

T-LEVELS

THE NEXT LEVEL QUALIFICATION

EMPLOYER INFORMATION GUIDE

***GUIDANCE FOR EMPLOYERS ON HOW
TO OFFER INDUSTRY PLACEMENTS
FOR STUDENTS IN THE WORKPLACE***



HM Government

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WELCOME TO THE INDUSTRY PLACEMENTS PROGRAMME

Thank you for your interest in offering an industry placement to a student in your workplace. Industry placements give young people studying towards a technical qualification practical experience directly related to their course, helping prepare them for the world of work.

Employers like you are playing a key role in creating opportunities for young people in the local community at the start of their careers to develop their technical and employability skills and build confidence.

We are passionate about industry placements because they offer excellent opportunities for both employers and young people. We appreciate your interest in hosting a student on an industry placement. From the industry placement work over the last two years, we know that industry placement students bring enthusiasm to learn, a fresh perspective and increase diversity in the workforce.

The longer duration ensures students are given sufficient time to master the essentials and that the employer has the opportunity to mould and foster the student's technical abilities, so they are more likely to add value and make a lasting impact on the business.

This handbook will provide you with information about the different components which make up the programme and how you can get involved and offer an industry placement to a local student.

Department for Education



**Department
for Education**



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INDUSTRY PLACEMENTS: AN OVERVIEW

WHAT ARE INDUSTRY PLACEMENTS?

Two-thirds of establishments found relevant work experience either critical or significant in candidates when recruiting. Work experience is an important facilitator for young people entering, and succeeding, in the workplace; around two-thirds (65%) of employers reported that relevant work experience was a critical or significant factor when taking on (any aged) recruit. (Source: Employer Perspectives Survey 2016:

Current 1-2-week work experience placements, which are not specific to a student's course, don't enable students to develop technical skills that employers need, meaning there are critical skills shortages in the economy. That is why the Department for Education (DfE) made a commitment that all 16 to 19-year-old students following a new technical education route will be entitled to a quality industry placement to arm them with the technical skills they need to give them the best possible chance for entering skilled employment.

Industry placements will be a mandatory part of new T Levels. T Levels are rigorous, classroom-based, technical study programmes at level 3, designed to support entry to skilled employment in technical occupations at level 3 and above. A substantial, high quality industry placement with an external employer will be an essential part of each T Level.

These industry placements will give students a valuable opportunity to put their learning into practice, develop their technical skills and become more employable. Students will spend a minimum of 315 hours (45-50 days on average) with up to two external employers in a role directly relevant to their course. Recognising the importance of this placement - in a real world, working environment - to the T Level programme as a whole, they will be known as 'T Level industry placements' from 2020.

WHY SHOULD MY BUSINESS GET INVOLVED?

Immediate benefits

- Extra resources for your projects and day-to-day operations from students developing skills in a course relevant to your business and industry
- Give your employees the opportunity to develop management and mentoring skills

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- Fresh ideas from young people - have access to people with imaginative new ideas, innovation and different skills from those already in your workforce.
- Social value: share with stakeholders how your business has supported local young people into industry placements, improving their employability and progression opportunities.

Long term benefits

- Inspire the next generation to work in your industry
- Address current and future skills shortages in your industry - grow your own workforce with the skills you'll need in the future.
- Strengthen your recruiting pipeline and increase diversity
- Social value: benefits for business and society are correlated - increased social inclusion leads to new business opportunities. Have contact with communities who you may not traditionally have contact with.

"One of the things I'm really passionate is making sure we have young people with digital skills that are transferable from one organisation to another. So if we engage, as a large employer in Norfolk, hopefully others will follow our lead, and we'll encourage people to take up these placements and bring young people into their organisations"

IT department, Norfolk City Council

THE BUSINESS CASE FOR INDUSTRY PLACEMENTS

The industry placements programme provides equality of opportunity for young people from all segments of society to access the workplace and kickstart their careers. This also presents an important opportunity for businesses to set themselves apart in the market through recognising the importance of concepts such as 'shared value' and 'responsible business'. That is, to be able to move beyond the traditional realm of corporate social responsibility into a sphere where businesses not only understand but are able to demonstrate the correlation between a healthy society and their bottom line.

There are a number of associated direct and indirect benefits for employers by integrating T Level industry placements into their corporate strategy.



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Resolve entry-level skills shortages



Resolve skills shortages



Be cost-effective



Increase staff retention



Reduce staff absence



Improve client relationships



Up-skill existing workforce and boost morale



Demonstrate a social conscience



Boost corporate reputation

Companies in key sectors still struggle to attract the right candidates for entry-level vacancies. These include, but are not limited to: utilities, support care workers, laboratory assistants, catering, transport, storage, hospitality and communications sectors. Offering a pipeline of talent for entry-level jobs, apprenticeships, or higher-level skills training, industry placements provide an opportunity for young people to develop their job readiness and technical skills and be better placed to make decisions on the career pathway they would like to pursue.

Improve recruitment cost effectiveness

Industry placements can offer a pipeline for low cost, effective methods of recruiting from an untapped skills pool. Building partnerships with local education providers offers opportunities to advertise and raise awareness of employment opportunities to young people who are deciding on their future career paths.

Increase retention rates

Evidence shows that employees recruited through work inclusion initiatives have demonstrated lower staff turnover rates as a result of the increased value that those recruits place on having secured a job. This can result in direct cost savings to the business.

Demonstrate a commitment to diversity and better understand customers

Equality of opportunity is essential for a productive workforce. Through industry placements, there is an opportunity to achieve greater diversity amongst employees

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recruited from excluded groups than the existing workforce. This demonstrates not only a strong corporate commitment to diversity but has important business benefits such as enabling your organisation to understand the customers it serves; greater innovation and creativity and better performing teams.

Increase opportunities for employees to build skills and experience creating greater employee satisfaction

Delivering industry placements provides the opportunity for nominated individuals in your existing workforce to act as buddies, coaches or line managers to the new recruits. These roles can deliver returns to the business with staff experiencing satisfaction as well as developing their own professional skills through their engagement and participation in training.

