Work Placement for employers

www.siemens.co.uk/education

About this guide

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About this guide

This interactive PDF has been developed to support the delivery of meaningful and beneficial work placements for all involved. Based on a document created by Siemens and an original document written in collaboration with Education Business Solutions, part of the Manchester Solutions and Greater Manchester Chamber of Commerce family of companies. This version was created in partnership with Developing the Young Workforce Scotland and connects to Scotland's Youth Employment Strategy, Scotland's Work Placement Standards and Scotland's skills model – Meta-Skills, whilst demonstrating connections to the Work Placement unit qualifications young people may complete.

Whilst providing guidance for employers on planning, delivering and reviewing meaningful work placements this document focuses mainly on Project Tasks which include activities that can be completed as part of a young person's induction or introduction to the company. These are followed by a series of day-to-day activity ideas that can be completed over several days and that will help a young person to observe, participate and reflect on a series of tasks that will help them develop work based skills.

Content includes:

Scotland's skills model

We are moving into a fourth industrial revolution and to ensure we thrive as individuals, businesses and on an economic and a societal level, we all need to develop new skills. The skills that will help us cope in an environment of ongoing change. They are skills to excel; to collaborate and empathise with others and to create our own futures.

Skills Development Scotland (SDS) term these skills for the future 'meta-skills'.

Self management	Social intelligence	Innovation
Focussing	Communicating	Curiosity
Integrity	Integrity	Creativity
Adopting	Collaborating	Sense making
Initiative	Leading	Critical thinking
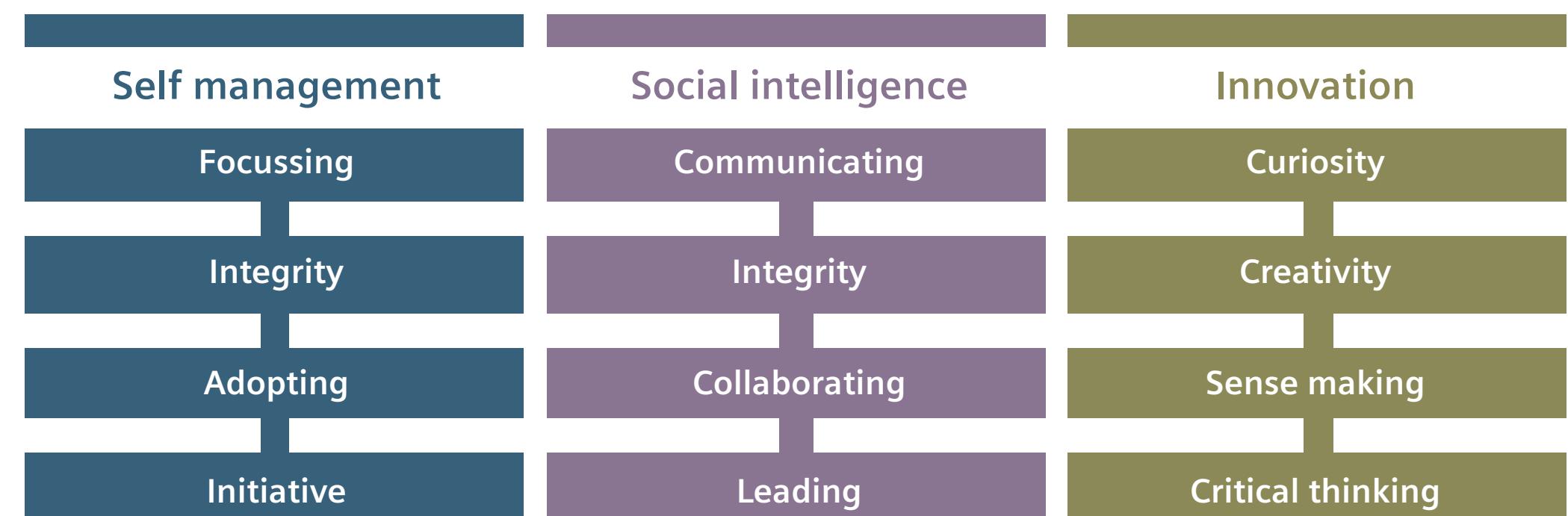
A meaningful work placement has the potential to support and enhance the development of meta-skills so project tasks and ideas have been mapped to the model to demonstrate the meta-skills required and where learning could take place. These are identified on the table activity on pages 8 to 23.

In practice, meta-skills tend not to exist in individual isolation and will depend on the breadth and depth of the activities along with support offered. It is therefore important to use the guidance as a guide and not as a given that these skills will be developed. Students/Pupils can use the tools on www.myworldofwork.co.uk or the learner workbook they have been issued with to reflect on skills developed.

The overall experience of a work placement along with the project tasks highlighted has the potential to require and to develop the meta-skills highlighted below and should be considered alongside the additional meta-skills highlighted in the project tasks and ideas section:

Self Management:	**Focussing**	Attention to detail, Concentrating
	Integrity	Ethical, Reliable, Self-Awareness
	Adapting	Adaptability, Positive attitude, Resilience, Persevering, Reflecting
	Initiative	Self Esteem

Social Intelligence:	**Communicating**	Listening, Verbal communication
	Feeling	Respecting
	Collaborating	Building Relationships

| **Innovation:** | **Sense making** | Analysing, Recalling, Understanding |
| | **Curiosity** | Questioning, Observation |

The summary table has been provided to show "at a glance" all the information you need to understand each task including:
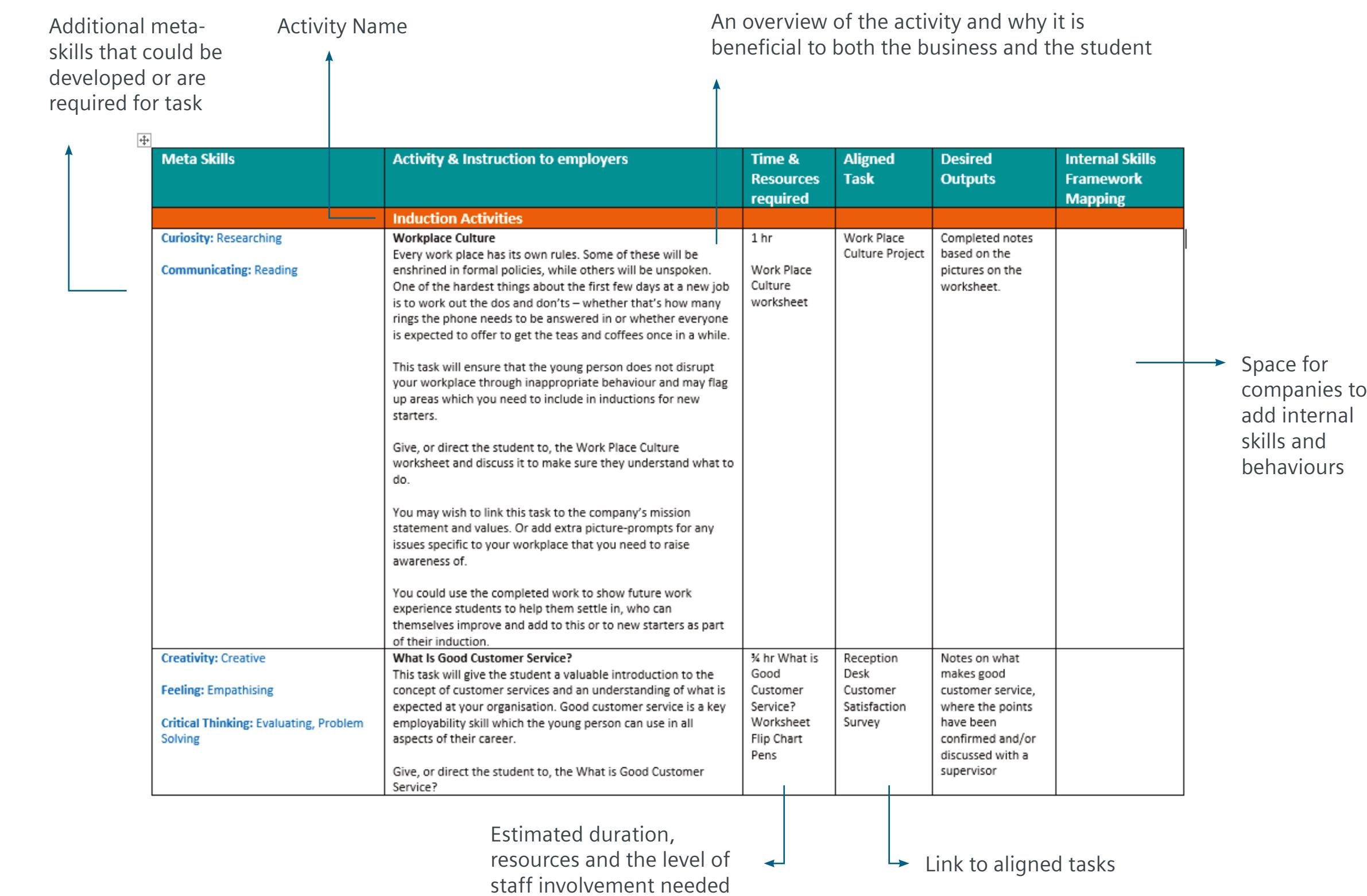
Additional meta-skills that could be developed or are required for task

Activity Name

An overview of the activity and why it is beneficial to both the business and the student

Space for companies to add internal skills and behaviours

Estimated duration, resources and the level of staff involvement needed

Link to aligned tasks

Finally, we have included an example of how you could use the activities to put together a programme, or schedule of Work Placement together with a blank agenda for you to use.

