LINE MANAGER GUIDE

GUIDANCE FOR EMPLOYERS ON LINE MANAGING STUDENTS ON INDUSTRY PLACEMENTS
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WELCOME TO INDUSTRY PLACEMENTS

Thank you for your interest in offering an industry placement to a student in your workplace. Industry placements give young people studying towards a technical qualification practical experience directly related to their course, helping prepare them for the world of work.

Employers like you are playing a key role in creating opportunities for young people in the local community at the start of their careers to develop their technical and employability skills and build confidence.

We are passionate about industry placements because they offer excellent opportunities for both employers and young people. We know that industry placement students bring enthusiasm to learn and a fresh perspective while increasing diversity in the workforce.

The duration ensures students are given sufficient time to master the essentials and that the employer has the opportunity to mould and foster the student’s technical abilities. This makes the student more likely to add value and make a lasting impact on the business.

This handbook will provide you with information about the different components which make up the programme and how you can get involved. It outlines what’s required of an industry placement line manager, and explains how you can best support your student, as well as highlighting the key points of contact throughout the year.

INDUSTRY PLACEMENTS: AN OVERVIEW

WHAT ARE INDUSTRY PLACEMENTS?

Two-thirds of businesses found relevant work experience either critical or significant in candidates when recruiting. Work experience is an important facilitator for young people entering, and succeeding, in the workplace. Around two-thirds (65%) of employers reported that relevant work experience was a critical or significant factor when taking on (any aged) recruit. (Source: Employer Perspectives Survey 2016.)

This is why the Department for Education (DfE) have made a commitment that all 16 to 19-year-old students following a new technical education route will be entitled to a quality industry placement. This placement will arm them with the
skills they need and give them the best possible opportunity to enter skilled employment.

Industry placements will be a mandatory part of new T Levels. T Levels are rigorous, classroom-based, technical study programmes at level 3, designed to support entry to skilled employment in technical occupations at level 3 and above. A substantial, high-quality industry placement with up to 2 external employers will be an essential part of each T Level.

These industry placements will give students a valuable opportunity to put their learning into practice, develop their technical skills and become more employable. Students will spend a minimum of 315 hours (on average 45-50 days) on a placement, which can be split across up to two external employers, in a role directly relevant to their course.

**IMMEDIATE BENEFITS**

- Extra resources for your projects and day-to-day operations from students developing skills in a course relevant to your business and industry.
- Give your employees the opportunity to develop management and mentorship skills.
- Bring a fresh perspective into your business.
- Social value: share with stakeholders how your business has supported local young people into industry placements, improving their employability and progression opportunities.
- Partnership with other employers – A single industry placement (minimum 315 hours overall) can be split across 2 employers.

**LONG TERM BENEFITS**

- Inspire the next generation to work in your industry.
- Address current and future skills shortages in your industry – grow your own workforce with the skills you’ll need in the future.
- Strengthen your recruiting pipeline and increase diversity

Social value: benefits for business and society are correlated – increased social inclusion leads to new business opportunities. Have contact with communities who you may not traditionally have contact with
WHAT DO I NEED TO DO?

- Provide an industry placement of a minimum of 315 hours for a student on a course directly relevant to your industry. This can be in partnership with another employer, as long as learning targets, goals and objectives are worked towards. The timing and structure of the placement will be based on your needs as well as those of the local education provider and will take place during term time. The different models available include ‘block release’ over a minimum of 9 weeks, day(s) release each week, or a combination of both.
- You will agree relevant learning objectives for the placement with the education provider and the student. The learning objectives should be occupationally specific to your industry and you will be expected to set quality tasks that enable the student to work towards those objectives.
- Ensure there is a safe work environment and opportunities for the student to develop their technical skills within your industry.
- Provide a line manager to support, supervise and mentor the student and who will have regular contact with the provider to discuss their progress.
- At the end of the placement, provide a reference giving feedback on the student’s commitment and progress against the learning objectives set for the placement.
**KEY QUESTIONS**

**Do I need to pay the student?**
It’s your choice. You can decide whether or not to pay the student, and how much. In the pilot study, 48% of employers provided some form of financial remuneration, whether in wages, travel support or expenses. 52% of employers did not.

