PLACEMENT MATCHING

A GUIDE FOR EDUCATION PROVIDERS ON HOW TO BEST MATCH STUDENTS WITH INDUSTRY PLACEMENTS
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CONTEXT
This resource has been designed to support education providers throughout the matching process of students to industry placements. After a brief overview on the benefit of industry placements we will deep-dive into the different approaches and models to support you during the matching and interview process. Particular attention will be paid to how to collect information from your students to create their profile to best match them with industry placements. Finally, in the Annex section, we share a few tools and templates to better prepare your students and employers for the interview process.

Feedback from students who have been on industry placement suggests that students who undertook an industry placement were more confident, better prepared for future employment, and more focused and productive during their course.

This guide draws on the extensive learning from providers, students and employers during academic years 2017 to 2018 and 2018 to 2019. We recommend using this tool as guidance and adapting information as needed, in order to fit your organisation.
ELEMENTS OF A HIGH-QUALITY INDUSTRY PLACEMENT

Industry placements can play an important role in preparing young people for employment.

Completion

For an industry placement to be ‘completed’ and eligible for funding, it must meet the following criteria:

• Takes place in a working environment that is external to the students learning environment and is relevant to their occupational specialism
• Develops relevant and up-to-date technical skills and specialist knowledge related to their field of study
• Be a minimum of 315 hours (45-50 days)
• The employer and provider should be satisfied that the student has demonstrated progress towards the learning objectives set at the start of the placement

Outcomes

The expected outcome of an industry placement are:

• Students develop the occupationally relevant technical and practical skills, needed to enter into skilled jobs or higher level apprenticeships
• Students able to demonstrate the essential employability skills to be productive in a relevant occupation
• Student gain credibility with prospective employers (because students will have met all the essential placement learning aims, set by employers)
• Provide opportunities for employers to develop their local talent pipeline
• Feed the local job market/skills gaps

SETTING CLEAR EXPECTATIONS WITH EMPLOYERS

High-quality industry placements should come with clear role descriptions from employers, in advance of the placement start date.

A good role description should demonstrate that the employer has a clear idea of how the student will:

• Contribute to the organisation
• Develop their skills
• Access the placement
• Progress towards their personal career goals
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SETTING CLEAR EXPECTATIONS WITH STUDENTS

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

Further information can be found in Annex 1. Principles for high-quality industry placements.

PLACEMENT MATCHING

Running the placement matching process effectively is crucial to a successful industry placement for both students and employers. Below are a few of the key lessons and challenges experienced by education providers.

COHORT SPONSORSHIP

Engaging employers in the matching process is always a good idea. With some employers it may be possible to get them to sponsor a student cohort. This could mean as little as an investment of time to run interviews with potential candidates and giving talks about their industry to funding branded work wear for industry placement students.

Evidence from providers suggests employers are much happier when they feel they have direct influence in selecting the right candidate for the role.

DIRECT MATCHING VS INTERVIEW PROCESS

Most education providers ranked the interview matching process as more successful and efficient than a direct matching approach (i.e. assigning students to placements).

From a student perspective, getting to know the workplace and team in advance greatly helped to reduce stress levels and gave students a better feeling of what to expect from the experience.
Employers also much preferred using an interview process: they are familiar with such selection processes and tend to become more engaged with the overall industry placement execution when they can select their candidates themselves.

A few education providers chose to directly match students to placements because of time restraints. This approach was not as successful for them, since they experienced a much higher rate of issues and non-completion of placements compared to providers who organised interviews.

As a result, we recommend organising a full interview process to match students to placements. This might entail more initial time and resources, but will reduce the issues arising later on, and help ensure more engagement of both students and employers.

Preferred models for managing the interview process varied greatly from provider to provider. For more information on the different options, see the ‘Interview Guidance’ paragraph below.

**PLACEMENT SELF-SOURCING**

Education providers can also encourage students to find an industry placement themselves, or to ask their parents/guardians if they would be willing to host an industry placement student in their company.

A few education providers have taken this approach, as an alternative to the usual matching process. This gave students the opportunity to think about their ideal workplace, and to potentially work with the company that best fitted their needs.