We hope you will find the guide useful, helping you to provide successful work placements for local young people and in turn build your future workforce!

Preparing for the work placement

A work placement is often a young person's first experience of the world of work. It is a great opportunity for employers to engage and inspire potential future employees through real work tasks. Of course, all workplaces have periods that are busier than others, and the work the young people will do will depend on what is taking place in the organisation at that time.

Good planning will help all stakeholders; you, the pupil/student and the school receive the most rewarding experience. To support a meaningful work placement for all involved the Work Placement Standard, published in 2016, sets out expectations for all involved, highlighted below are those of employers.

1. Prior to the work placement

- Establish a good liaison with the school, talk to the teacher and students involved and discuss and agree expectations:

  - How many pupils will you be hosting?
  - When?
  - How long for?
  - Start and finish times?
  - Does the student need special uniform or equipment?
  - As part of the work placement is the young person doing a qualification, if yes, what level? (See page 47 for the mapping of the Scottish work placement qualifications to tasks)

- Identify key member(s) of staff from your organisation to support the young person on their placement.

- Try to find out about the young person; age and stage in education, careers ambitions, particular interests, skills and any specific needs.

- Agree the targets with the school and the young person for their workplace learning plan.

- Complete all required policy documents - see page 7 and check Company Insurances.

- Use the Activity Summary, see pages 8-23 to plan and prepare a schedule of activity for the duration of the student/pupil placement.

  - Pick and choose tasks that are suitable for your company / department and for the young person. Not all the tasks will be relevant.

  - Incorporate the tasks into your schedule of work for the young person, keeping in mind how much time and support they will need, and what the outcomes of the task should be.

  - If you have more than one student on placement at any one time, you can set some of the tasks as a competition. Many young people like a bit of healthy competition, so seeing who can make the best presentation, for example, could help motivate them.

  - It's a good idea to explain to the young person why the task is valuable to your company and also what the young person can learn from it. On the following pages, each task is introduced by a short description of how it benefits your company and the young person.

  - Some tasks may be a little monotonous, but these are usually vital duties that need doing. For such tasks, set a time limit so that the young person isn't spending all day doing a boring job, and point out that these are also carried out by full-time employees.

A Work Placement placement is also a chance for you to take a fresh look at the way you work through the eyes of a young person. Setting them a project to work on independently can give some blue-sky thinking and an idea of how you are perceived by an external audience.

2. During the work placement

- Support the young person by providing appropriate training and guidance, including a health and safety briefing, to enable them to both undertake essential tasks and explore areas of particular interest as you would with any new employee.

- Provide ongoing feedback to the young person.

- Offer a rich and varied experience which enables the young person to both understand your organisation's culture and practices, and to develop practical skills whilst undertaking meaningful tasks, as planned above.

- If you find that the 'well' of day-to-day tasks for the young person is 'drying up', remember that young people can also be very helpful in completing the low priority jobs that never get done. Think about what has needed doing for some time that the student could make a start on.

- Take stock of the young person's knowledge and skills, and their views about your organisation in relation to your ethos and the way you work.

- Invite the young person to suggest ways in which your approach to work placements could be enhanced.

3. After the work placement

- Take the opportunity to share your views on the young person's performance relating to their personal goals/targets with the school and young person.

- Receive and reflect on feedback from the young person and the school regarding the placement and experience.

- Take the opportunity to participate in a quality assurance survey of the work placement as a means of influencing local work placement policy.

General Information and best practice for employers

Health and Safety:

Taking on work placement students/pupils should be straightforward for employers. It should not be about generating unnecessary paperwork.

Guidance is provided by HSE which cuts through the bureaucracy and helps you ensure that risks are controlled before the placement starts.

Visit https://www.hse.gov.uk/youngpeople/workexperience/index.htm for more information.

What about a PVG?

The Protection of Vulnerable Groups (Scotland) Act 2007 defines the types of work (referred to as 'regulated work') for which membership of the associated Protection of Vulnerable Groups Scheme (PVG Scheme) is required by individuals who work with vulnerable groups, namely children and/or protected adults.

In general, the PVG Scheme ensures that those who either have regular contact with vulnerable groups through the workplace, or who are otherwise in regulated work do not have a history of inappropriate behaviour.

The abovementioned Act also provides certain exceptions to the definition of regulated work, whereby staff within an organisation are not required to join the PVG Scheme, even though they may have a supervisory role for children. This is the case with school pupils on Work Placement.

This activity is excluded from the definition of regulated work because the children are themselves working and their supervision by staff is not part of their normal duties on an on-going basis. Thus, there is no legal requirement for departments to ask members of staff, involved in providing supervision for school pupils, to join the PVG Scheme, although departments may choose to do so as an additional measure, in which case basic disclosure would suffice. See https://www.mygov.scot/pvg-scheme/ for further details.

Project Tasks and Ideas

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Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Curiosity: Researching **Communicating**: Reading	**Workplace Culture** Every work place has its own rules. Some of these will be enshrined in formal policies, while others will be unspoken. One of the hardest things about the first few days at a new job is to work out the dos and don'ts – whether that's how many rings the phone needs to be answered in or whether everyone is expected to offer to get the teas and coffees once in a while. This task will ensure that the young person does not disrupt your workplace through inappropriate behaviour and may flag up areas which you need to include in inductions for new starters. Give, or direct the student to, the Work Place Culture worksheet and discuss it to make sure they understand what to do. You may wish to link this task to the company's mission statement and values. Or add extra picture-prompts for any issues specific to your workplace that you need to raise awareness of. You could use the completed work to show future Work Placement students to help them settle in, who can themselves improve and add to this or to new starters as part of their induction.	1 hr. Work Place Culture worksheet.	Work Place Culture Project	Completed notes based on the pictures on the worksheet.	
Creativity: Creative **Feeling**: Empathising **Critical Thinking**: Evaluating, Problem Solving	**What Is Good Customer Service?** This task will give the student a valuable introduction to the concept of customer services and an understanding of what is expected at your organisation. Good customer service is a key employability skill which the young person can use in all aspects of their career. Give, or direct the student to, the What is Good Customer Service? Brainstorm answers to the questions with them and discuss the areas that are pertinent to their placement. This task can be extended by role playing some scenarios that could be encountered - think about a "difficult customer" and help the student understand how to respond. Before you start this task, think carefully about the key expectations you have for the student when dealing with customers. Give them the chance to share their ideas about good customer service before listing your own – they may volunteer some of the points you want to make of their own accord.	¾ hr. What is Good Customer Service? Worksheet. Flip Chart Pens.	Reception Desk Customer Satisfaction Survey	Notes on what makes good customer service, where the points have been confirmed and/or discussed with a supervisor.	

