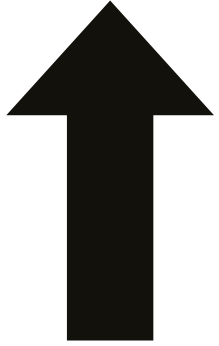


***T LEVEL PLACEMENT DELIVERY  
APPROACHES – HOW MIGHT THEY  
WORK FOR YOUR ORGANISATION?***

***28 JAN 2025***



***WELCOME***



***TL***

## ***TODAY'S TEAM***



**Anna Sutton**  
*Webinar Facilitator*

Industry Placement Team  
SDN



**Karen Kelly**  
*Webinar Facilitator*

Industry Placement Team  
SDN



**Andrea Kay**  
*Presenter and Panellist*

Head of T Levels Industry  
Placement Policy at DfE  
  
Department for Education



**Jo Simovic**  
*Speaker*

Chair of T Level  
Ambassador Network

# ***WEBINAR FORMAT***


## **Broadcast**

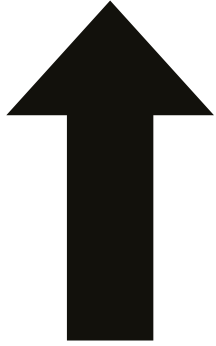
**Your microphone will be muted**

**Use the Q&A function for questions**

**Feel free to use the chat box**

# **AGENDA**

- 
- A large, solid black arrow pointing diagonally upwards and to the right, positioned on the left side of the slide.
1. Importance of T Level industry placements
  2. Spotlight on new delivery approaches
  3. Delivery approaches in practice
  4. Panel Q&A
  5. Support and next steps



***THE IMPORTANCE  
OF  
INDUSTRY  
PLACEMENTS***



# ***INDUSTRY PLACEMENTS?***

A structured practical work experience programme designed to give students hands-on experience in their chosen fields

To complete an industry placement a student must:

- demonstrate sufficient progress towards their learning goals
- work directly with an external employer
- have been on placement for a minimum of 315 hours (approx. 45 working days)

They are underpinned by important core principles:

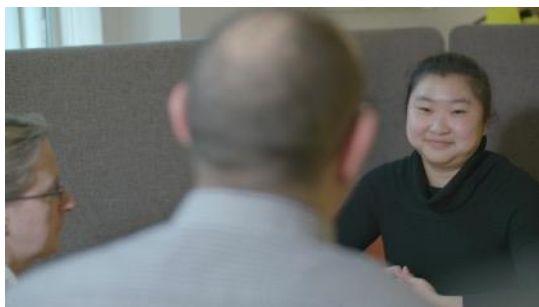
1. Provide the opportunity to work with an external employer, undertaking real work.
2. Enable the student to apply and develop the technical skills and knowledge learnt in the classroom
3. Take account of student readiness for the workplace.
4. Support progression into skilled employment
5. Take place in a supportive environment
6. Be accessible for every student

# WHY OFFER AN INDUSTRY PLACEMENT?

**SKILLS  
FOR LIFE**



**Talent pipeline for  
the future**



**Good for your  
reputation**



**Fresh ideas from  
the next generation**

**A way to fill skills  
gaps now and in  
the future**



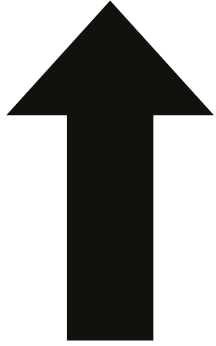
**A chance for staff  
to develop  
supervisory and  
mentoring skill**



**Build a more  
diverse workforce**



**Improve the profile  
of your business**



***JO SIMOVIC***

**CHAIR OF T LEVEL  
AMBASSADOR NETWORK**

Join the Ambassador network





***SPOTLIGHT ON  
NEW DELIVERY  
APPROACHES***

<https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance>

## AN UPDATED APPROACH TO INDUSTRY PLACEMENTS

Following a consultative process with employers, providers and students, we have updated our existing set of delivery approaches to:

- **unlock opportunity** for students, enabling them to develop experience and skills in a wider variety of roles and across a broader pool of employers that they may not have been able to access previously.
- meet the **evolving demands of industry** and our new approaches are now more closely matched to employer / sector practice.
- **reduce complexity** and enable providers to more easily deliver placements that are tailored to individual student and employer circumstances.

