



**PREPARATION TO SUPPORT  
IMPROVED LEARNER  
PROGRESS IN WORK  
PLACEMENT**

## PREPARATION TO SUPPORT IMPROVED LEARNER PROGRESS IN WORK PLACEMENT

This resource will enable you to undertake a review of your processes and performance in relation to learner progress and to prioritise and action areas for improvement.

**Quality Indicators** - Each section provides you with quality indicators against which to measure your performance. When completing these checklists consider what evidence supports your judgement and as a result of this practice how does this impact on your learners? The quality indicators should all be subject to continuous review and improvement.

**Action Plans** – Each section provides templates for action planning. Where your evidence does not stand up to scrutiny you/your team will need to consider how improvements will be planned, recorded, actioned and feedback shared with others.

**Top Tips** - Top tips gives a rationale and suggestions on how to use this resource.

### QUALITY INDICATORS

**This first section** is divided into key headings designed for you to make notes against relevant questions using the criteria either as an individual or a department. It is important that you can demonstrate how you know how well you are doing.

- **Section 1 - Where are you now?**
- **Section 2 - Provision of work placement.**
- **Section 3 - Work placement follow up.**

#### *Please note:*

*These are sample checklists. You may wish to make amendments for your own vocational areas and/or technical routes*

Use the resource 'Understanding what helps learners progress in Study Programmes' Key Principles (KP 1 - 5) when completing this section.

- Key Principle 1 - The needs of learners are understood and there is individualised planning and support.
- Key Principle 2 - Learners have clear challenging targets which are monitored robustly and learners are aware of progress towards achieving their goals.
- Key Principle 3 - Teaching of maths and English is embedded throughout programmes of study.
- Key Principle 4 - High quality practical teaching by teachers that are highly experienced in their vocational subjects.
- Key Principle 5 - Work experience/placement is of a good quality, is well planned and learners are well prepared enabling maximum learning opportunities to be are gained.

## ACTION PLANNING

**Action Plans** can support you in evaluating your evidence from the quality indicators and develop planning for improved learner progress.

The action planning tools / evidence record allows you to document any areas where further work is required or you can provide evidence of progress and success.

From this section targets can be set to improve work placement planning and recording of individual learner progress.

- **Action plan 1: Planning - Preparation for work placement.**
- **Action plan 2: Delivery - Provision of work placement.**
- **Action plan 3: Follow up - Work placement review.**

## SECTION 3 – TOP TIPS

Read this to help you understand how to use this resource.

## FURTHER INFORMATION

The Department for Education non-statutory guidance for 16 to 19 study programmes published in July 2017 provides advice on the planning and delivery of 16 to 19 study programmes and a useful document is Annex C: What Ofsted inspectors look for when they inspect work experience.

**Click on the link below to access:**

[Annex C: What Ofsted inspectors look for when they inspect work experience doc](#)

*Note: Annex C is page 25 of the linked document.*

## SECTION 1 QUALITY INDICATORS.

### CHECKLIST 1: PLANNING - WHERE ARE YOU NOW?

| STAFF READINESS   |  |
|---|--|
| Quality indicator   | How do you know?<br>What evidence supports your judgement? |
| I am/all staff in this department are aware of the principles of work experience and how they fit into Study Programmes.  |  |
| I/the department fully understand the importance of well-planned, meaningful work experience as a vital component of the Study Programme to enable the learners to achieve their maximum potential (KP 5)                                       |  |
| Do you/all staff within your department know who is responsible for arranging work experience placements and who they should contact for information? (KP 5)  |  |
| How will I/staff ensure that work experience placements are relevant to individual learner's needs and career aspirations, including those students with LDD? (KP 1)  |  |
| Have you/all your department started to or already incorporate work experience into your curriculum planning? (KP 1)  |  |
| I have shared information/my team are aware of the importance of maths and English in the context of the vocational/technical route and work placement to maximise the opportunity to implement both maths and English in the workplace? (KP 3) |  |
| Am I/Are all staff familiar with methods of articulating the progress of learners within their work placement? (KP 2)   |  |

| <b>EMPLOYER ENGAGEMENT</b>   |  |
|--|--|
| <b>Quality indicator</b>   | <b>How do you know?<br/>What evidence supports your judgement?</b> |
| How will you/your team source work placement places with new and/or existing employers? (KP 5)   |  |
| Are you/your team aware of any sector gaps that you need to address to match learner choices? (KP 1)   |  |
| Do you/your team have clear and simple mechanisms in place for employers to offer work placements for your learners? (KP 5)  |  |
| Do you/your team understand the varying preferences and needs of your employers and local need so that you can be sufficiently flexible in planning around these? (KP 5) |  |
| Have you/your team considered working with neighbouring schools, colleges and training providers in engaging with employers?   |  |
| Have you/your team considered working with external organisations such as the local Education Business Partnership or Job Centre Plus to source placements?              |  |

