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| **Student readiness checklist**  **Template** | | | |
| **Objective** | **Purpose** | **Timelin~~e~~** | **Completed: initial/date** |
| Understand the industry placement delivery approaches that can be used | Discuss the delivery approaches with the student and employer to set expectations and find the best fit. Some relevant approaches are:   * hybrid (partly on site, partly remote) * placements with the employer’s supply chain and employer networks * small team projects | Initial meeting – share the industry placement delivery guidance [link](https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance) with the employer |  |
| Ensure the employer understands the knowledge and technical skill set of the student | To make sure the employer’s expectations are in line with the student’s knowledge and skills. To do this:   * the provider must discuss with the employer what the student will have been taught before they start their placement * the provider must discuss with the employer the timeline for when specific knowledge/skills will be taught throughout the academic year * the employer must outline any specific knowledge and technical skills needed before the student can start their placement | Initial meeting – share the curriculum plan with the employer |  |
| Provide employability support and work taster activities (up to 35 hours) | To make sure the student is fully prepared for the workplace the provider will:   * develop the student’s work-readiness skills in preparation for their placements * arrange for employers to conduct mock interviews to build confidence * arrange for students to shadow employers so they can make an informed decision when choosing their industry placement options * conduct CV and cover letter workshops, so students have a profile to present to employers * provide tutorial classes on employability skills * arrange site visits so students can understand the working environment and meet the wider team * arrange experiences such as workshops with employers to identify any gaps in knowledge | Early in programme – employability support and work taster activities should take place early enough in the programme to allow students to make informed choices about their next steps |  |
| Match a student with an employer | To make sure the industry placement is the right match for the student and the employer:   * hold an internal event where a range of different employers can meet students to discuss their industry placement and business needs * encourage students to present their CV and cover letter to employers | Early in programme – employer and student pairing activities should take place early enough in the programme to allow students and employers to form a mutual connection |  |
| To consider the funding options | To be aware of and discuss any available funding, including:   * telling the student about the current industry placement funding streams available [(16-19 bursary fund guide)](https://www.gov.uk/government/publications/16-to-19-bursary-fund-guide-2022-to-2023-academic-year) * telling the employer about the current [Employer Support Fund](https://www.gov.uk/government/publications/employer-support-fund-for-t-level-industry-placements/employer-support-fund) (the ESF is only applicable if the placement started in the 23/24 financial year). Please note, providers should think strategically about how to best use their allocation to grow their pipeline of industry placements and should inform employers about the ESF if they think it will help to create long-lasting relationships with the employer | Three months before the placement starts |  |
| Carry out a health and safety assessment | To make sure the workplace is safe to work in and students are appropriately protected from hazards, the provider must:   * identify the nature of the work to be carried out by the employer and student * identify any appropriate PPE, clothing or equipment the student needs to provide * share the provider’s own health and safety policies with the employer * identify the working patterns and locations the student will be required to work in and   collate key contact information | Three months before the placement starts – the provider must complete a health and safety assessment with the employer  Annually – review the health and safety assessment with the employer |  |
| Safeguarding, welfare and student commitments | To outline the provider’s safeguarding policy to the employer and student and to:   * provide a mandatory safeguarding session for students three months before the placement starts. To be delivered by the tutor and recorded in the students Individual Learning Record * provide the contact details of the designated safeguarding officer and how to report concerns * identify any welfare concerns before and during the industry placement * identify any other student commitments such as part-time work or caring responsibilities * organise an employer DBS check where a student works with a sole contractor | Before the placement starts – communicate the process of safeguarding and welfare checks to both the employer and student  Three months before the placement starts – raise safeguarding again during the interview and as part of the industry placement agreement    Throughout placement – continuous safeguarding and welfare checks must be completed by the provider during regular reviews |  |
| Fulfil workplace and legislation requirements to share standards, policies and procedures | To help students understand the basics of what the employer expects them to know and how they should behave  To help students understand the reasons for employers having policies and procedures and why they must be followed. Discuss the:   * code of conduct * health and safety requirements * compliance and GDPR * confidentiality | Throughout the pre-placement period – this can be delivered as a class-based activity, or through a student’s part-time work |  |
