RAEBURN
GROUP

FURTHER EDUCATION / T LEVELS / EARLY CAREERS

Work ready.
Beyond job ready.

Professional skills, workplace confidence and a practical plan for becoming an effective member of a real team.



RAEBURN GROUP

Student workbook + six-session programme + mentor toolkit

Illustrative photography | Proposed programme for institution review

01 / ABOUT THIS PROGRAMME

Real teams.
Real readiness.

A practical programme for students entering T Level industry placements, FE work experience, early-career projects and supervised team roles.

WHAT THIS IS

Six structured workshops with realistic exercises, optional sector challenges, a student evidence pack and a mentor assessment process. Designed to complement, not replace, college teaching, individual learning goals or placement induction.

STUDENTS WILL PRACTISE

- Turning an unclear request into a workable plan.
- Communicating confidently in person, online and in writing.
- Working well with different people and asking for support.
- Handling feedback and reporting progress.
- Protecting information, including when using AI tools.

COLLEGES AND MENTORS RECEIVE

- A flexible six-session delivery sequence.
- Simple and observable skills criteria.
- Workplace scenarios across Raeburn divisions.
- Student reflection and development templates.
- Space for reasonable adjustments and support planning.

OUR APPROACH

The goal is progress with meaningful support. No student is expected to arrive knowing workplace conventions, and a self-assessment score is not a placement pass/fail decision.

02 / HOW IT WORKS

Six workshops.
One real-world outcome.

Suggested model: six 75-minute facilitated sessions, supported by short practice tasks and individual feedback. Institutions can rearrange the sequence.

WEEK 01

Professional foundations

Expectations, boundaries and reliability

WEEK 02

Communication

Clear updates, meetings and written messages

WEEK 03

Teams & inclusion

Collaboration, respect and conflict

WEEK 04

Ownership & planning

Tasks, priorities, time and escalation

WEEK 05

Judgement & value

Problem-solving and commercial awareness

WEEK 06

Trustworthy digital work

Privacy, security, responsible AI

EVERY WEEK PRODUCES EVIDENCE

A short artefact, peer or mentor observation, and one reflection: what worked, what changed, and what happens next.

03 / THE SKILL FRAMEWORK

Twelve behaviours we can actually observe.

Students and mentors can use these as coaching prompts. They do not substitute for the provider's official T Level progress indicators.

01 Reliability

Arrives or checks in as agreed; flags problems early.

02 Professional conduct

Treats people and information respectfully.

03 Written clarity

Produces concise, purposeful updates.

04 Verbal communication

Asks and answers questions constructively.

05 Collaboration

Shares context, listens and follows through.

06 Inclusion

Adjusts approach so others can participate.

07 Planning

Breaks work into manageable next steps.

08 Ownership

Reports progress, blockers and completion.

09 Judgement

Checks assumptions and asks when uncertain.

10 Adaptability

Uses feedback to improve a second attempt.

11 Digital trust

Uses permissions and data safely.

12 Customer awareness

Understands who benefits and why.

WORKSHOP 01 / SIX

Professional foundations

Understand the expectations before they surprise you.

LEARNING OUTCOME

Explain how a workplace differs from a classroom, set boundaries and confirm expectations without guessing.

WHAT TO PRACTISE

Three behaviours to rehearse in realistic workplace situations.

- Distinguish a deadline, an estimate and a promise.
- Practise a professional introduction and a first check-in.
- Identify where reliability, confidentiality and respect show up in everyday work.

FACILITATOR SEQUENCE

Allow approximately 15 minutes model, 35 minutes practise, and 15 minutes application; use the balance for discussion.

- MODEL: facilitator narrates a first-day check-in.
- PRACTISE: partners introduce themselves and ask three clarifying questions.
- APPLY: agree a realistic communication and support routine.

SCENARIO

Your supervisor says: "Make the report look professional by Friday." What would you need to clarify before starting?

EVIDENCE TO KEEP

Written first-week agreement: check-in, expected work, support contact, and personal goal.

WORKSHEET 01 / STUDENT PRACTICE

A strong first week starts with clarity.

Use real workplace language. You may type your answers elsewhere; these spaces are intentionally generous.

