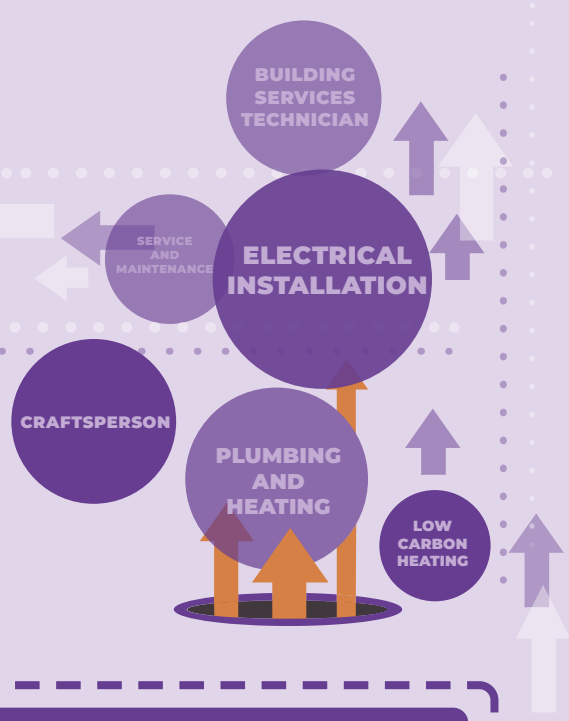
T-LEVELS
THE NEXT LEVEL QUALIFICATION

BUILDING PLACEMENT READINESS INTO THE **BUILDING SERVICES ENGINEERING** CURRICULUM



PURPOSE

Student readiness cannot be covered in a single session just before placement starts. In Building Services Engineering (BSE), students need time to develop the independence, confidence and behaviours needed to succeed in real workplace settings.

This tool helps colleges and schools check where readiness is introduced, practised, reinforced and reviewed across the programme. It is designed to support curriculum, tutorial, pastoral, employer engagement and industry placement teams to work together as part of curriculum planning.

Readiness should be built through repeated messages, practical examples and reflection, not treated as a one-off placement preparation activity.

HOW TO USE THIS TOOL

- Use this as an internal planning prompt to review how placement readiness is developed across the learner journey.
- It can be used during curriculum planning, team meetings, placement preparation reviews or quality improvement activity.
- Use the approved examples most relevant to the occupational specialism, employer base and audience. Provide any further context through teaching or discussion without altering this resource.

READINESS THEMES TO BUILD ACROSS THE PROGRAMME

Use the themes below to check whether students are being prepared early enough and consistently enough. The aim is to make readiness visible in the curriculum, not to create additional stand-alone sessions unless they are needed.

READINESS THEME	WHAT STUDENTS NEED TO UNDERSTAND OR DEVELOP	WHERE COULD THIS BE BUILT IN?
Sector and workplace reality	BSE work may involve early starts, travel, site work, live buildings, customer premises, changing locations and practical tasks. Students may not be based in one fixed workplace every day.	Sector induction, employer talks, site visits, occupational specialism teaching, careers activity, tutorial discussion
Practical independence	Students may need to plan travel, arrive prepared, bring food/water/equipment and manage unexpected issues. They should know who to contact if delayed, absent, worried or unsure.	Tutorials, pastoral support, placement planning, parent/carer communication, pre-placement checks
Professional behaviour	Employers will expect punctuality, respectful communication, appropriate phone use, reliability, confidentiality where relevant and willingness to learn.	Tutorial activity, employability curriculum, behaviour expectations, review conversations, workplace scenarios
Safety and following instructions	Students must follow instructions, wear required PPE, ask if unsure and avoid tasks they have not been shown, asked or allowed to do.	Health and safety teaching, workshop practice, employer briefings, practical demonstrations, logbook or placement record preparation
Starting small and building contribution	Placements may begin with observation and simple supervised tasks before responsibility increases. Students need to understand that this is part of learning how work happens, not a sign that the placement lacks value.	Placement preparation, reflective tasks, employer/apprentice talks, practical project work, workplace case studies
Feedback and reflection	Students need to listen to feedback, reflect on learning and connect placement experience back to the curriculum, future progression and possible apprenticeship or employment routes.	Placement reviews, reflective journals, logbook activity, tutorials, classroom discussions, post-placement activities

PLANNING GRID

Use this grid to map where readiness is developed across the student journey. The key question is whether each theme is introduced, practised, reinforced and checked before placement.

READINESS THEME	INTRODUCED	PRACTISED	REINFORCED	CHECKED BEFORE PLACEMENT	NOTES / ACTIONS
Sector and workplace reality					
Practical independence					
Professional behaviour					
Safety and following instructions					
Starting small and building contribution					
Feedback and reflection					

PROMPTS FOR COLLEGE AND SCHOOL TEAMS

Use these prompts to identify gaps, actions or opportunities for stronger joint working between curriculum and employer engagement teams.

PROMPT	NOTES
Where do students first learn what BSE workplaces are really like?	
How do we check whether students understand travel, timing, PPE, site, depot, customer-facing or changing-location expectations?	
Where do students practise workplace communication before placement?	
How do we reinforce phone use, punctuality, reliability and professional behaviour throughout the programme?	
How do students learn the difference between observing, supporting, contributing and working independently?	
How do we make clear that students may not work on highly technical tasks straight away, and may not do some activities at all?	
How do employers know what students have been prepared for before they arrive?	
How do curriculum teams use placement intelligence, employer feedback and student experience to strengthen teaching?	
How are placement experiences brought back into tutorials, workshops, classroom discussions and progression planning?	

WHAT INFORMATION SHOULD COLLEGE AND SCHOOL TEAMS SHARE?

Use this section to strengthen the link between curriculum, employer engagement and placement teams. The aim is to make sure the right people have the right information early enough to support students and employers effectively.

INFORMATION TO SHARE	WHY IT MATTERS	HOW / WHEN COULD THIS BE SHARED?
Student attendance, punctuality and reliability	Helps placement teams judge readiness, plan support and avoid placing students before they are ready.	Regular curriculum and placement meetings, shared systems, readiness reviews
Student confidence, behaviour and support needs	Helps identify reasonable support, pastoral input or extra preparation before employer contact.	Tutor feedback, pastoral notes, placement readiness checks
Curriculum timeline and occupational specialism content	Helps employer engagement teams explain what students are learning and when they may be ready for different activities.	Curriculum map, termly planning meeting, short tutor briefing
Employer feedback and placement intelligence	Helps tutors bring real workplace expectations into teaching and prepare future students more effectively.	Post-visit notes, employer feedback summaries, team meetings
Placement activity, working pattern and supervision arrangements	Helps curriculum and placement teams understand what the student will experience and what needs reinforcing before placement.	Placement planning notes, pre-placement discussion, shared records

POSSIBLE ACTIONS

Use this section to record what needs to change.

AREA FOR IMPROVEMENT	ACTION NEEDED	LEAD PERSON/TEAM	BY WHEN

Readiness is built over time. The aim is not to make students fully work-ready before placement, but to help them arrive with the confidence, behaviours and understanding they need to learn safely, contribute appropriately and make the most of the opportunity.

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