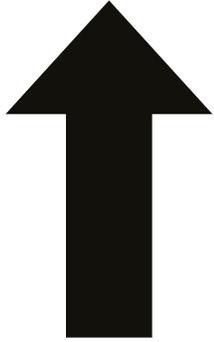




***INDUSTRY PLACEMENTS***  
***SCIENCE***  
***13 July 2022***

***TL***



# *WELCOME*



TL



Delivered in partnership with



# TODAY'S TEAM



**Kelly Goudge**  
Webinar Host

Events Manager  
SDN



**Chris Cherry**  
Webinar Presenter

Industry Placement Team  
SDN

# PANELLISTS



**Jenifer Burden**  
Director of Programmes  
The Gatsby Foundation



**Chris Hooper**  
Policy Lead - T Levels  
  
Professional and Technical  
Education | Skills Group  
Department for Education



**Julie Miller**  
T Level Development Manager  
Northern Care Alliance NHS  
Foundation Trust



**Tabitha Roberts**  
Policy Lead -T Level Industry  
Placements  
  
Professional & Technical  
Education Directorate  
Department for Education



**Varshini Rajkumar**  
T-Level/HTQ Lead  
The Science Council

# ***FORMAT***

## **Broadcast**

**Your microphone will be muted**

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

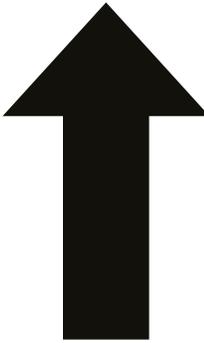
**Feel free to use the chat box**

# ***AGENDA***

- 1 Introduction to T Levels and industry placements**
- 2 Department for Education - Policy**
- 3 Science industry placement specifics**
- 4 Employer insights**
- 5 What are other science employers saying?**
- 6 Panel session / Q & A**
- 7 Next steps / support available**

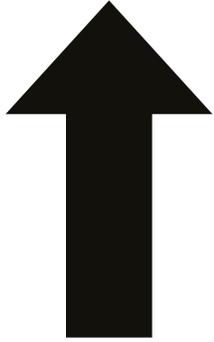
**POLL** *Based on your current circumstances and your understanding of T Levels, is your organisation likely to offer Industry Placements?*

- 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*



***SUPPORT  
AVAILABLE FOR  
EMPLOYERS***

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



# *WHAT ARE T LEVELS?*



*TL*

# ***INTRODUCTION AND RECAP***

- What are T Levels?
- What will you need to know about them?

# THREE 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 level apprenticeship / technical training**

# 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

# ***WHICH T LEVELS WILL THERE BE, AND WHEN?***

## **AUTUMN 2020**

- Design, surveying and planning for construction
- Digital production, design and development
- Education and childcare

## **AUTUMN 2021**

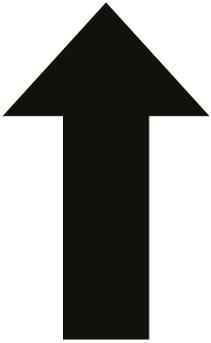
- Building services engineering for construction
- Digital business services
- Digital support and services
- Health
- Healthcare science
- Onsite construction
- **Science**

## **AUTUMN 2022**

- Accounting
- Design, development for engineering and manufacturing
- Engineering, manufacturing processing and control
- Finance
- Maintenance, installation and repair for engineering and manufacturing
- Management and administration

## **AUTUMN 2023**

- Animal care and management
- Agriculture, land management and production
- Catering
- Craft and design
- Hairdressing, barbering and beauty therapy
- Legal
- Media, broadcast and production



***WHAT ARE  
INDUSTRY  
PLACEMENTS?***



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

- Time spent by a 16-19 year old 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** (approx. 45 working days)
- **Occupationally-specific** – developing students' practical and technical skills

# WHY OFFER AN INDUSTRY PLACEMENT?

## Smarter recruitment

- A solution for entry-level jobs
- Cost-effective recruitment
- Bring young people into the industry

## Support your staff

- Management and mentoring skills
- Fresh perspective
- Extra help with projects

## Support your community

- Improve diversity
- Create shared value in your community
- Enhance image and profile

# WHICH PLACEMENT MODELS MIGHT WORK FOR YOU?

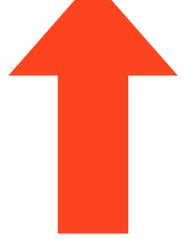
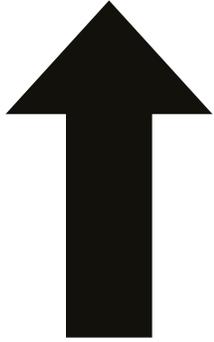
MODEL	When this model might work	Example role
<b>DAY RELEASE</b>	<ul style="list-style-type: none"><li>• For continuous activities and services</li><li>• When support is needed and could be incorporated into your services</li><li>• To provide cover when apprentices are away</li></ul>	<b>Hospital pharmacy</b>
<b>BLOCK</b>	<ul style="list-style-type: none"><li>• Allows managers to schedule and plan in advance</li><li>• Where work can be aligned to business lifecycle</li><li>• Where equipment needs to be available at a specific time</li></ul>	<b>Healthcare science lab</b>
<b>MIXED</b>	<ul style="list-style-type: none"><li>• Where it makes sense to cover induction as a block, then moving to day release afterwards</li><li>• Where a mix of regular and project-based activities can be worked into a placement</li></ul>	<b>Lab Technician</b> <b>Histo/path Laboratory</b>

# ***POLL WHICH PLACEMENT MODELS MIGHT WORK FOR YOU?***

***1 Day release***

***2 Block***

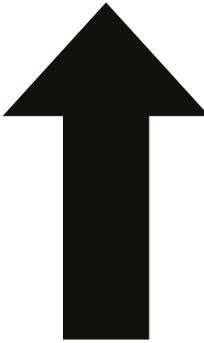
***3 Mixed***



*DEPARTMENT  
FOR EDUCATION*

*POLICY*

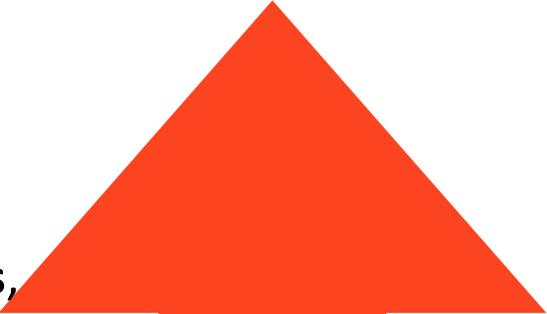




## ***BACKGROUND TO THE REFORMS***



The Independent Panel on Technical Education advised Ministers on improving the quality of technical education in England. They found a compelling case for change and recommended comprehensive reform:

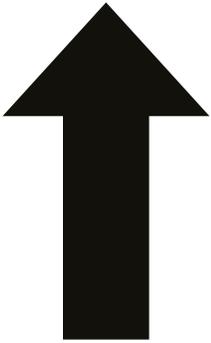
- The development of **15 technical routes**, encompassing all employment-based and college-based training
  - The development of **new flagship technical education programmes (T Levels)** to be delivered through **exclusive license**
  - A **radical streamlining of existing technical qualifications**, aiming to **simplify the system** for students and employers
- 
- 

## ***RESPONDING TO THE CHALLENGES***

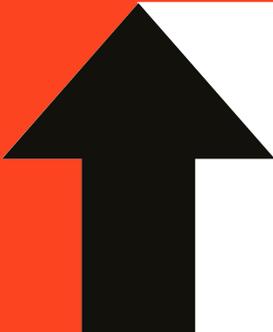
- Allowing 2 employers to deliver the placement
- Placements recorded in hours
- Occupationally relevant work taster time counts
- Occupationally relevant part time work counts
- Route specific flexibilities

