



Annex A: Different models and approaches to delivery

In May 2019, a series of **allowable general and route-specific models and approaches** for industry placements were announced, which can be viewed [here](#). There have also been updates to allow 2 new route models for industry placements in Engineering and Manufacturing and Construction, both of which are listed at the end of the table below. Although not mandatory, these can be adopted to ensure placements are accessible and meaningful for all students. The route-specific models and approaches are tailored to the requirements of specialist industries to ensure that placements are deliverable across all T Level provision.

The information below outlines how these models and approaches differ from the core principles that apply to industry placements.

Description of model or approach, including exception	Difference in delivery and additional provider responsibilities
<p>Multiple Employers</p> <p>A placement can be split across a maximum of 2 employers, where appropriate.</p> <p>This enables students to benefit from experiencing their occupational specialism in a variety of circumstances, e.g. to understand how a large company operates compared to a small company, to understand how different parts of a supply chain interface with each other, or to work with different animals to enhance their competence.</p>	<p>Industry placement agreement: the industry placement agreement should reflect both employers' involvement and be signed by the 2 organisations.</p> <p>Learning goals: students must work towards a single set of learning goals during the time spent with both employers to ensure a coherent placement. These must both be occupationally specific to the students' specialism, except for Digital or Engineering & Manufacturing route-level placements.</p> <p>Planned review meetings: providers must use their professional judgement to plan review meetings appropriately to ensure the students' performance is reviewed against their learning goals across all working environments / both employers. Both employers should write an appraisal of the students' performance during their time on placement.</p> <p>Communication: clear communication should be established and maintained with both employers from the outset to make the running of the placements smooth for all parties.</p>

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<p>Work Taster Activities</p> <p>Up to a maximum of 35 hours of work taster activities, can be counted towards students' total number of placement hours, as long as these are relevant to the occupational specialisms within the students' T Level.</p>	<p>These activities must be industry-specific and delivered in conjunction with the employer(s) to give students the opportunity to experience and gain a better understanding of the industry that better enables them to undertake their placement. They can also be used to help employers assess a learner's suitability before committing to a placement (e.g. more traditional work experience), or to help students make a more informed decision when choosing their specialism. As such, these activities should take place prior to commencing the placement(s), ideally within the 1st year of study.</p> <p>What this can include: work taster activities could include job-shadowing, site visits to different employers, traditional 'work experience', industry activities at potential placement employers etc.</p> <p>What this doesn't include: these activities should not be general work-readiness and should be distinct from classroom-based preparation activities typically delivered as part of a study programme, such as CV writing sessions, mock interviews, travel training etc.</p> <p>These hours can be counted in addition to the [up to 2] other employer(s) providing the bulk of the placement.</p>
<p>Part-time Work</p> <p>Students' part-time working hours can be counted towards the required hours of placement, as long as the job is occupationally related to the students' chosen occupational specialism at Level 3 and employers agree to this.</p> <p>All other core principles and key roles and responsibilities, must be adhered to.</p>	<p>Learning goals: appropriate, stretching learning goals must be agreed with the employers and worked towards which are occupationally specific to the students' specialism, except for Digital route-level placements.</p> <p>Planned review meetings: providers must use their professional judgement to plan review meetings appropriately to ensure the students' performance is reviewed against their learning goals.</p>
<p><u>For students in specific circumstances:</u></p> <p>Students with SEND</p>	<p>Learning goals: students must work towards a single set of learning goals during the time spent on placement in on-site facilities, as this must be occupationally specific to the students' specialism</p>

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<p>Providers' on-site facilities e.g. onsite restaurant etc. can be used for SEND students for <u>a maximum of 105 hours</u> of the placement if this is regarded as in the best interests of the students and carefully aligned to their learning goals and development objectives. The duration spent on-site - up to 105 hours - should vary based on the level of need required by the student. The rest of the placement must take place with an external employer.</p> <p>This model should be used sparingly and typically for a short period. Providers should consider the suitability of a longer period with an external employer beyond the minimum requirement to ensure the students have all the benefits of an external industry placement.</p>	<p>(with the exception of Digital or Engineering and Manufacturing route-level placements) and with the external employer.</p> <p>Planned review meetings: providers must use their professional judgement to plan review meetings appropriately both on and off-site to ensure the students' performance is reviewed against their learning goals across all working environments, both on-site and with the external employer.</p> <p>Evidence: providers must complete the industry placement completion notification form for allowable models and approaches in Annex B, including a rationale for use.</p> <p>Providers should ensure the students' need are documented and retained, including formal appraisals where available, for those with or without an education, health, and care plan.</p> <p>Manage T Level Results service requirements: This information must be input on the student's record in the Manage T Level Results service, when updating the completion status.</p>
<p><u>For students in specific circumstances:</u></p> <p>Students in Young Offender Institutions</p> <p>On-site facilities e.g. onsite restaurant, manufacturing products etc, can be used for the full duration of placements for young offenders studying T Levels within young offender institutions and other custodial settings.</p> <p>Apart from the exception to the externality of the placement, all other core principles and key roles and responsibilities, must be adhered to.</p>	<p>Planned review meetings: providers must use their professional judgement to plan review meetings appropriately to ensure the students' performance is reviewed against their learning goals across all working environments.</p> <p>Evidence: providers must complete the industry placement completion notification form for allowable models and approaches in Annex B, including a rationale for use.</p> <p>Manage T Level Results service requirements: this information must be input on the student's record in the Manage T Level Results service, when updating the completion status.</p>
<p><u>Route-specific model:</u></p> <p>Digital: route-level placements Students studying Digital T Levels can undertake a placement that offers the</p>	<p>Learning goals: appropriate, stretching learning goals must be agreed with the employer and worked towards which are relevant to the student's T Level. These learning goals should be used to ensure</p>

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<p>opportunity to develop the knowledge and skills studied at route level e.g. relevant to the Digital T Level, as opposed to those only relevant to their particular occupational specialism. These skills are essential and transferable across all digital occupational specialisms in the route and should facilitate greater access to meaningful Digital placements.</p> <p>This should only be used where a placement relevant to the students' specialism cannot be sourced.</p>	<p>there is still a good match between the employers' needs and the students' skills and interests.</p> <p>Evidence: providers must complete the industry placement completion notification form for allowable models and approaches in Annex B, including a rationale for use.</p> <p>Manage T Level Results service requirements: this information must be input on the student's record in the Manage T Level Results service, when updating the completion status.</p>
<p><u>Route-specific model:</u></p> <p>Construction and Engineering & Manufacturing: Use of skills hubs or employer training centres</p> <p>Students studying for a Construction or Engineering & Manufacturing T Level can begin their placement within an established skills hub or employer's training centre for a maximum of 105 hours. Students would then need to complete the remainder of their placement hours with this same employer in a live site environment.</p> <p>These skills hubs/training centres must be established and/or led, managed, and supervised by external employers. For example, the CITB's Construction Skills Hubs: https://www.citb.co.uk/about-citb/partnerships-and-initiatives/construction-skills-fund/on-site-training-hub/.</p> <p>We would expect there to be a reason for students to start a placement within this environment and for as much time as possible to be spent working on a live site.</p> <p>Every action should be taken to ensure work completed in the skills hub or</p>	<p>This model cannot be used in conjunction with the multiple employers model. After their time in the skills hubs/training centre, students should complete the remainder of their placement hours with this same employer in a live site environment.</p> <p>Learning goals: students must work towards a single set of learning goals during the time spent on placement at the skills hub / training centre and on site to ensure a coherent placement.</p> <p>Planned review meetings: providers must use their professional judgement to plan review meetings appropriately to ensure the students' performance is reviewed against their learning goals across all working environments.</p> <p>Employer supervision and contact time in skills hubs: the number of students placed within these hubs should remain small so that opportunities for skill development are not diluted and to keep the experience as close to a 'real' work environment as possible. We expect students to work closely with an external employer, and not teaching staff, during this time.</p> <p>Evidence: providers must complete the industry placement completion notification form for allowable models and approaches in Annex B including a rationale for use.</p>

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<p>training centre environment is as close to the normal working environment as possible, including establishing similar working hours and ensuring the work is aligned to the students' learning goals.</p>	<p>Manage T Level Results service requirements: this information must be input on the student's record in the Manage T Level Results service, when updating the completion status.</p>
<p><u>Route-specific model:</u></p> <p>Construction: Commercial, Charitable or Community Projects</p> <p>Students studying Construction T Levels can work in small teams alongside an <u>external</u> construction employer / industry professional(s) for up to a maximum of 105 hours to plan and implement a project that develops students' construction skills e.g. building a cricket pavilion, refurbishing a disused school building etc., away from the providers' site.</p> <p>The remaining placement time must be spent working individually with an external employer, independently from peers, to ensure students still gain a true-to-life experience of the workplace.</p>	<p>Using this model would count as one of the 2 employers, so the guidelines applicable to using multiple employers above apply here also.</p> <p>Employer supervision and contact time in skills hubs: the work carried out on this project must be occupationally-relevant to the students' specialism and the number of students placed within these hubs should remain small so that opportunities for skill development are not diluted and to keep the experience as close to a 'real' work environment as possible. We expect students to work closely with an external employer, and not teaching staff, during this time.</p> <p>Evidence: providers must complete the industry placement completion notification form for allowable models and approaches in Annex B, including a rationale for use.</p> <p>Manage T Level Results service requirements: this information must be input on the student's record in the Manage T Level Results service, when updating the completion status.</p>
<p><u>Route-specific model:</u></p> <p>Engineering & Manufacturing: route-level placements</p> <p>Students studying Engineering & Manufacturing T Levels can undertake a placement that offers the opportunity to develop the knowledge and skills studied at route level e.g. relevant to the Engineering & Manufacturing T Level, as opposed to those only relevant to their particular occupational specialism.</p> <p>These skills are essential and transferable across all occupational</p>	<p>Learning goals: appropriate, stretching learning goals must be agreed with the employer and worked towards which are relevant to the student's T Level. These learning goals should be used to ensure there is still a good match between the employers' needs and the students' skills and interests.</p> <p>Evidence: providers must complete the industry placement completion notification form for allowable models and approaches in Annex B, including a rationale for use.</p> <p>Manage T Level Results service requirements: this information must be input on the student's record in the Manage T Level Results service, when updating the completion status.</p>

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<p>specialisms in the route and should facilitate greater access to meaningful Engineering and Manufacturing placements.</p> <p>This should only be used where a placement relevant to the students' occupational specialism cannot be sourced.</p>	
<p><u>Route-specific model:</u></p> <p>Construction and Engineering & Manufacturing: One lead provider facilitating a placement through its supply chain or network.</p> <p>One lead employer is able to facilitate the full placement but split the placement hours across sub-contractors or employers in their supply chain/network, if they are unable to provide the full 315 hours themselves. The lead employer would be responsible for the student for the full placement, regardless of whether the student was working with them or a partner/sub-contractor.</p> <p>The time students spend across different parts of the supply chain or network should still form a single, coherent experience.</p> <p>This will enable students to experience an end-to-end process understanding how their role interfaces across a supply chain or process.</p>	<p>This model <u>cannot</u> be used alongside multiple employers (i.e. the full 315 hours should be facilitated by one lead employer), however there is no limit on the number of employers a student can work with.</p> <p>Learning goals: one set of appropriate, stretching learning goals must be agreed across all employer partners to ensure a coherent placement. These learning goals should be used to ensure there is still a good match between the employers' needs and the students' skills and interests.</p> <p>Planned review meetings: providers must use their professional judgement to plan review meetings appropriately to ensure the students' performance is reviewed against their learning goals across all working environments.</p> <p>Evidence: providers must complete the industry placement completion notification form for allowable models and approaches in Annex B, including a rationale for use.</p> <p>Manage T Level Results service requirements: this information must be input on the student's record in the Manage T Level Results service, when updating the completion status.</p>