**Written evidence submitted by Langley College (BYC024)**

**General**

1. What does “good quality work experience” look like? What do young people and businesses expect to get from it?

**Business expectations against reality**

A business needs to understand that a learner is not a finished product. They require support and understanding.

Employers often compare young people with the expectations of their own experiences.

Many employers will remember undertaking part time work from 14 years old thus been much more confident to use their initiative and employability skills at 16, 17 and 18 years old.

This is not the case for today’s young people, many of which have never has a part time job as many companies will only employ over 16 years olds

In addition, business being asked to mentor young people against a back drop of ‘more for less’ in the current economic climate. Many businesses are lacking the manpower to give young people the support required. Good quality work experience will ensure a learner has a mentor.

**Recognition for Business**

There is currently no recognition for business to undertake work experience. Some kind of incentive for employers to support young people may encourage more engagement.

Recognition would also offer some standardisation and quality to work experience.

**Learner Expectations**

Learner expectations need to be managed. Some leaners expect that their placement will be there dream job. Employer expectations of the job role need to be transparent to in turn will support learner’s expectations of what they may be doing

Some learners expect payment for work experience. These expectations need to be managed.

**Schools and businesses**

1. How could schools and colleges be better supported to help their students access quality

work experience?

* Awareness raising to business
* A flexible approach to work experience

- Utilising a learner already secured paid work as a placement. This will allow us to work with the employer to develop broader employability skills. Sometimes learners have to give up paid work to undertake their placement. This disadvantages learners from lower incomes and risks job security for learners paid employment

- Allowing the learner flexibility in the timing of the placement. I.e. evenings and weekends.

* Generalised promotion to businesses of the benefits of work experience

8. Are services to help schools and colleges develop relationships with businesses working

well? How could they be improved?

* Much of our current provision is established on good will.
* Relationships are built by the college with businesses. Services to support employers and schools and colleges are patchy.
* Many more employers express an interest in supporting work experience but lack the ‘man power’ to give the young people the support and guidance they require.
* Large corporate companies have made positive commitments to offer work experience for T levels at a national level but this does not always filter down to a local level person.

1. How could barriers to businesses (including small businesses) offering work experience be overcome?

* Public liability for self employed

A large section of the construction industry is made up of an army of self-employed.

Our experience shows that this sector is keen to engage with work experience but are locked out of providing opportunity due to not requiring employer’s liability insurance.

Construction in turn becomes a difficult sector to place learners

**Other services and organisations**

1. What role should the Government have in ensuring young people have access to quality work experience?

* Promotion of work experience to employers
* Promotion of work experience to parents
* Employer incentives to encourage businesses to offer work experience

1. Should the Government invest in resources to help young people find work experience  
   independently? What would these resources ideally look like?

No.

* Investment would be welcomed in supporting schools and colleges to support employers
* Investment to support learners with travel. For learners that come from a low income
* Learner support for materials such as CSCS cards

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