**How are industry placements different to work experience?**
Work experience usually involves a student observing the workplace for one or two weeks. They may not have studied a relevant course to your industry area or have any related skills. Industry placements however, last at least 315 hours. You host students who are studying a relevant course, and who will have the time, technical skills and knowledge to add value to your business.

**Will there be lots of paperwork?**
Nearly all legal, health and safety, insurance and other documents you need will be available as templates from education providers. Where possible, they will have been filled in to minimise your workload. Clear guidance on any internal processes you may need to consider or implement will also be available.

**How can I balance this with core business activities?**
Students will be assessed to ensure they are of a suitable standard before coming to you on an industry placement. It is recommended that you agree their goals and responsibilities for the placement at the start and monitor their progress towards these. Given the opportunity and some initial support, they will add value! Education providers will be on hand to support if challenges arise, to ensure both parties get real value from the placement.

**What support will I receive?**
Education providers will support you to set up the placements, from dealing with administration to helping you find the right student. Once a placement begins, they will continue to support both the student and your line manager where necessary. They’ll also try to learn and improve the process over the course of the placement.

**How can I make sure I get suitable students?**
All students will be joining you from a course relevant to your industry. You’ll work with a technical education provider to find the best student for your organisation. If you like, you can screen CVs and/or interview candidates.
LINE MANAGER INFORMATION
WHAT SHOULD I EXPECT FROM MY STUDENT?

- Your student will use their skills and perspective to add value in their role and to your organisation.
- Although your student should be coming to their placement with some technical skills it’s important to be aware that they will still need support during the placement to help them develop their behaviour and social skills, as well as knowledge and technical skills. These will have been assessed by the education provider prior to the industry placement.
- If your student does not meet expectations during the placement, the education provider contact will work with him/her to correct this.

WHAT IS MY ROLE AS LINE MANAGER?

Provide induction
Introduce your student to their colleagues and offer a tour of the premises. Explain the relevant policies, procedures and appropriate dress code. Brief all other staff who will be involved in your student’s learning. N.B. there are health and safety and induction checklists in Appendices 2 and 3 to help you.

Create opportunities
Provide opportunities for students to practise their skills, step out of their comfort zone, and experience a variety of tasks, introducing new tasks by example.

Give feedback
Telling your student what they are doing well and what they need to improve on is an essential part of effective learning. Employers are expected to give regular feedback to let students know when they are/are not meeting expectations, what they are doing well and how they can improve.

There are four key ways in which together we can facilitate high-quality, effective feedback:

1. Weekly one-to-one meetings
Employers are expected to schedule weekly one-to-one meetings to ensure effective communication and support for students. These can be short (30 minutes) but give you the chance to check in on how your student is doing, set tasks, and share feedback.
2. **Immediate feedback**
Provide immediate feedback if students have done something well, or if they need points on how to improve – you don’t need to wait for the next weekly meeting.

3. **Start, midpoint and final reviews**
Employers are expected to attend the start, midpoint and final reviews of the student, which are led by the education provider. Education providers may be able to be flexible when arranging these to suit you and your business. Try to give them as much notice as possible if the date/time needs to change. See page 9 for more information on midpoint and final reviews.

4. **Provide a reference**
On completion of a placement, provide the student with a completed reference template, detailing your reflections on their commitment and progress throughout the placement, based on their performance against the learning objectives agreed beforehand. This will be helpful for the student’s future employment opportunities. Template provided in Appendix 5.

**Communicate regularly**
Keep your contact at the education provider informed of the student’s progress and achievements – but also make them aware of any particular concerns you have. Review the expectations in the industry placement agreement, and make sure to flag with the education provider contact if your student isn’t meeting these. It’s really important that communication remains strong throughout.

**Line manage**
Apply appropriate management styles to support the needs of a student. They are likely to need strong direction and clear daily objectives at the start. It may be useful to start by asking the student what they feel comfortable with and/or what they feel their strengths and areas for development are. Think about the industry placement in terms of three stages which students will progress through at different rates:

- **Beginning**: Learn how to do tasks, take on routine tasks, master these with close supervision,
- **Middle**: Start to take ownership of these tasks, take autonomy for managing time, take on new projects/tasks if appropriate.
- **End**: Make the most of opportunities available to support professional development, learn more about other
departments and roles, involvement in additional projects where appropriate.

