



THE ROLE OF THE LINE MANAGER AND MENTOR

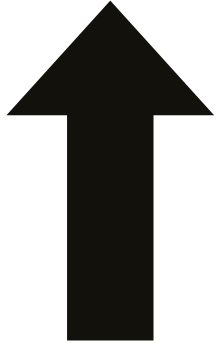
HOSTING T LEVEL STUDENTS IN THE DEPARTMENT FOR EDUCATION

4 January 2024

TL



HM Government



WELCOME



TL

TODAY'S TEAM



Tim Chewter
Webinar Chair

Director of Business Development
SDN



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Webinar Facilitator

Industry Placement Team
SDN

AGENDA

- 1 T Levels and industry placements**
 - 2 Line management and mentoring**
 - 3 What T Level students are like**
 - 4 Making them welcome**
 - 5 How T Level students learn**
 - 6 Helping them to learn**
- Q & A**
- Next steps and support**

POLL



***WHAT TYPES OF YOUNG PEOPLE
DO YOU CURRENTLY HOST IN
YOUR WORKPLACE?***



T-LEVELS |

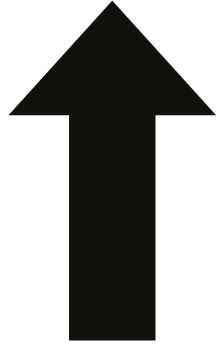


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POLL



***HOW CONFIDENT ARE YOU AND YOUR
TEAMS, IN LINE MANAGING AND MENTORING
YOUNG PEOPLE IN YOUR ORGANISATION?***



1. T LEVELS AND INDUSTRY PLACEMENTS



EDUCATION AND TRAINING OPTIONS POST-GCSE



A LEVELS

Subject-based qualifications

two years at local college or school

T LEVELS

2-year technical programmes at Local colleges, schools, training providers
80% classroom based
20% in a placement

Includes **Industry Placements** to build attitudes and behaviours and to develop practical skills

APPRENTICESHIP Level 2/3

at least 12 months work-based training

80% on the job
20% off the job

Followed by possible progression to :

Higher Education

Skilled Employment

Higher/Degree Apprenticeship

THE T LEVEL PROGRAMME

2 years

80%

Up to 1400 hours

TECHNICAL QUALIFICATION

Core

English and maths

Occupational specialism

Other requirements

20%

At least 315 hours
350 hours average

Technical skills and knowledge

Practical skills for employment

Meaningful contribution in the workplace

INDUSTRY PLACEMENT

T LEVEL SUBJECTS

SKILL AREA	T LEVEL
<i>AGRICULTURE, ENVIRONMENTAL AND ANIMAL CARE</i>	<u>Agriculture, Land Management and Production</u> <u>Animal care and Management</u>
<i>BUSINESS AND ADMINISTRATION</i>	<u>Management and Administration</u>
<i>CATERING AND HOSPITALITY</i>	<u>Catering</u>
<i>CONSTRUCTION</i>	<u>Building Services Engineering for Construction</u> <u>Design, Surveying and Planning for Construction</u> <u>Onsite Construction</u>
<i>CREATIVE AND DESIGN</i>	<u>Craft and Design</u> <u>Media, Broadcast and Production</u>
<i>DIGITAL</i>	<u>Digital Business Services</u> <u>Digital Production, Design and Development</u> <u>Digital Support Services</u>

SKILL AREA	T LEVEL
<i>EDUCATION AND EARLY YEARS</i>	<u>Education and Early Years</u>
<i>ENGINEERING AND MANUFACTURING</i>	<u>Design and Development for Engineering and Manufacturing</u> <u>Maintenance, Installation and Repair for Engineering and Manufacturing</u> <u>Engineering, Manufacturing, Processing and Control</u>
<i>HAIR AND BEAUTY</i>	<u>Hairdressing, Barbering and Beauty Therapy</u>
<i>HEALTH AND SCIENCE</i>	<u>Health</u> <u>Healthcare Science</u> <u>Science</u>
<i>LEGAL, FINANCE AND ACCOUNTING</i>	<u>Accounting</u> <u>Finance</u> <u>Legal Services</u>
<i>SALES, MARKETING AND PROCUREMENT</i>	<u>Marketing</u>

T LEVEL SPECIALISMS

T LEVEL	SUBJECT	SPECIALISM
<i>BUSINESS AND ADMINISTRATION</i>	<u>Management and Administration</u>	Business Support
		Business Improvement
		Team Leadership and Management
<i>DIGITAL</i>	<u>Digital Business Services</u>	Data Technician
	<u>Digital Production, Design and Development</u>	Software Development
	<u>Digital Support Services</u>	Digital Infrastructure Cyber Security



