



Hedingham School & Sixth Form

T-Level Work Placement Policy

New Policy: Approved/Reviewed by Mr J Pearson, Assistant Headteacher

Approved by the Curriculum and Personnel Committee on:	-
It was ratified by the Full Governing Body on:	6 July 2022
Next review due by:	2023

Industry placement core principles

The core principles outlined in this guidance apply to all industry placements. It is important that industry placements are high-quality, delivered consistently and offer students a meaningful experience.

All industry placements must take place in a working environment, must be external to students' normal learning environment so they experience what it is like to be in a real-life job, including travel to work, independence from their peers and working with new people.

All industry placements must be relevant to the occupational specialism, must be focused on developing up-to-date technical skills and specialist knowledge required for the students' occupational specialism, which is underpinned by the qualification content that students are studying a T-Levels 3.

An industry placement can be split across 2 employers, where this is considered necessary for 'breadth of content' and/or beneficial for students.

Duration of the industry placement must be for a minimum of 315 hours (there is no upper limit), which can include up to 35 hours of work taster activities, if relevant to all the occupational specialisms within the T-Levels.

Timings of the placement must be organised in line with the normal requirements of the industry, which may be outside the academic timetable or normal provider working hours. Placement hours must align with the Working Time Regulations. See section 2 for more information.

To complete their industry placement students must demonstrate sufficient progress towards their learning goals, work directly to an external employer, and have been on placement for the minimum number of hours.

Industry placement completion exceptions; special consideration can be applied in some exceptional circumstances where students have demonstrated sufficient progress towards their learning goals but have not completed the minimum number of hours within the 2-year programme (see section 5 for more information). Where students have not been able to meet the minimum number of hours and have not demonstrated sufficient progress towards their learning goals, providers can apply their discretion and allow the student to continue their placement following their 2-year programme to allow them to make up their hours and receive full T-Levels certification (see section 5 for more information).

Hedingham School and Sixth Form are responsible for ensuring students are suitably prepared to enter the workplace before they go on their industry placement. This includes having the required technical and employability skills and knowledge, including a good understanding of the professional standards of behaviour and attitude they need to display on their placement and the importance of adhering to company policies and procedures.

SEND accessibility: providers and employers must comply with their legal duties under the Equality Act 2010, including provisions for reasonable adjustments, so that students with Special Education Needs and Disabilities (SEND) can benefit from high-quality external industry placements as much as their non-SEND peers.

There is not one fixed model for delivery and placements can take place over a block, day release or a mix of both. A series of allowable general and route specific models can also be adopted to ensure placements are accessible for all students and deliverable across all industries.

Student safeguarding: providers must be satisfied workplaces are a safe working environment for students, that employers are complying with their responsibilities, and students' wellbeing is checked via regular review meetings.

Section 2: Pre-placement

Industry placements are what distinguish T-Levels from other programmes a T-Levels 3, as they enable students to put the skills they have learned in the classroom into practice in the workplace.

Hedingham School and Sixth Form must make it very clear to students and their parents/carers, prior to students enrolling onto the T-Level programme, that it is a full-time course and the industry placement is a mandatory part of the programme.

The centre must also make very clear the duration of the industry placement and the expectations it entails. This is vital to secure the commitment of the students and their parents/carers to both the T-Level programme and the industry placement.

Behaviours and attitudes in the workplace

Students must have a good understanding of the professional standards of behaviours and attitudes they must display on their placement, and the importance that employers place on this.

Students should be encouraged to ask questions if they need clarification about the work they are doing on their placement. They also need to have the confidence to ask for help if they are worried about anything or if they have any safety concerns.

End of placement

Providers should make students aware that employers may ask them to do a short presentation at the end of their placement about what they have learnt. This should be agreed in advance with the employer so the student can be supported to prepare for it. Students should also be prepared to handover their work to the employer.

Providers should make sure that students know what to do at the end of the placement and have not forgotten anything that could help them to get more out of it.

Employability and pastoral (EEP) support and work taster activities

Providers may take advantage of the enrichment, employability, and pastoral (EEP) support and work taster activities in the 1st and/or 2nd year of the T-Level programme to help with student preparation. Providers are funded to include up to 70 hours for EEP support per year within the T-Level programme, which offer enrichment to students, such as personal and social development.

Providers should ensure EEP support and work taster activities take place early enough in the programme to help inform students' choice of occupational specialism and/or provide a useful opportunity to develop relevant work-readiness skills, as preparation for their placement. They may also provide the first opportunity for students to spend time in working environment, thereby being a good indicator of how they manage outside their comfort zone, helping providers to determine what additional support might be required.

Up to 35 hours of work taster activities can be counted towards the minimum placement hours requirement, as long as these activities are relevant to all the occupational specialisms within the students' T-Level. Work taster activities should take place in conjunction with employers and focus on developing skills or facilitating experiences that better prepare students to enter their placement and/or to make a more informed decision when choosing their occupational specialism. Work taster activities could include job-shadowing or visits to different employers. These activities can be delivered remotely.

It is expected that on-site facilities are only used where it is in the best interests of students and carefully aligned to their learning goals. The rest of the placement must take place with an employer away from the providers' setting. On-site industry placement provision will be limited to the small number of occupations that can realistically be offered within an institution. It is important that providers use on-site facilities carefully to focus on those who will benefit most.

Where some of the industry placement takes place onsite, providers may consider going beyond the minimum number of placement hours. This will help to ensure students gain the maximum benefit from working with an external employer.

Providers should consider keeping students' parents/carers informed as the industry placement plans develop, to help alleviate any concerns they might have about the employer match and the agreed working pattern and daily hours. Providers should also provide them with assurances about the workplace safeguarding arrangements and the support arrangements that will be put in place for students for the duration of their placement. Providers should facilitate a conversation between parents and the employer where it is in the students' best interest.

Accommodating students' other commitments

It is important to find out about any other significant commitments that students may have as early as possible. For example, caring responsibilities could restrict the number of weekly hours that students can commit to their school/college study time, including their industry placement. This can be managed if identified early. Providers must ensure that the students understand - at the beginning of their T-Levels course - the commitment required. Providers must also make sure that the placement hours planned into the curriculum are manageable for the students and that prospective employers can accommodate these hours.

Placements are recorded in hours instead of days. This is to allow for different working patterns and shorter days to accommodate other commitments or students' special needs, for example to avoid travelling during peak times. Providers must be responsive to the students' needs to make it as easy as possible for them to attend their placement. This includes considering the maximum distance students are able to travel when selecting prospective employers.

Part-time work

Where students have part-time work that is related to their occupational specialism, their part-time working hours can be counted towards their industry placement hours, if their employer agrees. As with all industry placements, students and employers will need to sign an industry placement agreement and agree appropriate learning goals that must be used to measure the students' progress. In addition, the roles and responsibilities for providers and employers that are set out in this guidance, as well as the industry placement completion criteria, will apply. It is expected that students' salary for part-time work will remain consistent and will not be reduced during their placement.

Placement hours undertaken outside of the academic timetable

Placement hours should be delivered in line with the normal working practice and occupational expectations of the industry. Students should be made aware of these expectations and the placement demands, particularly where this is likely to fall outside of the normal academic timetable, as part of the information, advice, and guidance they are given about the T-Levels. Where relevant, providers must get students' consent - and where appropriate, parental/carer consent for under 18-year olds - to working weekends, evenings, or early morning shifts and/or during the holidays. Providers are responsible for students' wellbeing during their time on placement and should arrange for staff to be available and on call throughout.