Prior to the industry placement agreement meeting, your contact at the education provider will ask you to outline what tasks your student will be doing throughout the placement and will explain what training is covered on the programme. The purpose is to identify links between your student’s work and their course.

**To provide on-the-job training**
Deliver on-the-job training to ensure your student gains the required knowledge, understanding and skills to be successful in the role. This may include training on specific processes or systems, software they need to use, and more.

**WHAT ELSE SHOULD I THINK ABOUT BEFORE THE PLACEMENT?**

**Setting up a diverse and impactful placement**
Creating an industry placement where students spend time with different teams creates diversity for the student and improves their communication skills. It also spreads the responsibility for supporting that student among a wider pool of people, as well as potentially adding value to more areas of your business.

**Get your team on-board**
Ensure your team understand the purpose and business drivers of the industry placement, as well as the impact you are intending to have on the student and their potential to succeed in their future career. Use this as an opportunity for your staff to get excited about making a difference and get them involved in supporting the student throughout the placement.

**Consider setting up a mentoring programme**
A mentoring or buddy support system can help students settle into your organisation faster. Engaging existing employees to deliver this can help enhance their own skills. Having strong support networks in place can help students give you their best as employees, as well as ensuring that both your staff and the students get the most out of the experience.

**Embed inclusive working practices**
Consider the student’s background. Bear in mind they are potentially entering a workplace for the first time. Help the student to understand your company values. Talk openly about
diversity and differences – whether it be ethnicity, gender, age, social background, personality or even learning and management style. Ensure you ask about any religious/cultural or general additional needs that the student may have.

**WHAT HAPPENS AFTER THE INDUSTRY PLACEMENT?**

On completion of the industry placement, the student will need to finish their studies. The industry placement is just one requirement for their course.

At this point the education provider will contact you to discuss the outcome of the industry placement and any follow up opportunities. You may be interested in taking on another student for another industry placement. If so, please speak to your contact at the education provider, who will be more than happy to arrange that.

A reference should be provided for the student on completion of the placement. A template can be found [here](#).

**What if we want to offer our student a job after the end of the industry placement?**

Offering further employment to your placement student is entirely at your discretion, but they must first complete their course of study. If you’d like any guidance or support on how to do this, it is recommended that you speak to your contact at the education provider, who will be able to offer advice. If you are interested in retaining your student, discuss this with them as early as possible. Do remember however, that once the student is no longer on placement, National Minimum Wage laws will apply.
WHAT SUPPORT WILL MY STUDENT AND I RECEIVE?

Structured support is provided throughout the programme, as described below. If you require additional help, please contact the relevant person at the student’s education provider.

Before the industry placement
All students participating in industry placements will go through preparation sessions at their education provider. Based on feedback from employers and best practice from providers, this helps develop:

- Soft skills and behaviours, including expectation management, maturity, character
- Knowledge and technical skills
- Employability, e.g. CV writing, interview skills (depending on needs of employer)

N.B. There may be opportunities for the education provider to provide provisional training for you in areas such as feedback and management prior to the industry placement. Please contact the education provider to discuss this.
During the industry placement
The provider will give you and the student a named contact person at the education provider to contact when needed. This person will be named in the industry placement agreement.

The education provider contact’s role is to ensure that everything is working well for both you and your student. This person should always be your first port of call. They will be in touch regularly, but if you have concerns at any point please contact them: you don’t need to wait for a scheduled meeting.

The provider will meet one-to-one with the student regularly to get feedback on the industry placement and provide support as needed. If any issues arise during these meetings, the provider will raise it with you and handle it appropriately.

At the end of the industry placement, a final review session will be held between you, the student, and the education provider.

Mid-point and final reviews
This is an opportunity for you, your student and the provider to meet halfway through and at the end of the industry placement. See Appendix 4 for mid-point and final review meeting templates.

