

T-LEVELS

THE NEXT LEVEL QUALIFICATION

LINE MANAGER GUIDE

**GUIDANCE FOR EMPLOYERS ON LINE
MANAGING STUDENTS ON INDUSTRY
PLACEMENTS**



HM Government

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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

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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

- Developing existing staff's mentoring and management skills
- Improving the recruitment pipeline for your business
- Giving opportunities to young people from a wide range of backgrounds, leading to a more diverse workforce
- Bringing in new and imaginative ideas
- Building partnerships with local training providers
- Partnership with other employers - A single industry placement (minimum 315 hours overall) can be split across 2 employers.

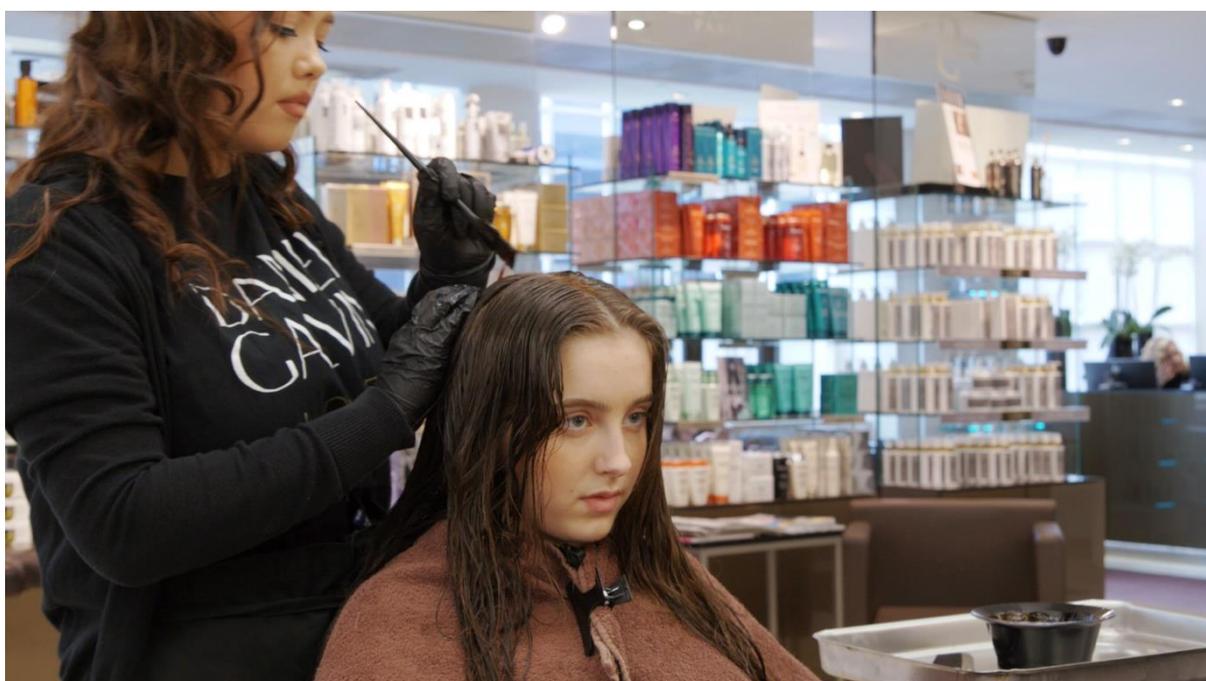
LONG TERM BENEFITS

- 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

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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 the learning goals 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 goals for the placement with the education provider and the student. The learning goals should be occupationally specific to your industry and you will be expected to set key activities 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 goals set for the placement.



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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 learning 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 the education provider to find the best student for your organisation. If you like, you can screen CVs and/or interview candidates.

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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.



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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 goals 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



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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

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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.

