



Resource 1

Introducing Traineeships

Introduction

This resource is one of a suite of six resources developed for the Traineeship Staff Support Programme. The Traineeship Staff Support Programme is commissioned and funded by the Education and Training Foundation and managed by the Association of Learning Providers (AELP). The aim of the programme is to design and deliver innovative and high quality professional development support, resources and materials which can be accessed by, and will benefit, the wider education and training workforce in order to improve outcomes from traineeship programmes for learners and employers.

Project partners:

The resources have been developed by Grantham College in partnership with the following organisations:

Boston College
East Midlands Centre of Excellence in Teaching Training (emCETT)
Loughborough College
Taylor ITEX
North Warwickshire and Hinckley College
South Leicester College
EMFEC Group
JISC East Midlands
Magna Education and Training Associates

Background to the resources

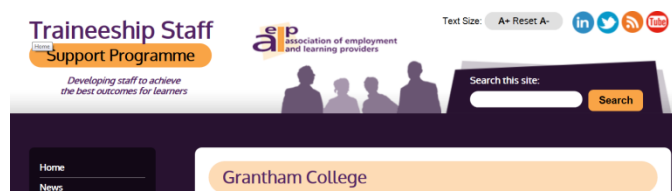
The resources have been produced to develop the confidence and skills of staff involved in the planning and delivery of traineeships.

The resources are interactive and include templates, checklists, flow charts, guidance and links to other sources of information and best practice.

The suite of resources covers the following themes:

- Introducing traineeships;
- Employer engagement;
- Employability skills;
- Learner assessment;
- Vulnerable and excluded groups;
- Using technology.

There are also a number of case studies that have been gathered to support these themes, and these can be found at -



<http://www.traineeship-staff-support.co.uk/content/grantham-college>

This resource on introducing traineeships has been developed to provide an overview of the traineeship programme, its content and funding methodologies. It is structured in the following way:

Structure of this resource

[Section 1: What is a traineeship](#)

[Section 2: Developing a traineeship model and content](#)

[Section 3: Funding](#)

[Section 4: Employer relationships and managing their expectations](#)

[Appendix A – Eligibility checklist](#)

[Appendix B – Delivery model checklist](#)

[Appendix C – Checklist - Costings to consider when planning traineeships](#)

[Appendix D – Pre-placement planner](#)

[Appendix E - Placement planner](#)

Section 1 – What is a traineeship?

The traineeship was introduced in August 2013 to support young people aged 16-24 to develop the skills required to undertake an Apprenticeship and secure sustainable employment. Employers are key to the development of traineeships as they will provide the high quality work experience required to support the learner into sustainable employment

A traineeship consists of work preparation training, English and maths and a high quality work placement. A traineeship would last a maximum of 6 months. It is expected that the duration of a work placement would be for between 100-240 hours. Where a young person successfully progresses earlier than anticipated, this will be counted as completion of the traineeship. Recognised successful progression will be:

- apprenticeship, employment, further education or training;
- completion of all agreed elements of the traineeship;
- completion of six months on the programme.

Eligibility

Traineeships are available for young people aged 16-24 and for young people with Learning Difficulty Assessments or Education, Health and Care Plans up to age 25. Young people aged 16-19 are eligible for a traineeship if they have not yet achieved a Level 3 qualification. Those aged 19-24 are eligible if they have not yet achieved a Level 2 qualification. To be eligible, young people will be currently unemployed and have a reasonable chance of being ready for employment or an Apprenticeship within six months of engaging in a traineeship. Traineeships are not intended for the most disengaged young people who require very intensive support; young people who are already employed or those who already have the required skills and experience to start an Apprenticeship or find work ([Appendix A Eligibility checklist](#)).

Qualifications and training

All young people undertaking a traineeship will be required to study English and maths, unless they have achieved a GCSE A*-C in those subjects or, for those aged 19 and above, a GCSE A*-C or a functional skills qualification at Level 2.

In the majority of cases, functional skills will be the most appropriate qualification for learners to study in the first instance. As part of traineeships, young people can study these at Entry Level, Level 1 or Level 2 depending on their prior attainment and identified skills needs. We would expect young people to continue and complete these qualifications, together with any vocational qualifications they have begun, after the formal traineeship is complete. This could be part of their study programme or Apprenticeship for 16-19 year olds or through their entitlement up to Level 2 for those aged 19-24.

The content of the work preparation training will be up to providers and employers to agree. The expected length of the work placement within a traineeship will be between 100-240 hours. Longer placements may be necessary to prepare some young people for work, but these would need to be based on clearly identified learner needs. For benefit claimants from 2014/15 the work experience element can be up to 240 hours (or extended if the offer of an Apprenticeship

place is accepted) at a maximum of 30 hours a week, and can be done over the duration of the traineeship if necessary.