YOUR BRIEF

You are joining a team that works mainly online. Nobody has yet explained your working hours, task owner or access permissions.

01 **What three questions would you ask before accepting work?**

02 **How would you describe your availability, preferred check-in and any support that makes work accessible?**

03 **Write a message confirming your first task and what you will deliver.**

MENTOR PROMPT

Did the student confirm understanding without being expected to guess workplace conventions?

WORKSHOP 02 / SIX

Clear communication

Make the next step easier for the other person.

LEARNING OUTCOME

Choose the right channel, write a useful update, and ask for clarification with confidence.

WHAT TO PRACTISE

Three behaviours to rehearse in realistic workplace situations.

- Say what you did, what comes next and what is blocked.
- Use a respectful tone without over-apologising.
- Summarise a meeting and check you have understood instructions.

FACILITATOR SEQUENCE

Allow approximately 15 minutes model, 35 minutes practise, and 15 minutes application; use the balance for discussion.

- MODEL: compare a vague update with a specific one.
- PRACTISE: write the same update for chat and email.
- APPLY: deliver a 45-second verbal stand-up with a clear ask.

SCENARIO

A colleague asks for a new feature but has not said who will use it or when it is needed. Draft a clarifying reply.

EVIDENCE TO KEEP

One improved written update, one mini meeting summary and peer feedback.

WORKSHEET 02 / STUDENT PRACTICE

From vague to useful.

Use real workplace language. You may type your answers elsewhere; these spaces are intentionally generous.

YOUR BRIEF

Message received: "Any update? Need it ASAP." The draft report is half finished; a data source has failed and you have a safe alternative.

01 **Write a three-line chat status update: completed, next, blocker or decision needed.**

02 **Turn it into a more formal email with a subject and clear request.**

03 **What would a 45-second spoken update sound like?**

MENTOR PROMPT

Offer feedback on clarity, not accent, communication style or confidence alone.

WORKSHOP 03 / SIX

Teamwork & inclusion

Good collaboration is a skill, not a personality type.

LEARNING OUTCOME

Use respectful turn-taking, give credit, manage disagreement and create space for different working styles.

WHAT TO PRACTISE

Three behaviours to rehearse in realistic workplace situations.

- Participate in a meeting with one contribution and one question.
- Separate a disagreement about work from a judgement about a person.
- Offer accessible ways to take part (agenda, notes, async review).

FACILITATOR SEQUENCE

Allow approximately 15 minutes model, 35 minutes practise, and 15 minutes application; use the balance for discussion.

- MODEL: demonstrate a quick, inclusive team decision.
- PRACTISE: assign roles for a five-minute design challenge.
- APPLY: use a conflict-repair sentence and agree next action.

SCENARIO

A teammate repeatedly interrupts a quieter colleague. What could you say that is specific, fair and constructive?

EVIDENCE TO KEEP

Team decision log with roles, alternative ideas, decision and next steps.

WORKSHEET 03 / STUDENT PRACTICE

Make space for good ideas.

Use real workplace language. You may type your answers elsewhere; these spaces are intentionally generous.

YOUR BRIEF

A project team has one urgent deadline, two good solutions and a colleague who needs written materials before meetings.

01 **Set out three ground rules for an inclusive team discussion.**

02 **How would you respond to a disagreement without making it personal?**

03 **Record a decision, the named owner and the next checkpoint.**

MENTOR PROMPT

Consider alternative communication methods and give students time to process.

WORKSHOP 04 / SIX

Ownership & organisation

You do not need to know everything to manage your work well.

LEARNING OUTCOME

Turn a request into tasks, estimate honestly, prioritise and report a blocker early.

WHAT TO PRACTISE

Three behaviours to rehearse in realistic workplace situations.

- Identify owner, outcome, deadline and acceptance criteria.
- Break a task into smaller observable steps.
- Escalate delays early with options rather than silence.

FACILITATOR SEQUENCE

Allow approximately 15 minutes model, 35 minutes practise, and 15 minutes application; use the balance for discussion.

- MODEL: walk through a real task board.
- PRACTISE: turn an ambiguous brief into a task plan.
- APPLY: send an honest status update with evidence.

SCENARIO

You estimated two hours, but the task now needs a day. Your mentor has a deadline. What do you communicate?

EVIDENCE TO KEEP

One task card, one plan and a short honest status report.

WORKSHEET 04 / STUDENT PRACTICE

Own the task, not the confusion.

Use real workplace language. You may type your answers elsewhere; these spaces are intentionally generous.

YOUR BRIEF

Brief: "Please improve the customer onboarding page." The team can give you two days; changes must be reviewed before release.

01 **Write the outcome, the intended user and three acceptance criteria.**

02 **Break the work into four steps, with a rough estimate and review point.**

03 **A blocker arises: write an honest status note with two possible next steps.**

MENTOR PROMPT

Reward early escalation and revised estimates when supported by evidence.

WORKSHOP 05 / SIX

Judgement & commercial awareness

Think about the person, not just the task.

LEARNING OUTCOME

Define a problem, compare options, consider risk and recommend a small test.

WHAT TO PRACTISE

Three behaviours to rehearse in realistic workplace situations.

- Ask who experiences the problem and how we know.
- Separate a fact, an assumption and an opinion.
- Compare effort, benefit, accessibility, cost and risk.

FACILITATOR SEQUENCE

Allow approximately 15 minutes model, 35 minutes practise, and 15 minutes application; use the balance for discussion.

- MODEL: turn a complaint into a testable problem.
- PRACTISE: rank three improvements and explain the trade-offs.
- APPLY: propose one simple measurement for success.

SCENARIO

Users abandon an online form. The team wants to add more fields. How would you investigate whether that helps?

EVIDENCE TO KEEP

One-page decision note: problem, evidence, options, recommendation and metric.

WORKSHEET 05 / STUDENT PRACTICE

Make a recommendation.

Use real workplace language. You may type your answers elsewhere; these spaces are intentionally generous.

YOUR BRIEF

A service team receives complaints that customers cannot find the booking form on mobile. You have five fictional interviews and basic visit data.

01 **What facts and assumptions should be kept separate?**

02 **Compare two improvements for user benefit, effort and risk.**

03 **Choose one experiment and specify a simple measure of success.**

MENTOR PROMPT

Ask for evidence and trade-offs rather than the one supposedly correct answer.

WORKSHOP 06 / SIX

Digital trust & AI judgement

Helpful technology still needs responsible humans.

LEARNING OUTCOME

Work safely with accounts, data, AI tools and review processes.

WHAT TO PRACTISE

Three behaviours to rehearse in realistic workplace situations.

- Recognise sensitive information and ask before sharing it.
- Treat AI output as an unverified draft, not authority.
- Use least privilege and report suspected errors or incidents promptly.

FACILITATOR SEQUENCE

Allow approximately 15 minutes model, 35 minutes practise, and 15 minutes application; use the balance for discussion.

- MODEL: review a plausible but incorrect AI-generated answer.
- PRACTISE: sort fictional data into safe and restricted categories.
- APPLY: rewrite a workflow to include checks and sign-off.

SCENARIO

A colleague asks you to paste a client spreadsheet containing personal data into a public AI service. What do you do?

EVIDENCE TO KEEP

Completed safety checklist and one verified AI-assisted or manual work example.

WORKSHEET 06 / STUDENT PRACTICE

Safe is part of done.

Use real workplace language. You may type your answers elsewhere; these spaces are intentionally generous.

YOUR BRIEF

A project includes a public AI tool, a private client document and an urgent request to share a screenshot.

01 **What information would be unsuitable to put into an unapproved service?**

02 **Explain the permission check and safe alternative you would propose.**

03 **Create a verification checklist for any generated or automated output.**

MENTOR PROMPT

Avoid exposing real credentials or client records in practice tasks.

07 / DEVELOP THROUGH FEEDBACK

Feedback is information. Not a verdict.

A strong workplace learner asks useful questions, checks understanding and makes a visible second attempt.

ASK FOR ACTIONABLE FEEDBACK

Use a simple loop: hear it, clarify it, choose an action, practise again.

- What is working well?
- What is one change that would improve the outcome?
- What evidence would demonstrate the change?
- When should we review another attempt?