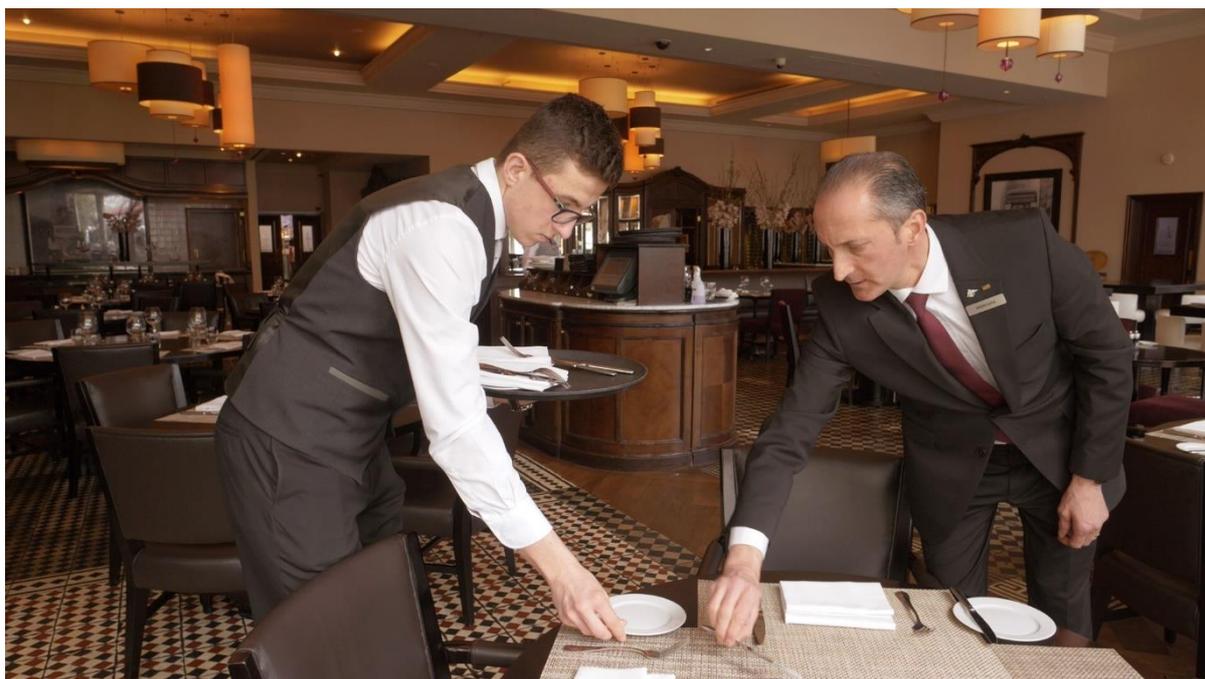
At this point the education provider will contact you to discuss the outcome of the industry placement and any follow up opportunities. You may be interested in taking on another student for another industry placement. If so, please speak to your contact at the education provider, who will be more than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

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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:

- Employability skills, professional behaviours and attitudes, 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.

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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 meeting 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 goals 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 stretching learning goals, where appropriate
- 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.



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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.

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APPENDIX 1: INDUSTRY PLACEMENT AGREEMENT TEMPLATE

Parties to this agreement:

Education provider:

Employer:

Student:

Parent/carerer (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?*

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



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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 |



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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

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- | | |
|----|--|
| 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 |



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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:

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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.

<input type="checkbox"/>	I have been given an overview of the organisation and the work it does, including the products / services it provides, the industry it is in, its size and structure and whether it has a national or international focus
<input type="checkbox"/>	I have been told about my itinerary for my placement, and what my role will be, including which departments I will be working in, and the type of work I will be observing, learning about, and doing
<input type="checkbox"/>	I understand the days I need to attend my placement, the start and finish times for each day and I know when I can take my lunch and breaks times
<input type="checkbox"/>	I have been told about, and understand, the organisation's policies and procedures including dress code, health and safety, and drug and alcohol use
<input type="checkbox"/>	It has been explained to me who my immediate manager for my industry placement will be and who to speak to if there is a problem
<input type="checkbox"/>	I have been shown the location of the restaurant, toilet facilities and prayer rooms
<input type="checkbox"/>	I have been told if there are areas which are restricted to me or where I must always remain with my manager/an employee, due to security or safety reasons (where applicable)
<input type="checkbox"/>	I have been told how to access the organisation's IT systems, and I understand the organisation's policy about using IT equipment, including the use of social media in the workplace, and when and where I am allowed to use my mobile phone
<input type="checkbox"/>	I have been briefed on potential hazards/safety issues, if any, that I could be exposed to during the industry placement and I have had the chance to ask questions where this is not clear

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<input type="checkbox"/>	I have been told about safe working practices to adhere to while on my placement
<input type="checkbox"/>	I understand that I am not permitted to operate any machinery without the permission of my manager, and without first receiving the appropriate training
<input type="checkbox"/>	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
<input type="checkbox"/>	I have been told I must report any injury/accident to my manager or a first aider immediately
<input type="checkbox"/>	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
<input type="checkbox"/>	I have been told the emergency procedure and where the assembly points/emergency exits are, and I know that I should not run during an evacuation. I understand that I should speak to my manager if I am unclear which emergency exit to use on the site, in case of an emergency

Student and industry placement provider to read and agree this checklist.

