

# LMETB Work Based Learning Policy and Procedure

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## Policy Version Control

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LMETB	Work Based Learning Policy for FET Centres
<p><b>Purpose</b></p>	<p>The purpose of these guidelines is to assist FET Centre managers in the quality assured process of Work Based Learning.</p> <p>LMETB FET service believes that work experience is a valuable part of the learning experience, allowing Learners to obtain an appreciation of the realities of working in their chosen career. Therefore, most courses leading to a major award include a Work Experience or Work Practice module with a compulsory work placement.</p> <p>LMETB is committed to ensuring that the work-based learning environments that learners experience as part of their work placements are appropriate.</p> <p>LMETB recognises the value of work experience as part of a programme of study designed to develop the skills and knowledge which will enable learners to participate fully and succeed in the workplace and in society. Work experience should:</p> <ul style="list-style-type: none"> <li>• Provide learning opportunities not available in the classroom.</li> <li>• Provide an understanding and appreciation of the workplace environment.</li> <li>• Allow learners to discover personal strengths in a different environment.</li> <li>• Increase learners' self-confidence in relation to applying for employment.</li> <li>• Allow learners to showcase their abilities to an employer.</li> <li>• Increase the learner's chances of securing employment.</li> <li>• Afford the learner the opportunity to be assessed for certification purposes as appropriate.</li> </ul>

<b>Scope</b>	These guidelines apply to all further education and training programmes provided by LMETB PLC colleges and FET centres or by organisations funded by LMETB to provide further education and training.
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	<p>12. Insurance Cover</p> <p>12. Policy Statement</p> <p>13. Documentation</p> <p>N.B.: This document and appendices are available from the LMETB website.</p>
<b>Related Policies</b>	<p>LMETB assessment procedures</p> <p><a href="#">LMETB FET Quality Assurance Policies and Procedures</a></p> <p>LMETB Internal Verification Policy and Procedures</p>
<b>Audience &amp; Communication</b>	<p>Applicable to all staff and learners of LMETB. This procedure will be made available on the LMETB websites.</p>
<b>Policy/Procedure Owner &amp; Implementation</b>	<p>The Policy owner is the CE of LMETB. It is the responsibility of the QA sub-committee and individual PLC colleges and FET centres, Principal/Director/Centre Managers to ensure the policy/procedure is implemented.</p>
<b>Monitoring, Evaluation and Continuous Improvement</b>	<p>The LMETB QA Office shall be responsible for keeping the policy and procedure up-to-date and for ensuring that only approved versions of the Policy/procedure are accessible via the LMETB website. The Procedure Owner shall periodically review this policy.</p>
<b>Revision History &amp; Commencement Date &amp; Date of Next Review</b>	<p>Commencement Date: i.e date LMETB board noted</p> <p>Date of next review: 4 years after above date</p>

## Work Based Learning Policy and Procedures

### introduction

For the purpose of this policy, Louth and Meath Education and Training Board (LMETB) recognises that learning takes place in many contexts and promotes the value of learning in the workplace. The learner's personal development, skills acquisition, competencies, and contextual awareness are enhanced through structured work experience and work-based learning activity whilst on work placement. Work experience and work-based learning are core elements of Further Education and Training.

The QQI Green Paper on Assessment of Learners and Learning<sup>1</sup> references the use of a capstone module that provides a learner with the opportunity to integrate accumulated learning and make the necessary connections in the context of a particular discipline. LMETB consider it to be good practice to use a work experience / practice / placement module as the capstone to demonstrate holistic professional competence in a particular occupational area.

This policy encompasses all activity relating to work placement and is read in conjunction with other related LMETB FET policies available on the LMETB QA website

<https://www.lmetb.ie/further-education-training/quality-assurance-qa/>

### Purpose of Document

The QQI Guidelines for External Authenticators<sup>2</sup> specify that the EA will undertake to: This document outlines the policy and procedures in relation to all work placement activities carried out at LMETB. It covers key activities in relation to work placement including:

- Defining work-based learning, work experience and work practice
- Planning for the work placement
- Monitoring and assessing the work-based learning activities
- Providing guidance on specific QQI awards
- Standards of professional conduct
- Administrative supports available
- Key documents to be completed

The policy document is intended to provide guidelines for completing work placement elements of programmes to provide learners with:

- Guidance on the documentation and support available while on work placement
- An authentic learning experience that helps and supports learners to achieve the learning outcomes associated with the programme they are completing

- Information on how the assessment is conducted and monitored to demonstrate the achievement of the programme and / or component learning outcomes.