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Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Curiosity: Researching	**Health and Safety at Work** By assessing the working environment against health and safety standards, the student will become familiar with processes, any hazards and risks and the location of important things like fire extinguishers and first aid kits. Give, or direct the student to, the Health & Safety at worksheet and let them complete it. They will need to speak to members of staff with responsibilities for health and safety, first aid etc. to help answer their questions.	2 hrs. Health & Safety worksheet. Introductions to health and safety / first aid colleagues. Pens Clipboard.		A completed Risk Assessment and awareness of issues relating to office Health and Safety.	
Curiosity: Researching **Critical Thinking**: Judgement **Communicating**: Reading, Working with technology	**Website Test** This task will help the young person understand what your company / department does, what services it offers and who your customers are. It can form part of the induction and may flag up areas of your website that are not easy to navigate or need updating. Give, or direct students to the Website Quiz sheet - you may choose to add extra questions - and access to the Internet and discuss the challenge to make sure they know what to do. Let the students try this alone, then talk them through the answers. They may have questions for you as a result of what they have written. Show them where any information they've missed can be found, and ask them questions to see if they understand what they have been reading.	1 hrs. Access to a computer and the company website. Website Quiz sheet.	What Is Good Customer Service?	A completed Website quiz sheet.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Communicating: Working with technology , Written communications	**Telephone Training** Young people are not usually used to taking business phone-calls or taking messages in a workplace context. This activity should enable them to answer the company telephone and take messages. Students will be trained to take telephone messages and to think about how they present themselves and the company on the telephone. After this task the student should be confident and fully trained in taking workplace telephone calls. Give, or direct, students to the Telephone Training worksheet and let them work through it before reviewing it to assess appropriate level of detail and discussing their responses with them. If your company has a policy or script for greeting callers, or requirement for the phone to be answered in a certain amount of rings, you can use this task to reinforce these policies.	1 hr. Telephone Training worksheet.	What Is Good Customer Service?	An accurately recorded telephone note.	
Communicating: Working with technology **Initiative**: Managing Resources	**Equipment Training** Work Placement students can be of great value in carrying out tasks using simple workplace equipment. Being confident in using workplace equipment will empower a young person to be of great use to the company. For example, being able to use office equipment like printers, photocopiers, fax machines, conference call machines, franking machines etc. are also skills that are directly transferable into other businesses. Before the placement, make a check list of equipment you wish the student to be able to use, and schedule an induction / demonstration for each machine. When the student starts using them, monitor them to ensure they are using the equipment safely and sensibly so they are not damaging these resources. If you have internal "how to" guide, you may wish to give a copy to the student. Alternatively the student could be tasked to create a guide themselves once they are familiar with the task.	Variable.	Post Duties Create a 'How To...' Guide	Confidence in using equipment.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Communicating: Working with technology , Written communications	**Reflecting On The Placement Via A Diary Or Logbook** A log book / record / diary of the tasks the student has completed is invaluable in the debrief / appraisal at the end of the placement to help ascertain what the young person has gained from the placement. It can help plan even better placements for the next Work Placement students. It can also act as a record for students to look back on for creating a CV, apprenticeship or job application. Young people may also wish to use it as evidence for their work placement qualification. Build in some time each day for students to record the day's activities. Check and sign the record.	Variable. Access to IT equipment. Work Placement Diary sheet.	Write An Internal Newsletter Story Prepare a Presentation on your Placement	A completed daily record of the tasks undertaken and the skills they have used.	
Focussing: Concentrating	**Shadow An Employee / Observe A Process** Allowing a student to observe an employee at work can be a great way of training the student to do a task by letting them see an experienced employee do it first. Alternatively, a student can follow a product as it is handed from employee to employee along a set process. Work shadowing can be a great experience for the employee involved and can be used as a professional development tool. Ensure the member of staff is prepared and willing to be shadowed. If they are performing a task the student will be performing later, this should be made clear to both.	1 hr. Task relevant equipment and work wear, and or, PPE.	Carry Out Part of a Process Observe a Payroll Process Assist IT Helpdesk	The student should be more knowledgeable about the work of the company and may have seen a task performed they will be expected to undertake/attempt.	
Leading: Taking Responsibility **Focussing**: Concentrating **Initiative**: Managing Resources	**Carry Out Part Of A Process** You can quickly train a Work Placement student to undertake a part of a process and have them directly contributing to the team's work. On a factory production line, a Work Placement student can take responsibility (under supervision) for a specific part of the manufacturing process. Even in an office scenario, there are certain parts of processes that can be delegated to a Work Placement student to save you time and effort. E.g. scanning and filing documents, completing forms etc. This task gives the student responsibility for a part of the process, giving them an understanding of how a number of small duties come together to create a work flow. They will also learn the practical skills to carry out their task. Select a part of a process for a student to carry out. Ensure students understand the expectations for quality and timeframes and ensure they are supervised whilst carrying out the task. Before they begin, give the student a tour (real or virtual) of the whole process so they can see where they will fit in.	Variable. Access to IT equipment. Work Placement Diary sheet.	Shadow an Employee / Observe a Process Create A "How To…" Guide'	The product is in the required state for the next part of the process.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Initiative – Managing Resources, Time Management **Focussing** – Attention to Detail **Communicating** – Working with Technology	**Word Processing** One common office task is the typing up of letters, meeting agendas and minutes, brainstorming sessions, proposals and more. These tasks can be ideal for work experience students to undertake. Young people often have excellent IT skills, and can type-up these documents quickly, ensuring they are well presented and formatted. The task will give young people a chance to apply their IT skills in a vocational setting, giving them an understanding of how word processing makes life easier in an office environment. They will be able to see their work being used to benefit the team giving them job satisfaction. Provide the student with text or content to be typed and or formatted together with an example of how you'd like the finished document to look. Ensure they feel confident with MS Word (or other word processing software) before leaving them to complete the task. You may be surprised how difficult students can sometimes find this task, which may have more to do with their unfamiliarity with office jargon than their literacy skills. It may be worth spending some time putting together a small "Jargon Buster" (or asking a work experience student to put one together).	2 hrs. Access to IT. Documents to be typed. Examples of finished formatted documents. House style guidelines.	Reception Desk Data Entry & Updating Records Create a "How To…" Guide	A completed daily record of the tasks undertaken and the skills they have used.	
Initiative – Managing Resources, Time Management **Focussing** – Attention to Detail **Communicating** – Working with Technology	**Data Entry & Updating Records** Often data entry can be done by work experience students with only a little training. As well as day-to-day data entry, you can set students a project on systematically checking that information is up to date. The task will give young people a chance to apply their IT skills in a vocational setting, giving them an understanding of how word processing makes life easier in an office environment. They will be able to see their work being used to benefit the team giving them job satisfaction. Ask the student to do some data entry. Ensure they understand how to use the spreadsheet/database and what fields they need to complete. It is a good idea to walk through the first few items of data entry until they are confident. It is a good idea to walk through the first few items of data entry until they are confident. It is important to check students' data entry as incomplete or erroneous entries can cause problems when using the data.	Variable. Access to IT, database and spreadsheet software. Original data forms / documents.	Reception Desk Word Processing Handling & Presenting Data Brainstorming Business Development Opportunities	Records are input accurately and completely.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Collaborating: Supporting **Critical Thinking**: Problem Solving **Creativity**: Creative, Designing, Innovative, Resourceful **Initiative**: Developing a plan, Implementing ideas **Focussing**: Sorting **Leading**: Making Decisions	**Tidying, Filing & Organising** Keeping a workplace and its records tidy and organised can be a health and safety requirement and / or a data protection requirement. More than that, it's also about the professionalism of the company. Young people can assist in the day to day tidying of the office and its records, or can radically re-organise your office and records if needed. This task will test and prove a young person's organisational skills and give them responsibility for looking after the office and / or records. Identify a workload for the student: this could be regular filing as part of day-to-day operations or a special project to reorganise records. Ensure the student understands the current filing systems and check their work afterwards.	2 hrs. File dividers Labels etc.	Stock (or Stationery) Replenishment / Ordering Reception Desk Post Duties Data Entry & Updating Records Telephone Training	A tidy workspace, records properly filed.	
Collaborating: Supporting **Communicating**: Working with technology	**Reception Desk** Reception is usually a busy area where there are always jobs for Work Placement students; shadowing receptionists, helping to welcome guests, providing badges, contacting internal staff to collect visitors, preparing refreshments for guests etc. Once the student is confident on the reception desk they can provide valuable support for the staff there. The best way to find out about the company's customers and suppliers is by working on reception. It is an ideal place for the student to learn about the whole company rather than the work of just one department. Spending time at reception will enable the young person to develop communication skills, confidence and awareness of the organisation as well as telephone skills. Introduce the student to the reception staff and give them some simple tasks to take charge of, for example, answering the telephone, greeting guests etc. Time spent on reception could be part of the student's induction, a regular part of their schedule or could be a one-off session as the student experiences a range of departments.	Variable.	What Is Good Customer Service? Post Duties Data Entry & Updating Records Word Processing	Students are able to assist the day-to-day operations at reception and gain confidence using the telephone and speaking to customers.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Collaborating: Cooperating **Focussing**: Sorting	**Post Duties** If you have a Post Room this can be a great place for students to lend a hand to tasks that need doing. It can also be where the student can begin to understand, in a practical sense, the organisation's structure and the jobs that people do in each department. The student can be made responsible for the collecting and sending of the post each day, for franking and ensuring post is opened and that it is logged appropriately. By supporting the delivery of post to each department or collecting it each morning students will gain confidence in meeting different people, asking questions and taking responsibility. Identify parts of the post room process students can be given responsibility for, and train them to carry out these tasks independently. This is a great task for students to be given responsibility for throughout their placement, and could be built in to their work schedule as a regular task.	2 hrs. Access to IT Documents to be typed, Examples of finished formatted documents House style guidelines.	Reception Desk Desk Data Entry & Updating Records Create a "How To..." Guide	A completed, professional looking document with no spelling or grammatical errors.	
Focussing: Sorting **Communicating**: Working with technology, Written communications	**Facilitating a Meeting** Team meetings are a normal part of a working week, and as part of the team a young person should be attending these. You could ask students to take minutes or action points arising from internal meetings and then type these up and distribute them. They could also set the room up for the meeting, get refreshments, photocopy, prepare meeting documents and tidy the room up afterwards. Even if these are not tasks which you would normally do, it is a great activity for a student to do and practice. There are many ways the student can ensure the meeting goes smoothly, which will help them to develop a range of skills such as using written communication skills to make notes, IT skills to type these up and organisational skills to prepare the room and resources. Think about the meetings your team/department has and how the young person can assist as well as observe. Make it clear what your expectations are and train students to use any equipment needed. If you want the student to take minutes, show them previous examples.	Variable. As appropriate.	Equipment Training Word Processing	Students contribute to the smooth running of a team meeting and demonstrate / develop their organisational, communication and or IT skills.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Focussing: Sorting **Communicating**: Working with technology, Written communications	**Update the Internal Phone List** Many companies use direct phone extensions for different staff members, while companies may maintain lists of company mobile phones. These can quickly become out of date as staff move to different desks or as members of staff leave and arrive at the company. Checking and updating the list is a good task for Work Placement students to complete. This task is a great chance to develop a young person's organisational and IT skills and which allows them to help the business work smoothly. Show or give students access to the current phone list (explaining the use of extensions if appropriate). Explain their task is to ensure it up-to-date and accurate.	2 hrs. Current phone list Access to computer to amend / type new list Access to internal telephone.	Equipment Training	A complete and accurate phone list.	
Critical Thinking: Evaluating, Working with numbers **Focussing**: Sorting **Communicating**: Working with technology, Written communications	**Handling And Presenting Data** Reports, statistics and charts are part of day-to-day operations for many businesses, and students with IT and mathematics skills can be very valuable in creating these, whether they relate to customers, orders, staff or stock levels. Producing reports, statistics and charts can help the company put their work into perspective. The student will be able to develop IT and maths skills, giving them an understanding of how their education will serve them in the workplace. Give the student a copy of a data set they can manipulate - make sure the original is stored safely. Give clear instructions about how you would like data to be presented. Students will vary in their confidence and ability with statistics and reports. Start with something simple and very easy to find in the data, and then check their results. If the student is capable, set them more demanding reports to create.	3 hrs. Data set Access to a computer and appropriate.	Data Entry & Updating Records Customer Satisfaction Survey	Accurately and well presented data.	
Critical Thinking: Working with numbers **Focussing**: Sorting	**Stock (Or Stationery) Replenishment / Ordering** Stock taking / checking is a task in which a young person can be very valuable to a company. It's always useful for stock levels or stationery levels to be checked against expected inventories. This might include checking deliveries against what was ordered or creating inventories of existing stock / stationery supplies. The young person will utilise their organisational skills and learn how this part of the business operates. Give the student responsibility for checking incoming or outgoing orders. Alternatively, set a morning or afternoon aside for them to undertake a stock take or create a list of stationery supplies, identifying areas for replenishment. This can be extended so that the student completes a stationery order form based on their stock cupboard survey.	Inventory (if appropriate) Access to stock / stationery to check Stationery request / order form Stationery catalogues.	Tidying, Filing & Organising Completing / Checking a Purchase Order / Invoice Preparing Goods For Sale Or Delivery	A completed accurate stock-take / order successfully checked against inventories.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Collaborating: Supporting **Communicating**: Working with technology	**Preparing Goods For Sale Or Delivery** Customer service is at the heart of most businesses, and ensuring goods are prepared as expected is a vital role that Work Placement students can undertake. This might involve putting goods together for delivery, or packaging items for sale. Young people can exercise their eye for detail and their ability to provide a reliable and consistent service by preparing goods for sale and delivery. This is a key role where they can ensure the reputation of the company by making sure goods are prepared exactly to specification. Ensure the student understands exactly what quality is expected before goods are sold or delivered. Regularly check samples of their work.	As appropriate. This may include goods, packaging etc. A check list or ready list for students to mark off. Labels or address details as necessary.	Tidying, Filing & Organising Completing / Checking a Purchase Order / Invoice	Goods prepared for sale or delivery in line with company expectations.	
Collaborating: Supporting **Communicating**: Working with technology	**Completing / Checking a Purchase Order / Invoice Request** Companies need robust financial procedures and Work Placement students can lend an extra hand in getting the paperwork sorted and a keen pair of eyes to double check everything. Entering purchase order requests and invoice requests or double checking them is a great way for students to gain in-depth experience with financial procedures in business. Identify an area of your business finances that students can contribute to. Ensure a suitable member of staff is available to supervise / check accuracy. It could be a good idea for the student to shadow finance procedures for a while before working on them themselves.	PO / Invoice request forms. How to complete a PO / Invoice request guide (if applicable). Data to be entered or checked.	Shadow an Employee / Observe a Process Observe a Payroll Process Data Entry & Updating Records	Completed PO or invoice requests, or a list /spreadsheet indicating checked POs/invoices and noting any potential issues.	
Communicating: Working with technology	**Observe Payroll Process** Letting students observe a payroll process can be a great way to help a young person learn on their placement by watching a professional in action. There may be parts of the process they can assist with, so letting them initially observe can be a useful training tool. Observing how a finance department processes payroll is a great way for students to gain in-depth experience with financial procedures in business. Ensure a colleague or team is happy to be observed and that the observation is scheduled at an appropriate time.	A process diagram (if appropriate) for the student to follow.	Shadow an Employee / Observe a Process Completing / Checking a Purchase Order / Invoice Request Data Entry & Updating Records	The student has seen real examples business financial processes in action and can contribute to part of the process.	