Signed organisation:

Signed student:

Dated:

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APPENDIX 3: PROGRESS INDICATORS - BEHAVIOUR AND TECHNICAL ABILITY STANDARDS

OVERALL DESCRIPTORS		
Needs improvement (Not making sufficient progress)	Good (Demonstrating sufficient progress towards their learning goals)	Excellent (Exceeding against their learning goals)
Mid-point review Unlikely to meet their learning goals by the time they complete their placement, without additional support. ¹ Final review Has not shown sufficient progress towards their learning goals.	Mid-point review Showing potential and are likely to meet their learning goals by the time they complete their placement. Final review Has demonstrated sufficient progress towards their learning goals.	Mid-point review Working beyond expectations and already on track to exceed their learning goals. ² Final review Has exceeded against their learning goals.
BEHAVIOURS		
Students will be expected to demonstrate sufficient progress towards their learning goals through displaying the <u>appropriate workplace behaviours</u> throughout their placement		
Needs improvement	Appropriate behaviours	
Lacks professionalism <ul style="list-style-type: none"> Is not courteous and respectful to other staff and members of the public Attendance and time keeping is poor Gets easily stressed when under pressure 	Displays professionalism <ul style="list-style-type: none"> Is consistently courteous and respectful to other staff and members of the public Attendance and time keeping is good Is mostly calm under pressure Demonstrates enthusiasm and 	Consistently demonstrates professional behaviour <ul style="list-style-type: none"> Always courteous and respectful to other staff and members of the public Attendance and time keeping is excellent Always able to maintain calm when under pressure

¹ This must be a trigger point for providers and employers to discuss with the student to identify why they are not making progress and what extra support they need

² It may be that original learning goals should be updated to provide greater stretch/challenge in these circumstances

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<ul style="list-style-type: none"> • Demonstrates very little enthusiasm and interest in their work, does not engage with their work and is easily distracted • Does not follow company policy and conduct, such as not following the dress code, behaviour, and confidentiality • Is not reliable 	<p>interest in their work, engages well with their work and is not easily distracted</p> <ul style="list-style-type: none"> • Adheres to company policy and conduct, including dress code, behaviour, and confidentiality • Mostly reliable 	<ul style="list-style-type: none"> • Demonstrates a lot of enthusiasm and interest in their work, always engages well with their work and is never distracted • Always adheres to company policies and conduct, including dress code, behaviour, and confidentiality • Very reliable
<p>Produces poor results</p> <ul style="list-style-type: none"> • Regularly misses deadlines • Does not plan their work effectively and is unable to prioritise tasks • Completes their work to a poor standard, with lots of errors • Is not able to work independently, as needed, as requires full support to complete tasks • Does not ask for support or clarity when unsure of what to do • Shows little interest in wanting to learn and develop their skills 	<p>Produces good results</p> <ul style="list-style-type: none"> • Regularly meets deadline • Plans their work effectively and is able to prioritise most tasks • Completes their work to a good standard, with few errors • Mostly of the time is able to work independently, as needed • Often seeks support or clarity if unsure of what they need to do • Is eager to learn and develop their skills most of the time 	<p>Produces excellent results</p> <ul style="list-style-type: none"> • Always meets deadlines • Always plans their work very effectively and is able to prioritise all of their work • Completes their work to a very high standard, with no errors • Is always able to work independently, as needed • Always asks for support or clarity if they are unsure of what do • Proactively seeks opportunities to learn and develop their skills

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<p>Does not engage or work well as part of a team</p> <ul style="list-style-type: none"> • Has not build good relationships with colleagues and does not understand their role in the team • Does not show a positive attitude to working as part of a team • Does not listen to different points of view and responds in a non-professional to views different from their own • Does not treat members of the team with respect • Does not offer help to support team members 	<p>Works well as part of a team</p> <ul style="list-style-type: none"> • Has built good relationships with most colleagues and mostly understands what their role in the team is • Most of the time shows a positive attitude to working as part of a team • Listens to different points of view and mostly responds in a professional way to views different from their own • Mostly treats members of the team with respect • Most of the time will offer help to support team members 	<p>Works well within a team and actively seeks to support others</p> <ul style="list-style-type: none"> • Has built very good relationships with all colleagues and understands what their role in the team is • Always shows a positive attitude to working as part of a team • Always listens effectively to different points of view and always responds in a professional way to views different from their own • Always treats members of the team with respect • Is always proactive in offering help to support team members
<p>Communicates ineffectively</p> <ul style="list-style-type: none"> • Written communications are unclear, they do not use the right tone for the audience and have lots of mistakes • Are not able to share their thoughts and present ideas clearly • Does not use polite and professional 	<p>Communicates appropriately</p> <ul style="list-style-type: none"> • Most written communications are clear, they use the right tone for the audience, and have few mistakes • Are able to share their thoughts and present ideas clearly most of the time • Uses polite and professional language most of the time when speaking 	<p>Excellent communicator</p> <ul style="list-style-type: none"> • Written communications are always clear, they use the right tone for the audience and with no mistakes • Are always able to share their thoughts and present ideas clearly • Always uses polite and professional language when speaking to

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<p>language when speaking to colleagues / customers</p> <ul style="list-style-type: none"> Does not follow instructions and listen carefully to what they need to do, so they do not understand what is needed Does not use positive and open body language to show that they are approachable and ready to listen 	<p>to colleagues / customers</p> <ul style="list-style-type: none"> Most of the time follows instructions and listens carefully to what they need to do, so they understand what is needed Most of the time uses positive and open body language to show that they are approachable and ready to listen 	<p>colleagues / customers</p> <ul style="list-style-type: none"> Always follows instruction and listens carefully to what they need to do, so they always understand what is needed Always uses positive and open body language to show that they are approachable and ready to listen
<p>Fails to take responsibility for actions</p> <ul style="list-style-type: none"> Is not open to feedback and does not act on it Is not honest if they have made a mistake and gives excuses for poor performance or blames others Does not learn from their mistakes 	<p>Takes responsibility for own actions.</p> <ul style="list-style-type: none"> Most of the time is open to feedback and acts on it Most of the time is honest if they have made a mistake and most of the time does not excuses for their behaviour or shifts the blame Most of the time learns from their mistakes 	<p>Takes full responsibility for own actions</p> <ul style="list-style-type: none"> Is always open to feedback and acts on it Is always honest if they have made a mistake and does and never gives excuses for their behaviour or shifts the blame Always learns from their mistakes
<p>TECHNICAL ABILITY</p> <p>By the end of the placement, students will be expected to have demonstrated sufficient progress against the technical skills set out in their <u>individual learning goals</u> and must be reviewed as a <u>minimum of 'Good' or 'Excellent'</u> against the criteria below in order to meet the industry placement completion criteria</p>		
<p>Needs improvement</p>	<p>Good</p>	<p>Excellent</p>
<p>Technical understanding Has none or little understanding of how</p>	<p>Technical understanding Has a good understanding of how their technical skills</p>	<p>Technical understanding Has an excellent understanding of how</p>



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<p>their technical skills can be effectively applied in the workplace and does not apply the skills with any accuracy</p>	<p>can be effectively applied in the workplace and applies the skills within with a good degree of accuracy</p>	<p>their technical skills can be applied effectively in the workplace and applies the skills with a very good degree of accuracy</p>
<p>Confidence Has none or very little confidence in applying technical skills learnt in the classroom, within the workplace, and displays none or very little confidence in the development of new occupationally relevant skills</p>	<p>Confidence Has some confidence in applying technical skills learnt in the classroom, within the workplace, and displays some confidence in the development of new occupationally relevant skills</p>	<p>Confidence Has high confidence in applying technical skills learnt in the classroom, within the workplace, and displays high confidence in the development of new occupationally relevant skills</p>
<p>Independence Is able to do simple tasks but struggles with complex tasks without full support and/or supervision.</p>	<p>Independence Is able to do simple tasks and is mostly able to carry out complex tasks accurately, with minimal support and/or supervision</p>	<p>Independence Is able to do simple tasks and always carries out complex tasks accurately and independently, with minimal support and/or supervision</p>
<p>Efficacy Is not able to deliver the expected outcomes through the practice and repetition of tasks and activities</p>	<p>Efficacy Most of the time is able to deliver expected outcomes, through the practice and repetition of tasks and activities</p>	<p>Efficacy Is always able to deliver expected outcomes, through the practice and repetition of tasks and activities</p>
<p>Efficiency Struggles to do simple tasks to the correct standard and within deadline</p>	<p>Efficiency Is able to do simple tasks and most of the time is able to do complex tasks to the correct standard and within deadline</p>	<p>Efficiency Is able to do simple tasks and is always able to do complex tasks to the correct standards and within deadline</p>

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APPENDIX 4: REVIEW MEETING TEMPLATE OF STUDENT

Name:
Course:
Provider:
Employer:
Date:

For each of the aspects for review, please mark (with an X) whether the student is not making sufficient progress towards their learning goals, is demonstrating sufficient progress towards their learning goals or is exceeding against their learning goals at the midpoint.