The purpose of these reviews is to:

- Check in on your student’s progress (reflecting on the learning aims agreed at the beginning of the placement)
- Ensure that things are working well for both you and your student
- Address any concerns you may have regarding progress
- Identify any additional developmental opportunities in the workplace
- Set new goals
- Ensure that your student’s workload and tasks are pitched at the right level

POINT OF CONTACT

Education provider contact
This is your main contact. They support your student through regular check-ins.
When you’ll see them
At the beginning, middle and at the end of the industry placement for the review meetings. They’ll organise visits to the workplace and arrange meetings to check you’re happy with how the placement is going.

What to speak to them about
Any issues relating to the industry placement that concern you. You can talk about how your student is getting on and how to best ensure that their education, training and work are fitting together. You may be asked to provide information or testimonials for review purposes.
APPENDIX 1: INDUSTRY PLACEMENT AGREEMENT TEMPLATE

Parties to this agreement:

Education Provider:

Employer:

Student:

Course of study, skills and level
To be completed by the education provider. Describe what skills and level the student will have based on their course of study.

Industry placement description
Dates of the Placement: From__/__/____ to__/__/____
Address of Workplace:
Total work hours per week:
Workplace dress code:

About the organisation
To be completed by the employer. Describe the nature of business and the type of products and services provided. Provide detail on the number of employees and workplace environment.
About the role and key responsibilities
What role will the student undertake? What will they be doing day-to-day? How will the student contribute to the success of the department and the organisation as a whole?

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

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?
Key learning objectives
Objectives should be SMART (Specific, Measurable, Achievable, Realistic, Timebound.

What practical skills will the student apply and further develop during this placement? What knowledge will the student acquire and/or enhance during this placement?
ROLES AND RESPONSIBILITIES

Education provider
In order to support the student on the industry placement, and to ensure they provide benefit to the employer, the education provider will:

- Carry out pre-placement checks including (without limitation) that the employer has policies on safeguarding, health and safety, insurance as are necessary to ensure the safety and wellbeing of the student whilst working with the employer.
- Prepare the student appropriately in workplace etiquette and expectations and provide information to the student on general health and safety issues prior to their placement.
- Ensure that the industry placement provides the opportunity for the student to apply and develop skills that are related to their occupational field of study.
- Agree with the student and the employer a set of learning objectives to be achieved on the industry placement.
- Provide the student with a log book to track their placement activities and progression.
- Provide specialist guidance and information to the student [insert as appropriate for students with any additional needs, e.g. Special educational needs and disabilities (SEND) / Students with learning difficulties or disabilities (LLDD)].
- Communicate any particular requirements of the student to the employer (including SEND).
- Equip the student with any materials and support not provided by the employer required for the performance of the placement, such as personal protective equipment (PPE). [Specify all such materials and support here].
- Ensure a minimum of fortnightly communication with the student during the industry placement to obtain feedback and provide support as needed. This does not need to take place at the workplace and can be done over the phone or when the student is at the education provider.
- If any issues arise, raise these with the employer promptly and handle them appropriately.
- Maintain regular contact with the employer during the placement to monitor and evaluate the placement in terms of the student’s health, safety and welfare, and the student’s progress. Agree frequency of contact with the employer.
- A tutor or staff member from the education provider may conduct visits to the employer and/or student if reasonably necessary or upon reasonable request.
If any serious issues arise relating to the student’s performance or behaviour on the industry placement, take these up with the student (and employer if necessary) and agree a remedial plan.

Organise a mid-point review meeting between the education provider, employer and student. This should be a meeting in person where possible to review the student’s progress, their learning objectives and make any changes to improve the second half of the placement.

Ensure a final review meeting is held between the student, employer, and education provider at the end of the industry placement.

Ensure that the employer provides the student with a reference using a standardised template after completion of their industry placement.

Ensure the industry placement is incorporated into the remaining programme of study (as relevant, depending on timing of industry placement).