GIVE FEEDBACK RESPECTFULLY

Avoid assumptions about motivation or confidence.

- Name the observable situation.
- Describe the behaviour or output.
- Explain the impact, without labelling character.
- Invite the student to propose a next action.

EXAMPLE

Instead of "You are careless": "The client update went out without the agreed date (observation). The team could not tell when action was due (impact). Can we add a final check before sending next time (next step)?"

A PIECE OF FEEDBACK I RECEIVED AND HOW I WILL USE IT

08 / SAFE AND INCLUSIVE WORK

Support is part of professional practice.

People do their best work when expectations are clear, support is accessible and unsafe pressure is challenged.

WORK IN WAYS THAT ARE ACCESSIBLE

- Offer agendas and instructions in advance where helpful.
- Use written, spoken and asynchronous routes to contribute.
- Make reasonable adjustments based on individual needs.
- Check technology, transport and sensory access.
- Do not demand personal medical details to justify a preference.

RECOGNISE BOUNDARIES

- Ask for guidance before unfamiliar or high-risk tasks.
- Do not share passwords, private data or personal contact details.
- Stop and report bullying, discrimination or safety concerns.
- Know who to contact if your mentor is unavailable.
- Take breaks and raise unmanageable workload early.

SUPPORT PLAN: STUDENT-LED AND CONFIDENTIAL

The learner chooses what working methods and adjustments to discuss. The college and employer should agree the appropriate support and escalation contacts. Details about disability, health or home circumstances must not be collected or circulated unnecessarily.

THE WORK CONDITIONS THAT HELP ME SUCCEED

09 / PROFESSIONAL LANGUAGE

Useful words for real situations.

Adapt the examples to your style. Clarity and respect matter more than sounding corporate.

CHECK-IN

Good morning. Today I am working on [task]. I expect to have [output] ready by [time]. I will flag any blockers by [checkpoint].

CLARIFY

To make sure I deliver the right thing: who will use this, what should the result look like, and when do you need it?

BLOCKER

I have completed [part]. I am blocked by [specific issue]. I have tried [steps]. Could we [option A] or [option B]?

FEEDBACK

Thanks, that is useful. I understand the change is [summary]. I will revise [item] and share a new version by [time].

DISAGREEMENT

I see the advantage of that approach. My concern is [specific risk]. Could we compare it with [alternative] against [criterion]?

BOUNDARY

I do not have approval to access or share that information. I can ask the supervisor for a safe route or use a fictional example.

10 / TEAM SCENARIO CARDS

What would you do?

Use the cards in pairs. State the concern, name a safe next step and explain who you would speak to.

01 / DEADLINE

A delivery date has moved, but nobody has told the client.

NEXT STEP: _____

02 / MEETING

One colleague has not had an opportunity to contribute.

NEXT STEP: _____

03 / SECURITY

A shared document contains customer personal information.

NEXT STEP: _____

04 / MISTAKE

You find an error after submitting a report.

NEXT STEP: _____

05 / PRESSURE

Someone asks you to stay beyond your agreed placement hours.

NEXT STEP: _____

06 / AI OUTPUT

AI produces a convincing quotation with no verifiable source.

NEXT STEP: _____

07 / CONFLICT

Two people give you incompatible instructions.

NEXT STEP: _____

08 / CUSTOMER

A customer is upset about a delay you cannot resolve alone.

NEXT STEP: _____

SECTOR LAB 01 / APPLIED PRACTICE

Finance & quantitative research

Choose at least one lab suited to your T Level specialism. Every lab is a simulation unless the college and mentor approve real work.

RAEBURN EXAMPLES

Holding Group / Consulting / Ventures / Digital Assets

FICTIONAL WORKPLACE BRIEF

A fictional subscription service reports a 10% rise in sales and a 20% increase in support costs. The founder claims margins are improving.

STUDENT CHALLENGE

- Recalculate a simple revenue, cost and margin table from fictional figures.
- Check what information is missing: time period, customers, refunds, attribution.
- Explain one useful chart to communicate the result.
- Write a two-sentence recommendation with a caveat.

EVIDENCE TO SUBMIT

A mentor should review reasoning, completeness and whether the learner worked within the agreed scope.