Help companies meet tender requirements

Commitment to supporting excluded groups can strengthen bids for public sector contracts. It is likely that successful bids for public sector contracts could include the provision of a social or community benefit, e.g. through a Section 106 agreement.

Build brand value and corporate reputation

Being seen as an employer that is not only helping address some of society's most critical issues but who is also enabling employees to play a role is of real importance to many businesses. Providing opportunities to local young people raises the profile of the company not only within its local community, but also nationally as the initiative gains public exposure among customers and clients.

Shape the direction of technical education within your industry

Develop partnerships with local education providers and influence the learning pathway for young people entering your industry. Upskill your potential future workforce with the skills you will need from them in the years to come.

WHAT DO I NEED TO DO?

- Provide an industry placement of a minimum of 315 hours (45-50 days on average) for a student on a course directly relevant to your industry. This can be achieved in partnership with another employer, as long as learning targets, goals and objectives are worked towards. A maximum of 2 employers can be involved in each

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placement. The timing and structure of the placement will be based on your needs as well as those of the local education provider and will mostly take place during term time. The different models available include 'block release' over a minimum of 9 weeks, day(s) release each week, or a combination of both.

- You will agree relevant learning objectives for the placement with the education provider and the student. The learning objectives should be occupationally specific to your industry and you will be expected to set quality tasks that enable the student to work towards those objectives.
- Ensure there is a safe work environment and opportunities for the student to develop their technical skills within your industry.
- Provide a line manager to support, supervise and mentor the student and who will have regular contact with the provider to discuss their progress.
- At the end of the placement, provide a reference giving feedback on the student's commitment and progress against the learning objectives set for the placement.

FREQUENTLY ASKED QUESTIONS

Do I need to pay the student?

Industry placements are about providing students with high-quality, meaningful training, not work. Therefore, students are not entitled to a salary as the placement is forming part of a course of further education. There is no legal requirement or expectation that T Level students will be paid. However, you can pay the student should you wish to, or support the student with their travel and subsistence costs. In the past, some employers have paid or offered a free meal to placement students and some employers picked up and dropped off the student in areas where public transport was not available.

How are industry placements different to work experience?

Work experience typically involves a student shadowing you for 1 or 2 weeks, having not necessarily studied a course relevant to your industry. They are mostly there to observe and experience a first taster for the world of work. However, industry placements will be for a minimum of 315 hours (45-50 days on average), with students studying a related course meaning they will have relevant skills and knowledge that enable them, after a period of induction, to add value to your business.



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Will there be lots of paperwork?

No. All legal, health and safety, insurance and other documents will be given as templates, pre-filled where possible, to minimise your workload and the amount of paperwork required, in addition to any internal processes you will need to complete as a business.

How can I balance this with core business activities?

Students will undergo preparation by their education providers before coming to you, and clear responsibilities, working hours and other workplace expectations should be set out in the industry placement agreement which is signed by you, the student and their education provider prior to the placement. You should agree with your student what their goals and responsibilities are for the placement at the start and monitor their progress towards these. Given the opportunity and some initial support, they should be able to add value. Education providers will also be on hand to support if challenges arise, to ensure both parties get the most from the placement.

What support will I receive?

Education providers will support you to set up the placements, from dealing with administration to helping you find the right student. Once a placement begins, education providers will continue to provide support to both the student and line manager, where necessary, and will seek to learn and improve the process over the course of the placement.

How can I make sure I get suitable students?

You can work with the education providers to find the best student for your organisation. Be transparent about your requirements. If you would like, this can involve you holding a CV screening and/or interview process. Note that all students will be studying a technical course that should be relevant to the industry placement being offered. See the section below on Interview Guidance.



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KEY RESPONSIBILITIES OF THE EMPLOYER

For placements to run smoothly and work well for you, your student and the education provider, all parties need to play their part. This section brings together valuable learnings from the past two years and identifies clearly what each party needs to be responsible for (as set out fully in the industry placement agreement).

"I find this new industry placement idea so much better than the standard work experience because you actually have ownership of a [project] to show for it at the end, as well as great skills learned. These skills will be transferable, and in fact invaluable, to my future career."

Feedback from a student on a placement with a digital employer

In order to best support the student on the industry placement and help them develop their skills, confidence and knowledge in the world of work, you should (as a minimum):

Role description

- Put together a clearly worded description of the organisation, the role being offered and what you are looking for in a student following the tips in the next section and examples in Appendix 3.
- Be honest and realistic about what industry experience you can offer, and what you cannot, to manage expectations and avoid disappointment.
- If practical, give the student a project as part of their work to encourage them to take ownership, use their initiative and bring in their own ideas.

Selection/ matching

- Inform and discuss with the education provider what input you would like to have in the selection process of your student. This might include an interview, group assessment etc. to enable the student to best demonstrate their talent and interest.

Preparation

- Prior to their first day of work, provide the student with joining information, including how to get to the place of work, working hours, lunch arrangements and other workplace expectations such as dress code, acceptable language and mobile phone usage. This should be included in the industry placement agreement.



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Induction

- Provide the student with a full induction in situ, including a tour of the workplace; introductions to relevant staff; any necessary training; health and safety arrangements; fire precautions and emergency evacuation arrangements; and how to report accidents, incidents and unsafe conditions.

Compliance

- Agree and sign a three-party industry placement agreement with the student and education provider. It may also be beneficial to get the student's parent or guardian to sign the agreement.
- Comply with health and safety legislation and maintain adequate and up-to-date employer's liability insurance to cover the student and any potential loss or liability caused by or to the student in relation to the placement.
- Ensure any confidential information provided to you by the student or education provider about the student is not disclosed to any third parties.
- Similarly, ensure that the student is clear about keeping your commercial information confidential and understands what types of things they can or cannot say if they need to provide reflections about their learning experience as part of their course.

LINE MANAGER

Nominate a suitably qualified person to be the day-to-day line manager for the student and provide relevant introductions and contact details to the student.