**Employer**
In order to support the student on the industry placement to develop their skills and learn about the world of work, the employer will:

- Provide quality work for the student as described in the role description above which is relevant to the student’s course of study and will enable the student to learn and develop and meet their agreed objectives/learning aims.
- At least two weeks in advance of their first day at work, provide the student with joining information including (without limitation) how to get to the place of work, working hours, lunch arrangements, workplace expectations such as dress code and acceptable mobile phone usage.
- Provide the student with a full induction including (without limitation): a tour of the workplace; introductions to relevant staff; any necessary training; health and safety arrangements; fire precautions and emergency evacuation arrangements; how to report accidents, incidents and unsafe conditions.
- Comply with health and safety legislation and maintain adequate and up-to-date employer’s liability and public liability insurance to cover the student and any potential loss or liability caused by or to the student in relation to the placement.
- Ensure that any confidential information provided to them by the student or education provider about the student will not be disclosed to any third parties.
- Grant a non-exclusive, royalty free licence to the education provider and the student to use intellectual
property for academic and non-commercial purposes related to the student’s course studies only to the extent permitted by any employer confidentiality agreement to which the student is a party.

- Nominate a suitably qualified person to be the day-to-day line manager for the student and provide relevant introductions and contact details to the student.

The employer will ensure that the staff member that line manages the student will:

- Hold an initial meeting with the student at least one week prior to their start date to discuss and decide on their objectives/learning aims which should be confirmed upon their start date.
- Conduct or make arrangements for day-to-day supervision of the student.
- Hold regular weekly meetings with the student to track and review their progress and remind the student to complete their log book.
- Identify and deal with any issues promptly including (without limitation) relating to colleagues, work content, level of support, workload etc.
- Provide regular, constructive feedback to the student (collated from other supervisors where applicable) and encourage the student to think and problem-solve for themselves where possible.
- Maintain communication with the relevant education provider contact to discuss progress and escalate any concerns they have with the student’s work readiness or performance on the placement. Agree frequency of contact with the education provider.
- Communicate any serious issues relating to the student’s performance on the industry placement to the student and/or education provider as necessary.
- Attend a midpoint review meeting with the education provider and the student. This should be a meeting in person where possible to review the student’s progress, their learning objectives and make any changes to improve the second half of the placement.
- Complete written feedback forms for the education provider at designated points during the placement.
- In cases of serious accident or incidents involving the student or breaches of discipline by the student:
  - advise and consult with the education provider; and
  - co-operate with the education provider in the event of a complaint or concern from the student about their placement and or the employer.


**T-LEVELS**

- Allow the student to submit all required reports and documents to the education provider in connection with the placement for the purposes of assessment.
- Provide a reference upon completion of the industry placement that gives a view on whether the student had demonstrated commitment to the learning objectives set at the start of the placement.

**Student**
The student will be responsible for:

- Agreeing with the employer and the education provider a set of learning objectives to be achieved on the industry placement.
- Attending the industry placement punctually from \([\text{time start} - \text{time end}]\) on the specified days \([\text{timing and duration description i.e. four days a week in this time period or 'see attached work schedule']\)}, with the duration allowed for lunch set out under ‘Industry Placement Description’ above.
- Making arrangements for transport and lunch, factoring enough travel time to arrive at their placement promptly.
- Contacting their line manager as soon as possible if unable to attend due to illness or another reason.
- Maintaining high behaviour standards and being courteous and respectful to other staff, students and members of the public during the placement and adhering to any employer policies relating to behaviour standards, equality and inclusion.
- Filling in their log book (at least weekly) to track placement activities and progression.
- Attending regular (at least fortnightly) one-to-one meetings with their line manager to discuss their experience of the placement and raise any issues or concerns promptly.
- Attending regular catch-up calls or meetings with their contact at the education provider to discuss their experience and log book entries on the placement.
- Attending a mid-point review meeting with the education provider and the employer. This should be a meeting in person where possible to review their progress, their learning objectives and make any changes to improve the second half of the placement.
- Attending a final review meeting with the education provider and the employer at the end of the placement to reflect on the student’s progress and learnings.
- Maintaining a positive attitude, being open to learning and feedback and making the most of the opportunity.
· Maintaining the quality of their work and using their initiative.
· Dressing appropriately for the employer’s work environment in accordance with the dress code set out under ‘Industry Placement Description’ above.
· Abiding by all rules regarding health and safety, appropriate IT and mobile phone use and all other policies and procedures of the employer, including (without limitation) reporting any accident or injury immediately and recording the details in the departmental accident/incident book.
· Maintaining confidentiality regarding any of the employer’s information and not doing anything which may bring the education provider and/or the employer into disrepute, including prudent use of social media in accordance with the employer’s policies.
· Completing all assessments and attend any briefing sessions that are required as part of the placement.
· Notifying the education provider and the employer in advance of any matter which is likely to affect their undertaking of the placement including (without limitation) any special health or medical requirements.
· Keeping the education provider informed of any changes, issues or incidents which arise in connection to the placement.
· Ensuring adequate motor insurance is arranged in advance of the placement should it be required for travel during working hours.
· Assigning any intellectual property (including, without limitation, copyright, patents and registered designs) which is created by the student during the industry placement to be owned by the employer.
Additional agreed clauses
Any clause entered here shall override any corresponding clause above in this industry placement agreement.