| <b>LEARNER/PARENT/CARE GIVERS READINESS</b>   |  |
|---|--|
| <b>Quality indicator</b>  | <b>How do you know?<br/>What evidence supports your judgement?</b> |
| How will you/your team raise awareness in your learners and their parents of the value of work experience and how it will complement their Study Programme? (KP 3)  |  |
| Do your learners/all learners within the department/curriculum area understand their responsibilities with regards to their work experience placement? (KP 1, KP 2) |  |
| Are learners aware of their own employability skills development required in preparation for work placement? (KP 4)   |  |
| Have you/your team planned into the curriculum some form of employability training to prepare learners that are not quite 'work ready'? (KP 2, KP 4)                |  |

## SECTION 1 ACTION PLAN.

### Action plan 1: Preparation for work placement.

| Overall area of activity                       | Action | Person with specific responsibility | Supporting evidence or progress towards sign off as completed |
|--|--------|-------------------------------------|---|
| <b>Staff Readiness</b>                         |        |                                     |   |
|  |        |                                     |   |
|  |        |                                     |   |
| <b>Employer Engagement</b>                     |        |                                     |   |
|  |        |                                     |   |
|  |        |                                     |   |
| <b>Learner / Parent/Carer Givers Readiness</b> |        |                                     |   |
|  |        |                                     |   |
|  |        |                                     |   |

## SECTION 2 QUALITY INDICATORS.

### CHECKLIST 2: DELIVERY - PROVISION OF WORK PLACEMENT.

| STAFF READINESS   |   |
|---|---|
| Quality indicator   | What evidence supports your judgement?<br>How does this impact on learners?<br>This may include sensitive information regarding safeguarding. |
| Have you/your team ensured that each work placement has clear aims and objectives that are relevant to individual learner's programmes of study, progress, career aspirations including SEND? (KP 2 and KP 5) |   |
| Have you/your team agreed up front the targets, roles and responsibilities between employer/provider/learner? (KP 2)  |   |
| Do you/your team know what the mechanisms are for arranging, monitoring and recording work experience placements? (KP 5)  |   |
| Have you/your team clearly planned out and timetabled their work experience placements? (KP 5)  |   |
| Have you/your team advised employers of any additional health and safety and/or safeguarding checks that are needed beyond what the employer already has in place? (KP 5)                                     |   |
| Are you/your team confident that these additional health and safety and/or safeguarding checks are fit for purpose and not unnecessarily burdensome? (KP 5)   |   |

| EMPLOYER READINESS   |   |
|--|---|
| Quality indicator  | What evidence supports your judgement?<br>How would employers respond to these questions if asked directly? |
| Has the employer agreed up front the roles and responsibilities between employer/provider/learner? (KP 2 and KP 5)           |   |
| Is the employer aware of the starting points and capability of the learner so that expectations are managed? (KP 2 and KP 5) |   |

|   |  |
|---|--|
| Is the employer aware of the principles of 'meaningful' work experience e.g. purposeful, offers challenge, structured, supervised etc.? (KP 5)                                      |  |
| Does the employer understand their responsibility for evaluating each learner's progress, performance and providing a useful reference at the end of the placement? (KP 2 and KP 5) |  |
| Is the employer aware that their existing Employer Liability Insurance will cover work experience placements? (KP 5)  |  |
| Is the employer aware of the simplified health and safety guidance for work experience placements? (KP 5)   |  |

## LEARNER READINESS

| Quality indicator  | What evidence supports your judgement?<br>How would learners respond to these questions if asked directly? |
|--|--|
| Is the learner sufficiently 'work ready' for the work experience placement so as to maximise the benefit for both the learner and employer? (KP 4)           |  |
| Has the learner agreed up front the targets, roles and responsibilities between employer/provider/learner? (KP 2)  |  |
| Is there an appropriate level of support and contact time available to the learner whilst on placement? (KP 1)   |  |
| Does the learner understand their responsibility to assess their own performance and progress made during and at the end of their placement? (KP 2 and KP 5) |  |
| As a result of the preparation for work placement is the learner more confident in the application of English and communication skills? (KP 3)               |  |
| As result of the preparation of work placement is the learner more confident in the application of maths and calculation skills? (KP 3)                      |  |



