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**T-LEVELS**

**INTRODUCTION**

Industry placements will be a mandatory part of new T Levels courses, where substantial technical training is required. 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 an external employer – in a real-life, working environment – will be an essential part of each T Level.

These industry placements will give you a valuable opportunity to put your learning into practice, develop technical skills and become more employable. Students will spend a minimum of 315 hours (45-50 days on average) with an external employer in a role directly relevant to your course.

**Essential info:**

- You’ll spend 315 hours minimum in the workplace.
- The placement will be a good fit with your course, meaning you’ll be able to learn the relevant technical skills for your industry.
- Those eligible for support for expenses such as transport will continue to receive this.
- Some employers may pay a wage or cover your expenses.
- The placement will take place during [insert term], from [insert date] for [x] days, over [x weeks].
- Completing your placement is compulsory. Non-attendance will be dealt with through disciplinary procedures set by your education provider.
What are the benefits for you?
A survey was conducted with students who had undertaken industry placements about the benefits of undertaking the placement.

Responses included:

- 90.4% of young people felt more confident in their skills and abilities since participating in an industry placement.
- 82.7% of participating students felt industry placements helped them mix with people who were different from themselves.
- 79.6% of students surveyed agree that they have built relationships and even friendships with colleagues from different backgrounds to themselves.
- 91.3% of students felt that participating in an industry placement has helped them to respect and understand the experiences and viewpoints of people from different backgrounds and walks of life.
- 86.3% of students felt more confident in communicating their point of view to people that are different to themselves.

“I’ve mixed with people from lots of different backgrounds. I’ve met customers from all around the world - Ireland, Italy, America. I’ve also met people from all other parts of Manchester. For me they are all the same - I’ve haven’t felt any difference between them and me.”

Kelis Aged 17, Business Admin

“For future jobs I think it’s definitely good that I’ve done this work placement. Employers look at the experience people have got not the qualification. They can see that I’ve done something more than just my course.”

Hafsa Age 17, Business Admin Level 3 Diploma
Here is what you can hope to gain:

- Build and develop your technical skills, increasing your competence and ability to progress into skilled employment.
- Further develop “soft skills” such as communicating, teamwork and problem solving.
- Gain deeper knowledge of the running of a business and general commercial principle.
- Opportunity for personal growth: develop self-reliance, step out of your comfort zone, build confidence and learn about yourself. Identify your strengths and preferences for future career options.
- Potentially secure a job or apprenticeship with the employer afterwards and on completion of your course (this was the case for several students involved in the pilot last year).
- Build a valuable working relationship with an employer, resulting in a more meaningful reference to use for future job applications.
- Grow your network in the industry (including making contacts in other organisations), helping you to identify future job roles.

Industry placements have been designed so that, when you finish your course, you are best placed to progress, whether that is directly into employment, higher level skills training such as an apprenticeship, or pursuing more education. A meaningful industry placement will make a significant difference to your future employment prospects, and make you stand out against other applicants in the job market.

Your college or training provider will support you in finding the right placement and will visit your workplace three times over the 315 hours to check in and support your progress.

This handbook will help you prepare for your industry placement. It also gives you tools you can use during your placement to make it a success.
## SUCCESS STORIES

<table>
<thead>
<tr>
<th>Route:</th>
<th>Digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education provider:</td>
<td>A city-based education provider (multi campus)</td>
</tr>
<tr>
<td>Employer:</td>
<td>Provider of custom digital services to businesses</td>
</tr>
<tr>
<td>Description of placement:</td>
<td>Assist with creation of a mobile app for the company’s customers</td>
</tr>
<tr>
<td>Feedback from student:</td>
<td>“I really enjoyed the placement including designing a storyboard to be used in the live app.”</td>
</tr>
<tr>
<td>Feedback from employer:</td>
<td>The manager said that he was “really impressed” with the student’s input and the way he was not afraid to put new creative ideas forward and put his own mark on projects he was working on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Route:</th>
<th>Health &amp; Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education provider:</td>
<td>A city-based education provider group</td>
</tr>
<tr>
<td>Employer:</td>
<td>Scientific research</td>
</tr>
</tbody>
</table>
Feedback from employer: The student spent time learning about epigenetics and assisted with a ground-breaking experiment in the lab, in which they watched populations of the bacteria E. coli evolve in real time. The results from this were very exciting and they hope to publish them in a scientific journal, with the student as one of the co-authors.

"The student was dedicated and conscientious and has proved herself to be a real asset to the research team. Overall I have been very impressed with the student and she is a great ambassador for the T Level programme as a whole" - Manager

<table>
<thead>
<tr>
<th>Route:</th>
<th>Digital &amp; Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education provider:</td>
<td>A coastal town education provider</td>
</tr>
<tr>
<td>Employer:</td>
<td>A software house dedicated to healthcare applications</td>
</tr>
<tr>
<td>Description of placement:</td>
<td>An innovative placement: seven students working together on a real business in which they were entitled to shares in whatever they create. They worked to develop a piece of software to tackle the issue of bed blocking in the NHS, by allocating patients to available beds.</td>
</tr>
<tr>
<td>Feedback from student:</td>
<td>&quot;I find this new industry placement idea so much better than the standard work experience because you actually have ownership of a new business to show for it at the end, as well as great skills learned. These skills will be transferable, and in fact invaluable, to my future career.&quot;</td>
</tr>
<tr>
<td>Feedback from employer:</td>
<td>&quot;This model of innovation and collaboration seems to work really well - a great example of how digital placements can work.&quot;</td>
</tr>
</tbody>
</table>

Route: Business and Administration

| Education provider: | A town-based education provider (in rural area) |

HM Government
**Employer:** Foster care agency

**Description of placement:** The student had a computer-based role supporting the office manager and deputy office manager. The student was responsible for maintaining and updating HR files in accordance with company policies and procedures including the audit/spreadsheet of all staffing files.

**Feedback from employer:** The student was “very pleasant and conscientious”. He was paid the national minimum wage for his age group as opposed to the apprentice rate of £3.50. (Note that payment is at the discretion of the employer and does not indicate the “value” of a placement.)