- Source table with assumptions
- A basic chart or clearly explained calculation
- Short decision note with uncertainty

PROFESSIONAL BOUNDARY

Student must not authorise transactions, modify customer financial records or issue investment advice.

SECTOR LAB 02 / APPLIED PRACTICE

Software, AI & secure systems

Choose at least one lab suited to your T Level specialism. Every lab is a simulation unless the college and mentor approve real work.

RAEBURN EXAMPLES

Technologies / Automation Labs / Digital Assets / ClientMotive

FICTIONAL WORKPLACE BRIEF

A prototype sign-in flow fails some accessibility checks. A colleague proposes skipping tests to meet a demo deadline.

STUDENT CHALLENGE

- Define two testable accessibility acceptance criteria.
- Reproduce a failure in a safe development environment.
- Write a bug report with steps, expected result and impact.
- Research the difference between testing a ZK proof concept and approving production cryptography.

EVIDENCE TO SUBMIT

A mentor should review reasoning, completeness and whether the learner worked within the agreed scope.

- Bug report with reproducible steps
- Small test or prototype artefact
- Security boundary statement and reviewed next step

PROFESSIONAL BOUNDARY

Use only authorised sandbox systems. Students do not release payment code, handle production secrets or certify SNARK/STARK security.

SECTOR LAB 03 / APPLIED PRACTICE

Marketing, commercial growth & media

Choose at least one lab suited to your T Level specialism. Every lab is a simulation unless the college and mentor approve real work.

RAEBURN EXAMPLES

Holding Group / Recruitment / Commerce / Media & Intelligence

FICTIONAL WORKPLACE BRIEF

A college event campaign gets strong social reach but low sign-ups. The team wants to increase advertising spend.

STUDENT CHALLENGE

- Write a clear target audience and a helpful event message.
- Check the conversion path and accessibility of the form.
- Compare reach, click-through and completed registration counts.
- Create one ethical low-cost experiment before buying more adverts.

EVIDENCE TO SUBMIT

A mentor should review reasoning, completeness and whether the learner worked within the agreed scope.

- Revised campaign brief and copy
- Simple campaign measurement table
- One experiment, guardrail and success metric

PROFESSIONAL BOUNDARY

Do not publish unapproved claims, use learner personal data for targeting or imply outcomes not evidenced.

SECTOR LAB 04 / APPLIED PRACTICE

Legal, social impact, care & field services

Choose at least one lab suited to your T Level specialism. Every lab is a simulation unless the college and mentor approve real work.

RAEBURN EXAMPLES

Paralegal Services / Welfare Advocates / Caring Crew / Services

FICTIONAL WORKPLACE BRIEF

A fictional client asks for a same-day answer about a sensitive issue. Notes are incomplete and the correct specialist is unavailable.

STUDENT CHALLENGE

- Listen and summarise the request without promising a legal or clinical outcome.
- Identify confidentiality and safeguarding concerns.
- Prepare a factual case or service handover using fictional data.
- Agree who owns escalation and the next client update.

EVIDENCE TO SUBMIT

A mentor should review reasoning, completeness and whether the learner worked within the agreed scope.

- Accurate, neutral case summary
- Escalation and handover checklist
- Customer update with appropriate boundaries

PROFESSIONAL BOUNDARY

Students must not provide regulated legal, clinical, safeguarding or electrical/gas advice independently.

11 / REAL-WORK CAPSTONE

A small project, done properly.

The final challenge is to own a scoped piece of work from brief to handover. A simulation is fine; real employer work requires approval and supervision.

01	02	03	04	05
Clarify	**Plan**	**Deliver**	**Verify**	**Handover**
Who is it for?	How will we know?	Create a small result.	Test and check.	Explain what is next.

CHOOSE ONE PROJECT

- Create a clear business performance dashboard from fictional data.
- Prototype and test an accessible feature in a sandbox.
- Plan an ethical marketing experiment with measurable outcomes.
- Improve a fictional client intake or service-handling workflow.

PROJECT TITLE AND WHO BENEFITS

SUCCESS CRITERIA, CONSTRAINTS AND APPROVALS

WHAT I WILL DELIVER, AND THE REVIEW DEADLINE

12 / EVIDENCE & DEMONSTRATION

Show the work. Explain the decisions.