## Policy Statement

When a learner undertakes work placement / work experience / work-based learning, they are expected to understand the professional conduct required to be employed, and to understand the expectations of employers and the workplace.

These include professional skills of conduct, punctuality, appearance, interactions, working with others, taking instructions, responding to feedback, and improving one's own performance. It can also be an opportunity to *apply* occupational skills *already* learned, and to put learning into practice.

Elements of work placement happen in centres and elements in the workplace. An overview of this is presented in Figure 1 Where work related learning occurs.

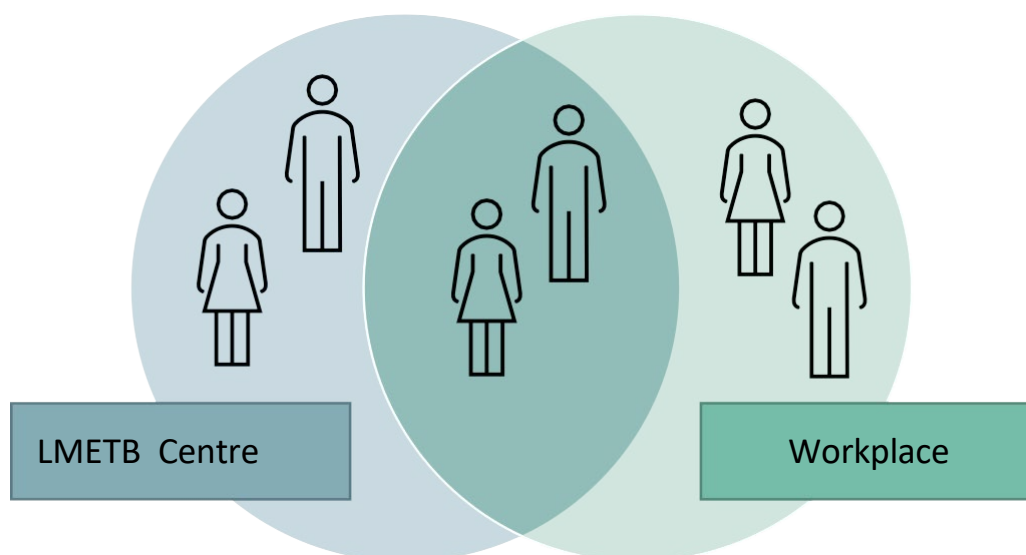


Figure 1 Where work related learning occurs

## Terms

LMETB uses three distinct terms in the context of this policy. These terms are work placement, work experience and work-based learning. These terms are defined below.

- **Work Placement** – LMETB uses work placement as a generic term to refer to the placement of the learner in a work environment as part of their course to experience the actual job/post that the learner potentially acquires. Work Placement is a common element in many programme areas. Work placement can be used as an opportunity for a learner to job shadow or work shadow. This involves observing an employee or worker to gain a better understanding of a role. Learners can use *work shadowing* or *work simulation* to get a taste for a particular job.

- **Work experience** is a mandatory component of many major awards and can also lead to an award in its own right (component award) e.g., QQI Work Experience, or QQI Work Practice. Its purpose is to gain experience of **being at work**.

For work experience, LMETB recommends that the work placement is as closely aligned to the occupational field of the learner's programme as possible. The award requirements may determine the nature of the work-placement, including stipulating a specific work context.

The duration of the work experience varies according to the award and/or programme.

- **Work-based Learning** refers to the **acquisition and assessment of occupational skills and competencies**, and professional conduct **in the workplace**. The learner learns the skills and competencies in the workplace under the supervision and guidance of the employer (supervisor, sponsor, mentor).

## Specific Awards

The Early Learning and Care awards have specific work placement requirements referred to as 'Professional Practice Placement.' To support this, there are specific resources available on the ELC Teams site including:

- Professional Practice Placement Handbook ELC Stage 1, Stage 2

The healthcare awards have specific work placement requirements outlined in individual Module Descriptors for the component / minor awards. These should be consulted in addition to the Programme Descriptor for the major award.

## Planning for Work Placement

### Policy Statement

LMETB recognises that the best outcomes for learners are through structured work placements. These work placements should be structured in consultation with the employer. Work placements must meet the requirements of the programme and/or award. Assessments must be conducted according to the requirements of the programme and /or award and the LMETB Assessment Policy.

### Securing Placement

The responsibility for securing the work placement will depend on the programme and/or award. For some programmes and/or awards the learner is responsible for sourcing the placement. In other instances, LMETB centres will broker the placement. The learner is informed of the programme requirements in relation to work placement at commencement of the programme but no later than induction stage. The work placement should be scheduled when the learner is active on PLSS.



## Programme Requirements

Different requirements for work placement, work experience and work-based learning apply to different programme types. Certain occupational fields specify time and context specific placement rules that must be observed. For LMETBs validated QQI modules, the Internal Assessor must adhere to the LMETB programme descriptor and follow the Work Experience / Work Practice requirements. Further information on QQI awards is detailed in the section **Work Placement Requirements for QQI Awards**.

Work placement is fundamental to awards that have occupational competency acquisition e.g., traineeships, VRQ/NVQ-type qualifications, Professional Award-type Descriptors (e.g., ELC) and awards with competency or skills demonstrations requirements. For these awards the work placement **must** be in the occupational field of the learner's programme. The duration of work-based learning varies according to the award and/or programme. The placement can vary in mode, including day-release, block-release etc.

## Planning the work placement

Work placements are planned in advance and learners are briefed on the professional standards, expected conduct and the processes that apply. Learners must be aware of the practical arrangements required:

- Logistical arrangements for the work placement
- Supports available and who to contact if a concern arises
- Garda vetting preconditions that may apply

Where work placement leads to certified assessment, centres are to plan the assessment tasks, and related evidence, required to afford the learner an opportunity to achieve the relevant award.

This planning should address the Awarding Body requirements for work placement, both for the achievement of an individual component award/unit and any programme-specific requirements associated with an overall award, certificate, or diploma

Planning should clarify:

- The minimum duration of the placement
- All learning outcomes, tasks or competencies that are to be demonstrated in the workplace
- Where relevant, all learning outcomes, tasks or competencies that are to be learnt or acquired as well as demonstrated in the workplace
- The evidence required to support assessment decisions, and who collects this
- Any requirements for work-place supervisors, mentors or monitors, and all associated supporting materials such as a supervisor's report.
- The marking criteria that will be applied

All relevant material and documents will be made available to the learner.

## Planning to support Workplace Supervisors

Work placements require a key person within the workplace to support the learner. The key person may be referred to as the Workplace Supervisor, Mentor or Monitor. The Workplace Supervisor provides essential support to the learner, including work placement inductions, a point of contact, and guidance for learning, skills acquisition, and demonstration of learning. Therefore, Workplace Supervisors provide a highly valued part of the experience for learners

Centres are to clarify the requirements of the placement to support the Workplace Supervisor, including:

- Contact details for the centre
- Documents required for assessing the learner and monitoring attendance
- Appropriate levels of communication with the Workplace Supervisor as relevant to the programme
- Support for the completion of any documentation

All relevant material and documents will be made available to Workplace Supervisor as per centre operational procedures.

## Monitoring and Assessment of Learners

### Policy Statement

Workplace monitoring relates to the monitoring and assessment of learners completing occupationally relevant tasks. Learners should be given adequate opportunity to generate the evidence to demonstrate the standards of knowledge, skill and competence required to undertake key occupationally related tasks within the workplace. The workplace selected must be appropriate to the occupational area for the programme / course.