**Route:** Catering

**Education provider:** A rural education provider group

**Feedback:** 80% of students were offered full time employment after a few weeks on their placements. Almost all students will be starting full time jobs or apprenticeships once they finish their course.

**TIMELINE**

This guidance is for you to help plan and prepare for industry placements.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Task</th>
</tr>
</thead>
</table>
| At least 2 months before placements start | • Attend presentation to learn about industry placements  
• Notify parents/guardians about industry placements  
• Discuss your interests, skills, any potential barriers (part-time jobs, caring responsibilities) with the industry placements team to allow them to match you (and notify the team if you’re contacting to employers yourself)  
• Attend preparation sessions (these will help you **maximise your chances** at interview and during your placement) |
| **2 months before placements start** | • Receive list of suitable employers(s) for your industry placement and choose which you would like to be matched with |
| **1-2 months before placements start** | • Do employer assessment/interview (if applicable)  
• Give the industry placements team your preferences on employers, if you’ve been matched with more than one |
| **2-6 weeks before placements start** | • Find out which industry placement you’ve been matched with |
| **2 weeks before start date** | • Attend an industry placement agreement meeting with the education provider and employer (and your parent/guardian if necessary)  
• Do any training required by your employer |
| **Ongoing** | • Start your industry placement! |
| **Mid-placement** | • Schedule regular one-to-one meetings with your line manager, throughout the placement  
• Schedule regular one-to-one meetings with your tutor or industry placement contact, throughout the placement |
| **End of placement** | • Have your mid-point review meeting |
| **After placement** | • Have your final review meeting  
• Thank your employer and ask for a reference  
• Complete feedback on the employer |

• Write your CV, prepare for interviews, and get any necessary certification that may be applicable to your industry, with support from tutors  
• Contact any employers you’re interested in and apply  
• Notify the industry placements team about employers you’ve contacted
WHAT IS EXPECTED OF YOU?

During your placement, you will be expected to:

- Work towards the objectives you’ve set in advance.
- Track progress by keeping your log book updated, having regular one-to-one meetings with your line manager and tutor, and attending any necessary reviews.
- Meet professional standards and etiquette and abide by all rules regarding health and safety during your placement.

PREPARING FOR YOUR INDUSTRY PLACEMENT

Below is an example of a self-assessment tool. This will help you reflect on your skills and to recognise areas where you might need support.

How confident do you feel with regards to each of these statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not confident at all</th>
<th>Not very confident</th>
<th>Neutral</th>
<th>Confident</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can speak clearly to employers about my skills and experiences at an interview.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am prepared for work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the skills that employers are looking for.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the behaviour and social skills that employers need to do the job I want to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the knowledge and technical skills that employers need to do the job I want to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I can get a job related to my qualification.

I have a good understanding of what life is like for people who are different from me.

To what extent do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree / disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am good at communicating my thoughts and ideas in a way that is easy for others to understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am good at organising my time and the things I have to do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work well as part of a team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel connected to my local community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most people are generally trustworthy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTERVIEW PREPARATION

This guidance document aims to help you to develop your own interview style and to prepare for your coming interview with confidence.

An interview is a two-way process and an opportunity for you to create a lasting impression on an employer that could put you in a good position to progress your career.
Some people are great at interviews and others need a little practice to shine. The good news: like all skills, this is something that can be learned. The more you practise, the better you become. Being good at interviews is also, in part, about the right mindset. It’s about believing in yourself and being confident in your responses.

Your interviewers won’t be expecting the same responses from you as from a seasoned professional who has been in the industry for thirty years. However, you’ll still be required to give clear and thoughtful answers, and you’ll be more able to do this if you’ve prepared your responses to common questions beforehand. This means putting in some hard work and solid preparation. All the education providers that organised industry placements in the 2017 to 2018 academic year reported better interview outcomes for those students who did some preparation to develop their interview skills. The choice is yours: if you want to perfect your interview skills, read on!

**Twelve basic tips:**

- Research the company in advance
- Practise your responses
- Prepare questions to ask at the interview
- Have interviewers’ contact details to hand
- Dress appropriately
- Arrive on time
- Phones on silent
- Be enthusiastic
- Be energetic
- Show a willingness to learn
- Show an ability to respond to feedback
- Show a willingness to take action

**The interview mindset**

The word ‘interview’ for some can be a scary word. For some it may subconsciously suggest being judged, or the possibility of rejection, or it may have a sense of interrogation to it. If you have a negative perception of the word ‘interview’, try replacing ‘interview’ with ‘chat’. This should start to change your mindset. A chat is a friendly conversation between two people; an exchange of information; and is often fun and interesting. There is little pressure to having a chat.

When you think about these two words in your mind, you’ll notice one feels better than the other. If you feel an interview is stressful, tell yourself you’re going for a chat with an employer about a fantastic opportunity, and see how it feels.
Know yourself
Of course we know ourselves. We know what we like and what we don’t like. However, very few of us really know things about ourselves like our values in the context of work. You may not currently know what specific skills you have in the context of work unless you find ways to identify these, such as thinking through what you have covered so far or talking to your course tutor to identify them.

Why is this important?
An employer may ask you skills-related questions like, “Why do you think you would be good in this role?” Or they may ask values-related questions like, “Why do you want to work here?” Identifying your skills and values and being able to articulate them will give you an edge during your interview. See types of interview questions on page 16.

A quick test: Can you identify five key industry-related skills you possess? If you answered no, it’s worth doing a simple exercise. Barclays Life Skills offer a great set of tools to help you recognise and identify some of your most important values and skills in the context of work. Simply create an account and log in.

Baseline assessments
Your education provider may run a series of employability skills sessions or workshops and included in this may be some form of baseline assessment. This may ask questions like:

- How confident are you speaking at interview?
- How confident are you speaking on the telephone?
- How confident are you in asking for help?

It’s important to answer these as honestly as you can, as your responses will highlight areas for development. Your tutor will then be able to tailor skills workshops to meet your needs. Even if your education provider doesn’t ask you these questions or run sessions like these, answering them will benefit you.