Additional information, as well as a valuable tool to help students to self-source placements, can be found in the

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**CASE STUDY**

“Interviews helped students get an idea of the environment they’d be working in and helped establish expectations before the placement started. Students also reported that thanks to this, they were feeling less nervous on their first working day.”

**Education provider**
TOP TIPS AND CONSIDERATIONS FOR A SUCCESSFUL MATCHING PROCESS

Below are some key lessons learned from education providers:

Distance and geographical location matter
- The geographical location of an employer should be taken into account during the matching process.
- Distance from a student’s home to the workplace, transport links, cost of transport, and ability to travel can have a big impact on the student’s attendance. This is particularly true where students may face barriers to travel, such as a disability.

To manage this, request home postcodes from students when completing the student’s profile. See ‘Student Profile Information’ paragraph for more information and tips on matching based on geographical location.

The matching process requires time
Make sure you’ve planned in enough time to properly execute the placement matching process, including buffer time to mitigate against delays.

Clear communication streams with both employers and students
Throughout the matching process, it’s important to keep communicating with all parties involved.

With the employer:
- Reviewing work tasks ensuring that they are clearly identified and reflected in a meaningful role description, and that they don’t vary too much during the industry placement.
- In addition, for employers that are not familiar with matching and interviews, keeping in regular contact to ensure they stay engaged in the process.

With the student:
- Having an open conversation to collect information about their previous experiences, their ideal workplace and
potential barriers and issues to attendance is key to ensure a successful match. Compiling a student profile is an essential step towards this.

- Regular contact with students throughout the matching and interview process can help them to manage stress and expectations on what will come next. It will also help them perform as well as possible during the interviews.

**Multiple matches are advisable**
Students need to be encouraged to select more than one employer option: there may be competition for placement positions, or they may not be selected by the employer after the interview.

Similarly, some employers explicitly requested to interview multiple students and to be directly involved in making matching decisions. We suggest allocating multiple students to each employer.

Multiple matching also gives the opportunity for employer and student to find their best fit. It also gives more real-world experience – when learners are out in the world applying for jobs, they will not be the only applicant.

**Ensure a fair matching process for all your students**
- Keep in mind throughout the matching and interview process any special needs that participants might have.

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**CASE STUDY**

“Our learning point in this period is that every single employer/student match is unique, combining several different factors. In order for the match to be successful, time must be taken to plan and support as well as to manage expectations throughout the process.”

**Education provider**
- Honesty from the education provider with employers is key when matching students with special needs: this means they can properly prepare and put in place any support required.

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**STUDENT PROFILE INFORMATION**
Based on what we learned from providers delivering industry placements, this section aims to support you in collecting information on students ahead of the matching process. Working closely with your students to gather all the information will
T-LEVELS

make a big difference and maximise the chances of a successful placement.

DATA COLLECTION FROM STUDENTS

Student profile databases will help you collect and organise students’ information, and also help students to be clear on how they can make the most of their placement. For example, they will identify skills they are aiming to improve and barriers or commitments that might prevent them from attending work.

DATABASE FORMAT SUGGESTIONS

There are a few possible ways to collect and store students’ information. A few options used by our education providers include:

- **Excel matrix database**: An excel matrix allows you to compare information easily across different candidates. Excel will also allow you to apply filters according to different criteria that might prove valuable during the matching process, for example areas of interest or home address.

- **Online database**: A few providers were using their online/cloud-based tools to create specific profiles for their students. Keeping all information digitised allows easier storage of information and would be recommended particularly for education providers with a high number of students to place.

- **Word document**: Although it might not be the most efficient tool to keep a database, Word may be a good option to collect information from students, as it allows you to easily create a questionnaire.

- **Other creative options**: Some education providers used more creative tools to collect and compare information. Some collected location information on an online map to keep track of home addresses and placement locations during the matching (an example of this tool is shown below—see ‘Examples of Learner Profile’). Others incentivised students to prepare visual portfolios of their previous work (especially those following creative and design courses).
The above tools can be used individually or in combination to collect student information based on your needs. You might have data collection processes already in place for student information and may just need to incorporate additional information needed for placement matching.

