

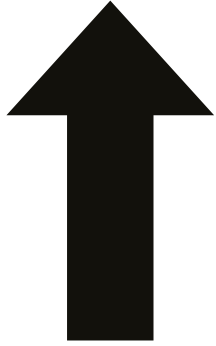


***HELPING STUDENTS ACHIEVE THEIR
INDUSTRY PLACEMENT LEARNING GOALS***

TL

19 JUNE 2024





WELCOME



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TODAY'S TEAM



Kelly Goudge
Webinar Host

Head of Events
SDN



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Webinar Presenter

Industry Placement Specialist
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FORMAT

Broadcast

Your microphone will be muted

Use the Q&A function for questions

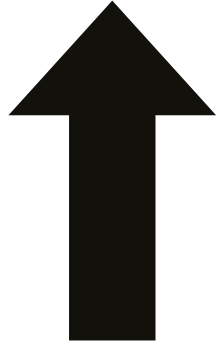
Feel free to use the chat box

AGENDA

- 1 Know what learning goals are**
- 2 Understand why they are essential to the success of industry placements**
- 3 Know how to match goals with tasks and projects**
- 4 Setting technical goals and tasks**
- 5 Achieving professional goals**

POLL *Which of these best describes where your organisation is currently at with industry placements?*

- 1 We already host one or more students.*
- 2 We already host one or more students and are planning to expand the number this year.*
- 3 We're in the planning stage and intend to host one or more students this year.*
- 4 We haven't made up our mind about hosting students yet.*



1. WHAT ARE LEARNING GOALS?



Achievement

Objective

Target

Ambition

Purpose

Aim

Success

Milestone





HM Government

T-LEVELS

THE NEXT LEVEL QUALIFICATION

**Industry Placement
Stories**



Learning goals – example

T Level: Media, Broadcast and Production

Occupational Specialism: Content Creation and Production

Role: Junior Researcher Content Production

Placement Objective: Support the process of content creation by identifying, researching, and developing ideas and presenting to the team

Learning Goals:

- Research ideas, users and platforms
- Identify resources including locations, facilities and contributors
- Create project plans
- Capture content
- Transfer content and store it safely
- Maintain information systems
- Collect metadata
- Update production documentation



Key Tasks/Activities:

Support teams with the research required when producing original content

Help with planning, production, and maintenance of content on relevant platforms

Help to meet production needs by supporting the team with technical/digital tasks

Learning goals – general rules

- Describe the technical and employability skills expected in the role
- Reflect your expectations of someone doing the job as well as industry standards
- Specify what students should know and do because of their work during the placement
- Progressively develop skills as the student gains more experience, skills and knowledge
- Reflect the student's starting point and end point (ambitions)
- Be matched to the learning aims and outcomes in the T Level curriculum

Identifying goals



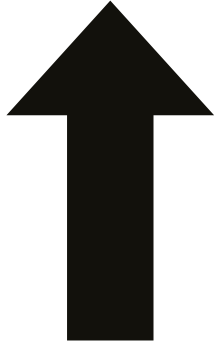
“I'd want an employer to be involved from the very beginning, to look at the programme of study, to understand the outcome of the placement and the objectives that we are supporting these students for.”

Hasina Kamali, DN Colleges Group

“So how we make a placement meaningful is by tailoring to the individual student's course as well as individual needs.”

Alana Benson, Digital Ox





2. WHY ARE THEY ESSENTIAL?



General advantages

Procedural:

- Focus time and energy
- Keep motivation high
- Increase confidence
- Set priorities
- Organise work
- Direct attention
- Measure progress and achievement

Psychological:

- Forge identity
- Look ahead
- Reach forward
- Stimulate independence
- Ground in reality
- Cultivate growth mindset
- Value time and energy

Advantages in work placements

Proximate effects:

Clear understanding of who they are
Confident and positive judgments of their capabilities

Re-evaluation / reorientation of benchmarks, goals and abilities

Transition experiences – trigger changes in their developing identity as a professional

