



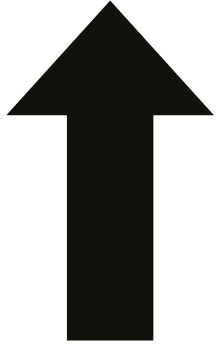
# ***PREPARING TO HOST AN INDUSTRY PLACEMENT***

***6<sup>TH</sup> MAY 2025***

***TL***



HM Government



***WELCOME***



***TL***

# ***TODAY'S TEAM***



**Kelly Goudge**

Webinar Host

Head of Events  
SDN



**Simon Shaw**

Webinar Presenter

Industry Placement Specialist  
SDN

# ***FORMAT***

## **Broadcast**

**Your microphone will be muted**

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

**Use the chat box for comments**

# **POLL**

## ***When might you host T Level students?***

- 1 *We have already hosted T Level students (in the past)*
- 2 *We currently host T Level students*
- 3 *In the next 3 months*
- 4 *In the next 6 months*
- 5 *In the next 12 months*
- 6 *Beyond 12 months*
- 7 *We have no plans to host T Level students*
- 8 *Not sure*

***POLL***

***How many T Level students might you host  
in the next 12 months?***

- |                 |                      |
|-----------------|----------------------|
| <b><i>1</i></b> | <b><i>1-5</i></b>    |
| <b><i>2</i></b> | <b><i>6-10</i></b>   |
| <b><i>3</i></b> | <b><i>11-20</i></b>  |
| <b><i>4</i></b> | <b><i>21-30</i></b>  |
| <b><i>5</i></b> | <b><i>31-50</i></b>  |
| <b><i>6</i></b> | <b><i>51-100</i></b> |
| <b><i>7</i></b> | <b><i>101+</i></b>   |

***TL***

**POLL**

***Which T Level students might you host,  
based on roles in your organisation?***

- 1 *Agriculture, Environment and Animal Care*
- 2 *Business and Administration*
- 3 *Catering*
- 4 *Construction and the Built Environment*
- 5 *Creative and Design*
- 6 *Digital and IT*
- 7 *Education and Early Years*
- 8 *Engineering and Manufacturing*
- 9 *Health and Science*
- 10 *Legal, Finance and Accounting*
- 11 *Marketing*

# ***TOPICS***

1. Delivery approaches
2. Responsibilities and roles
3. Objectives
4. Tasks and projects
5. Preparing staff



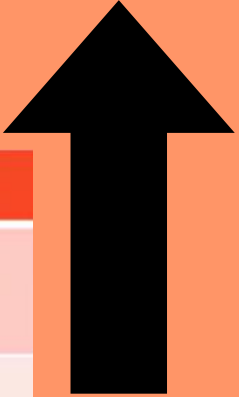


# ***1. DELIVERY APPROACHES***

# ***WHAT ARE INDUSTRY PLACEMENTS?***

- Time spent by a 16–19 year old T Level student **learning and working** in an organisation
- **In a real environment** – with an employer, making a meaningful contribution to the organisation
- Minimum of **315 hours and averaging 350 hours** (approx. 45 working days)
- **Occupationally-specific** – developing students' practical and technical skills

# ***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.

# NEW FLEXIBILITIES

Andrea Kay

## 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)

# ***HYBRID/REMOTE***

- 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.



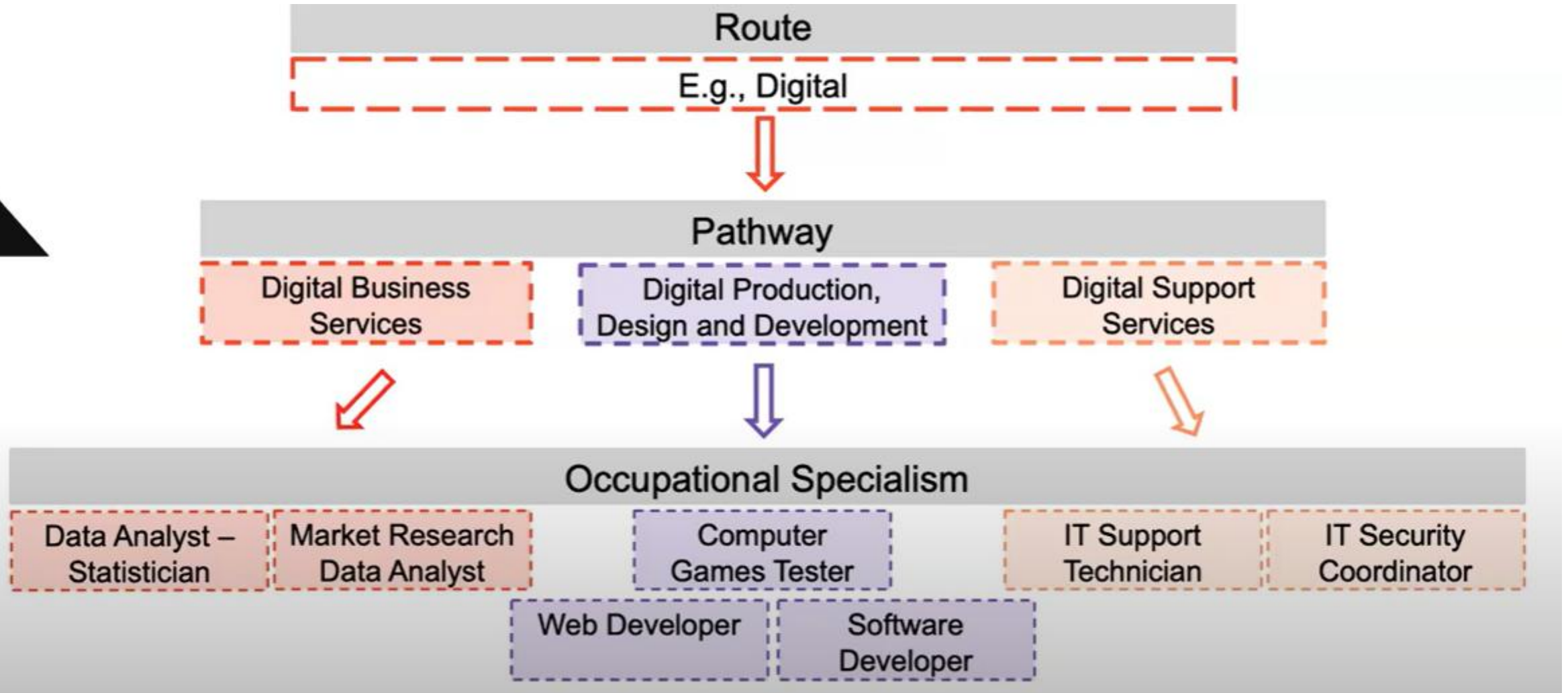
E.g. Student A spends some time doing remote activities during their work taster hours [e.g. attending online webinars / online induction]. These hours therefore count **towards the total remote hours** allocation



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



# ROUTE/PATHWAY



# PROVIDER SITE

## 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

# EXAMPLE 1

## 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%.





# EXAMPLE 2

## 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.



# EXAMPLE 3

## 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



# EXAMPLE 4

## 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.



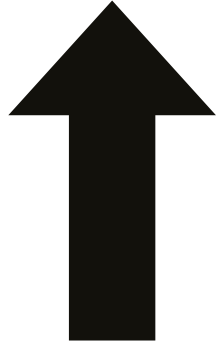
# ***KEY QUESTIONS***

Which approach – day, block or hybrid?

When – time of year, Year 1 or 2 of T Level?

Why do these choices suit you?

How can you make best use of different approaches?



## ***2. RESPONSIBILITIES AND ROLES***





# AT A GLANCE

Stage	What's required	Who's involved	Role
1. Awareness and Commitment	Understanding what T Levels are, the value of placements, and committing to support them	Senior leaders / HR / CSR lead	Approve participation, align with business values, allocate resources
2. Planning	Defining placement opportunities, identifying managers/mentors, and establishing internal processes	HR / Line managers / Team leaders	Plan student roles, set expectations, define timelines and responsibilities
3. Preparation	Ensuring the workplace is ready (safeguarding, health & safety, induction plans)	HR / Facilities / Line managers	Risk assessments, prepare workspaces, assign mentors or supervisors
4. Delivery	Hosting the student, supporting them with meaningful work, and giving feedback	Line managers / Mentors / Supervisors	Day-to-day supervision, support learning, monitor progress
5. Continuation and Growth	Reviewing the experience, giving feedback to providers, and considering future or expanded involvement	Senior leaders / HR / Mentors	Evaluate impact, share best practice, explore taking more students

# OVERVIEW

## T Levels and industry placement support for employers

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

[Home](#) > [Plan industry placements](#)

## Your industry placement responsibilities

This shows you at a glance what responsibilities you have at different stages of the placement.

