facilitate general work experience and T Level placements.
- Ensure Health and Safety Checks are recorded accurately by curriculum teams.

### **Department Managers**

Department Managers are responsible for ensuring that all 16-19 students on a Study Programme have access to a high-quality, relevant external Work Placement.

Department Managers will:

- Build relationships with employers to help facilitate general work experience and T Level placements.
- Ensure that placements are arranged in the following order:
  - 1) By the student ('self-placing').
  - 2) By the student, supported by curriculum; and where additional support is needed.
  - 3) By the student, supported by the Work Placement Officers.
- Ensure Health and Safety Checks are completed and logged on ProMonitor.

### **Curriculum Tutors**

Curriculum tutors are the direct link to the student and vital in the efficient processing of placements.

#### **Curriculum Tutors will:**

- Be fully aware of the importance of work experience and promote these benefits to students.
- Arrange relevant work-related learning activities and ensure all activities are approved in line with college policies.
- Inform students in advance when they will be undertaking work experience.
- Issue students with the relevant work experience documentation.
- Consider any students with learning difficulties and disabilities when arranging any work experience placements or work-related learning activities.
- Understand, implement, and monitor the Work Placement Policy, Procedure and Guidelines.
- Students should be empowered to research companies in the local area to source their own Work Placement opportunity. Relevant help and advice can be found in the

'Finding a Work Placement' section on the 'Student Guide to Work Placements' document on SharePoint.

- Tutors have the specialist knowledge of their industry sector and students should be encouraged to ask for - and should be given - further help and advice.
- Curriculum staff must issue students with a 'Work Placement Requirements Letter' at the start of the academic year as part of their Induction programme, setting out the College's expectations, along with details of the support available.
- Live Brief requests must be sent via email to the Manager of T Level & Work Experience for approval on an individual basis. Details must include employer, hours, dates and brief.
- A clear safeguarding protocol must be in place for each placement, including designated safeguarding contacts, procedures for reporting concerns and agreed communication routes between the student, college and employer. This protocol must be shared with students and parents ahead of placements starting.

## Students

Students are at the heart of everything we do and part of that is helping them to transition into adulthood.

### Students will:

- Complete the necessary work experience documentation within agreed deadlines and pass these to the designated member of college staff.
- Ensure that they behave in a professional manner whilst on work experience and uphold the positive reputation of the college.
- Contact their tutor if they have any concerns whilst on work experience including any that fall in Safeguarding/Prevent.
- **Note:** Students are expected to 'self-place'. Self-placing shows initiative which can give an employer a good first impression of the student and demonstrates the student's employability skills and personal attributes. This may in turn lead to good references, a traineeship, an apprenticeship, employment and/or provide useful networking opportunities for the future. Further information can be found in the AELP (Association of Employment and Learning Providers) 'Good Practice [Guide](#)'.
- Students must be supported to 'self-place' by undertaking a 'Work Placement Preparation' module as part of their Study Programme. This must include the skills, knowledge and behaviours needed to find employment and should be tailored to specific jobs or career paths, in line with the student's career aspirations.
- Students who self-place must update their placement details on Pro-portal.
- Where a student has been unable to independently self-place, they should be supported by Curriculum staff to identify and arrange a suitable Placement.

## Parents

Parental support is vital and consent for any under 18's is needed before students can undertake placements.

### Parent's will:

- Complete the parental consent form and return this to the college prior to the start of any work experience placement. The parental consent form must reference safeguarding and prevent responsibilities whilst on placement.

## Employers

Employers play a pivotal role in supporting students and as such have responsibilities when students are in their welfare and safety at work.