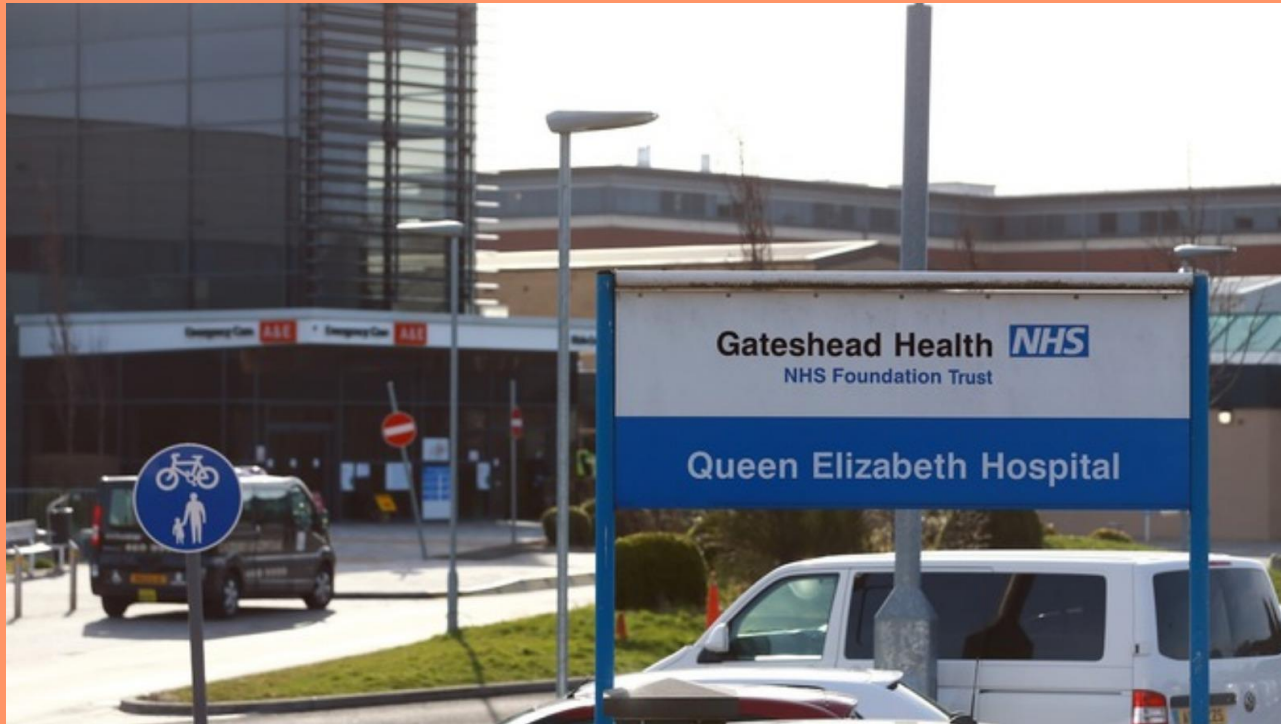


Ultimate effects:

Belief in themselves and their abilities to attain career goals
Ambitious goals

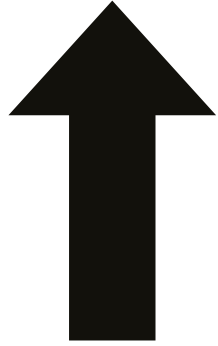
Different career goals
Modified goals

Increase career choices and chances
Improve employability
Positively affect future career outcomes