T LEVEL INDUSTRY PLACEMENTS



- Time spent in your organisation – **minimum 315 hours**, (approximately 45 working days)
- **In the workplace** – making a meaningful contribution to your teams
- Learning **practical and technical skills** – relevant to the subject the student is studying
- Developing **employability skills** and **professional behaviours**
- With the support of your staff – as **line managers and mentors**



2. LINE MANAGEMENT AND MENTORING


DEFINITIONS

Line management

Direction, coordination and support enabling a team member to perform their tasks effectively

Mentoring

Using your knowledge, experience and understanding of the workplace and job role to provide guidance, support and practical help in the development of a more inexperienced team member

A large black arrow pointing upwards and to the right, located on the left side of the slide.

"I suppose everybody that's working with one of these students is a mentor. It's how you see your role once you're in contact with a young person."

"Someone that has the touch points asking the right questions – that's mentoring even if you don't know you're being a mentor."

"It's just being approachable and supportive, taking the student under your wing and being a friendly face. It's just everything that you would be doing in your ordinary day-to-day work."

POLL MENTORING IN INDUSTRY PLACEMENTS

Which of these roles would be best carried out by a line manager and which by a mentor?

ROLES

Line manager	Mentor
Set work tasks	Navigate the organisation
Manage timelines and progress	Ask questions from different angles
Assess work performance and outputs	Believe in ability and potential
Communicate within and across teams	Be a sounding board
Conduct work reviews and appraisals	Impart useful knowledge and experience
Support achievement of day-to-day tasks	Provide encouragement and support
Ensure healthy and safe working practices	Identify and work towards career goals



***3. WHAT ARE T LEVEL
STUDENTS LIKE?***



“That’s probably the main difference, the use of initiative and the ability to demonstrate a hunger for the future. Being a female from an ethnic minority group on a construction site, she’s had to push herself to be successful and that says a lot about her.”

“Tom came to us on an industry placement during his T Level course. We basically asked him to have a go at helping with the websites we build for clients. As soon as we pointed him in the right direction, he basically just picked up on it.

“If we had a website that needed developing and getting out of the door, he would come in either after college or put a few hours in where he had gaps in his schedule.”

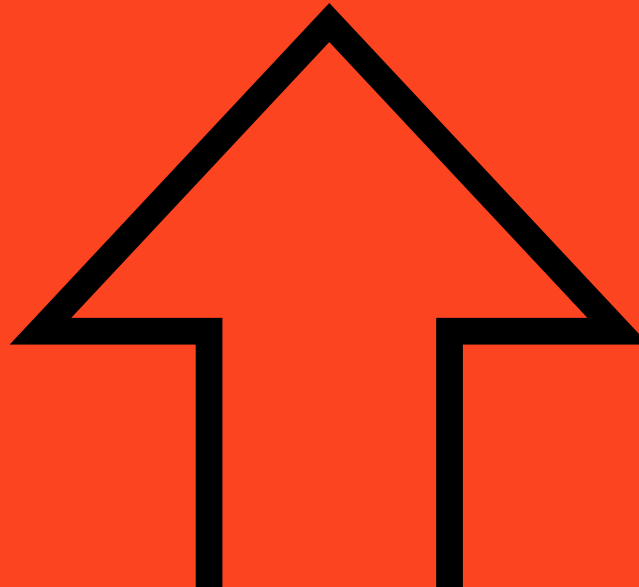
“What we gain from hosting T Level students is enthusiastic young people who we can train to do this type of work. These young people are totally essential to everything we're trying to do in science. Hopefully they will be able ultimately to take on more senior technician roles and progress much further to become laboratory superintendents or senior technicians.”

BREAKOUT ROOMS



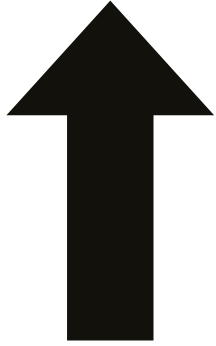
What are your hopes for hosting a student?

What are you anxious about?

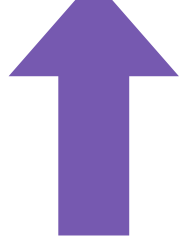




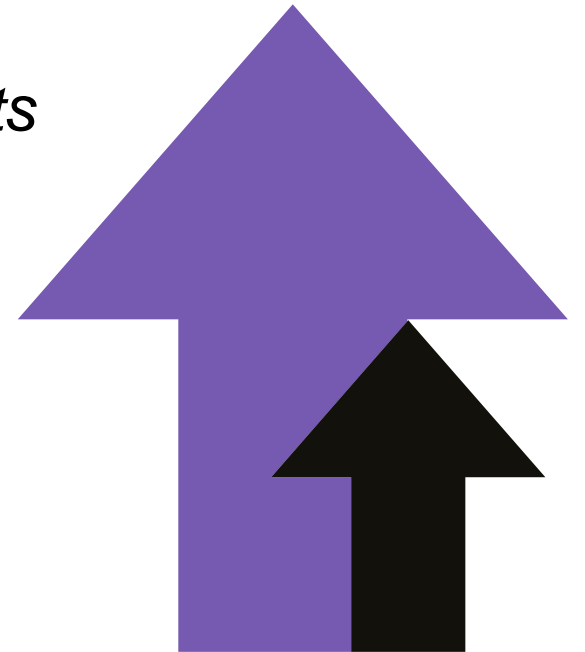
***4. MAKING STUDENTS
WELCOME***



”Pick the right staff to deal with them, give them a mentor when they come in straightaway, make sure they’re busy and part of it, and make them want to stay.”

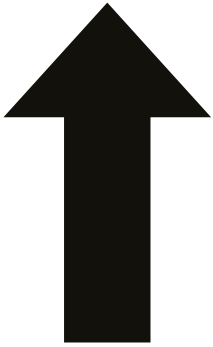


“The first few days are crucial. It’s worth spending some time at the start of the placement to make sure that your students feel they’ll get the support they need to carry out their placement role. They’ll quickly become part of the organisation, once they understand how things work.”





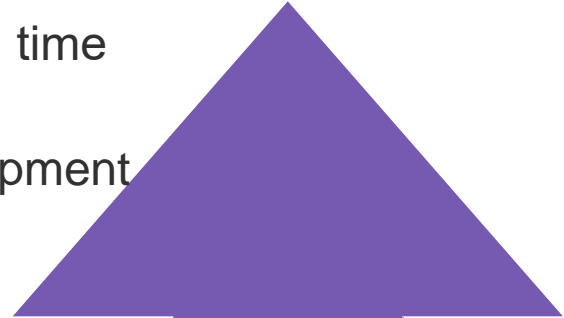

First few days

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- Assign each student a work-based buddy
 - Provide access to a student network
 - Prepare tasks or a project that help to give them structure, ownership and motivation
 - Make sure they are working a safe, caring environment
 - Give them a second point of contact for when you're away



Day 1



- Raise a new starter request on the IT Service Portal in advance of the placement start date
 - Send information confirming first day arrangements, including start and finish time and office address – ask for confirmation of receipt
 - Make sure they have a designated workspace with the necessary tools and equipment
 - Check that any workplace adjustments needed are in place
 - Tell reception the student's name and expected date and time of arrival
 - Arrange an appointment for the student to collect IT equipment and escort them to the collection location
 - Arrange for the student to collect their building pass
 - Arrange an office tour including explanation of any fire regulation procedures
 - Schedule regular check-ins to see how the student is settling in
- 
- 

Day 1 Checklist

T-LEVELS
THE NEXT LEVEL QUALIFICATION

Day 1 (induction) Checklist

Getting Day 1 of an industry placement right will help the student feel safe, secure, motivated and able to thrive during their time with you. It's a chance for the student to meet their supervisor and mentor (if there is one), get to know their surroundings, learn a bit more about your organisation, understand their role in it, and see how they fit in.

Aim for a relaxed, but appropriately formal, day. The student will be forming first impressions, so build in time for them to sit back and take stock. There's no set structure for a Day 1. Use this checklist to decide what will work for your organisation.

Student's name:	
Student's line manager:	
Employer organisation:	
Placement start date:	
Placement end date:	

FOCUS	CONTENT	DONE?	NOTES
Placement	Development objectives and learning goals		
	Roles and responsibilities		
	Day-to-day workplan		
	What will be covered in the first few days		
Access	Issue security or ID badges		
	Provide and test computer login details		

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T-LEVELS
THE NEXT LEVEL QUALIFICATION