## ***RESPONDING TO THE CHALLENGES – SUPPORT***

- Industry Placements Delivery and Student Guides
- Referral and Matching Service - delivered by the Department's Employer Engagement team
- Employer Support Package
- Civil Service and Public Sector
- SME focused programme



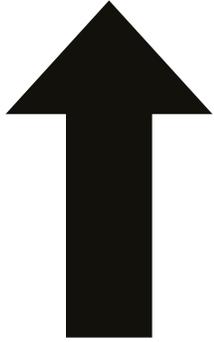
***SCIENCE***  
***INDUSTRY PLACEMENT***  
***SPECIFICS***





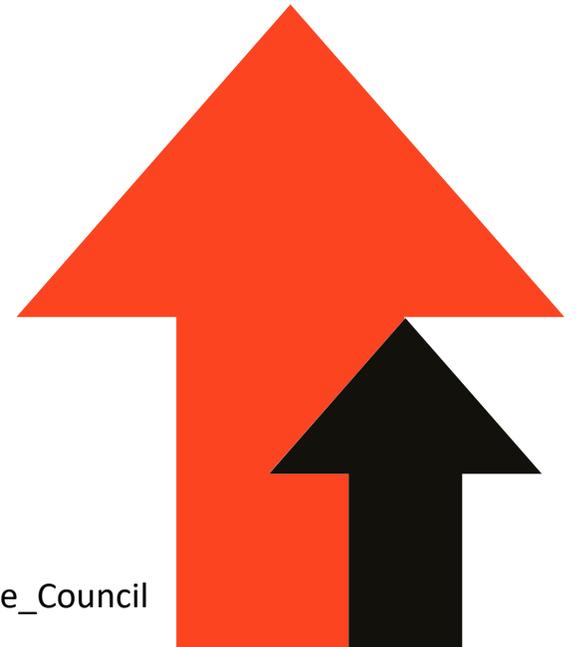
T Level	Occupational specialisms
<b>AUTUMN 2021</b>  Science	Technical: Laboratory Sciences Technical: Food Sciences Technical: Metrology Sciences

<https://www.instituteforapprenticeships.org/t-levels/t-level-information-hub/t-level-in-science/>



# ***SKILLS FOR INDUSTRY PLACEMENTS***

***VARSHINI RAJKUMAR  
SCIENCE COUNCIL***



**TL**

[www.sciencecouncil.org](http://www.sciencecouncil.org)

   @Science\_Council

# ***PASSPORT TO SCIENCE PLACEMENT OVERVIEW***



- Part of a Pre-Placement Toolkit, in collaboration with the ETF
- Toolkit comprised of:
  - a matrix of employer-identified skills, behaviours and aptitudes
  - a scheme of work to support the pre-placement development of skills
- Align with the T-level curriculum
- Addresses employer concerns about learner maturity, employment readiness and occupational skill

# DEVELOPING THE MATRIX OF SKILLS

Written and Verbal Communication	Attention to Detail
Health and Safety	Follow Procedures and SOPs
Calibrate Equipment	Data Recording
Team Work	Independent Work
IT Skills	Record Keeping
Maintaining Lab Equipment	Stock Control
Problem Solving	Report Writing

# DEVELOPING THE MATRIX OF SKILLS



Skill Aspect	Score	Priority
Follows Procedures- The ability to follow procedures carefully and precisely.	78	1
Communication-The ability to communicate clearly (written and verbally)	77	2
Follow SOP- The ability to read and follow SOP.	75	3
Team work-The ability to work with others effectively.	74	4
Record Keeping-The ability to update and make routine records	71	5
Attention to Detail- The ability to notice problems and issues as well as being precise in their own tasks.	69	6
Data Recording-The ability to transfer and record data from one place to another correctly.	68	7
IT skills-The ability to use basic functions of main systems such as word, excel, powerpoint, digital conferencing tools.	68	8
Health and Safety-The ability to have general health and safety knowledge	67	9
Prioritise- The ability to prioritise work effectively.	64	10
Problem Solving-The ability to identify problems and suggest ways to solve them.	60	11
Independent work-The ability to complete appropriate tasks independently asking for help when necessary.	58	12
Maintaining lab equipment-The ability to be able to maintain common lab equipment	55	13
Calibrate Equipment-The ability to be able to calibrate basic measuring equipment.	53	14
Stock Control-The ability to record stock levels and to be aware of the value of stock.	52	15
Report writing- The ability to write scientific reports.	47	16
Protocols/SOP- The ability to be involved in the development of protocols/SOP.	46	17