There is **no expectation these delivery approaches should be used** if unsuitable for a student or the employer they are working with.

# WHAT ARE THE NEW APPROACHES

## 1) Hybrid (remote placements)

### Previously

Up to 20% of total placements hours could be done remotely for certain T Levels (e.g. Digital, Accounting, Business and Administration)

### Now

Up to 20% of total placement hours can be done remotely across **all T Levels**.

The maximum remote allowance has been **increased for Digital T Levels** from 20% to 50%

## 2) Route Level placements

### Previously

Placements at route level were only allowed for Engineering and Manufacturing and Digital T levels. All other T level placements were at either pathway or occupational specialism level.

### Now

Placements across **all T levels** can take place at route level as well as pathway and occupational specialism level.

## 3) Use of the provider site for placement hours

### Previously

Employer-led small team projects and activities in skills hubs/training centres had to take place off-site on an external employer site. Up to 1/3 of total placement hours could be used for this.

### Now

Small team projects and simulated activities in skills hubs and training centres **can take place on the provider site**, where delivered and overseen by an employer (this can still only take place for up to 1/3 of hours)

## PART OF A BROADER MENU OF OPTIONS

APPROACH	HOURS	DESCRIPTION
<b>Work taster activities</b>	Up to 35 hours	Short-term activities like shadowing, site visits, or team meetings.
<b>Pathway or route-level</b>	All placement hours	Placement can cover broader areas across your T level, not just the student's occupational specialism.
<b>Part-time work</b>	All placement hours	Allows students to count part-time work relevant to their T level.
<b>Multiple employers</b>	All placement hours	Placement hours can be with up to 2 employers or shared across up to 3 employers in a supply chain or network.
<b>Hybrid (remote)</b>	50% (Digital route) 20% (All other eligible routes)	Some placement hours can be completed remotely, but this must take place in a suitable environment.
<b>Skills Development Projects</b>	Up to one third of placement hours	Students complete activities in small teams or work in simulated environments under employer supervision.

# PATHWAY OR ROUTE-LEVEL

## What:

- Industry placement can now be delivered at either occupational specialism, pathway or route level

## Benefits:

- Students gain broad exposure to career options and transferable skills
- Employers can offer varied experiences across related roles
- Increases the variety of employers who can host

## Example:

- A student studying the Adult Nursing occupational specialism could undertake their placement in a setting relevant to either the Health T Level pathway or related to the core content shared across the broader Health and Science route

## Other:

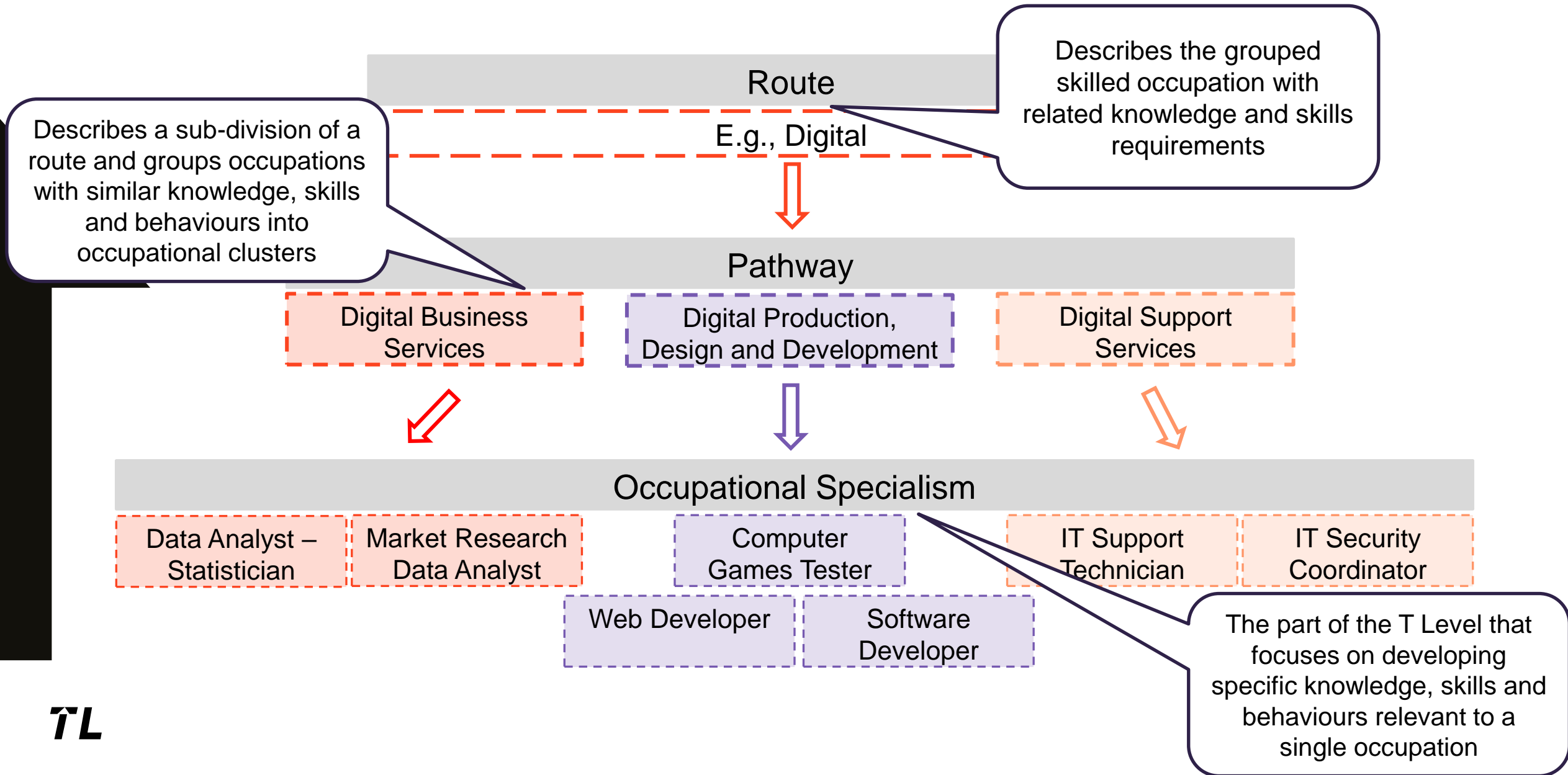


**ALL OR SOME  
HOURS**

- All T Levels except Early Years Education and Dental Nursing
- Can be used with 'Multiple Employer'
- Remote activities count towards 'Remote Hours'

# ROUTE, PATHWAY AND OCCUPATIONAL SPECIALISM

SKILLS  
FOR LIFE



# HYBRID / REMOTE PLACEMENTS

## What:

- Some placement hours can be completed remotely, e.g., working from home with virtual check-ins.

## Benefits:

- Supports modern working practices, geographic flexibility.
- Supports employers who may not have a permanent office.

## Best Practice:

- Only where the sector already use hybrid working
- Must take place in suitable environment – e.g. provider or student home (where appropriate and provider agrees)
- Provider must be confident in student capability to work remotely
- Regular check-ins with employer
- Ideally toward end of placement to help student build relationships

## Other:



**50% Digital**  
**20% All others\***

- All T Levels \*except Early Years Educator and dental nursing
- Any placement hours not spent face-to-face with employer are counted as remote working hours

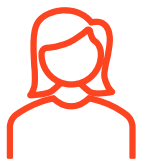
## EXAMPLES: HYBRID / REMOTE PLACEMENTS

- Digital Students:
  - conduct research and coding projects, market research, creating social media content, and analysing digital performance metrics remotely (20–50% remote hours)
  - Students regularly check in with their employer via virtual meetings and present their findings online.

**Remember!** Remote-working is any time the student spends working not face-to-face with an employer and away from the physical workplace.



E.g. Student A spends some time doing remote activities during their work taster hours [e.g. attending online webinars / online induction]. These hours therefore count **towards the total remote hours** allocation



E.g. Student B has a part-time job and conducts some of their part-time job hours remotely. These hours count **towards the total remote hours** allocation

# SKILLS DEVELOPMENT AND SIMULATED ACTIVITIES

## What:

- **Either**
  1. Students working together on a small team project, overseen by an employer
  2. Students working in a skills hub or employer training centre overseen by an employer

## Benefits:

- Builds confidence and prepares students for their external placement

## Example:

- Health T Level students collaborate on a project to develop a patient wellbeing guide, using college facilities. Supervised by an NHS professional, they research health trends, design accessible content, and present the guide to local healthcare providers.

## Other:



**UP TO 1/3  
HOURS**

- All T Levels except Early Years Education and Dental Nursing
- Only one of these approaches can be used.
- Counts as one employer
- Remote activities count towards 'Remote Hours'
- Team sizes small e.g. 5-7 students
- Provider or employer site

## OTHER APPROACHES

### Work taster activities

- includes job shadowing, site visits and meeting. Up to **35 hours**. Students can do work-taster activities with as many employers as they like - this does not count towards the multiple employer cap.

### Part-time work

- students can use part-time work if relevant to their T level

### Multiple Employers

- Students can split their placement with up to 2 separate employers. **Or** if employers are part of the same supply chain / employer network - students can do their placement with up to 3 employers.

# ***APPROACHES IN PRACTICE***

## **Media, broadcast and production**

- Splits placement across 2 employers.
- 1/3 of hours on small group project on provider site (employer 1).
- 2/3 hours spent with an external employer on the employer site (employer 2).
- They incorporate some remote hours into their placement with both employers – but total remote hours cannot exceed 20%.

***TL***



# ***APPROACHES IN PRACTICE***

## **Animal care and management**

- Student does up to 35 hours work taster shadowing a vet for one day and attending facility tours at kennels and farms. (They encounter 4 different employers during their work taster hours).
- Student identifies one employer they want to complete the duration of their placement hours with and completes the additional 280 hours with this single employer.



# ***APPROACHES IN PRACTICE***

## **Engineering and manufacturing**

- Student works with up to 3 employers across the supply chain.
- One lead employer maintains oversight.
- They complete their full 20% remote hours with one of these employers.
- They cannot do any more remote hours with the other employers as they have used their maximum allocation.

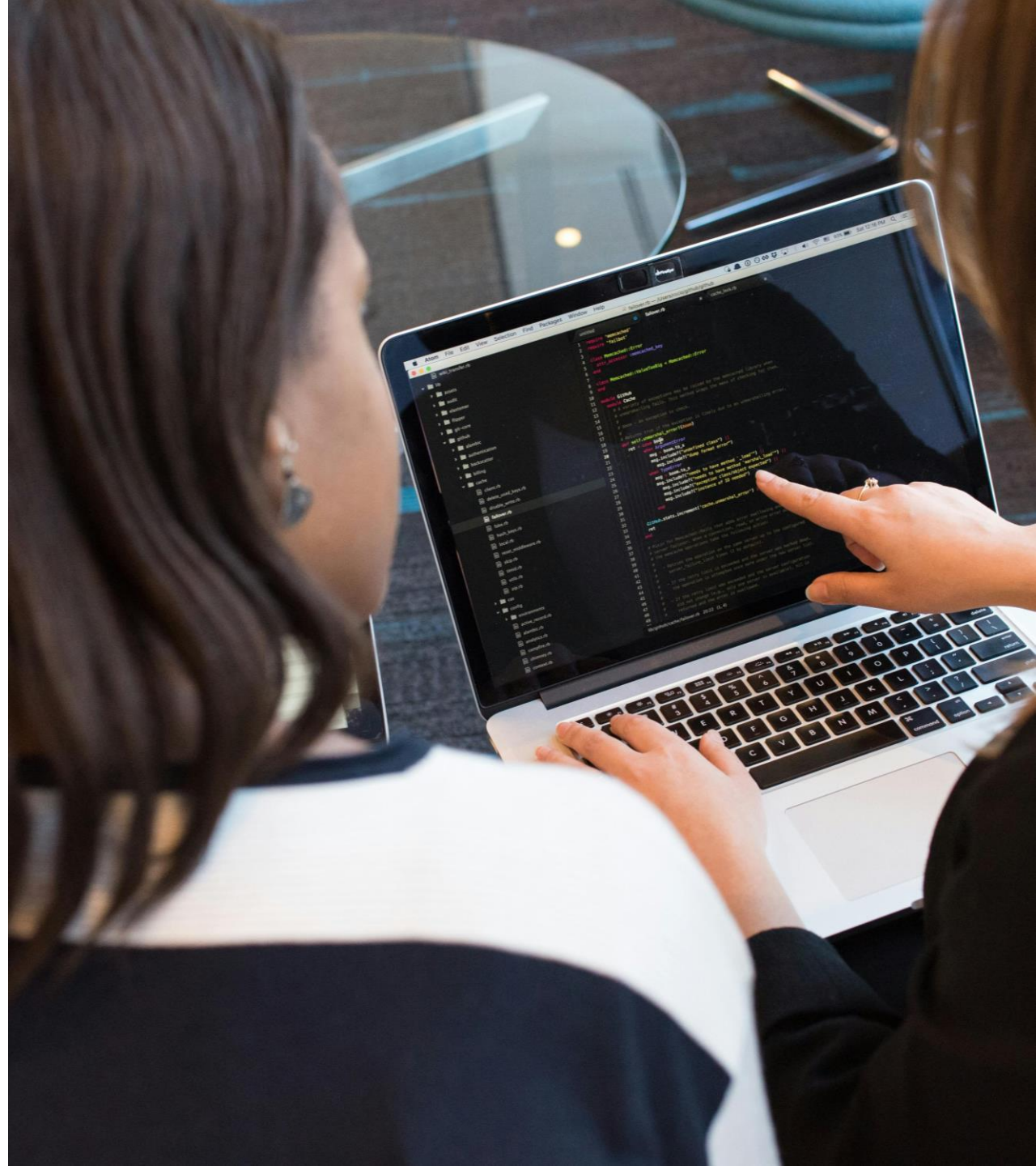
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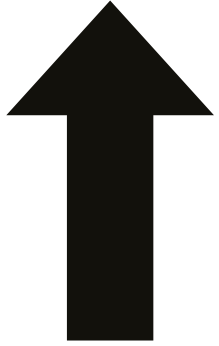


# APPROACHES IN PRACTICE

## Digital

- Student has a part-time job that is relevant to their T level (working as a junior website designer for a local start-up, helping with website development, coding and maintenance).
- This counts as 1 employer and any remote / hybrid hours are counted towards the 50% remote maximum allowance.
- They choose to also work with a second employer (a large cyber company) - they can only use the remaining remote hours that have not already been used in their part-time job





# ***PANEL Q&A***

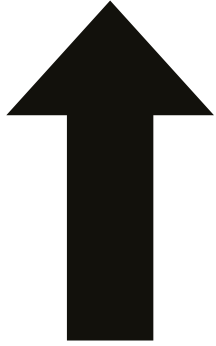


***POLL*** ***Based on what you have heard which of the delivery approaches do you think will be most helpful to you:***

- 1 Work taster activities*
- 2 Pathway or route level*
- 3 Part-time work*
- 4 Sharing placement with other employers*
- 5 Hybrid (remote)*
- 6 Activities on the provider site*

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

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



# ***NEXT STEPS AND SUPPORT***



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



- Bespoke one-to-one support
- Tools, resources and case studies
- Book workshops and webinars
- Face to Face conferences  
South West – 12 Feb  
East of England – 3 Apr  
East Midlands – 25 June

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### 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

**5 simple steps**  
[Find out how industry placements work](#)

### Partner with a school or college

#### Search for providers

See schools and colleges near you.

[Search](#)

#### Invite providers to contact you

Leave your details for them to get in touch.

[Register your interest](#)

[Looking for providers in more than one location?](#)



#### [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, including working with schools, legal compliance 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](#)

Discover the benefits of hosting an industry placement at your organisation.

# FUNDED BESPOKE HANDS-ON SUPPORT

If you would value a call with an industry placement specialist to help you decide, plan or prepare to host placements, do get in touch.

We can arrange:

- A **1-2-1 call** - to chat through any issues, barriers or questions you may have.
- An **online Group Session** - allowing you to bring together relevant members of the team to chat through what's involved, how to host placements in your organisation, and help you overcome any challenges.



# THANK YOU

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



HM Government

#### 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](https://employers.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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