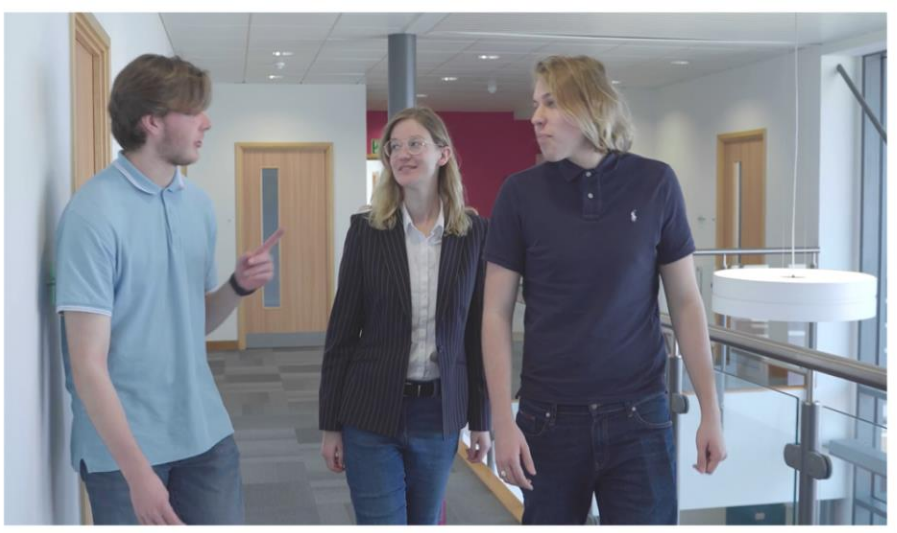
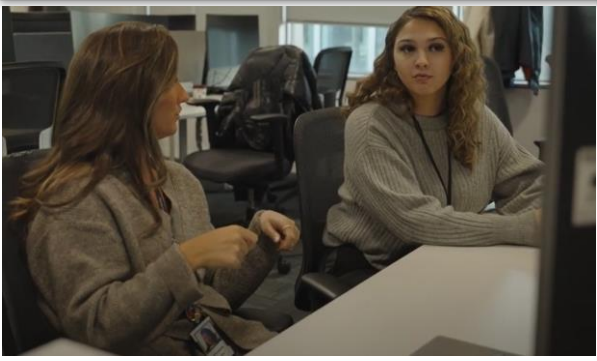
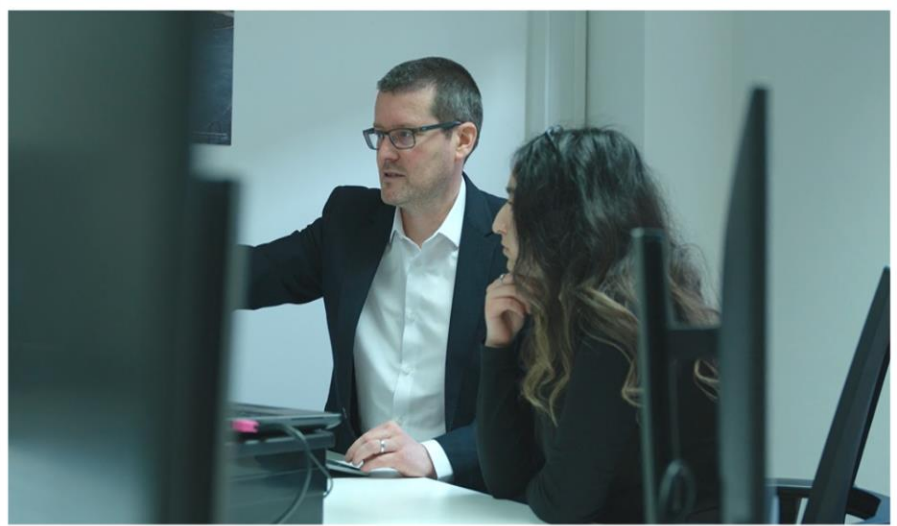
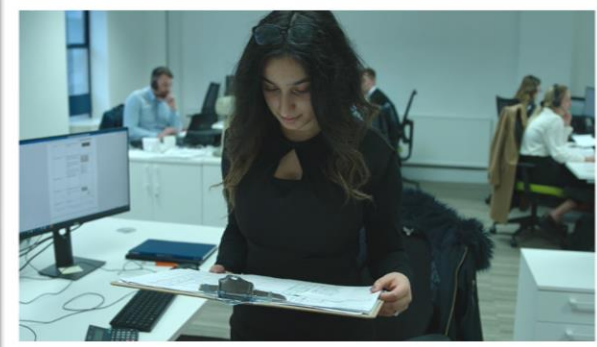
“When I started the T Level course I didn’t really know if I wanted to do nursing. Going on placement has given me the reality of what actually working in a hospital would be like. This is what I really want to do.”

Samara, placement student at QE Hospital, Gateshead



3. MATCHING GOALS TO TASKS AND PROJECTS



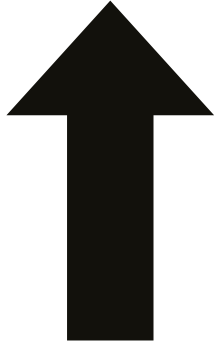




**MORGAN
SINDALL**
CONSTRUCTION

General rules to support projects

1. Break the project into smaller tasks
2. Adjust when useful or necessary
3. Keep challenging
4. Be supportive
5. Give feedback
6. Recognise progress
7. Lead by example
8. Encourage reflection



3. TECHNICAL TASKS



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Examples

Business and administration

Business savings

Leadership

Online training

Business improvement project

A small organisation wanted to find savings across the business but struggled to make the time to do so around their busy work schedules.