Know the company/organisation
You should research the company or organisation prior to attending an interview. Aim to discover as much as you can about the products or services they provide, the company structure, and read up on their news, values, and vision and mission statements. This increases your likelihood of being offered a placement.
**Why is this important?**

Questions you are very likely to be asked at an interview include, “What do you know about our company?” or “Why do you want to work here?” Having something to say in response is essential. Imagine a scenario where the interviewee hadn’t bothered to research the organisation. What impression do you think this would give to the interviewer?

By doing some simple research online and preparing a response to the two questions above you will demonstrate a good work ethic and that you’re able to take in information and communicate it back. For possible questions refer to page 16.

**Dress code**

What you wear to your interview is important, and you should aim to dress appropriately for the industry. If in doubt, check with the employer or your course tutor.

A general rule of thumb is business administration and legal work (often office-based roles) will require you to be smartly dressed. However, if you are attending an interview for construction and it is an office-based interview then dress smartly too. If you are meeting the interviewer on a construction site, you are required by law and company policy to wear personal protective equipment to pass through the entrance gate (at the very least a hard hat and steel toe capped boots). The employer should be able to provide these for you.

**Why is this important?**

What you wear says a lot about your attitude to your industry placement - and gives an impression before you even open your mouth. It is always a good idea to demonstrate your intentions and how serious you are about wanting this opportunity. If you are dressed too casually (for example in jeans) this will suggest that you aren’t taking this opportunity seriously.

If you are struggling financially and need some support with interview and work wear you can approach organisations who specialise in this area: [Smart Works](https://www.smart-works.org) for women, and [Suited & Booted](https://www.suitedandbooted.org.uk) for men.

*"Stepping into a new suit or outfit not only changes the way others see you, but also changes the way you see yourself.”* — Dr Carolyn Mair, CPsychol, CSci, FHEA, AFBPsS, London College of Fashion, University of the Arts London
Telephone skills

Some education providers will expect you to call the employer directly and arrange your own interview date and time. If you are at all uncomfortable or lack confidence in expressing yourself over the phone, let your tutor know. They will be able to support you.

Below is an example of a telephone script you could use with the employer. It assumes the learning provider has made initial contact with the employer and has asked you to make contact and confirm your interview appointment.

Possible Telephone Script:

“Hello, can you put me through to Mr/Mrs (X) please?”
...

“My name is (X) and I’m calling to ask about an industry placement interview as I am studying (your subject at ‘X’ college)”

Once you’ve been put through:

“Hi, thank you for taking this call. My name is (X) and I am a student at (X College). I am studying (X subject) and as part of my course I am required to do a 45-day industry placement.”

“I would like to arrange a time for my interview, please. When would be the best time to meet?”

“Yes, that sounds good. I look forward to meeting with you (date) at (time).”

“Before I go, do you want me to bring anything with me?”

“I will do. Thank you for your time and I will see you (next week).”

Why is this important?

You may be the best student in your class. You may have all the right skills, the attitude, drive and motivation. But you need the confidence to be able to convey this to the employer. Your education provider can help you with this. A city-based college ran a telephone skills workshop for students who were anxious about speaking on the phone to employers. After getting help with what to say and how to say it, this cohort of students went on to successfully get offered industry placements.
Getting the correct information

Once your interview has been confirmed, it is really important that you make sure you have all the correct information. You will need to know:

- Where your interview will take place
- The address and postcode
- Who you will be meeting?
- What time you need to be there
- Their telephone number
- Their email address

Why is this important?

Having the interviewer’s name and contact details is essential. If for any reason you are late or unable to attend, you will need to let them know. Not only is this good manner, it shows professionalism and assertiveness.

Journey planning

Once you have agreed a date and time, the next stage of the process is your journey plan. How will you get there? Is there public transport? Will you need a lift? How will you pay for transport? How long will it take you to get there from home or college?

You can find the answers within seconds on the internet. Open Google Maps and type in the postcode and address of where you want to get to. Most companies these days also have a website and a directions page on how to find them.

Why is this important?

Arriving late for an interview is almost unforgivable, unless you have a very good reason (e.g. the bus broke down, or there was an accident on the road, or your train was cancelled).

Equally, if your interview is at 11.00 am you don’t really want to arrive at 10.59 am. This will give you little time, if any, to get into the mindset required to be at your best.

As a general rule of thumb aim to arrive for your interview 10-15 minutes early. This way you can calm your breathing, mentally prepare yourself, do any last-minute checks, and re-read your CV.

If you are late

If this happens the polite and professional thing to do is call the employer and let them know you are running
late. They will either wait for you or arrange a new interview date. If you do not let them know and you arrive ten of fifteen minutes late, they will be annoyed as you would have wasted their precious time.

The steps above will help you before your interview, but what can you do while in the interview to maximise your chances? Below are some essential skills to work on.

THE ELEVATOR PITCH

One of the first questions you’re likely to be asked is, “Tell me about yourself.” This can be handled using the framework of an elevator pitch.

An elevator pitch is used in business every day. Think of it as a 30-second commercial, with you at the centre and as the star. It’s called an elevator pitch because if you found yourself in a lift with someone you wanted to impress, you’d have just 30 seconds to explain yourself before you get out of the lift.

From an employer’s point of view, the pitch is more to do with why you would be suited to the position or opportunity, so you should answer it with this in mind. When preparing your elevator pitch, think about ‘you’ as a whole and what you bring to the role in terms of skills, attitudes, behaviours, achievements and abilities.
The interview is your opportunity to sell yourself. The advertising industry is very slick at making us want to buy their products and squeezing this into 30 seconds is a tricky business.

**Try this exercise**
Imagine you are standing, waiting at the reception for your interviewer and the receptionist asks you to describe yourself. What would you say?

Think about your skills, achievements and abilities and create a 30-second advert about you. Use some of the headings below to prompt you and say something positive about yourself for thirty seconds.