The line manager should:

- Hold an initial meeting with the student 1-2 weeks prior to their start date to discuss and agree on their learning objectives.
- Hold regular weekly check-ins to track and review the student's progress.
- Remind the student to complete their logbook.
- Identify and deal with any issues (e.g. relating to colleagues, work content, workload etc) at an early stage.
- Provide regular, constructive feedback to the student and encourage the student to think and problem-solve for themselves where possible.



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- Meet (via phone or in person) with the education provider regularly to review progress and escalate any concerns you have with the student's performance on the placement.
- Attend a midpoint review meeting in person between you, the student, and their education provider to discuss the student's progress, review their learning objectives and make any changes to improve the second half of the placement.
- Complete written feedback forms for the education provider at designated points during the placement.
- Conduct or make arrangements for day-to-day supervision of the student.
- In cases of serious accident or incidents involving the student or breaches of discipline by the student.
- Advise and consult with the education provider.
- Cooperate with the education provider in the event of a complaint or concern from the student about their placement and/or a member of staff.
- Allow the student to submit all required reports and documents to the education provider from the placement for the purposes of examination.
- Communicate any serious issues relating to the student's performance to the student and/or education provider as necessary.
- Attend a final review session in person between you, the student and the education provider at the end of the placement to review the student's progress.

AFTER THE INDUSTRY PLACEMENT

- Provide a reference upon the student's completion of their industry placement that reflects on student's progress towards the learning objectives set at the start of the placement.
- You and the education provider should discuss feedback on the student as well as the quality of the placement itself and future.
- If you wish to employ a student after their industry placement, they will not be able to start with you until they have completed their studies. We suggest that you initiate a conversation with the student as early as possible to work out together how to maximise the student's development, when they will be able to start employment and contact the education provider for any guidance or support with this.

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T LEVEL INDUSTRY PLACEMENT INCLUSIVE PARTICIPATION FRAMEWORK

This process-driven framework identifies the key things you need to think about at each stage to ensure that you are embedding an inclusive framework and getting the most out of your student.

Design: clarify the scope of activity

Agree your business objectives at the start of the project. By being clear on the drivers behind your engagement (see 'Business Case for Industry Placements' section above) you are able to identify success measures and understand which cohort of young people you would like to target for participation. This will also enable you to communicate the programme clearly both internally to get senior buy-in backed by the HR department and externally with customers and other industry leads.

Process: review your engagement practices

The next stage is to ensure your selection practice is accessible. Look at simplifying and adapting your interview questions asking about interests and aspirations. When designing the person specification, think about skills, abilities and aspirations rather than experience to make it as easy as possible for young people to engage.

Train line managers to understand the purpose and business drivers of the industry placements programme as well as the impact you are intending to make for young people's aspirations and potential to succeed in their future careers.

Deliver: offering opportunities and on-the-job support

You may decide to set up a designated project manager as a programme champion with the responsibility for reviewing and changing your engagement practices. This will help to ensure that any changes made centrally are being implemented throughout offices and your supply chain and ensure that local staff have the information and support that they need.

A mentoring or buddy programme can help students settle into your organisation and help you get the most from them. Engaging existing employees to help deliver this can help enhance their skills. Understanding that and having strong support networks in place can help young people give you their best as employees.

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Monitoring and evaluation: evaluating outcomes and sharing best practice

Alongside the business benefits of a work inclusion initiative, it is valuable for you to track the social benefit and impact on students and employees. You need to decide what evaluation process you want to undertake.

This could comprise:

- monitoring information collected about students to track progress against targets;
- sharing your achievements and challenges each year with internal and external stakeholders;
- reviewing information to consider where improvements can be made to meet your business objectives.

It's important to review your communications plan and publicise your engagement with industry placements both inside and outside your organisation. Placing industry placements at the heart of your media strategy will also help give students confidence that their interest in participating on an industry placement with you will be taken seriously. Sharing your experiences of what has worked with other businesses in your industry, and within your professional networks, can help other organisations to follow your lead.

GUIDELINES FOR AN INDUSTRY PLACEMENT ROLE DESCRIPTION

In order to attract the most suitable student for the role, with skills, strengths and interests that are aligned with your organisation, it is recommended that you consider including the following points in the role description for the industry placement.

About the organisation

Write a short description about your business, highlight what your core activities are as well as your mission and values. Additional information on the company environment and workplace culture might also help bring to life what it means to work with you and inspire more students to apply.

About the role and key responsibilities

Try to be as detailed as possible on what the key responsibilities of the role will be. This could be a bullet point list, outlining all core tasks and activities that the student will be involved in or a short description of what the role will entail. Extra information is valuable. You may wish

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to describe a typical working day for your student and include the key responsible person they will be working with the most.

Student specification

List the key characteristics of your ideal candidate. You can use bullet points or write a short description of the skills, attributes and/or characteristics you are looking for.

See Appendix 3 for examples of good descriptions for each technical route.

INTERVIEW AND SELECTION GUIDANCE

You are likely to have considerable experience in interviewing and recruiting new employees for your business. This section offers some suggestions to consider if you choose to interview and select young people for an industry placement. These should enable students to perform well and mean that you get the best out of them.

Logistics

If you choose to do an interview, you will agree with the education provider whether the interview is taking place at your workplace, by phone/video call, or at the education provider's premises for a 'matching day'. A matching day is where a number of employers all attend on the same day and interview a number of students in back-to-back, 20-minute slots after which both parties shortlist their favourites and the education provider decides the final matches.

First interview nerves

This may be one of the first interviews in the student's life. With this in mind, the initial warm-up chat might need to be a little longer with a student than with more experienced interviewees. It's a good idea to help them relax by talking about their personal hobbies and interests; even this can provide some insight into their motivation and personality. Being calm and comfortable yourself will help the student to think logically and creatively and give you better answers as you move into the main interview questions.

Competency-based approach

Most students will have limited previous work experience, so questions around competencies are preferable to a CV-based interview. This approach will allow the student to demonstrate their potential, skills and character attributes by describing how they behaved in previous life experiences, whether these

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come from their education or personal life.