**STUDENT PROFILE: GENERAL INFORMATION**

*What kind of information should you collect from students to match them with appropriate industry placements?*

The following list is not a mandatory or exhaustive checklist, so we recommend you assess internally which information is most relevant.

Information worth collecting might include:

- Student ID number
- Home address and postcode
- Ability to drive/ownership of a car
- Upcoming GCSE resits and dates
- Part-time jobs and daily availability
- Specific timing restrictions
- Other restrictions, e.g. caring responsibilities, practical restraints, etc.
- CV or previous work experience
- Interests and skills
- Contact person details (parents or guardians)
- Curriculum-specific information

**CURRICULUM-SPECIFIC ADDITIONAL INFORMATION**

Curriculum teams might want to add some route-specific questions on things needed or desired by the employer. Below are a few examples reported from education providers:

- **Business administration:** IT expertise, in particular level of confidence in Microsoft Office
- **Catering and hospitality:** Any previous hygiene training completed
- **Childcare and education:** DBS and/or other checks and certifications
- **Construction:** Construction Skills Certification Scheme (CSCS)
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- **Creative and design:** Depending on the particular sector, questions might include whether a student plays an instrument; link to a previous portfolio of work; any relevant technical skills
- **Digital:** Relevant programming, coding or IT skills; portfolio of previous work
- **Hair and beauty:** Previous work experience or training completed; specific skills e.g. type of hair the student can work on. Professional appearance may also be requested by employers, so general questions on e.g. highly visible tattoos might be helpful
- **Legal, finance and accounting:** Experience of relevant tools/programmes; level of proficiency with basic IT, Microsoft Office

**SPECIAL NEEDS**

Additional information should be included in the student profile document to enable you to approach employers and set up appropriate, feasible and supported placements with the student’s needs and aspirations in mind.

It might be a good idea to ask the student’s parents/guardians (and carers where relevant) to input into this profile too. Providers found that it was important to have parents/guardians of students with SEND/LLDD on board at this stage, as they may be anxious about the risks, safety and impact of industry placements.

The following information could be included as a minimum:

- Medical conditions
- Additional learning needs
- Whether a job coach will be required, or any other support required by the student (e.g. additional mentoring support and/or work-buddy)
- Any learning aids used by the student in their studies (e.g. coloured paper, larger fonts) which should also be provided at the placement
- Any working environment preferences or adjustments (e.g. quieter spaces, later start time)
- Ability to travel independently
INTERVIEW TECHNIQUES AND APPROACHES

In this section we describe some of the most commonly used approaches for interviewing students.

To prepare your students, it may be helpful to organise interview training with a general overview on what to expect in an interview and tips on how to best prepare for them. You may also want to give a short workshop on how to write a CV.

CV-BASED INTERVIEW

This is probably the most common way to conduct an interview. The candidate is usually asked to talk about him/herself and to describe any previous work experience. The interviewer will then usually ask follow-up questions based on the student’s CV and ask them to expand on past work experiences and/or interests.

If the majority of your participating employers use this approach, we suggest giving a workshop for students on how to write a CV. Education providers reported that a few students didn’t have a CV before starting their industry placement and were struggling to compile one without any guidance.

Typical CV-based questions in an interview could be:

- I see from your CV that you previously had an internship at XXX. What were you responsible for and what were your daily tasks?
- Tell me more about your hobby. I see you’re into tennis - do you play regularly?
- Talk me through your CV.
- I see you were recently working at X; tell me more about this.

COMPETENCY-BASED INTERVIEW

Competency-based interviews (also referred to as situational, behavioural or competency questions) use a style of interviewing that is increasingly used to assess early-stage candidates with little previous work experience. The key aim of this approach is to evaluate the candidate’s key competencies, particularly when it is hard to select on the basis of technical merit. It’s often used for graduate schemes or graduate jobs where relevant experience is less important or not required.
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The employer will ask the student to provide situational examples from their life experiences, and to illustrate their personality, skills and competencies.