# MEASURING COMPETENCY



		Year 1				Year 2			Evidence
		Start of course	End of term 1	End of term 2	End of term 3	End of term 4	End of term 5	End of course	
I know the purpose of organisational policies and procedures.	S								
	T								
I know the importance of adhering to quality standards, quality management and audit processes.	S								
	T								
I know the purpose of following professional codes of conducts.	S								
	T								
I know my responsibilities in relation to the wider team.	S								
	T								
I know the principles of good laboratory practice (GLP)	S								
	T								
I know the purpose the Health & Safety at Work Act (HASAWA) 1974.	S								
	T								
I know the purpose of the Management of Health & Safety at Work Regulations 1999.	S								
	T								
I know the purpose of the Control of Substances of Chemicals Hazardous to Health (COSHH) Regulations 1994.	S								
	T								

# MEASURING COMPETENCY

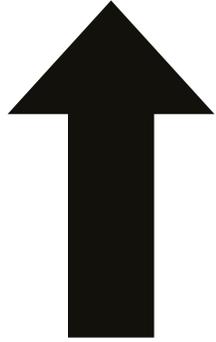


		Start of course	End of term 1	End of term 2	End of term 3	End of term 4	End of term 5	End of course	Evidence
Behaviour Evidence									
I have the ability to work independently and take responsibility for initiating and completing tasks.	S								Analysis of soil/water samples for metals and carbonates  Research on appropriate tests. Methodology work-up and Risk assessment Team task allocation  <a href="#">Separation of compounds</a>
	T								
I have the ability to work effectively as part of a team and communicate my opinions.	S								Extraction of acid content of soil sample, including filtration as a separation technique  Volumetric analysis using pH probes to determine soil acidity for environmental assessment Repeat analysis to determine consistency of result. Comparison with other team members  <a href="#">Separation of compounds</a> Boyles law comparing methods Charles Law
	T								
I have the ability to adapt to change.	S								Carrying out of experimental method and review of method with suggested improvements.  Boyles law comparing methods and reflection on data gathered  Data modelling for Boyles and Charles law using excel
	T								

# NEXT STEPS



- DfE approval of resources and quality assurance. Aim to be available for Autumn 2022.
- Employer recognition and endorsement.
- Case study of using the resource.
- Addressing additional challenges due to Covid safety measures



# ***EMPLOYER INTERVIEW***



***JULIE MILLER***

***TRAINING FACILITATOR FOR PATHOLOGY  
AT WIGAN AND SALFORD***

***NORTHERN CARE ALLIANCE  
NHS FOUNDATION TRUST***



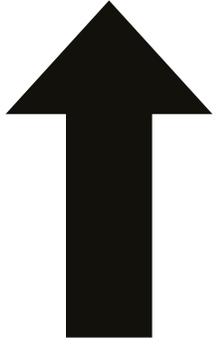
# SCIENCE PRE-PLACEMENT REQUIREMENTS

Skills Required	Curriculum area	Resources and links available from NCA
Sample collection, <a href="#">forms</a> and sample types	S2.64, S2.65, S2.66, S2.67, S2.68, S3.44, S3.45, S3.46, S3.47, S3.48	<ul style="list-style-type: none"> <li>• Examples of forms to see format.</li> <li>• Example sample tubes and bottles to show types.</li> <li>• Explain differences and importance of using correct types and why.</li> <li>• Examples of clinical details and requests.</li> <li>• Discuss acceptance policy.</li> </ul>
Filing practice		<ul style="list-style-type: none"> <li>• Use example forms to practice filing in alphabetical order.</li> <li>• Use example forms to practice filing in numerical order.</li> </ul>
Recording information	S3.58	<p>legible/accurate/contemporaneous/complete/easy to locate</p> <ul style="list-style-type: none"> <li>• Good and bad examples of logs which may need to complete.</li> <li>• Attention to detail.</li> <li>• Send away samples.</li> </ul>
Pipette skills	S3.51, S3.52, S3.53	<ul style="list-style-type: none"> <li>• PowerPoint on pipette skills workshop.</li> <li>• Can bring pipettes in if college don't have.</li> </ul>
Stock Control and sample storage	S2.68, S2.73, S2.74	<ul style="list-style-type: none"> <li>• Examples of reagent boxes and containers to demonstrate different stock conditions.</li> <li>• Discuss ramifications of incorrect storage.</li> <li>• Discuss labelling with dates opened and stock rotation. Costs involved.</li> </ul>
Using a fridge thermometer	S3.51	<ul style="list-style-type: none"> <li>• Examples of fridge thermometers and how read and record temperatures.</li> <li>• Temperature mapping.</li> </ul>
Using a balance	S3.51	<ul style="list-style-type: none"> <li>• If College have suitable balance to use.</li> <li>• Using z factors.</li> <li>• Humidity - water pots.</li> <li>• Weighing boats v bottles.</li> <li>• Scales and understanding readouts.</li> <li>• Taring readings.</li> </ul>

# ***PRACTICALITIES***

***Such as...***

- Safeguarding
- Accessibility
- Non-Disclosure Agreements and confidentiality
- Data security
- Age



# *PANEL Q&A*



*TL*

*I have no experience of working with colleges and schools. Slightly worried they will use jargon and I will be asked to do things I don't understand*

*What if I have more than one work setting – do I need to work with more than one college?*

## ***WHAT SOME EMPLOYERS ARE ASKING ABOUT SCIENCE INDUSTRY PLACEMENTS?***

*Will students have the right scientific mindset*

*The student will need to learn specifics of my industry before they come on site. How can these be introduced to students?*

# HOST



**Chris Cherry**  
Webinar Presenter

Industry Placement Team  
SDN

# PANELLISTS



**Jenifer Burden**  
Director of Programmes  
Gatsby Foundation



**Julie Miller**  
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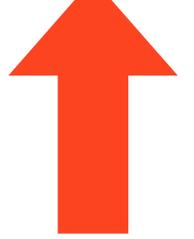
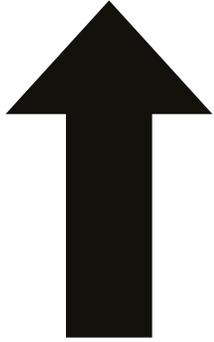
**Chris Hooper**  
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Placements  
Professional & Technical  
Education Directorate  
Department for Education

***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?*



***NEXT  
STEPS AND  
SUPPORT***



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

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

TL

The screenshot shows the GOV.UK website for employers. At the top, there is a search bar and the text "T Levels and industry placement support for employers". Below this is a "GIVE FEEDBACK" link. The main content area features a large banner with the heading "Discover your future workforce" and a sub-heading "T Levels: a new qualification developed in collaboration with employers." A green button says "Find out more about T Levels". To the right of the banner is a photo of a woman and a man talking, with the text "T-LEVELS THE NEXT LEVEL QUALIFICATION". Below the banner are four columns of content, each with a small image and a link: "Early access to the brightest talent", "Shape the future of your industry", "About T Levels and industry placements", "Plan industry placements", "During industry placements", and "Business benefits and case studies". Below these are three more sections: "Partner with a school or college", "Skill areas and courses" (with a sub-section for "Digital and IT"), and "T Level workshops and webinars". At the bottom, there are two sections: "Have a T Levels question?" and "Contact us".

**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](#)

**T-LEVELS**  
THE NEXT LEVEL QUALIFICATION

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](#)

# 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](http://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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