Consider providing for where a placement does not complete (e.g. due to student or employer withdrawal).

Duly authorised and signed on behalf of the education provider

Print name:
Position:
Address:
Tel:
E-mail:

Duly authorised and signed on behalf of the employer

Print name:
Position:
Address:
Tel:
E-mail:

Duly authorised and signed by the student

Print Name:
Address:
Tel:
E-mail:

Duly authorised and signed by the parent/guardian of the student

Print Name:
Address:
Tel:
E-mail:
**APPENDIX 2: INDUCTION CHECKLIST**

Make sure that you have provided the following induction to your student and that they understand your health and safety provisions and policies by asking them to complete this checklist.

| ☐ | I have been given an overview of the company products, the industry, and the work carried out at this particular site. |
| ☐ | I have been told about my itinerary for my placement, which departments I will be working in, and the type of work I will be observing, learning about and doing. |
| ☐ | I understand the start and finish times of my working day. |
| ☐ | It has been explained to me who will be my immediate line manager for my industry placement and who to speak to if there is a problem. |
| ☐ | I have been shown the location of the restaurant and toilet facilities, and I am aware of the break times that I can take. |
| ☐ | I have been told the areas which are restricted to me or that I must remain with my line manager/an employee at all times, due to security reasons (where applicable). |
| ☐ | I have been briefed on potential hazards/safety issues, if any, that I could be exposed to during the industry placement. |
| ☐ | I have been told about safe working practices to adhere to while on my placement. |
| ☐ | I understand that I am not permitted to operate any machinery without the permission of my line manager, and without first receiving the appropriate training. |
| ☐ | I have had the importance of safety equipment explained to me, such as PPE, where it is kept, which areas it must be used in and why. |
| ☐ | I have been told that I must report any injury/accident to my line manager immediately, who will be able to locate the nearest first-aider. |
|☐| I have been told what I should do in the event of a fire, and how I will know if a fire alarm has been raised. |
|☐| I have been told the emergency procedure and where the assembly points/emergency exits are. I understand that I should speak to my line manager if I am unclear which emergency exit to use on the site, in case of an emergency. |
|☐| I know that I should not run during an evacuation. |

**Student and industry placement provider to read and agree this checklist.**
Signed organisation:

Signed student:

Dated:
## APPENDIX 3: GUIDE OUTLINING BEHAVIOUR AND SOCIAL SKILLS STANDARDS

<table>
<thead>
<tr>
<th>Behaviour and social skill</th>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactive</td>
<td>Produces poor results</td>
<td>Works hard to get things done</td>
<td>Produces excellent results, more than what is asked for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does not seek support or ask for clarity when unsure of what to do</td>
<td>• Asks for clarity when presented with a task</td>
<td>• Takes appropriate initiative when there are not clear guidelines or when things are not going to plan</td>
</tr>
<tr>
<td></td>
<td>• Has no clear system for recording information</td>
<td>• Has an electronic or paper diary and to-do list that is up-to-date</td>
<td>• Has a clear system for recording information. Plans work a week at-a-time and can realistically assess how long tasks will take</td>
</tr>
<tr>
<td></td>
<td>• Misses deadlines</td>
<td>• Completes tasks by the agreed deadline. Where deadlines are going to be missed, manager is informed with reasonable notice</td>
<td>• Completes tasks to a high standard, doing what needs to be done, even if not in the original brief</td>
</tr>
<tr>
<td></td>
<td>• Submits work without checking it or continues to make the same mistake after they have been told about it</td>
<td>• Checks work so that it contains no simple errors</td>
<td>• Is fully aware of how important wellbeing is and actively seeks out advice and support to look</td>
</tr>
<tr>
<td>Team player / effective communicator</td>
<td>Is not a team player or does not communicate effectively?</td>
<td>Is a team player and uses professional and appropriate language when communicating</td>
<td>Actively seeks out ways to support the team and is a highly effective communicator</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Fails to listen to colleagues or responds negatively to views different from own</td>
<td>Listens to different points of view and responds in a professional way</td>
<td>Uses the most effective and appropriate form of communication and adjusts</td>
</tr>
<tr>
<td></td>
<td>Refuses to do tasks not in their usual job role to support the team</td>
<td>Supports the team when asked to do tasks not in the usual job role</td>
<td>according to the audience</td>
</tr>
<tr>
<td></td>
<td>Shows little empathy for colleagues</td>
<td>Contributes ideas when the team faces a problem</td>
<td>Is proactive in offering to help out with tasks not in their usual job role</td>
</tr>
<tr>
<td>Examples of poor communication:</td>
<td>Phone - Slang/non-formal English used, mumbling, afraid to make/receive phone calls</td>
<td>Phone - Appropriate greeting is used, takes and leaves phone messages that capture all the key information, prepared for outgoing calls</td>
<td>Can adapt role within a team at different times, e.g. taking a lead or knowing when to follow instructions</td>
</tr>
<tr>
<td></td>
<td>Email/Written - Large number of typos, not responding to, or losing track of, important e-mails</td>
<td>Email/Written - All emails are proof-read, using a formal but friendly tone</td>
<td>Examples of outstanding communication:</td>
</tr>
<tr>
<td></td>
<td>Face to face - Bored and uninterested body language/facial expressions, using</td>
<td></td>
<td>Phone - Able to handle complex questions over the phone and summarises any actions agreed at the end of the call</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Email/Written - Using formatting</td>
</tr>
<tr>
<td>sling/non-formal English</td>
<td>• Face to face - Having an acute awareness of appropriate body language and professional boundaries</td>
<td>effectively (bold, bullet points, italics) to convey meaning, trusted to send clear communications and able to represent her/himself and others well, writing e-mails in a time effective manner</td>
<td></td>
</tr>
<tr>
<td>• Face to face - Comfortable liaising with people at different levels of seniority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td>Failing to take responsibility for actions</td>
<td>Takes responsibility for actions</td>
<td></td>
</tr>
<tr>
<td>• Frequently needs to be told what to do, regularly blames other people for poor performance or gives excuses rather than taking ownership of tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reacts overly defensively to constructive feedback or acts as if s/he thinks s/he “knows it all” already. Alternatively,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is proactive and always looks for opportunities to improve performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spots when things are going wrong and shares this/acts on this early on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Being in a position to take on more tasks, doing what needs to be done, rather than just what is asked of him/her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• At meetings, is able to summarise the 3 key points from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>Is unprofessional</td>
<td>Is professional</td>
<td>Is always professional and a fantastic representative of the organisation</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Arrives to work early every day and arrives 5 mins early to prepare. Is proactive about timing throughout the whole day (considers travel time and potential delays)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Often arrives late to work and/or is late to most internal meetings</strong></td>
<td><strong>Always comes prepared to meetings with a notepad and pen, takes relevant notes and takes an active interest in content</strong></td>
<td><strong>Able to maintain calm when under stress/pressure</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tends to miss/forget things</strong></td>
<td><strong>Aims to arrive 15 minutes early to work, apologises for occasional delays and makes up any missed time at the end of the day. Punctual to meetings.</strong></td>
<td><strong>Being aware of the organisation’s culture and tailoring how to act</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Is easily distracted from work or inattentive, for example, plays on phone</strong></td>
<td><strong>Suitably dressed 100% of the time</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>their time is important</td>
<td>depending on the context and audience</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

*T-LEVELS*
APPENDIX 4: REVIEW MEETING TEMPLATE OF STUDENT

Name: 
Course: 
Provider: 
Employer: 
Date: 

For each of the aspects for assessment, please mark (with an X) whether the student does not meet expectations, meets expectations, or exceeds expectations at the mid-point of their industry placement.