### Planning and preparation

- Tell the school or college what kind of student you would be keen to place and the skills you're looking for
- Draft a role guide for the student and give it to the school or college
- You may choose to hold a CV screening and/or interview process – if so, discuss it with the school or college
- Decide whether any of the optional [delivery approaches](#) are applicable to the placement and would benefit the student
- Decide who's going to supervise the student, and check that they're willing and able to do it
- Review and agree [legal and policy requirements](#) with the school or college, for example health and safety, safeguarding, Employer Liability Insurance
- Identify any equipment and other things that the student will need, including IT access
- Discuss with your school or college how you might need to support students with special educational needs or disabilities

<https://employers.tlevels.gov.uk/hc/en-gb/articles/4403450083346-Your-industry-placement-responsibilities>



Search for support



## T Levels and industry placement support for employers

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[Home](#) > [Plan industry placements](#)

## Roles and responsibilities – supporting learners on their placement

Planning and preparing to offer industry placements may seem daunting. It is useful to consider whether other people, in different roles may be able to support the process. This article helps you to consider which colleagues you may be able to engage and allocate responsibilities to different departments/people in your organisation.

The roles are divided into senior managers / sponsors, learning and development, human resources and line manager / mentor. In some organisations, these titles may differ and some of these functions may be carried out by the same person or team.

Under each role type the suggestions for responsibilities are split into the four key stages in the industry placement journey.

<https://employers.tlevels.gov.uk/hc/en-gb/articles/4403442912402-Roles-and-responsibilities-supporting-learners-on-their-placement>

# WORKING WITH PROVIDERS

## Before the placement

The provider will:

- carry out required health and safety checks
- make sure required safeguarding checks and procedures are in place
- support you to understand the correct levels of [insurance required](#)
- work with you to capture the detail of the placement arrangement in a formal plan that defines the learning goals and objectives for the student

## During the placement

Throughout the placement there will be regular communication and support from the provider for you and your students. Your teams will be providing supervision and mentoring support for the students.

The provider will:

- monitor the placement, agreeing the frequency and timing of monitoring visits or calls for both you and the student
- plan and carry out regular reviews with the student and supervisor to monitor progress against the placement plan and any questions or concerns can be raised and addressed
- carry out formal mid-placement and [end-of-placement reviews](#) to capture learning and provide feedback to the student

## After the placement

At the end of each placement, you might want to review the work placement experience from all parties' point of view to identify successes, lessons learned and areas for improvement.

It will be useful to gather views from staff who supported different aspects of the placement to provide a rounded picture.

To support this review and learning, your provider may facilitate or contribute to an [end-of-placement review with the student](#). This can be a great way to reflect on the student's experience, to learn lessons and consider next steps for all parties.

A [review with your provider](#) after the student placement has ended may provide a different form of discussion about what did and did not work.

This review may help you decide whether your organisation will offer future work placements, perhaps extending to other areas of your organisation, or whether you want to stay in touch with the student for future experience or job opportunities.

<https://employers.tlevels.gov.uk/hc/en-gb/articles/4403442899346-Working-with-the-right-school-college-or-other-provider>



# Which of these best describes the role of a mentor, A or B?



**A**

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



**B**

*Using knowledge, experience and understanding of the workplace and job role to guide, support and develop a less experienced team member*

# WHAT ARE THEIR 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



# ***WHO CAN BE A MENTOR?***



# ***WHEN DOES IT HAPPEN?***

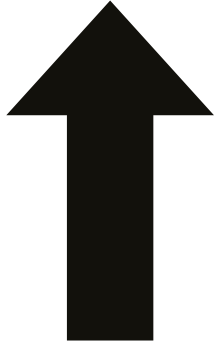


***HOW DOES IT HELP?***



***TL***





### ***3. OBJECTIVES***





Goal

Achievement

Target

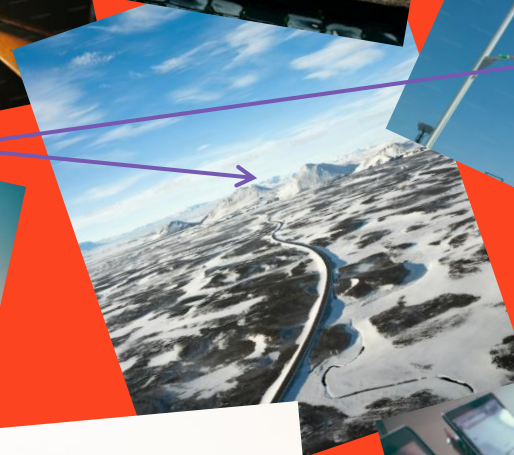
Ambition

Purpose

Aim

Success

Milestone



# 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



# EXAMPLE

**T Level:** Media, Broadcast and Production

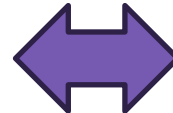
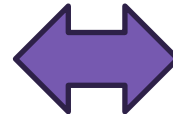
**Occupational Specialism:** Content Creation and Production

