

WORK EXPERIENCE POLICY 2026-2027

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 learners can access high-quality work experience.

SECTION 2: STATUS

2.1 This policy was approved by the Senior Leadership Team on 3rd September 2026

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 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 an employer's premises.
- work shadowing – observing someone 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

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(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 dependent on their motivation and work readiness. This will be determined during induction and the first half term. It is likely that all returning learners will be offered an in-person work placement. Learners will spend an agreed number of hours on the employer’s site. This can be anywhere from between a few hours to a day a week for the year. This will be determined by the employer’s capacity, learner progress and can be amended during regular reviews.

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. Virtual work experience is appropriate for learners who may not be able to undertake a physical placement due to not being work ready or an individual barrier. SpringPod and FuturesforAll are the main sources we use, alongside other industry-specific virtual work experiences. On completion of their placement, learners will be asked to show their certificate to their mentor or Vocational 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: The Careers Programme will offer a range of opportunities to visit workplaces, attend career workshops and engage with employers at college for learners to understand their options and develop vital career skills. There will also be weekly careers tutorials designed for learners to understand and demonstrate key employability skills they will need in the world of work.

4.4 Enrichment: Green Labyrinth endeavours to offer enrichments in line with learners’ interests from data collated during sign up. 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.

SECTION 5: PROCEDURE TO PLACE A LEARNER

5.1 Green Labyrinth Aims

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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 to enter and succeed 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 where 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

All learners that undertake a work placement will meet with key staff prior to the placement start date. This preparation aims 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 are 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 and the wider Study Programme Teams.

5.3.1 Suggested Work Experience Offered by Level

- Below Level 1 - Group Visits – Group Volunteering – Enrichment - Careers Tutorials
- Level 1 – Careers Tutorials - Short In-Person Work Experience - Group Visits - Virtual Work Experience - Employer Engagement – Enrichment
- Level 2 – Extended or Multiple In-Person Work Experience - Career Tutorials - Virtual Work Experience - Employer Engagement – Enrichment

5.4 Pre-Placement Assessments

There are **seven stages** to the process with **four** 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 (for under 18s)
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 dependent 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 starting, 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 Safeguarding team approval sought. 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 at employer's site. 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 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. These targets will also need to be agreed with Level 2 Vocational tutors if the work placement is for Unit 16 for Level 2 Workskills.

6.2 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 check learner welfare and inform the mentor and Careers Team.

6.5 A Breakdown of Placement

6.5.1 Placement reviews and mentor meetings will include a check-in about a learner's placement. 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.

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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 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.

7.3 In the case of an immediate breakdown of placement, the Careers Team is to meet with the employer and learner separately to discuss the issues and formally end the placement. This will be noted on Careers tracking. The Safeguarding Team and/or SLT can be involved here if necessary.

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 2027.

9.3 Subsequent Reviews:

Reviewer	Review Date	Amendments Yes/No	Amendments Approved & Date

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