They used an industry placement student to work with colleagues to identify tasks and processes that were slowing the company down, before researching and presenting cost-saving alternatives.

Projects and activities:

- Work with data controllers to identify and acquire suitable data for analysis in accordance with regulatory requirements
- Identify and acquire data to support business improvement within their placement organisation
- Monitor business performance through benchmarking, analysing and interpreting the results
- Monitor and report on business improvement activities
- Analyse data to identify improvement opportunities

Engineering and manufacturing

Design and development

Manufacturing

Maintenance

Design and development trainee (Mechanical Engineering)

To support the design and development mechanical engineering team in using, interpreting and evaluating a range of engineering data sources and documentation to enable the production of engineering drawings, models and plans for simple mechanical projects (tasks would require working with the team, under supervision).

Projects and activities:

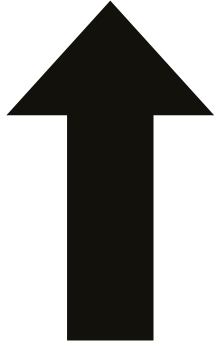
- Analysing and interpreting technical information from plans, drawings, and specifications
- Verifying the mechanical design technical data are compliant with context, function and specific requirements
- Evaluating and comparing design and materials options
- Producing drawings, models and simulations, using appropriate CAD software, or other digital technology for design options
- Checking completed drawings for quality, technical compliance and completeness
- Evaluating the project outcomes and assisting in communicating informed recommendations to stakeholders

General rules

1. Make them interesting and challenging
2. Vary tasks throughout the placement
3. Develop the student's practical skills
4. Be realistic
5. Be challenging
6. Supervise and train students
7. Reflect the role