<table>
<thead>
<tr>
<th>Your name</th>
<th>Your abilities</th>
<th>Your achievements</th>
<th>Transferable skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal qualities</td>
<td>Things you’ve learned</td>
<td>Your skills</td>
<td>Your work values</td>
</tr>
<tr>
<td>Your career aspirations</td>
<td>What you’re good at</td>
<td>What you want to do in life</td>
<td>Your aims</td>
</tr>
<tr>
<td>What you like about their company</td>
<td></td>
<td>What you can bring to the workplace</td>
<td></td>
</tr>
</tbody>
</table>

**TYPES OF INTERVIEW QUESTIONS**

There are several types of interview question. This section will look at a few common ones, and how to frame your responses. It is better to respond to a question with an answer you’ve prepared, than to react in the moment. This means you have to take time to prepare. You won’t be able to predict each and every question you will get, but you can prepare responses to some general questions.

**Experience questions**
This type of question includes "What have you learnt in that class?" or "What were your responsibilities in that role?" The purpose is to understand your background and experience.

**Opinion questions**
This type of question includes "What would you do in this situation?" and "What are your strengths and weaknesses?" It’s purpose is to assess how well you know yourself.
**Behavioural questions**
This type of question includes "Can you give me a specific example of how you did that?" and "What were the steps you followed to accomplish that task?" The purpose of these types of question is to try and measure how you behaved in the past, to get an idea of how you might cope with similar situations in the future.

**Competency questions**
This type of question includes "Can you give me a specific example of your leadership skills?" or "Explain a way in which you sought a creative solution while working as part of a team." The purpose of these types of question is to check past behaviour with key skills and requirements for the role you are being interviewed for.

**A FRAMEWORK TO ANSWER INTERVIEW QUESTIONS**
There are multiple simple frameworks you can use to answer interview questions. They are useful when thinking about how to answer the four types of question listed above.

**Framework 1: STAR**

**Situation** - Tell the back story. What were the events leading up to this?
- What was happening?
- Who was doing what?
- What was the history of the event?

**Task** - What tasks were you responsible for?
- Did you have to produce something?
- Did you have to create something?
- Did you have to speak with anyone?

**Action** - How did you respond to the situation?
- What action did you take?
- What did you identify?
- What processes or systems did you put in place?
- How did you manage your peers/colleagues?

**Result** - What was the outcome of your action?
- What happened?
- How were things improved?
- How were things better than before?
Putting STAR into practice

Interviewer: “Can you give me an example of a time when something didn’t go according to plan and what you did?”

Interviewee: "(Situation) For our course, a group of us were supposed to deliver a presentation, however James who was to give the main delivery of it got delayed on a train. (Task) It was my responsibility to find an alternative so it didn’t reflect badly on us or our grade. (Activity) I asked the course tutor if the running order could be changed so that we would present last and he agreed, which bought us some time. We quickly rehearsed the presentation with the remaining members of the group. (Result) The presentation went well and James even showed up in time for questions at the end. We received a good grade for it."

Framework 2: CAR

Context - Tell the back story.

- What were the events leading up to this?
- What was happening?
- Who was doing what?
- What was the history of the event?

Action - How did you respond to the situation?

- What action did you take?
- What did you identify?
- What processes or systems did you put in place?
- How did you manage your peers/colleagues?

Result - What was the outcome of your action?

- What happened?
- How were things improved?
- How were things better than before?

Putting CAR into practice

Interviewer: “Can you give me an example of when you overcame a problem when working as part of a team?”

Interviewee: (Context) “During my first semester we were given a brief by our tutor to give a presentation on different types of business models to our class. My team consisted of two colleagues and myself. (Action) We got together and made a plan and split our presentation into three sections, limited companies, sole traders and social enterprises. We each went
away to research our sections. We scheduled regular meetings to give feedback on our progress. During one of these meetings, my colleague said they were having trouble finding out about social enterprises. I listened to their issues to get a clear understanding of what they were struggling with. From here I was able to offer some help by suggesting some search parameters to help them with their research. (Result) Prior to our presentation we came together to plan what and how we were going to give our presentation and decide who would be responsible for creating our PowerPoint. On the day of the presentation we came together to run through our talk and iron out any last-minute complications. I am pleased to say our presentation went without a hitch and was well received by the rest of the class. Our tutor gave my group a distinction for this piece of work."

As well as the preparation above, you can also prepare for these typical interview questions:

- Tell me about yourself.
- Where do you see yourself in five years?
- Why do you want to work with us?
- What are your strengths?
- What are your weaknesses?
- Why should we offer you this opportunity?
- Why do you want to work in this industry?
- What else have you been doing while at college?

**ASKING QUESTIONS AT THE END OF THE INTERVIEW**

When you ask questions it shows the interviewer that you have thought about the job, the organisation, the requirements of the role, the rewards on offer and that you have a genuine interest in the opportunity.

Before we move on to questions you might ask and why it’s important to ask them, let’s look at the difference between open and closed questions and when to use them.

Your interview questions need to be relevant for the opportunity or industry placement, and ideally open-ended questions.

**What is an open-ended question?**

If you start your question with any of the following words it will be an open-ended question and the employer cannot simply answer with a “yes” or “no” response.
Open-ended questions start with: **Who, What, Why, When, Where, How.**

Closed questions start with: **Do, Is, If.**

Open-ended questions will require the employer to give you additional information about the organisation or company, the role, the culture within the business and much, much more.

A closed question, however, will enable the employer to answer you with a simple response. For example, “Do you offer travel expenses for the industry placement?” The answer will either be “yes” or “no”. Or you might ask, “Have I done enough during this interview to convince you to offer me this opportunity?” The answer to this will either be “yes” or “no”.

So sometimes it is in your interests to ask a closed question if you need a direct answer.

**Why it is important to ask questions at the end of your interview?**

Imagine there is only one opportunity for an industry placement and you and your friend have performed just as well as each other. You have both answered your interview questions equally well and nothing separates you at this stage.

Then, imagine when the employer asks if you have any questions for them, and you say “no”. However, your friend asks three or four relevant, thoughtful questions. Who would you give the opportunity to?

When you ask good questions at an interview you are:
- Demonstrating you have thought about the opportunity in detail
- Demonstrating you have put in some effort
- Compelling the interviewer to imagine you in the role
- Showing you are intelligent
- Suggesting your suitability for the role
- Getting an opportunity to find out more about the role
- Making a good impression on the interviewer

Prepare at least two questions to ask the interviewer.

