HOW TO PREPARE STUDENTS
A guide for education providers on how to prepare students for industry placements
# TABLE OF CONTENTS

**Tips and Considerations for Student Preparation**............................................. 3  
  Technical Skills Preparation .................................................................................. 3  
  Employability skills preparation ......................................................................... 4  
  Core content (from existing work experience preparation programmes)............ 5  
  Additional content which should be covered in preparation for industry placements ................................................................................................................. 6  
  Timing of student preparation ............................................................................. 8  
  Suggested communication and timeline.............................................................. 8  
**Review of students throughout placement**.................................................. 13  
  Before placement.................................................................................................. 13  
  During and after placement.................................................................................. 14  
**Preparing Students with Special Educational Needs and Disability (SEND) or with Learning Difficulties and/or Disabilities (LLDD)**.................................... 15  
  How to engage and support students with SEND or LLDD.............................. 15  
  Considerations for a supported and accessible industry placement................. 16  
  References and further resources...................................................................... 18  
**Appendix**.......................................................................................................... 19  
  Behavior and Social Skills standards.................................................................... 19  
  Industry Placement Student Preparation Survey .............................................. 22  
  Review of Student Readiness for Industry Placement........................................ 24  
  Midpoint Review of Student Progress on Industry Placement.......................... 25  
  Final Review of Student Progress on Industry Placement................................. 27
TIPS AND CONSIDERATIONS FOR STUDENT PREPARATION

This guidance document is intended for the internal industry placements team within education providers.

To enable a student to get the most out of their industry placement, you need to ensure that the student is suitably prepared and set up for success. This means:

- Ensuring the placement is directly related to the course and is the type of work the student is interested in doing after finishing their studies.
- The student feels familiar with the subject matter of the work; confident in the value they are bringing to the organisation and clear about the benefits of the industry placement experience for both them and the employer.
- The student understands “professional” standards of behaviour, suitable attitudes and expectations for the workplace.

The following suggested content for student preparation is split into Technical Skills Preparation relevant to their course of study as well as Employability Skills Preparation.

Technical Skills Preparation

T Level programmes are designed to equip students with the skills and knowledge to succeed in skilled employment. There are some basic skills and knowledge that are essential to be covered in practical lessons before a student starts a placement, e.g. learning to wash hair on a hairdressing course. Other more complex skills can be taught later in the programme, e.g. using thinning scissors.

All curriculum areas should identify the technical skills that are needed to be delivered prior to a student starting an industry placement and ensure that these are covered. Practical sessions may be tailored sufficiently so that individual students can fill specific gaps in their experience and knowledge.

Where possible, education providers may engage with organisations to offer the student a first “taste” of commercial work with visits to different types of businesses in their area of interest. This may help to identify those students who might need more physical or emotional support prior to beginning their placement.
Some education providers have developed a list of “basic skills training” which has to be completed and confirmed by a tutor prior to a student going on an industry placement. This ensures that a student is not going into the industry placement having missed some essential training.

Some students will have gained prior experience of work through part-time jobs. (In some cases, a part-time job may qualify as an industry placement – see FAQs below.)

**Course-specific skills**

Some routes (including Agriculture, Construction and Environment & Animal Care) require students to be fully briefed in areas such as health and safety, construction site safety or animal handling before they start a placement. Industry placement teams should consult course tutors and employers to inform preparation design. Examples include:

- Handling vehicles
- FEPA spraying
- Chainsaw use
- Tractor driving
- Use of veterinary medicines
- Construction Skills Certification Scheme (CSCS)

**Student log book**

A student log book allows students to keep track of their progress alongside their course studies throughout their industry placement. Make sure students know how/when to use the log book and have prepared by setting SMART objectives before they start their placement. The objectives should focus on developing and honing these technical skills.

**Employability skills preparation**

Many education providers already have an employability skills programme in place. This may be designed and delivered internally or with awarding bodies such as City & Guilds, NOCN and Edexcel. Some education providers use learn-to-work programmes which can help students develop their own self-reflection skills, creating tasks to work through and areas for improvement.
Kudos offers tips in CV writing, employability skills, interview skills and job searching capabilities. Barclays’ Life Skills and Accenture’s Skills to Succeed Academy also provide some great resources for employability skills preparation.

Feedback from the pilot identified that education providers’ existing preparation programmes designed for work experience typically needed developing to ensure students met the additional expectations of industry placements.

The following section sets out topics that we would consider important to cover (as a minimum) in employability skills preparation. The first sub-section includes core topics that are likely to be part of existing work experience preparation programmes and the second sub-section focuses on additional content needing to be covered in advance of industry placements:

**Core content (from existing work experience preparation programmes)**

**Job search**

This is especially helpful for those students who are likely to self-source their own placement, for example useful websites, setting up email alerts, employer contacts, how to engage an employer from first contact and speculative letters to employers. It could also include support to develop ability to speak confidently to prospective employers on the phone.

**Research**

Students should be equipped with skills to research the employer they have been matched to or have an interview with so that they can refer to this during the assessment and induction process.

**CV writing**

Some students may have limited work and life experience, making it difficult for them to write a full CV. Many education providers and employers commented that student CVs were not of the standard expected so additional sessions here might be required. Tools available from Start may be a good starting point.

**Interview skills**
Guidance on interview preparation is essential as many employers requested to interview students before offering them a placement. Students often lacked ability or confidence at interview and this may play a role in their level of engagement.

Interview training could include helping students prepare answers to some basic questions. A good starting point is helping students grasp the basics of an Elevator Pitch, a technique to help make the right first impression and a useful lifelong skill. This may cover the following (without limitation):

- “Tell me about yourself.”
- “Why do you want to work here?”
- “What skills do you have?”
- “What are your strengths and weaknesses?”

Additional content which should be covered in preparation for industry placements

**Attitudes and behaviour in the workplace**

Some employers reported non-completion of industry placements due to behavioural issues, e.g. timekeeping, communication and language. It is imperative that students have a firm understanding of what expectations employers have of employees in the workplace. Education providers should provide support on planning travel to work and reminders of the importance of punctuality, telephone and email etiquette and dress codes.

*Note:* Some students may have difficulties in procuring appropriate attire for their industry placement. For institutions that are delivering industry placements in the 2018/19 academic year through the CDF, this funding can be used to cover travel and subsistence costs, as well as additional 16 to 19 Bursary funding that is being made available. You may also want to consider organisations like [SmartWorks](https://www.smartworks.org.uk) and [Suited & Booted](https://www.suitedandbooted.org.uk).

**Managing anxiety**

Strategies on managing stress and anxiety are equally important for students to help them recognise triggers and physical responses to stress and strategies for how to manage these feelings. This may be particularly relevant for students with greater needs.
Communication

Ensure student preparation includes their rights and responsibilities in social interactions in the workplace, such as the right to be treated fairly and with respect and the responsibility to treat their colleagues in the same way. Help students recognise the difference between passive, aggressive and assertive communication styles to help them understand how they should be communicating with colleagues at work.

Financial management

It has proved helpful to work with students on simple financial management strategies, especially when industry placements are not paid.

Risk management

You have a responsibility to ensure that, as far as practicable, when a student starts an industry placement they are ready to follow best health and safety practice (informed through policies and procedure) and are able to complete independent dynamic risk assessments to avoid putting themselves into potentially hazardous situations.

The preparation of a student for managing risk should cover:

- Health and safety training
- Identification of risks and dynamic risk assessment
- Assessment of a student’s understanding and knowledge of health and safety (you may consider an Awarding Body external assessment)

You may want to consider additional training, such as:

- Basic first aid training
- Safe manual handling

Students should not start an industry placement until all basic health and safety training has been completed and a vocational tutor has gained assurance that the student is well prepared for working in industry.
Timing of student preparation

For 2018/19, you need to plan for Level 3 students completing industry placements of a minimum of 45 days in line with T Level requirements.

The pilot identified that in some cases “preparation activities” took place after the student had started their industry placement.

However, the most successful model was to focus on spending two terms preparing a student for a placement prior to the industry placement starting. Education providers should support these activities and ensure that a student is not sent on an industry placement with substantive gaps in any area. For example, some students found that a summer placement was unsuccessful due to not having enough time to complete preparation in advance.

Suggested communication and timeline

Below is a suggested timeline of student preparation communication that has worked well for some education providers in the pilot:

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<tr>
<td>ASAP</td>
<td>The term before placements begin</td>
<td>4 weeks before placements begin</td>
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<tr>
<td>Introduction of industry placement co-ordinator to students</td>
<td>Presentation on how to organise a placement</td>
<td>Presentation on what to expect and how to prepare</td>
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</table>
1. **Short introduction of the industry placement co-ordinator by course manager in the first couple of weeks**

Confirm that students are aware that they will undertake an industry placement as part of their study programme. No presentation required.

2. **Initial presentation given early when term starts on how to organise a placement**

   - **Explain what an industry placement will entail**
     Explain how it fits around the programme of study and the options available for undertaking 45 days (if different models are available). Note that industry placements are best arranged within reasonable distance of the student’s home so that transport is convenient.

   - **Purpose of industry placements**
     Highlight the greater opportunities students have for building and developing technical skills related to their course, to gain deeper knowledge, to develop “employability skills” such as communication and problem solving and to gain a meaningful reference from an employer, and/or to link with organisations and businesses that will help them identify a future career pathway.

   - **Case studies**
     Outline case studies and/or preferably invite student(s) who have completed an industry placement to talk about the different benefits for them of undertaking the placement. Ideally, one of these past students will have self-sourced their placement and be able to talk about how they did so and encourage other students to do the same.

   - **Examples of good placements**
     Outline features that make a good placement. Note importance of being switched on to Health & Safety, outlining both the employer’s responsibility and the student’s responsibility.

   - **Role of the industry placement coordinator (or similar contact according to your staffing structure) in securing a placement**
     Communicate how they will support the students in finding a suitable placement. This can be done by having a one-to-one with each student to: talk through and identify their career aims and suitable types of work; provide details of potential employers the student can contact; and help review the student’s CV and application letters.

   - **Arrangements to support students with SEND or LLDD**
     Clarify that industry placements are for all students and the industry placement coordinator will take account of how best to accommodate any
student who might need additional support. See section below on supporting students with SEND or LLDD.

- **How to self-source a high quality placement**
  Emphasise that self-sourcing is as an excellent way to find a placement that matches what the student really wants. See separate guidance on *Empowering students to self-source industry placements*. Recommend an initial contact in person or by email/telephone/letter. Once a placement is confirmed, notify the industry placement coordinator who will then visit the potential placement to carry out suitability checks such as a Health & Safety risk assessment.

- **Awareness of Health & Safety and safeguarding risks**
  Highlight your organisation’s safeguarding policies, procedures and contact numbers. You should carry out due diligence to ensure that the business provides a safe working environment. Explain to parents/guardians and students that employers have the same Health & Safety duties to students as they do to their employees to help reassure them. See also: *Employer Information Guide and Health & Safety, Insurance & Safeguarding Guidance* for more information on this topic.

- **Financial arrangements for travel and subsistence.**
  In some placements, students may receive payment or expenses. You can use the 16-19 Bursary Fund in academic year 18/19 or their funding from the Capacity and Delivery Fund to support students with travel and subsistence costs.

- **When to start looking for a placement.**
  Note the importance of starting early, i.e. “NOW!”

- **FAQs** may include:
  - **Can I use my current part-time job as my industry placement?**
    A part-time job may qualify provided it meets essential criteria of an industry placement, including it:
    - Being directly related to the student’s course of study;
    - Being a minimum of 45 days;
    - Meeting quality assurance standards in terms of health & safety, safeguarding, insurance etc;
    - Involving appropriately challenging work and occupationally-specific learning objectives which are agreed between the education provider, student and employer; and
    - Being with an external employer.
• **Will I get paid or not?**
  Industry placements are about providing you with high quality, meaningful training, not work. Therefore, students are not entitled to a salary as the placement is forming part of your course of further education. There is no legal requirement or expectation that T Level students will be paid.

• **Are my expenses paid?**
  This is also dependent upon the employer; some may choose to support students with their travel and subsistence expenses. Education providers can also consider using the 16-19 Bursary Fund in academic year 18/19 or their funding from the Capacity and Delivery Fund to support students.
3. Presentation given about 4 weeks before placements begin

- **Short reminder of the purpose of the placement**
  Reminder of points in previous presentation, plus note the need to identify some specific objectives.

- **Importance of making a good impression and how to build a good relationship**
  Cover aspects such as dress, attendance, punctuality, language. Tips on “How to get 100% organised for day one”.

- **Reminder of awareness of safeguarding risks**
  Highlight safeguarding policies, procedures and contact numbers.

- **Awareness of legislation around hours worked**

- **Awareness of the need to inform you of an accident or if any issues arise**
  Provide your contact information or the relevant person who the student should contact in these circumstances.

- **Requirement to keep a record of days worked and complete the student log book**
  Explain what is expected, how to keep track of their progress and the benefit of doing this.

- **Responsibilities and touchpoints with industry placement contact**
  Outline and agree at what points the industry placement contact will be in touch and visiting, including any initial “set-up visits”, progress review visits and end of placement visit. Note that it is important to communicate regularly and share telephone/e-mail details.

- **FAQs** may include:
  - What do I do about my coursework and exams?
    The education provider should support with any questions around timetabling and revision needs.
REVIEW OF STUDENTS THROUGHOUT PLACEMENT

Students’ progress should be tracked and reviewed before, during and at the end of the placement by you, employers and students themselves.

Before placement

Before delivering student preparation, it is recommended that you carry out a baseline student assessment to gauge how well they are prepared for the world of work. This allows you to:

- Understand knowledge gaps, concerns and areas of support required at both an individual and group level.
- Ensure students have reflected on their strengths and areas for development.
- Design relevant student preparation that will support students and meet their needs.

Another assessment should be carried out after preparation but still in good time before placements are due to begin so that you can:

- Identify any remaining areas of concern.
- Build students’ confidence as they reflect on their growth in knowledge and skills.
- Make changes to future preparation materials to further improve the student experience.
During and after placement

Ongoing tracking helps to demonstrate the progress of the student which will give them confidence as well as identify any possible obstacles or issues which can be addressed promptly. It is a requirement for you to visit the employer and student at least twice during an industry placement: once in the middle and once at the end. This gives you, the student and the employer the opportunity to review the student’s progress against their objectives and adjust the objectives as necessary.

Reviews during the industry placement can also enable information to be collected from employers which can then be used to feed into and contribute to future curriculum planning. Where a significant number of employers identify that students are not prepared with a specific skill, the curriculum can be modified for future years to take account of the feedback.

It would be useful for the industry placement team to establish systems through which employer feedback on the preparation of the student (not just their progress) is formally requested, noted and shared with curriculum areas.

Template reviews to be completed by the student, employer and you (or the relevant person at the education provider) can be found in the appendix.
PREPARING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) OR WITH LEARNING DIFFICULTIES AND/OR DISABILITIES (LLDD)

We know that many education providers have considerable experience in supporting students with SEND and LLDD. This section shares some feedback and learnings from education providers involved in the pilot to help you prepare your SEND and LLDD students to take part in their quality, supported industry placements.

A key learning from the pilot is the importance of allowing additional time (possibly an extra term) for the process of sourcing an appropriate industry placement. This allows for:

- A clear understanding of the student’s profile, needs and aspirations.
- Working in partnership with parents/guardians of the student.
- Communication and agreement with employers of how to make the industry placement suitably accessible and feasible.
- Reasonable adjustments to be made in the workplace (such as learning aids; suitably quiet environments).
- “Job carving”/ redesigning to tailor a role to the talents and abilities of the individual.
- Appointment of suitable workplace mentors and/or job coaches.

How to engage and support students with SEND or LLDD

The Education & Training Foundation has produced an excellent, comprehensive, free online learning toolkit (the “Toolkit”) funded by the DfE. It includes step-by-step guides, tips, videos and tools to help providers and teaching staff support students with SEND or LLDD to achieve and fulfil their ambitions. You simply need to complete an online registration to gain access.

You will need to assess students individually to build a vocational profile of information covering the student’s work aspirations as well as medical conditions, additional learning needs, ability to travel independently etc. You can then source appropriate placements, carry out risk assessments and health & safety checks with the student’s profile and needs in mind.

It is helpful to work in partnership with parents/guardians to find suitable placements, keep them informed, share success stories and case studies, listen
to any concerns or reticence they may have and make sure they are comfortable with the details of the placement, safety and levels of support in place.

To help facilitate a smooth start to a supported placement and to minimise concerns for students and their parents/guardians, consider rehearsing aspects of the placement in advance such as the commute; agree advance visits to the employer to set up the work station and check accessibility; and enable the student to meet and get to know and trust their job coach, workplace mentor and/or line manager.

**CASE STUDY: Examples of extra support and adaptations offered to students**

One land-based rural education provider described the kinds of support or adaptations they put in place for certain students with additional needs:

Some students with mental health issues such as anxiety or those with autism have been reluctant to start an industry placement and have needed continued support to assist them whilst on the placement. One student was given set tasks, at the same time, every week, which were left purposefully for them. Some of our industry placements staff team offered to be at the employer’s premises at the start of the placement to help the student get settled in.

One student has severe insomnia. He was worried about not sleeping the night before his placement and possibly missing his alarm if he fell asleep late into the night. It was agreed with the employer that the student starts work later in the day to help alleviate his fears.

**Considerations for a supported and accessible industry placement**

**Support from education provider, workplace mentor and job coach**

Students with SEND/LLDD will need different levels and types of support depending on their individual needs. Some students, particularly those with complex needs, may need you to organise a job coach in order to benefit fully from the placement. A job coach will work with a student on a day-to-day, individual basis within the workplace. Job coaches are trained in systematic instructions meaning they learn specific tasks/activities in the workplace and then break them down into ways in which their student can then learn the tasks. This support will be tapered down, and eventually withdrawn, once the student is comfortable with the tasks.

The majority of students with SEND/LLDD do not have complex needs, but they are still likely to need additional support during their industry placement and education providers should consider carefully what help they will need, such as learning aids or a workplace mentor (an existing member of the employer’s staff
who should be appropriately trained to support students with SEND/LLDD in the workplace).

You will need to reassure the employer that they will receive all necessary support before and during the placement. The level of support will be at such a level as to maximise the success of the student’s experience and be manageable and reasonable for the employer. Some education providers have offered to give employers SEND/LLDD training to help both students on industry placements and the employer more generally.

It is important for your designated contact to check in regularly with the student, employer, mentor and/or coach and parent/guardian during the placement to track their performance and progress. This regular contact can allow you to assess whether the level of support is adequate, and to take prompt action where necessary.

**Job “carving” or redesign**

This is a great way to promote inclusivity and involves tailoring a role to suit the talents of a particular individual. For the purposes of an industry placement, it might mean changing some elements of an existing role whilst ensuring that students with SEND/LLDD are able to learn, develop and demonstrate the necessary skills for their course.

**Reasonable adjustments to workplace**

Examples of reasonable adjustments that may be necessary for accessibility include:

- Providing learning aids (checklists, picture prompts for tasks);
- Allowing time out for anxiety and frustration;
- Creating environments suited to particular students (e.g. quiet, clean, not too bright for autistic students); and
- Physically accessible – use of ramps and lifts.

**CASE STUDY: Video of a supported placement**

This video from a city-based education provider helps bring to life an example of a successful supported internship in a leisure centre café. It includes a job coach and other measures that could be applied to industry placements.
References and further resources

Here are some specialist organisations and resources which can provide further detailed guidance and information:

- British Association for Supported Employment (BASE)
- Education & Training Foundation - SEND: Sources of Support Toolkit
- United Response
- DfE Guidance on Supported Internships
## APPENDIX

### Behavior and Social Skills standards

<table>
<thead>
<tr>
<th>BEHAVIOR &amp; SOCIAL SKILL</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
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<tbody>
<tr>
<td>PROACTIVE</td>
<td>PRODUCES POOR RESULTS</td>
<td>WORKS HARD TO GET THINGS DONE</td>
<td>PRODUCES EXCELLENT RESULTS; MORE THAN WHAT IS ASKED FOR</td>
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<tr>
<td></td>
<td>• Does not seek support or ask for clarity when unsure of what to do</td>
<td>• Asks for clarity when presented with a task</td>
<td>• Takes appropriate initiative when there are not clear guidelines or when things are not going to plan</td>
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<td></td>
<td>• Has no clear system for recording information</td>
<td>• Has an electronic or paper diary and to-do list that is up-to-date</td>
<td>• Has a clear system for recording information. Plans work a week at-a-time and can realistically assess how long tasks will take</td>
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<td></td>
<td>• Misses deadlines</td>
<td>• Completes tasks by the agreed deadline. Where deadlines are going to be missed, manager is informed with reasonable notice</td>
<td>• Completes tasks to a high standard, doing what needs to be done, even if not in the original brief</td>
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<td></td>
<td>• Submits work without checking it or continues to make the same mistake after they have been told about it</td>
<td>• Checks work so that it contains no simple errors</td>
<td>• Is fully aware of how important wellbeing is and actively seeks out advice and support to look after him/herself both physically and mentally</td>
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<tr>
<td>TEAM PLAYER / EFFECTIVE COMMUNICATOR</td>
<td>IS NOT A TEAM PLAYER OR DOES NOT COMMUNICATE EFFECTIVELY</td>
<td>IS A TEAM PLAYER AND USES PROFESSIONAL AND APPROPRIATE LANGUAGE WHEN COMMUNICATING</td>
<td>ACTIVELY SEeks OUT WAYS TO SUPPORT THE TEAM AND IS A HIGHLY EFFECTIVE COMMUNICATOR</td>
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<td></td>
<td>• Fails to listen to colleagues or responds negatively to views different from own</td>
<td>• Listens to different points of view and responds in a professional way</td>
<td>• Uses the most effective and appropriate form of communication and adjusts according to the audience</td>
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<td></td>
<td>• Refuses to do tasks not in their usual job role to support the team</td>
<td>• Supports the team when asked to do tasks not in the usual job role</td>
<td>• Is proactive in offering to help out with tasks not in their usual job role</td>
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<td></td>
<td>• Shows little empathy for colleagues</td>
<td>• Contributes ideas when the team faces a problem</td>
<td>• Can adapt role within a team at different times, e.g., taking a lead or knowing when to follow instructions</td>
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<td></td>
<td>• Examples of poor communication:</td>
<td>• Examples of appropriate communication:</td>
<td>• Examples of outstanding communication:</td>
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<td></td>
<td>Phone - Slang/non-formal English used,</td>
<td>Phone - Appropriate greeting is used, takes and</td>
<td>Phone - Able to handle complex questions over the</td>
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<tr>
<td>BEHAVIOR &amp; SOCIAL SKILL</td>
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<td>mumbling, afraid to make/receive phone calls</td>
<td>leaves phone messages that capture all the key information, prepared for outgoing calls</td>
<td>phone and summarises any actions agreed at the end of the call</td>
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<tr>
<td>Email/Written - Large number of typos, not responding to, or losing track of, important emails</td>
<td>Email/Written - All emails are proof-read, using a formal but friendly tone</td>
<td>Email/Written - Using formatting effectively (bold, bullet points, italics) to convey meaning, trusted to send clear communications and able to represent her/himself and others well, writing e-mails in a time effective manner</td>
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<tr>
<td>Face to face - Bored and uninterested body language/facial expressions, using slang/non-formal English</td>
<td>Face to face - Having an acute awareness of appropriate body language and professional boundaries</td>
<td>Face to face - Comfortable liaising with people at different levels of seniority</td>
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<tr>
<td>RESPONSIBLE</td>
<td>FAILING TO TAKE RESPONSIBILITY FOR ACTIONS</td>
<td>TAKES RESPONSIBILITY FOR ACTIONS</td>
<td>IS PROACTIVE AND ALWAYS LOOKS FOR OPPORTUNITIES TO IMPROVE PERFORMANCE</td>
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<tr>
<td>• Frequently needs to be told what to do, regularly blames other people for poor performance or gives excuses rather than taking ownership of tasks</td>
<td>• Volunteers for additional opportunities where able</td>
<td>• Spots when things are going wrong and shares this/acts on this early on</td>
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<td>• Reacts overly defensively to constructive feedback or acts as if they think they “know it all” already. Alternatively, they may not respond to feedback at all</td>
<td>• Notes down and acts on feedback given, recognises when they have underperformed and does not shift the blame</td>
<td>• Being in a position to take on more tasks, doing what needs to be done, rather than just what is asked of him/her</td>
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<td>• Misses meetings without notification, or arrives at meetings late and unprepared</td>
<td>• Comes to meetings on time and prepared</td>
<td>• At meetings, is able to summarise the 3 key points from any meeting and contribute insights</td>
<td></td>
</tr>
<tr>
<td>• At meetings, is able to summarise the 3 key points from any meeting and contribute insights</td>
<td>• Can give advice on how they like to be managed, asks for more feedback and is able to give feedback to others</td>
<td>• Keeps a clear record of feedback and targets and acts on this regularly</td>
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<td>• Arrives to work early every day and arrives 5 mins early to meetings to</td>
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<tr>
<th>PROFESSIONAL</th>
<th>IS UNPROFESSIONAL</th>
<th>IS PROFESSIONAL</th>
<th>IS ALWAYS PROFESSIONAL AND A FANTASTIC REPRESENTATIVE OF THE ORGANISATION</th>
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<tr>
<td>• Often arrives late to work and/or is late to most internal meetings</td>
<td>• Always comes prepared to meetings with a notepad and pen, takes relevant</td>
<td>• Arrives to work early every day and arrives 5 mins early to meetings to</td>
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<tr>
<td>BEHAVIOR &amp; SOCIAL SKILL</td>
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<td>--------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
|                         | • Tends to miss/forget things  
                         | • Is easily distracted from work or inattentive, for example, plays on phone  
                         | • Any conduct that is against company policy and causes concern, such as not following the dress code or behaviour | notes and takes an active interest in content  
• Aims to arrive 15 minutes early to work, apologises for occasional delays and makes up any missed time at the end of the day.  
• Punctual to meetings.  
• Suitably dressed 100% of the time  
• Treats others with respect and as if their time is important | prepare. Is proactive about timing throughout the whole day (considers travel time and potential delays)  
• Able to maintain calm when under stress/pressure  
• Being aware of the organisation’s culture and tailoring how to act depending on the context and audience |
Industry Placement Student Preparation Survey

Thank you for taking the time to complete this survey. All of the information you provide will be treated confidentially. This means:

- Your answers will never be shared or discussed individually
- Your answers will never be linked to your name in any research or publication
- Your answers will not change anything in your programme experience

The survey is completely voluntary.

1. How confident do you feel with regards to each of these statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not confident at all</th>
<th>Not very confident</th>
<th>Neutral</th>
<th>Confident</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can speak clearly to employers about my skills and experiences at an interview.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am prepared for work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am ready to start my industry placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the skills that employers are looking for.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the behaviour and social skills that employers need to do the job I want to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the knowledge and technical skills that employers need to do the job I want to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can get a job related to my qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a good understanding of what life is like for people who are different from me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **To what extent do you agree or disagree with the following statements?**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree / disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am good at communicating my thoughts and ideas in a way that is easy for others to understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am good at organising my time and the things I have to do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work well with others as part of a team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel connected to my local community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most people are generally trustworthy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review of Student Readiness for Industry Placement

Name: __________________________
Course: __________________________
Provider: _________________________
Date: __________________________

For each of the aspects for student readiness, please mark (with an X) whether the student does not meet expectations, meets expectations, or exceeds expectations in doing an industry placement.

Please refer to the Appendix as a reference guide outlining the Behaviour & Social Skills standards we expect students to have during the industry placement. As this is prior to the industry placement, please make a judgement about what level you think the student will perform at. Please use the Knowledge & Technical Skills relevant to their course of study to determine their readiness.

<table>
<thead>
<tr>
<th>Behaviour &amp; Social Skills</th>
<th>Knowledge &amp; Technical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations</td>
<td></td>
</tr>
<tr>
<td>Meets expectations</td>
<td></td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
[If student is not meeting expectations, please provide further details including what improvements the student needs to make in order to be ready.]

Signed by Course Tutor: __________________________
Name of Course Tutor: __________________________
Date of assessment: __________________________

Department for Education
Midpoint Review of Student Progress on Industry Placement

Name: ___________________________
Course: ___________________________
Provider: __________________________
Employer: _________________________
Date: _____________________________

For each of the aspects for review, please mark (with an X) whether the student does not meet expectations, meets expectations, or exceeds expectations at the industry placement at the midpoint.

Please refer to the Appendix as a reference guide outlining the Behaviour & Social Skills standards we expect students to be meeting. Please use the Knowledge & Technical Skills relevant to their course of study to determine their readiness.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<tr>
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<td></td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td></td>
</tr>
</tbody>
</table>

Feedback/Notes:
[Please provide any feedback on where the student is not meeting expectations and what improvements you would like to see so that the student can make the most of the industry placement. Outlining next steps may be useful.]

Review Progress against Development Objectives (outlined in the Industry Placement Agreement):
What specific knowledge has the student enhanced and/or acquired during this placement?
What practical skills has the student applied and/or further developed during this placement?
What knowledge/skills will be focused on during the remaining time on this placement?
Please assess the quality of support given by the employer:

___ Below Expected Standard
___ Meeting Expected Standard
___ Exceeding Expected Standard

Signed by: _________________________ (Provider)
Signed by: _________________________ (Employer)
Signed by: _________________________ (Student)
Final Review of Student Progress on Industry Placement

Name: ___________________________
Course: __________________________
Provider: __________________________
Employer: _________________________
Date: ____________________________

For each of the elements, please mark (with an X) whether the student does not meet expectations, meets expectations, or exceeds expectations at the end of the industry placement.

Please refer to the Appendix as a reference guide outlining the Behaviour & Social Skills standards we expect students to be meeting. Please use the Knowledge & Technical Skills relevant to their course of study to determine their readiness.

<table>
<thead>
<tr>
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<th>Knowledge &amp; Technical Skills</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>Meets expectations</td>
<td></td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td></td>
</tr>
</tbody>
</table>

Feedback/Notes:

[Please provide any feedback on how the student has performed on the industry placement overall and any changes since their Midpoint Assessment.]

Review Progress against Development Objectives (outlined in Industry Placement Agreement):

What specific knowledge has the student enhanced and/or acquired during this placement?

What practical skills has the student applied and/or further developed during this placement?
Signed by: _________________________ (Provider)
Signed by: _________________________ (Employer)
Signed by: _________________________ (Student)
These materials have been created by The Challenge. For all enquiries regarding industry placements, please contact the Education & Skills Funding Agency Service using this online enquiry form, or by searching gov.uk for the Industry Placements page.