Student questions

The interview is a way for you to get to know the student, while the student gets to know you and your organisation. Make sure to leave some time to answer the student's questions (and, if on site, possibly give them a tour of the workplace). The quality of the student's questions is helpful in indicating their level of preparation, interest in your organisation and appetite to learn.

See Appendix 4 for examples of competency-based questions suitable for an industry placement student interview.

SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

We know that many employers have considerable experience in supporting employees with additional needs. This section shares some feedback and lessons learned from the past two years to help you support SEND and/or LLDD students to take part in quality, supported industry placements at your workplace. This section is not considered to be a comprehensive resource, but it is a useful guide

WHAT IS THE BUSINESS CASE FOR OFFERING INDUSTRY PLACEMENTS TO STUDENTS WITH SEND/LLDD?

The social enterprise Pluss which supports people with disabilities into employment sets out a [business case](#) for the value of offering industry placements to students with SEND/LLDD.

Some of their reasons include:

- improved morale, performance and bottom-line results;
- accessing new markets; and
- going beyond corporate social responsibility by demonstrating commitment to social inclusion and improving the life chances of local young people.

WHAT SUPPORT WILL THE EDUCATION PROVIDER OFFER?

Education providers will be primarily responsible for helping you arrange additional support as needed to fully facilitate

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an industry placement for students with SEND or LLDD. This could include:

- assistance with travelling to and from the industry placement;
- advising special equipment or adaptations; and
- organising the services of an independent workplace mentor or, where students have more complex needs, a job coach providing full-time supervision.

An education provider's on-site facilities can now be used for students with special educational needs or disabilities for up to 105 hours where they are occupationally relevant to the student's field of study.

Students with SEND/LLDD are assessed ahead of starting the course and their industry placements with a profile of information covering medical conditions, additional learning needs, ability to travel independently, etc.

Education providers will typically have an industry placement coordinator who sources appropriate placements, carries out risk assessments and health and safety checks with the student's profile and needs in mind. They will be the person for you to liaise with prior to and throughout the placement.

Education providers will be responsible for preparing their students to help facilitate a smooth start to a placement and to minimise concerns for students and their parents/guardians. This may involve rehearsing aspects of the placement in advance such as the commute, conducting advance visits to you to set up the workstation and check accessibility, and enabling the student to meet and get to know their job coach, workplace mentor and/or line manager.

You may find it helpful to refer to the guidance on the [Disability Confident scheme](#), which can support you to make the most of the talents disabled people can bring to the workplace. You can sign up to three levels: Disability Confident Committed, Disability Confident Employer and Disability Confident Leader.

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WHAT WOULD WORKPLACE SUPPORT LOOK LIKE DAY TO DAY?

Students with SEND/LLDD will need different levels and types of support depending on their individual needs. Some students, particularly those with complex needs, may need the education provider to organise a job coach in order to benefit fully from the placement.

A job coach will work with a student on a day-to-day, individual basis within the workplace. Job coaches are trained in systematic instruction meaning they learn specific tasks/activities in the workplace and then break them down into ways in which their student can then learn the tasks. This support will be tapered down, and eventually withdrawn, once the student is comfortable with the tasks.

The majority of students with SEND/LLDD do not have complex needs, but they are still likely to need additional support during their industry placement and education providers will consider carefully what help they will need, such as learning aids or a workplace mentor and advise you accordingly. A workplace mentor would be an existing member of your staff who should be appropriately trained to look at how to support students with SEND/LLDD in the workplace.

You will receive all necessary support from the education provider before and during the placement. The level of support will be at such a level as to maximise the success of the student's experience and be manageable and reasonable for you and your workforce. Some education providers have offered to give employers SEND/LLDD training to help both students on industry placements and the employer more generally.

The designated contact at the education provider will check in regularly with you, the student, mentor and/or coach and parent/ guardian during the placement to track the student's performance and progress. This regular contact will allow you and the education provider to assess collaboratively whether the level of support is adequate and take prompt action where necessary.

Role "carving" or redesign

This is a great way to promote inclusivity and involves tailoring a role to suit the talents of a particular individual. For the purposes of an industry placement, it might mean changing some elements of an existing role while ensuring that students with SEND/LLDD are able to learn, develop and demonstrate the necessary skills for their course.

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TOP TIPS AND REASONABLE ADJUSTMENTS TO WORKPLACE

- Use inclusive language. Find out what words to use and not to use when discussing SEND/LDD and other disabilities.
- Make the role genuine and the outcomes valuable to the student.
- Use an accessible font and size on documents/presentations, a sans serif font and avoid using *all* capital letters, clashing colours and overly 'busy' layouts.
- Use plain English. Avoid jargon where possible.
- Use Word documents. These are often better for assistive technology users.
- Consider making interview adjustments, e.g. more time, slower pace.
- Hold regular 1:1 conversations with the student to get to know their needs.
- Allocate a mentor in the workplace and ensure they are supported and introduce them to the mentor before the placement begins.
- Have an external mentor as a point of contact and support for the student and their parents/guardians.
- Hold regular catch-ups to ensure everything is working well.
- Encourage the use of ICT wherever possible.
- Support the student to plan projects and activities in advance.

FURTHER RESOURCES

- [British Association for Supported Employment \(BASE\)](#) - who promote and develop the principles and provision for supported employment
- [United Response](#) - provide a range of support services for people with learning disabilities
- [DfE Guidance on Supported Internships](#)
- [Pluss](#) - help jobseekers who require specialist support finding employment



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APPENDIX 1: KEY RESPONSIBILITIES OF STUDENT AND EDUCATION PROVIDER

RESPONSIBILITIES OF THE STUDENT

In order for students to be ready for their placement, they will be prepared for “working life” by their education providers. During their placement, students will be expected to:

Set clear objectives

- Agree with you and the education provider a set of learning objectives to be worked towards on the industry placement.
- Agree and sign a three-party industry placement agreement with you and the education provider.

Track progress

- Fill in their logbook regularly (at least weekly) to track their industry placement activities, learnings, highlights and progression.
- Attend regular one-to-ones with their line manager and education provider to review progress and communicate any issues.
- Attend a mid-point review meeting in person with you and their education provider to check in on their progress, review their learning objectives and make any changes to improve the second half of the placement.
- Attend a final review session in person with you and their education provider at the end of the placement to reflect on their progress.

