



Department  
for Education

# What is a Quality Industry Placement?

Registered address: Elizabeth House, Mezz Floor, 39 York Road, London, SE1 7NQ  
Registered in England and Wales no. 6845451 Registered charity no. 1129239



# Starter: Jeopardy

The numbers below are all answers to questions relating to T Level industry placements. You have 5 minutes to try to work out which questions they belong to

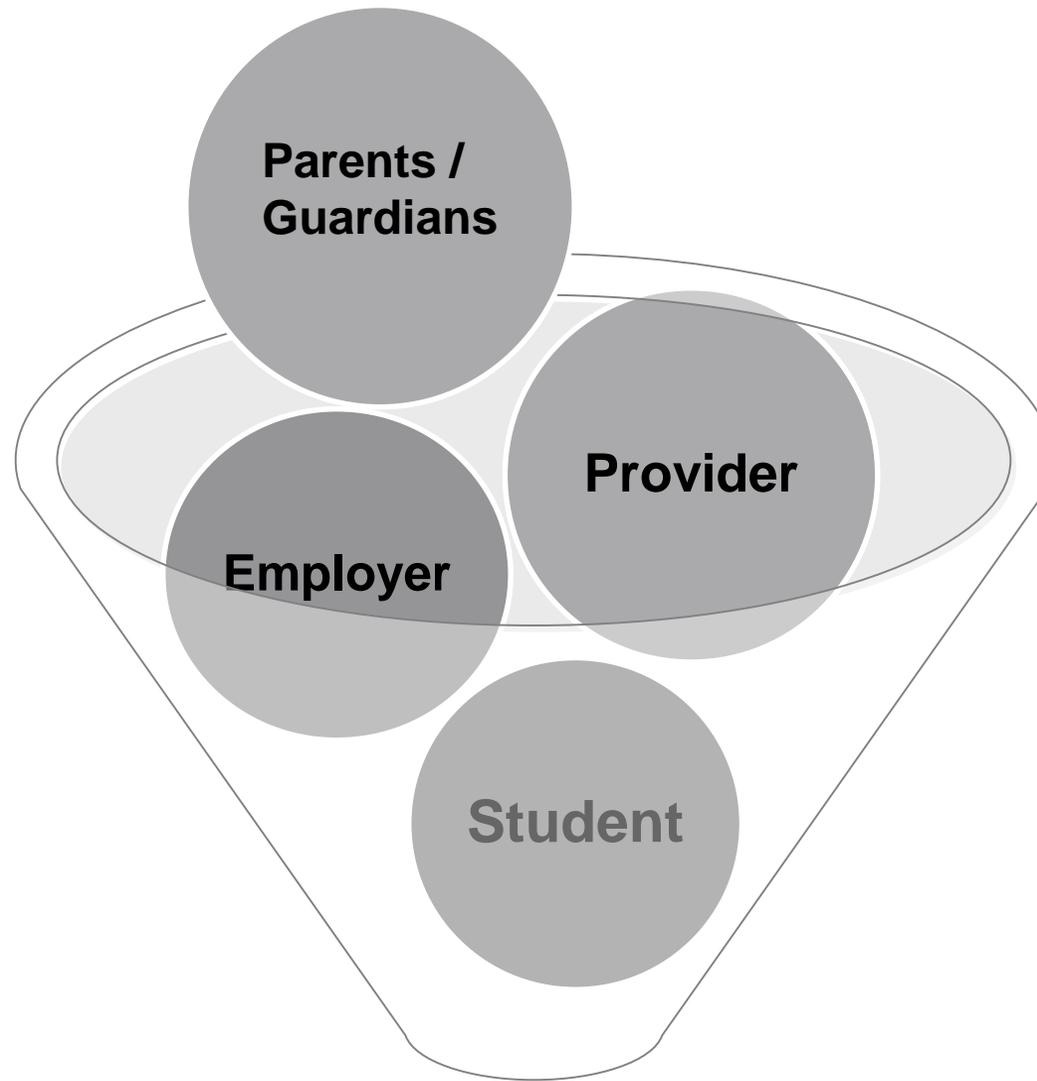
- 3**            % of non-completions from the pilot due to student factors
- 17**            Minimum duration in days of an industry placement
- 85**            Mandatory number of reviews a student must have with a provider whilst on placement
- 10**            % of qualifying students expected to be on industry placements for providers with CDF funding in the academic year 18/19
- 83**            % of employers that feel they have a good understanding of T-Levels
- 45**            % of students felt that an industry placement helped them interact with people who are from different backgrounds.

# Aim of this workshop

- Explore the elements of a quality placement from multiple perspectives and consider how to develop best practice.

## Outcomes

- State key facts/data around T Level industry placements.
- Identify the factors that make a quality industry placement for all key parties – student; parent/guardian; education provider; employer.
- Apply knowledge from pilot case studies to collaboratively propose models of best practice for all key parties.



**Quality Industry  
Placement**

# What Are We Looking For?

Each group will be allocated one of the four key groups.