### **Employers will:**

- Agree the roles and responsibilities between the employer, the college, and the student.
- Be aware of the principles of 'meaningful' work experience, e.g. purposeful, offers challenge, structured, supervised etc.
- Understand the capability of the student, so expectations are managed.
- Understand their responsibility for evaluating each student's performance and providing a reference at the end of the work experience placement.
- Complete the appropriate Employer Health & Safety documentation and return this to the college prior to the start of any work experience placement.
- Inform the college of any safeguarding concerns with immediate effect and provide information on student attendance, punctuality, and performance. The process to inform the college must be included in the employer's pack.
  - Students on Work Placements are regarded as employees for insurance purposes.
  - Employers with Employers' Liability Compulsory Insurance (**ELCI**) do not need additional coverage for students.
  - Voluntary organisations without ELCI but with Public Liability Insurance must obtain temporary ELCI for the placement duration.

### **Disclosure and Barring Service (DBS)**

Employers are not required to obtain DBS checks on staff supervising young people (16-17years) at their work experience. However, students completing work experience in, healthcare or educational setting are usually required by the employer to have a DBS certificate in place. If students are required to have a DBS as part of their placement this must be covered by curriculum in their non pay budget. Students will be supported by curriculum in completing DBS forms, as required. The same criteria apply to T Levels.

### **SEND**

Students with special educational needs will be given additional support as needed to enable them to complete a work experience placement. As with all students, they will be encouraged to develop their independence while on placement. Guidance should be sought, where required, from the college's Inclusive Support Team.

### **Equality, Diversity, and Inclusion**

The Work Placement Policy, Procedure and Guidelines will not discriminate either directly or indirectly against any individual on the grounds of gender, race, ethnicity or national origin, sexual orientation, marital status, religion or belief, age, trade union membership, disability, socio-economic status, pregnancy or maternity, background or any other personal characteristic. Further information on BMet's Diversity and Inclusion Policy can be found [here](#). This policy reinforces BMet's commitment to creating equal opportunities for all students, fostering safe, inclusive, and meaningful Work Placement experiences.

### **National Minimum Wage**

Young people undertaking a work placement are not in employment and are therefore not entitled to the National Minimum Wage. The college may offer financial support from the

16 to 19 Bursary Fund available to students if the cost of attending a Work Placement would be a barrier to their participation.

## Operation Guidelines

Please refer to Appendix A for the purpose of Work Experience, Appendix B Recording Activity and Appendix C Placement Procedures.

## Evaluation

This policy will be reviewed annually.

## Appendix A:

### Purpose of Work Experience

Introducing students to the world of work through a Work Placement can help them to understand the work environment, choose future careers and prepare for employment.

The Department for Education (DfE) has defined the common features of quality Work Placements. These are that a Work Placement:

- is purposeful, offers challenge and is relevant to the young person's Study Programme and career aspirations
- allows the student to apply the technical and practical skills learned in the classroom
- is managed under the direction of a supervisor to ensure the young person obtains a genuine learning experience suited to their needs
- has a structured plan for the duration of the Placement which provides tangible outcomes for the student and employer
- has clear roles, responsibilities and expectations for the student and employer
- is followed by some form of reference or feedback from the employer based on the young person's performance

Work Placements should enable students to develop their employability or 'soft' skills as well as 'hard' skills.

### Employability/Soft skills are attributes such as:

Timekeeping	Communication	Teamwork	Interpersonal Skills	Initiative
Good work ethic	Honesty and integrity	Motivation	Self-Management	Appearance

## Appendix B

### Recording activity

All activities relating to a student's Study Programme, including Work Placements need to be recorded appropriately on ProMonitor unless they are T Level Students. Placement Officers will record any work-related activity and T Level placement hours on CONNECT.

## Appendix C

### Placement procedures:

Work placement procedures are divided into 3 Stages: Pre-Placement, Placement and Postplacement.