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Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative, Designing, Innovative, Resourceful **Initiative**: Developing a plan, Implementing ideas **Leading**: Making Decisions	**Design & Format Publications** It's not uncommon for companies to have reams of forms, letters, presentations and other documents that have been designed with function over style in mind. Ensuring documents are well presented and formatted is sometimes a luxury, but one which a creative and IT-savvy Work Placement student can provide. If you have documents that are functional rather than nice to look at, let the student see if they can create documents that are practical, professional and appealing Many young people have excellent creativity skills and are confident users of software such as Word, PowerPoint and Publisher and this is a great opportunity for them to develop these skills in a real work setting. Make a copy of the documents you wish students to work on (keep the originals safe) and outline how you feel they could be improved. This could involve formatting a set of documents consistently, branding or re-branding appropriately, making documents more user-friendly and so on.	Copies of documents to be improved. Access to a computer and appropriate software. Branding guidelines, logos as appropriate. Examples of the kind of finished product you're hoping for.	Word Processing Create a Product / Leaflet Display	Well presented, well formatted and appropriately branded documents that are professional and user friendly.	
Collaborating: Supporting **Communicating**: Working with technology	**Assist IT Helpdesk** If your company has an internal IT Helpdesk, a young person can be useful in handling initial enquiries, sorting basic or routine problems or simply observing professionals at work. Observing how an IT department works is a great way for students to gain in-depth experience with how IT operates in business. The student can also assist in handling initial enquiries and sorting basic or routine problems. Appoint a supervisor on the IT team for the student to shadow and who can show them basic tasks. These could include logging service calls, performing simple updates and so on.	As appropriate.	Equipment Training Carry out Part of a Process Testing / Checking Processes & Systems	The student learns about IT procedures and services and contributes to the work of the IT department.	
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative, Designing, Innovative, Resourceful **Initiative**: Developing a plan, Implementing ideas **Leading**: Making Decisions	**Create A 'How To...' Guide** Every workplace has those little questions that people easily forget the answer to – 'how do I transfer a telephone' call or 'how do I get the photocopier to staple?' Many of these activities don't come with ready-made 'How To...' guides, but a lot of staff would find such a guide helpful. Having a young person available to write a handy 'How To...' guide can be beneficial for months after their placement has ended. Using these notes to create a guide will develop problem solving, communication and IT skills. Identify a task that would benefit from a user guide; once the student is familiar with the task, ask them to type up a guide (using pictures and screen shots if possible) for other staff and future Work Placement students.	Equipment /software relating to the task being documented. Access to a computer and software to write up the guide.	Equipment Training Carry out Part of a Process	A completed "How To" guide.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative, Designing, Innovative, Resourceful **Initiative**: Developing a plan, Implementing ideas **Leading**: Making Decisions	**Create A Product / Leaflet Display** Whether your business depends on having attractive product displays to entice customers, or your office / reception area could be made more dynamic through a display of promotional literature or corporate images, a young person on Work Placement can leave a lasting impression on your work environment. This is a great opportunity for the student to use their creativity and do something that will get noticed by the company and clients. This task will allow students to see how creative skills can be of benefit to an employer and give them the opportunity to input into the business. Identify an area where a student could improve (or create from scratch) a display. This may be a notice board, a leaflet stand, a digital reception display, a window display or other product display. Ask the student to sketch out their ideas on paper and then create the real thing. Asking the student to draft some ideas first will help ensure that their time is used well and will give them confidence when putting the real display together.	As appropriate for the display.	Tidying, Filing & Organising Preparing Goods for Sale or Delivery Design & Format Publications	A professional, appealing and dynamic display.	
Communicating: Working with technology, Written communications **Focussing**: Sorting **Critical Thinking**: Evaluating **Initiative**: Developing a plan	**Testing / Checking Processes and Systems** Making sure your processes and systems work correctly is very important, yet dedicating time to checking these things is not always possible. A Work Placement student can thoroughly test things for you – whether testing the quality of products from a production line, the behaviour of samples in a laboratory, the functionality of new apps or software and more. This task will help the student contribute directly to the company's work and ensure their reputation is maintained. It is a great way to develop an eye for detail, a thorough work ethic and to take responsibility for a vital process. Identify a process or system that the student can test or check. If you already have a testing checklist, give this to the student, or else you might consider writing one, or asking the student to create one. It may be useful to the business and the student to extend this task by asking them to collate statistics. E.g. out of a sample of 100, 2 items were faulty.	Access to the process / system to be checked. A checklist.	Equipment Training Carry out Part of a Process	The process or system is thoroughly checked.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative **Initiative**: Developing a plan **Critical Thinkin**g: Evaluating	**Customer Satisfaction Survey** Collecting evidence of customer satisfaction is vital for PR, to boost staff morale and, in some cases, to rethink or adjust a service. The task could relate to internal or external customers. This is a key area where a young person can contribute to the work of the company. Helping a business check that its customers are satisfied can help develop customer service and communication skills. If they analyse the results afterwards, they can develop their IT, maths and analytical skills too. Decide on an appropriate format for customer satisfaction surveys. This might be by email, over the phone, or in person. It might involve a paper form or online survey. You should set targets for the young person, such as to collect 100 responses. You may also ask them to analyse the data. Make sure that you are confident in the young person making a good impression on your customers. Done well, surveys can show that you are a caring and adaptable company. Done badly, it can annoy your customers.	Survey questions - on paper or web-based. Access to customers (and their contact details if appropriate). Access to analytic tools - e.g. Microsoft Excel.	What is good customer Service Telephone Training Handling & Presenting Data	Collection of an appropriate number of responses. This may be raw data or collated in a report.	
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative **Initiative**: Developing a plan, Implementing ideas **Critical Thinking**: Evaluating **Leading**: Making Decisions **Curiosity**: Researching	**Workplace Culture Project** Companies and teams that are proud of their workplace culture should advertise this. It can help instil confidence in customers about the professionalism and the focus on quality in your organisation. It can create a buzz to enthuse potential employees. It can boost the morale of current staff. In this task, the Work Placement student can take on the role of Communication and Marketing. This project enables the young person to create a leaflet, video or presentation to share what they have learned about the company. It can be a fun project that stretches their creativity and communication skills, consolidates what they have learnt and puts a new perspective on the work of the company. Set the young person a project to create a leaflet, video or presentation to share their thoughts about the workplace culture they have experienced. This can include practical things like working hours, location, lunch arrangements etc. and may stretch to discussing how the company ensures a quality service. Make sure you use the finished product - either by putting it online or passing it on to future Work Placement students.	Access to software to create / present their project. Company mission statement.	Workplace Culture Task Write an Internal News Story	A completed leaflet, film or presentation.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative **Initiative**: Developing a plan, Implementing ideas **Critical Thinking**: Evaluating **Leading**: Making Decisions **Curiosity**: Researching	**Research Project: Company Away Day** Organizing an event is a big responsibility. Whether it's for the office Christmas party, a company away day, a conference or promotional event, a young person can help set out some ideas and do some preliminary research on venues, availability, catering and costs. It can test their research skills in finding potential venues and caterers and brainstorming great ideas for a fantastic event. Explain to the student that you are in the early stages of planning an event Outline a list of things for the students to find out using the Internet and telephone. This could include: • A list of potential venues with a specified capacity in a specified geographical area • Checking availability of a list of venues for a certain date • A list of potential caterers in a specified geographical area • Collecting menus from caterers • Surveying customers / staff to determine suitable dates for an event Show the Instructions for student's worksheet and ask them to complete the form and or create their own spreadsheet or document to record the information collected.	Access to Internet. Paper and pens / software to makes notes and present findings. Company Away Day. Example Report.	Telephone Training Brainstorming Business Development Opportunities	A short of their research.	
Creativity: Creative, Innovative **Curiosity**: Researching	**Brainstorming Business Development Opportunities** It's always useful to have a fresh pair of eyes to suggest new ways to engage customers, or an extra pair of hands to search for new potential customers to engage with. A Work Placement student can be both. They can offer their opinions on new ways to reach customer and are often very savvy with social media so can give suggestions for how Facebook and other media could be utilised. A young person can also use their research skills to search for new customers, e.g. by creating lists of businesses that your company could work with. Set a project for the student to brainstorm business development opportunities. This might be thinking of new ways to reach existing customers or of new markets to reach. If appropriate, set clear parameters so that the student understands what kinds of customers you serve. You could give students a table to complete, indicating the exact type of information you are trying to find and ask them to present this back to you once completed using a report or diagram.	Access to Internet for research - any suggested directories/ search tools to help students narrow down the search. A table indicating the fields you wish students to complete.	Research Project: Company Away Day Website Test/Review	A brainstorm or report of new ways to engage customers.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative **Initiative**: Developing a plan **Critical Thinking**: Evaluating	**Audit The Company's Presence On The Internet** The Internet offers a vast range of opportunities to your business. But making the most of these opportunities involves dedicating time to keeping up with the latest trends and reviewing your presence online. A young person can be a valuable asset to a company in assisting with this. The student can use their knowledge of IT, the Internet and Social Media to assess how the company can improve their online presence. Set the student a project to audit the company's presence on the Internet using the Internet presence Audit worksheet as a guide to the task. **Step 1** - Identify Existing Web Content - map out the company's presence including company websites, Facebook, Twitter, YouTube, appearance on news sites, directories, review sites etc. **Step 2** - Gather Information - complete a spreadsheet to detail what content is online, how relevant or up to date it is, whether the messages are consistent etc. **Step 3** - Decide What Can Be Improved - Use the spreadsheet to make decisions. Does the company need to use more media? Or fewer? Does any content need updating / rewriting? Is there any bad publicity that needs addressing? You may ask the young person to focus on particular issues, such as branding or terminology.	Access to Internet. Internet presence Audit worksheet. Access to IT to prepare report/ presenting findings.	Website Test/ Review Brainstorming Business Development Opportunities Search Engine Optimisation	A completed review, presented as a report, spreadsheet or presentation.	
Communicating: Working with technology, Written communications **Focussing**: Sorting **Critical Thinking**: Evaluating **Curiosity**: Researching	**Search Engine Optimisation** Search Engine Optimisation (SEO) is all about how easily your website can be found by search engines such as Google and Bing. This can involve testing how high in Google / Bing rankings the company comes, thinking about what customers would actually type into search engines and reviewing page titles and meta descriptions to improve SEO. Work Placement students can be very valuable in helping to assess how well your website is doing. This task will really test the young person's IT and problem solving skills and give them a project which is of direct benefit to the company. Depending on your web presence, you can ask a Work Placement student to undertake a range of activities: • Looking at your Google Analytics reports or Facebook page 'insights'. The student may come up with suggestions for improvement, or be able to tell you what content is the most popular. • Brainstorming search terms or asking customers what key words they would use when searching the company and its products. Ask the student to search for these words and see if your company comes high in the results. • Ask students to make a list of the 'Page Titles' on your website pages. These are not on the page itself, but are displayed on the bar at the very top of the browser window. Search engines use these titles so ensuring they explain what is on the page is very useful. • Ask students to check the 'Meta Descriptions' which appear on searches under the title.	Access to Internet. Access to IT to prepare report/ presenting findings.	Website Test/ Review Brainstorming Business Development Opportunities Audit the Company's Presence on the Internet	A completed report, presented in any appropriate format.	

Meta-Skills	Activity & Instruction to employers	Time & Resources required	Aligned Task	Desired Outputs	Internal Skills Framework Mapping
Induction Activities					
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative	**Write An Internal News Story** Taking on a Work Placement student shows a company's commitment to the learning of young people and to the local community. Make sure this excellent PR opportunity is not missed by asking the young person to explain their placement in their own words and that this is included on an internal news bulletin. Looking back on a placement should be a natural part of a Work Placement programme, and writing this up as an internal news story (or video blog entry) can be a great way for a young person to share what they've learned with the team. Towards the end of the placement, ask the Work Placement student to write a short news article (or create a video blog entry) about their placement. They should include: • Details about themselves, e.g. their name, school and what they expected it to be like • Comments about the tasks they did • The things they most enjoyed about the placement • The knowledge or skills they learnt on placement	Access to IT equipment.	Prepare a Presentation on your Placement	A completed news article / profile which can be put into internal news bulletins or on your company's website / social media sites.	
Communicating: Working with technology, Written communications **Focussing**: Sorting **Creativity**: Creative	**Prepare A Presentation On Your Placement** Just as your company would have an exit interview with any employees moving on to pastures new, you should have a formal discussion with the young person even if they've only been with you for a week or two. This is a great opportunity to ask the student to present their experience to you, examining your company through new eyes. It may also help you to improve your Work Placement programme for next time. The presentation is a chance for the student to explain how the experience matched up against their expectations, what they learned and how the experience will help them going forward. This project can be an ideal conclusion to a Work Placement placement, showing that the young person has developed the confidence to present to managers in the company and sharing their experience and development over the placement. As such it is best mentioned at the start of the placement. It can be used as a feedback session to help plan for future Work Placement placement. Try to involve senior managers / HR officers in this presentation so that the student has an appropriate audience and sees the importance of the presentation.	Access to PowerPoint and presentation hardware.	Internal News Story	A professional and interesting presentation.	

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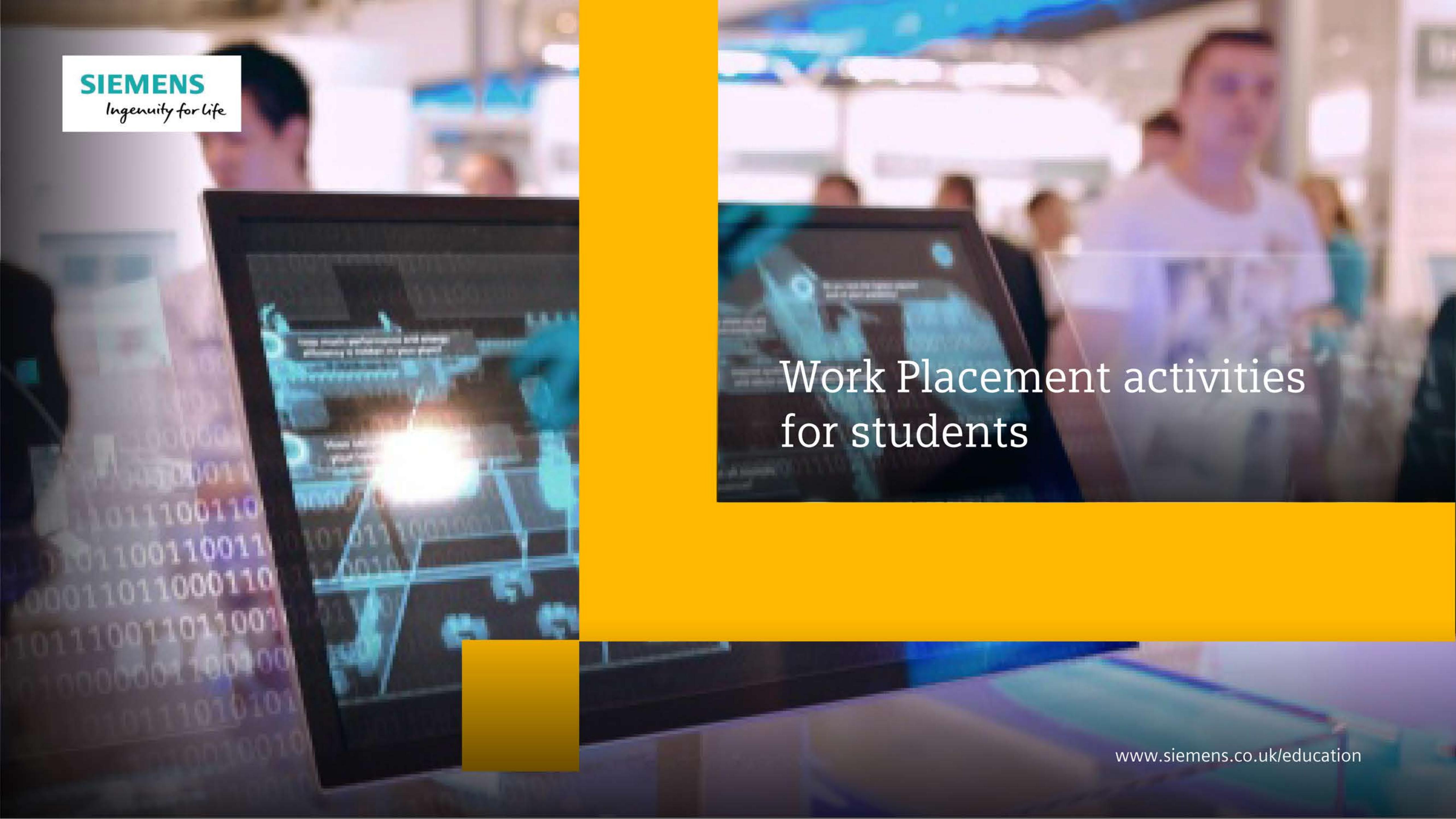
Work Placement activities for students

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Task templates

Work Placement for students

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Workplace Culture

How can you benefit from this task?

It is possbible that you have had had no previous experience in the working environment. You may feel anxious about how to behave, or may simply not realise there are different rules to those you are used to at school or college.

Completing this task will give you confidence that you are behaving appropriately and help you to settle in quickly.

Instructions for Students

Every work place has its own rules. Some of them will be written down and some will be unspoken. This task is designed to help you work out the dos and don'ts of this workplace - but remember, the business down the road might have different rules!

Use the pictures below and on the next page to make notes about the dos and don'ts' at your placement. You will need to speak to colleagues to find out the information.

Materials Needed:
- Workplace Culture worksheet
- Pens

Clocking in / time keeping

Customer service

Workplace Culture cont.

Using the work telephone

Social media and email

Equipment

Use of personal mobiles

Fire proceedure

Uniform / dress code

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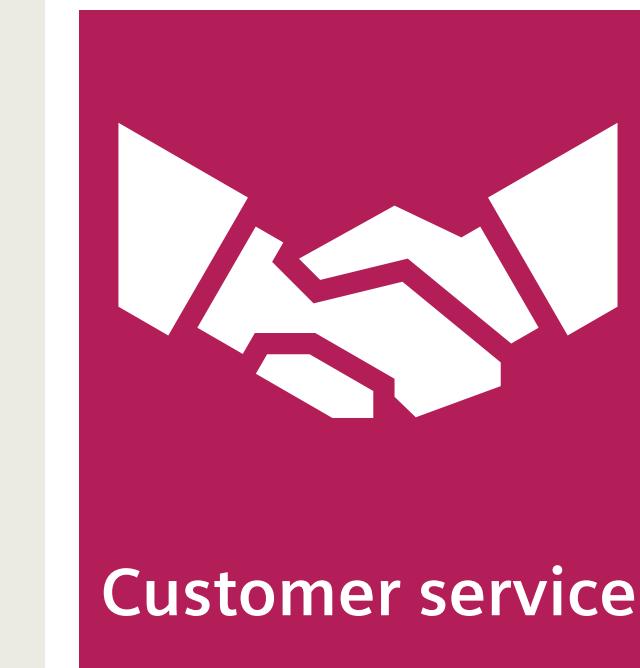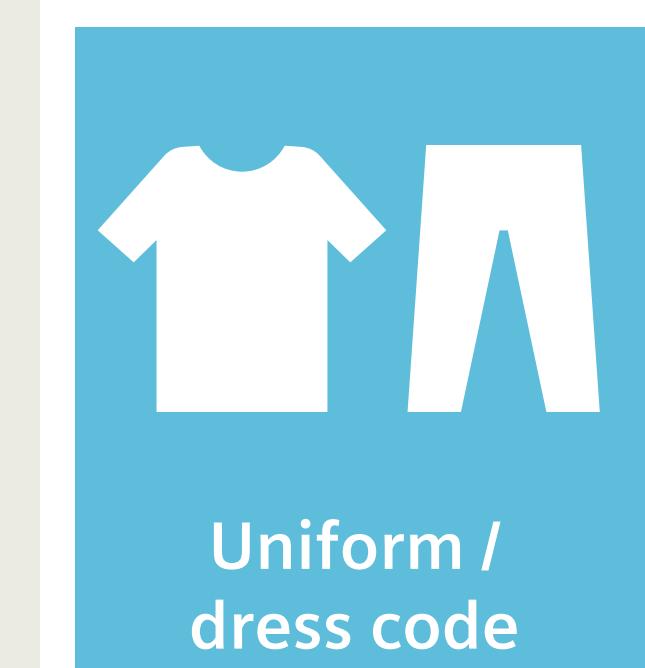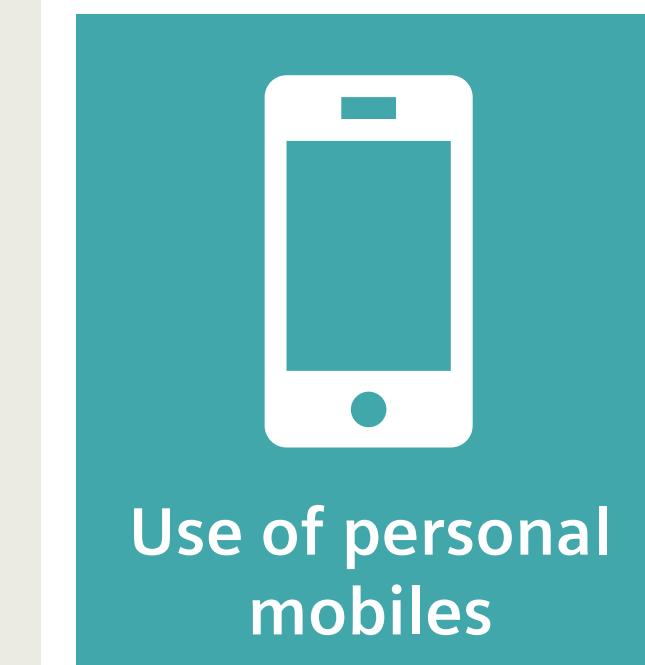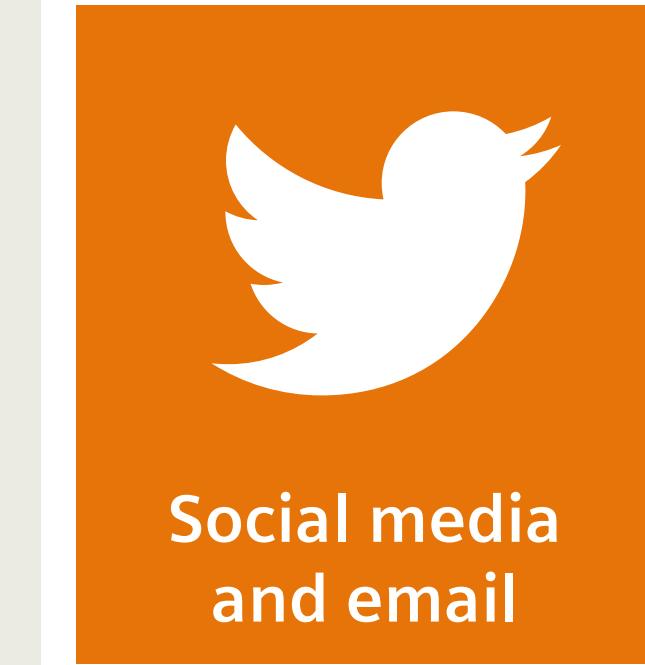
What is Good Customer Service?

How can you benefit from this task?

This task will give you a valuable introduction to the concept of customer services and an understanding of what is expected within an organisation. Good customer service is a key employability skill which you can use in all aspects of their career.

Instructions for Students

During your placement you will deal with "customers". These may be people who buy the products and services of the company. Or they may be 'internal customers' - e.g. the IT department might help with a computer issue for an internal customer in the same company's finance department. Either way, you need to be polite and helpful to all customers, and this task will look at the company's expectations for customer care.

Think about the following questions and make notes about your thoughts. Discuss with you placement manager.

What is a customer?

Materials Needed:

- What is Good Customer Service? Worksheet

- Flip chart

- Pens

What Is Good Customer Service? Cont'd...

Who are our customers?

What makes good customer service (think about examples of good and bad service that you have encountered).

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Health & Safety at Work

How can you benefit from this task?

By assessing the working environment against health and safety standards, you will become familiar with processes, any hazards and risks and the location of important things like fire extinguishers and first aid kits.

Instructions for Students

Complete the following checklist to ensure the workplace is safe and up to date with Health and Safety.

Materials Needed:

- Risk Assessment sheet
- Pens
- Clipboard

Is the employers' public liability insurance policy up to date?   Yes   No

Can you see any health and safety signs and notices around the workplace?   Yes   No

Check the certificate.

Policy number   Expiry Date

Identify the correct meaning for each by drawing a line from the statement to the correct sign opposite:

Eye protection must be worn	○
No smoking	○
Industrial vehicles	○
Corrosive material	○
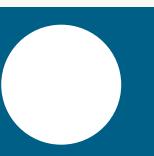
No access for pedestrians	○
Ear protection must be worn	○
Toxic material	○
Safety helmet must be worn	○

1   2   3   4   5   6   7   8
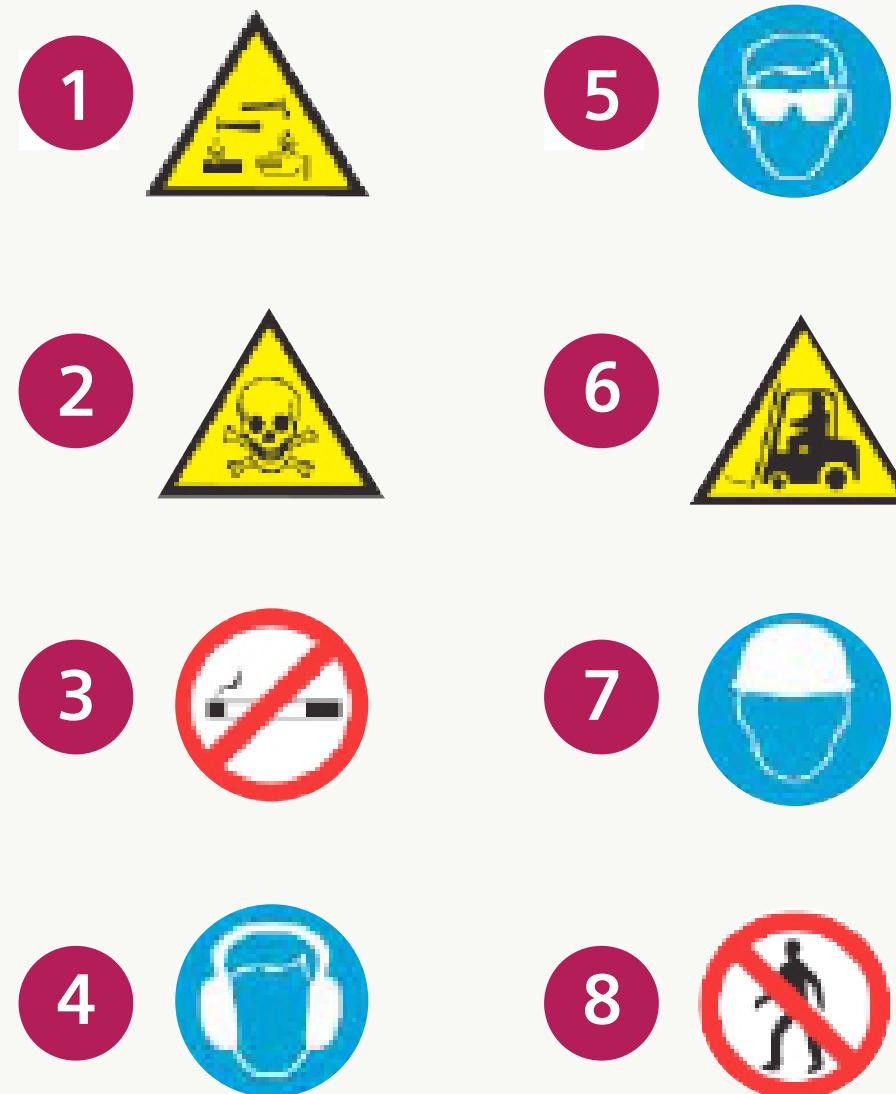
Health & Safety at Work Cont'd...

Can you find any others that are not shown above?

If so, sketch them below and write their meaning next to them OR create a PPT slide and write their meaning next to them.

Health & Safety at Work Cont'd...

- Is there a written health and safety policy / statement?   Yes   No

- Is there a first aid kit available? If so where is it?   Yes   No

- Can you find out who the First Aiders are? Write their names below:

- Are accidents and first aid treatment written down in a logbook?   Yes   No

- Did all employees and visitors have health and safety training in their induction?   Yes   No

- Is machinery and work equipment kept in good condition?   Yes   No

- Is personal protective equipment (PPE) and clothing provided, free of charge, to employees / learners who need it?   Yes   No

- What PPE is needed?

- What is the fire procedure?

- Notes

Health & Safety at Work Cont'd...

Risk Assessing

Write down some of the main potential hazards you can see. Hazards are anything with the potential to cause harm. Then write down what the company is doing to keep these risks low (control measures).

Major Hazards

Wet floor after cleaning could cause people to slip and fall

Risk Control Measures

Yellow sign is placed over wet areas on floor

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Website Quiz

How can you benefit from this task?

This task is a chance for you to find out about the company / department so that you are ready for work. It will also help you to understand how the work you will be doing fits in with the company's structure and aims.

Instructions for Students

Look at the company website and try to find answers to the questions below. If you can't find anything or are not sure what things mean, ask someone.

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Log on to the company website - have a good click around the site and use the information you find to complete the quiz below:

1 How long has the company been in operation?

2 Do you need to have a university degree to work for the company? Are other options available?

3 If there is a careers brochure, take a look and see.

4 What products does the company offer?

Materials Needed:

- Access to a computer and the company website

- Website Quiz sheet

Website quiz Cont'd...

5 Go to the news and press page. What is the most recent news story?

7 What other digital channels does the company use to promote itself? List the them and the addresses below:

6 Summarise the most recent news story it in your own words?

8 If the company does not use other digital channels to promote its product or service, think about ways they could do so and note them below.

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Telephone Training

How you benefit from this task?

This activity trains you to take telephone messages and to think about how you present yourself and the company on the telephone. After this task you should be confident and fully trained in taking workplace telephone calls.

Instructions for Students

We often have to deal with telephone calls which are meant for another member of staff. Sometimes it is not clear what the call is about. Think about this scenario: It's 10:35am on the morning of 9th September and you have just taken a call from a customer (see the conversation below). Firstly, fill in the blanks in the dialogue below. How would you answer the telephone using appropriate language? Then complete the Telephone Message sheet. You will need to give a clear message with all the key details.

Materials Needed:

- Telephone training worksheet (2 pages)

[Telephone rings]

You: (Answer the phone)

Caller: Hello, can I speak to the finance department please?

You: Using appropriate language, tell them that the finance department are all on lunch and offer to take a message.

Caller: No I'll just ring back later. Actually, no, could you take a message. It's John calling from Swinnteron's and I've just got this invoice and it doesn't match up at all with our records – reference 2649362. Anyway I'm away on business next week so I'm very keen to get this sorted out today, so if they could call me back soon that would be great.

You: Using appropriate language, say you'll pass the message on. Ask for a telephone number.

Caller: Yes it's 0151 665 8545 and my extension is 542.

You: (End the call)

Caller: Bye.

Telephone Training Cont'd...

Instructions for Students: **Complete the phone memo:**
- Be clear and concise
- You do not necessarily need to fill in all sections of the memo

Phone Memo

To:

From:

Company / Address:

Date:

Time: am / pm

Phone:

Mobile:

Email:

Message Taken by:

Message Text:

Phoned

Call returned

Wants to see you

Call back

Will call again

Was in

Urgent

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Work Placement Diary

Instructions for Students

Create a diary or log book for each day of your Work Placement using these headers as a starter.

Date:

The department or area I worked in

Who I worked with

Morning - the tasks I did and the skills I used

Tasks

Skills

Where else these skills could be useful

Afternoon - the tasks I did and the skills I used

Ask your mentor to sign this section

I confirm this is an accurate reflection of the work done by the learner on this date:

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Observe Payroll Process

How can you benefit from this task?

Observing how a finance department processes payroll is a great way for you to gain in-depth experience with financial procedures in business.

Desired Output

You have seen real business financial processes in action and can contribute to a part of the process.

Materials Needed:

- A process diagram (if appropriate) for the student to follow

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Research Project: Company Away Day

How can you benefit from this task?

Organising an event is a big responsibility, but one that you can contribute to. It can test your research skills in finding potential venues and caterers and brainstorming great ideas for a fantastic event.

Instructions for Students

You have been tasked with researching venue costs. The table below is an example of the kind of information you will need to put together. Complete the form below AND/OR use the information in it to create a spreadsheet and populate it with the information you have gathered.

	Venue 1 Paragon Hotel	Venue 2 Warren Bruce Court	Venue 3 Churchgate Academy	Venue 4 Lee House Meeting Rooms
Capacity	Main room - 50 lecture style	Boardroom - 20 around board table	Flexible formats, up to 60	3 rooms - maximum capacity 10
Features	Free tea and coffee facilities	Excellent IT / presentation facilities		No disabled access
Availability on proposed dates	AM only	Yes	Yes	No
Catering options	Can use the restaurant	On site bistro and catering - buffet style	No provision - use external caterers	Tea / coffee only
Catering costs	Lunch £8 -15 pp But tea / coffee is free	Tea / coffee £3 pp Lunch £7 pp		Tea / coffee £80 based on 40 people
Venue costs	£2,000	£2,480	£3,500	£1,694

Materials Needed:

- Access to Internet
  - A list of things to find out about for example:
  - A list of potential venues with a specified capacity in a specified geographical area
  - Checking availability of a list of venues for a certain date
  - A list of potential caterers in a specified geographical area
  - Collecting menus from caterers
  - Surveying customers / staff to determine suitable dates for an event
- Paper and pens / software to makes notes and present findings
- Company Away Day Example Report

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Company Away Day Example Report

Instructions for Students

Complete the form below AND/OR use the information in it to create a spreadsheet and populate it with the information you have gathered.

	Venue 1	Venue 2	Venue 3	Venue 4
Capacity				
Features				
Availability on proposed dates				
Catering options				
Catering costs				
Venue costs				

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Brainstorming Business Development Opportunities

How can you benefit from this task?

You can offer you opinions on new ways to reach customers ways to reach customers. You are often very savvy with social media and you could suggest how Facebook and other media could be utilised.

You can also use your research skills to search for new customers, e.g. by creating lists of businesses that your company could work with.

Instructions for Students

Brainstorm a list of potential customers and what means or media you would use to reach them. Create a presentation or spreadsheet showing this information and include any contact details you can find.

Materials Needed:

- Access to Internet for research - any suggested directories / search tools to help students narrow down the search

- A table indicating the fields you wish students to complete

	Contact / name	Media approach
Company 1		
Company 2		
Company 3		
Company 4		
Company 5		

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Internet Presence Audit

How can you benefit from this task

The internet offers a vast range of opportunities for businesses. Making the most of these opportunities involves dedicating time to keep up with the latest trends. You can be a valuable asset to a company in assisting with this.

Instructions to students

Use your knowledge of IT, the internet and Social Media to assess how the company can improve their online presence. **Follow the 3 steps below to discover how effective the company is using the Internet. Use the headings below to create and save a report.**

Step 1- Identify Existing Web Content

Make a note of the website and the address of all places where you can find the company online. This will include the company's own website and Facebook page, and any news sites that mention the company.

Step 2 - Gather Information

Now that you know where the company appears online, look at the content in more detail. Make a spreadsheet like the one below.

It's best to be very clear what information you need to find. Check with your supervisor. You could be auditing:

- Whether the page / site has the right logo and branding

- Whether the page / site has the correct contact details

- Whether the page / site presents the company in a positive light

- Whether the page / site has an appropriate 'call to action' (i.e. it tells the user what to do next or who to contact)

- Whether the links, videos and downloads work properly

Name	Address	Notes
Company website	www.address.com	Main company website - lists of products and services
Facebook	www.facebook.com/ this company	Mainly news items/ special offers
Twitter	NOT USING	NOT USING
YouTube	NOT USING	NOT USING
Manchester Evening News	www.menmedia.co. uk/2947463929	News story about the launch of new G67 product

Step 3 - Decide What Can Be Improved

Now make notes on what the company can do next. Does anything need fixing? Do they need to move into new social media? Do they need to update more?

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Siemens Work Placement – Feedback Form

Your Name:

Division / Dept. you worked in:

Supervisor:

Date from: Date to:

Which part of the Work Placement did you enjoy most, or find of greatest benefit?

Which part of the Work Placement did you dislike, or found difficult?

Do you understand what Siemens do after your Work Placement?   Yes   No

Technical depth   Too deep   Too shallow

Clarity of instruction   Bad   Good

Time given to do tasks   Not enough   Too much

Documentation given to you   Bad   Good

Work environment   Bad   Good

Overall experience   Bad   Good

Would you consider a career at Siemens based on what you have seen?   Yes   No

Before your Work Placement would you have considered working at Siemens in the future?   Yes   No

Following your Work Placement would you consider working at Siemens in the future?   Yes   No

What has changed your mind?

Please provide additional comments especially anything that you think can be improved or anything you would liked to have done that was missed out.

Scotland's Work Placement Qualifications

Mapping to Tasks

www.siemens.co.uk/education

	Induction				Day to Day Work									Projects						
	Workplace culture	What is good Customer Service?	Health & Safety at Work	Reflecting on the Placement	Carry out a Process	Word Processing	Facilitating a Meeting	Handling & Presenting Data	Preparing Goods for Sale or Delivery	Design & Format Publications	Assist IT Helpdesk	Create a How to Guide	Customer Satisfaction Survey	Workplace Culture	Research Project:- Company Away Day	Brainstorming Business Development Ideas	Audit The Company's Presence on the Web	Search Engine Optimisation	Write an Internal News Story	Prepare a Presentation on Your Placement
SCQF Level 4: Outcome 1: Performance Criteria a																				
SCQF Level 4: Outcome 1: Performance Criteria b																				
SCQF Level 4: Outcome 1: Performance Criteria c																				
SCQF Level 4: Outcome 1: Performance Criteria d	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SCQF Level 4: Outcome 2: Performance Criteria a	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SCQF Level 4: Outcome 2: Performance Criteria b			●																	
SCQF Level 4: Outcome 2: Performance Criteria c	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SCQF Level 4: Outcome 2: Performance Criteria d	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SCQF Level 4: Outcome 3: Performance Criteria a				●																●
SCQF Level 4: Outcome 3: Performance Criteria b				●																●
SCQF Level 4: Outcome 3: Performance Criteria c				●																●
SCQF Level 4: Outcome 3: Performance Criteria d				●																●
SCQF Level 4: Outcome 3: Performance Criteria e																				●
SCQF Level 5: Outcome 1: Performance Criteria a																				

Siemens Education - Apprentice skills

	Induction				Day to Day Work									Projects						
	Workplace culture	What is good Customer Service?	Health & Safety at Work	Reflecting on the Placement	Carry out a Process	Word Processing	Facilitating a Meeting	Handling & Presenting Data	Preparing Goods for Sale or Delivery	Design & Format Publications	Assist IT Helpdesk	Create a How to Guide	Customer Satisfaction Survey	Workpplace Cultur	Research Project:- Company Away Day	Brainstorming Business Development Ideas	Audit The Company's Presence on the Web	Search Engine Optimisation	Write an Internal News Story	Prepare a Presentation on Your Placement
SCQF Level 5: **Outcome 1**: Performance Criteria b	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SCQF Level 5: **Outcome 1**: Performance Criteria c	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SCQF Level 5: **Outcome 1**: Performance Criteria d			●																	●
SCQF Level 5: **Outcome 1**: Performance Criteria e														●	●	●	●		●	●
SCQF Level 5: **Outcome 2**: Performance Criteria a														●	●	●	●	●	●	
SCQF Level 5: **Outcome 2**: Performance Criteria b														●	●	●	●	●	●	
SCQF Level 5: **Outcome 2**: Performance Criteria c				●										●	●	●	●	●	●	●
SCQF Level 5: **Outcome 2**: Performance Criteria d				●																●
SCQF Level 5: **Outcome 3**: Performance Criteria a				●																●
SCQF Level 5: **Outcome 3**: Performance Criteria b				●																●
SCQF Level 5: **Outcome 3**: Performance Criteria c																				
SCQF Level 6: **Outcome 1**: Performance Criteria b																				
SCQF Level 6: **Outcome 1**: Performance Criteria c																				
SCQF Level 6: **Outcome 1**: Performance Criteria d																				

	Induction				Day to Day Work									Projects						
	Workplace culture	What is good Customer Service?	Health & Safety at Work	Reflecting on the Placement	Carry out a Process	Word Processing	Facilitating a Meeting	Handling & Presenting Data	Preparing Goods for Sale or Delivery	Design & Format Publications	Assist IT Helpdesk	Create a How to Guide	Customer Satisfaction Survey	Workpplace Cultur	Research Project:- Company Away Day	Brainstorming Business Development Ideas	Audit The Company's Presence on the Web	Search Engine Optimisation	Write an Internal News Story	Prepare a Presentation on Your Placement
SCQF Level 6: Outcome 1: Performance Criteria e																				
SCQF Level 6: Outcome 2: Performance Criteria a	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SCQF Level 6: Outcome 2: Performance Criteria c			•																	
SCQF Level 6: Outcome 2: Performance Criteria c	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SCQF Level 6: Outcome 2: Performance Criteria d				•																
SCQF Level 6: Outcome 3: Performance Criteria a	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SCQF Level 6: Outcome 3: Performance Criteria b				•																
SCQF Level 6: Outcome 3: Performance Criteria c				•																•
SCQF Level 6: Outcome 4: Performance Criteria a				•																•
SCQF Level 6: Outcome 4: Performance Criteria b				•																•
SCQF Level 6: Outcome 4: Performance Criteria c				•																•

Appendix

Creating a Work Placement Agenda

The best way to ensure that your Work Placement runs smoothly and is a success for both the young person and your company is to ensure that you are fully prepared. Using the tasks and project ideas detailed in the table above you can create an agenda for the period of time that the student will spend with you.

You should use this to consider the level of staff involvement for each activity, which staff will need to be involved and how you will brief them. It may also be beneficial to put together a list of tasks that you need to do prior to the Work Placement and to hold a meeting with all staff involved in the process. **An example agenda has been provided below**.

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Company induction including health and safety (see appendix for info) Tom	Equipment Training Tom	Post Duties Bob	Post Duties Bob	Post Duties Bob
10am		Shadow an employee / Observe a process Chris	Shadow an employee / Observe a process Amy	Shadow an employee / Observe a process Sharon	Prepare a Presentation on your placement Tom
11am		Reception Desk Chris	Facilitating a meeting Amy	Assist IT Help Desk Sharon	
12am					
1pm	Lunch				
2pm	Health and Safety at Work Gavin	Creating a "How to…" Guide Tom	Research Project, Company Away Day Tom	Audit Company's Presence on the Internet Tom	Learner to deliver their presentation
3pm					Internal news story
4pm	Workplace culture Tom				Exit interview / handover of work
	End of day				

Creating a Work Placement Agenda

Use this template to create a Work Placement programme.

	Break				
	End of day				