[Download 1]

**Delivery approaches allowed in all T Levels**

|  |  |  |  |
| --- | --- | --- | --- |
| **Delivery approach** | **Benefits to employers** | **Benefits to students** | **Parameters** |
| Work taster activities | * Allows employers to assess students’ suitability before committing to a placement | * Gives students the opportunity to understand the industry or sector they wish to work in * Helps students make a more informed decision when choosing which specialist area to study | Work taster activities:   * Can take up to a maximum of 35 hours * Must be delivered in conjunction with employers * Should take place before the placement starts, ideally in the first year of the T Level * Can be undertaken remotely |
| Multiple employers (up to 2) | * Allows two employers to share the placement hours between them * Likely to help employers most in sectors where short project-based work is common, e.g. creative, media, digital, and construction | * Enables students to experience a variety of businesses or sectors | * Students on shared placements must work towards a single set of learning goals |
| T Level pathway placements | * Allows employers to offer placements in a range of working environments that are relevant to the students’ T Level | * Allows students to experience work in different areas of the workplace | * Should only be used where a placement relevant to the particular specialist area chosen by the student is not available * A significant proportion of the work students do in the placement should be relevant to their specialist area * Students should be able to transfer what they learn during the placement to a range of occupations in the sector |
| Part time work | * Helps employers to make productive use of students’ time, energy and skills * Likely to help small and medium-sized employers (SMEs) in particular | * Allows students to undertake part-time work relevant to their T Level or specialist area * Helps students feel part of a productive work team | Part time work should:   * Include tasks and work activities that stretch students * Allow students to demonstrate progress towards their placement learning goals |
| Small team projects | * Means that students develop useful teamwork and project skills outside the employer’s workplace * Reduces the time spent by students on the employer’s premises | * Allows students to work together in small teams while being professionally supervised | Small team projects should:   * Take up no more than one third of total placement hours * Involve students working together as a team under professional supervision * Involve a small number of students so as not to dilute opportunities for skill development * Include work activities that stretch students * Allow the student to demonstrate progress towards their placement learning goals |
| Supply chain and employer networks  (key stakeholders or delivery partners) | * Allows employers to collaborate with other organisations and share the placement hours between them | * Enables students to experience an end-to-end process involving different employers working together * Helps students to understand how their role interfaces across a supply chain or network | * Up to one third of the total industry placement hours * Can be split across a maximum of three partners or subcontractors * The lead employer:  1. Must have a network of partners or subcontractors that can offer shorter term placements and help students to develop relevant technical skills 2. Is responsible for carrying out due diligence checks on partners and sub-contractors, including risk assessments where appropriate 3. Is responsible for the student for the full placement, including time working with a partner or sub-contractor  * Partners and subcontractors must have appropriate employers’ liability insurance for the time they are hosting their part of the placement |
| Special educational needs and disability (SEND) approach | * Means that employers can offer placements to students, knowing that they have been well prepared in advance * Allows employers to share the placement hours with the provider | * Helps students to get ready for their placement by learning some relevant technical and employability skills in a supported environment first * Allows students to work in the provider’s facilities, e.g. onsite restaurant or nursery | * Up to one third of total placement hours * Applies to all students with SEND, not just those with an education, health, and care plan (EHCP) |
| Youth Offenders Institution approach | * This approach doesn’t apply to employers other than YOIs | * Allows students studying T Levels in young offender institutions (YOIs) and other custodial settings to undertake their full placement hours in the institutions’ on-site facilities |  |