Typical competency questions could be:

- Describe a situation where you have had to work as part of a team.
- Tell me about a time you faced a conflict with one of your friends: how did you approach it and how did you solve it?
- Describe a time when you worked as part of a team to overcome a problem and tell me about the outcome.
- Tell me about a time when you had to deal with a difficult customer.

COMPETENCY-BASED INTERVIEW WORKSHOP

To prepare students for competency-based questions, we suggest an interview skills workshop to teach them how to structure their responses. Two useful frameworks they can use are STAR and CAR:

**STAR** stands for **Situation, Task, Action, Result.**

Here’s how this framework would help a student answer the question, "Tell me about a time you faced a conflict with one of your friends: how did you approach it and how did you solve it?"

**Situation**

The student would start by describing the context. For example, perhaps they were working on a group project and had a conflict with one of their team members. The situation could be from work experience, a volunteer position, or any other experience. The idea is to be as specific as possible.

**Task**

Next, the student would describe their responsibility in that situation. Perhaps they had to help their group complete a project under a tight deadline or meet a specific target.

**Action**

The student would then describe how they completed the task or what they did to meet the challenge. They would focus on what they personally did, rather than what their team, boss, or
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others did. (The response should be: "I did ABC", instead of: "We did ABC".

Result
Lastly, the student would explain the outcomes or results of their actions. They could draw attention to what they accomplished, or what they learned.

CAR stands for Context, Action and Result.

It provides a similar framework as above for structuring a response.

Both models require practice, either through mock interviews or writing a response and practising saying it out loud. These two models will enable students to manage these sometimes-difficult questions with relative ease.

Further information on how to support your students and employers in the interview process can be found in ‘Annex 2. Top Tips for Interviews’ and in ‘Annex 3. Mock Interview Examples’

CONTACTING EMPLOYERS - WHO SHOULD DO IT, HOW, WHEN

ORGANISATION - THE TASK, TARGETS AND KPIS

The key to successfully engaging employers and managing those relationships is understanding your task and targets.

The task is simply to persuade employers to take technical education students on an industry placement which is a minimum of 315 hours and in a role relevant to their course. You will have a target number of industry placements to source. This goal can be broken down to help you focus and make sure you meet targets:
Further information on how to best contact and engage with employers ahead of the matching and interview processes can be found in the [How to Implement Industry Placements](#) guidance resource.
ANNEX 1. PRINCIPLES FOR HIGH-QUALITY INDUSTRY PLACEMENTS

The quality assurance framework must ensure:

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

INFLUENCING THE QUALITY OF INDUSTRY PLACEMENTS

<table>
<thead>
<tr>
<th>Provider and employer</th>
<th>Provider</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider and employer responsibilities over safeguarding / student wellbeing and health and safety in the workplace are taken seriously (top priority)</td>
<td>Quality of support from provider, named contact during placement, regular review meetings and communication between provider and employer (top priority)</td>
<td>Employer experience and ability to deliver training for this age group, to mentor and motivate students to do their best</td>
</tr>
<tr>
<td>Stretching objectives that are relevant to the job, the student’s specialism</td>
<td>Provider preparation of student and employability training to ensure the right calibre of students are being sent on placement, managing employer expectations (top priority)</td>
<td></td>
</tr>
<tr>
<td>Relevance of workplace: the employer/student match is critical for</td>
<td>Quality processes to screen employer, due diligence checks (pre-placement) and</td>
<td></td>
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</tbody>
</table>
students to apply and demonstrate relevant technical skills during the placement | regular monitoring visits (during placement) are adhered to
Long standing provider relationship with employer leads to more satisfactory experience for all involved | Minimising varying industry placement standards of delivery across provider provision

**QUALITY ASSURANCE OF INDUSTRY PLACEMENTS: 4 KEY PRINCIPLES AND POTENTIAL LEVERS AND TOOLS**

| 1. Industry placements consistently deliver the intended outcomes for all students, employers and providers across the country and over time | 2. Students have the opportunity to develop and demonstrate the relevant technical, practical and employability skills in a safe and secure working environment |
| T Level Panels to set placement aims and objectives based on outline content (with consideration of difference in employer size) | Standardised checklist to include: screening of employer, due diligence checks, suitability and relevance of workplace, proportionate risk assessments and insurance checks |
| 3. Providers deliver placements in line with the principles for all T Level students. | CDF guidance, monitoring and challenge via ESFA, additional industry placement support, guidance/tools/good practice for developing relationships with employers |
| 4. Employers have the right knowledge and capability to deliver placements that develop relevant technical and specialist skills at the right level for all students | Adequate screening of employer introducing a standard checklist (to be shared and updated yearly to avoid additional burden on employers) |
Standardisation of objectives to inform structure of placement (with some flex to pick and choose), supported by regular reviews and quality assurance during placement.

| Standardisation of objectives to inform structure of placement (with some flex to pick and choose), supported by regular reviews and quality assurance during placement. | Formalin requirement for feedback from employer and students and for providers to continuously improve their industry placement provision | • ESFA funding conditions and audit  
• Consideration of increasing checks  
• ILR/School census and performance tables  
• Industry placement funding arrangements | Support and guidance provided to employers |

| Live portfolio and/or accumulative collection of evidence to support students’ development of progress against learning aims | Formal requirement for a minimum of three contact points during placement and tripartite agreement (to also including parental consent) | Focused support to improve 2020 and 2021 T Level provider readiness and lessons learnt | Specialist employer support package including training for employers and hands-on consultancy available to employers during 2019 to 2020 academic year |

| Post-placement review to demonstrate technical knowledge | Whistleblowing service | Ofsted inspection framework | Kitemarking, based on student/provider feedback and employers’ experience and delivery of industry placements |

**Timing and duration**

Industry placements are normally expected to average around 45-50 working days in length. The minimum duration is 315 hours.

This applies to 2019 to 2020 academic year delivery; after this, timing and duration will be reviewed. The exact duration

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1 The support is currently in development. Further information will be available in 2020.
for the T Level industry placement from 2020 is to be determined.

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

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

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

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

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

**Externality**
The industry placement may take place with a maximum of two external employers. Education providers cannot become a student’s employer, even if the placement is located on a separate geographical site to their normal place of study. It is critical that the student experiences a real-life role and the pressures that brings, including travelling to work, independence from their peers, working with new people and dealing with the public. This requirement applies even where the educational institution has extensive facilities mirroring an external workplace.
Special educational needs or disabilities (SEND) provision
Students with SEND must be able to access high-quality external industry placements so they can benefit from that real-life experience as much as their non-SEND peers.

Providers should consider what preparation and support students with SEND would need in order to access, and successfully complete, industry placements. This may mean activities in the workplace as well as in the classroom to help students gain the skills and confidence they need. Providers should use available industry placement capacity and delivery funding, alongside other available funding where appropriate (e.g. High Needs or Disadvantage Funding), to provide additional support in the workplace and assist with reasonable workplace adjustments. This could include the services of an independent workplace mentor or, where students have more complex needs, a job coach. Please refer to the SEND guidance resource for more information.

ANNEX 2. TOP TIPS FOR INTERVIEWS
Below are some top tips and advice for both students and employers to help them understand what to expect and/or how to prepare for the interview day. These tips are general best practice for interviews; your staff and curriculum leads might be able to add suggestions specific to their industry or sector.

TOP TIPS FOR STUDENTS
The text below can be adapted and shared with your students:

“Some nerves are inevitable before a job interview. Try not to let it get to you - and know at least that everyone else is in the same boat! And remember that you’re guaranteed an industry placement in a challenging and interesting organisation.”

Be prepared:
• Do your homework on each employer. Knowing who you are meeting for your interview and gathering as much information as possible about their business will be really helpful during the interview.
• Practise at home, out loud, giving a short description about yourself. This is generally the first question for each interview so it’s worth preparing it in advance.
Search online or ask your tutor for interview example questions or look in the student handbook for some top tips.

Talk to students who have already been interviewed by the same employer, or who did the same industry placement in previous years, to find out more about what to expect.

Schedule a meeting with your career advisor on further interview tips.

[EDUCATION PROVIDERS TO ADD SECTOR-SPECIFIC TIPS]

**Be positive and proactive:**

- A positive attitude and willingness to learn is one of the key qualities required by employers.
- Arrive on time, or even better, arrive 5-10 minutes in advance.
- Most industry placements won’t require you to wear a suit, but a smart outfit can help to give a good first impression. Check with your tutor or the employer on dress code.
- If you’re not sure how to answer a question, ask your interviewer to clarify, or to give an example of what he/she means.
- End the interview by asking one or two questions about the placement or about the company. This is a useful way to find out more and will show the employer that you are proactive and motivated to learn more about the company.

**TOP TIPS FOR EMPLOYERS**

Most employers will have extensive experience in interviewing. However, it might be worth having a chat ahead of time to check if they have any questions about the placement selection process. Additionally, some employers might be new to working with students, and might need a few extra tips on how to best interview them for an industry placement.

Below are some basic tips you could give to your employers:

- Keep in mind that students are still young and may be quite stressed on the day. It can take some time to feel at ease and to open up, so start with some easy, open questions to get the conversation flowing and relaxed.
- At the start of interview, make the interviewee feel comfortable by just chatting. Prompt them to talk about themselves.
- Some students might not have any previous work experiences, but this doesn’t mean they are less...
qualified for the job. In those cases, a classic CV-based interview process may not be the best method. Try to use a competency-based approach instead to make sure you capture the student’s real capabilities.

- The interview is a way for you to get to know the student while they get to know you. Make sure to leave a bit of time to answer questions and (if on site) show them around the workplace.

**ANNEX 3. MOCK INTERVIEW TEMPLATE**

Below is an assessment table that can be used by the employer for competency-based interviews. It can also be shared in advance with students to give them an idea of potential questions.

**COMPETENCY BASED INTERVIEW QUESTIONS**

**Team work**

<table>
<thead>
<tr>
<th>Question</th>
<th>Candidate Name</th>
<th>Score: 1 poor 5 excellent</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Tell me about a time when you worked successfully as part of a team.</td>
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<td>Describe a situation where you were successful in getting people to work together effectively.</td>
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<tr>
<td>Tell me about a situation when you needed to offer constructive criticism to a friend or team member.</td>
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**Responsibility**

<table>
<thead>
<tr>
<th>Question</th>
<th>Candidate Name</th>
<th>Score: 1 poor 5 excellent</th>
<th>Note</th>
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</thead>
</table>
Tell me about a time when you were responsible for something.

How do you address any responsibilities you may have?

Do you enjoy having extra or additional responsibilities and why?

### Decision Making

<table>
<thead>
<tr>
<th>Question</th>
<th>Candidate Name</th>
<th>Score: 1 poor 5 excellent</th>
<th>Note</th>
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<tbody>
<tr>
<td>What is the toughest decision you have ever made? Why was it so difficult?</td>
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<tr>
<td>Tell me about a decision you have made that has affected other people.</td>
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<tr>
<td>Give me an example of a bad decision you have made. Why was it a bad decision?</td>
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### Communication

<table>
<thead>
<tr>
<th>Question</th>
<th>Candidate Name</th>
<th>Score: 1 poor 5 excellent</th>
<th>Note</th>
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<tbody>
<tr>
<td>Give me an example of how you dealt with a difficult customer at work or in volunteering.</td>
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<td>Tell me about a time when you taught someone else something.</td>
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<tr>
<td>Question</td>
<td>Candidate Name</td>
<td>Score: 1 poor 5 excellent</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>How do you explain things to other people?</td>
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<tr>
<td><strong>Problem Solving</strong></td>
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<tr>
<td>Give me an example of a problem you have faced in the past, either as</td>
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<tr>
<td>part of a team or as an individual. How did you solve the problem?</td>
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<td>What do you do when you can't solve a problem?</td>
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<tr>
<td>You have a huge list of things to do and not enough time for everything.</td>
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<tr>
<td>What do you do?</td>
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</table>
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](http://www.gov.uk/dfe/t-levels).

Learning providers can make enquiries regarding industry placements by using this [online enquiry form](http://www.gov.uk/dfe/t-levels) to contact the Education & Skills Funding Agency or you can speak to your local ESFA team.