Working Time Regulation

Industry placement hours must align with the Working Time Regulations, particularly if students are undertaking a block placement, where they could be working the equivalent of full-time hours. Providers are responsible for students' welfare and must ensure that they are not exceeding the maximum number of allowable daily hours. As such, the planning of placement hours must also consider students' existing part-time working hours. However, priority should be given to the industry placement on the basis that the students have committed to doing the full-time T-Levels programme.

Planning of placement hours must also consider students' independent and classroom-based study time and must:

- be limited to 8 hours of working time a day and 40 hours maximum per week
- not be permitted to work between 10.00pm and 6.00am
- have a 12-hour rest period between each working day
- have a 30-minute rest break if working for more than 4 hours and 30 minutes
- have 2 days weekly rest

Travel considerations

Providers must consider students' travel arrangements for accessing their placement and what support they might need. This might include help with travel costs or involve travel training for those students with special needs. It might involve accessing local transport schemes or working with other providers to secure economies of scale in approaches to travel. Providers can use their T-Level industry placement funding, or the 16-19 discretionary bursary funds, for funding individual expenses for eligible students. Providers must refer to the 16-19 Bursary Fund Guide for eligibility criteria and use of funding.

Employer match

Providers must make sure that the industry placement is the right match for both students and employers. The placement must be linked to the TQ content to provide students with the opportunity to develop the knowledge, skills and behaviours at T-Levels 3, in the workplace.

Providers may encourage students to find their own placement. In this scenario, it is important that providers help students to identify suitable employers that are relevant to their chosen occupational specialism.

It is recommended that a student does not undertake their placement with a family member or with an employer that they have a close personal affiliation with unless the existing relationship is due to current part-time employment. This is to remove any potential bias when discussing the student's progress towards their learning goals throughout the placement, and to ensure that students can work with new people. However, where providers are satisfied that the employer can offer the student a meaningful placement - if for example, an agriculture and land-based placement on a family farm - this can be a viable option, as long as the student's supervisor is not a family member.

Employer networks

Providers should use known and trusted employers to host placements, where possible, and continue to build good working relationships with new employers to ensure there are enough high-quality placement opportunities available. It is important that providers have the appropriate staffing infrastructure in place to enhance their employer networks in their local area and to promote the benefits of industry placements to employers.

It is also important that providers have a sufficient supply of employers to use in the case of placements not working out. Providers can refer to the employer engagement toolkit for helpful advice and tips.

Employers' selection processes

Employers will have their own preferences for selecting students for placements, and this will vary between employers. Where students are selected for interviews, it may be their first formal interview experience so providers must ensure that they are appropriately prepared. It is important to set expectations and ensure employers are aware of students' pre-existing knowledge and skills, prior experience of work and any other individual circumstances that might affect their performance.

It is likely that there may be some competition for placements in organisations that are considered big household names and/or across some industries. Providers must ensure that all students with the relevant knowledge, skills and behaviours have access to any selection process for roles. Employers also have legal duties under the Equality Act that prohibits them from discriminating against any protected characteristics in the selection process.

As a minimum requirement there should be some communication between students and employers before placements start. This will help to manage expectations and prevent any issues from occurring later down the line. It is recommended that this is supplemented with a workplace visit to meet the teams that students will be working with and given a tour of the premises.

The placement matching document contains a mock interview template, alongside guidance about other engagement and selection methods.

Learning goals

As mentioned above, students' industry placement objectives template must include a set of stretching learning goals. Examples of learning goals are included in the example industry placement objective templates that have been published alongside this guidance.

The industry placement is an integral component of the students' technical curriculum and is not a 'bolt-on' component. Therefore, the setting of industry placement learning goals should be done by the teacher with responsibility for the students' technical study programme. This enables them to best sequence the students' learning opportunities before, during and after the placement. Providers should also make sure that employers are involved in developing the learning goals, making sure they correspond directly to the content of the TQ and link to the typical activities that the student will do on their placement, to ensure students have appropriate opportunities to develop their technical skills.

The learning goals must be agreed between students, providers, and employers, in advance of the placements starting. For some students, providers may also want to seek agreement from the students' parents/carers where additional assurances are required.

Suggested process for completing the industry placement objectives template

Below is a process that providers can follow to help develop the industry placement objectives template with employers. It is only a suggested process and the activities do not have to be conducted in the same order:

1. Review the T-Level content - providers should review the TQ specification and the guidance on assessment from the awarding body, to understand what the students should know, and what they should be able to do as a result of completing the T-Levels, and determine the type of skills that can be developed and evidenced in a particular placement.
2. Use the TQ specification and awarding body guidance to create a shortlist of potential skills and knowledge that students could best hone through an industry placement - providers must consider technical skills and knowledge as well as employability skills. Early engagement with prospective employers at this stage might be appropriate to ensure that the skills and knowledge needs match what the employer can offer.
3. Consider the course delivery model and curriculum planning – to plan when placements should take place and sequence learning to equip students with sufficient knowledge and skills to undertake a meaningful placement and build on this learning. This is also key to ensuring sufficient time is built in for students to undertake any suggested prior learning and that they can complete the full placement duration.
4. Student engagement – hold discussions with students to identify the technical and employability skills that they would most benefit from further developing in a placement context, to progress into skilled employment in their field of study. The students' interests and career ambitions may also be considered to better inform placement selection. If

possible, review any formative feedback to support the identification of specific knowledge and skills they need to develop further.

5. Employer engagement - share the shortlist of potential skills and knowledge to be developed during the placements with potential employers to help them identify the opportunities that they could offer. Determine and record the skills and knowledge that students may be able to develop through a placement with each employer. Also, note the suggested prior learning and minimum starting requirements that each employer would require a student to complete before the placement. The relevant sample industry placement objectives template could be used to support this conversation

6. Match students with employers - use information gathered on the potential students, in terms of their skill gaps, interests and aspirations, and from the employers, in terms of the opportunity they can offer, to match the students and employers accordingly.

7. Agree the content of the industry placement objectives template - providers, employers and students discuss and agree the content of the industry placement objectives template. The conversation should be structured around the headings given in the template: role title, working pattern, duration, objective(s), typical activities, learning goals, minimum starting requirements and suggested prior learning. Providers should then write these up in a template to be shared with the student and employer for further input and approval. Ultimately, they should be embedded within the industry placement agreement that is signed by all 3 parties.

8. Ensure students are equipped with any suggested prior learning in advance of their placement and that they meet the starting requirements set by the employers - consider whether there are any gaps in the suggested prior learning or mandatory starting requirements agreed with the employers and review timetabling to ensure these can be achieved before the start of the placements.

This process can be adapted to reflect normal practice. For example, for the Early Years Educator occupational specialism, the templates should include and align with any additional occupational specialist requirements, set by the awarding organisation, to meet particular skills elements, some of which will be assessed in the workplace.

Progress indicators

The progress indicators set out the expected standards relating to technical skills and work-based behaviours that students should develop whilst on placement. The progress indicators are a tool that can be used by providers and employers to help inform their review of students' progress towards their learning goals throughout the placement by highlighting where students are performing well and identifying areas for improvement. They can also be used to assist with providers' overall judgement of students' progress towards their learning goals at the end of the placement. Section 4 gives more detail on how they can be used to do this.