## SECTION 2 ACTION PLANNING.

### Action plan 2: Provision of work placement.

| Overall area of activity   | Action | Person with specific responsibility | Supporting evidence or progress towards sign off as completed |
|----------------------------|--------|-------------------------------------|---|
| <b>Staff Readiness</b>     |        |                                     |   |
|                            |        |                                     |   |
|                            |        |                                     |   |
| <b>Employer Engagement</b> |        |                                     |   |
|                            |        |                                     |   |
|                            |        |                                     |   |
| <b>Learner Readiness</b>   |        |                                     |   |
|                            |        |                                     |   |
|                            |        |                                     |   |

## SECTION 3 QUALITY INDICATORS.

### CHECKLIST 3: WORK PLACEMENT FOLLOW-UP.

| EVALUATION  |  |
|---|--|
| Quality indicator   | What evidence supports your judgement? |
| How will you/your team know if the work experience placement has been successful? (KP 5)  |  |
| Have the employer/s and the learner/s carried out their assessment of the learner's performance? (KP 1)   |  |
| Is any follow-up activity necessary with employers who provided work placements? (KP 5)   |  |
| Can you/your team clearly identify what went well and any strengths of the work experience/placements? (KP 5)   |  |
| Can you/your team clearly identify if there is anything you would have done differently and areas for improvement?  |  |
| Has work placement feedback been collated from the learner, tutor and employer?   |  |
| To what extent has the learner's experience of the application of maths and English in the workplace contributed to the learners overall progress? (KP 3) |  |

| RECORDS AND AUDIT   |  |
|---|--|
| Quality indicator   | What evidence supports your judgement? |
| Has the work experience been successfully recorded in the learner's record?   |  |
| Has the work experience been sufficiently documented so that it can be scrutinised through the common inspection framework? |  |
| Is there a clear record of the progress made by the learner? (KP 2)   |  |
| Has the learner completed and updated their individual targets and action plan? (KP 1)                                      |  |
| Has feedback been recorded from learner, tutor and employer? (KP 2)   |  |
| Has feedback been actioned from learner, tutor and employer? (KP 4)   |  |

## SECTION 3 ACTION PLANNING.

### Action plan 3: Work placement follow up.

| Overall area of activity | Action | Person with specific responsibility | Supporting evidence or progress towards sign off as completed |
|--------------------------|--------|-------------------------------------|---|
| <b>Evaluation</b>        |        |                                     |   |
|                          |        |                                     |   |
|                          |        |                                     |   |
|                          |        |                                     |   |
| <b>Records and Audit</b> |        |                                     |   |
|                          |        |                                     |   |
|                          |        |                                     |   |
|                          |        |                                     |   |

# HOW TO USE THIS RESOURCE

## Preparation to support improved learner progress in work placement

### Rationale/Outline

The Post-16 Skills Plan outlined the intentions to reform technical education in England and work placements will form an integral part of the new 'T levels'.

FE and skills providers currently provide a combination of work experience opportunities and work placements, although these are not currently at the scale proposed in the Post-16 Skills Plan. The support provided to providers, employers and learners will therefore be crucial to the successful implementation of the reforms to:

- Develop planning, sourcing and delivering of good quality, purposeful work placements for extended and increased scale of the future T Level demands.
- Prepare for the effective delivery of these extended work placements in the Study Programmes to improve the management of learner progress.
- Review and reflect on the current provision with a critical eye to develop target setting, monitoring and review of the progress learners make.

### Suggestions on how to use this resource

These checklists are designed to be completed over time to ensure all steps are in place for successful and safe work placements. This resource can be used at different stages of the year and will help to focus on improving learner progress. Different curriculum areas, managers, employers, staff, students and parents can use these checklists to take a critical look at themselves to:

- Promote discussion in Continuous Professional Development (CPD) and meetings that supports improved learner progress.
- Encourage collaborative working with all stakeholders focusing on progression.
- Check arrangements and systems are in place for a safe placement.
- Prepare all parties with realistic expectations prior to placement.
- Set specific targets for work placement to aid learner progress.

Linked action planning supports further development and identifies areas of progress.

### Intended impact

Providers can be in a stronger position to take work experience up to the next level by planning and implementing highly effective enhanced longer term work placement opportunities as part of T levels. As a result:

**Learners** will benefit from well-planned, structured and valuable work placement that is highly personalised and challenging and builds on their prior attainment and closes gaps in knowledge and skills. They will also be better placed for progression to further/ higher education or become part of the workforce within one of the new Technical routes.

**Employers** will be more likely to be motivated to offer work placements as a way to invest in the future talent pipeline and address skills gaps.