***END OF PLACEMENT REVIEW***

***WITH THE STUDENT’S T LEVEL PROVIDER***

This tool will help you and the T Level provider (college, school or other type of training provider) to reflect on how the placement has gone. It should help you to make placements work better in the future, for students, for you, and for the provider.

It is important to link this provider review to the end-of-placement student review to capture their views. You can use this tool alongside the **End-of-placement review - with the student** tool.

**Here are ideas for specific issues to cover in the review:**

| ***TOPIC*** | ***QUESTIONS TO EXPLORE*** | ***NOTES AND ACTIONS*** |
| --- | --- | --- |
| **Selecting students** | * How well did the student match what we were looking for?
* Where was there a mismatch, and why?
* How might this process be improved in future? For example, should we interview all students, or use other selection methods?
 |  |
| **Placement models** day / block / mixed | * How well did the model work for us?
* How well did the model work for the provider and how well did it fit with the students’ courses?
* Would we have benefited from more flexibility?
* Could we have shared the placement with another employer?
* How would we consider changing the model next time, if at all?
 |  |
| **Time of year** | * Was the placement at a good time of year for us?
* What would be the benefits of changing to another time?
* Should we change the placement period, next time?
 |  |
| **Pre-placement training** | * Did the training that the student received before the placement give them a good start?
* What wasn’t covered as much or as effectively as it could have been?
* What might have been ‘overdone’?
* How could it be improved in future?
 |  |
| **Placement learning goals** | * How well did the industry placement help meet the agreed learning goals?
* Could any improvements be made?
* Should future placements include more experiences and opportunities?
 |  |
| **Technical and employability skills** | * How well did the placement offer a breadth of technical skill development for the student?
* How well did the placement encourage appropriate employability skills (timekeeping, appearance, motivation, communication, problem solving, teamwork)
* Could future placements include more opportunities to learn technical and employability skills?
 |  |
| **Students with special educational needs and disabilities** | * How well did we support students with special educational needs and disabilities or with mental health conditions?
* How well was the placement designed to take account of the student’s individual needs?
* What extra support or resources would help in future?
 |  |
| **Paperwork** | * How relevant and useful was the paperwork?
* How could it be improved next time?
 |  |
| **Reviews and communication** | * Did the reviews help us understand where the placement was working well and not so well?
* Did they help us maintain and achieve a high-quality placement?
* How good was the communication with the provider generally?
 |  |
| **Quality and consistency** | * If we had more than one student on placement, did they all work well?
* If only some did, how could that be better handled, next time?
* What can we learn from the placements?
* How might we do it better?
 |  |

**You can use this table to review the placement overall and think about future placements.**

|  |  |
| --- | --- |
| ***CONCLUSION*** | ***NOTES AND ACTIONS*** |
| Overall, what have been the main benefits for our organisation of the industry placement? |  |
| What have been the main costs (both direct and indirect)? |  |
| Were the benefits worth more to us than the costs? If not, why not? |  |
| Should we do more placements, and if so when?  |  |
| Who are the key people to get involved, next time? |  |
| Are there other areas of the business that could benefit from offering, or being part of, future industry placements? |  |