In the case of student appeals or complaints, providers may also find that reviewing the students' progress against the progress indicators provides useful evidence as to where the students have not demonstrated progress or appropriate behaviour.

Paying students

T-Level industry placements are about providing students with high-quality, meaningful training, not work. Therefore, students on an industry placement are not entitled to a salary because the placement forms part of a 16-19 education and training programme. As such, there is no legal requirement or expectation that T-Level students will be paid, and providers should make this clear to students as well as employers. However, we recognise that for some employers, any type of unpaid placement would discourage them from hosting placements, so they are able to pay students should they wish to. This must be agreed up front. Employers may wish to refer to guidance on making payments to students.

Alternatively, employers can help contribute towards the cost of the students' travel, lunch, and clothing/equipment. Where employers choose not to contribute to student expenses, providers may use their T-Level industry placement funding or the 16-19 discretionary bursary funds to cover travel and subsistence costs, to ensure the students are not financially disadvantaged by undertaking their placements.

Modern slavery act

The requirement for students to undertake industry placements as part of a T-Level, does not contravene the Modern Slavery Act, as these circumstances do not fall within the definitions of forced or compulsory labour. Whilst industry placements are an integral part of the T-Level programme for students to receive full T-Level certification, students are aware of this requirement when they sign up to the programme. If a situation arises where students no longer want to attend their placement, they have freedom to withdraw at any time and will instead receive a statement of achievement for the T-Level components they have achieved.

T-Level industry placement agreement

Before the student's placement starts, the student, provider and employer must sign the industry placement agreement to secure all parties agreement and commitment to the placement. It is good practice for the student's parents/carers to have sight of this document and whilst not compulsory, it may be beneficial for them to sign it, so providers have assurance that they also have the student's parental/carer consent and support.

By signing the commitment statement within the industry placement agreement, the student agrees to:

- fulfil their key roles and responsibilities
- undertake the placement hours at the days and times specified
- demonstrate sufficient progress towards their learning goals and in doing so, develop their technical skills to the best of their ability
- demonstrate the expected behaviours in the workplace

Providers must ensure each student's industry placement agreement contains the following details:

- the student's unique placement details including the employer details
- the student's weekly hours, start and finish times, and duration
- the student's learning goals, key tasks and activities, and progress indicators and the professional workplace behaviours and attitudes, so they can continually refer to them to self-assess their performance against these criteria
- the key point of contact within the provider for the student and employer during the placement
- the student's key responsibilities such as, arriving on time, reporting sickness, agreeing to attend regular review meetings with their provider and employer, and updating their student logbook
- the consequences if students are unable to meet these expectations

A signed copy of the industry placement agreement must be retained alongside all other evidence collected during the placement by providers. This agreement may be used as a formal record of the details of the industry placement, to supplement the student's T-Level Certificate and the employer appraisal and can be used by the student when they seek skilled employment.

The industry placement agreement can be adapted locally and can be kept electronically, however, it must include all the components outlined above. Providers must ensure that any documentation that is used by students is produced in an appropriate format, so they are accessible for those with special educational needs.

Provider and employer responsibilities regarding safeguarding and protection against discrimination

Providers and employers must work together to ensure the students' safety during industry placements. Employers and providers must adhere to their legal obligations under the Equality Act 2010. As part of their pre-placement checks, providers must satisfy themselves that employers have up-to-date policies and sufficient risk management arrangements in place to ensure a safe working environment for students.

Reasonable adjustments

As part of the Equality Act, providers must make reasonable adjustments for disabled students to enable them to commence and perform their industry placements without substantial disadvantage in comparison with students who are not disabled. Employers should consider the reasonable adjustments required by students with SEND. Relevant information about a student's disability and needs should be shared by the provider with the employer with the student's consent. As appropriate, the provider, employer and student should discuss and arrange reasonable adjustments before the industry placement commences and those adjustments may require ongoing review.

Examples of possible reasonable adjustments are set out in Codes of Practice and technical guidance issued by the Equality and Human Rights Commission. Also, the HSE website provides health and safety guidance for disabled people in the workplace.

Health and safety

Employers are responsible for health and safety in the workplace and providers are responsible for safeguarding the welfare of students whilst on industry placements.

It is important that providers keep checks and monitoring proportionate to the level of risk. For low risk environments, assurance can be gained through a conversation between the employer and the provider. Physical inspections by providers or completing lengthy forms is not necessary.

Providers and employers must be familiar with the Health & safety, safeguarding and insurance guidance and the Health and Safety Executive guidance that covers their responsibilities in more detail.

Providers must ensure that employers are aware of their responsibilities about safety in the workplace to:

- provide a safe learning environment for all students
- have a zero-tolerance policy towards bullying and harassment
- ensure they report all incidents to their provider contact
- be alert to the possibility of abuse among their employees and students
- ensure that any agreed reasonable adjustments have been put in place

Protecting students' welfare in the workplace

Providers should support students to feel empowered to speak out if they experience inappropriate behaviour in the workplace. As part of students' preparation for their placement, it is expected that providers cover how to deal with any instances of bullying or inappropriate conduct and how to raise concerns with them, so they can intervene, as necessary. Students should also feel comfortable raising any concerns with the employer.

It is recommended that providers offer basic child protection training to employers offering industry placements. This will help to ensure that best practice methods are observed, such as working in an open environment, consider the location and visibility of one-to-one meetings, and avoiding unnecessary physical contact. Providers should share the contact details of their safeguarding lead to employers so that they can be contacted to help, if required.

Employer Disclosure and Barring Service (DBS)

Generally, employers are not legally obliged to carry out a basic, standard, or enhanced Disclosure and Barring Service (DBS) check on members of staff supervising young people aged 16 or 17. This includes freelancers. Providers may request that the students' manager or supervisor within the employer undergo a basic DBS check in situations where they feel this is necessary. Where students are considered vulnerable, for example, they have SEND, or have been in care, or where they are likely to be alone regularly with the adult as part of their placement, it is expected practice to request a DBS check. Providers and employers should agree on an ad-hoc basis who meets these costs.

Student DBS checks

Students may need to have an enhanced DBS check before starting an industry placement in certain industries, for example in early years occupations where the employer would need to check that students are not barred from regulated activity relating to children. Providers must cover these costs from the T-Level industry placement funding.

Commercial confidentiality

In some industries, students may be exposed to commercially sensitive or confidential information during their placement. If it is normal practice to put clauses in place to protect the business, then it is recommended that employers follow the same principles for students, as they do with employees. Employers may decide to draw up a confidentiality statement for the student to sign. Although not legally binding, it could give employers peace of mind and confirm to the student how important confidentiality is to their business.

Employers' liability insurance

Employers need to hold up-to-date Employers' Liability Insurance (ELI) and must notify their insurer about the placement. If employers do not already have ELI, they need to have this in place before the placement begins and for the full duration of the placement. Providers must check employers have adequate insurance cover. If the employers' insurer is a member of ABI, or Lloyds, ELI policies already cover placements. Employers can refer to getting insurance for your business for more advice.

Manager or supervisor of the student

Employers must identify an appropriate task manager and/or supervisor. This should ideally be someone who has experience in training within the specialist area. They must have the capacity to hold regular 1 to 1s with the students, provide them with feedback and attend the recommended 3 formal review meetings, ie at the beginning, middle and end of the placement.