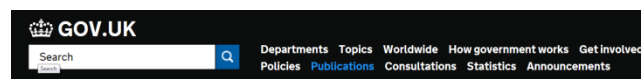
Employers will offer a formal interview at the end of the work placement.

This will either be an interview where a job vacancy has arisen or an exit interview with feedback where there is not a formal vacancy.

Who can offer traineeships?



The delivery of traineeships is limited to providers who have achieved an Ofsted inspection grade of Outstanding or Good, they must also be able to deliver in accordance with the Framework for Delivery.



Policy paper

Traineeships: framework for delivery

<https://www.gov.uk/government/publications/supporting-young-people-to-develop-the-skills-for-apprenticeships-and-sustainable-employment-framework-for-delivery>

Providers under financial notice from the SFA or EFA can request to deliver traineeships and any such request will be assessed on an individual basis. Providers under notices of concern are ineligible to deliver traineeships.

Providers who currently deliver provision for 16-19 year olds and have a contract with the Education Funding Agency (EFA) are able to deliver traineeships within the study programme arrangements.

Apprenticeship providers who currently deliver provision for 16-19 year olds but who do not hold an EFA contract are eligible to deliver under their 16-18 Apprenticeships contract with the Skills Funding Agency (SFA).

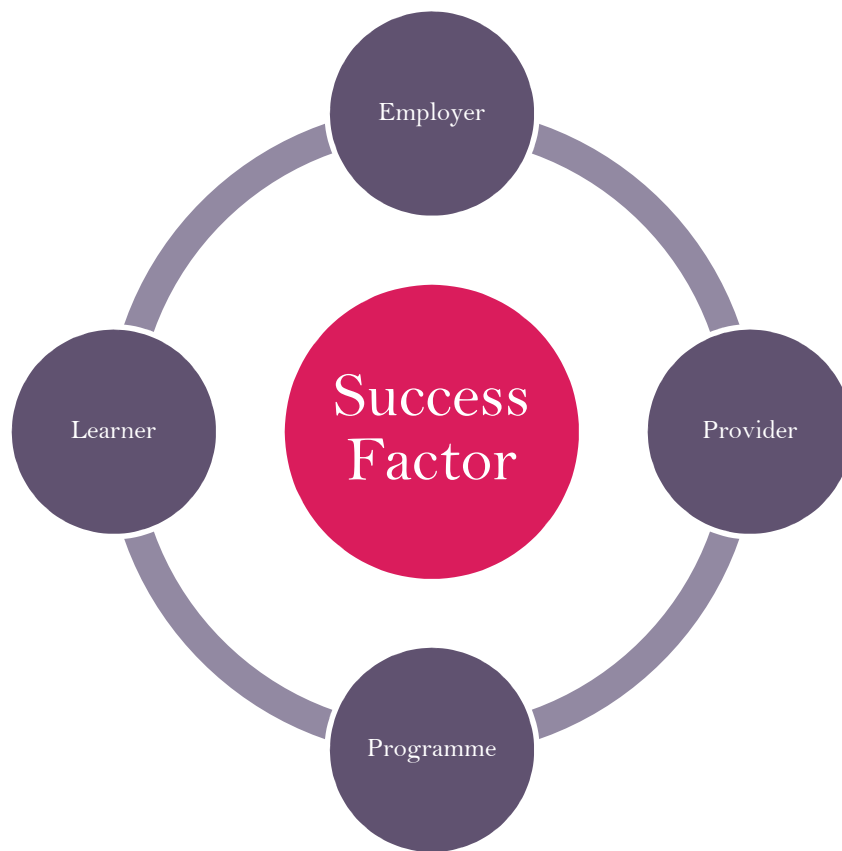
Providers who currently deliver provision through the SFA ASB are able to deliver traineeships to 19-24 year olds using exiting flexibilities within this budget.

Traineeships – sub-contracting

- If you are a lead provider you can subcontract to existing subcontractors who have been declared to the agencies as at 1 June 2013.

- If you are a lead provider and want to enter into a new subcontracting arrangement with another provider, then that provider must have achieved an Ofsted inspection grade of Outstanding (Grade1) or Good (Grade 2).
- You cannot enter into new subcontracting arrangements with organisations that do not have an existing Ofsted grade of either Outstanding or Good.
- Lead providers must not subcontract to an Ofsted-graded inadequate provider or a provider under a formal notice (of concern or to improve).