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

	Behaviour and Social Skills	Knowledge and Technical Skills
Not making sufficient progress		
Demonstrating sufficient progress		
Exceeding		

Feedback/notes:

[Please provide any feedback on where the student is not making progress and what improvements you would like to see so that the student can make the most of the industry placement. Outlining next steps may be useful.]

Review progress against learning goals (outlined in the Industry Placement Agreement):

What specific knowledge has the student enhanced and/or acquired during this placement?

What practical skills has the student applied and/or further developed during this placement?

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What knowledge/skills will be focused on during the remaining time on this placement?

Please assess the quality of support given by the employer:

- Below expected standard
- Meeting expected standard
- Exceeding expected standard

Signed by: _____ (Provider)

Signed by: _____ (Employer)

Signed by: _____ (Student)

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APPENDIX 5: END OF INDUSTRY PLACEMENT EMPLOYER REFERENCE TEMPLATE

Student name:	
Organisation:	
Name of line manager:	
Job title of line manager:	
Dates of industry placement:	

Workplace skill	How the quality was demonstrated (circle where appropriate)		
Professional behaviour and attitude	Lacked professionalism with poor time keeping, attendance and poor reliability	Displayed professionalism with good time keeping, attendance and reliability	Consistently demonstrated professional behaviour with excellent time keeping, attendance and reliability
Results focused	Produced poor results, regularly missed deadlines, and completed work to a poor standard	Produced good results, regularly met deadlines, and completed work to a good standard	Produced excellent results, always met deadlines, and completed work to a high standard
Teamwork	Did not engage or work well as part of a team and did not treat colleagues and customers with respect	Worked well as part of a team and treated colleagues and customers with respect	Worked well within a team, actively seeking to support them and treated colleagues and customers with respect
Communication	Communicated ineffectively with poor written, verbal, and active	Communicated appropriately with good written, verbal, and active listening skills	Excellent communicator with excellent written, verbal, and active



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	listening skills		listening skills
Commitment	Failed to take responsibility for their actions and did not act on feedback given on their performance	Took responsibility for their actions and mostly acted on feedback given on their performance	Always took full responsibility for their actions and always acted on feedback given on their performance
Technical understanding and confidence	Poor understanding of relevant technical skills and was not able to apply their technical skills and knowledge with accuracy and confidence	Good understanding of relevant technical skills and applied their technical skills and knowledge with a good degree of accuracy and confidence	Excellent understanding of relevant technical skills and applied their technical skills and knowledge with a very good degree of accuracy and confidence
Independence	Struggled with complex tasks without full support and/or supervision	Was mostly able to carry out complex tasks accurately, with minimal support and/or supervision	Always carried out complex tasks accurately, with minimal support and/or supervision
Progress against learning goals			
Particular strengths			



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Areas for development	
Summary of achievements	
Any other comments	
<p><i>This form should be completed by the student's line manager.</i></p> <p>Completed by (print name and job title):</p> <p>Signature:</p>	



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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 goals 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?

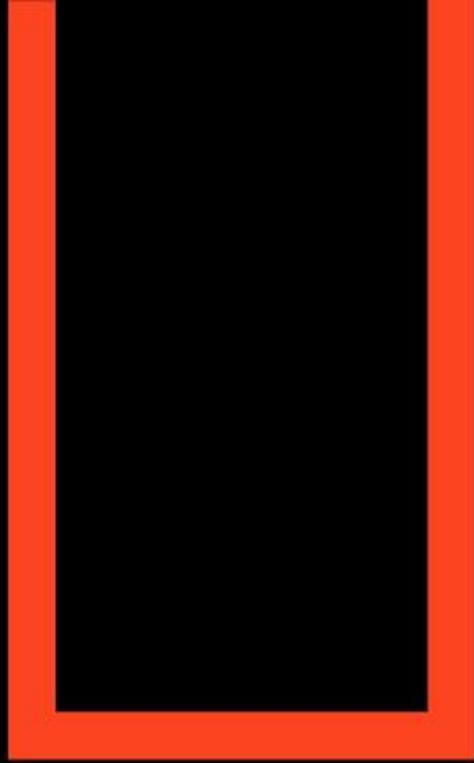
No, they should be doing this in their own time and not during work hours.

What if the student is not meeting my requirements?

If a student is not meeting your requirements with regards to their technical ability or professional 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

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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.



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THE NEXT LEVEL QUALIFICATION

Industry placements are a core part of the T Level courses.
Visit www.tlevels.gov.uk.