Providers' internal monitoring and quality assurance of industry placement provision

Providers must ensure that they have robust internal monitoring and quality assurance measures in place. This is to ensure that the internal infrastructure is set up to deliver high-quality industry placements. It also enables providers to satisfy themselves that employers are complying with their responsibilities.

As a minimum requirement, providers must ensure that sufficient safeguarding and quality assurance measures are in place, for example:

- industry placement coordinators are experienced in carrying out employer due diligence checks and following safeguarding protocol
- providers have the expertise to draw up stretching learning goals, as part of the industry placement objectives template and to review student progress

- there is careful consideration about the timing of placements within the curriculum planning, and evidence that employers are engaged to take students on placements
- the verification of industry placements is built into the institution's internal industry placement quality assurance process to ensure judgements about completion are accurate and consistent and the evidence is of the right standard
- there are staff in place to verify that data is uploaded to the Manage T-Level Results service
- mechanisms for reporting of feedback from the employer and student are built into the industry placement quality assurance process and taken into consideration

The effectiveness of the industry placement processes must be reviewed regularly, and continuous improvement must be embedded within the end-to-end process.

Summary of roles and responsibilities: pre-placement

Provider responsibilities

Inform students and their parents/carers about the expectations of the T-Level industry placement and gain their commitment before enrolment onto the T-Level programme.

Ensure that the curriculum design and sequencing of learning prior to the placement, including work preparation, equips students with the sufficient knowledge and skills to undertake a meaningful placement.

Plan the placement hours early enough in the T-Level programme to allow sufficient time for students to make up any shortfall in hours if they've been off for any reason during their placement, before the end of the 2-year programme.

Develop a good network of existing and new employer contacts to host placements and ensure there is a sufficient supply of employers to use in the case of placement breakdowns. Where students choose to self-source, providers must oversee this process.

Consider the students' personal circumstances and learning needs before matching them to an employer.

Ensure that students have undertaken appropriate work-preparation training and are ready to start their placement. Support employers with their own selection process if required, for example by shortlisting potential candidates, using student information, eg their skill gaps, interests and aspirations, and employer information eg in terms of the opportunity they can offer, to match students and employers accordingly.

Work collaboratively with employers to populate each student's industry placement objectives template, ensuring it includes a set of stretching learning goals, the agreed working pattern, key activities relevant to the occupational specialism a T-Levels 3 - with the exception of route-level placements - minimum starting requirements and the required prior knowledge of the students.

Carry out due diligence checks on employers to satisfy themselves that they have up to date health and safety policies and the appropriate safeguards in place.

Ensure that the provider, students, and employers have signed-up and are committed to the responsibilities detailed in the industry placement agreement, and the students' parents/carers have provided their consent.

Ensure that an appropriate support structure and reasonable adjustments are in place for SEND students to access placements and the relevant information about their disability and needs are shared with the employer with the student's consent.

Check employers' compliance with health and safety legislation and that they hold up to date employers' liability insurance. Providers must be satisfied that the appropriate student safeguards are in place to ensure a safe working environment

Carry out checks to ensure the internal quality assurance requirements are delivered in compliance with the responsibilities set out in this document.

Employer responsibilities

Work collaboratively with providers to develop the students' industry placement objectives template, ensuring it includes a set of stretching learning goals, the agreed working pattern and key activities the student will be undertaking

on placement relevant to the occupational specialism a T-Levels 3, the minimum starting requirements and the required prior knowledge of the students.

Comply with health and safety legislation and maintain up-to-date employer's liability and public liability insurance to cover the students and any potential loss or liability caused by or to the students in relation to the placement.

Sign the industry placement agreement and commit to adhering to the guidelines set out in this guidance and provide a meaningful placement experience for the student.

Ensure the appropriate safeguards are in place to ensure a safe working environment for students.

Consider the reasonable adjustments required by students with SEND.

Identify an appropriate staff member to task manage or supervise the students while on placement. This should ideally be someone who has experience in training within the specialist area.

Section 3: During the industry placement

Provider support and communication to employers.

Providers must complete all the administrative tasks related to the placement. This includes planning the structure of the placement, supporting the student selection process, arranging the review meetings, guiding employers through the necessary paperwork, and advising on reasonable adjustments. This support must be in place to help minimise the resource burden on employers and to provide employers with the necessary guidance and support to ensure that they are well-prepared and equipped to deliver high-quality placements.

It is important that providers have regular communication with employers before the placement starts and throughout the placement. Employers must be given a named contact at the provider's setting, and this must be someone who is able to respond to the employer promptly. This will enable any issues relating to student attendance and/or student behaviour or ability to be identified and resolved quickly so placements are able to continue without compromising their quality. It also helps to maintain good relationships with employers that could be relied on for future placements.

Workplace induction

Employers are responsible for conducting a full workplace induction on day one of the placement to cover all health and safety aspects of their workplace. Employers may use the induction checklist to help them know what to cover. Employers should consider giving students a refresher of this information later in the placement.

Management and training of young people in the workplace

Employers need to be mindful that students are aged between 16 and 19 and, as such, may have limited experience of the real-life pressures and responsibilities of working in a busy work environment. It is important that students have a structured, meaningful learning experience throughout the placement, to keep them motivated to do their best. Employers might adjust the level of supervision/support to allow students to develop their technical skills independently, such as allowing them to take ownership of live projects. The supporting learners on their placement, helping students to learn and managing young people who are new to the workplace may be useful resources for employers. In addition, the Disability Confident and CIPD guidance, is also helpful reading for line managers of young people with a disability or health condition.

Workplace mentor

It is recommended that employers assign students a work-based mentor. Having access to this type of informal working relationship may help students settle in more quickly and provide them with someone, akin to a peer, to communicate with, enhancing their overall experience in the workplace. Good practice suggests that qualified individuals who were previously an apprentice in the same organisation can make good candidates for this role.

Review meetings

Providers are responsible for safeguarding and promoting students' welfare while on placement and ensuring they are supported in progressing towards their learning goals. To support this, providers must arrange a minimum of 3 review meetings with the students and employers. It is suggested that the 1st review meeting takes place at the beginning of the placement, the 2nd at the middle of the placement and the final one at the end of the placement. At the final review, a decision must be made about whether the student has met the completion criteria and, thereby, completed their placement.

It is good practice for providers to conduct at least 2 of the review meetings face-to-face. However, providers have the discretion to decide whether the meetings are conducted face-to-face, virtually or by telephone, if they are satisfied with the safeguarding and welfare of their students.

Where students do their placement with 2 employers, providers must plan the review meetings appropriately to ensure the students' performance is reviewed against their learning goals across both working environments. Both employers, however, should write an appraisal of the students' performance during their time on placement.

The content of the review meetings must be recorded by providers and retained to inform decisions regarding the students' completion of their industry placement. This can also be used as evidence in the case of any appeals from students. Providers can use and adapt this standard final review meeting template for this purpose. This documentation will also be subject to monitoring checks by the department.

The purpose of the review meeting is to:

1: Check the students have received an induction and are clear about the employers' health and safety protocols; ensure the students have settled into their respective workplaces and developed good working relationships with their supervisors and/or workplace mentors; and check with students that the placements are meeting their expectations and the employer matches are working well. Providers must also ensure that any reasonable adjustments put in place for students with SEND or mental health conditions are working well and kept under review.

2: Check the appropriateness of, and progress towards, the students' learning goals to ensure they have suitably stretching activities that are supporting the development of their technical skills. The learning goals must be reviewed and updated to make them more stretching if necessary. These should be constructive conversations and employers must be prepared to discuss how the students are performing, based on their observations.

3: Check the students' wellbeing by making sure that they are not being over or under-worked; they have manageable working patterns; they have built good working relationships and that they are content with their placement experiences.

4: Discuss any issues/challenges directly with the students and employers. Students must be advised as early as possible if they are not meeting any of the conditions set out in their industry placement agreements or where the employers have concerns about their progress towards their learning goals. Providers will be expected to take action to resolve any issues quickly and with full transparency, so students are clear about the necessary areas for improvement.

Frequency of less formal review points

Providers should supplement the review meetings with less formal contact time with students and/or employers. Providers can decide on the most appropriate communication method, which might include face to face, telephone, email, skype or text. The frequency of this contact is at providers' discretion and will depend on the needs of students and the placement model, eg whether it is a block model, or one or 2 days a week. Providers must prioritise students that need additional support or where employers or students have raised concerns. Providers may also want to have more regular contact time with students in rural placement settings where they may feel more isolated. Providers must also make sure they operate an 'open door' policy for students to raise any issues or concerns about being harassed or bullied in the workplace, so they can intervene quickly.

Providing real-time feedback

Employers should provide students with constructive feedback throughout the placement rather than waiting for formal review points. This will help to keep students motivated and will ensure that they can act quickly to rectify mistakes and continuously develop whilst on placement. Employers can refer to guidance on helping students learn for advice.

Student logbooks

To ensure that there is an accurate record of the placement, it is expected that students keep an industry placement logbook throughout their placement. It must contain the placement details, including hours and timesheets, and progress towards learning goals. Students should share their logbooks with the employer, so that the employer can apply light-touch monitoring to verify the content is an accurate representation.

Providers and employers must provide opportunities for students to reflect on their personal and technical development and update their logbook on a regular basis. The logbook should be a "live" document throughout the placement so that students can record and track progress, including reflections, photos, and written feedback on an ongoing basis. Providers must check that students are completing their logbook at regular intervals.

A student logbook template is available. This can be adapted locally but should contain the same content. Some providers may choose to use online applications or software packages for student placement tracking and recording purposes. This is acceptable, as long as the employer can access students' record to verify certain aspects, such as timesheets. Providers are responsible for adapting the documentation, so it is in an accessible format for their students with different needs.

Travel time, lunch breaks and public holidays

Providers must advise students about how to record their industry placement hours in the timesheet within their logbook. The guidelines are:

- where students' commute time to the employer premises exceeds one hour each way, one hour of travelling time can be included in the daily hours
- the students' daily working hours should exclude lunch breaks
- public holidays can be counted towards the students' working hours if this is a normal working pattern for the employer and students have agreed to work it
- It is recommended that employers check students' timesheet on a weekly basis to ensure that the hours recorded are a true reflection of the hours worked

Accounting for short-term sickness in attendance record

Providers must ensure that students know how to record time off due to sickness during their industry placement. Up to 35 hours sickness over the duration of the placement can be included in the placement hours.

Where students' sickness exceeds 35 hours or students are off long-term, providers must make arrangements for them to make up the additional time - over and above the 35 hours - and complete the minimum placement hours requirement, before 31 July in their 2nd year. This can either be with the same employer or arrangements can be made for them to make up the required hours with a different employer.

Section 5 provides guidance on when special consideration can be applied in some exceptional circumstances where students have demonstrated sufficient progress towards their learning goals but have not completed the minimum number of placement hours. It also provides guidance on allowing students to continue their placement hours for 2 years after the 2-year T-Level programme in extenuating circumstances to enable them to complete their T-Levels.

In the case of students not being able to complete their placements for reasons such as employers going into administration and withdrawing their offer, the expectation is that providers will endeavour to make alternative arrangements with a different employer. This may, in some rare instances, mean students working across 3 employers, where a placement was initially planned to be split across 2 employers. The accumulative placement hours completed with the 3 employers should be counted and the students' progress reviewed at each workplace should be documented.

Disputes and issue resolution

It is important that providers have policies and procedures in place to manage complaints, disputes or issues raised by employers and/or students during the placement.

Employers and students must be made aware of the providers' internal complaints, disputes, and issue resolution procedures during the pre-placement conversations. The procedures must clearly set out how complaints, disputes or issues should be raised, how they will be dealt with, including timescales, and what actions may be taken as a result. Providers must handle all complaints, disputes, and issues in a sensitive, transparent, and timely manner to avoid them from escalating and/or employers withdrawing the placements.

Employers and students who wish to make a complaint about providers should refer to the department's complaints procedure about post 16 education and training provision. It is expected that this will be used as a last resort, and only when issues have not been satisfactorily resolved between the parties.

Managing student concerns and complaints

Students should feel comfortable raising concerns with their provider about the quality of their placement, inappropriate employer conduct or safeguarding issues, and be confident that their provider will take their concerns seriously, investigating and taking action as required. Students' complaints should be managed through providers' internal complaints procedures. All complaints must be taken seriously and should include a full investigation if the severity of the complaint warrants it. Students must also be clear about the consequences of their actions.

Managing students who are under-performing

Under no circumstances should students be allowed to start their placement if providers have any concerns regarding their behaviour. This could have a severe impact on the quality of the placement, risk them not completing their placement, and impact on employers' commitment to invest in students and offer future placements. As addressed in section 2, it is providers' responsibility to ensure that students are appropriately prepared for the workplace, ahead of their placement commencing.

During the placement, any issues regarding students' behaviour should be raised as early as possible. The expectation is that students who display poor behaviour will be managed through the providers' behaviour policy. Providers must

have procedures and systems in place to tackle any underlying issues with students and offer further support/mentoring where appropriate, to help students continue with, and complete, their placement. Providers must support an employer's decision to withdraw their placement offer if the situation remains unsatisfactory. Section 4 outlines the industry placement completion criteria and section 5 outlines what providers must do if students have not been able to complete the minimum placement hours before the end of the 2nd year of the T-Level programme.

Summary of key roles and responsibilities - during placement.

Provider responsibilities

Ensure a named contact at the providers' setting is provided to employers and is able to communicate regularly and promptly with employers.

Maintain regular communication with students during their industry placements to obtain their feedback and provide support to them as needed.

Maintain regular contact with employers during the placements to monitor the placement in terms of the students' health, safety, welfare, and progress.

Conduct a minimum of 3 review meetings to discuss students' progress towards their learning goals, using the progress indicators to identify any issues, and keep a record of the write-ups of the review meetings as evidence of students' progress.

Promptly address any serious issues arise relating to the students' performance or behaviour on the industry placement and agree a remedial plan with students and employers.

Ensure that students update their logbooks during their placements, and check them regularly.

Ensure that students are completing their timesheets correctly and any absence is recorded appropriately, and the placement hours are made up as required.

Ensure that an internal complaints process is in place to deal with employer disputes and/or student grievances, and act promptly to resolve any issues.

Continue to work with employers to consider and review any reasonable adjustments required by students with SEND.

Employer responsibilities

Ensure students are suitably inducted to the workplace.

Ensure students are given stretching tasks and projects, following the set of agreed learning goals, to support their development of technical and employability skills, relevant to their TQ.

Ensure compliance with the legal duties under the Equality Act 2010.

Hold regular meetings with the students to track and review their progress and provide them with regular feedback to help improve their performance and motivate them.

Actively contribute to students' review meetings with the provider to review the students' progress towards their learning goals, highlight good performance and identify areas for improvement.

Raise any issues or concerns to providers about the students' attendance, behaviour, or performance on the placement.

Check students' timesheets on a weekly basis and sign off their hours recorded to ensure that they are a true reflection of the hours worked.

Ensure that students' have adequate time to update their logbook and verify that the documentation is an accurate representation of their progress / achievements.

Continue to consider and review any reasonable adjustments required by students with SEND.

Section 4: Post-placement

Confirming industry placement completion.

Providers are ultimately responsible for deciding whether students have satisfactorily completed their industry placements, based on whether they have met the completion criteria, as outlined below. Providers must use their professional judgement in making their decisions, incorporating the employers' feedback, and must make sure that their decisions are evidenced.

Industry placement completion criteria.

Industry placements must meet the completion criteria set out below.

1: Students have demonstrated sufficient progress towards their learning goals.

2: Students have worked directly for an external employer, outside their normal learning environment away from their peers and teaching staff (except for students with SEND or in Young Offender Institutions where alternative approaches can be applied).

3: Students have been on the placement for a minimum of 315 hours (or 750 hours for the Early Years Educator occupational specialism, within the Education and Childcare T-Level).

Progress indicators

One of the key criteria for students to complete their industry placement is that they must have demonstrated sufficient progress towards their learning goals.

It is suggested that for students to be judged as demonstrating sufficient progress towards their learning goals at the end of the placement, they should be meeting - at a minimum - the 'good' progress indicators in the majority of the 'Behaviours' and 'Technical Ability' categories. There may also be other factors that providers consider to help inform their judgement.

Employers are expected to contribute to students' review meetings and providers' decisions as to whether students have demonstrated sufficient progress towards their learning goals at the end of the placement. Where students have been on placement with 2 employers, the evidence of their progress against their learning goals must be reviewed at the review meetings with each of the employers.

In the case of student appeals or complaints, providers may also find that reviewing the students' progress against the progress indicators provides useful evidence as to where they have not demonstrated progress or appropriate behaviour.

Signed declaration of student completion

At the final review meetings, providers and employers must sign the industry placement completion declaration to confirm that the students have met the industry placement completion criteria. Where 2 employers have been used, both should sign the student completion declaration form.

Employer appraisal

At the end of the placements, employers are expected to provide an appraisal of the students' performance, including how they have demonstrated progress towards their learning goals. If placements are conducted across 2 employers, each employer must provide an appraisal, to reflect the students' achievements with them. The employer appraisal template can be used, or it can be adapted locally.

Evidence to support completion decision

Providers must collect evidence during the placements to decide whether students have completed their placements. As a minimum the following documentation must be collated for students, in electronic or paper copy format, and retained for 3 years, for monitoring purposes:

Failure to demonstrate progress towards learning goals

Providers are responsible for deciding whether students have completed their placement or not, and they must consider the feedback from employers when making this decision. The expectation is that students not completing their placement will be an uncommon occurrence.

Employers and providers should be alert to issues that may result in students not being able to meet the completion criteria early in the placement so that they can be addressed as soon as possible. Students must be clear on why they are not meeting expectations and given the necessary support to rectify this. Where students do not respond positively, even when additional support has been provided, providers must use their professional judgement to determine the appropriate next steps.

Student acceptance of job and apprenticeship offer

It is important that students complete their industry placement alongside all other T-Level components and be awarded a T-Level certificate. This will support their onward progression and help their future employment prospects. Providers should ensure that students and employers understand the benefits of a student completing their T-Levels before progressing to full-time paid employment. However, where students choose to leave their industry placement early, this counts as a student withdrawal or 'non-completion.' Providers must record this on the ILR/school census and the Manage T-Level Results service.

It is recognised that students being offered paid employment or an apprenticeship with the employer is a good outcome. Where students have completed all other T-Level components, they can choose to accept the offer and complete their industry placement hours as a paid employee or an apprentice. The industry placement responsibilities will still apply: students will need to work towards achieving their learning goals; providers will still need to arrange contact time with the students; and the final review point must still go ahead, to confirm the students have met the completion criteria. This is to enable students to accept offers of employment or an apprenticeship whilst also ensuring they meet the placement completion criteria and are awarded the full T-Level Certificate.

Student appeals process

As with other 16-19 education and training programmes, providers must have an existing internal student appeals process to deal with student complaints or appeals about the industry placement completion decision. Providers have a responsibility to treat all student appeals seriously and they must be followed-up promptly.

Providers must have all the required documentation in place to draw on if students are disputing the decision about their completion status, in particular the written record of the discussions at each of the review meetings.

Employer and student feedback

To enhance the industry placement offer, providers must actively seek feedback from students and employers about their experiences of the end-to-end process. This evidence must be fed back to the appropriate staff members to support their Continuous Professional Development (CPD) requirements and be built into the institution's continuous improvement process. Providers can use the end of placement review form to obtain feedback from employers and can be adapted to incorporate employer feedback on student work-readiness, as discussed in section 2.

Providers will be expected to input student withdrawals onto the Manage T-Levels Results service as soon as this information is available. This is so that the information held on the system can be updated and trigger the certification process to ensure students receive a statement of achievement for the T-Levels components they have achieved.

Provider responsibilities

Complete and collate all required documentation as evidence to support their decision about whether students have completed their placement. This includes the industry placement agreement; learning goals outlined as part of the industry placement objectives template; completed student logbook; a record of student progress against their learning goals; industry placement completion declaration; an employer appraisal; and SEND evidence, where applicable.

Make an evidenced-based decision about whether students have completed their placement, with input from employers, and using the progress indicators to identify whether they have demonstrated progress towards their learning goals.

Help students to understand the importance of completing their industry placement, alongside other T-Levels components, and encourage students not to withdraw early.

Sign the industry placement completion declaration in student logbooks to confirm that students have met the completion criteria, and ensure the declarations are also signed by students and employers.

Make sure students make up any shortfall of hours if they are absent during the placement, to ensure they complete the minimum required number of hours.

Collect and verify the industry placement data to ensure it is loaded onto the ILR/school census and Managed T-Levels Results within the allocated timeframes.

Operate an internal appeal process for students to appeal their completion decision, ensuring that formal reviews take place and prompt decisions are reached.

Obtain student and employer feedback about the end-to-end service and act on their feedback.

Employer responsibilities

Contribute to students' final review meetings and the decisions about completion based on students' overall performance against their learning goals.

Sign the industry placement completion declaration in the students' logbook to confirm the students have met the completion criteria.

Provide an appraisal of the students' performance on the placement.

If offering students paid positions, allow them to finish all their components of their T-Levels so that they are not disadvantaged in their education.

Section 5: Industry placement completion exceptions

Students may experience difficult circumstances during their placement, which mean they are unable to complete the minimum placement hours before the end of the second year.