The four critical success factors for a traineeship



Section 2 - Developing a traineeship model and content

When making initial contact with employers, it is essential that the traineeship information and mode of delivery is very clear. Business development staff will need to have a clear steer on how the traineeship will work and what is expected from both the provider and the employer. Currently, three main models of delivery have evolved and providers can choose to focus on one model or a combination. However, once the decision has been made to deliver traineeships it is likely that individual learners and employers will require some degree of flexibility. Both delivery and sales staff will need to manage individual learner and employer needs. The three main models are:

Learner-led

Providers will be aware of learners who repeatedly apply for Apprenticeships and are unsuccessful at the application or interview stage. These learners could be identified, in accordance with the eligibility criteria, and supported through the traineeship programme. Providers will work with employers to source work placement for these learners in order to build their confidence and experience. This should help them to succeed with future Apprenticeship interviews. Similarly, providers can work with local agencies to identify students who are NEET and would benefit from the traineeship programme. Collaborative working with providers who are working with young people is one way to identify learners. These could be providers of ESF projects, Work Programme providers, Youth Contract providers, CFBT, Local Authorities and Prince's Trust.

Employer-led

Most providers will already work with local employers. When carrying out Training Needs Analysis (TNA) with an employer, providers will recognise where employers have difficulty sourcing employees in some areas. Whilst Apprenticeships are an ideal way of filling these vacancies, some employers are still wary of taking apprentices. The traineeship allows them to work with the young person and establish whether they suit the business before making a commitment. Employers may embrace this model and want to take on learners. Providers will need to ensure that they are able to support these learners to achieve the required qualifications alongside the work experience. This can either be done in the workplace or by providing classroom based workshops. Providers will work with employers to ensure the correct model is available. This will be an individualised programme to suit the needs of the employer and the learner. The traineeship allows the learner time to become work ready enabling both the employer and the learner to feel confident to enter into an Apprenticeship agreement.

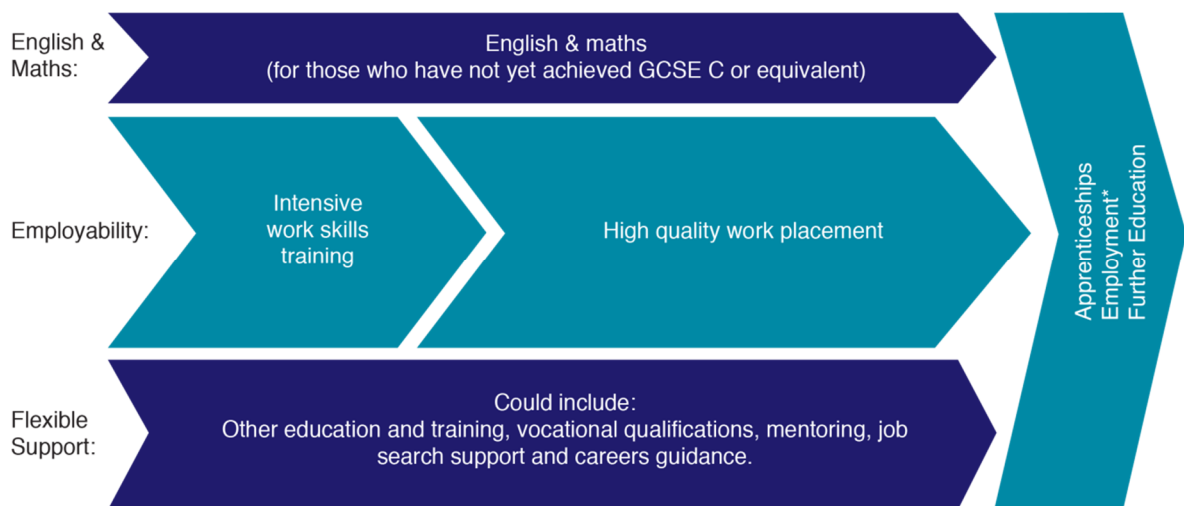
Group intake

Providers may decide to work with a group of young people to deliver the programme, working within a specific sector or geographical area. This model would be similar to delivering a structured course on set days with a mixture of classroom learning and work placements. It is essential that providers are able to source the work experience for the learners and local labour market information should be utilised before making the decision on which sector to focus on.

Whether you decide on one particular model or a combination of all three you will need to consider a number of things including those listed below. These are described more fully in [Appendix B - Delivery model checklist](#).

- Current staffing capacity
- Qualifications to deliver
- Levels of funding
- Industry sectors
- Work experience providers
- Length of programme
- Delivery location and accessibility for learners
- Advice and Guidance.

Traineeship content



The traineeship should contain three core elements:

- a focused period of work preparation training, covering areas like CV writing, interview preparation, job search and inter-personal skills;
- English and maths, as these are seen as crucial employability skills;
- a high quality work placement to give the young person meaningful work experience and develop workplace skills.

Providers and employers have the freedom to bring these elements together in the best way to engage and support individual learners. Programmes should be geared to the learner's destination and their programme designed to meet the end need.

The table below shows potential flexible content, which is not designed to be prescriptive or exhaustive but may be useful to providers and employers as they design their traineeship programmes.