#### Stage 1: Pre-Placement

#### Curriculum planning

- Curriculum staff identify Work Placement patterns for the coming academic year as part of curriculum planning. Depending on awarding organisation, industry requirements and curriculum timetabling, Placements may be organised to take place in a block, **or as a one-off activity throughout the academic year.**
  - Curriculum Directors must share the planned patterns for non-compulsory Work Placements with the Work Experience Manager at the start of the academic year.
  - Curriculum staff are responsible for the administration of DBS checking, including the issue of forms, collection of funds and all other necessary documentation, in areas where this is a necessary requirement of Placement activity.
  - In setting up Work Placements, staff must consider, in discussion with the student and the employer, whether a young person with Special Educational Needs and Disability (SEND) needs more support in the workplace than their peers if they are to benefit from the experience. Additional support should be arranged by the member of staff organising the Placement with the designated team at BMet.
  - Curriculum staff should help any student who needs support to self-place. Where Curriculum staff find the student a Placement, they must support the student to record this information on ProPortal (Student) or ProMonitor (Tutor). But that is only after a student struggles to self-place.
  - Curriculum staff must determine if students have any health issues that need to be considered when undertaking a Placement. Details should be recorded on ProMonitor and the Placement Officer(s) advised so that they can agree support arrangements with the employer.
  - A clear safeguarding protocol must be in place for each placement, including designated safeguarding contacts, procedures for reporting concerns and agreed
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communication routes between the student, college and employer. This protocol must be shared with students and parent's and employers ahead of placements starting.

## Employer Engagement

- Curriculum Directors must share plans for non-compulsory Work Placements with the Work Experience Manager at the start of the academic year to allow for the right information to be shared with employers.
- Placement Officers will engage with employers in the priority areas and on receipt of the planned patterns, will work with the employers to match potential opportunities.

## Student Planning

- Students are expected to 'Self-place' work experience opportunities.
- **For those students studying on a Level 3 two-year programme, they will be required to undertake one placement for the required time over the two years**, preferably during the first year this includes T Level Students. This will need to be planned to ensure requirements are met.
- To ensure that they are **Ready**, students should follow a Work Placement preparation programme as part of their Study Programme. As part of the 'Elements of Tutorial' programme.
- Where the student finds their own Placement, they must confirm with their tutor that the employer matches either their vocational subject, their career plan, or their intended destination. Details of the placement, including start and end dates, work pattern and contact details including safeguarding escalation should be recorded on ProPortal. Guidance for recording this activity (including safeguarding reporting) should be shared with all students.

## Work Experience Team Support

- If the Work Placement Officer is asked to find a student a work placement, they should be given at least 8 weeks' notice. This is so that an employer can be sourced and will ensure that the employer has sufficient time to prepare for the placement. Although all attempts will be made to source and secure a placement, this cannot be guaranteed.
- To book an appointment with a placement officer email [workplacement@bmet.ac.uk](mailto:workplacement@bmet.ac.uk) or visit the [Work Placement SharePoint site](#). The placement officer can provide support with identifying suitable placement opportunities.
- Students may contact the Work Placement Officers outside of term time subject to availability. Further information can be found in the [Work Placement Team's Service Level Agreement](#). For placements not taking place during term time students will be given a list of contacts including safeguarding contacts.

## Documentation and Approvals

- Students are encouraged to self-place. A suggested template letter to send to employers can be found [here](#).
- Consent from Parents/Carers must be obtained prior to Placement starting.
- Prior to placements starting the employer and student must be provided with tutors contacts details and DDSL Safe Guarding details for use in the event of an emergency or a safeguarding issue. Tutors if contacted by students or employers on a safeguarding matter must alert on duty DDSL Safe Guardians to report this might lead to duplication of reporting but will ensure that information is shared internally. Any concerns must be logged on My Concern.
- All Health and Safety Checks must be completed before a student goes on placement. Once confirmed it is good practice for the student to contact the employer before the placement starts to introduce themselves and to confirm the details of their placement.
- Where the Placement Officer finds the student a placement, they must support the student to record the details on ProMonitor. The Placement Officer will ensure that all relevant health and safety checks are in place.
- Recording details on ProMonitor where the student receives support to self-place, is the responsibility of Curriculum including all health and safety checks.
- Where a Placement has been arranged to take place outside normal college hours, each student must be provided with a contact number for the relevant Curriculum Team staff and the out of hours contact for the DDSL. The DDSL must be notified of any out of hours placements.
- A clear safeguarding protocol must be in place for each placement, including designated safeguarding contacts, procedures for reporting concerns and agreed communication routes between the student, college and employer. This protocol must be shared with students and parents and employers ahead of placements starting.
- Upon completion of a Health and Safety Assessment, the Placement Officer will confirm the suitability of the placement. Students must receive this confirmation prior to starting on placement.