A portfolio is a record of decisions and learning, not a collection of screenshots containing client data.

INCLUDE IN YOUR EVIDENCE PACK

- The task brief, scope and learning goal.
- A plan and one progress update.
- An output or safe anonymised sample.
- Quality checks and feedback received.
- A revision, decision or next step.

FIVE-MINUTE DEMONSTRATION

- 1 min: what problem mattered?
- 1 min: what evidence informed it?
- 1 min: what did you make or change?
- 1 min: how did you test or verify it?
- 1 min: what would you improve next?

USE SAFE EVIDENCE

Share only materials the college and host approve. Remove personal data, internal secrets, unpublished client information and confidential source code. When an artefact cannot be shared, describe the process with a fictional replacement.

ONE THING I CAN NOW DO BETTER AND THE EVIDENCE THAT SHOWS IT

13 / CAREER STORY

From tasks to transferable strengths.

Describe the value of your work without exaggerating responsibility, access or results.

A BETTER CV BULLET

Formula: Action + context + how you worked + evidenced outcome. Example: "Tested an accessible onboarding prototype with a mentor, documented six reproducible issues and retested fixes before handover." Do not claim that you led a production release if you did not.

PORTFOLIO BASICS

- One-page project summary.
- Your own contribution explained.
- Tools and methods used.
- Evidence of checking and feedback.
- What changed after the first attempt.

PROFESSIONAL PROFILE

- What I can help with.
- What I am learning next.
- How I work with others.
- One project with evidence.
- A safe way to contact me.

MY STRONGEST EVIDENCE-BACKED CV BULLET
THE ROLE OR SECTOR THIS CONNECTS TO

14 / CAREER CONVERSATIONS

Tell a clear story of what you learnt.

Use STAR: Situation, Task, Action, Result. Add what you would do differently next time.

EXAMPLE QUESTION

"Tell me about a time you had an unclear task." Explain the situation briefly, what you had to achieve, the questions you asked, the actions you took and the outcome. A credible answer can include a mistake and a recovery.

SITUATION AND TASK

ACTIONS I PERSONALLY TOOK

RESULT AND EVIDENCE

WHAT I LEARNT OR CHANGED

15 / READINESS SELF-ASSESSMENT

Make progress visible.

Rate yourself before and after the programme. This is a coaching tool, not a test, medical assessment, hiring decision or T Level completion judgement.

1 = I am learning this with guidance. 2 = I can do parts with prompts.
3 = I can usually do this in an agreed task. 4 = I can do this reliably and help others.

SKILL	BEFORE	AFTER
Reliability & early communication		
Respect and professional boundaries		
Clear written updates		
Verbal or alternative communication		
Teamwork and inclusion		
Task planning and prioritisation		
Ownership and progress reporting		
Problem-solving and evidence		
Using feedback to improve		
Digital security and AI judgement		
Customer or public service awareness		
Knowing when and how to seek support		

16 / 30-DAY GROWTH PLAN

A small plan that actually happens.

Choose two specific changes you can practise. Keep the plan achievable alongside study and placement commitments.

GOAL 01

Behaviour I want to strengthen

What I will do, and when

Evidence I can show

Who can support or remove a barrier

GOAL 02

Behaviour I want to strengthen

What I will do, and when

Evidence I can show

Who can support or remove a barrier

REVIEW DATE AND LEARNING LOOP

Agree a check-in. At the review, ask: What did I try? What happened? What should I keep, change or ask for next?

17 / FIRST-DAY INDUCTION

What should be clear before work begins.

College and employer must agree the formal placement arrangements. This practical checklist supports that process; it does not replace mandatory documentation.

PEOPLE & HOURS

- [ ] Named supervisor and college contact
- [ ] Agreed attendance, breaks and reporting absence
- [ ] Check-ins, reviews and escalation route

WORK & LEARNING

- [ ] Individual learning goals and suitable tasks
- [ ] Expected outputs, approvals and supervision
- [ ] Where to record activities and evidence

SAFETY & SUPPORT

- [ ] Health and safety induction and local rules
- [ ] Safeguarding concern route and emergency help
- [ ] Adjustments, accessibility and wellbeing support

DIGITAL & CONFIDENTIALITY

- [ ] Accounts, permissions and equipment agreed
- [ ] Data handling, AI tools and software policy
- [ ] Incident reporting, confidentiality and acceptable use

18 / WEEKLY LEARNER LOG

A record worth keeping.