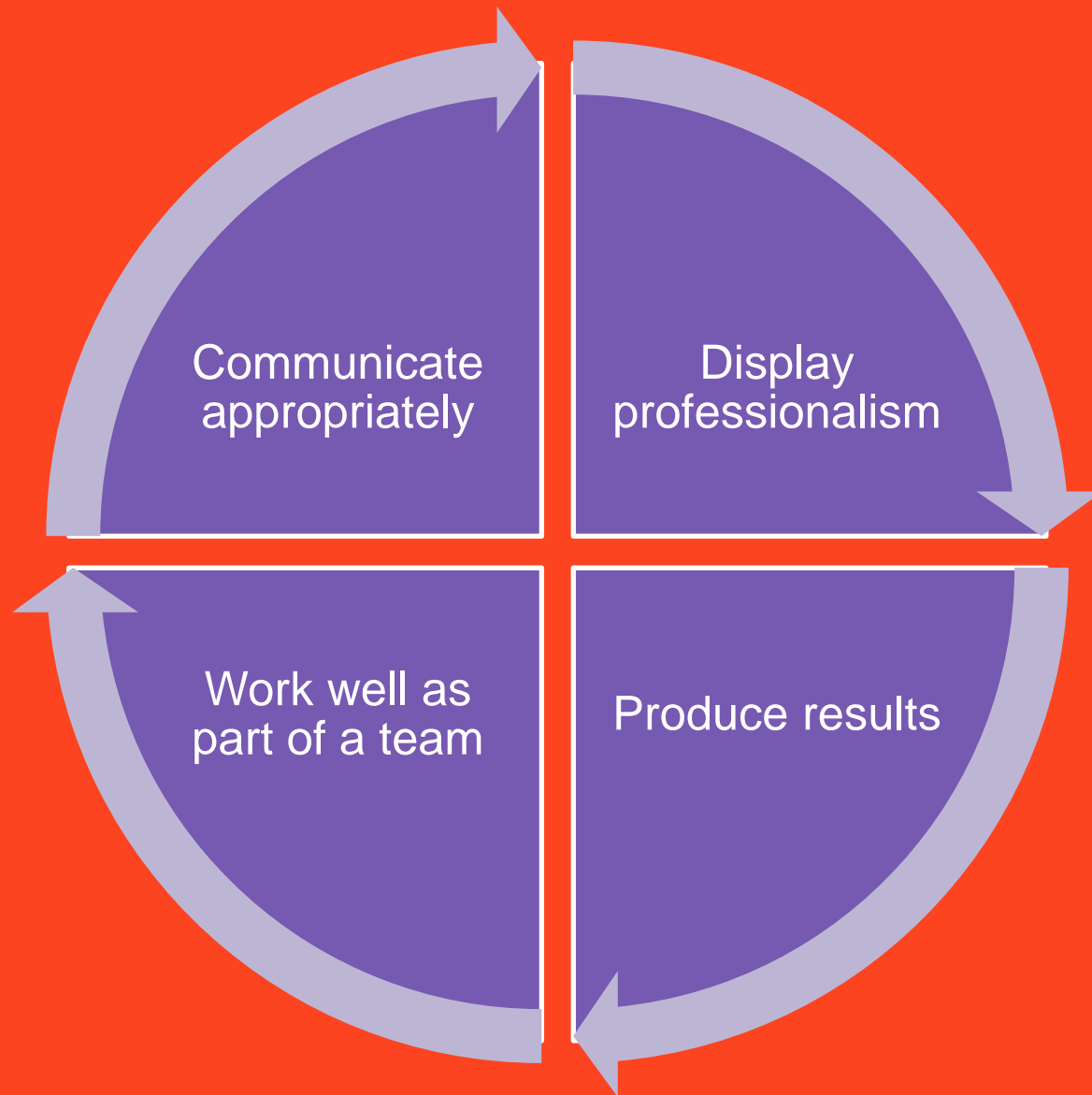
5. ACHIEVING PROFESSIONAL GOALS







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Behaviours and attitudes

Students are expected to demonstrate:

- Appropriate workplace behaviour and dress
- A professional attitude and behaviour in all environments and media
- The required standards of personal behaviour
- Positive behaviour expected of a professional

Professional behaviours and attitudes overview

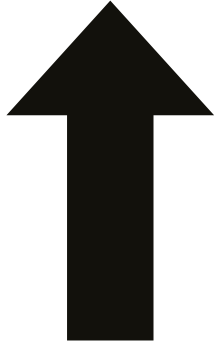
Professional behaviours and attitudes you need to demonstrate in the workplace

Display professionalism

- Are you courteous and respectful to other staff members of the public
- Have good attendance and time keeping
- Are calm under pressure
- Are reliable, and contact your manager immediately and directly if you are unable to attend work due to illness or another reason
- Are enthusiastic and interested in your work
- Do not get distracted by personal issues or your mobile phone whilst at work, and only use your phone during formally recognised breaks or in an emergency
- Always adhere to organisational policy and procedures, including around health and safety, equal opportunities, equality and diversity, appropriate IT use, disciplinary procedures, and acceptable behaviour
- Maintain confidentiality regarding any of the information you access whilst on your placement. This includes not gossiping and keeping confidential any personal information that work colleagues share with you
- Do not do anything which may bring you and/or the education provider into disrepute ie. which would negatively affect the reputation of you and your education provider
- Dress appropriately for the employer's work environment

How to develop professionalism

1. Shadow experienced professionals
2. Ask questions
3. Simulate challenging situations
4. Reflect on experience



***NEXT STEPS
AND SUPPORT***



POLL ***Based on what you have heard about industry placements:***

- 1 Are you more likely to implement industry placements?*
- 2 Are you more confident to implement industry placements?*
- 3 Has this webinar been useful and practical for your industry placements planning?*

POLL *Based on your current circumstances and your understanding of T Levels, is your organisation likely to offer Industry Placements?*

- 1 *Yes - we are already hosting T Level Industry Placements*
- 2 *Yes – in the next six months*
- 3 *Yes – in seven to twelve months*
- 4 *Yes – more than a year from now*
- 5 *Not in the foreseeable future*
- 6 *No*
- 7 *Don't know*

<https://employers.tlevels.gov.uk/>

- Bespoke one-to-one support
- Tools, resources and case studies
- Book workshops and webinars

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T Levels and industry placement support for employers



[About industry placements](#)

Find out more about what industry placements and T Levels are, and how they could work in your business.



[Business benefits and case studies](#)

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



[Plan industry placements](#)

Guidance to help you plan, including information about 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.



[Skill areas and courses](#)

Discover the skill areas that industry placements cover and find out what placement students can offer.



[Workshops and webinars](#)

Online events to help you understand, plan and prepare to offer industry placements.

FUNDED BESPOKE HANDS-ON SUPPORT

A call with an industry placement specialist

1-2-1 call or Online group session

talk through what's involved in hosting placements
in your organisation

discuss options, practicalities or challenges



THANK YOU

<https://employers.tlevels.gov.uk/>



Disclaimer

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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