Maintain professional standards and etiquette

- Make suitable arrangements to attend the industry placement punctually on the days and at the times agreed with you in advance (including lunch and break timings).
- Maintain professional standards of behaviour including being courteous and respectful to other staff, students and members of the public.
- Be reliable. If unable to attend work due to illness or another reason, contact their line manager promptly.
- Dress appropriately for the employer’s work environment (in accordance with guidelines provided prior to joining).
- Maintain a positive attitude, be open to learning and feedback and make the most of the opportunity.



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- Maintain quality in their work and use their initiative and fresh perspective.
- Maintain confidentiality regarding any of your information and not do anything which may bring you and/or the education provider into disrepute.
- Abide by all rules regarding health and safety, appropriate IT use and other policies and procedures of the employer.
- Complete all assessments and attend any briefing sessions that are required as part of the placement.
- Restrict use of personal mobile phones equipment to lunchtimes and breaks.

RESPONSIBILITIES OF THE EDUCATION PROVIDER

In order to support the student on the placement, and to ensure they bring value to the employer, you can expect the following from the education provider:

Pre-placement checks

- It is the responsibility of the education provider to ensure the industry placement is good quality, safe, meets the students' learning aims, and that any necessary checks are carried out on the employer before the student goes on their industry placement.
- These checks may include a site visit and a questionnaire to check basic adherence to health and safety, the existence of appropriate policies on insurance and safeguarding, etc. and a suitable induction process, supervision and provision for students with SEND or LLDD.
- See Appendix 2 for a sample Pre-Placement Employer Checklist to be completed by the employer and returned to the education provider.
- Agree and sign a three-party industry placement agreement with the employer and the student.
- The idea is to keep this process as simple as possible and ensure that it is proportionate for both employers and education providers. Those employers who have already undergone checks as part of previous or existing education and training provision such as apprenticeships and work experience may require lighter touch checks and monitoring.

Matching

- Ensure that the industry placement provides the opportunity for the student to apply and develop technical skills that are related to their occupational field of study.



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- Communicate any special requirements of the student to the employer.
- Agree with the student and the employer a set of learning objectives to be achieved on the industry placement.

Prepare the student

- Train students on professional etiquette and expectations before they go on the work placement.
- Provide information to the student on general health and safety issues prior to their placement.
- Provide any specialist guidance and information to students with any additional needs, e.g. special educational needs and disabilities (SEND) / learners with learning difficulties or disabilities (LLDD) and provide specialist guidance and information to employers hosting any such students.
- Liaise with the employer to ensure the student is equipped with any materials and support required for the performance of the placement such as personal protective equipment (PPE).
- Provide students with a log book to track their industry placement activities and progress.

During the placement

- Maintain regular contact with the employer and the student during the placement to monitor and evaluate the placement in terms of the student's progress as well as health, safety and welfare. Agree frequency of contact with the employer. Contact with the student should be fortnightly as a minimum.
- Organise a mid-point review between you, the student and your contact at the education provider. This should be held in person and is an opportunity to check in with the student's progress, review their learning objectives and make any changes to improve the second half of the placement.
- A staff member from the education provider should also conduct visits to the employer and student as necessary.
- Carry out ongoing safeguarding checks as necessary to ensure the safety of the student whilst working with the employer. Education providers will use reasonable discretion in considering the track record and experience of employers to determine the level of monitoring they may need.
- If any serious issues arise relating to the student's performance on the industry placement, take these up with the student.
- Raise any issues promptly with the employer and handle them appropriately.



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Completion of placement

- Ensure a final review session is held in person between you, the student and the education provider at the end of the placement to reflect on the student's progress.
- Ensure that you provide the student with a reference using a standardised template after completion of their placement.

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APPENDIX 2: PRE-PLACEMENT EMPLOYER CHECKLIST

Company Details

Company name:	
Site address:	
Number of employees based on site:	
Company/site telephone number:	
Person responsible for the placement/s	
Name:	
Position:	
Contact telephone:	
Email:	
Type of work carried out on this site:	

Employer Liability Insurance

Insurer's name	
Policy number	
Policy expiry date	

Health & Safety policy

Do you have a Health and Safety Policy?	Y/N
Have you carried out health and safety risk assessments and noted the significant findings?	Y/N
Do you have the current Health and Safety Law poster displayed on site?	Y/N

Accidents and first aid

Do you provide 'adequate and appropriate' first aid provision for the level of risk?	Y/N
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Do you have a process to record accidents and/or incidents?	Y/N
Do you have a system in place to investigate accidents and take action to prevent recurrence?	Y/N

Fire and emergencies

Do you have a means of raising the alarm and fire detection in place?	Y/N
Is there an effective means of escape in place including unobstructed routes and exits?	Y/N

Safe and healthy working environment

Is the site/premises (structure, fabric, fixtures and fittings) safe and suitable (maintained and kept clean)?	Y/N
Is the temperature, lighting, space, ventilation, and noise satisfactorily controlled?	Y/N
Does all the equipment on the site meet appropriate legal standards ?	Y/N
Do you adequately maintain all work equipment?	Y/N
Have you assessed the risks from the use of work equipment at your site / premises?	Y/N
Are your electrical systems safe and maintained?	Y/N

Personal Protective Equipment (PPE)

Is appropriate PPE provided, free of charge, to employees/learners?	Y/N
Is training and information on the safe use of PPE provided to all employees/learners?	Y/N
Do you enforce the proper use and storage of PPE?	Y/N
Is your PPE maintained and replaced?	Y/N

Safeguarding

Do you have appropriate HR procedures and policies in place for safeguarding?	Y/N
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Industry Placement Value

Do you regard Industry Placements as a quality and meaningful activity to be undertaken by young people or adults seeking to improve their skills and/or experience in the workplace?	Y/N
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Employer Sign Off

In signing this form, you are agreeing that the information in this document is up to date and factual to the best of your knowledge and that the workplace is adequate to host an industry placement in the specified location.

