DELIVERING QUALITY PLACEMENTS

A GUIDE FOR EDUCATION PROVIDERS ON HOW TO DELIVER HIGH QUALITY INDUSTRY PLACEMENTS
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**OVERVIEW**

High quality, structured and outcomes-focused industry placements are an integral part of the new T Level programme. Students will not be able to complete their T Level unless they have undertaken an industry placement.

Independent of this, industry placements are important in enabling young people to gain the skills that they need to move into employment.

When planning industry placements, the following principles are suggested, to ensure that they are delivered at a high quality.

**Setting clear expectations with employers**

High quality industry placements have clear role descriptions from employers in advance of the placement taking place. A good role description should demonstrate that the employer has a clear idea of how the student will:

- Contribute to the organisation
- Develop their skills
- Access the placement
- Personally progress towards their career goals

**Setting clear expectations with students**

Students should have a clear understanding of the role they are undertaking and how it will allow them to develop their technical and transferable skills. Through conversations with relevant staff and their employer, students should set measurable SMART targets and objectives for their placement, to ensure they get the most out of it. These should be recorded in log books (either hard copies or electronic) to enable students to record and reflect on their development.

The Quality Assurance Framework must ensure:

1. Industry placements consistently deliver the intended outcomes for all students, employers and providers across the country and over time
2. Students have the opportunity to develop and demonstrate the relevant technical, practical and employability skills in a safe and secure working environment
3. Providers deliver industry placements in line with the [principles for high quality industry placements](#) for all T Level students
4. Employers have the right knowledge and capability to deliver industry placements that develops relevant technical and specialist skills at level 3 for all students.
## INFLUENCING THE QUALITY OF INDUSTRY PLACEMENTS

<table>
<thead>
<tr>
<th><strong>PROVIDER AND EMPLOYER</strong></th>
<th><strong>PROVIDER</strong></th>
<th><strong>EMPLOYER</strong></th>
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<tbody>
<tr>
<td>Provider and employer responsibilities over safeguarding / student wellbeing and health and safety in the workplace are taken seriously <strong>(top priority)</strong></td>
<td>Quality of support from provider, named contact during placement, regular review meetings and communication between provider and employer <strong>(top priority)</strong></td>
<td>Employer experience and ability to deliver training for this age group, to mentor and motivate students to do their best</td>
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<td><strong>Stretching objectives</strong> that are relevant to the job, the students’ specialism and support learning and development at the right level <strong>(top priority)</strong></td>
<td>Provider <strong>preparation of student</strong> and employability training to ensure the right calibre of students are being sent on placement, managing employer expectations <strong>(top priority)</strong></td>
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<td><strong>Relevance of workplace:</strong> the employer/student match is critical for students to apply and demonstrate relevant technical skills during the placement</td>
<td>Quality processes to screen employer, due diligence checks (pre-placement) and regular monitoring visits (during placement) are adhered to</td>
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<td>Long standing <strong>provider relationship</strong></td>
<td>Minimising <strong>varying industry placement standards of</strong></td>
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*HM Government*
## QUALITY ASSURANCE OF INDUSTRY PLACEMENTS: 4 KEY PRINCIPLES AND POTENTIAL LEVERS AND TOOLS