**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

# IDENTIFYING OBJECTIVES



*"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

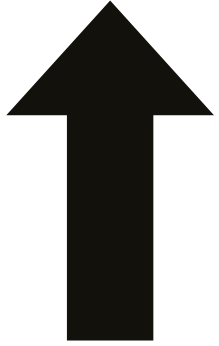


*"When I started the T Level course I didn't really know if I wanted to do nursing. Going on placement has given me the reality of what actually working in a hospital would be like. This is what I really want to do."*

Samara, placement student at QE Hospital, Gateshead

# *How far can they go?*

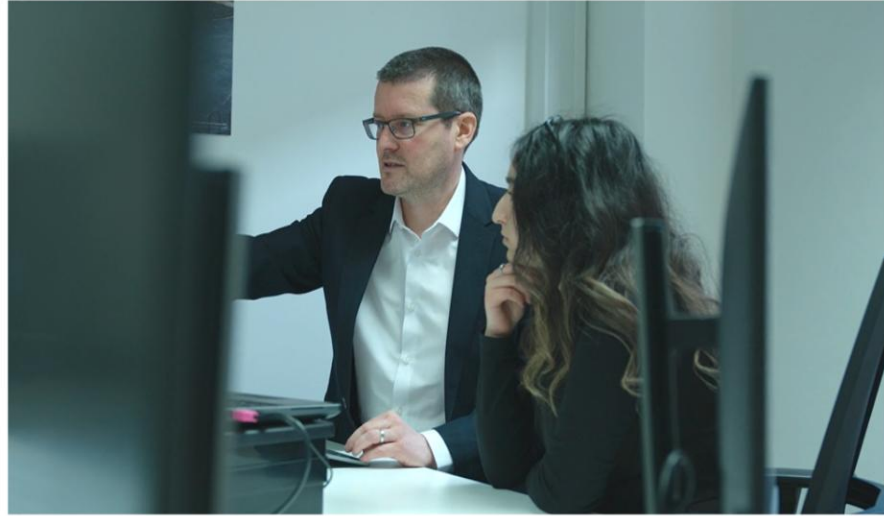




## ***4. TASKS AND PROJECTS***







# ***GENERAL RULES***

1. Break activities into smaller tasks
2. Adjust when useful or necessary
3. Be realistic – they should reflect the role
4. Make them interesting and challenging
5. Vary tasks throughout the placement
6. Be supportive – supervise and train students
7. Give feedback
8. Recognise progress
9. Lead by example
10. Encourage reflection

# 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:

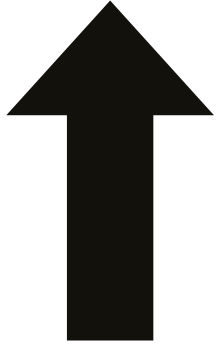
- Analysing and interpreting technical information from plans, drawings, and specifications
- Verifying the mechanical design technical data are compliant with context, function and specific requirements
- Evaluating and comparing design and materials options
- Producing drawings, models and simulations, 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