### Monitoring and Assessment

Where the placement involves assessment of skills and competencies of work-based learning, the work-based learning can be assessed by one or more of the following:

- Work Placement Coordinator
- The LMETB Internal Assessor
- The External Assessor of the relevant Awarding Body
- The Employer (or the employer's nominee e.g. work-place mentors, supervisors)
- Third-party contracted training providers
- Professional bodies/agencies

Specific examples of awards that are evidenced through work placement include:

LMETB Work Based Learning Policy V2

- QQI Work Experience Level 4, 5, 6
- QQI Work Practice level 4, 5, 6
- Awards and/or component unit awards for specific awarding bodies
- Traineeship on the job training

Assessment should be in line with the requirements of the Awarding Body, and LMETB's Assessment Policy.

## Role of the Work Placement Internal Assessor

### Definition

The title *Internal Assessor for work placement* refers to the individual who assesses learners participating in work placement. The Internal Assessor for Work Placement may also teach the underpinning knowledge elements of the work placement award (e.g. Work Experience, Work Practice etc.), in addition to assessing the learner.

The Internal Assessor for Work Placement must ensure the fair and consistent assessment of learner evidence in line with LMETB's Assessment Policy.

### Role of the internal Assessor

In advance of the work placement, the Internal Assessor will:

- prepare the learner by outlining the requirements for meeting the learning outcomes of the relevant award including details of
  - the minimum duration of the work placement
  - all tasks to be undertaken, and skills/competencies to be demonstrated
  - all other assessment activity associated with the award
- make the required documentation for work placement available to the learner
- provide appropriate teaching and learning for the underpinning knowledge aspects of the award

During the work placement, the Internal Assessor will:

- support the learner during the work placement
- communicate with the learner when required
- if mandated by the programme requirements; visit and/or contact the work placement host employer/supervisor
- complete the assessment documentation in the assessment briefs
- assess the work placement in line with the LMETB Assessment Policy

## Work Placement Requirements for QQI Awards

### Policy Statement

Work experience placements are a key part of all Major Awards undertaken at NFQ levels 4, 5 and 6. Learners attending a range of full and part-time FET programmes are required to undertake a supervised work placement within an environment that is relevant to their area of study. They receive feedback and a mark from the work placement supervisor for their overall contribution within the workplace.

### The Supervisor's Report

For employers hosting learners on work placement for awards such as QQI Work Experience and Work Practice, LMETB requires a Supervisor's Report as part of the assessment for award certification. This is completed by a nominee of the employer (usually a mentor or supervisor) and involves the employer rating the performance of the learner for their placement period. LMETB provides information to support work placement supervisors in completing these reports and the forms are available on the QA FET section.

LMETB monitors the work placement (as mandated by the awarding body) through some or all the following:

- visits to the workplace
- phone calls to the host
- reviewing supervisors' reports

It is the responsibility of the learner to ensure the supervisor's report is returned to the Internal Assessor / Work Placement Co-ordinator. Centres can verify the Supervisors Report with the host employer if considered necessary.

### Duration of work placements Report

The LMETB module descriptor for the QQI component award specifies the default duration for work placement for programmes. However, some vocational areas will require additional time spent in work placement The relevant programme descriptor details specific information regarding work experience requirements. The learner must have completed a work experience placement in order to be submitted for certification. Learners should be made aware of this requirement. The QQI component (minor) award requirements are collated in Table 1 QQI requirements at levels 4, 5 and 6. The programme descriptor should be consulted to determine any additional requirements in relation to work placement duration.

Table 1 QQI requirements at levels 4, 5 and 6

Code	Title	Minimum duration
4N1168	Work Experience	60 hours
4N117	Work Practice	Four weeks or 140 hours
Code	Title	Minimum duration
5N1356	Work Experience	60 hours
5N1433	Work Practice	2 months/ 40 days
6N1946	Work Experience	60 hours
6N1947	Work Practice	2 months

Work placement is a great source of learning and the time specified should be considered as a minimum. The learner can, and will, benefit from durations that exceed the minimum. The duration can be measured in different ways. To help clarify the expectation for specific examples of durations as specified in programme module descriptors, some scenarios are explored below.

Each host employer will have different work patterns in place. It is the responsibility of the learner to adhere to the work and shift patterns as much as possible when completing work placement. The times of attendance should be agreed prior to the commencement of work placement. Attendance should be logged by the learner and signed off by the host employer as evidence of completion of the work placement.

If there are bespoke working arrangements in place in the work placement setting (for example a specific shift pattern) the appropriate number of days should be calculated on a pro-rata basis.

- Scenario 1: Learner A is completing work experience at level 5 and the module requires the learner to complete 60 hours minimum. Learner A has secured a work placement in a company that operates 12-hour shift patterns. Learner A should complete a minimum of 5 days of 12 hours duration to meet the 60 hours requirement.
- Scenario 2: Learner B is completing work experience at level 5 and the module requires the learner to complete 60 hours minimum. Learner B has secured a work placement in a company that can facilitate work placement for 4 hours per day. Learner B should complete a minimum of 15 days of 4 hours duration to meet the 60 hours requirement.

A number of other examples for a select number of awards to explain how the time requirement should be interpreted are presented in Table 2 Examples of Work Placement durations:

Table 2: Examples of Work Place Durations:

Example #	Programme / Award	Time	Programme descriptor
1	Professional Practice Placement in Early Learning and Care 5C21523	150 hours	The brief must state clearly that to pass this module, the learner must complete 150 hours on professional practice placement in two settings, 1) working with children aged 0-2 years 8 months, and 2) working with children aged 2 years 8 months - 6 years and must be assessed as 'Competent' in the work-based assessment in order to pass the module.
Hours: Where the programme descriptor requires hours, the learner should complete the minimum stated hours. For example, 150 hours should be <u>a minimum of 150 hours</u> . The 150 hours can be completed as agreed with the host employer.			
2	Business Admin with Legal Studies 5M2468	10 days	The work experience requirement for this programme is 10 days. This will allow the learner to demonstrate a range of practical skills and competencies in an appropriate vocational setting.
Days: Where the programme descriptor requires days, the learner should complete the minimum stated days. For example, 10 days should be <u>a minimum of 10 days</u> . Each day should be a minimum of 6 hours work.			
3	Computer Systems Networks 5M0536	10 days or 60 hours	The work experience requirement for this programme is 10 days or 60 hours. This will allow the learner to demonstrate a range of practical skills and competencies in an appropriate vocational setting. Providers should be mindful of specific programme module requirements in relation to work experience/practice.
Days or hours: Where the programme descriptor requires days or hours (for example: 10 days or 60 hours), the learner should aim for <u>a minimum of 10 days of 6 hours duration</u> . Alternatively, the 60 hours could be completed as <u>a minimum of 15 days of 4 hours duration</u> .			
4	Healthcare Support 5M4339	20 days or 150 hours	The work experience requirement for this programme is a minimum of 20 days or 150 hours. It will allow the learner to demonstrate a range of practical skills and competencies in an appropriate vocational setting. Providers should be mindful of specific programme module requirements in relation to work experience/practice.
Days or hours: Where the programme descriptor requires days or hours (for example: 20 days or 150 hours), the learner should aim for <u>a minimum of 20 days of 7.5 hours duration</u> . Alternatively, the 150 hours could be completed as <u>a minimum of 12.5 days of 12 hours duration</u> .			
5	Professional Cookery & Training 5M2088	2 months' work practice	The work experience requirement for this programme is a minimum of 2 months' work practice placement undertaking a range of vocationally specific tasks and activities. This will allow the learner to demonstrate a range of practical skills and competencies in an appropriate vocational setting
Months: Where the programme descriptor requires months, the learner should aim for the specified months with attendance days and times agreed with the host employer. Typically, 2 months would be equivalent to <u>a minimum of 40 working days</u> . The working day duration should be in line with the normal working arrangements of the host employer.			

## Recognition of Prior Learning for Work Experience/Work Practice

Work placements can be a mandatory element of a FET programme. It is the expectation of LMETB that learners enrolled in programmes undertake work placement. Where a work placement leads to an award such as Work Experience or Work Practice, it is expected that the learner will also complete this award.

If the learner has already completed a Work Experience (or equivalent) award, they **may** be eligible to apply for Recognition of Prior Learning (RPL). The procedures outlined in LMETB's RPL Policy should be followed for all requests for RPL.

## Standards of Professional Conduct for Learners on Work Placement

### Policy Statement

LMETB has a responsibility to ensure that all learners who undertake work placements are aware of the expected standard of conduct whilst on placement. LMETB's expectation is that learners will conduct themselves in a professional and respectful manner while on placement. The centre code of conduct continues to apply whilst on placement. Each learner must take responsibility for their own conduct while on placement.

### Standards, Regulations and Protocols of the work placement setting

LMETB expects that learners adhere to the standards, regulations, and protocols of the work setting. The learner should seek this information from the workplace at the commencement of their placement. This information can include health and safety, safeguarding, attendance/absence policy, name of mentor/workplace supervisor, key contacts, dress code, confidentiality, and professional conduct.

### Dress code

LMETB expects learners to dress in attire that is appropriate to the work placement setting that they are in, and adhere to the employers' dress code e.g. you may have to wear a uniform and/or Personal Protective Equipment. Requirements in relation to dress code and PPE must be clarified in advance of commencement of the work placement.

### Attendance and Participation

LMETB expects learners to attend and participate in their work placement in line with the requirements of the award and the schedule agreed by the host employer. It is the learner's responsibility to participate fully in the work placement and to comply with the host employer's standards.



**Failure to comply with standards of professional conduct for learners may result in removal from the work placement and non-completion of the award.**

### **Scheduling of Placement**

LMETB expects learners to agree their placements based on their individual centre's schedule. Any placement that takes place outside of normal working hours must be agreed with the LMETB centre Work Placement Co-ordinator in advance.

### **Professional Confidentiality**

LMETB expects learners to comply with General Data Protection Regulations (GDPR). In line with the work placement setting code of ethics, learners must not share confidential information about any person; client; customer and/or business transaction.

### **Child Protection Concern**

If a learner, employer or LMETB staff member becomes aware of a child protection concern this should be highlighted to the Designated Liaison Person (DLP) as outlined in the Child Protection process.

### **Adult at Risk Protection Concern**

If a learner, employer, or LMETB staff member becomes aware of an Adult at Risk protection concern this should be highlighted to the relevant FET Centre Leader.

### **Termination of Work Placement**

There may be occasions when a work placement is terminated or ended before the agreed/expected end date. This may be on the part of the employer or the learner.

Prior to any decision being made, the learner and/or the host employer should contact the work placement co-ordinator to discuss the situation. This discussion may consider:

- Why is the work placement not working out?
- Are there options to resolve the situation?
- Are there alternative work placement options?
- Is there an impact on the award?
- Are there code of conduct issues?

### **Eligibility for Support with Travel costs whilst on Work Placement**

#### **Policy Statement**

In general, learners cover their own travel costs whilst on work placement. Learners taking part on programmes that are linked to a training allowance payment may be eligible for support with travel costs. A travel and/or meal allowance is currently available to learners

registered with the following LMETB FET Programmes:

- Community Training Centres
- Local Training Initiatives
- Specific Skills Training
- Traineeships
- VTOS
- Youthreach

At the programme enrolment stage, learners should check with their FET Centre Co-ordinator to confirm eligibility for the specific aforementioned travel payments.

## Insurance Cover

### Policy Statement

LMETB's policy is that learners on approved work placements must be covered by insurance. Employers are advised to notify their insurer that they have work experience learners on site. They are also advised of the cover in place in advance of the placement, through the Standard Indemnity Letter to Host Employers available from the FET Centre Co-ordinator. Where a second provider (e.g. contracted Training Provider) is involved, the second provider must also have insurance in place.

**Learners are only covered by insurance for the duration of the programme and when they are registered as active students / learners on the PLSS system.**

### Documentation

The Teacher / Internal Assessor will provide the learner with the required documents in advance of the learner commencing their work placement. All documents will be made available on the Work Placement Teams channel. The Teacher / Internal Assessor will ensure documents required by the learners are downloaded and / or printed for them. The learner is responsible for giving the documents to the host employer.

These documents will include:

#### Teacher/Learner Workplace Documents

- Learner Application Letter
- Work Placement Form
- LMETB Standard Indemnity Letter (updated annually)
- Work placement Diary

Employer Workplace Documents:

- Learner Application Letter
- Work Placement Agreement Form
- Record of Attendance
- Supervisors Report
- LMETB Standard Indemnity Letter (updated annually).