Name:

Date:

Signature:

Position in Company:

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APPENDIX 3: SAMPLE INDUSTRY PLACEMENT ROLE DESCRIPTIONS

AGRICULTURE, ENVIRONMENT AND ANIMAL CARE

Example of a good role description for a harvest supervisor role.

About the organisation:

- At Company DD we try to find enthusiastic, motivated, hard-working, dedicated help. We are managing two farm locations and we sell our vegetables at a local farmers' market.
- We believe in growing local food for local people. The vegetables we sell to you are the freshest possible and we are helping to support an important local food system. We believe that we should not be dependent on vegetables grown hundreds or thousands of miles away.

About the role(s) and key responsibilities:

- We are looking for a harvest supervisor to join our team from May/June till mid October (also Easter work available if wanted). We believe this could be a great opportunity for a student looking to progress into a future management position.
- As harvest supervisor you will join 3 other students in a young team on an estate for the summer in Bedfordshire with 2 farms 9 miles apart plus some contract combining.
- You will be supporting the farm Harvest Manager for all aspects of daily field operations to ensure that the farm's production goals are met. This includes correct quantity, quality, and post-harvest handling on all produce until it leaves the farm.
- Role will also involve the day to day running of a modern and fully automated 100 tonnes per hour grain store, use of JCB loaders, tractor and trailer work, hedge cutting and rolling with 16m set of Dalbo rolls.

Student specification:

- Tractor experience essential with hedge cutter experience an advantage.
- We are looking for someone full of enthusiasm, sense of humour and willingness to work long hours and be part of a team are essential. You will be part on a young and dynamic group of people.

BUSINESS ADMINISTRATION



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Example of a good role description for a business admin role.

About the organisation:

- Company EE is a youth led start-up founded in September 2017 with 8 employees. The company teaches code, photoshop and film-making to NEET young people who do not fit into the current education structure. They also work on skills such as anger management, how to pitch skills as well as web development projects for start-ups, video promotions, logos and magazine designs.

About the role(s) and key responsibilities:

The role gives an all-round experience of the business and students can get involved in the following:

- Assist with social media and management of general operations.
- Identify ways to market what we do and get it out there.
- Administration e.g. emails and scheduling meetings.
- Help the team work on ideas for projects and put forward proposals.
- Marketing strategy.

Student specification:

We are a nurturing environment that encourages students take ownership of projects therefore the following skills would be beneficial:

- Excellent organisation skills.
- Teamwork.
- Communication skills.
- Someone who takes initiative and who has an entrepreneurial mind-set.
- Students must have a working knowledge of computer skills but they will receive training on software.

CATERING AND HOSPITALITY

Example of a good role description for a commis chef role.

About the organisation:

- Company ZZ is a leading global lodging company with more than xxx properties in yy countries and territories. Founded by xxx and guided by family leadership for nearly 90 years.



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About the role(s) & key responsibilities:

- To assist with the food preparation in an effective efficient and productive manner, following instructions received and under the guidance from senior chefs.

Food Production:

- Assist in the preparation of mis-en-place before, and dishes during service in a timely manner and to the agreed standards.
- Communicate any problem that can affect the smooth running of the kitchen to the supervising chef - this can relate to outstanding work, deadlines, accidents, defective equipment or non-co-operation for example.

Health and Safety:

- Keep all working areas of the kitchen in clean, hygienic and safe condition, following the health & safety procedures .
- Receive, check and store goods to the expected standard to avoid waste and aid controls to prevent theft.
- To follow all company policy and procedures.

Other:

- Performs other related tasks as assigned by management.
- Complies with the Group policies and procedures.

Student specification:

Experience:

- Able to demonstrate competent technique and cooking skills relevant to experience.
- Ability to work under pressure in a busy environment.
- Able to demonstrate passion, enthusiasm and reliability.
- Skills and Knowledge.
- Strong communication skills (verbal, listening, writing).
- Innovative.
- Pro-active and reliable.
- Able to work alone and within a team.
- Education or Certification.
- Good level of English essential .
- Level one food safety certification preferred but not essential.
- ALL STUDENTS MUST HAVE THE RIGHT TO WORK IN THE UK.

CHILDCARE AND EDUCATION

Example of a good role description for a childcare and education role.

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About the organisation:

- High quality, flexible childcare is a vital ingredient to aid your child's future success and help prepare them for the rest of their life. Children learn best when they are healthy, safe, secure and when their individual needs are met. We aim to make sure that every child who comes into Company RR will leave feeling happy, confident, independent, prepared for their next big step in life, and most importantly be 'school ready'.

About the role(s) and key responsibilities:

- The student will be working in a busy nursery, playgroup or crèche, his/hers key responsibility will focus on: helping to prepare activities and materials, tidying rooms after use, working with staff to and help with sessions/lessons, reading with and to children, number work, storytelling, artwork and practical activities, inputting ideas for children's games and other activities as required.
- Additionally the student will contribute in assisting staff with the social integration and interaction of the children. Greeting children and parents on arrival on arrival. May be expected to help supervise break and lunch times. Possibly help with administration.

Student specification:

Being a Nursery Assistant involves having extensive knowledge of children. It requires knowing what makes them happy; keeping them entertained and being able to teach them in a way that they can readily understand. We are looking for someone that:

- Loves working and playing with children.
- Is proactive and motivated.
- Has strong communication and listening skills.
- Has knowledge of children's story and nursery rhymes.
- Is passionate about taking care of children.

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CONSTRUCTION

Example of a good role description for a plumbing assistant role.

About the organisation:

- *Company TT* is a family owned and run property company that specialises in creating the right places for businesses to succeed. With over 110 properties across the North West and Birmingham we provide office space, meeting rooms and retail premises to companies across a wide range of business sectors.

About the role(s) and key responsibilities:

- We are looking for a ready to learn Plumbing Assistant.

Your key responsibilities will be:

- Assist with plumbing installations.
- Respond to plumbing queries and make suggestions on the best course of action.
- Assist the plumbing team with plumbing tasks and fixes.
- Any other reasonable ad hoc duties.
- We offer a friendly work environment and an ensured high growth learning experience.

Student specification:

- Willingness to learn new skills and work alongside new colleagues.
- Able to contribute to team meetings, put forward ideas and views.
- Able to listen to instructions and seek feedback for improvement.
- Able to manage multiple tasks at once and takes responsibility for owning and completing tasks assigned.
- Able to collaborate with other members of the team to seek support or offer help.

CREATIVE AND DESIGN

Example of a good role description from a music service company.

About the organisation:

- *Company AA* supports school colleagues through a unique breadth of specialist services and education expertise, delivering measurable pupil intervention and outstanding

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leadership support in the following areas: language, literacy, music, outdoor education, school improvement, governance, HR, ICT, payroll, school finance, attendance, dyslexia, educational psychology, safeguarding, SEND, and therapeutic interventions.

- *Company AA* provides high quality music lessons in singing and on a wide range of instruments. This may be at any time during the school day including breakfast, lunchtime and after school clubs.
- Additionally, *Company AA* is proud to work with parents and communities, supporting and enabling talent to flourish. We run several out of school music centers during the school year that offer a range of activities for different ages and abilities including SEND pupils with additional needs.
- We have over 30 permanent full-time staff and over 60 casual supply music leaders. Most staff work in schools throughout the week.

About the role(s) and key responsibilities:

- Event management support and marketing for the summer term activities – these events include an early year’s music celebration at the Royal Northern, an 80’s music Big Sing at the Bridgewater Hall and four evenings of music showcases with children aged 8-19 at the Royal Northern College of Music. A range of musical styles will be represented.
- Your key responsibilities will be assisting the producers of each event and ideally helping to make a short audio visual /poster about each event that would include filming and editing and sound recording. This will help to promote the work of the service and be used on the website. This celebrates the work of the team and also helps new schools to find out about our work.
- At the events the role would include logistics and organisation of resources, meeting participants and event evaluation.
- The role could also include supporting music center events and promoting music centers to new participants – maybe creating marketing materials or invitation leaflets.

Student specification:

- We are looking for someone who is interested in working in the creative service industry – event management / media / marketing and promotion. Ideally you will also be a musician / vocalist / have musical knowledge / may be interested in teaching music in the future.



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- In addition to audio / visual editing software it would be useful to have good knowledge of office software including word and excel.
- As you will be working in an office with other members of the team, we need you to have good communication and organisation skills and the ability to work independently when needed.
- You will need a DBS check with *Company AA* and some foundation safeguarding training.

DIGITAL

Example of a good role description from a software development company.

About the organisation:

- *Company XX* provide custom digital services to businesses including CRM, automated marketing, custom web and mobile solutions. We have just launched attract AR and VR to provide augmented and virtual reality services and software. The organisation has been going in its present form has been running for 5 years with 7 employees.

About the role(s) and key responsibilities:

- The role would be primarily focused on augmented and/or virtual reality. The student will have an opportunity to craft and experience from the ground up. This will include design and storyboards, 3D modelling, prototyping, implementation in Unity/ C#. This will also cover user interface, testing strategies with the ultimate target of releasing completed experience at the end of the placement. The student will have to represent the company and its values, integrate with our team and help with the maintenance and the running of the organisation. The student will hopefully have ownership over the design of the product they have created to help them progress in their future careers.

Student specification:

- The student should have a creative side and be able to be innovative within their ideas and passionate about their technology. - be useful if have Graphics/Art/Design Technology GCSE.
- It would be desirable for the student to have experience and have knowledge upon 3D modelling.
- Passion for learning new skills as the student will be exposed to new areas of technology.
- Willing to get fully involved and behind their project.



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- Experience with Unity, C# (coding and Unity), PhP (web scripting) desirable but not essential but willing and interest to learn.
- Strong written and verbal communication (being able to articulate their ideas and document their progress).
- English GCSE A/B grade.
- Maths – good logic – GCSE A/B grade.
- Triple Science GCSE/Good Physics is preferable.

ENGINEERING AND MANUFACTURING

Example of a good role description from a vehicle maintenance company.

About the organisation:

- *Company UU* is an established land surveying business based in Bayston Hill, Shrewsbury. Due to continued success and growth of the company we are recruiting a new team of CAD Technicians. This role can be on a part-time or full-time basis.

About the role(s) and key responsibilities:

- You will be part of a team of CAD technicians for a 12-month survey and maintenance project on railways in England.
- Part of your daily tasks will be to assist in developing 2D Drawings / 3D Models using CAD to ensure they are fit for purpose and meet the client's requirements.
- You will also be assisting colleagues on data collection from initial site work to delivery. Full data processing training will be provided during the induction.
- You will be part of team and will be expected to integrate with others well to ensure the work is done.

Student specification:

- The ability to meet deadlines without compromising on quality.
- Excellent communication skills both verbal and written.
- The ability to deal accurately and efficiently with large volumes of data.
- A willingness to undertake challenging tasks and ad hoc project work.
- A good knowledge of Microsoft Office applications.
- Basic knowledge of using computers.
- Good mathematical skills.
- Ability to work in isolation or in a team environment.
- CAD experience is preferred but not essential.



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HAIR AND BEAUTY

Example of a good role description from a hair salon company.

About the organisation:

- *Company FF* is a hair salon, providing clients with cutting, colour and styling services.
- We have been open for 2 years and have grown the salon from only 2 employees to 5 and are planning to grow further with our great customer service. We currently have an apprentice so are familiar with training procedures.

About the role(s) and key responsibilities:

Key responsibilities for the student will include:

- Welcoming clients, taking their coat, asking if they would like a drink.
- Taking clients to their seat and gowning up.
- Passing foils to stylist making their job easier.
- Getting equipment ready for stylists to use.
- Washing hair and using treatments.
- Answering the phone and booking appointments.
- Sweeping up hair.
- General housekeeping.
- Students will progress into taking bills, speaking to clients about products, applying root tints and doing blow dries. This will help the salon move more efficiently and release pressure from stylists as we are a team here at *Company FF* and we all help each other.
- Students will benefit from getting their hair done and for the right student we are very open to taking on an apprentice.