**Examples of questions you can ask the interviewer**

“What would I need to do to impress you during my industry placement?”

This is a good question for many reasons. Firstly, the employer would need to visualise you in the role to answer this. This is a good thing. It also shows the employer that you’re thinking ahead and demonstrates your enthusiasm to do
your best in the role. It shows the employer your drive and commitment, and that you want to add value and make a valuable contribution to their business too.

“What challenges could I face during my industry placement?”
By asking this question you are showing good awareness and vision. We are all likely to encounter challenges when we start in a new role, and this question demonstrates you are plugged in to reality. It shows you recognise that you are likely to encounter some challenges. It shows you are thinking ahead and are prepared to plan and address them in order to succeed.

“What do you think are the most important qualities for someone to excel in this role?”
This question can often lead to valuable information not outlined in the job description. It can help you learn about the company culture and expectations so you can show that you are a good fit. Where possible you could match yourself to these qualities.

“What are your expectations for this role during the industry placement?”
This question will help you identify the employer’s expectations for the person in this position. It will also give you some guidance on what the employer is looking for from a successful industry placement.

“What is the typical career path for someone in this role?”
This question will show the employer you are thinking beyond the industry placement and have intentions to work within this industry full-time. It shows you are interested in the company and how it develops staff talent from within.

“Can you tell me more about the day-to-day responsibilities of this role?”
This question will help you learn more about the role and what you can expect from it during your time with the company. By asking this question you will gain valuable insight and be able to decide if the role offered fits with your expectations or career aspirations.

“How would you describe the values of the company?”
This question will help you decide if you are a good fit with this organisation. The employer will likely speak about the team dynamics, their professional development and employee support.

“What are the next steps in the interview process?”
When you ask this question you are demonstrating how eager you are to move things forward. The employer will also tell you about the timeline of the interview process. This will help you follow up your interview. You may need to call or email the company if you have not heard from them the day after the decision date.

**Last but not least**
Enjoy your interview or chat with the employer. Remember, there is no failure - only feedback. If you are unsuccessful at your interview then reflect on what you could do differently to improve upon how you performed. As long as you identify what you could do differently and then act on it, you will improve.

As a small child, you were unable to walk. You were unsteady on your feet and you fell many times. But you never gave up. Soon you were able to stand without support and then take a few steps without falling, and pretty soon you were able to run.

The same goes for interviews. The more you practise, the better you become.

Good luck!
INDUSTRY PLACEMENTS: YOUR RESPONSIBILITIES

Set clear objectives
• Agree with the education provider a set of learning objectives to be worked towards on the industry placement.
• Agree and sign a three-party industry placement agreement with the employer and your education provider.

Track your progress
• Fill in your logbook regularly (at least weekly) to track your industry placement activities, lessons learned, highlights and progression.
• Attend regular one-to-one meetings with your line manager and education provider to review progress and communicate any issues.
• Attend a midpoint review meeting in person with the employer and the education provider to check in on your progress, review your learning objectives and make any changes to improve the second half of the placement.
• Attend a final review session in person with the employer and education provider at the end of the placement to reflect on your progress.

Have professional standards and manners
• Make suitable arrangements to be punctual to the industry placement on the days and at the times agreed in advance (including lunch and break timings).
• Maintain professional standards of behaviour including being courteous and respectful to other staff, students and members of the public.
• Be reliable. If you are unable to attend work due to illness or another reason, contact your line manager promptly.
• Dress appropriately for the employer’s work environment.
• Maintain a positive attitude, be open to learning and feedback and make the most of the opportunity.
• Maintain confidentiality regarding any of your information and do not do anything which may bring you and/or the education provider into disrepute.
• Abide by all rules regarding health and safety, appropriate IT use and other policies and procedures of the employer.
RESPONSIBILITIES OF EDUCATION PROVIDERS

In order to support you on the placement, and to ensure you can bring value to the employer, you can expect the following from your education provider:

Pre-placement checks
- Ensuring the industry placement is good quality, safe (has up-to-date liability insurance and meets health and safety standards) and meets your learning aims. They will ensure that any necessary checks are carried out on the employer before you start your industry placement.
- These checks may include a site visit and a questionnaire to check basic adherence to health and safety, the existence of appropriate policies on insurance and safeguarding etc., a suitable induction process, supervision and provision for students with SEND or LLDD.
- Agreeing and signing a three-party industry placement agreement with the employer and you.

Matching
- Ensuring that the industry placement provides the opportunity for you to apply and develop technical skills related to your occupational field of study.
- Verifying that the course prepares you appropriately to undertake a successful industry placement.
- Communicating any special requirements you may have to the employer.
- Agreeing with you and the employer a set of objectives/learning aims to be achieved on the industry placement.

Preparing you
- Training you on professional etiquette and expectations before you go on the industry placement.
- Helping you plan your day-to-day logistics, such as planning your route to work, which public transport to use, where you can eat lunch, etc.
- Providing you with information on general health and safety issues prior to your placement.
- Providing any specialist guidance and information if you have any additional needs, e.g. Special Educational Needs and Disabilities (SEND) / students with Learning Difficulties or Disabilities (LLDD) and providing specialist guidance and information to employers hosting any such students.
- Liaising with the employer to ensure you are equipped with any materials and support required for the performance of the placement such as Personal Protective Equipment (PPE).
• Providing you with a logbook to track your industry placement activities and progress.

**During the placement**

• Ensuring there is one key contact that you and the employer can reach should you need anything.
• Maintaining regular contact with you and the employer during the placement to monitor your progress as well as health, safety and welfare. Agreeing frequency of contact with the employer; contact with you should be fortnightly as a minimum.
• Organising a midpoint review between you, the employer and the contact at the education provider. This should be held in person and is an opportunity to check in with your progress, review your learning objectives and make any changes to improve the second half of the placement.
• A staff member from the education provider should also conduct visits to the employer and you as necessary.
• Carrying out ongoing safeguarding checks as necessary to ensure your safety while working with the employer. Education providers will use reasonable discretion in considering the track record and experience of employers to determine the level of monitoring they may need.
• If any serious issues arise relating to your performance on the industry placement, they will take these up with you.
• Raising any issues promptly with the employer and handling them appropriately.

**Completion of placement**

• Ensuring a final review session is held in person between you, the employer and the education provider at the end of the placement to reflect on your progress.
• Ensuring that the employer provides you with a reference after completion of their placement.
RESPONSIBILITIES OF THE EMPLOYER

Job description

- Putting together a clearly-worded description of the organisation, the role offered and what they are looking for in a student.
- Being honest and realistic about what industry placements they can offer, and what they cannot, to manage expectations and avoid disappointment.
- If practical, considering giving the student ownership of a project as part of their work to encourage them to use their initiative and bring in their own ideas.

Selection/matching

- Discussing selection with the education provider and informing them of their preferred selection process/requirements (e.g. interview, group assessment, or matching done by the education provider).

Preparation

- Prior to their first day of work, providing the student with joining information, including how to get to the place of work, working hours, lunch arrangements and other workplace expectations such as dress code, acceptable language and mobile phone usage.
**T-LEVELS**

**Induction**
- Providing the student with a full induction when he/she arrives, including: a tour of the workplace; introductions to relevant staff; any necessary training; health and safety arrangements; fire precautions and emergency evacuation arrangements; and how to report accidents, incidents and unsafe conditions.

**Compliance**
- Agreeing and signing a three-party industry placement agreement with the student and education provider.
- Complying with health and safety legislation and maintaining 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.
- Ensuring that any confidential information they receive about the student will not be disclosed to third parties.
- Similarly, ensuring that the student is clear about confidentiality of commercial information and acceptable use of IP (where relevant) for academic, non-commercial purposes.

In cases of serious accident or incidents involving the student or breaches of discipline by the student:

- Advising and consulting with the education provider and cooperating with them in the event of a complaint or concern from the student about their placement and/or the employer.
- Allowing the student to submit all required reports and documents to the education provider in connection with the placement for the purposes of examination.
- Communicating any serious issues relating to the student’s performance on the industry placement to the student and/or education provider as necessary.

**RESPONSIBILITIES OF YOUR LINE MANAGER**

- Holding an initial meeting with you prior to their start date to discuss and agree objectives/learning aims.
- Hold weekly check-ins to track and review your progress.
- Remind you to complete their logbook.
- Identify and deal with any issues at an early stage.
- Provide regular, constructive feedback and encourage you to think and solve problems by yourself, where possible.
T-LEVELS

- Meet (via phone or in person) the education provider regularly to review progress.
- Attend a midpoint review meeting in person with you and the education provider to discuss progress, review objectives and make any changes to improve the second half of the placement.
- Conduct (or make arrangements for) your day-to-day supervision.
- Attend a final review session in person with you and the education provider.

LOGBOOK/PROGRESS TRACKER

For industry placements, it is important for you to develop clear objectives and track your progress in achieving them. A logbook is a useful tool for you to log information regarding your industry placement and track your progress throughout the placement.

There is an example of a logbook / progress tracker in the Appendix; however, you may prefer an online tool such as Moodle, Navigate, Kloodle or Changing Education’s CONNECT software (consult your education provider on guidance for possibly using any online tools).

Timesheets

Timesheets can help you ensure you meet the minimum 315 hour (45-50 day on average) requirement on your placement.

There are a few examples of timesheets in the Appendix; however, you may prefer an online tool such as Moodle (consult your course tutor for guidance on using any online tools).

Troubleshooting issues with your placement

Here we provide some tools and tips on how to troubleshoot issues that come up with your industry placement and/or employer.

Potential issues and what to do

With the right preparation and attitude, your industry placement is likely to go very well. The following issues are unlikely to occur but if they do, in most cases talk to your personal tutor first before taking any action.

The work you are doing is not what you had expected or hoped for

**Action:** Speak with your tutor about what you are doing and how it is not meeting your expectations. Remember that almost any
job involves aspects that we enjoy and others which we are less keen on, so a degree of flexibility is important! You are contributing to a real business in real time and business needs can change. Your tutor can help you review the situation and, if necessary, plan how to raise it with your line manager by reference to your agreed learning objectives. If the problem persists, your tutor may contact your line manager directly.

**You feel unable to do the work you are given**

**Action:** This may be due to assumptions by the employer about your skills/confidence levels to perform a task. Be honest. Your line manager knows that you are learning, is likely to appreciate your honesty and will be happy to teach you the skills required. Also speak to your tutor.

**You have an issue with transport**

**Action:** Speak to your tutor for support and create a contingency plan for when your regular travel route is not available.

**You are unable to purchase workwear**

**Action:** If you are struggling to purchase the correct workwear, speak with your tutor as they should be able to support you in getting hold of appropriate work clothes.

**You are being asked to work longer hours than you expected**

**Action:** If your placement is asking you to exceed the hours agreed, talk to your tutor in the first instance about what is happening and you can decide next steps together.

**You are experiencing wellbeing issues (impacting your physical, mental, emotional or social health)**

**Action:** If you are experiencing issues with your wellbeing, do not hesitate to speak to your tutor about it and you can decide the next steps to resolve this.

**You are falling behind with coursework or revision**

**Action:** If you feel your industry placement is impacting your studies negatively, inform your tutor who can help you work out a new study plan.

**You feel you are being treated unfairly by colleagues**

**Action:** Speak to your tutor about what is happening and they will help you address things in the most suitable way.
DEALING WITH DIFFICULT BEHAVIOUR
What do we mean by “difficult behaviour”? The below scenarios are a few examples.

• Your boss makes inappropriate “jokes” to a LGBT member of your team, who seems to be unoffended.
• A colleague keeps giving you compliments and making comments on how nice you look.

What to do?
These two situations are covered under your employer’s policies and are classed as ‘Harassment.’ Companies take issues like these very seriously and it is not acceptable to behave like this in the workplace. As a part of your induction into your employer’s workplace you will be given access to their policies and procedures. Read them to see what the process is and how you can manage issues like this in the workplace. A policy is an overarching document stating what the company’s point of view is on issues. Each policy and a set of procedures attached to it and these outline the steps the company or the employer needs to take. Another way to look at this is policies and procedures are like a sandwich. The policy is the bread and the procedures are the filling inside the bread.

So what should you do if you face issues like this in the workplace?
First, you could speak with the person directly and tell them you would like them to stop behaving in this way. That takes a lot of confidence. Alternatively, you could speak with your line manager and explain you feel uncomfortable when this person speaks like this. Your line manager will then follow the company’s procedures and will speak with the individual and tell them to stop. If they persist, then speak with your line manager again and this will trigger disciplinary procedures against the individual. You can also speak with your college tutor and make them aware of what has happened. They can speak with the employer on your behalf and make them aware of what is happening.

Further examples are provided below.

You’ve got a friend in a different department. Whenever you have to ask him for something for work, he only does half what you expected and things are full of errors.
What to do?
Firstly, speak with your friend, they may not be aware their standard of work is so poor. If the situation carries on you will need to speak with your line manager. They will then speak with your friend and help them produce work to the required standard. When we are in work, the company will expect everything we do to be of a good standard. If it is not it is in their interest to help their staff be the best they can be. This will also help your friend be the best they can be.

Team meetings often involve a lot of shouting and swearing if people are stressed.

What to do?
Unfortunately some organisations work like this and it is part of how things have always been done. If you are offended by this type of behaviour or you feel anxious about the way your colleagues are behaving during meetings speak with your tutor as soon as you can. Let them know what is going on. They could speak with your line manager about how this makes you feel. Your line manager could then ask your colleagues to tone down their language and behaviour. Or your tutor may be able to arrange another placement where the staff act more professionally.

Your line manager has a habit of radio silence, followed by swooping in at the end of the day with a pile of urgent work.

What to do?
This can be very difficult to deal with and can cause you a lot of stress. This is not acceptable, especially on your industry placement. After all, there is only so much work you can get done in any one day. You could speak to your line manager and ask them to spread out your workload throughout the day. Another idea is to ask your line manager to prioritise the pile of urgent work. For example, you could say, “I appreciate this is all urgent and I am happy to complete this work, however, what item would you like me to focus on first? What is the next most urgent?” and so on. If your line manager gives you piles of urgent work at the end of each day, every day, then we would suggest making your tutor aware that you are struggling with the workload pressure. Members of staff who may have been with the company for several years would feel stressed by this type of behaviour too. Your line manager may not be aware you are feeling stressed by this, so it is best to let them know.
You are doing a joint project with someone and she keeps criticising your ideas, taking the credit for your work and holding meetings without you.

What to do?
This can be very frustrating but don’t worry, there is plenty you can do in a situation like this. The first tip is to use email to communicate ideas back and forth between you. This way there is a record of all of your input. You can also copy in your line manager so they are aware of your input. You could confront your colleague when they criticise you and ask them to stop. After all, all ideas are valid when problem solving. Companies would want people to express their ideas, they can then be examined later on to see if they could work. Often the ideas part of problem solving can be the most exciting and creative. If they persist in criticising you, then speak with your tutor and line manager about this. Again you could use email and copy in your line manager too. Make everyone aware and the unacceptable behaviour will stop. This kind of behaviour is unfair and you do not need to accept this. Also make your line manager aware they are holding meetings without you. You could write them another email saying, “I understand you held a meeting about our project this morning and wondered why I wasn’t informed or invited? In future can you please send me a diary request or email so I can add this to my calendar. Thank you.” (Copying in your line manager too.)

Key lessons
- Focus on the behaviour, not the person
- You are only in control of your own thoughts, actions, feelings
- If it’s important to you, it’s important enough to raise
- Confront in private, praise in public

Top tips
- Avoid having biased notions
- Change your communication style – match with the other person’s priorities
- Listen
- Take time to acknowledge positive behaviour and intent
- Change the situation if possible
- Ease fears and insecurities
- If all else fails – walk away / escalate

And remember...
- Don’t take it personally
• Maintain respect for yourself
• Put things in writing for evidence
• Focus on the future
• Think positive - that’s worth as much, if not more, of your energy

**APPROACH TO NON-COMPLETIONS**
There will be occasions where either an employer or the student wishes to terminate an industry placement and, in such cases, the following procedures could be followed by the industry placement contact responsible:

• Having the student complete a feedback form to explain why they don’t want to complete their placement and submit it to their tutor for review.
• Working with the student on a one-on-one basis to find a solution.
• Using disciplinary procedures with students who don’t complete their industry placements and are then withdrawn from the course.
INDUSTRY PLACEMENT STUDENT LOGBOOK

This logbook is for you to use prior to, during and after your industry placement so that you:

- Feel prepared for your placement, with clear goals for what you want to achieve
- Keep track of and reflect your learning and development during your placement
- Use your experience to inform future planning and skill development
- Have a record of your achievements to refer to

Student Information
Name:
Provider Name:
Course:
Tutor Name:
Tutor contact number:
email address:

Industry Placement Information
Organisation Name:
Address:
Main phone number:
Line Manager:
Line Manager phone number:
email address:
Placement name/brief description:

Practical Information
Placement start date:
Placement end date:
Placement structure/days of the week (i.e. when you are expected to attend your placement):
Working hours:
Break/lunch times:
How will you travel to/from your placement?
Train/bus/tram times:
Fare cost per day/week:
Lunch arrangements:
Dress code:
Any special clothing/equipment required?
Any other important information:
About the organisation and your role

What type of organisation is your industry placement taking place at? What product or service do they offer? Who are their customers? How many people do they employ? How is the business organised? How many years have they been in business?

What is the role and what are your responsibilities? What do you expect to be doing day-to-day? How will you contribute to the success of the organisation?

Describe the attributes, technical abilities and/or practical experience that will help you to succeed in this role.

Objective Setting

Copy over the Key Development Objectives as set out between yourself, your education provider and employer in your Industry Placement Agreement.

Based on the above and your responsibilities as agreed with your line manager, what are your objectives for your industry placement? These should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).

SMART Objectives:

1.
2.
3.
4. Reality
What is my current level in relation to my goals?

5. Obstacles
What might get in the way of me achieving my goals?

What will I do?
What do I need to do to achieve my goals and overcome any obstacles? Who will support me and how?

EMPLOYABILITY SKILLS
Employability skills are the transferable skills that employers are looking for in all individuals. Please complete the two tables below – we’ll return to these to check your progress at the end of your placement.

If you already completed a student self-assessment survey you can copy across your responses.

How confident do you feel with regards to each of these statements?

<table>
<thead>
<tr>
<th>I can speak clearly to employers about my</th>
<th>Not confident at all</th>
<th>Not very confident</th>
<th>Neutral</th>
<th>Confident</th>
<th>Very confident</th>
</tr>
</thead>
</table>

HM Government
skills and experiences at an interview.

I am prepared for work.

I understand the skills that employers are looking for.

I have the behaviour and social skills that employers need to do the job I want to do.

I have the knowledge and technical skills that employers need to do the job I want to do.

I can get a job related to my qualification.

I have a good understanding of what life is like for people who are different from me.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree / disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am good at communicating my thoughts and ideas in a way that is easy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
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<td>--------------------------------------------------------------------------</td>
<td>---</td>
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<tr>
<td>for others to understand.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am good at organising my time and the things I have to do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work well as part of a team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel connected to my local community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most people are generally trustworthy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ON YOUR INDUSTRY PLACEMENT: INDUCTION CHECKLIST

<table>
<thead>
<tr>
<th>☐</th>
<th>I have been given an overview of the company products, the industry, and the work carried out at this particular site.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>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.</td>
</tr>
<tr>
<td>☐</td>
<td>I understand the start and finish times of my working day.</td>
</tr>
<tr>
<td>☐</td>
<td>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.</td>
</tr>
<tr>
<td>☐</td>
<td>I have been shown the location of the restaurant and toilet facilities, and I am aware of the break times that I can take.</td>
</tr>
<tr>
<td>☐</td>
<td>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).</td>
</tr>
<tr>
<td>☐</td>
<td>I have been briefed on potential hazards/safety issues, if any, that I could be exposed to during the industry placement.</td>
</tr>
<tr>
<td>☐</td>
<td>I have been told about safe working practices to adhere to while on my placement.</td>
</tr>
<tr>
<td>☐</td>
<td>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.</td>
</tr>
<tr>
<td>☐</td>
<td>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.</td>
</tr>
<tr>
<td>☐</td>
<td>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.</td>
</tr>
<tr>
<td>☐</td>
<td>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.</td>
</tr>
<tr>
<td>☐</td>
<td>I have been told the emergency procedure and where the assembly points/emergency exits are. I understand that I</td>
</tr>
</tbody>
</table>
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:

**STUDENT DIARY**
The student diary is for you to use during your industry placement so that you:

- Keep track of and reflect your learning and development during your placement
- Have a record of your achievements to refer to

To complete the student diary you should:

- Discuss the questions and fill in the answers in the regular catch-ups with your industry placement line manager
- Discuss the answers with your tutor in your regular catch-up
### STUDENT DIARY TEMPLATE

**On placement**

<<Provider to edit frequency as relevant for placement>> e.g., week 1, week 2, week 3 and so on.

<table>
<thead>
<tr>
<th>What types of tasks and activities did you do today/this week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What progress are you making towards achieving your goals?</td>
</tr>
<tr>
<td>If you have any problems/obstacles, what</td>
</tr>
</tbody>
</table>
actions could you take to overcome them?

Provide evidence of skills and strengths that you demonstrated today/this week.

Student’s signature:
Date:
Tutor/industry placement line manager signature:
Date:

At the end of the placement

What progress have you made against your SMART learning objectives?

What new skills, knowledge or experiences have you gained?

What did you most enjoy?

What did you find difficult or challenging?
How will the knowledge, skills or experience support you in your future studies and plans? What will you do next?

Now you’ve completed your industry placement, rate yourself against the below statements again.

**How confident do you feel with regards to each of these statements?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not confident at all</th>
<th>Not very confident</th>
<th>Neutral</th>
<th>Confident</th>
<th>Very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can speak clearly to employers about my skills and experiences at an interview.</td>
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<tr>
<td>I am prepared for work.</td>
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<tr>
<td>I understand the skills that employers are looking for.</td>
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<tr>
<td>I have the behaviour and social skills that employers need to do the job I want to do.</td>
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<tr>
<td>I have the knowledge and technical skills that employers need to do the job I want to do.</td>
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<tr>
<td>I can get a job related to</td>
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</tbody>
</table>
To what extent do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree / disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am good at communicating my thoughts and ideas in a way that is easy for others to understand.</td>
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<tr>
<td>I am good at organising my time and the things I have to do.</td>
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<td>I work well as part of a team.</td>
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<td>I feel connected to my local community.</td>
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<td>Most people are generally trustworthy.</td>
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</tbody>
</table>

Have your responses changed? What are the biggest differences from the start of your placement to now?

What do you still need to develop? How will you do this?
### Placement Feedback

| Would you recommend the placement to another student? Why/why not? |
| What improvements could be made to the placement? |

### Employer Reflections

To be completed by the line manager at the end of placement and discussed with the student.

| How has the student progressed against their learning objectives? |
| What improvements did the student make from the start of the placement to the end? These can be technical skills or employability skills. |
| What could the student have done better? What can they do to further improve? |

| Any other comments: |

Student’s signature:
Date:
Tutor/industry placement line manager signature:
Date:
# T-LEVELS

## DAILY TIMESHEET

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>Break</th>
<th>Total Hours</th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Student Signature: ______________________

Supervisor Signature: ______________________

Date: ______________________

## STUDENT TIMESHEET

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Week Commencing:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Industry Placement at: ______________________

Industry Placement Address: ______________________
## Timesheet

<table>
<thead>
<tr>
<th>Day</th>
<th>AM</th>
<th>Lunch</th>
<th>PM</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<tr>
<td>Saturday</td>
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</tbody>
</table>

I declare the information provided on this timesheet is accurate

Employer
Signature: ___________________________ Date: __________

Student
Signature: ___________________________ Date: __________

**Key:**
- Holiday (H)
- Sick (S)
- Authorised Absence (AA)
- Unauthorised Absence (UA)
- Late (L)
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 to contact the Education & Skills Funding Agency or you can speak to your local ESFA team.