| Identify travel considerations | To be aware of any travel considerations for the student, including:   * whether the student will be working at a fixed location or working at different sites during their placement * how the student will travel to their place of work if it is not at a fixed location * SME contractors may need to discuss travel arrangements if the student will have to visit multiple locations in a day (taking into consideration safeguarding policies and procedures) | Three months before the placement starts – travel arrangements should be confirmed and included in the industry placement agreement  Throughout the placement – ongoing communication between the employer and the student to identify daily/weekly travel arrangements |  |
| Identify specific workwear, toolkit and PPE essentials | The provider must:   * clearly identify if any specific workwear needed – taking into consideration weather conditions and working environments * outline a kit list of basic tools a student will need to use on placement and who will provide them * clearly state if PPE will be needed and who will provide the items * outline the employer’s legal responsibility to supply PPE ([Personal protective equipment (PPE) at work regulations from 6 April 2022 (hse.gov.uk)](https://www.hse.gov.uk/ppe/ppe-regulations-2022.htm)) | Before the placement starts – clothing and tools should be purchased if needed  Three months before the placement starts – any further requirements should be highlighted in the industry placement agreement |  |
| Identify specific software and programmes appropriate to the placement | To ensure the student understands the software and tools they will use during the placement. For example:   * Microsoft Office (Excel, Word, PowerPoint, Access) * project management tools * SAGE * data analysis software | Before the placement starts and ongoing during the placement |  |
| Identify workplace-specific training to be taken before placement starts | To ensure any essential workplace training is provided. This could include:   * health and safety training * specific training for employer specialism   An agreement of who will pay the costs of the training should be reached | Training to start early in the first academic year and any tests must be booked |  |
| Arrange Construction Skills Certification Scheme (CSCS) and Electrotechnical Certification Scheme (ECS) exams | A student must hold a CSCS card or equivalent to work on a designated site. The provider will:   * register and book a CSCS or ECS exam with a local test centre * order the specific industry placement card which will last for three years ([Applying for CSCS cards | Official CSCS Website](https://www.cscs.uk.com/applying-for-cards/)) | Before the placement starts |  |
| Provide basic company information | Ensure the student has an understanding of the company. For example:   * what they specialise in * how the company works * the scale of their work * different job roles and what they do * the management structure and what they do * the different departments and what they do | Three months before the placement starts |  |
| Complete an [industry placement agreement](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F896917%2FAnnex_E_Industry_placement_agreement_template.odt&wdOrigin=BROWSELINK) (Template link, see delivery guidance Annex E) | To develop a contract between the provider, employer and student that confirms they will adhere to industry placement regulations and that includes:   * the key responsibilities of the employer relating to safeguarding, welfare and reporting * the key responsibilities of the student relating to behaviour, attitudes and reporting * the key responsibilities of the provider relating to monitoring, support and reviewing * a start date and predicted end date of the placement * the total number of hours of the placement * the working patterns of the placement (day release/block release/hybrid approach) | Three months before the placement starts – complete the employer agreement  Revisit the agreement at the midpoint review and as part of the end of placement action plan  Sign an industry placement agreement completion declaration form at the end of the placement |  |
| Complete an [industry placement learning objective](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1166331/Annex_A_industry_placement_delivery_approaches_guidance.pdf) (template  see delivery guidance Annex A) | To identify the industry placement learning objectives and goals that:   * are a mix of technical and employability skills (include a minimum of three each) * are the skills and knowledge that students can best develop through the industry placement * challenge and stretch the student to maximise student learning * are things students can do to meet the objectives | Three months before the placement starts – complete the learning objectives template  Objectives should be revisited at the midpoint review and the end of placement action plan  New objectives that challenge the student should be set to maximise student learning |  |
| Confirm the progress monitoring and review process | Discuss with the student and the employer to:   * identify how the student will be monitored during the industry placement * identify how the student will demonstrate progress * issue the student with an industry placement journal to track their progress * identify software tracking systems that could be used * identify key dates for reviews | Three months before the placement starts – include monitoring and review process in the industry placement agreement  Throughout the placement – monitoring and review is a continuous process throughout the industry placement |  |