



WORK EXPERIENCE POLICY 2025-2026

SECTION 1: CONTEXT

1.1 The purpose of this Policy is to:

- Uphold Green Labyrinth's mission statement "Empowering Learning, Transforming Lives" for the work experience programme
- Provide clear information on Green Labyrinth's approach to work experience, detail the procedures for staff to follow and outline legal duties of Green Labyrinth and employers.
- Outline the procedures to follow to ensure high quality work experience.

SECTION 2: STATUS

2.1 This policy was approved by the Senior Leadership Team on 28th August 2025.

2.2 The Work Experience Policy links to the following:

- Learner Information, Advice & Guidance Policy
- Learner Equality & Diversity Policy
- Assessment & Quality Assurance Policy
- Safeguarding

SECTION 3: DEFINITIONS

3.1 Work Experience is defined as work you do before starting on a career path, or as part of enhancing your existing career. It can be part of a formal work experience scheme or from the work you have done or are currently doing. Whatever form it takes, work experience can be useful whether you are:

- trying to join the workforce for the first time
- aiming to make a change in your current career direction
- building up to taking on work after a break from it
- looking to progress or develop your existing career.

Work experience can take several forms:

- previous or current employment – the experience you get from being employed
- work placement – a period of work experience, paid or unpaid, which forms part of a period of study
- internship – a short-term placement in an organisation, often unpaid
- work-based project – a specific set of assessed activities carried out on the employer's premises. This might be your own employer, of course, but in a different field of work than you usually do

Author: R Katatic
Version/Date: 28.08.2025
Review Date: 28.08.2026



- work shadowing – observing someone do the work you want to do, in order to understand the nature of their role and responsibilities
- volunteering – supporting a community-based or charitable organisation to help them achieve their goals

(taken from <https://www.open.edu/openlearn/mod/oucontent/view.php?id=20015§ion=1>)

3.2 There is no universally agreed international definition of the youth age group. For statistical purposes, however, the United Nations – without prejudice to any other definitions made by Member States – defines ‘youth’ as those persons between the ages of 15 and 24 years.

SECTION 4: TYPES OF PLACEMENTS

4.1 In-Person Work Experience: All learners will be considered for in-person work experience where they spend an agreed amount of hours on the employer’s site. At Green Labyrinth, learners who have attained an appropriate Level 2 qualification, work experience can be offered as their main qualification. For learners on Study Programmes where work placements do not form an essential part of their hours, they can still access the choice to go on a work placement on a case-by-case basis. These hours will be set to fit around their lessons.

4.2 Virtual Work Experience: All learners will be offered and encouraged to complete virtual work experience. This may be alongside other types of work experience the learner is taking part in. Virtual work experience is appropriate for learners who may not be able to undertake a physical placement due to not being work ready yet or an individual barrier. SpringPod is a main source learners will be shown, alongside other industry-specific virtual work experiences. On completion of their placement, learners will be asked to show their certificate to their mentor or Vocation teacher who can add it to their ILP. The admin team will then add the scanned certificate to a learner’s Cloud folder as evidence of the hours completed. The ILP tracker will highlight this achievement to the mentor team for reward and recognition.

4.3 Employability Skills: All learners will attend 5 drop-day days throughout the academic year which cover employability skills, employer workshops and other career-related activities. Internal certificates will be generated and added to learner Cloud files.

4.4 Enrichment: Enrichment will commence after October half term. Green Labyrinth endeavours to offer enrichments in line with learners’ interests from data collated in September induction. Learners will have enrichment timetabled every week and be expected and encouraged to attend. Reflections on employability skills developed will be a part of enrichment to develop careers literacy, awareness and career management skills.

4.5 Supported Internships: Eligible learners with an EHCP may qualify for the Supported Internship programme whilst at Green Labyrinth and as a potential progression with Project Search. This will be decided on a case-by-case basis and in line with the learner’s work-readiness.

SECTION 5: PROCEDURE TO PLACE A LEARNER

5.1 Green Labyrinth Aims

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Version/Date: 28.08.2025
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We aim to prepare our learners for their chosen careers through our Study Programme. Meaningful experiences of work is a key component in developing the skills, qualifications, and experience necessary in the workplace. Participation in work placements provides essential employability skills and enhances the knowledge, skills and behaviours required for young people to progress successfully in their chosen career.

Work placements contextualise a lot of the taught components and provide the learners with real-life experiences that they can apply to their studies. The Careers Team have a responsibility to manage placements and have a clear process to meet the requirements for funding and positive outcomes for learners.

5.2 Work Preparation Programme

All learners that undertake a work placement will complete a preparatory programme that is agreed and scheduled prior to the placement start date. The preparation course could be delivered by curriculum, work experience or enrichment staff and will aim to:

- Establish the level of expectation for a learner working with an employer
- Complete the pre-placement paperwork that is required
- Identify the channels of support for a learner while on a placement
- (where used) establish the method of recording activities experienced whilst on the placement

5.3 Differentiation of the Work Experience Offer by Level

The most appropriate work experience options based on the level of qualification being studied by the learner. Differentiation between qualification levels will allow for learners to progress onto the next qualification level and have access to different work experience opportunities to their previous level of qualification. This will be considered alongside learners' previous work experience, current employment (if applicable) and work readiness. The arrangement of the most appropriate form of work experience will be agreed between the Careers Team and the wider Study Programme Team.

5.3.1 Suggested Work Experience Offered by Level

- Below Level 1 - Supported Internships - Group Visits – Volunteering – Drop-Down Days – Enrichment
- Level 1 - Employability Skills Programme - In-person Work Experience - Group Visits - Virtual Work Experience - Employer Engagement - Drop-Down Days – Enrichment
- Level 2 - In-Person Work Experience - Employability Skills Programme - Virtual Work Experience - Employer Engagement - Drop-Down Days – Enrichment

5.4 Pre-Placement Assessments

There are seven stages to the process with 4 of these occurring prior to the placement starting:

1. Initial Form (instigated by work experience questionnaire)
2. Employer Initial Form (information collected about the placement from new or existing providers)
3. Parent/Guardian Agreement
4. Pre-Placement Paperwork (Health & Safety, Risk Assessments, Employer Insurance completed and collated and other relevant paperwork)
5. During Placement Check-in (this can be multiple check-ins depends on length of placement and vocational requirements)
6. Employer Review Form
7. Learner Reflection Form

5.5 Learner Checks

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5.5.1 Each learner must submit a medical declaration to highlight any specific health conditions that the college and employer must know of before starting work. Any medical conditions declared must be reviewed prior to placements beginning so support/measures may be put in place.

5.5.2 For some placements, a DBS check must be valid and in date. This will be completed by the employer and paid for by Green Labyrinth. Learner checks are completed each year of study so any changes to personal circumstances are considered for the placements.

5.5.3 Learners about to undergo a work placement must be checked by the safeguarding team to ensure that there are no risks that have not been recorded or disclosed due to their confidential nature. The aim is to prevent any learners being in a placement that may lead them or others to harm.

5.6 Parental Consent

For any learner under 18 years old, parental consent must be given. Please refer to the form in the work experience pack and/or induction forms for this consent.

5.7 Employer Checks

5.7.1 Prior to any placement starting, a member of the Careers Team will carry out an initial visit to collate the relevant paperwork stated above and carry out a risk assessment. This may be with the learner present or not, whichever is appropriate. A part of this visit will determine the hours and total duration of the placement as well as share needs and requirements of learners. Dates for Progress Check-Ins can also be agreed at this initial visit.

SECTION 6: DURING PLACEMENT

6.1 Reflection - All learners carrying out in-person work experience for their main qualification will attend a 90-minute weekly session with a Vocational teacher on site to prepare for their placement and reflect on their placement each week. This will be using the Work Experience Learner Booklet. Hours will be logged and signed off in this booklet. This booklet can be accessed on OneDrive. Please ask Careers Team for a copy.

6.2 Target Setting - Learners will set targets, which will indicate to the employer what they wish to achieve during their placement. These can be the same as those on their ILP or additional career-based targets. The targets are seen by the learners, the Careers Team, mentors and the employer and can be used as part of the progress review process.

6.3 Progress Reviews - The Careers Team will liaise with the employer and learners to review how the placement is going. The timing of this will be agreed prior to placement and will vary depending on the duration of the placement. A minimum of 3 progress reviews are required – Start, Mid and End. For shorter placements the Start may occur after one or two days when there are longer placements, the call/visit may take place after a week. The Mid-Placement Review must take place on site.

6.4 Absence Reporting - The employer is responsible for informing Green Labyrinth if a learner does not attend their work placement. When this occurs, the Admin Team will contact the learner and parents/carers (if under 18) to make sure that the learner is ok and inform the mentor and Careers Team.

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6.5 A Breakdown of Placement

6.5.1 In weekly reflection sessions, learners will have the opportunity to share any concerns or worries which the Vocational teacher will refer to the Careers Team. Employers will be given the careers@greenlabyrinth.co.uk email address to highlight any issues with learners such as attendance or lack of engagement for the Careers Team or mentor team to address.

6.5.2 These concerns can be raised at any time by either party. The Careers Team will manage the case liaising with both the employer and learner with the aim to continue the placement with adjustments if needed and possible. If the placement is unable to continue, actions in Section 7 can be followed if appropriate. Feedback should be sought in all cases to inform future plans and policy.

SECTION 7: END OF PLACEMENT

7.1 The End Review will be completed to mark the end of a placement. This involves a self-assessment from the learner and assessment and reference from the employer.

7.2 Following the End Review, the Careers Team will send the learner and employer a training check questionnaire for feedback. The information submitted forms a crucial part of the development of the work experience programme and the comments received are discussed in Quality meetings to help shape future plans.

SECTION 8: MONITORING

8.1 This policy will be monitored by the Senior Leadership Team.

SECTION 9: REVIEW

9.1 The policy will be reviewed annually.

9.2 The next date of review will be August 2026.

9.3 Subsequent Reviews:

Reviewer	Review Date	Amendments Yes/No	Amendments Approved & Date

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