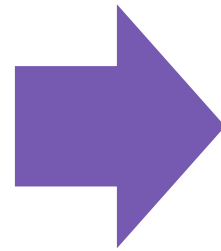
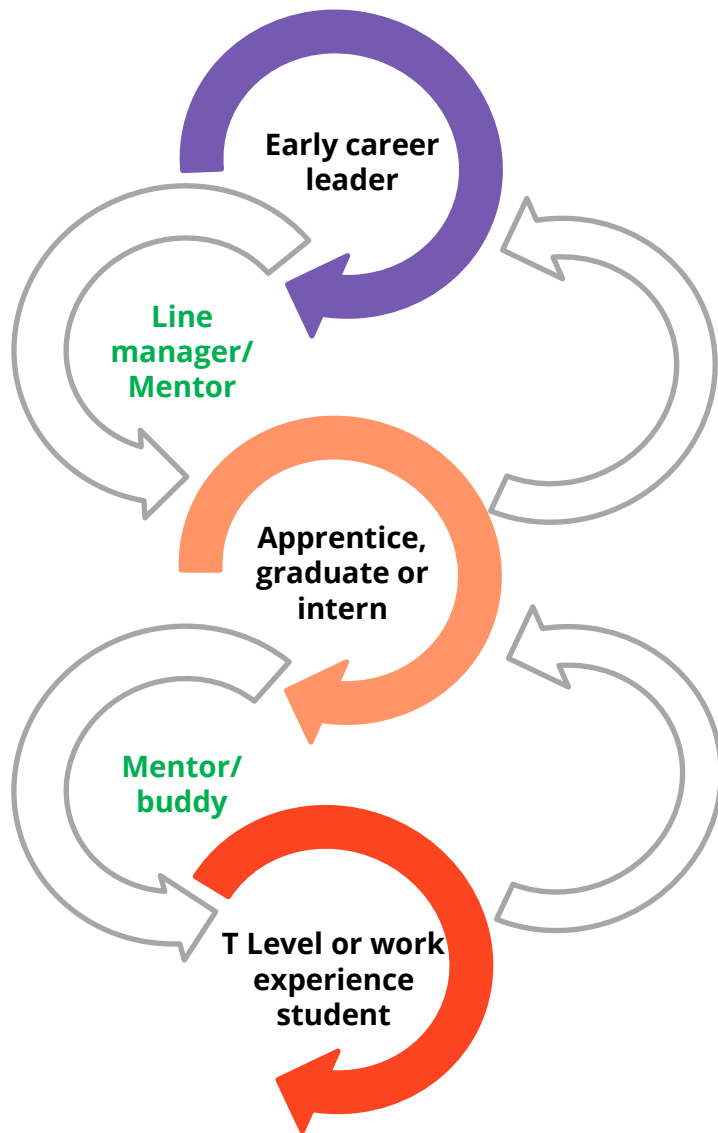


## ***5. PREPARING STAFF***



# AT A GLANCE

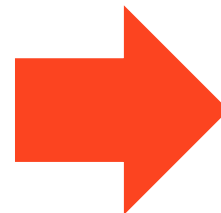
Method	What's required	Purpose
Mentor Development Programmes	Provide structured training or CPD for mentors to build coaching, feedback, and interpersonal skills	Improve the quality of mentoring and boost confidence in supporting students
Reflective Practice and Review	Encourage staff to reflect on their experience with students, through debriefs or review sessions	Identify strengths and areas for improvement in supporting learners
Peer Learning and Sharing	Create opportunities for staff to share experiences and best practices with one another	Build a culture of collaborative learning and continuous improvement
Engagement with Training Providers	Work with colleges or providers to access webinars, workshops, or briefings on student needs	Align staff understanding with the T Level curriculum and student expectations
Feedback from Students	Gather and use student feedback to help staff understand the impact of their support	Enable staff to adapt and grow in response to learners' perspectives
Recognition and Incentives	Acknowledge staff contributions (e.g., through awards, internal recognition, or appraisal input)	Motivate staff and reinforce the value of their role in developing students



Integrate coaching and mentoring  
in team leading and first line  
management roles

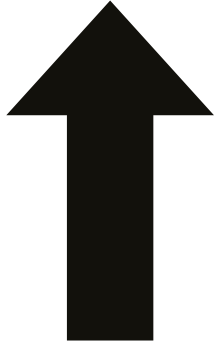


Develop coaching and mentoring  
skills by mentoring or buddying  
students



Gain experience of being coached  
and mentored as a T Level student

Early career  
path



# ***NEXT STEPS***





# ***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?***

# RESOURCES AND CPD

- Tools, resources and case studies
- CPD webinars
- Face to face regional conference:
  - [East Midlands](#) (25 June)

## T Levels and industry placements 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.

# ***TAILORED 1-2-1 SUPPORT***

**Contact our team of T Level placement specialists to:**

- Talk through the practicalities of hosting placements and your planning
- Work through a particular barrier or challenge
- Prepare staff e.g. support and training for line managers / mentors

**1-2-1 call or online group session**

[employers@strategicdevelopmentnetwork.co.uk](mailto:employers@strategicdevelopmentnetwork.co.uk)



# ***THANK YOU***

[\*\*\*employers.tlevels.gov.uk\*\*\*](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://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.

**TL**