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<tr>
<th>Principle</th>
<th>Levers and Tools</th>
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<tr>
<td>1. Industry placements consistently deliver the intended outcomes for all students, employers and providers across the country and over time</td>
<td>Adequate screening of employer introducing a standard checklist (to be shared and updated yearly to avoid additional burden on employers)</td>
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<tr>
<td>2. Students have the opportunity to develop and demonstrate the relevant technical, practical and employability skills in a safe and secure working environment</td>
<td>Standardised checklist to include: screening of employer, due diligence checks, suitability and relevance of workplace, proportionate risk assessments and insurance checks</td>
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<td>3. Providers deliver industry placements in line with the principles for high quality industry placements for all T Level students</td>
<td>CDF guidance, monitoring &amp; challenge via field force, additional industry placement support, guidance/tools/good practice for developing relationships with employers</td>
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<td>4. Employers have the right knowledge and capability to deliver industry placements that develop relevant technical and specialist skills for all students</td>
<td>T Level Panels to set industry placement aims and objectives based on outline content (with consideration of difference in employer size)</td>
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| Standardising of industry placement objectives to inform structure of placement (with some flex to pick and choose), supported by regular reviews and quality assurance (QA) during placement. | Formal requirement for feedback from employer and students and for providers to continuously improve their industry placement provision | • ESFA funding conditions and audit and consideration of increasing checks  
• performance tables  
• industry placement funding arrangements | Support and guidance provided to employers |
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<tr>
<td>Live portfolio and/or accumulative collection of evidence to support students’ development of progress against learning aims</td>
<td>Formal requirement for min of three contact points during placement and tripartite agreement (to also including parental consent)</td>
<td>Focused support to improve 2020 and 2021 T Level provider readiness and lessons learned</td>
<td>Specialist employer support package including training for employers and hands-on consultancy available to employers during 2019 to 2020 academic year¹.</td>
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<td>Post-placement review to demonstrate technical knowledge</td>
<td>Whistleblowing service</td>
<td>Ofsted inspection framework</td>
<td>Kitemarking, based on student/provider feedback and employers’ experience and delivery of industry placements</td>
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¹ The support is currently in development. Further information will be available in 2020.
**Timing and duration**

1) Industry placements are normally expected to average around 45-50 working days in length. The minimum duration is 315 hours. This applies to 2019 to 2020 delivery; after this, timing and duration will be reviewed. The exact duration for the T Level industry placement from 2020 is to be determined and is subject to change.

2) The industry placement should be within the academic timetable as far as possible, but we recognise that in some occupations such as catering, hospitality or events management, peak times will either be seasonal or fall outside educational institutions’ normal working hours.

3) Providers must ensure that student GCSE maths/English exam preparation (where this applies) is not compromised.

**Occupation specific**

4) The industry placement must be specific to an occupation and focused on developing the practical and technical skills required for the profession or trade for which the student is studying.

5) Students will be expected to already have a number of occupational skills, which they can apply and further develop in the workplace. The education provider must agree a structured work plan with the employer for the duration of the placement. It is compulsory for a representative from the education provider to meet with the student and employer formally at least twice during the placement (mid-point and end-point) to review student progress. It is highly recommended that the same contact also meets the student fortnightly on an informal basis.

**Student readiness**

6) The student must be considered work-ready, i.e. with a sound work ethic and understanding of etiquette, to undertake an industry placement. This is in order to manage both student and employer expectations of the appropriate behaviours in the workplace.

**Externality**

7) The industry placement must take place with a maximum of 2 external employers. Education providers cannot become a student’s employer, even if the placement is located on a separate geographical site to their normal place of study. It is critical that the student experiences a real-life role and the pressures that brings, including travelling to work, independence from...
their peers, working with new people and dealing with the public. This requirement applies even where the educational institution has extensive facilities mirroring an external workplace.

**Special educational needs or disabilities (SEND) provision**

8) Students with SEND must be able to access high-quality external industry placements so they can benefit from that real-life experience as much as their non-SEND peers.

Providers should consider what preparation and support students with SEND would need in order to access, and successfully complete, industry placements. This may mean activities in the workplace as well as in the classroom to help students gain the skills and confidence they need. Providers should use available industry placement capacity and delivery funding, alongside other available funding where appropriate (e.g. High Needs or Disadvantage Funding), to provide additional support in the workplace and assist with reasonable workplace adjustments. This could include the services of an independent workplace mentor or, where students have more complex needs, a job coach. Please refer to the SEND guidance resource for more information.
Industry placements are a core part of the new T Level courses. The first T Levels start September 2020. Visit www.gov.uk/dfe/t-levels.

Learning providers can make enquiries regarding industry placements by using this online enquiry form to contact the Education & Skills Funding Agency or you can speak to your local ESFA team.