Student specification:

- Be a good team player with good communication skills.
- Be polite and able to hold a conversation with clients.
- Eager to learn and be able to take direction.
- Be able to wash hair to a good standard.
- Be able to think ahead and solve problems that will arise.
- We are looking for people that want to grow in our company, who want to give the best customer experience they can and be the best at what they do.
- We are looking for enthusiasm and creativity is key for us, think outside the box.

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HEALTH AND SCIENCE

Example of a good role description for a medical laboratory assistant role.

About the organisation:

- *Company BB (If the company is well known nationwide the simple name might be sufficient as description for the organisation, otherwise further details on employer activities will be required)*

About the role(s) and key responsibilities:

- The role we offer would be that of a Medical Laboratory assistant working within Blood Sciences (based in the Central Specimen Reception) and in Cellular Pathology.
- On a day to day basis, you will receive a variety of samples from the community and around the hospital. These samples will be checked, sorted and booked into the laboratory computer system and sent to the various departments within the DLM for testing.
- You will get the opportunity to visit other areas of the DLM in order to get some experience and gain an understanding of the sample pathway in the DLM and the various different processes involved in testing samples.
- We anticipate that if interested, you may wish to apply for a permanent MLA position in the laboratory once your placement is complete with the aim to proceed onto the Apprenticeship we offer. The apprenticeships will enable you to work towards the possibility of becoming a qualified Biomedical Scientist in the future.

Student specification:

- Have a basic understanding of health and safety procedures.
- Have a knowledge and interest in healthcare science.
- Have good verbal and written verbal communication skills.
- Have the ability to work as part of a team.
- Have the ability to follow written protocol.
- Have the ability to demonstrate accuracy and attention to detail.
- Can demonstrate basic IT skills: use of spreadsheets, databases and word processing.
- Be aware of the need for data quality and data protection.
- Understand the importance of the confidential and sensitive nature of patient information.



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- You may require certain vaccinations and an Occupational Health clearance prior to your start date.

LEGAL, FINANCE AND ACCOUNTING

Example of a good role description for a legal support role.

About the organisation:

- *Company RR* is a national charity that has been changing children's lives for over 130 years. Our vision is for a country where children are free from disadvantages. We fight for change, supporting disadvantaged children to have better lives.

About the role(s) & key responsibilities:

The role will involve assisting corporate service function in a variety of matters and levels including administration, drafting, typing, facilitating training and research. This may include but not limited to:

- Undertake legal research and drafting as directed especially in relation to children and family directorate.
- Assist with review of contract.
- Administrative support including developing and maintaining legal intranet, internal communications, electronic and paper filing.
- Maintain the legal task list and work pipeline.
- Proof read documents and correspondence.

Student specification:

So that the student can personally succeed in this role with the Company, the student will require:

- Experience of establishing personal deadlines.
- Demonstrable organisational and prioritisation skills.
- Attention to details and accuracy.
- Numerical/analytical skills.
- IT literacy especially Microsoft Word and Excel.



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APPENDIX 4: EXAMPLE INTERVIEW QUESTIONS

COMPETENCY-BASED INTERVIEW – QUESTIONS AND RESPONSES GRID

Teamwork

Question	Notes	Score (1 Poor > 5 Excellent)
Tell me about a time when you worked successfully as part of a team.		
Describe a situation where you were successful in getting people to work together effectively.		
Tell me about a situation when you needed to offer constructive criticism to a friend or team member?		

Responsibility

Question	Notes	Score (1 Poor > 5 Excellent)
Tell me about a time when you were responsible for something.		
How do you address any responsibilities you may have?		
Do you enjoy having extra or additional responsibilities and why?		

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Decision making

Question	Notes	Score (1 Poor > 5 Excellent)
What is the toughest decision you have ever made? Why was it so difficult? How did you make it?		
Tell me about a decision you have made that has affected other people		
Give me an example of a bad decision you have made. Why was it a bad decision?		

Communication

Question	Notes	Score (1 Poor > 5 Excellent)
Give me an example of how you dealt with a difficult customer at work or in volunteering.		
Tell me about a time when you taught someone else something.		
How do you explain things to other people?		

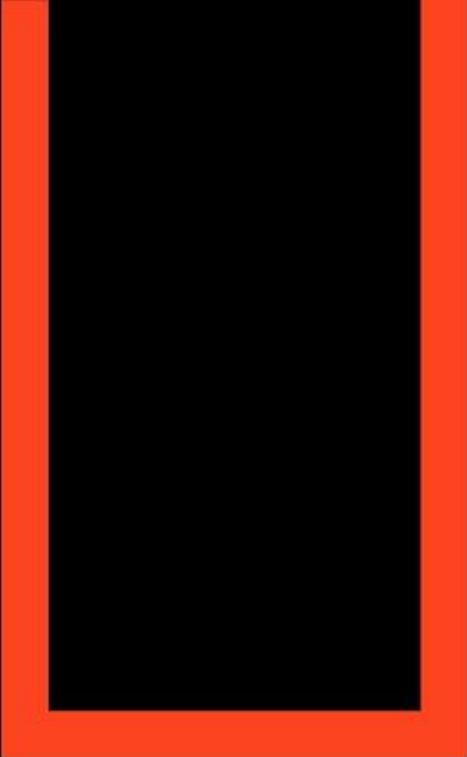
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Problem solving

Question	Notes	Score (1 Poor > 5 Excellent)
Give me an example of a problem you have faced in the past, either as part of a team or as an individual. How did you solve the problem?		
What do you do when you can't solve a problem?		
You have a huge list of things to do and not enough time for everything. What do you do?		

Additional Feedback Notes





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THE NEXT LEVEL QUALIFICATION

Industry placements are a core part of the new T Level courses. The first T Levels start September 2020. Visit www.gov.uk/dfe/t-levels.

Learning providers can make enquiries regarding industry placements by using this [online enquiry form](#) to contact the Education & Skills Funding Agency or you can speak to your local ESFA team.

