

User Guide: How to Use the 6-Month WIL Plan Framework with the Skills Programme Mapping

Who this is for

This guide is written for small and medium business owners/managers who are hosting beneficiaries in a 6-month Work-Integrated Learning (WIL) placement. You do not need to be a training specialist. You simply need to describe the real work the beneficiary will do, and keep simple evidence that it was done.

The two documents and how they link

Document	Purpose	Your output
6-Month WIL Plan Framework (Template)	A practical work plan: what the learner will do over 6 months (month-by-month) and how a day is structured (hours per activity).	A completed plan per role + complexity level.
Skills Programme Mapping Guideline + Template	A skills and evidence map: links workplace activities to learning outcomes, evidence, and verification for applied proficiency.	A completed mapping template + ongoing WIL Activity Record and portfolio evidence.

Overview of the process (7 steps)

Step 1: Pick the role and complexity level (Low/Medium/High).

Step 2: List the real work tasks in your business that match the role (10-20 tasks).

Step 3: Complete the Programme Header and Role Context in the 6-month plan framework.

Step 4: Fill the Month-by-Month plan: start with routine tasks, then increase ownership and problem-solving.

Step 5: Define the Daily Activity Plan in hours/day (do not worry about exact times).

Step 6: Complete the Skills Programme Mapping Template using content from your plan (activities, outcomes, evidence, verification).

Step 7: Run the programme and capture evidence weekly; do a mid-point and final review; compile the Portfolio of Evidence (PoE).

Step-by-step instructions (practical)

1) Choose the role and complexity

Write the job role exactly as it will appear in your workplace (e.g., 'Junior Service Desk Analyst'). This should align with the role description used in your co-funding application.

Choose a complexity level (this too will be aligned to the complexity level of the role as used in your co-funding application)

- Low: high-volume, repeatable tasks
- Medium: routine tasks plus defined problem-solving
- High: deeper problem-solving, more systems/tools, higher risk/impact

2) Build a simple task list

Create a list of normal work tasks the learner can do. Aim for 10-20 tasks. Examples: resolve password resets; configure laptops; build a small report; fix a small defect; update a runbook.

3) Complete the 6-Month Plan Framework

Complete:

- Programme Header
- Role Context bullets
- Daily Activity Plan (hours/day)
- Month-by-Month progression

Tip: Start with safe, routine tasks. Increase autonomy each month by reducing prompts/checks while keeping quality controls.

4) Translate into or align your plan with the Skills Programme Mapping Template

In the Skills Programme Mapping Template, you will describe:

- Programme scope and purpose (copy from Role Context)
- Duration (6 months, expected total hours)
- WIL Activities (use the Month-by-Month activities)
- Evidence captured (use your weekly evidence list)
- Verification and assessment (who signs off and how)

You are not expected to write complex learning theory - just describe the work clearly and point to the evidence.

5) Evidence capture (what to keep)

Use the WIL Activity Record weekly. For each week, record what the learner did, what changed/was delivered, and evidence links. Examples of evidence: ticket numbers, links to documents or repositories, code commits, dashboards, runbooks, logs, supervisor sign-off.

6) Reviews (minimum)

Recommended reviews:

- Weekly: learner updates the activity record; supervisor checks quickly.
- Monthly: supervisor/mentor signs off progress and adjusts tasks.
- Mid-point (end Month 3): confirm the learner is moving toward independent delivery.
- Final (end Month 6): confirm outcomes, compile portfolio, complete final assessment.

Quick checklist (copy/paste)

- I have selected the role and complexity level.
- I have listed the real workplace tasks for this role.
- I have completed the 6-month progression (Month 1-6).
- I have defined a daily plan in hours (not time-of-day).
- I have identified what evidence we will keep each week.
- I have named who verifies evidence (supervisor/mentor).
- I have completed the Skills Programme Mapping Template.
- We are using the WIL Activity Record weekly.
- We have scheduled mid-point and final reviews.