From perspective of your given group, please determine the following, and be ready to feedback shortly:

- The key things you want from placement
- What is quality from your perspective?



# What does an industry placement have to be?

- Timing and duration
- Occupationally specific
- Student Readiness
- External
- SEND
- Link to the access to work funding page on the government website:  
<https://www.gov.uk/access-to-work>



- Whole organisation approach to planning and implementing industry placements, including staffing.
- Agreed learning objectives for each student on placement
- Accurate and sufficient record kept of the student's progress against agreed learning objectives
- Sufficient pre-placement preparation for the student has been put in place
- Placement log for each student
- The frequency and content of monitoring visits
- Breakdowns handled effectively and alternative placements
- Student satisfaction feedback, employer review and satisfaction feedback

**UPDATE:  
Sept 2018**

# Student: Best Practice

- Get to know what the student wants/needs in order to match, self source if possible - 85% of non-completions were due to student factors
- A clearly defined job description and expectations – project work can be great.
- Ongoing contact with the student - distance travelled.



# Student Case Study

Two students who were working on a Health and Social Care placement volunteered extra time to support the Christmas event for residents and local children at their placement.

The Deputy Manager reported that: “The students took a **really active part** in the implementation of the event and filled the house with fun and laughter. I feel they have come into their own and their **confidence is at a high** and I couldn’t be happier for them. This scheme really is a **two-way street**, friendships have been forged and I hope it continues. The students were fantastic and put real smiles on everyone’s faces. The residents were delighted they came and took part in a fun weekend. This is an example of **community and intergenerational work** making a difference at its finest.”

# Parent / Guardian: Best Practice

- Early communication, sense of involvement and knowledge of previous industry placement success.
- Highlight the opportunities provided.
- Launch event, ideally with employer feedback (there were issues in pilot when this didn't happen) – it's not free labour.
- An industry placement that offers a real opportunity for the learner so the parent or guardian can see the effect it has – clear job description, responsibilities, not repetitive tasks.
- A work placement that helps with soft skills, confidence and employability.



# Parent Case Study

An inner-city education provider stressed to us that many of their students experienced an **increase in their confidence** thanks to their industry placement assignment. In particular, they reported that one of their students initially said it felt a bit daunting going into the workplace but, after a week, had found his feet and had settled in.

He said that he was getting **lots of support** from his colleagues and that this had helped him build his confidence. Further **follow-up conversations** confirmed that the **student improved consistently** with each new task given to him. The manager stated that the whole team was really pleased with him.

# Education Provider: Best Practice

- SMART targets with the students - so education providers can measure distance travelled etc.
- Customer Relationship Manager (CRM) tool - to monitor all contact with student and employer, centralised resource
- Collaborative approach with the employer and young person - ongoing relationship with the employer.



# Education Provider Case Study

One education provider has been tracking the impact of the industry placements on students' employability throughout their curricula: Manufacturing Engineering, Music Technology, Catering and Hospitality, Construction, Motor Vehicle, Creative Media Production and Technology, Health and Social Care.

The education provider reported an **outstanding employability** result stating that **80% of the students had been offered full time employment** after a few weeks on their placements. Almost all students would be walking into **full time jobs or apprenticeships** once they had finished their course.

# Employer: Best Practice

- Selection - interviews etc. - sense of involvement and quality control.
- A placement that adds value - a YP who can contribute to the company. They need learners who are work ready and prepared.
- Strong ongoing relationship, ideally early involvement



# Employer Case Study

Stagecoach were initially contacted via one of their Lancashire depots for involvement in the pilot to offer placements to students from Preston's College. After initial discussion, their area director was keen to embed the programme across some of their other sites in the region. After running a selection process they took on 2 students across into Mechanical Engineering and Vehicle Maintenance placements. They have since gone on to sign a national RFI to offer 26-50 placements in 2018-2019 in a number of their depots across the country.

“Stagecoach are **delighted to be working in partnership with The Challenge and Preston's College** to enable students studying automotive technology to have **real life working experience** at our Preston Depot. The vehicle maintenance industry has evolved dramatically over the past 10 years and continues to present new technological challenges. It is absolutely **vital that we embrace the changes** and prepare our work forces for the future, this partnership will put students and our business in a **strong position** to rise up to the challenge.”

Tony Cockcroft, Engineering Director, Stagecoach

# Over to you

Your task is to collaboratively propose 'Top 10 Best Practice Tips'.

- Top 10 tips for students
- Top 10 tips for fellow providers/colleagues on the planning process (must include reference to SEND)
- Top 10 tips for providers on working with employers (must include reference to SEND)
- Top 10 tips for parents from providers on helping their child/ward to get the most from Industry Placements



# Useful Links

Access to work:

<https://www.gov.uk/access-to-work>

CDF Guidance on Industry Placements

<https://www.gov.uk/guidance/industry-placements-capacity-and-delivery-fund-cdf-for-academic-year-2019-to-2020>

AOC industry placements guidance resources

<https://www.aoc.co.uk/industry-placements-guidance-resources>