Complete one copy per week or agreed review period; avoid personal or client-sensitive details in material that will be widely circulated.

WEEK COMMENCING / WORK AREA / MENTOR

MY AGREED LEARNING GOAL

WORK COMPLETED AND EVIDENCE

BLOCKERS OR SUPPORT NEEDED

FEEDBACK AND NEXT ACTION

19 / FACILITATOR & MENTOR GUIDE

Model it.
Let them try.
Review the evidence.

A supportive programme needs authentic practice and feedback, not an extra compliance exam.

BEFORE A WORKSHOP

- Confirm the sector and learner specialism.
- Use fictional or permissioned examples.
- Explain the target behaviour and evidence.
- Offer accessible formats and adjustments.
- Make support and safety routes clear.

DURING AND AFTER

- Show a worked example and your reasoning.
- Allow practice, repetition and alternatives.
- Observe the work, not assumptions about personality.
- Give one actionable feedback point.
- Review an improved attempt where feasible.

SUGGESTED 75-MINUTE STRUCTURE

- 10 min - welcome, agenda and connection to the placement.
- 15 min - instructor models a workplace example.
- 30 min - student practice and supported problem-solving.
- 15 min - paired review, revision and evidence collection.
- 5 min - one action and support check.

ACCESSIBILITY OR SPECIALIST SUPPORT AGREED WITH THE LEARNER AND COLLEGE

20 / OBSERVATION & REVIEW

Evidence before impressions.

Use this as a formative record alongside the provider's official placement review, not as a replacement.

LEARNER AND TASK DETAILS

Learner: _____ Review date: _____
Task / context: _____

OBSERVED STRENGTH AND SPECIFIC EVIDENCE

ONE IMPROVEMENT AND WHY IT MATTERS

STUDENT PERSPECTIVE AND BARRIERS OR ADJUSTMENTS

NEXT ACTION / OWNER / REVIEW DATE

21 / FOR EDUCATION PARTNERS

Agree roles, safety and learning goals.

This proposed programme is a supplementary training resource; the institution retains responsibility for placement oversight and completion decisions.

COLLEGE / PROVIDER

- Confirm curricular and occupational fit.
- Set individualised learning goals with learner and employer.
- Arrange safeguarding and support needs.
- Agree review schedule and record-keeping.
- Make the formal completion decision using official guidance.

RAEBURN HOST / MENTOR

- Set suitable work and provide guidance.
- Supervise safely and restrict sensitive access.
- Provide a proper induction and clear reporting routes.
- Observe progress and give fair feedback.
- Provide an accurate end-of-placement appraisal.

POINTS TO AGREE BEFORE ADOPTION

- Which sessions form preparation and which are embedded during placement?
- Who provides equipment, supervision, accessibility support and escalation?
- Which artefacts are shared and how are they stored securely?
- How are student voice and ongoing development reviewed?

22 / REFERENCE & USE

Built for progress. Ready for review.

A tailored Raeburn Group programme, informed by current UK T Level guidance. Final adoption should be approved by each participating institution.

STATUS

Proposed educational programme - November 2026. Not an accredited qualification, official T Level assessment instrument, placement guarantee or substitute for safeguarding and regulatory requirements.

DEPARTMENT FOR EDUCATION

T Level industry placements: guidance for education providers (updated June 2026)

OPEN SOURCE DOCUMENT

DEPARTMENT FOR EDUCATION

Student guide: preparing for industry placements (updated May 2026)

OPEN SOURCE DOCUMENT

DEPARTMENT FOR EDUCATION

Employer guidance: legal compliance and supervision

OPEN SOURCE DOCUMENT

EDUCATION ENDOWMENT FOUNDATION

Metacognition and self-regulation: model, monitor and reflect

OPEN SOURCE DOCUMENT