## **Stage 2: During Placement:**

### **Student Responsibilities**

- Students must notify their Tutor if they are absent from placement on the first day of absence and each day subsequently. Curriculum staff must record on ProMonitor.
  - Students prior to the placement will be given a pack with all college contact numbers and routes to escalate any issues including safeguarding concerns.
  - Students must notify their Tutor if they have an accident whilst undertaking their placement. Tutors must notify the college Health and Safety Manager if there has been an accident whilst the student has been on placement.
  - Students must also notify their Tutor of any issues or concerns they have arising from the placement as soon as they arise. Safeguarding issues should be addressed in line with the [Child Protection and Safeguarding Policy](#). Students prior to the placement will be given a pack with all college contact numbers and routes to
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escalate any issues. If a placement is organised by the WEX team they will also be a point of contact. If it's self-placed the tutor will be the point of contact.

- Students must keep a timesheet and activity log whilst on placement to be signed off by their supervisor there. The method of recording activities will be determined by curriculum staff, an example [timesheet](#) and [activity log](#) is provided on the Work Placement SharePoint site.

## **Curriculum Staff Responsibilities**

- Curriculum must lead on all Health and Safety Checks for students on placements not including placements organised by the work experience team.
- Curriculum staff are responsible for monitoring students during their placement.
- Curriculum staff must notify the Placement Officer where they find that a student is planning to move, or has moved, to a different placement. This must be agreed by curriculum directors and new Health and Safety Checks must be carried out by curriculum tutors before a student can move to another placement.
- Curriculum must notify the WEX team if a placement will take place outside college hours. This is so that the safeguarding team can be made aware and so that the students can be given the on-call number in case they need after hours support. This does not negate/replace the responsibility of the parent but can add an extra layer of support.
- On all placements curriculum teams must ensure that safeguarding protocols are in place – e.g. how to contact DDSLs when students are on placement.

## **Employer Engagement**

- The Placement Officer will act as the first point of contact for employer queries on WEX team-organised placements and will advise curriculum staff/DDSL of any issues, as appropriate. If the WEX Officer is on annual leave, this will be cascaded to another member of the WEX team. If a safeguarding issue is flagged on a WEX placement, the WEX Officer will escalate this in line with college policy. For placements not organised by the WEX team, the tutor is the main point of contact and will be responsible for following the correct internal procedures, including safeguarding escalation, if required.

### Stage 3: Post-Placement:

#### **Student reflection – with support from curriculum**

- Curriculum staff are responsible for ensuring students provide feedback and reflections on the Work Placement. This should be completed in the Work Placement Logbook, accessed on ProPortal. Guidance for completing the Logbook can be found [here](#).
  - Curriculum staff should ensure that the student thanks the employer for the Work Placement in writing when the Placement ends. A suggested template is provided [here](#).
  - Curriculum staff should guide students to revise their CV to include their experience, employability and the work skills gained from their Placement.
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## **Employer Engagement**

- The Placement Officers are responsible for gathering feedback on the Work Placement from any T Level employers.
- Towards the end of the academic year, the Placement Officer will contact all employers to thank them for offering a work placement and will provide them with a 'certificate of participation' to display.

## **Staff and employer review**

- At the end of each academic year, the Placement Officers will meet with Curriculum staff to gather their feedback on the work placement service to identify improvements to be made for the following year. Feedback from the curriculum team can be given via 'Rate Our Service' on the Work Placement SharePoint site.
- Employer feedback will also be used to inform business development activity across the College e.g., to shape the employer and/or curriculum offer.

This appendix ensures that all aspects of the Work Placement process from preparation to post-placement are effectively managed, documented, and reviewed, aligning with BMet's commitment to delivering meaningful and high-quality Work Placement experiences.

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