Please refer to Appendix 3 as a reference guide outlining the behaviour and social skills standards, we expect students to be meeting. Please use the knowledge and technical skills relevant to their course of study to determine their readiness.

<table>
<thead>
<tr>
<th></th>
<th>Behaviour and social skills</th>
<th>Knowledge and technical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed by: _________________________  (Provider)

Signed by: _________________________  (Employer)

Signed by: _________________________  (Student)
# APPENDIX 5: END OF INDUSTRY PLACEMENT EMPLOYER REFERENCE TEMPLATE

Name:  
Organisation:  
Line Manager:  
Dates of industry placement:  

<table>
<thead>
<tr>
<th>Workplace Skills</th>
<th>How the quality was demonstrated (circle where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
</tr>
<tr>
<td>Poor, no explanation</td>
<td>Some explained absence</td>
</tr>
<tr>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Time-keeping</strong></td>
<td></td>
</tr>
<tr>
<td>Sometimes late</td>
<td>Usually on time</td>
</tr>
<tr>
<td>Always on time</td>
<td>Always early</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td></td>
</tr>
<tr>
<td>Some interest, some tasks completed</td>
<td>Interested, tasks completed on time</td>
</tr>
<tr>
<td>Well-motivated, conscientious</td>
<td>Always looking for more</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td></td>
</tr>
<tr>
<td>Reliable with supervision</td>
<td>Reliable with minimum supervision</td>
</tr>
<tr>
<td>Reliable and keen to take responsibility</td>
<td>Flexible, accurate and responsible and uses initiative.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Some effort made</td>
<td>Good – communicated well when involved</td>
</tr>
<tr>
<td>Very good – initiated some conversations and asked if unsure</td>
<td>Excellent – communicated well and fitted in with the team</td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td></td>
</tr>
<tr>
<td>Needed encouraging</td>
<td>Shy at first but improved during placement</td>
</tr>
<tr>
<td>Very good</td>
<td>Excellent – very confident from day one.</td>
</tr>
</tbody>
</table>

progress against learning objectives
## T-LEVELS

<table>
<thead>
<tr>
<th>Particular strengths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas for development</td>
<td></td>
</tr>
<tr>
<td>Summary of achievements</td>
<td></td>
</tr>
<tr>
<td>Any other comments</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 6: FURTHER FAQS

In this section, you will find some suggestions about how to support your student in work and training.

How can I understand my student’s training and help them to progress in their training?
You will be provided with an overview of what your student is working towards prior to starting the industry placement which will feed into the student’s learning objectives for the placement.

Will I need to release my student to attend exams?
The provider should have organised the curriculum so that exams do not conflict with industry placements. Occasionally exam retakes may take place on industry placement days, and it is up to individual employers to decide whether the student will need to make up these days at another time.

Will I need to attend any meetings?
The provider will carry out assessments with you and your student twice during the placement period: halfway through, and at the end of the placement. It is strongly encouraged that you attend these meetings. Both you and your student can then review the progress they are making, and you can have input into the overall assessment of the student on their placement.

How can I let the provider know if I think my student has a personal problem affecting their work and/or training?
If you are concerned about your student and do not feel comfortable or qualified to talk to them about it, please contact the relevant person at their education provider as soon as possible, to ensure that the issue is not detrimental to either their education or their wellbeing.

Do I need to allocate time for my student to complete coursework or revision in the workplace?
No, they should be doing this in their own time and not during work hours.

What if the student is not meeting my requirements?
If a student is not meeting your requirements for soft skills, technical skills or behaviour, you should inform the student and help them to help manage them to improve. You may also inform the education provider during your regular catch-ups and, if necessary, arrange a meeting between yourself, the student and the education provider to suggest possible ways forward to improve the situation and put together a timeline,
if appropriate. It is only after taking these measures and where the situation does not improve that termination of the placement may be appropriate. The preceding does not apply in cases of gross misconduct.
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.