To meet labour market needs	To meet personal needs
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<ul style="list-style-type: none"> • High quality and relevant vocational qualifications • Skills required by the local labour market or particular sectors or employers e.g. LEP priority sectors, Sector Skills Council aims • Business, commercial and enterprise skills • ICT skills 	<ul style="list-style-type: none"> • Personal and social skills development, for instance independent working • Team working activities • Tasters in one or more sectors • Impartial careers guidance, particularly focused on the local labour market • Participation in National Citizen Service, for those aged 16-17 • Support for specific learning needs
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Work preparation training

Providers and employers can work together to agree the content of the work preparation training. This should include personal and social skills that the young person needs to develop in order to get the most out of their work placement and prepare them for future employment. For 19-24 year olds, this will need to focus on work preparation units and qualifications listed on the Qualifications and Credit Framework (QCF).

English and maths

All young people undertaking a traineeship will be required to study English and maths, unless they have achieved a GCSE A*-C in those subjects or, for those aged 19 and above, a GCSE A*-C or a functional skills qualification at Level 2. In the majority of cases it is expected that functional skills will be the most appropriate qualifications for learners to study in the first instance. As part of traineeships, young people can study these at Entry Level, Level 1 or Level 2 dependent on their prior attainment and identified skills need. Where appropriate, providers are encouraged to offer higher level qualifications to those learners who have achieved GCSE A*-C in English and maths.

Learners who complete the formal traineeship but do not complete English and maths qualifications would be expected to complete these as part of their Apprenticeship, study programme or Level 2 entitlement for those aged 19-24.

Work placements

The expectation is that work placements will last between 100 and 240 hours. Providers will be expected to identify the lead employer for the work placement within four weeks of the traineeship starting. Ideally the employer should be identified in advance of the young person being enrolled on a traineeship as having a named employer is more likely to attract young people to the programme.

The work placement does not have to be taken consecutively and providers and employers should agree how the work placement fits best with the other core elements.

Employers are not required to pay young people undertaking work placements as part of the traineeship programme.

Principles for good quality work placements:

Choice and relevance – a placement should match the learner’s areas of interest and aspiration, with young people undertaking high quality work experience rather than observation or mundane tasks.

Organisational readiness – commitment is needed from senior managers or owner/managers and there should be a low ratio of learners to experienced staff to ensure good mentoring during the work placement.

Good preparation – thorough pre-placement preparation by the provider, employer and prospective learner and an understanding of young people’s circumstances that may affect their workplace behaviour. See [Appendix D – Pre-placement planner](#).

Written agreement – this should be made between the learner, employer and provider setting out mutual expectations and commitments, including the training plan and arrangements for reviews.

A planned placement – which should consist of a structured induction, clear objectives and integrated off-the-job training with an identified mentor or buddy.

Feedback and review – regular constructive feedback from managers, and formal reviews at key stages with the manager, provider and learner.

Advice and guidance

It is essential that advice and guidance staff work with prospective learners to establish their interests and aspirations before sourcing the work placement to ensure that the learner will have the most appropriate work placement possible.

Social and mobility issues should also be discussed and considered when sourcing the work placement, for example location of the employer and transport availability.

Business development staff must ensure that employers are aware of the needs and interests of the learner and support the employer to provide a structured work experience programme.

The involvement of employers and real workplace settings are crucial to the success of traineeships. Simulated work placements, such as in workshops within training providers may well form a helpful part of work preparation training but will not count as work placements for the purposes of traineeships.

Example traineeship structure

Months	1	2	3	4	5	6
Tutorial	X	X	X	X	X	X
Employment skills/job preparation	X					X

English/maths	X	X	X	X	X	X
Work placement		X	X	X	X	

Example 16-18 traineeship

Element	Planned hours	Note
L1 award in Employability Skills	48	6 x 8 weeks
English	54	3 x 18 weeks
Maths	54	3 x 18 weeks
Tutorial, coaching and careers guidance	36	2 x 18 weeks
Work placement	200	(2.5 days/week for 10 weeks)
Total	392	

Example 19-24 traineeship

Element	Contact hours	£
L1 award in CV writing	30	150
English	54	724
Maths	54	724
L1 certificate in land based studies	90	724
Work placement	210	700
Total	438	3022

Section 3 - Funding

Traineeships are funded through a combination of EFA (16-19) and SFA (19-24) funding methodologies. For providers who currently hold a contract with the EFA, traineeships will be funded as part of the 16-19 study programme allocation and no additional funding is available. For those providers who are not contracted for EFA funding but currently have a contract with the SFA to deliver 16-18 Apprenticeships, a separate allocation of funding will be given for traineeships. 16-18 Apprenticeship funding cannot be used to deliver traineeships.

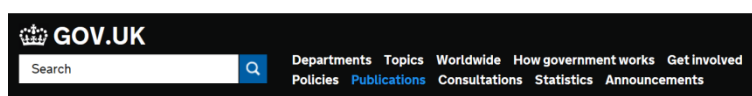
It is likely that a cohort of learners will include both age groups and programmes will need to be designed with this in mind. You will need to satisfy both the planned hours requirement of the 16-19 study programme and the accredited provision requirement of the Adult Skills Budget funding. Work experience is funded through both methodologies.

SFA methodology for 19-24 year olds

SFA funding is based on Adult Skills Budget design principals, where units of qualifications or full qualifications can be used to access funding.

Additional funding can be accessed for work experience for learners by using the required 'z' codes.

The SFA Funding Rules for 2014/15 have been published and can be accessed from the link below.



Guidance

SFA funding rules

www.gov.uk/government/publications/sfa-funding-rules%20.

EFA methodology for 16-19 year olds

EFA funding is based on planned hours. The design principles are that the total number of planned hours will fall into one of five banding options (see table below for 13/14 rates).

Student status	Hours band	Funded at	Amount	English/Maths*
Full time	540+	600	£4000	£480
Band 4	450-539	600	£4000	£480
Band 3	360-449	405	£2700	£292
Band 2	280-359	320	£2133	£292
Band 1	Up to 279	% of 600	% of £4000	£480%fte

learners without A-C GCSE English or Maths will attract additional funding per subject, plus disadvantage funding depending on learner postcode (based on Index of Multiple Deprivation IMD).

Study Programme Funding Guidance is available at -

Guidance
16 to 19 education: funding guidance

From: Education Funding Agency
 History: Updated 30 April 2014: see all updates
 Part of: Funding education for 16 to 19-year-olds and Further education and skills

<http://www.gov.uk/16-to-19-education-funding-guidance>

Work placements

Work placement funding rates are outlined in the table below:

Learning aim reference	Learning aim title	Rate
Z0007836	Work experience/placement, 100-199 hrs	£500
Z0007837	Work experience/placement, 200-499 hrs	£700
Z0007838	Work experience/placement, 500+ hrs	£900


If a learner starts a traineeship and leaves early, the following rules are applied:

16-19 – If a learner completes their full programme of planned hours, or progresses into employment or an Apprenticeship (this can be before they complete planned hours but not before six weeks) then the full amount of funding can be drawn down.

19-24 – The funding will follow the methodology of the Adult Skills Budget and will also include the 20% achievement payment. If a learner has completed less than 100 hours in a work placement, they can still earn funding if they have completed at least six weeks before leaving. The work placement also has a 20% achievement (progression) when the learner has progressed to an eligible job or Apprenticeship.

Financial support for learners

Young people participating in traineeships are undertaking education and training and may qualify to be able to access existing financial support programmes including the 16-19 Bursary Fund and Learner Support Funding for 19-24 year olds (see below).


[Home](#) > [Education and learning](#) > [Apprenticeships, 14 to 19 education and training at work](#)

16 to 19 Bursary Fund

- Overview
- [What you'll get](#)
- [Eligibility](#)
- [How to claim](#)
- [Further information](#)

<https://www.gov.uk/1619-bursary-fund/overview>


[Home](#) > [Education and learning](#) > [Apprenticeships, 14 to 19 education and training at work](#)

Discretionary Learner Support

- Overview
- [What you'll get](#)
- [Eligibility](#)
- [How to claim](#)

<https://www.gov.uk/discretionary-learner-support>

Young people with a disability or health condition that affects their ability to do a job, or means that they have to pay extra work related costs, may be eligible for Access to Work funding.



<https://www.gov.uk/access-to->

[work](#) .

Department for Work and Pensions

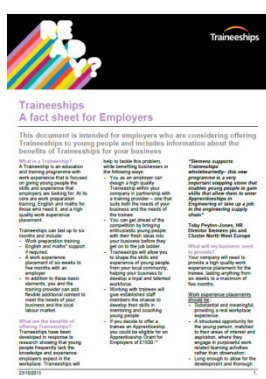
As traineeships are aimed at unemployed young people, it is imperative that the design features of their study programme comply with the Department regulations. Current restrictions for prospective learners in receipt of Jobseeker's Allowance are:

Work placement can be up to 240 hours (this can be extended if an employer offers and a learner accepts an Apprenticeship whilst undertaking a traineeship) at a maximum duration of 30 hours per week and can be done over the duration of the traineeship if necessary.

Please note – currently interaction between education and JSA rules means that 18 year old JSA claimants' participation is currently capped at 12 hours (although there are some exceptions). To benefit from a traineeship which lasts longer than 12 hours the young person will have to end their entitlement to JSA and apply for Child Benefit.

Section 4 - Employer relationships and managing their expectations

Business development staff who are engaging with employers need to be very clear about the content of the traineeship programme and the employer input. They need to explain to employers the differences between a traineeship and a traditional work placement that employers may have experienced before. Employers need to be aware of their commitments and what is expected of them. A useful fact sheet has been produced and is available at the following website.



<http://www.apprenticeships.org.uk/~media/Documents/Traineeships/Traineeships%20Fact%20Sheet%20Employer%20FINAL%20061113.ashx>

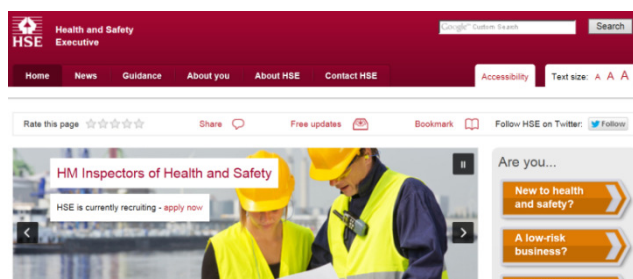
Business development staff will need to establish how the business works in order to plan the most effective placement. Finding out what the employer wants to achieve from participating in the traineeship programme is essential when considering which learner to place. The employer may be looking for a future employee, an apprentice or a spare pair of hands to help out at busy times. Most employers will need to be supported to plan a high quality placement for the learner. Providers should not assume that employers have the time or capacity to plan the placement in detail. It can be helpful to provide a template as a guide and this will ensure that the essentials are covered (see [Appendix E Placement planner](#)).

In addition to this providers should provide guidance to the employer which could cover the following:

- pre-placement information e.g. supplying a job description, carrying out a health & safety assessment and/or risk assessments;
- how the matching/selection process will work;
- whether the employer is willing to offer a travel subsidy, subsidised meals or any other benefit;
- whether the employer will be supplying a uniform or any dress code requirements;
- the process for providing regular feedback and involvement in learner reviews;
- the requirements of the final interview experience;
- the requirement to supply a written reference.

Health and safety

Some providers maintain that a full health and safety assessment must be completed prior to a learner starting a work placement, other providers prefer to utilise a combination of guidance from the Health and Safety Executive (HSE) and individual risk assessments based on the employer type and the individual learner. A number of free resources and guidance can be downloaded from -

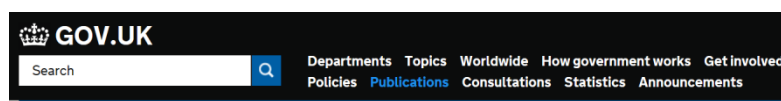


www.hse.gov.uk

This site also includes example risk assessments for those industries that can be downloaded. At the very least the training provider has responsibility to ensure that the following is in place:

- appropriate insurances are held and have not expired
- a health and safety law poster is displayed and is clearly visible or each worker is provided with the equivalent pocket card
- a health and safety policy is in place (if more than 5 employees)
- employer is aware of work place hazards and risks particular to their environment
- appropriate measures are in place to deal with hazards and risks
- emergency procedures are in place
- welfare facilities are available and accessible e.g. toilets and hand basins, drinking water, somewhere to rest and eat meals
- arrangements are in place for first aid, accidents and ill health e.g. first aid box and an appointed person to take charge of first aid arrangements.

For more guidance about the health and safety responsibilities of the employer, see the latest Traineeship Operational Guidance which can be found at-



Guidance

Traineeships: operational information

www.gov.uk/government/publications/traineeships-operational-information

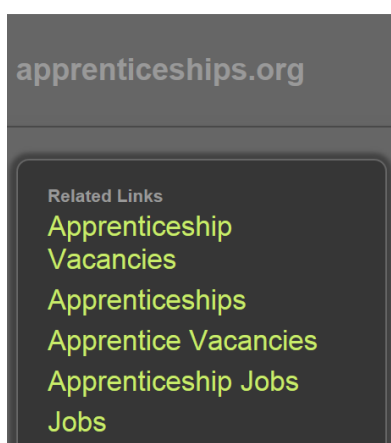
Managing the final stages of the placement

Traineeship guidance requires the employer to provide a formal reference and an interview with meaningful feedback.

The formal reference should reflect on the time spent in the work placement, together with confirmation of any qualifications completed with the training provider. Ideally the formal reference should:

- be on letter headed paper, including the address of the employer
- confirm the dates during which the work placement took place
- outline some of the basic tasks and activities undertaken by the learner
- where appropriate, provide a comment or judgement on the ability of the learner to complete these tasks
- be signed and dated.

Guaranteed interview with meaningful feedback – an interview provides vital experience for learners who are going on to seek work. There is an expectation that the work placement host will offer a guaranteed interview with the learner at the end of the placement. Where possible, this will be for a real job or Apprenticeship, however this will not always be feasible and in these cases, a formal exit interview with the employer will suffice and should help the learner to prepare for future opportunities. In either case, the learner should receive meaningful feedback to help them improve their performance. An interactive interview feedback form can be downloaded from –



www.apprenticeships.org/uk/-/media/Collateral/Exam-results/InterviewFeedbackTool-PDFv1.ashx

Provider practice – issue a certificate to the young person stating that they have completed a traineeship and include the employers name and logo.

Progression and achievement

A traineeship consists of work preparation training, English and maths and a high quality work placement. A traineeship would last a maximum of six months. It is expected that the work placement will last between 100 and 240 hours. Where a young person successfully progresses earlier than anticipated, this will be counted as completion of the traineeship. Recognised successful progression will be:

- apprenticeship, employment (with training as per the RPA requirements if aged 16-18), further education or training

- completion of all agreed elements of the traineeship
- completion of six months on the programme.

In order for the learner to have achieved the work placement element they must have:

- completed the work placement as planned, or left early and
- progressed to an eligible job or progressed to an apprenticeship.

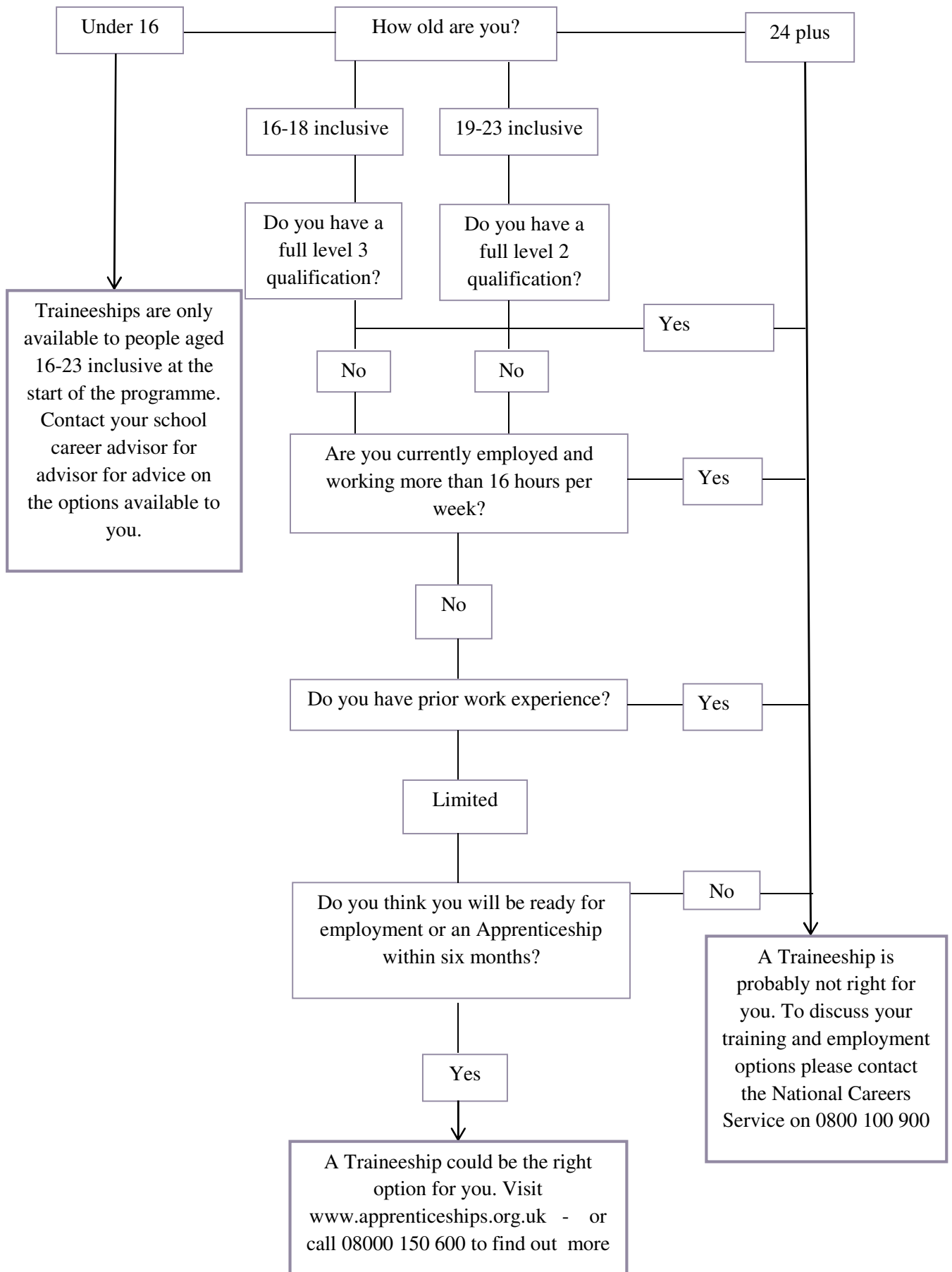
Providers should aim to support young people to complete their qualifications within their traineeship, in some cases it may take longer for this to be achieved or the traineeship may finish earlier than planned as a result of a successful progression. The expectation is that young people are supported to continue and complete their English and maths qualifications, together with any vocational qualifications they have begun, after the traineeship is complete. This could be as part of their study programme or Apprenticeship or through Level 2 entitlement for those aged 19-24.

When a learner progresses to a positive outcome, it is important that the training provider records this on the ILR and obtains the necessary evidence which includes:

- self-declaration (19-23 year olds);
- written confirmation from the employer, including start date;
- confirmation that the individual has sustained employment for 16 hours or more per week for six weeks or more;
- self-employment is also considered to be a positive destination, provided learners meet the Funding Rules criteria in relation to the number of hours a week they work to be classed as employed.

It is essential to the success of future placements with employers that feedback is gathered and reviewed. Acting upon feedback from employers will give them the confidence to re-engage with the programme in the future.

Appendix A Eligibility checklist



Appendix B - Delivery model checklist

You may want to consider the following when considering a traineeship programme.

- Who will lead the development of the programme?
- What number of traineeships are you looking to offer?
- Is this limited by the potential employer involvement?
- How and when will you involve employers in the process?
- Which age range and funding stream will you focus on? 16-18, 19-24 or Jobcentre Plus clients?
- Do you have capacity within the Advice and Guidance team to work with prospective learners?
- How will the training be structured – length of day and number of weeks?
- What qualifications will be offered?
- Do you have staff available to deliver the required elements? Including supporting the employer and learners in the work placement, especially if LLDD?
- Where will the training be delivered? Is the accommodation available and is this over multiple sites?
- Are the delivery locations accessible to learners?
- Do you need to consider travel payments to learners?
- Do you need to consider free meals for learners?
- Will you focus on certain industry sectors?
- Are there jobs/Apprenticeships in these sectors?
- What links do you already have with employers to arrange work placements?

Appendix C – Costings to consider when planning a traineeship

- Tutor and lecturer rates
- Mentor and coach rates
- Assessor and workplace reviewer costs
- Work placement set up costs
- Employer liaison costs
- Materials
- Accreditation and examination costs
- Marketing and brokerage
- Contribution rates

Appendix D – Pre-placement planner

The following checklist can be used to facilitate pre-placement discussions with the employer and learner

- Where is the employer located?
- Are there regular and reliable transport services?
- Is there car parking on site or nearby?
- What are the working hours?
- What will be the learner's pattern of attendance e.g. block placement?
- What will be the duration of the work experience?
- Who will be the workplace mentor?
- What are the employer's expectations? e.g. sickness absence reporting, mobile phone and computer policies, lunch breaks
- What is the dress code, are there any PPE requirements?
- Does the learner have additional support needs? How will these be met?
- Will an allowance be paid?

Working with the employer, the tables below can be used to check which personal skills and knowledge or experience can be developed as part of the work placement and projects may be identified where appropriate.

Teamwork	Yes/No	Problem solving	Yes/No
Respecting others		Meeting a tight deadline	
Helping with the public		Dealing with an incorrect order	
Showing adaptability		Responding to incorrect information	
Responding quickly to requests		Managing late deliveries	
Working as part of a team		Discovering a faulty product	
Attending team meetings		Dealing with an accident	
Asking for help when needed		Dealing with a difficult customer	

Communication	Yes/No	Self management	Yes/No
Meeting the public		Learning how the organisation operates	
Listening and carrying out instructions		Getting to work on time	
Answering the telephone		Planning work with supervisor	
Writing notes or memos		Setting personal targets	
Drafting or writing a letter		Meeting deadlines	
Writing names and addresses		Reviewing progress	
Reading an introductory pack		Accepting responsibility	
Reading health and safety guidelines		Managing time and prioritising tasks	
Reading company information		Being confident	

Business awareness	Yes/No
Greeting customers	
Dealing with customer complaints	
Responding to customer enquiries	
Providing an efficient service	
Ensuring repeat business	
Improving response times	
Understanding business competition	
Going beyond customer expectations	
Co-operating with other departments	

Appendix E – Placement planner

This planner can be used to outline the activities and tasks the learner will be working on and which personal skills they will be developing. It is useful for the employer to know what the learner is expecting from the placement.

The provider should meet with the employer and work through the planner to establish the tasks that the learner will be doing and how this links with the employability qualification that the learner is working towards.

Week	Hours	Activities/tasks	Personal skills	Other
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
Any other comments?				
Signed by				
Employer name		Provider name		
Signature		Signature		
Date		Date		