FOCUS	CONTENT	DONE?	NOTES
Relationships	Meeting with key people, including supervisor and mentor		
	How supervision and mentoring will work		
	Introductions to colleagues and their roles		
	Structure of sections, departments, etc. (e.g. with an organisational chart, if available)		
Organisation	Understanding what the organisation does		
	Understanding how it fits into the locality, and into the wider sector / industry		
Orientation	Tour of the site or premises		
	The location of toilets, canteens and vending machines or other facilities, local shops, restaurants/cafes etc.		
	Where they will usually work		
	Consider a team "getting to know you" lunch or similar small event		
Standards and rules	Dress code, if any		
	Normal start, finish and break times – and reasons for any exceptions to these		
	Use of mobile phones and social media		
	Appropriate language		
	Time-keeping		
	Absence self-reporting		
	Confidentiality and GDPR matters		

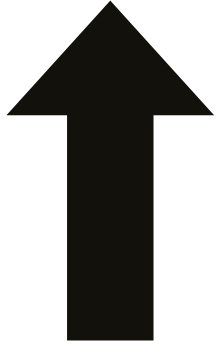
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T-LEVELS
THE NEXT LEVEL QUALIFICATION

FOCUS	CONTENT	DONE?	NOTES
Health and safety	Who to contact in different types of emergency, and how to contact them		
	Fire and similar alarms or tests		
	Exits, muster-points and evacuation procedures		
	Safe working practices		
	Safety equipment: location and use		
	Lifting and handling, and related practices		
Progress and Feedback	First aid		
	Safeguarding		
	Accident / incident reporting procedures		
	When and where progress meetings will happen		
Other (add your own content)	What these meetings will cover – e.g. feedback, issues, priorities, targets, achievements, next steps		
	Feedback on the recruitment process		

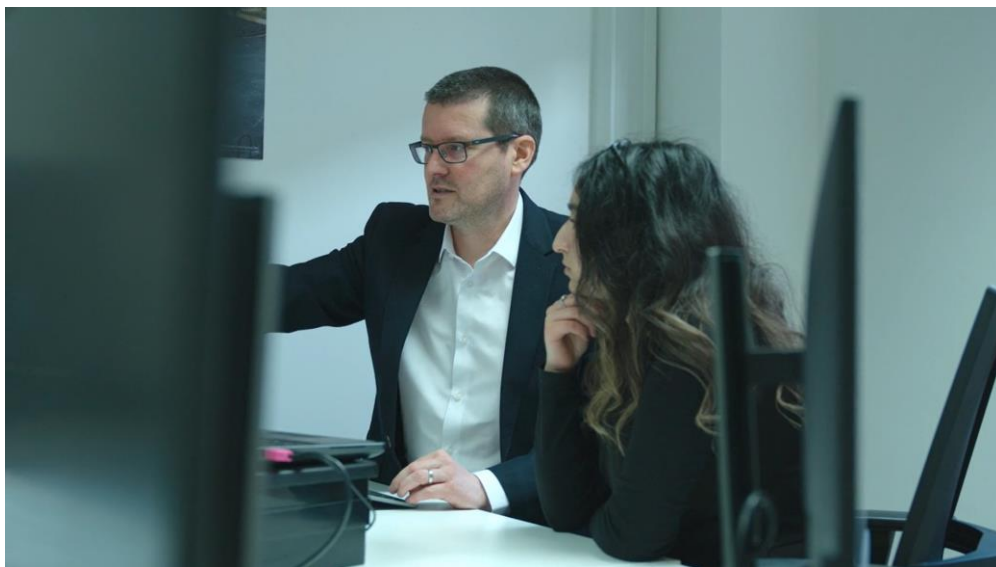
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<https://employers.tlevels.gov.uk/hc/en-gb/articles/4403450098066-Day-1-induction-checklist>



***5. HOW T LEVEL
STUDENTS LEARN***





WORKING AND LEARNING

Learning is a by-product of work

- 90% for technicians and healthcare workers
- 80% for trainee accountants

Organising work makes a big difference to learning



WHAT SHOULD STUDENTS DO?

Ask questions

Talk to their team colleagues

Ask for help

Watch what other people do

Listen to what's going on

Have a go at new tasks

Get involved in social events

Be aware of strengths & weaknesses

Push out of their comfort zone

Make mistakes and reflect on them

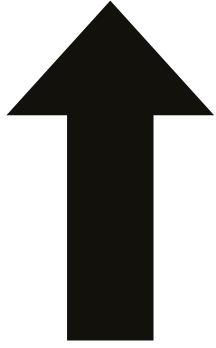
Be open to constructive feedback

Set targets and actions

Keep records of what they're learning

Reflect on progress


AND HOW DO THEY LEARN?



6. HELPING YOUR STUDENTS LEARN



MANY STUDENTS ARE NEW TO WORK SO ...

- 
1. Recognise they are students ➤ be patient and watchful
 2. Share experience ➤ act like a mentor
 3. Welcome questions ➤ students should be curious!
 4. Keep an eye on workload ➤ manage time, prioritise
 5. Focus on professionalism ➤ conduct, etiquette, emotion
 6. Be a great example ➤ role model, behaviour norms

SUPPORTING STUDENTS' LEARNING

Opportunities to learn

- Being part of a group or team
- Working alongside other people in a group
- Working with customers or clients (internal and external)
- Taking part in discussions inside and outside the group
- Helping to solve problems

How you can help

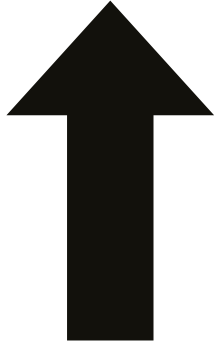
- Encourage interactions with others
- Support the student to play a fully active role in your team
- Give them chances to use their knowledge and practise new skills
- Help them to reflect on what they have done and learned
- Show relationships between tasks they do

LEARNING BEHAVIOURS

- Ask questions and find out information
- Watch and listen
- Learn from mistakes
- Reflect on what's going on
- Get (and give) feedback

OTHER FACTORS

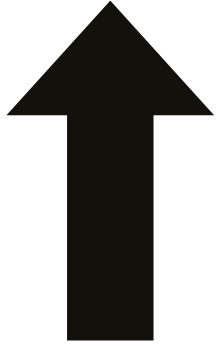
- Level of confidence and motivation
- The type of work and the attitude to it
- Other people's influence



Q&A



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***NEXT
STEPS AND
SUPPORT***



SUPPORT AVAILABLE FOR LINE MANAGERS



T Level Industry Placement SharePoint

A self-serve site full of resources, information and advice to help you plan a placement



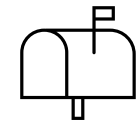
Monthly drop-in Q&A sessions for line managers

An informal monthly meeting where you can ask questions and gain advice from the IP Policy team and other line managers



Line manager network – Teams channel

A place to ask questions and get updates on placements



Dfe.industryplacements@education.gov.uk mailbox

A central mailbox monitored by the IP Policy team.



Materials for students

Resources and guidance for students will be published shortly. This will include a student network, events and a SharePoint site

NEXT STEPS

1. You will be contacted once we have found a student to match to your placement
2. Once you have been informed of the match, we will arrange an introduction meeting for you and your student
3. Whilst the student completes their pre-employment checks you should begin planning their placement
4. Raise a new starter ticket with IT 7 working days before your student begins placement for their laptop and security pass

If you have any questions or want an update on the progress of your placement, email DfE.industryplacements@education.gov.uk

- Bespoke one-to-one support
- Tools and case studies – including mentoring guide
- Book webinars

GOV.UK Search for support


T Levels and industry placement support for employers

GIVE FEEDBACK This is a new service - [help us to improve it](#)

Discover your future workforce

T Levels: a new qualification developed in collaboration with employers.


[Find out more about T Levels](#)



An industry placement is at the heart of each T Level course:


Early access
to the brightest talent

Shape the future
of your industry




[About T Levels and industry placements](#)

What industry placements and T Levels are, and how they could work in your business.




[Plan industry placements](#)

Guidance to help you plan, covering legal compliance, working with providers and paying students.



[During industry placements](#)

How to work with students while they are on a placement, and end-of-placement reviews.



[Business benefits and case studies](#)

Benefits of an industry placement at your company, including the £1,000 employer incentive.


Partner with a school or college

Offer a placement or find out more about their T Level programme.

Skill areas and courses

[Digital and IT](#)

With courses ranging from development and design to business support, how could a T Level student help your business thrive?



[All skill areas](#)

T Level workshops and webinars

[How might industry placements work for your legal, finance and accounting roles?](#)

18 May 2022 3:00pm (1 Hour)

[All workshops and webinars](#)

Have a T Levels question?

Our T Levels support bot is here to help you find the answers. [Ask a question](#)

Contact us

If you'd like to speak to someone about T Levels or industry placements, or can't find what you're looking for, [contact us](#)



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employers.tlevels.gov.uk

THANK YOU

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This advice is general guidance and is not legal advice. It should not be acted on without a full understanding of your current situation. You can access the latest government guidance on industry placements at www.tlevels.gov.uk. SDN Enterprises Ltd (trading as SDN) has tried to ensure that the information and advice we give is accurate. However, SDN will not accept liability for any loss, damage or inconvenience arising as a consequence of any use of or the inability to use any information or advice given.

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