Providers have the discretion to apply special consideration in some exceptional circumstances where students have demonstrated sufficient progress towards their learning goals but have not completed the minimum placement hours. For students who have not completed the minimum placement hours for the Early Years Educator occupational specialism, providers must follow the requirements set out by the Awarding Organisation (NCFE).

Providers also have the discretion to allow students to make up the additional placement hours, up to 2 years after finishing their T-Levels programme, where they have not been able to demonstrate sufficient progress towards their learning goals and have not completed the minimum placement hours. This aligns with the completion timeframe for other T-Levels components.

Special consideration

There may be exceptional and adverse circumstances where students have met the industry placement completion criteria of demonstrating sufficient progress towards their learning goals and working directly to an external employer, but have not been able to complete the minimum placement hours within the 2-year T-Levels programme, due to circumstances beyond their control. These exceptional circumstances might include factors within the students' personal life at the time of the placement, such as a period of long-term sickness or injury, serious mental health issues, or a family bereavement.

The expectation is that in these circumstances, providers will make every effort to ensure that students are able to make up the additional hours so that they are able to complete the required minimum placement hours. However, where this is not possible, providers may be able to use their discretion and sign off placements as complete by applying special consideration, as long as they are able to evidence that students have met all the other industry placement completion criteria ie they have demonstrated sufficient progress towards their learning goals and worked directly to an external employer.

As detailed in section 3, if students are sick for up to 35 hours over the duration of the placement, this can be absorbed into the placement hours and special consideration does not have to be applied.

Special consideration criteria

Providers must familiarise themselves with the industry placement special consideration criteria. This outlines circumstances in which special consideration can be applied and placements marked as completed, and circumstances in which it cannot be applied and, therefore, placements marked as not completed.

Special consideration must not give students an unfair advantage, neither should its use cause prospective employers to be misled regarding students' achievements.

Special consideration criteria

A student will only be eligible for special consideration to be applied if they have demonstrated sufficient progress towards their learning goals but have not been able to complete the minimum placement hours because they have been affected by exceptional and adverse circumstances beyond their control, or have been sick for more than 35 hours.

These include:

- physical or mental illness or accident/injury at the time of the placement
- the student or a close family member has a diagnosed serious physical or mental illness at the time of the placement
- bereavement of a family member or close friend at the time of the placement
- a significant domestic crisis arising at the time of the placement
- a traumatic incident, or significant change in the student's circumstances, occurring at the time of the placement
- participation in significant sporting events, training camps or other competitions
- a safeguarding issue at the workplace where the placement is based has been identified by the provider and the student is unable to make up the hours on another placement
- withdrawal of the placement offer by the employer because they have gone into administration/or have encountered severe disruption whereby the workplace is no longer considered a safe place to work, and the provider has exhausted all avenues to identify a suitable alternative placement to enable the student to make up the hours

Students will NOT be eligible for special consideration if none of the factors above apply and/or if they not been able to complete the minimum placement hours due to:

- domestic inconvenience, such as moving house at the time of the placement
- making personal arrangements such as a wedding or holiday arrangements which conflict with the placement
- the consequences of committing a crime, where formally charged or found guilty (however, a retrospective application of special consideration can be applied where the charge is later dropped, or the student is found not guilty)
- the consequences of taking alcohol or recreational drugs

- the consequences of disobeying the provider's and employer's code of conduct and/or code of practice, including the employer withdrawing the placement offer because of the student's behaviour or actions
- the bereavement of a family member or close friend, more than 12 months before the placement, unless there are on-going implications such as an inquest or court case at the time of the placement.

Special consideration form and supporting evidence

When providers apply special consideration, they must complete a special consideration form on the Manage T-Levels Results service.

Within the form, providers are asked what documentary evidence they have to support their decision to apply special consideration. Evidence could include, but is not restricted to:

- notes recorded in a student's records
- a letter confirming an appointment with social services or other welfare organisation
- a hospital appointment card or dates of hospital admission
- a public record of court proceedings

Providers are not required to submit the evidence with the form, but it must be stored for monitoring purposes.

On the form, providers must:

- confirm that the student has demonstrated sufficient progress towards their learning goals
- confirm the student has undertaken their placement in an external workplace, except for students with SEND or those in Young Offender Institutions where alternative approaches can be applied
- select one of the eligible reasons for why special consideration has been applied
- provide details of when the circumstances occurred and how they affected the student
- provide details of the relationship to the pupil (if the circumstances involve a family member or close friend)
- state what documentary evidence you have to support the application (you do not need to submit the evidence itself)

Recording industry placement special consideration on ILR and school census

Where providers apply special consideration in extenuating circumstances for any of their students, they must record on the ILR industry placement learning aim that the student has completed 315 hours or 750 hours for the Early Years Educator occupational specialism, even where this may not be the case. This ensures the completion criteria is met for funding purposes.

The department will monitor use of special consideration via the data captured on the Manage T-Level Results service, to ensure that it is only being applied in exceptional circumstances. If a provider is suspected to be over-using special consideration or is not able to confirm that they have supporting evidence to support their applications, this will be investigated.

Completing or retaking the industry placement after the T-Level programme

All T-Level components will be valid for 2 years after the completion of the students' T-Level programme. This is to support students who either need to complete or retake a component of their T-Level.

This means that for students that have been unable to complete their industry placement within the 2-year T-Level programme, providers have the discretion to allow them an additional 2 years to complete their industry placement, either alongside other T-Levels components or on its own. This includes for reasons where students have not been able to complete their placement due to exceptional and adverse circumstances beyond their control, such as prolonged sickness, as well as for behavioural issues.

Completion over the summer period

If students only have their industry placement component to complete to achieve the full T-Levels certificate, the expectation is that in the majority of cases, students should be able to complete their placement over the summer, or by 10 October following completion of their T-Level programme. This date is the final cut-off point on the Manage T-Levels Results service for students to be guaranteed a T-Levels Certificate in November. Student industry placement completions recorded after the 10 October may result in a delay in issuing certificates, meaning that students may not receive a T-Levels certificate in November.

It will be in the best interests of students to complete their placement as soon as possible. This is because onward progression into employment or further education or training may depend on them having completed the whole T-Level programme.

Longer-term industry placement completion

In very exceptional circumstances, some students may not be able to return to complete their placement hours straight away - due to mental health issues or recovery from a serious accident, for example - and may require more time to complete their hours. In these situations, providers should consider the best approach, in discussion with the students and their parents/carers. This could include arranging a phased return or doing reduced daily hours.

Student engagement and behavioural issues

It is the providers' responsibility to ensure that the students are clear from the outset of the importance of the industry placement and prepare them adequately for the workplace. However, some students may not be able to complete their industry placement because of persistent behavioural issues that have led to either the provider removing them from the placement or the employer withdrawing the placement. In this scenario, providers should use their professional judgement to decide whether to give the students another opportunity with a different employer. It is for providers to determine whether the students are likely to respond positively to an intensive programme of pre-placement activities and whether they are likely to succeed if given another opportunity.

Industry placement continuation notification form

Providers that allow students to continue their placement in the 2 years following completion of their T-Level programme, must complete the industry placement continuation notification form for each student. This will confirm the 'pending' status of the placement and the students' intention to return over the following 2 years after their programme has finished, to complete their hours. The form must be signed by the students, a member of providers' senior leadership team and the students' tutor. Providers must make arrangements with the original employer or an alternative employer, to guarantee that the students have a placement to return to.

It is important for providers to retain the completed continuation notification forms and supporting evidence for monitoring purposes by the department. Providers are also expected to complete the relevant fields on the Manage T-Levels Results service to document the reasons for students requiring additional time to complete their hours.

Guidance on recording 'continuing' placements on the ILR/school census and the Manage T-Level Results service will be provided in due course.

Summary of industry placement exceptions: role and responsibilities

Provider responsibilities

Where special consideration has been applied, providers must adhere to the guidelines including ensuring strict adherence to the special consideration criteria, completing the special consideration form, retaining supporting evidence and uploading the necessary information onto the Manage T-Level Results service.

Where students continue their placement over the 2 years following their 2-year programme, providers must complete the continuation notification form and ensure it is signed by the students, a member of the senior leadership team and the students' tutor. Evidence to support this decision must be retained for 3 years. Providers must follow the guidance on Manage T-Level Results, for inputting an industry placement 'pending' status.

Employer responsibilities

Be considerate of students' individual extenuating circumstances and where possible, allow them to make up placement hours, or undertake another placement, to enable them to complete their industry placement.

T-LEVEL INDUSTRY PLACEMENT AGREEMENT

Parties to this agreement:

Education provider:

Employer:

Student:

Parent/carer (where applicable):

Industry placement description

Dates of the placement: From ___/___/___ to ___/___/___

Address of workplace:

Total work hours per week:

Working pattern (weekly hours, start and finish times):

Workplace line manager contact number:

Provider main contact number:

Frequency of communication

How often/how will the education provider, student and employer communicate?

Appropriate dress code (business attire/dress and PPE)

What clothing and footwear that is appropriate for workplace and this nature of work?

Payment

Is the student being paid for the placement? If so, how much?

Are the students travel expenses being reimbursed? If so, what is the daily limit?

T-Level industry placements - role profile

Role title	Working pattern	
	Duration	
Objective(s)		
Typical activities		
1) 2) 3)		
Learning goals		TQ reference
On the placement the student will need to further develop and hone though activity 1:		
Employability skills		
Technical skills		

<p>On the placement the student will need to further develop and hone though activity 2:</p> <p>Employability skills</p> <p>Technical skills</p> <p>On the placement the student will need to further develop and hone though activity 3:</p> <p>Employability skills</p> <p>Technical skills</p>	
Minimum starting requirements	
Suggested prior learning	

Student roles and responsibilities

Industry placement aims and objectives	
1	You understand the industry placement is an important part of the T Level and that you must demonstrate sufficient progress towards your learning goals; work directly to an external employer; and complete the minimum number of placements hours in order to complete your placement
2	You agree to the set of learning goals that you will work towards during your placement
3	You understand that your progress will be reviewed against the technical and behavioural standards outlined in the progress indicators
4	You understand that it is important to complete your industry placement alongside all other T Level components to be awarded a full T Level Certificate
5	You will ensure that your behaviour and attitude whilst on placement always meets the expected standards (see below)
6	You will endeavour to complete all tasks and activities to the best of your ability
7	You will maintain a positive attitude, be open to learning and feedback and make the most of the placement opportunity
8	You are aware of the repercussions if you do not meet the roles and responsibilities in this form and demonstrate appropriate the behaviour and work ethic whilst on your placement

Professional behaviour and attitudes you need to demonstrate in the workplace

NB: these are based on the behaviours set out in the progress indicators

Display professionalism	
1	Are courteous and respectful to other staff and members of the public
2	Have good attendance and time keeping
3	Are calm under pressure
4	Are reliable, and contact your manager immediately and directly if you are unable to attend work due to illness or another reason
5	Are enthusiastic and interested in your work
6	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
7	Always adhere to organisation policy and procedures, including around health and safety, equal opportunities, equality and diversity, appropriate IT use, disciplinary procedures, and acceptable behaviour

8	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
9	Do not do anything which may bring you and/or the education provider into disrepute i.e. which would negatively affect the reputation of you or your education provider
10	Dress appropriately for the employer's work environment
Produce results	
11	Complete your work to an agreed standard, with very few or no errors
12	Are organised, plan your work effectively, prioritise tasks, work independently as needed and meet deadlines
13	Always ask for support or clarity if you are unsure of what you need to do
14	Want to learn and develop your skills
15	Want to receive feedback and act on any feedback given
Work well as part of a team	
16	Build good relationships with your colleagues, understand what your role in the team is and show a positive attitude to working as part of a team
17	Treat all colleagues with respect
18	Listen effectively to different points of view and respond in a professional way
19	Are a supportive team member, proactively offering help and support to the team
Communicate appropriately	
20	Use a polite and professional tone and language when communicating with colleagues and customers
21	Produce clear, well written work which uses the right tone for the audience, and has very few or no mistakes
22	Share your thoughts and present your ideas clearly
23	Follow instructions and listen carefully to what you need to do
24	Use positive and open body language, including maintaining eye contact, to show that you are approachable and ready to listen
25	Are confident to check your understanding of tasks you've been asked to do, and ask for clarification as needed
Take responsibility for your actions	
26	Are open to feedback and act on feedback given
27	Are honest if you make a mistake and seek to learn from them, so it doesn't happen again

Health and Safety conduct

1	Complete the employer's induction programme and any important training they ask you to do
2	Act in accordance with all the employer's health and safety rules, policies and procedures
3	Report any accident or injury immediately and recording the details in the accident/incident book
4	Keep your provider informed of any changes, issues or incidents which arise in connection to your placement

Time keeping, student logbook and keeping in touch

1	Attend the workplace at the times stated in the agreed working pattern, and take the agreed duration for lunch
2	Contact your manager directly if you are unable to attend work due to illness or another reason

3	Keep your timesheets up to date and get them signed off by the employer to ensure they are an accurate reflection of your time spent in the workplace
4	Arrange appointments such as doctor/dentist appointments, outside of the placement, wherever possible, and will agree in advance with the employer and your education provider if you need to attend any appointments for anything unforeseen during your placement
5	Complete your logbook regularly to track your placement activities and progress towards your learning goals and share it with the employer and your provider for them to sign off
6	Attend regular one-to-one meetings with your line manager or supervisor at the employer, and will attend regular catch-up calls or meetings with your contact at the education provider, to discuss your placement experience and will keep them informed of any changes, concerns, issues or incidents that arise in relation to your placement
7	Attend all the formal review meetings whilst on the placement and know that at the end of the placement, as part of the final review meeting, you will need to reflect on your progress against your learning goals

I have read and agree to the content of this agreement and I will act in accordance to the responsibilities and behaviours outlined above during my industry placements.

I understand that failure to act in accordance with these responsibilities may result in disciplinary action and/or withdrawal from placement.

Student's signature:

Date

Parent/carers signature (as appropriate):

Date

Provider's and employers' roles and responsibilities

In order to support the student on the industry placement, providers and employers will meet all their roles and responsibilities in delivering the industry placement, at each stage of the placement, as outlined in the Department for Education's T Level industry placements delivery guidance.

I agree to adhere to the responsibilities set out in the Department for Education's T Level industry placements delivery guidance.

Authorised and signed on behalf of the **provider**

Print name:

Position:

Date:

Address:

Tel:

E-mail:

Authorised and signed on behalf of the **employer**

Print name:

Position:

Date:

Employer Address:

Tel:

E-mail: