



Department  
for Education

# T Level Foundation Year Programme

Supporting young people to progress onto  
and succeed on a T Level

**Work experience placement template**

## Purpose of resource

This template can be used to capture what is agreed between you (the education provider), the student and the employer in relation to a work experience placement. You may prefer to adapt this template or use a different template.

## Background

The [Framework for Delivery](#) sets out that we expect all students to undertake appropriate work experience activities and workplace preparation tailored to what each student needs, informed by an assessment of their work readiness.

We expect work experience to include an in-person placement with an external employer wherever possible. Placements can be through remote working where necessary, to ensure students have the opportunity of a placement, but they should include some in-person engagement. Remote working can either take place at the education provider's setting or – where appropriate – in an employer training centre, which simulates the working environment and is supervised by the employer. The students should not work from their home setting.

## How to use this resource

You can use this template to capture:

- practical details of the work experience placement and any policies or professional behaviours the student will need to adhere to
- what you, the student and employer will do in preparation for the work experience placement
- what the student will do during the work experience placement and how they will be supported during that time by you and the employer
- how you will work with the employer and student to reflect on the work experience placement and use this to support the student's learning needs

In the template, you will find that there is information and guidance on the type of information that could be included.

**Student:** <Name, Education provider >

**Employer:** <Name, Role, Organisation>

### **Work experience placement arrangements**

To be agreed between the education provider/employer/student.

**Total duration:** Total hours, for example: 30 hours

**Working pattern:** For example, 2 days per week: Wednesday and Thursday

**Location:** On premises/site or remotely from education provider setting/employer training centre. For on premises/site, give the address. Where the placement is through remote working to ensure the student has the opportunity of a placement, it should include some in-person engagement.

**Hours of work:** Expected start and finish times for each day, including lunch breaks.

**Dates:** Dates student will be on work experience placement.

**Contacts:** Employer mentor contact/Education provider contact/Any other contact the student may need access to.

**Workplace requirements:** Details of any requirements specified by the employer should be added here. For example, dress code, personal protective equipment (PPE) or resources the student needs to bring, any policies such as confidentiality, any mandatory checks (for example Disclosure and Barring Service) the student needs to complete.

### **Preparation for work experience placement**

#### **What are the student's learning goals for the work placement?**

In this section, state the learning goals that will be the focus of the work experience placement. These will be based on what students need to develop for entering the workplace. It is recommended that these are limited in number.

Learning goals are most likely to relate to employability skills and behaviours rather than technical skills and knowledge.

For example:

- contribute to achieving team goals (team goals could be specified)
- manage own time to complete tasks (tasks could be specified)

#### **What knowledge, skills and behaviour will the student need to develop in preparation for their placement?**

This could be the expected employability skills and behaviours the student will have. This could also be technical knowledge and skills that will be needed if it is agreed that they will take part in real work activities. These can be written as standards that need to be

reached, based on any standards that you choose to use to identify students' development needs during the initial diagnostic period.

For example:

- can communicate professionally in one-to-one situations
- can work safely with consideration for self and others

### **What preparation activities will be carried out prior to the placement?**

This should include details of any activities the education provider, the student, and/or the employer will undertake to prepare specifically for this work experience placement.

For example:

- the student will complete a research project on the organisation, its structure, products, and services
- the student and employer will have a virtual introductory meeting one week before the placement starts
- the education provider will complete a risk assessment with the employer during a visit

## **During work experience placement**

### **What will the student do on their work experience placement?**

Provide details of what has been agreed, including specific activities and tasks. For example, attend the weekly team meeting; shadow a health practitioner completing documentation whilst completing the same documentation themselves; shadow the daily sales reconciliation or stocktake; check receipts against delivery.

### **How will the student be supported during their placement?**

Provide details of who will support the student, how often, and using what medium. Refer to how both the employer and the education provider will provide support and monitor progress, including how the student will be supported to appreciate the purpose of the placement and get the most out of it. The arrangements for support should reflect the work pattern of the student's placement.

For example:

- the employer provides a named mentor who meets with the student at the beginning of each day to review the previous day and agree on the activities for that day
- the education provider has a named person that the employer and student can contact if there are any problems
- the education provider's named person will call the mentor and student at least once during the placement - the time and date could be included.

This section could include the questions that the education provider may ask, for example:

- how is the student fitting in?
- is the student making progress?

### **After the work experience placement: feedback and reflections**

You can use this section to set out any questions that you agree will be the focus of the feedback. You could include these questions in questionnaires to be completed by the student/employer.

Example questions for the student:

- what did you enjoy most about the placement?
- what knowledge, skills, and behaviours did you develop on the placement?

Example questions for the employer:

- what knowledge, skills, and behaviours did the student develop on the placement?
- how do you think that the placement went?
- what was the main benefit for you of the placement?

Give details of how the student/employer will provide feedback on the placement and how this will be used to support the student/employer. Include dates and format. For example:

- the employer mentor will provide oral feedback on the final day of the placement with a completed questionnaire designed by the education provider, sent to the education provider within one week
- the student will complete a questionnaire designed by the education provider and send this, together with a copy of any project, to the education provider within one week
- the student will give a 10-minute presentation (for example to their teaching group) on their reflections on their placement and any project one week after their return to their course

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