T-LEVELS
THE NEXT LEVEL QUALIFICATION

STUDENT HANDBOOK

GUIDANCE AND TOOLS FOR STUDENTS: BEFORE, DURING AND AFTER YOUR PLACEMENT

HM Government

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INTRODUCTION

Industry placements are a mandatory part of T Level programmes, 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.

ESSENTIAL INFORMATION ABOUT YOUR INDUSTRY PLACEMENT

The industry placement is a compulsory part of your T Level, and you must complete it to get your T Level certificate. To complete your placement, you must:

1. make sufficient progress towards your learning goals, which will be developed by your tutor and the employer before you start your placement. Your progress will be reviewed at regular review meetings with your tutor and manager at the employer

2. spend at least 315 hours on your placement (approximately 45 days), or 750 hours (approximately 107 days) for the Early Years Educator T Level. This could include up to 35 hours of work taster activities such as job-shadowing and visits to different employers

3. work directly to 1 or 2 employers, in a real-life, working environment

Some employers may pay you a wage or cover your expenses, but this is at the discretion of the employer. If you are eligible for support for expenses such as transport, you will continue to receive this. If you are not sure, ask your education provider.

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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

T LEVEL INDUSTRY PLACEMENTS: A UNIQUE OPPORTUNINTY

Your industry placement gives you a great opportunity to put your learning into practice and develop your technical skills and knowledge for the industry your placement is in. It will help you to progress once you have finished your T Level, whether that is directly into employment, an apprenticeship, or more education.

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 your employability skills such as communicating, teamwork and problem solving.
- Gain deeper knowledge of the running of a business and general commercial awareness.
- Opportunity for personal growth: develop self-reliance, step out of your comfort zone, build confidence through working with professionals.
- Learn about yourself: identify your strengths and preferences for future career options and the type of organisation you'd like to work for.
- Potentially secure a job or apprenticeship with the employer afterwards and on completion of your course.
- Build valuable working relationships with your employer(s), 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.

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SUCCESS STORIES

Route:	Digital
Education provider:	A city-based education provider (multi campus)
Employer:	Provider of custom digital services to businesses
Description of placement:	Assist with creation of a mobile app for the company's customers
Feedback from student:	*"I really enjoyed the placement including designing a storyboard to be used in the live app."*
Feedback from employer:	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.

Route:	Health & Science
Education provider:	A city-based education provider group
Employer:	Scientific research

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

Route:	Digital & Business
Education provider:	A coastal town education provider
Employer:	A software house dedicated to healthcare applications
Description of placement:	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.
Feedback from student:	*"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."*
Feedback from employer:	*"This model of innovation and collaboration seems to work really well – a great example of how digital placements can work."*

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Route:	Business and Administration
Education provider:	A town-based education provider (in rural area)
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.

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PREPARING FOR YOUR INDUSTRY PLACEMENT

TIMELINE

This timeline has been put together for you to help plan and prepare for industry placements. Although the timing may not fit exactly, you can use this timeline as a guide.

Timing	Task
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) - 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
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

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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
	• **Start your industry placement!**
Ongoing	• 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
Mid-placement	• Have your mid-point review meeting
End of placement	• Have your final review meeting • Thank your employer and ask for a reference • Complete feedback on the employer
After placement	• Complete your course!

WHAT EMPLOYABILITY SKILLS DO YOU HAVE?

Your education provider will help you to explore what employability skills are and how to use them in the workplace. You may be surprised to learn you have many examples within your education, home life or hobbies where you demonstrate these skills regularly.

To help identify what employability skills you already have and which you need to develop before you start your placement, your education provider will probably ask you to do a self-assessment. They will then tailor employability skills training to meet your needs. This might include discussions with your education provider's career guidance service, job-shadowing, visits to different employers, talks from employers, volunteering, CV writing and interview skills workshops and class projects or activities.

You might also want to do your own self-assessment to help you reflect on your skills and recognise areas where you might want to develop. A self-assessment tool you can use is

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provided below.

STUDENT READINESS SELF-ASSESSMENT TOOL

Part 1: How confident do you feel with regards to each of these statements?

	Not confident at all	Not very confident	Neutral	Confident	Very confident
I know how to write a good CV and cover letter					
I can speak clearly to employers about my skills and experiences at an interview					
I know how to research the organisation that my industry placement will be with					
I have the employability skills that I need for my industry placement (e.g. teamwork, communication and problem solving)					
I have the technical skills and knowledge that					

I need for my industry placement					12
I understand the professional behaviours and attitudes that employers will expect me to display on my industry placement (e.g. time keeping, dress code, adhering to health and safety rules)					
I understand the value I will bring to an organisation during my industry placement					
I understand how I will benefit from completing my industry placement					

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Part 2: To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree / disagree	Agree	Strongly agree
I am good at communicating my thoughts and ideas in a way that is easy for others to understand					
I am confident in my writing skills					
I listen well to other people					
I respond positively and can adapt when things aren't going to plan					
I am confident at working in a team					
I respect the different views and opinions of others					
I am good at being on time					
I am good at organising the things I have to do					

I am motivated and eager to learn in a workplace setting					14
I am always keen to improve and like to receive feedback on my performance					
I can often think of creative solutions to problems					
I am confident in making decisions					
I am confident in asking questions if I am unsure					

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.

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.

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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 for women, and Suited & Booted 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*."

From an employer's point of view, this question is to find our how well suited you are to the position or opportunity, so you should answer it with this in mind.

Identifying your skills, achievements and abilities and being able to articulate them will give you an edge during your interview. You can use this table to get you thinking.

Prepare in advance a 30-second advert about you to say in response to this initial question. Use some of the headings

below to prompt you and say something positive about yourself.

Your experiences	Your abilities	Your achievements	Transferable skills
Personal qualities	Things you've learned	Your skills	Your work values
Your career aspirations	What you're good at	What you want to do in life	What you want to gain from the placement
What you like about their organisation and how it fits with your aspirations		What you can bring to the workplace and what you would like to learn	

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

WHAT IS EXPECTED OF YOU?

During your placement, you are expected to:

- Agree with your education provider a set of learning goals to be worked towards on the industry placement.
- Agree and sign your industry placement agreement with the employer and your education provider.
- complete the employer's induction programme and any important training
- apply the knowledge and skills that you have learned in the classroom
- work towards your learning goals and record your progress against them in your logbook
- attend regular meetings with your manager and tutor to discuss your progress
- display professional standards of behaviour and attitude
- follow the organisation's policies and procedures
- complete the agreed number of placement hours, making sure you record your hours in a timesheet on a weekly basis

Your education provider and employer will support you throughout your placement. You should let them know straight away if you are anxious or have any worries or concerns.

ATTITUDES AND BEHAVIOUR IN THE WORKPLACE

Employers will expect you to behave in a professional way on your placement. You should have a positive and enthusiastic attitude, want to learn, and develop your skills, be happy to receive feedback and want to make the most of the exciting opportunity.

Don't be afraid to ask questions if you are unsure about the work you are doing, as it is important to speak up and ask for help if you are worried about anything or have any safety concerns.

The table below sets out the professional behaviours and attitudes that you must demonstrate during your placement. If

you cannot meet these your time with the organisation is
likely to be short lived.

Professional behaviour and attitudes you need to demonstrate in the workplace

---

Display professionalism
- Are courteous and respectful to other staff and members of the public
- Have good attendance and time keeping
- Are calm under pressure
- Are reliable, and you contact your manager directly if you are unable to attend work due to illness or another reason
- Are enthusiastic and interested in your work
- Do not get distracted by personal issues or your mobile phone whilst at work, and only use your phone during formally recognised breaks or in an emergency
- Always adhere to organisation policy and procedures, including around health and safety, equal opportunities, equality and diversity, appropriate IT use, disciplinary procedures, and acceptable behaviour
- Maintain confidentiality regarding any of the information you access whilst on your placement. This includes not gossiping and keeping confidential any personal information that work colleagues share with you
- Do not do anything which may bring you and/or the education provider into disrepute i.e. which would negatively affect the reputation of you or your education provider
- Dress appropriately for the employer's work environment

Produce results
- Complete your work to an agreed standard, with very few or no errors
- Are organised, plan your work effectively, prioritise tasks, work independently as needed and meet deadlines
- Always ask for support or clarity if you are unsure of what you need to do
- Want to learn and develop your skills
- Want to receive feedback and act on any feedback given

Work well as part of a team
- Build good relationships with your colleagues, understand what your role in the team is and show a positive attitude to working as part of a team
- Treat all colleagues with respect
- Listen effectively to different points of view and respond in a professional way

- Are a supportive team member, proactively offering help and support to the team

Communicate appropriately

- Use a polite and professional tone and language when communicating with colleagues and customers
- Produce clear, well written work which uses the right tone for the audience, and has very few or no mistakes
- Share your thoughts and present your ideas clearly
- Follow instructions and listen carefully to what you need to do
- Use positive and open body language, including maintaining eye contact, to show that you are approachable and ready to listen
- Are confident to check your understanding of tasks you've been asked to do, and ask for clarification as needed

Take responsibility for your actions

- Are open to feedback and act on feedback given
- Are honest if you make a mistake and seek to learn from them, so it doesn't happen again

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 a safe working environment and the organisation has up-to-date liability insurance and meets health and safety standards. 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 learning goals to be achieved on the industry placement.

Preparing you
- Training you on professional work-based attitudes and behaviours 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) 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.
- Help you understand how to record your progress against your learning goals and how to prepare for your review meetings. They will also help you understand the behaviours and attitudes you need to display on your placement.

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 minimum of 3 review meetings between you, the employer and the contact at the education provider to discuss your progress towards your learning goals. This should be held in person and is an opportunity to check in with your progress towards your learning goals and make any changes to improve the second half of the placement.

  Ensure that you are updating your logbook regularly during your placement, completing your timesheets correctly, and recording any absence during your placement.

- 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.

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 the 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
  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 learning goals.
- 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.
- 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.

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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 due to a breakdown on communication between the student and employer or the student's behaviour and are then withdrawn from the course.
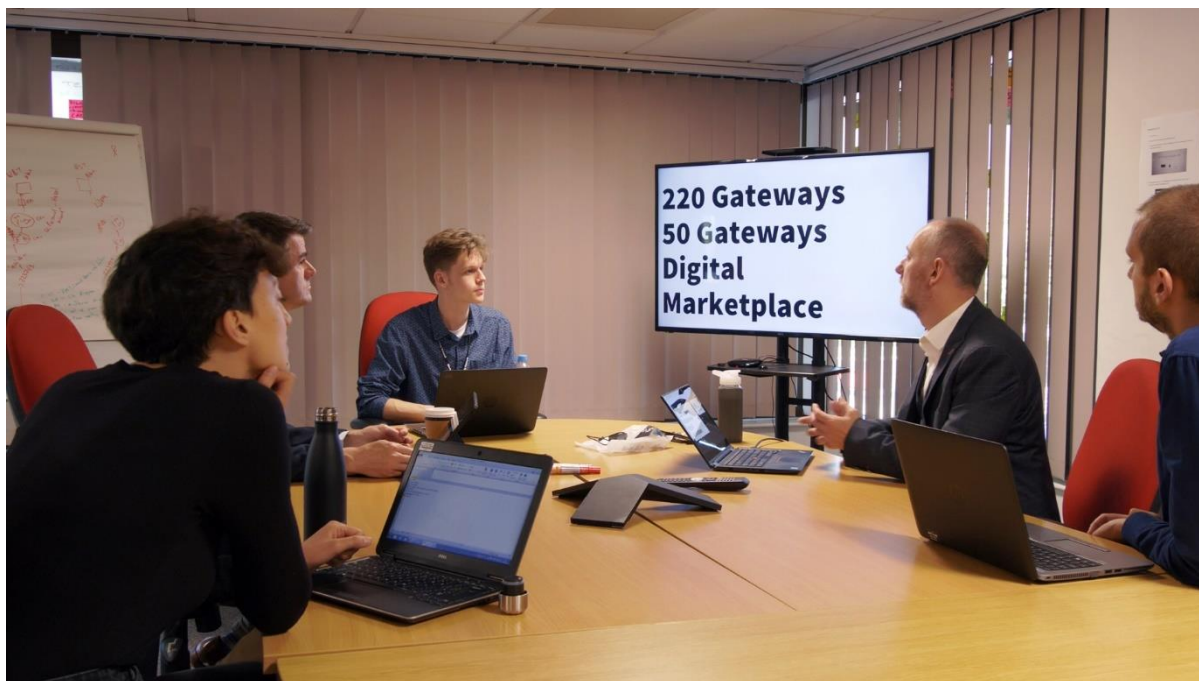
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SAMPLE INDUSTRY PLACEMENT STUDENT LOGBOOK

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 learning 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.

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.

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SELF-ASSESSMENT: PRE-PLACEMENT

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

	Not confident at all	Not very confident	Neutral	Confident	Very confident
I know how to write a good CV and cover letter					
I can speak clearly to employers about my skills and experiences at an interview					
I know how to research the organisation that my industry placement will be with					
I have the employability skills that I need for my industry placement (e.g. teamwork, communication and problem solving)					
I have the technical skills and					

knowledge that I need for my industry placement					44
I understand the professional behaviours and attitudes that employers will expect me to display on my industry placement (e.g. time keeping, dress code, adhering to health and safety rules)					
I understand that the industry placement will be a valuable addition to my CV					
I understand how I will benefit from completing my industry placement					

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

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	Strongly disagree	Disagree	Neither agree / disagree	Agree	Strongly agree
I am good at communicating my thoughts and ideas in a way that is easy for others to understand					
I am confident in my writing skills					
I listen well to other people					
I respond positively and can adapt when things aren't going to plan					
I am confident at working in a team					
I respect the different views and opinions of others					
I am good at being on time					
I am good at organising					

the things I have to do					
I am motivated and eager to learn in a workplace setting					
I am always keen to improve and like to receive feedback on my performance					
I can often think of creative solutions to problems					
I am confident in making decisions					
I am confident in asking questions if I am unsure					

Objective Setting

Copy over your industry placement objectives template, that should look like the template below, and includes your learning goals to achieve during your placement. These should have been agreed between yourself, your education provider and employer, and all parties signed up to these learning goals within your Industry Placement Agreement.

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T Level industry placements objectives template

Role title	Working pattern	
	Duration	

Objective(s)	

Typical activities

1.
2.
3.

Learning goals	TQ reference
On the placement the student will need to further develop and hone though activity 1: **Employability skills** • • • **Technical skills** • • • On the placement the student will need to further develop and hone though activity 2: **Employability skills** • • • **Technical skills** • • • On the placement the student will need to further develop and hone though activity 3: **Employability skills**	*[Insert corresponding reference from the TQ content]*

	48
• • • **Technical skills** • • •	
Minimum starting requirements	
Suggested prior learning	

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INDUCTION CHECKLIST

You should use this induction checklist to make sure the employer has told you about their policies and procedures. If you're worried you haven't been told all the information you think you should know, speak to your manager at the placement or speak to your tutor.

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

☐	I understand that I am not permitted to operate any machinery without the permission of my manager, and without first receiving the appropriate training
☐	I have had the importance of safety equipment explained to me, such as PPE, where it is kept, which areas it must be used in and why
☐	I have been told I must report any injury/accident to my manager or a first aider immediately
☐	I have been told what I should do in the event of a fire, and how I will know if a fire alarm has been raised
☐	I have been told the emergency procedure and where the assembly points/emergency exits are, and I know that I should not run during an evacuation. I understand that I should speak to my manager if I am unclear which emergency exit to use on the site, in case of an emergency

STUDENT 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
- To record specific progress towards your learning goals
- Have a record of your achievements to refer to

To complete the student diary you can:

- Discuss the questions in the table below 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
- Use the progress indicators on the following pages to help you assess where you are doing well and where you might need to improve in your workplace behaviours and technical ability

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STUDENT DIARY TEMPLATE

On placement

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

What types of tasks and activities did you do today/this week?	
What progress are you making towards achieving your learning goals?	
If you have any problems/obstacles, what 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:

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PROGRESS INDICATORS

These progress indicators set out the expected standards relating to the work-based behaviours and technical skills that students should develop whilst on placement.

OVERALL DESCRIPTORS		
Needs improvement (Not making sufficient progress)	Good (Demonstrating sufficient progress towards their learning goals)	Excellent (Exceeding against their learning goals)
Mid-point review Unlikely to meet their learning goals by the time they complete their placement, without additional support. **Final review** Has not shown sufficient progress towards their learning goals.	**Mid-point review** Showing potential and are likely to meet their learning goals by the time they complete their placement. **Final review** Has demonstrated sufficient progress towards their learning goals.	**Mid-point review** Working beyond expectations and already on track to exceed their learning goals. **Final review** Has exceeded against their learning goals.
BEHAVIOURS		
Students will be expected to demonstrate sufficient progress towards their learning goals through displaying the <u>appropriate workplace behaviours</u> throughout their placement		
Needs improvement	Appropriate behaviours	
Lacks professionalism • Is not courteous and respectful to other staff and members of the public • Attendance and time keeping is poor • Gets easily stressed when under pressure • Demonstrates very little enthusiasm and interest in their work, does	**Displays professionalism** • Is consistently courteous and respectful to other staff and members of the public • Attendance and time keeping is good • Is mostly calm under pressure • Demonstrates enthusiasm and interest in their work, engages well with their work and	**Consistently demonstrates professional behaviour** • Always courteous and respectful to other staff and members of the public • Attendance and time keeping is excellent • Always able to maintain calm when under pressure

not engage with their work and is easily distracted • Does not follow company policy and conduct, such as not following the dress code, behaviour, and confidentiality • Is not reliable	is not easily distracted • Adheres to company policy and conduct, including dress code, behaviour, and confidentiality • Mostly reliable	• Demonstrates a lot of enthusiasm and interest in their work, always engages well with their work and is never distracted • Always adheres to company policies and conduct, including dress code, behaviour, and confidentiality • Very reliable
Produces poor results • Regularly misses deadlines • Does not plan their work effectively and is unable to prioritise tasks • Completes their work to a poor standard, with lots of errors • Is not able to work independently, as needed, as requires full support to complete tasks • Does not ask for support or clarity when unsure of what to do • Shows little interest in wanting to learn and develop their skills	**Produces good results** • Regularly meets deadline • Plans their work effectively and is able to prioritise most tasks • Completes their work to a good standard, with few errors • Mostly of the time is able to work independently, as needed • Often seeks support or clarity if unsure of what they need to do • Is eager to learn and develop their skills most of the time	**Produces excellent results** • Always meets deadlines • Always plans their work very effectively and is able to prioritise all of their work • Completes their work to a very high standard, with no errors • Is always able to work independently, as needed • Always asks for support or clarity if they are unsure of what do • Proactively seeks opportunities to learn and develop their skills

Does not engage or work well as part of a team	Works well as part of a team	Works well within a team and actively seeks to support others
• Has not build good relationships with colleagues and does not understand their role in the team • Does not show a positive attitude to working as part of a team • Does not listen to different points of view and responds in a non-professional to views different from their own • Does not treat members of the team with respect • Does not offer help to support team members	• Has built good relationships with most colleagues and mostly understands what their role in the team is • Most of the time shows a positive attitude to working as part of a team • Listens to different points of view and mostly responds in a professional way to views different from their own • Mostly treats members of the team with respect • Most of the time will offer help to support team members	• Has built very good relationships with all colleagues and understands what their role in the team is • Always shows a positive attitude to working as part of a team • Always listens effectively to different points of view and always responds in a professional way to views different from their own • Always treats members of the team with respect • Is always proactive in offering help to support team members
Communicates ineffectively • Written communications are unclear, they do not use the right tone for the audience and	**Communicates appropriately** • Most written communications are clear, they use the right tone for the audience, and have few mistakes	**Excellent communicator** • Written communications are always clear, they use the right tone for the audience

have lots of mistakes • Are not able to share their thoughts and present ideas clearly • Does not use polite and professional language when speaking to colleagues / customers • Does not follow instructions and listen carefully to what they need to do, so they do not understand what is needed • Does not use positive and open body language to show that they are approachable and ready to listen	• Are able to share their thoughts and present ideas clearly most of the time • Uses polite and professional language most of the time when speaking to colleagues / customers • Most of the time follows instructions and listens carefully to what they need to do, so they understand what is needed • Most of the time uses positive and open body language to show that they are approachable and ready to listen	and with no mistakes • Are always able to share their thoughts and present ideas clearly • Always uses polite and professional language when speaking to colleagues / customers • Always follows instruction and listens carefully to what they need to do, so they always understand what is needed • Always uses positive and open body language to show that they are approachable and ready to listen
Fails to take responsibility for actions • Is not open to feedback and does not act on it • Is not honest if they have made a mistake and gives excuses for poor performance or blames others • Does not learn from their mistakes	**Takes responsibility for own actions.** • Most of the time is open to feedback and acts on it • Most of the time is honest if they have made a mistake and most of the time does not excuses for their behaviour or shifts the blame • Most of the time learns from their mistakes	**Takes full responsibility for own actions** • Is always open to feedback and acts on it • Is always honest if they have made a mistake and does and never gives excuses for their behaviour or shifts the blame

		• Always learns from their mistakes

TECHNICAL ABILITY By the end of the placement, students will be expected to have demonstrated sufficient progress against the technical skills set out in their <u>individual learning goals</u> and must be reviewed as a <u>minimum of 'Good'</u> or 'Excellent' against the criteria below in order to meet the industry placement completion criteria		
Needs improvement	**Good**	**Excellent**
Technical understanding Has none or little understanding of how their technical skills can be effectively applied in the workplace and does not apply the skills with any accuracy	*Technical understanding* Has a good understanding of how their technical skills can be effectively applied in the workplace and applies the skills within with a good degree of accuracy	*Technical understanding* Has an excellent understanding of how their technical skills can be applied effectively in the workplace and applies the skills with a very good degree of accuracy
Confidence Has none or very little confidence in applying technical skills learnt in the classroom, within the workplace, and displays none or very little confidence in the development of new occupationally relevant skills	*Confidence* Has some confidence in applying technical skills learnt in the classroom, within the workplace, and displays some confidence in the development of new occupationally relevant skills	*Confidence* Has high confidence in applying technical skills learnt in the classroom, within the workplace, and displays high confidence in the development of new occupationally relevant skills
Independence Is able to do simple tasks but struggles with complex tasks without full support and/or supervision.	*Independence* Is able to do simple tasks and is mostly able to carry out complex tasks accurately, with minimal support and/or supervision	*Independence* Is able to do simple tasks and always carries out complex tasks accurately and independently, with minimal support and/or supervision

Efficacy Is not able to deliver the expected outcomes through the practice and repetition of tasks and activities	*Efficacy* Most of the time is able to deliver expected outcomes, through the practice and repetition of tasks and activities	*Efficacy* Is always able to deliver expected outcomes, through the practice and repetition of tasks and activities
Efficiency Struggles to do simple tasks to the correct standard and within deadline	*Efficiency* Is able to do simple tasks and most of the time is able to do complex tasks to the correct standard and within deadline	*Efficiency* Is able to do simple tasks and is always able to do complex tasks to the correct standards and within deadline

𝕋-LEVELS

DAILY TIMESHEET

Date	Start Time	Finish Time	Break	Total Hours	Supervisor Initials

Student Signature:

Supervisor Signature:

Date:

T-LEVELS

STUDENT TIMESHEET

Student Name:				Week Commencing:
Industry Placement at:				
Industry Placement Address:				
Day	AM	Lunch	PM	Comments
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

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)

T-LEVELS

AT THE END OF THE PLACEMENT

What progress have you made against your learning goals?

What new technical skills, knowledge and 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?

T-LEVELS

SELF-ASSESSMENT: POST PLACEMENT

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?

	Not confident at all	Not very confident	Neutral	Confident	Very confident
I know how to write a good CV and cover letter					
I can speak clearly to employers about my skills and experiences at an interview					
I know how to research the organisation that my industry placement will be with					
I have the employability skills that I need for my industry placement (e.g. teamwork, communication					

and problem solving)					63
I have the technical skills and knowledge that I need for my industry placement					
I understand the professional behaviours and attitudes that employers will expect me to display on my industry placement (e.g. time keeping, dress code, adhering to health and safety rules)					
I understand that the industry placement will be a valuable addition to my CV					
I understand how I will benefit from completing my					

industry placement					64

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

	Strongly disagree	Disagree	Neither agree / disagree	Agree	Strongly agree
I am good at communicating my thoughts and ideas in a way that is easy for others to understand					
I am confident in my writing skills					
I listen well to other people					
I respond positively and can adapt when things aren't going to plan					
I am confident at working in a team					
I respect the different views and					

opinions of others					
I am good at being on time					
I am good at organising the things I have to do					
I am motivated and eager to learn in a workplace setting					
I am always keen to improve and like to receive feedback on my performance					
I can often think of creative solutions to problems					
I am confident in making decisions					
I am confident in asking questions if I am unsure					

𝕋-LEVELS

Look back at your original responses to these questions to see how you have changed, as a result of your placement.

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?

(empty box)

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Any other comments:
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Student's signature:
Date:
Tutor/industry placement line manager signature:
Date: