

T-LEVELS

THE NEXT LEVEL QUALIFICATION

***EMPLOYER
ENGAGEMENT
GUIDANCE
AND TOOLKIT***

***A COMPREHENSIVE GUIDE FOR
EDUCATION PROVIDERS ON HOW TO
ENGAGE AND SOURCE EMPLOYERS
FOR INDUSTRY PLACEMENTS***



HM Government

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INTRODUCTION

Two-thirds of businesses found relevant work experience either critical or significant in candidates when recruiting. Work experience is an important facilitator for young people entering, and succeeding, in the workplace. Around two-thirds (65%) of employers reported that relevant work experience was a critical or significant factor when taking on (any aged) recruit. (Source: [Employer Perspectives Survey 2016](#)).

Current 1-2-week work experience placements, which are not specific to a student's course, don't enable students to develop the technical skills that employers need, meaning there are critical skills shortages in the economy. That is why the Department for Education (DfE) made a commitment that all 16 to 19-year-old students following a new technical education route will be entitled to a quality industry placement to arm them with the technical skills they need to give them the best possible chance for entering skilled employment.

Industry placements will be a mandatory part of new T Levels. T Levels are rigorous, classroom-based, technical study programmes at level 3, designed to support entry to skilled employment in technical occupations at level 3 and above. A substantial, high quality industry placement with an external employer will be an essential part of each T Level.

These industry placements will give students a valuable opportunity to put their learning into practice, develop their technical skills and become more employable. Students will spend a minimum of 315 hours (on average, 45-50 days) with up to two external employers in a role directly relevant to their course. Recognising the importance of this placement - in a real world, working environment - to the T Level programme as a whole, they will be known as 'T Level industry placements' from the introduction of T Levels in 2020.

In the 2017 to 2018 academic year, 21 education providers and hundreds of employers piloted industry placements for approximately 2,500 students on related level 2 and 3 vocational and technical courses. In the 2018 to 2019 academic year, over 300 providers received Capacity and Delivery Funding to develop their ability to deliver these new industry placements. The learning from this work has identified sector areas and situations where there is a need for differing approaches.

This resource has been designed to support implementation of industry placements and to give advice on employer engagement

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and pipeline building strategies. Its aim is to share insights and good practice to help you and your employer engagement team with sourcing industry placements, using best practices and examples of success. For more information on the capacity and delivery fund (CDF) for academic year 2019 to 2020, please visit the [CDF General Guidance](#) and [CDF Principles for High Quality Work Placements](#).

This publication is primarily for staff members who are responsible for sourcing placements and building successful employer partnerships. We recognise many of your team will be skilled in this area, but for those who are new, we hope this guidance will be helpful.

CONTACTING EMPLOYERS - WHO SHOULD DO IT, HOW, AND WHEN

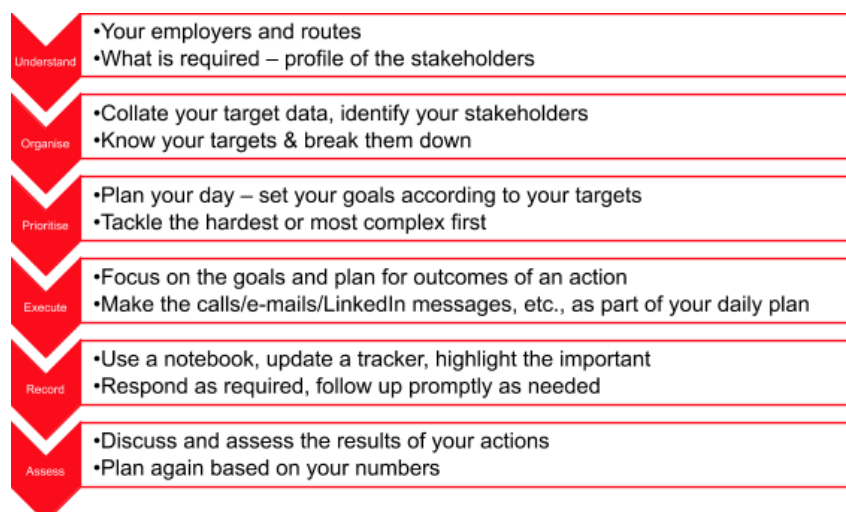
ORGANISATION - THE TASK, TARGETS AND KPIS

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

The task is very simply to persuade employers to take technical education students on an industry placement which is a minimum of 315 hours (45-50 days on average) and needs to be in a role relevant to their course.

In order to be successful, it's important that we prepare for each element of the tasks that make up the daily activities.

You will have a target number of industry placements to source and this will be further broken down to help you focus and make sure you meet the required task.



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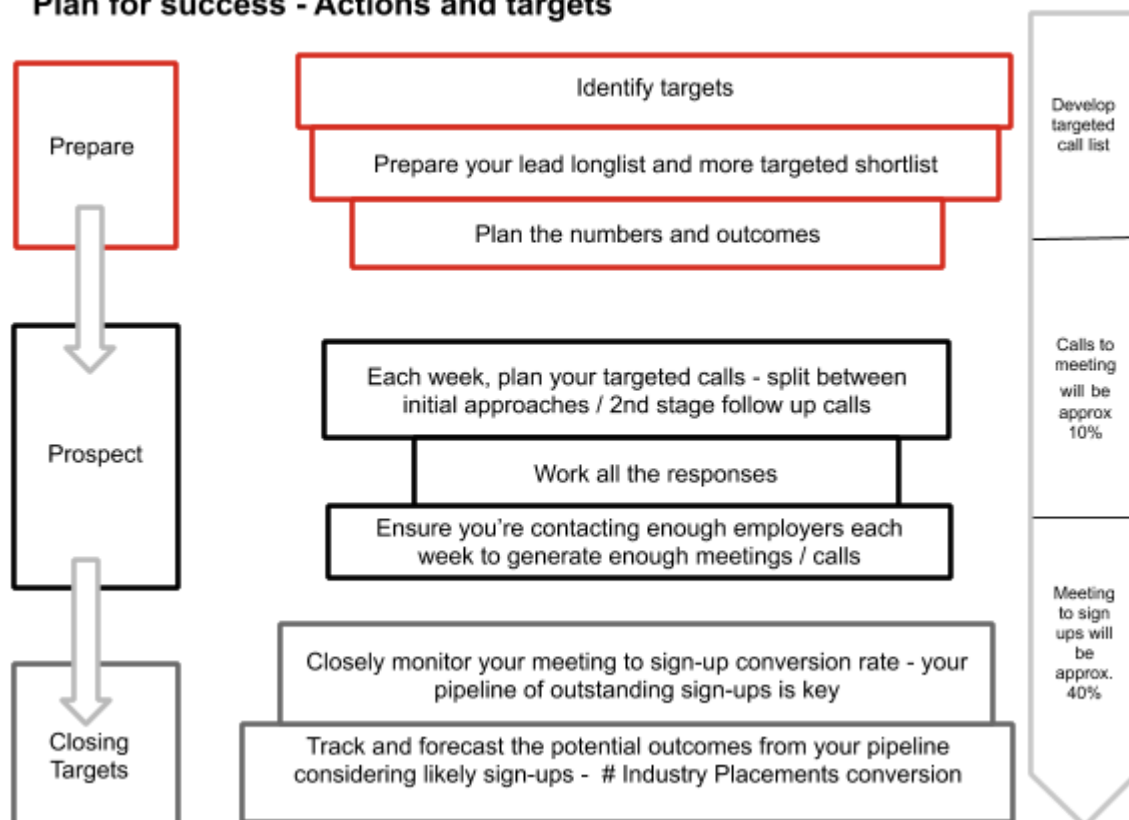
TARGETS AND KPIS

In order to achieve your targeted number of industry placements, you will want to track and measure the following KPIs on a weekly and monthly basis:

- Number of employer leads / accounts generated and contacted
- Number of new contacts engaged, i.e. those you have heard back from and have made aware of industry placements
- Number of first stage meetings / conference calls held
- Number of expressions of interest (EOI's) / sign up forms submitted
- Number of industry placements confirmed

The following diagram is a suggested process on how you might want to monitor your progress.

Plan for success - Actions and targets



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Breaking down your overall targets into relevant daily and weekly targets will help you focus your activities as necessary.

CONTACTING PROSPECTIVE EMPLOYERS

When contacting leads you need a mixture of perseverance and different methods to maximise your chances of speaking with the right people.

The best way to determine who the right person to speak to is to:

- Use the employer's own website or LinkedIn to identify the key stakeholder within the company and glean any important information such as corporate social responsibility (CSR) or social value policies...
- Read any PR about the company, check Google and LinkedIn for publications and blogs.
- Research using LinkedIn and Google etc.
- Ring the company directly - a "Can you help me phone call" can be useful - more information.
- Attend networking events such as business breakfast briefings, career days, local businesses showcase events etc. Use local business sites and blogs to look out for events. Sign up for Chamber of Commerce updates and follow any large employers on LinkedIn, this can be a good source of news stories about a new contract being won or new offices opening, etc. These also provide good reasons to contact employers and show you have done your research.

Normally you will need to send emails before having the chance to speak to the employer.

- Use your insight into the company and the correct person(s) to contact to create a highly relevant and personalised e-mail. There are examples of "magic emails" and approaches on LinkedIn later in this document.
- Send your e-mail and then follow up by phone no later than the next day.

Before any contact, whether it's via phone, e-mail or social media such as LinkedIn, it is helpful to prepare the "reason" for contact and the outcome you want:

- Why are you calling? Is it to get the right contact information?

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- If you speak with the right person, do you know your pitch?
- If the aim of the call is to agree a meeting, then follow up with a calendar invitation and short agenda in the meeting invitation. Do this immediately after the phone call.
- Note the outcome in your records and mark for follow up as necessary.
- Send highly personalised e-mails.
- Follow up the e-mail with a phone call; it yields more results.

You might encounter some objections from employers. For suggestions and solutions on how to overcome these, some of the objections and answers that have been encountered can also be found in the Objection Handling guide below.

Careful management of your contact strategy will ensure you can maximise your chance of conversion and the prospective employer will not feel they are being overly approached. It's beneficial for each employer to have one point of contact, so it's highly recommended for one person to be able to discuss every option you can provide. Recording all contact with an employer on a Customer Relationship Manager database (CRM), if possible, is highly recommended.



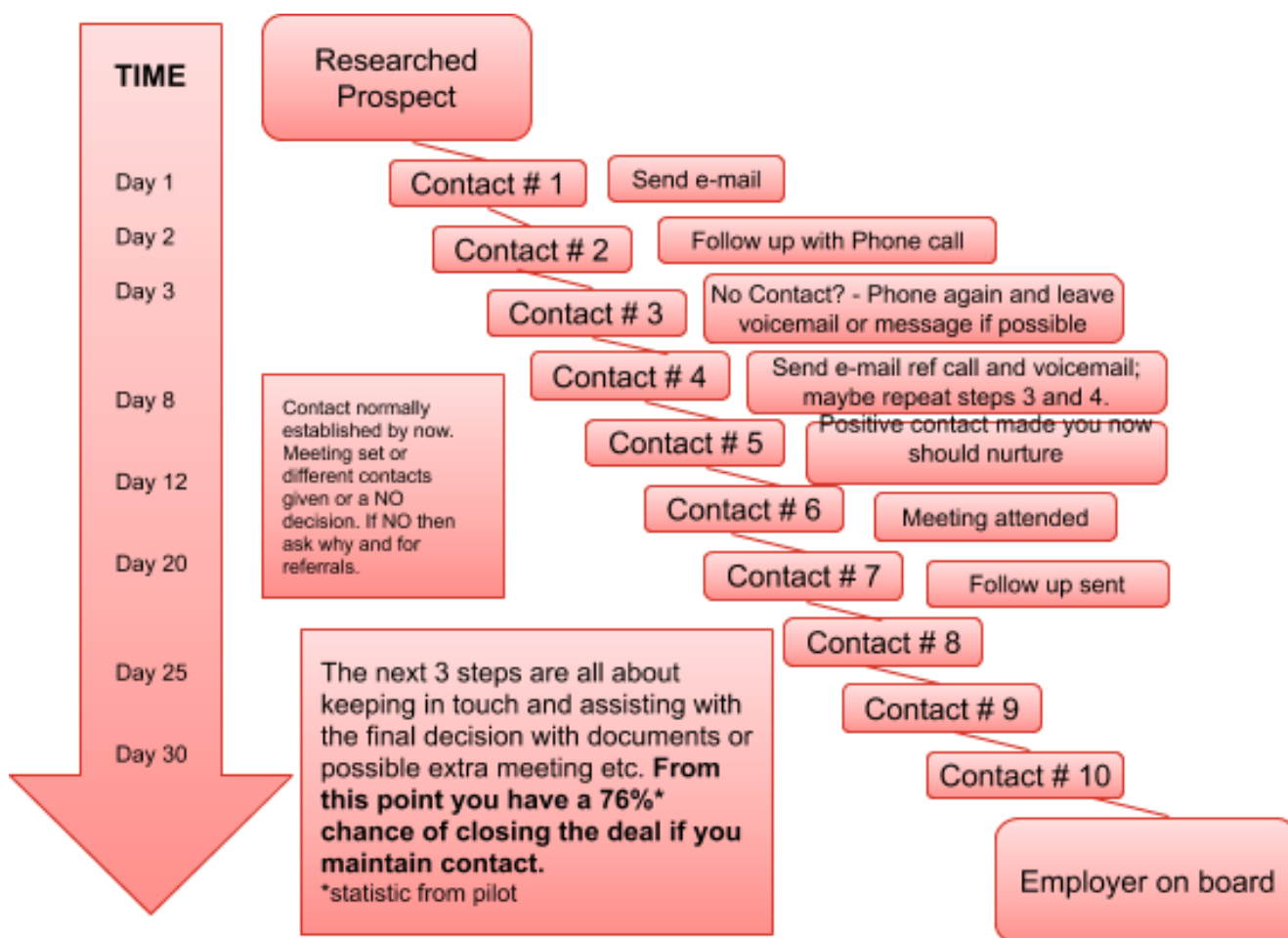
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Below are some suggested activities and timelines.

SUGGESTED TIMELINES AND CONTACT

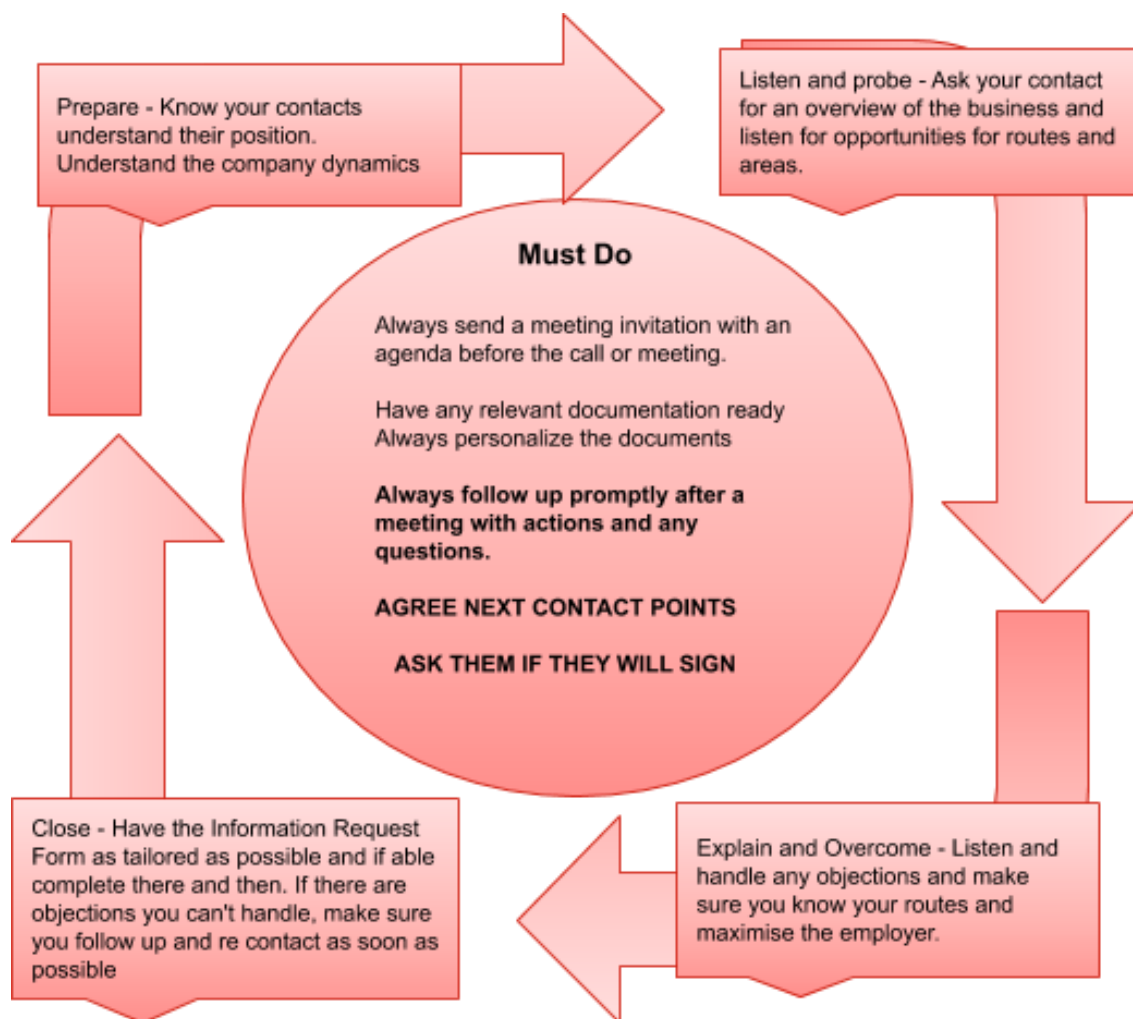
Preparing for the meeting (call or face-to-face)

Once a call or meeting is established and you have confirmed this immediately with a meeting invitation, it is vital that you plan for a call or face-to-face meeting. If it's a call, book a meeting room or somewhere where you can fully concentrate on the call.



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Employer Engagement Meeting Prep and Steps



Once a call or meeting is established and you have confirmed this immediately with a meeting invitation, it is vital that you plan for a call or face-to-face meeting - if it's a call, book a meeting room or somewhere where you can fully concentrate on the call.

You might have researched their business and think you know what they could accommodate but **keep an open mind about what routes they could offer industry placements in** and make sure the employer has the top-level view of all possible placements they could offer across all technical routes. For example, Chester Zoo were able to offer placements in all routes, so be conscious of cross selling.

Once you have built up a comprehensive picture, you are in a position to suggest routes and discuss potential regional

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differences for routes depending on which areas of the business are covered in locations.

You can then “ask” the employer if they would be willing to go ahead with discussing placements further and taking on some students in the areas discussed.

Closing the placements

Now you will have a clear picture of the employer’s needs and potential opportunity for industry placements. You have overcome their objections, helped them fill in the sign-up form as much as you can and establish which offices and what routes they will be taking - so now you can progress to the next level! A template can be found on page 48.

Converting a submitted EOI to a completed EOI

The ideal scenario is that you’ll be able to complete an EOI with an employer either during a meeting, or in the week after any meeting / conference call is held. As we know though, in reality, it is much more likely that it will be down to you to drive the process forward to ensure you get the employer signed up.

To ensure the conversion rate is as high as possible, you should take as many steps as you can to ensure a clear process is in place. This could include:

- Agreeing a clear deadline / date with the employer to return the EOI (explaining the benefits for them of a quick return of the EOI e.g. they will be first in line for student matching / assessment). Can you book in a follow up call / meeting with an employer at the end of a first engagement to discuss the EOI and complete it?
- Ensuring you are using your CRM or data tracking system to clearly record when follow ups are needed.
- Ensuring your follow up email with the EOI is clear, with a succinct recap on your discussion and required next steps from the employer.

Once you’ve had an EOI submitted, you should then plan follow up contact over the next couple of weeks. Reasons that you could get back in touch with the employer could include:

- A short-term follow up (either on email or phone): ‘I just wanted to check back in to confirm you did receive the EOI? Did you have any initial questions you wanted to ask on the document?’

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- Is there any follow up information you need to share e.g. answers to any queries. Use this as a way to also follow up on the EOI.
- Get back in touch with any 'updates' on the set up of industry placements for next year e.g. 'I just thought I'd update you that we've now had all our students confirmed that are due to be taking up placements and we're due to start matching in the next couple of weeks - would you be able to complete the EOI and send it back through to me by INSERT DATE so that we can ensure your details are passed to the course tutors as we start to work with them on matching?'

BUILDING ON SUCCESS

The easiest way to find new leads and opportunities is to ask the employers you are already engaged with if they can recommend employers and contacts who they think would also be interested in industry placements.

Inevitably there may be times when, for various reasons, you can't overcome an employer's objections and you can't work together. However, always ask for referrals as they might know other employers who would be interested.

Maintaining a good relationship is important as is keeping in contact as circumstances change and they could be a good lead for next year.

ANALYSIS OF NUMBERS FROM PILOT

For the industry placement pilot that occurred in the 2017 to 2018 academic year, data was collected from an employer engagement standpoint to understand the conversion rates between each stage of interaction with an employer. The following percentages are to showcase what could be expected when sourcing your own industry placements so that plans can be put in place to ensure you meet your desired target.

The total numbers and conversions are shown, as well as split by routes to show the differences, if any.

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CONVERSION RATES FOR EMPLOYER ENGAGEMENT

The overall conversion of employers contacted to having meetings with them was 10%. Of these meetings, 40% ended up having a positive interest in providing industry placements. It's worth noting that these were entirely new, relationships. Below is a more detailed conversion between each stage of interaction.

Total	Total achieved	Conversion %
New employer leads	10508.00	N/A
First stage meetings	923.00	9.55%
Second stage meetings	142.00	15.38%
EOIs submitted	538.00	58.29%
Total industry placements sourced	735.00	6.9%

Average placements offered per employer: **1.71**.

Of the 10,508 new employer leads contacted during the industry placement pilot (for all T Level routes), 735 industry placements ended up being sourced (**6.9% conversion rate**). This can be used as a general guideline to understand the number of employers and the amount of work needed to source industry placements, although clearly, as employers start to become more informed about industry placements and T Levels, we expect this to improve.

Target	Number of new leads needed to be generated
10	143
20	286
50	714
100	1,429
150	2,143
200	2,857

This conversion rate seemed to differ by route and industry though, so these are shared below.

Data is not available for delivery in the 2018 to 2019 academic year as the employer engagement work was not centralised as it was in the pilot year. Instead each provider had funding to build capacity and deliver placements.

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Business and Administration

Business and admin total	Total achieved	Conversion %
New employer leads	1,432.00	N/A
First stage meetings	165.00	11.52%
Second stage meetings	30.00	18.18%
EOIs submitted	105.00	63.64%
Total industry placements sourced	127.00	8.87%

Average number of placements offered per employer = **1.49**

Based on the general nature of business and administration roles, we had a fairly untargeted approach with lead generation in that we went out to businesses at scale based on a lot of cold leads we had. With a targeted approach with warm leads, you could expect this to be higher.

This is the highest % conversion rate from meetings held to EOIs submitted - generally showing (as you'd expect) that business and administration placements are the easiest to source and get an interest from a business to host when discussing with them. This conversion rate is also so high on the basis that a lot of EOIs were submitted for business and administration through leads engaged in other routes / industries, i.e. always ask about business and administration roles when engaging organisations on other areas. Generally speaking, an organisation should have a placement available within Business and Administration somewhere across the business.

Catering and hospitality

Catering and hospitality total	Total achieved	Conversion %
New employer leads	190.00	N/A
First stage meetings	17.00	8.95%
Second stage meetings	13.00	76.47%
EOIs submitted	18.00	105.88%
Total industry placements sourced	74.00	38.95%

Average number of placements offered per employer = **6.7**

We could have generated a lot more leads here but we sourced the required number of placements very quickly.

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Average 6.7 placements per EOI - the biggest number across all routes.

Construction

Construction total	Total achieved	Conversion %
New employer leads	405.00	N/A
First stage meetings	31.00	7.65%
Second stage meetings	5.00	16.13%
EOIs submitted	17.00	54.84%
Total industry placements sourced	57.00	14.07%

Average number of placements offered per employer = **1.62**

Our construction courses were very specific, so our lead generation was naturally targeted - this probably means the conversion rate here is slightly biased / favourable, so across the overall route we would expect it to be slightly lower.

Opportunities:

- Overall the industry faces severe skills shortages and therefore employers should be incentivised to develop talent pipelines
- Likely to be heavily impacted by Brexit and UK workforce engagement is a crucial objective for most employers
- STEM diversity objectives, particularly around increasing overall talent pool are attracting female workers into the industry
- Local authority contractual stipulations - many large employers will have local authority contracts with contractual obligations to create jobs and support the local communities
- Construction employers are heavily project based, therefore if you are able to engage an employer in advance, there are opportunities to identify long-term projects that are most suited to hosting placements. There are opportunities to creatively use your CDF funding to overcome barriers - for example paying for a trainee or student CSCS card for students on placement.

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CONSTRUCTION CASE STUDY

Bruntwood, a property company offering serviced office and retail space across 145 properties in the UK, were engaged during the pilot and offered placements across a number of routes, including construction where they offered plumbing placements working within their on-site teams.

After their involvement in the pilot, Bruntwood were re-engaged and committed to offering 26-50 placements in a number of routes and across 5 regional offices in England.

"Our sphere of touch points for reaching young people has broadened through providing T Level Industry Placements. We're under no illusion of how much effort it takes, but commercially it works for us to engage with this opportunity. It is a much neater way for us to develop a talent pool and a great way of broadening our impact.

T Level Industry Placements are an essential step for us to reach a wider cohort of young people. It's much easier for us to widen participation at 16- 17. By the time we're working at apprenticeship level we need to handpick a much smaller number of students. At industry placement level we can take a chance on someone who may not have had an employment opportunity before."

Adele Weaver, Learning and Development Business Partner, Bruntwood

Creative and design

Creative and design total	Total achieved	Conversion %
New employer leads	1,152.00	N/A
First stage meetings	128.00	11.11%
Second stage meetings	24.00	18.75%
EOIs submitted	74.00	57.81%
Total industry placements sourced	79.00	6.86%

Average number of placements offered per employer = **1.49**

The overall success rate here is potentially slightly skewed as 43 (over 55% of total placements) came from Shrewsbury.



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Employer engagement was very focused on micro-businesses and within a relatively rural area. The conversion rates may differ in a larger city, where this has proven to be a more challenging route.

Digital

Digital total	Total achieved	Conversion %
New employer leads	2,404.00	N/A
First stage meetings	190.00	7.90%
Second stage meetings	27.00	14.21%
EOIs submitted	103.00	54.21%
Total industry placements sourced	102.00	4.24%

Average number of placements offered per employer = **1.44**

Digital was our biggest route covered within the pilot, so it was inevitable that our lead generation would be very high here. The route was also very broad in terms of containing a lot of different courses covering very general digital / IT related courses in addition to highly specialised roles e.g. computer games design - this inevitably meant that we spread the net slightly further in terms of lead generation, which might have resulted in the lower conversion rate. However, this could be location specific as, in London, placements were a lot more specialised. This is still symptomatic of the route generally though in terms of the challenge in finding the specific placements required within such a vast industry.

Engineering and manufacturing

Engineering and manufacturing total	Total achieved	Conversion %
New employer leads	734.00	N/A
First stage meetings	76.00	10.35%
Second stage meetings	13.00	17.11%
EOIs submitted	46.00	60.53%
Total industry placements sourced	71.00	9.67%

Average number of placements offered per employer = **1.73**

At scale, the conversion rate may be lower for this route as it was generally one of the more difficult routes to source in terms of the number of challenges to overcome with employers.

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Larger employers were receptive to the idea of using industry placements to help to bring diversity to the company, particularly as this can align with corporate social responsibility and social action policies.

Hair and beauty

Hair and beauty total	Total achieved	Conversion %
New employer leads	611.00	N/A
First stage meetings	63.00	10.31%
Second stage meetings	9.00	14.29%
Total industry placements sourced	56.00	9.17%

Average number of placements offered per employer = **2.3**.

The hair and beauty industry already has a very structured career pathway in the form of apprenticeships and work experience, which is why the conversion rate is slightly higher.

Health and science

Health and science total	Total achieved	Conversion %
New employer leads	1,896.00	N/A
First stage meetings	165.00	8.70%
Second stage meetings	11.00	6.67%
EOIs submitted	82.00	49.70%
Total industry placements sourced	84.00	4.43%

Average number of placements offered per employer = **1.71**

This is the lowest conversion rate seen in the pilot. As with digital placements, health and science was one of the largest areas where we had to source placements for in the pilot, so the number of leads generated was inevitably very high. There was also a significant split between the main two courses / pathways covered here - applied science and health - see tables below for the split here.

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Applied science

Applied science total	Total achieved	Conversion %
New employer leads	1,416.00	N/A
First stage meetings	121.00	8.55%
Second stage meetings	0.00	0.00%
EOIs submitted	70.00	57.85%
Total industry placements sourced	54.00	3.81%

Average number of placements offered per employer = **1.38**

Health

Health total	Total achieved	Conversion %
New employer leads	480.00	N/A
First stage meetings	44.00	9.17%
Second stage meetings	11.00	25.00%
EOIs submitted	12.00	27.27%
same query	10.00	83.33%
Total industry placements sourced	30.00	6.25%

Average number of placements offered per employer = **3.00**

We started engaging with businesses, but then found out that education providers already had sufficient placements in the route. This meant less follow up was needed, thus reflecting a lower conversion rate than expected. We had a pipeline for significantly high numbers.

Although this is one of the lowest conversion rates across the data set, this is definitely not reflective of the route. In general, placements were very easy to source.

Legal, finance and accounting

Legal, finance and accounting total	Total achieved	Conversion %
New employer leads	839.00	N/A
First stage meetings	88.00	10.49%
Second stage meetings	10.00	11.36%
EOIs submitted	54.00	61.36%

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Total industry placements sourced	42.00	5.01%
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Average number of placements offered per employer = **1.23**.

This was the lowest of all routes - very much against what was expected. This is mostly due to larger law firms proving difficult to engage and gain commitment from. This meant that we were mostly reliant on smaller firms or small legal/finance teams within other organisations.

ROUTE-SPECIFIC TOP TIPS FOR ENGAGEMENT

From the industry placements pilot in the 2017 to 2018 academic year, we developed some insights into route-specific ways for best engagement which may help you when you approach employers in these specific areas. Below is a list of the top tips we have compiled for general engagement and per route:

General

It is generally helpful to target each industry specifically, in industry relevant marketing. Possible areas include:

- Trade publications
- Social mobility charters
- Digital marketing
- Membership bodies
- Trade unions
- Events

Business and Administration

Considerations:

- In smaller organisations, students are more likely to be able to be involved in various tasks, whereas larger organisations have different departments and less exposure to different areas. However, this can also be great for a student interested in a specific part of the business e.g. HR.
- Employers are generally quite responsive, but it is easy to get poor quality placements, e.g. only working on basic administrative duties, social media posts, etc.

Top Tips:

- Good to approach the third sector, e.g. charities where funding is minimal, and often they have a need for additional staff.

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- It is important to work with the employer to ensure an appropriate fit between business needs and the students' technical ability, ensuring the placement is as meaningful as possible.
- Provides employers with new talent pipelines across all business departments
- Enables employers / departments that don't historically engage young people to develop a possible talent.
- There is overall a high level of flexibility for employers to be creative and develop a placement that can satisfy core business needs.

Supporting Infrastructure / Intermediaries engaged:

- Confederation of British Industry
- Chambers of Commerce
- Federation of Small Businesses
- The Business Services Association
- CIPD

Catering and hospitality

Consideration:

- Usually offer flexibility to students on timing of industry placements, e.g. weekends and evenings.

Top Tips:

- Overall, the industry is well placed to offer entry level roles - you'll need to get a full job description and set SMART targets to ensure the learner will be developing the level of technical skills required
- Sector could be heavily impacted by Brexit therefore most employers are focused on better engagement and talent development within UK.
- Perception issues of working in the industry among young people - most employers are keen to increase their exposure with young people to address this.
- Students may have part time jobs in this route that could potentially be converted to industry placements.
- Apprenticeships are established in this route, with most major employers looking to increase their provision. Compared to other routes, the signposting of T level students into apprenticeships should be a direct and easy transition to make based on the ease at which entry level jobs can be created.
- Employers are much more likely to offer placements in the run up to peak periods e.g. in the lead up to Christmas.



EMPLOYER CASE STUDY

"Having the student on industry placement was fantastic for the team. We were impressed with her attitude and work ethic and she contributed significantly to the business functions of my HR and finance department. The student was instrumental in helping us roll out our GDPR training across the archdiocese. She was also heavily involved in creating the PowerPoint presentations and coordinating training. If the student was not on placement, we would have needed to employ a temporary member of staff to help with the work load. This is why we were happy to pay a pro-rata salary for all of her hard work."

HR Manager and Industry Placement Line Manager

Supporting Infrastructure / Intermediaries engaged:

- British Hospitality Association
- IGD, a food and grocery charity
- Food and Drink Federation
- British Retail Consortium

Creative and design

Considerations:

- Flexibility to shape the placement around busy periods (ex. shoots) and quieter periods (ex. between shoots) is important.
- Music-specific: Generally, a very friendly sector with lots of people willing to help, but also many unable to as they themselves are working freelance, from home (where lots of work is done online) or are part-time.

EMPLOYER CASE STUDY

The Employer is a high-end restaurant chain with ~30 restaurants. They committed to up to 25 Commis Chef placements during the pilot. Although only a small number of these were matched and placed, the overall engagement was a positive example of how a business can work with a provider. A representative of the business attended the college for a group session with all students that were matched with the business, to tell them about the organisation and what they could expect from the placement. One learner gave up a part-time job that they had in a local café to take on the experience of working in a Michelin star restaurant. The placement was a success, with the learner being offered a full-time job at the end.

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Top Tips:

- Independent production companies are more interested in engaging when they hear of other independents they knew who are already involved.
- Music-specific:
 - Being friendly and slightly more informal works well as the music sector is creative and relaxed. Also, being flexible to their working hours, e.g. students being able to work evenings and weekends, helps and allows venues/event managers to get on board.
- The industry faces pressures with Brexit and gender/BAME disparities, and therefore employers should show a strong interest to address these issues by offering industry placements and increasing their exposure to young people from different backgrounds.
- There is a real benefit for businesses in terms of the fresh perspective and creativity that a young person could bring to the placement, which is often so important for the sector generally.
- There is an opportunity to position involvement in industry placements as a way of freelancers improving their reputation and offer to prospective employers, with the added support a placement student can offer them in their day-to-day work and the credibility that comes with being involved in a government backed initiative.
- Many of the barriers for Creative and Design placements relate to the nature of employers in the sector, with a significant proportion of SME's and freelancers operating across the route, which means here is a chance for creative use of CDF funding, including potentially paying for insurances etc. Project based work may also be a good avenue to explore for this route.

Supporting Infrastructure / Intermediaries engaged

- British Interactive Media Association
- Institute for Practitioners of Advertising and Marketing

EMPLOYER CASE STUDY

Signarama, an international sign and advertising business, agreed to host industry placements. As a locally operating SME in Preston they were keen to take on students in Creative placements based on the limited resource they were currently able to allocate towards their social media activities and to create case studies and photographs of their work. They took on two students to undertake both functions within the business.

"Thank you very much for providing us the opportunity of work placement students. Our experience was good and we took a creative/social media placement and a photography placement. The photography student was very keen and enthusiastic, on time and attendance was spot on. He was keen to get a feel of the variety of roles that were in the production and design departments and found the time to discuss career options along his field of interest."

Keddy Banda, Managing Director, Signarama Preston and Manchester franchises

Digital

Consideration:

- It is good to understand the nuances of exactly what the students are learning and which software packages they are using when approaching Digital employers, as they will ask. This was also important for video games production and animation industry placements.

Top Tips:

- Establish a good relationship with the course tutor so you can ask them about specifics that the employer will want to know in relation to their learning. It was important that they are able to gauge the fit between business needs and students' technical ability. Students can help with this by ensuring their CV accurately reflects their skills.
- Helpful to have a clear separation between the students wanting to follow the creative digital routes e.g. digital marketing, and the students who are working within IT Departments, fixing computers and laptops, etc.

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- The variety of different employers within this route presents an opportunity, with large numbers of employers that could be approached to offer placements.
- Although it can be a challenge to target employers for specific placement types, the opposite is true for general IT support roles, with most mid and large sized employers having their own technology and internal IT support teams.
- As the industry is constantly evolving and growing, there is an opportunity for businesses to offer placements to support with ad-hoc projects and non-business critical initiatives that the business might be keen to deliver but that have previously not had the resource to implement. Block placements are especially useful in the digital sector.
- With these newly created placements, and most other placements in the industry, there is also significant value that industry placement students can bring with a youthful and fresh perspective to a new project.
- There are significant diversity challenges within the industry, with many employers likely to see industry placements as an opportunity to increase access to the industry for under-represented groups e.g. females.

Supporting Infrastructure / Intermediaries engaged:

- BCS, The Chartered Institute of IT
- Games skills council (TIGA)
- International Game Developer Association
- Digital Manchester / Lancashire
- IPA
- Next Gen skills Academy

EMPLOYER CASE STUDY

Although initially struggling to understand how they could accommodate a small number of students within their business on core projects, an idea was developed for the business to support a group of students to create their own business '40 Day Technologies'. This enabled 8 students (6 Digital and 2 Business Admin) to take up a number of different placements within this newly established business. Karma supported the students and they developed their own app and have already marketed it to the NHS, with the students completing two sales of their new product during the project.

"The industry placements have not only been beneficial to the students but to us as a company Karma were very keen to contribute to the community and play a part in bringing innovation and development to the Fylde Coast. The idea of supporting students to create their own company (40 Day Technologies) enabled us to support placements for a larger number of learners than we would have been able to within our day-to-day business. The students are now working full or part time in their own business. We are very proud to have supported them to this point and we will continue to support them as mentors and investors"

Hamish Hayes, CEO, Karma Applied Science

Engineering and manufacturing

Consideration:

- For vehicle maintenance and paintwork placements, companies did not respond well to emailing or phone calls and rarely had the time for a cold call discussion on the project.

Top Tips:

- Many reacted well to employer engagement staff visiting the garage and asking to speak to the manager.
- There are often good relations between smaller companies and a strong local network. Therefore, it is worth asking one company to put you in contact with other surrounding companies.
- Overall, the industry faces severe skills shortages and therefore employers should be incentivised to develop talent pipelines.
- Likely to be heavily impacted by Brexit and UK workforce engagement is a crucial objective for most employers.

T-LEVELS

- STEM diversity objectives, particularly around increasing the overall talent pool and attracting female workers into the industry.
- Local authority contractual stipulations - many large employers will have local authority contracts with contractual obligations to create jobs and support the local communities.
- Access to sites can be challenging, but there is the possibility of using CDF funding to help obtain the required access cards.

Supporting Infrastructure / Intermediaries engaged:

- Engineering Development Trust
- Energy & Utilities Skills
- EEF

EMPLOYER CASE STUDY

Stagecoach were initially contacted via one of their Lancashire depots for involvement in the pilot to offer placements to students from Preston's College. In discussing the pilot with the business they soon connected us with their area director who was keen to embed the programme across some of their other sites in the region. After running a selection process they took on 2 students across into Mechanical Engineering and Vehicle Maintenance placements. They have since gone on to sign a national RFI to offer 26-50 placements in 2018-2019 in a number of their depots across the country.

"The vehicle maintenance industry has evolved dramatically over the past 10 years and continues to present new technological challenges. It is absolutely vital that we embrace the changes and prepare our work forces for the future, industry placements will put students and our business in a strong position to rise up to the challenge."

Tony Cockcroft, Engineering Director, Stagecoach

Hair and beauty

Consideration:

- Set realistic expectations with the student on what they will be able to do on the placement as often more on-the-job experience is required for some tasks.



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Top Tips:

- There is long history for the route offering apprenticeships, resulting in the industry generally being receptive to hiring young people
- Industry placements can form a valuable pipeline into apprenticeships for employers. They can also help to diversify the workforce, promoting careers to males.
- Most employers face day-to-day challenges due to the fast paced and customer facing nature of the industry which means the additional resource a placement student can offer could bring a real benefit to the business, particularly if the placement could take place in peak business periods.
- There are opportunities to target large hotel and spa chains that are better able to offer placements at scale and across a region, relative to many of the SMEs that operate within the sector.

Supporting Infrastructure / Intermediaries engaged:

- British Barbers Association
- The Hairdressers Charity
- Unite Hair



EMPLOYER CASE STUDY

Theatrical Make up placements were challenging to source due to the majority of theatres not having a make-up department. Playful Productions was one of the few that did bring in make-up and hair professionals and offered a placement on their Wicked production at the Apollo Theatre. There were also additional issues in confirming the placement relating to evening working hours, which were not always suitable for students, but the employer and the student reached an agreement, facilitated by the provider, which enabled the student to complete their placement on the specific days and evenings that were available. This was ultimately a good case study of a placement that overcame many of the challenges within the sector, but also showed that a student could complete a successful placement working at the highest level within the industry.

"It has been a pleasure having the student at Wicked. She has worked hard, watching the team and developing the technical skills she has learnt. During her time, she has learnt complex wig postiche set and dress and was always working hard to improve."

Michael McCabe, Executive Producer of Wicked at the Apollo Victoria Theatre

Health and science

Considerations:

- High street pharmacies get paid to take pre-registered pharmacists so often use their training/supervision resource for that, which can make it harder to find placements.
- Hospital pharmacies can be interested but usually need quite a long lead-in due to administrative processes.
- Healthcare specific:
 - There can be issues with safeguarding when working with vulnerable groups if students themselves have special needs. Duties could be assisting the main carers with running activities, cleaning, talking to residents, etc.
 - Most industry placements need to have DBS checks for roles in social care settings.

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Top Tips:

- If you have a National Citizen Service (NCS) link person, approach them if you're looking for placements in schools e.g. lab assistants.
- For larger companies, ask to speak to someone involved in equality and diversity and sell the ability to diversify their workforce -- this worked well for companies like NHS.
- Look for companies with apprenticeship schemes and sell how industry placements can help with the recruitment pipeline.
- Focus on companies that have health and safety checks which would involve scientific measurements, e.g. health and safety officers in factories where students could measure and test water, air, chemicals, etc.
- Pharmacies, science departments, and breweries are quite responsive as it is easier to be involved at a lower qualified level.
- Ongoing recruiting and retention challenges for entry level staff in health and social care.

Supporting Infrastructure / Intermediaries engaged:

- Royal Society of Chemistry
- Science Industry Partnership
- Chemical Industries Association
- Energy & Utility Skills
- Science and Technology Facilities Council

EMPLOYER CASE STUDY

"The industry placement student has been dedicated and conscientious and has proved herself to be a real asset to the research team. She has assisted with a ground-breaking experiment in the lab. The results from this are very exciting and we hope to publish them in a scientific journal, with the student named as one of the authors.

We would recommend the programme; the sustained experience is very worthwhile with greater benefits for both us and students. With this placement, it was great as the student's experiments could be done without too much prior lab experience and her project was integrally embedded into our work, so her results have been really useful for the lab."

Head of Operations, a Medical Science Institute

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Legal, finance, and accounting

Considerations:

- It can be hard to speak to senior people in large law firms, but the practice manager can be very interested in diversity and inclusion, which may be a good angle to approach from.
- Law students may struggle to find placements which give them responsibility or personal experience within the industry. Therefore, it is important to ensure expectations are aligned for both the students and the employer, and to work with the employer to ensure as meaningful placement as possible.
- Confidentiality agreements will need to be signed by the student and provider.

Top Tips:

- As soon as employers know of other larger companies getting involved, they are more likely to sign up, so give examples of other employers who are on board.
- It is good to target larger companies as they have the possibility of taking on students from a selection of routes.
- You can target larger companies with a finance department for students studying accounting / finance.
- Legal, finance and accounting employers have some of the biggest issues relating to social mobility and workforce diversity, with many large employers under scrutiny to increase access to the profession.
- Linked to the point above, there are many membership bodies and individual organisations focused on promoting social mobility and access to the profession for young people from different backgrounds and walks of life, presenting opportunities to engage employers at scale.
- Employers should be reminded that they have the option to be 'assessment employers' to be confident that the student they will be hosting will be able to adapt and perform well within the placement.
- Most major law firms are heavily invested in supporting their local communities, with an objective to create networks with local schools and colleges.
- The vast majority of larger and medium-sized employers have in-house legal, finance and accounting teams, which are often under-resourced and as a result can be more willing to offer high quality placements with meaningful work available for students to develop their technical skills. Colleges seem to have neglected this possible area of employer engagement for the route relative to targeting big legal and financial services organisations.



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Supporting Infrastructure / Intermediaries engaged:

- The City UK
- CII (Chartered Insurance Institute)
- AAT
- PRIME

EMPLOYER CASE STUDY

"We were approached last year to support a Department for Education pilot scheme aimed at providing school leavers with the opportunity to have some practical experience in their work towards completion of T-Level or similar qualifications. One of those T-Level qualifications was that of Legal Secretary and we were keen to help if we could. We completed some initial paperwork and the student joined us at the beginning of the year for several days a week over a 6-month period.

Having the student sit alongside our Legal Team Assistants and learn from them has been a great success - certainly for our Team Assistants and we hope very much also for the student personally on her progress towards her qualifications, gaining of relevant experience and career development and experience of working in the City in a financial services business. This has been such a positive experience for the Legal Team, that we're keen to support the roll-out of the wider project if we can."

Alison Hepburn, Executive Director, Co-Head of Legal, EMEA

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URBAN VS. RURAL LOCATIONS

The industry placement pilot project was designed to include a combination of urban and rural providers. As expected, the employer engagement approach and outcomes did vary across different geographies.

Urban Areas

Challenges:

- Developing a targeted approach to lead generation and overall employer engagement in an area with a high volume and density of employers is challenging.
- Employers were regularly approached for youth engagement initiatives and were occasionally slightly wary about being engaged in other programmes
- Employers generally get approached by a lot of different providers and so the advantage of gaining connections with providers was slightly more difficult to sell.
- Targeting 'local employers' is often harder with most students living outside of areas where the density of employers are based.

Opportunities:

- Providers in urban areas were able to benefit from national partnerships due to many large employers having representation in most cities and major towns.
- A larger number of intermediaries and regional bodies for engagement.

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- Good transport links enable students to travel further for placements, with it often being easy to travel into the city centre regardless of where the student is based.
- Local authorities have extensive networks in most employer segments
- More events are held for employer engagement at scale

Rural Areas

Challenges:

- In almost all rural areas there will be certain courses/industries where it will be difficult to find local employers.
- There are more logistical challenges of knowing where students would be based relative to the employers being targeted, with students generally travelling longer distances to attend their education provider.
- Fewer companies that are able to commit to high volumes of placements and often the large employers with head offices in rural areas already have established youth engagement / community programmes.
- Less able to benefit from national partnerships with major employers.
- Local transport / infrastructure links less able to support students travelling for placements, limiting the amount of employers accessible for each student.

Opportunities:

- Employers are generally easier to engage and seem to have a more immediate connection with their local community, wanting to support nearby education providers.
- Local intermediary networks are generally easier to navigate and to engage with local employer networks.
- With a smaller number of employers to target, it can be easier to develop a targeted and strategic approach to ensure employers are followed up with consistently.

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4 STEP EMPLOYER ENGAGEMENT CYCLE

INSPIRE

Communicate a business case for the employer to engage with:

- Introduce the rationale and purpose of T Levels within the national policy context, as well as the benefits of industry placements for employers.
- Be sector specific: for example in the STEM sector there are significant technical skills gaps, it is traditionally male dominated and there has been a lack of opportunity for young people from more disadvantaged backgrounds.
- Clarify how T Level industry placements meet the employer's organisational goals and vision. Understand their business drivers and frame the opportunity around these.
- Talk about impact: use real life examples, instill a sense of inspiration and excitement about potential.
- Introduce terms such as social value/social mobility/diversity. Show how T Levels can be built into their corporate strategy to contribute to economic and sustainable growth as well as their bottom line.

INNOVATE

Provide focussed response to concerns:

- Actively encourage feedback on concerns and barriers to engagement. Understand where the key challenges lie.
- Address concerns re: bureaucracy and apprenticeships. Clearly articulate the mutually beneficial relationship between apprenticeships and T Level industry placements.
- Be upfront, predict key concerns and instil a sense of confidence that a tailored approach can be developed for them.
- Be clear on the parameters of T Level industry placements and where there is room for flexibility. Recognise that a one size fits all model is unlikely to succeed.
- Use examples of good practice of other firms in the sector who have had similar concerns and how they are addressing these.

UNDERSTAND

Build knowledge of requirements and implementation:



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- This is about offering expert knowledge and judgement about how the placements will work in practice and how they can be aligned to their business needs.
- Outline the placement structure, different delivery models, selection process, responsibilities of employers/education providers, financial implications etc.
- Provide detail of courses and types of suitable roles. A strong relationship with the curriculum team to communicate curriculum specifics is key.
- Explore opportunities for cross-cutting routes.
- Opportunity to use CDF allocation to meet employer costs where these are considered necessary.

COLLABORATE

Development of strong relationship and clear framework for implementation:

- Set clear expectations from the start, clarify three-way relationship between yourself, the employer and student and develop an industry placement agreement.
- Identify clear and pre-determined learning outcomes.
- Support to embed an inclusive participation framework which considers the additional needs of SEND learners.
- Ensure CRM system is set up and is complementary to other departments sourcing apprenticeships/work experience.
- Use this an opportunity to involve the employer in the co-design of industry placements and strengthen the partnership into other areas where possible.

CREATIVE SOLUTIONS FOR EMPLOYER ENGAGEMENT

- If the employer is asking for **skills or specific training** that excludes a student from one opportunity then suggest other roles the student may fit and still receive a good quality industry placement or explore other areas of the business that could offer placements. Your CDF funding can also be used to obtain necessary training.
- Employers can create **innovative projects** for students within the workplace, such as creating digital placements outside of the digital environment (e.g. fundraising projects, social media/website, advertisement, research). Work with the employer to design the activities to help them select the right students for the opportunity. Publicise this in the local community.



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- **Engage parents and guardians** and ask them to recommend suitable employers from their personal networks. They can be great advocates for the benefits of industry placements.
- **Engage the Board** within your own organisation. Providers have used their Board's employer contacts to generate pledges for industry placements and to work with local industry to establish employer panels to address their skills needs of the future.
- **Offer employers a discount card for use of your resources.** Design a 'gold card' issued to an employer who offers industry placements, which gives them a discount for meeting rooms, reprographics, health and safety courses, etc.
- **Host Chamber of Commerce meetings:** by attending these network meetings you can spread the word about industry placements.
- **Invite employers to speak with students:** invite local employers to speak with students about their industry and recruitment and the types of qualities they look for in an ideal candidate.
- **Involve employers in shaping the curriculum:** work collaboratively with employers to design future curriculum and address the shortfall in skills and knowledge of students entering their specific recruitment sphere. What skills are lacking now and what skills do they see lacking on the horizon?
- **Support employers with CPD:** Offer an incentive to train the employer's staff if they take part in industry placements (think creatively: health and safety, first aid, management courses, skills audit).
- **Industry specific events:** hold regular industry specific events. The focus could be on the skills the industry is lacking and how the college would like to support recruitment into these sectors.
- **Marketing and publicity:** offer a grading system where employers are ranked on your website, Gold, Silver, and Bronze. Many employers are conscious about their public and community profile.
- **Celebration events:** Hold celebration events for all those employers who supported industry placements and provide a decent lunch. Include talks from students and employers, invite parents and other employers to showcase the success of the industry placements.
- **Breakfast meetings:** invite route specific employers to meet with your team to discuss the changes to technical qualifications and how this will impact on their business in the future.

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- **The third sector:** actively explore opportunities to partner with charities.
- **Build knowledge and awareness:** Offer to keep all your local employers posted with e-bulletins on changes to technical education and its impact on their business. In these bulletins you could put out requests for industry placements.
- **Cohort sponsorship:** employer's 'own' particular cohorts or departments, and the students wear branded uniforms, receive visits from the employers/visit the employer, employer branding used in marketing and at provider premises. Some have included employer name in department/course name/prospectus, e.g. The Man Diesel Engineering Lab.
- **Local Enterprise Partnerships (LEPs).** There are 39 LEPs across England and their aim is to promote economic growth and jobs in local areas. They work directly with employers and they can be a really good source of information on a regional employer network.

CASE STUDY

Hasina Kamali, is a Team Leader in the Work Experience / T Level Team at North Lindsey College in Scunthorpe.

Hasina and her team have developed a number of creative links with local business to generate capacity opportunities for industry placements within the construction routes.

My knowledge on industry placements has really helped me to use my negotiation skills with employers." It is important to see the business from the other side to identify any gaps to promote industry placements and feeding in to employers' social corporate responsibility is a huge selling tactic."

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TOOLS

HELP WITH PHONE CALLS

When trying to engage employers and get past gatekeepers the following guide is useful. These are incredibly simple yet can be very effective.

The aim of this call is to establish the correct contact and to obtain their details. Do your research and be ready with what you think the stakeholder's e-mail is and have a general e-mail identified like the "info@.." or the "enquires@...", so you can quickly establish where that e-mail would go and who you will need to chase if you can't get the stakeholder's details immediately.

Employer Engagement Team: "Hello, my name is XX from Y, I wonder if you could help me please."

Gatekeeper: "I can try."

Employer Engagement Team: "Thank you - I am trying to contact (name of who you think is responsible for industry placements) as I understand they are the best person to speak to regarding student industry placements."

Various outcomes:

1. Gatekeeper confirms it is and puts you through! Be ready with your elevator pitch.
2. Gatekeeper confirms it's the right person but will not put you through. Now you can either 1) Confirm the e-mail you think is correct for that person 2) If they won't help with the e-mail, ask if it's possible to have their e-mail for them to forward onto the contact. If they still say no, thank them for their time and end the call.
3. The Gatekeeper says it's not the correct person but won't tell you who is. Again, ask if it's possible to have their e-mail for them to forward onto the contact. If they still say, no thank them for their time and end the call.
4. The Gatekeeper gives you an alternative contact and the contact details. Thank them and end the call.
5. The Gatekeeper won't help at all - Ask where the general enquiries e-mail goes. So you can send it to that department and then you know where to ask your call to be

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directed next time you call. If it's a no, then again thank them and end the call.

Whichever outcome:

Thank them for their time and appreciate the help and advice, even if it's not exactly what you wanted.

Now look at what you have been given and progress with either sending your magic e-mail or by researching again for stakeholders and trying to establish contact by other means, i.e. LinkedIn, etc.

LINKEDIN ADVICE

Suggested LinkedIn activities:

- Build your network in given routes / industries by connecting with senior stakeholders / target leads.
- Update LinkedIn profile and upload key documents.
- Join related groups that could have employer leads in e.g. apprenticeship / industry-specific recruitment groups.

Example LinkedIn connecting messages:

Hi **Xxx**,

I hope you are well. I am keen to connect regarding industry placements we are delivering for our students. This is part of the Department for Education's broader reform on technical education and the introduction of T Levels- it would be great to understand how it could fit in with your apprenticeship / early talent strategy at INSERT COMPANY NAME.

Is there an email address I could send through some information to? Or a number to reach you on for an initial discussion?

Kind regards,

XXX

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MAGIC E-MAILS

Research tells us that the e-mails that get the best response are:

- Short e-mails (5 sentences or less)
- Have plenty of "white space" (easy to scan)
- Personalised
- Have an "ask"
- Have a call to action even if it's on you - i.e. "I will call you".
- Flatter the user, but only a little.

Hi Xxx,

I am contacting you to see who the correct person would be to speak with about a new initiative.

From 2020, industry placements will form a mandatory requirement for students taking new Level 3 technical programmes called 'T Levels'.

To gear up for this, we are implementing industry placements in suitable courses from the start of this academic year. We are looking to find employers in these industries to offer these students, mostly in their second year, a 315-hour, (45 - 50 day on average) industry placement in the academic year 2019 to 2020.

We have students who are studying a wide range of technical courses in your area and who will be needing a placement.

If we could discuss this further, I would be very grateful and I would appreciate your feedback.

Kind regards,

Xxx

ELEVATOR PITCHES

We are looking for employers in suitable industries to offer our students, mostly in their second year, a 315-hour (45-50 day) industry placement in the academic year 2019 to 2020.

We have students who are studying a wide range of technical courses in your area and who will be needing a placement.



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The new technical courses will have an industry placement as a mandatory part of the course with a gradual rollout, so we are starting early to prepare for this.

OBJECTION HANDLING GUIDE

The guidance below covers some of the expected common objections and our suggested responses:

OBJECTION	POTENTIAL SOLUTION
<p>We don't have roles available for 'unskilled' / under 18 workers</p>	<ul style="list-style-type: none"> • This programme is trying to address skills shortages in young people - this has the potential to change the landscape of technical education and how ready young people are for entering skilled employment. • These students are studying a course relevant to your industry - so they will already have some skills and knowledge of the industry and have the opportunity to develop these and gain more on the job. • With growing uncertainty around the UK workforce and skills shortages - this programme has the potential to be a pipeline of work ready, engaged and motivated employees for the future. • Although a large proportion of the young people will be 17, some will be turning 18 soon and in the next year. At that point, they could take on additional responsibilities.
<p>We already have an intern or have committed to developing apprenticeships this year</p>	<ul style="list-style-type: none"> • Your current intern or apprentice could help to train up the new placement student giving each of them a valuable experience. • Industry placements should act as a complimentary youth development opportunity, helping you to develop an additional pre-apprenticeship pipeline of candidates that have already proven themselves over 315 hours,

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	so 45-50 on average days in the business.
We're too busy to train someone	<ul style="list-style-type: none"> • This is a great chance to get an extra pair of hands to help you out during this busy period. Students are studying a relevant course and will be able to assist and add value - potentially taking on a project over the 315 hours, so a 45-50 day period. • Hosting the industry placement will offer development opportunities for any managers / aspiring managers in your organisation.
We've had a bad experience in the past	<ul style="list-style-type: none"> • This is a NEW model of industry placements, specifically designed to address the issues previously experienced with work experience. Industry placements are considerably longer and involve students having already acquired technical skills and knowledge of your industry who will have completed preparation before their placement. • It would be a shame to let one bad experience prevent your company from the experience of having a motivated and work ready student looking to develop their skills for your industry.
We can't afford to pay an industry placement student	<ul style="list-style-type: none"> • Companies are not obliged to pay students.
We work with another provider	<ul style="list-style-type: none"> • We encourage a diverse work environment, so students interacting from different providers would be good! They could support each other and work as a team on similar projects. • There is no charge for hosting the student - so you could have students from multiple providers.



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<p>The placement is too short and not worth our while training a young person</p>	<ul style="list-style-type: none"> • If the placement is successful on both sides there is the potential to signpost the student into longer-term employment opportunities or an apprenticeship, once the student has completed their studies. • Unlike an apprentice coming through a traditional pipeline, you would have had the chance to observe the candidate over an extended period to be sure of their fit for the business - improving likely retention rates.
<p>How do we know the quality of the candidate we'll be getting?</p>	<ul style="list-style-type: none"> • All businesses are welcome to meet and/or interview students ahead of the placement
<p>We don't have the resource to do the paperwork / admin required</p>	<ul style="list-style-type: none"> • We have worked to reduce the amount of admin required to confirm placements - we can offer guidance surrounding legal, health and safety, insurance and have template documents for you to use (including an industry placement agreement for the student). • Any forms required will be pre-filled wherever possible to minimise the level of input required from employers. • During the placement, the education provider will lead on most administrative tasks - only asking for your input at certain stages as the employer.

Objection handling: employer types

Each specific type of employer may have objections specific to their size or nature. It's important to consider the size of the employer before you contact them. Correspondingly, there will be different advantages or selling points working with different sizes of employers. There are examples of things to consider in the table below:

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Type of employer	Pros	Cons
Large regional and national employer	Typically, conscious of corporate social responsibility	Can be hard to identify the decision maker
Large regional and national employer	Can potentially offer multiple placements across a variety of routes	Can be a time-consuming process
Small-to-medium enterprise (SME)	Easier to identify key decision maker	Concern over staff resources to supervise industry placements
Small-to-medium enterprise (SME)	Can still potentially offer multiple placements	Concern over financial implications - equipment etc.
Freelancer	Can be a quick turnaround - not bureaucratic	Flexibility required - may not have set office premises etc.
Freelancer	Potential for a huge impact - extra pair of hands	Potential issues for insurances

Useful Questions

- How does your business recruit and support young people in entry level roles?
- How will you go about building your workforce of tomorrow and training the next generation to move the business forward?
- What areas of your business best support entry level roles and could represent a talent pipeline for you in the future?
- How would raising your public image by supporting industry placements for the next generation impact on your business (locally or nationally)?



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MARKETING COLLATERAL

Templates for collecting employer information can be found below.

Employer information request

Thank you for your interest in being an industry placement employer. In order to offer the maximum benefit to the business in 2019 to 2020 we would like to confirm some information on the organisation and the possible scale of involvement with the industry placement programme. The information provided will be used to help inform the initial stages of matching you with post-16 learners.

General Information		
Organisation Name:		
Head Office Address:	Tel No:	
	E-mail:	

About the Organisation
<i>Describe the nature of the organisation (e.g. the types of products & services provided, the approximate number of employees, and years in business).</i>

Geographical Coverage		
<i>Please indicate below ALL regions where the business has offices with the potential to offer industry placements.</i>		
Region 1.		
Region:	Regional Office Address:	Number of Employees:
Region 2.		
Region:	Regional Office Address:	Number of Employees:
Region 3.		
Region:	Regional Office Address:	Number of Employees:
Region 4.		
Region	Regional Office Address:	Number of Employees:

About industry placements
Please select all relevant routes where the business could offer industry placements and an indication of the likely

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placements / roles that could be available. A list of example placements for each route can be found below.

Agriculture, environment and animal care - e.g. farming, gardening, veterinary practice

Business administration - e.g. management consulting, business analytics, national or local government administration, office management, sales, marketing, events, HR, recruitment, L&D

Catering and hospitality - e.g. catering, hotel/restaurant/bar management, conference/exhibition management, professional cookery, food and beverage services

Education and childcare - e.g. teaching, supporting/assisting teaching, nursery, nursing, childcare

Construction - e.g. general construction, bricklaying, building services engineering, carpentry, painting & decorating, plumbing, electrics, plastering, energy instillation

Creative and design - e.g. creating art, producing, directing, journalism, graphic/product/clothing design

Digital - e.g. web design, IT support/engineering, programming, TV/audio/video engineering, games and animation

Engineering and manufacturing - e.g. vehicle engineering, metal working, trade working

Hair and beauty - e.g. hairdressers, barbering, beauty therapy / consulting, make-up

Health and science - e.g. nursing, welfare and housing work, laboratory work, pharmacy work

Legal, finance and accounting - e.g. book-keeping, financial / accounts management, banking, law / legal work

Available roles 1.

Route:										
Industry placement role:										
Relevant Offices:										
Likely number	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">0-5</td> <td style="width: 33%;">5-10</td> <td style="width: 33%;">11-</td> </tr> <tr> <td>25</td> <td>26-50</td> <td>51-</td> </tr> <tr> <td>100</td> <td>100+</td> <td></td> </tr> </table>	0-5	5-10	11-	25	26-50	51-	100	100+	
0-5	5-10	11-								
25	26-50	51-								
100	100+									

Available roles 2.

Route:										
Industry placement role:										
Relevant Office:										
Likely number	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">0-5</td> <td style="width: 33%;">5-10</td> <td style="width: 33%;">11-</td> </tr> <tr> <td>25</td> <td>26-50</td> <td>51-</td> </tr> <tr> <td>100</td> <td>100+</td> <td></td> </tr> </table>	0-5	5-10	11-	25	26-50	51-	100	100+	
0-5	5-10	11-								
25	26-50	51-								
100	100+									

Available roles 3.

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Route:						
Industry placement role:						
Relevant Office:						
Likely number:	0-5	<input type="checkbox"/>	5-10	<input type="checkbox"/>	11-25	<input type="checkbox"/>
	25	<input type="checkbox"/>	26-50	<input type="checkbox"/>	51-100	<input type="checkbox"/>
	100	<input type="checkbox"/>	100+	<input type="checkbox"/>		

Available roles 4.

Route:						
Industry placement role:						
Relevant Office:						
Likely number:	0-5	<input type="checkbox"/>	5-10	<input type="checkbox"/>	11-25	<input type="checkbox"/>
	25	<input type="checkbox"/>	26-50	<input type="checkbox"/>	51-100	<input type="checkbox"/>
	100	<input type="checkbox"/>	100+	<input type="checkbox"/>		

Available roles 5.

Route:						
Industry placement Role:						
Relevant Office:						
Likely number:	0-5	<input type="checkbox"/>	5-10	<input type="checkbox"/>	11-25	<input type="checkbox"/>
	25	<input type="checkbox"/>	26-50	<input type="checkbox"/>	51-100	<input type="checkbox"/>
	100	<input type="checkbox"/>	100+	<input type="checkbox"/>		

Available roles 6.

Route:						
Industry placement Role:						
Relevant Office:						
Likely number:	0-5	<input type="checkbox"/>	5-10	<input type="checkbox"/>	11-25	<input type="checkbox"/>
	25	<input type="checkbox"/>	26-50	<input type="checkbox"/>	51-100	<input type="checkbox"/>
	100	<input type="checkbox"/>	100+	<input type="checkbox"/>		

Organisation capacity/ experience in hosting industry placements

How many potential industry placements overall do you think the organisation could offer on a national basis?

0-10	11-25	26-50	51-100	100+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has the organisation had any previous experience in offering work-related training opportunities? E.g. apprenticeships, traineeships, work experience, work placements.

Yes No

If yes, please provide further details here:

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Would the organisation be open to supporting a learner with special educational needs, learning difficulties or disabilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<i>If yes, please detail below any specific barriers there could be for the learner to work in the business and any additional support the business might need to accommodate a SEND / LLDD student.</i>	

Consent and Contact Details	
I confirm that I am authorised to provide this provisional interest, on behalf of the organisation, to host work placements in 2019 to 2020 and I am therefore duly authorised to complete and sign this form.	<input type="checkbox"/>
Lead contact person:	
Position:	
Telephone:	
E-mail:	
Signature:	
Date:	

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Employer sign up form

Thank you for confirming your interest in hosting industry placements in 2019 to 2020. In order to begin the process of matching students for your placements, we would like to gather some information on the organisation and the possible industry placements the business are able to offer. This document will act as an Expression of Interest for the industry placements the business could host and will be used to match suitable students.

General Company Information

Note: This section will be populated for you if the business has already completed the Industry Placements Information Request for 2019 to 2020.

Organisation Name:			
Address:	Tel No:		
	E-mail:		
	Company Registration No:		

Company Insurance Information

Employer Liability Insurer Name:					
Policy Number:		Expiry Date:		Indemnity Limit:	

About the Organisation

Note: This section will be populated for you if the business has already completed the Industry Placements Information Request for 2019 to 2020.

Describe the nature of the organisation (e.g. the types of products & services provided, the approximate number of employees, and years in business).

Geographical Coverage

Please indicate below ALL regions where the business has offices with the potential to offer Industry Placements
Note: This section will be populated for you if the business has already completed the Industry Placements Information Request for 2019 to 2020.

Region 1.		
Region	Regional Office Address:	Number of Employees:
Region 2.		
Region	Regional Office Address:	Number of Employees:
Region 3.		



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Region	Regional Office Address:	Number of Employees:
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About the Industry Placements		
Role(s) available within the organisation (please add rows as applicable):		
Available roles 1.		
Route:		
Industry placement Role:	<p>1. What is the role? What will the learner be doing day-to-day and what are their responsibilities / tasks? Please include a minimum of 4 bullet points.</p> <p>2. What qualifications, technical abilities and/or practical experiences that would help the learner to succeed in the organisation. Try to consider transferable skills (e.g. numeric, analytical) rather than specifics (e.g. A-grade maths). Please include a minimum of 4 bullet points.</p> <p>3. Are there any other essential requirements for any specific placement (e.g. DBS checked or security clearance)?</p>	
Placement location(s):		
Number of IP's available:		
Learner pay and expenses:	Would you like to pay the learner? Yes <input type="checkbox"/> No <input type="checkbox"/>	Would you like to cover expenses for the learner? Yes <input type="checkbox"/> No <input type="checkbox"/>
	If yes, how much?	If yes, what will the expenses cover?
When would your organisation ideally want the industry placement to take place?	What would be your preferred model?	
<input type="checkbox"/> Autumn term (September - December) <input type="checkbox"/> Spring term (January - March) <input type="checkbox"/> Summer term (April - July) <input type="checkbox"/> Any	<input type="checkbox"/> Block (4-5 days a week over a 10-12 week period) <input type="checkbox"/> Day release (1-2 days a week over a longer period) <input type="checkbox"/> Combination <input type="checkbox"/> Any	
Contact details for the placement (This should be the person who will be the main contact for	Name:	
	Position:	
	Email:	
	Telephone Number:	



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the college and students).			
Available roles 2.			
Route:			
Industry placement Role:	<p>1. What is the role? What will the learner be doing day-to-day and what are their responsibilities / tasks? Please include a minimum of 4 bullet points.</p> <p>2. What qualifications, technical abilities and/or practical experiences that would help the learner to succeed in the organisation. Try to consider transferable skills (e.g. numeric, analytical) rather than specifics (e.g. A-grade maths). Please include a minimum of 4 bullet points.</p> <p>3. Are there any other essential requirements for any specific placement (e.g. DBS checked or security clearance)?</p>		
Placement location(s):			
Number of IP's available:			
Learner pay and expenses:	Would you like to pay the learner? Yes <input type="checkbox"/> No <input type="checkbox"/>	Would you like to cover expenses for the learner? Yes <input type="checkbox"/> No <input type="checkbox"/>	
	If yes, how much?	If yes, what will the expenses cover?	
When would your organisation ideally want the industry placement to take place?		What would be your preferred model?	
<input type="checkbox"/> Autumn term (September - December) <input type="checkbox"/> Spring term (January - March) <input type="checkbox"/> Summer term (April - July) <input type="checkbox"/> Any		<input type="checkbox"/> Block (4-5 days a week over a 10-12 week period) <input type="checkbox"/> Day release (1-2 days a week over a longer period) <input type="checkbox"/> Combination <input type="checkbox"/> Any	
Contact details for the placement (This should be the person who will be the main contact for the college and students).	Name:		
	Position:		
	Email:		
	Telephone Number:		
Available roles 3.			



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Route:		
Industry placement Role:	<p>1. What is the role? What will the learner be doing day-to-day and what are their responsibilities / tasks? Please include a minimum of 4 bullet points.</p> <p>2. What qualifications, technical abilities and/or practical experiences that would help the learner to succeed in the organisation. Try to consider transferable skills (e.g. numeric, analytical) rather than specifics (e.g. A-grade maths). Please include a minimum of 4 bullet points.</p> <p>3. Are there any other essential requirements for any specific placement (e.g. DBS checked or security clearance)?</p>	
Placement location(s):		
Number of IP's available:		
Learner pay and expenses:	Would you like to pay the learner? Yes <input type="checkbox"/> No <input type="checkbox"/>	Would you like to cover expenses for the learner? Yes <input type="checkbox"/> No <input type="checkbox"/>
	If yes, how much?	If yes, what will the expenses cover?
When would your organisation ideally want the industry placement to take place?		What would be your preferred model?
<input type="checkbox"/> Autumn term (September - December) <input type="checkbox"/> Spring term (January - March) <input type="checkbox"/> Summer term (April - July) <input type="checkbox"/> Any		<input type="checkbox"/> Block (4-5 days a week over a 10-12 week period) <input type="checkbox"/> Day release (1-2 days a week over a longer period) <input type="checkbox"/> Combination <input type="checkbox"/> Any
Contact details for the placement (This should be the person who will be the main contact for the college and students).	Name:	
	Position:	
	Email:	
	Telephone Number:	

Learner Matching Preference

In matching learners to your industry placement(s), we want to consider your preference on the matching process and either a "Standard" or "Selection" approach.

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	Please place a cross in your chosen option.
"Standard Employers" will be matched with learners who are undertaking a course of study relevant to the placement they are offering and according to the placement description and learner specification outlined above. They will undertake to host the placement and support the learner accordingly.	<input type="checkbox"/>
"Selection Employers" will be provided with a list of learners from whom they can select those that they would like to host on a placement. "Selection Employers" may run their own selection process (consistent with fair employment practices) to select learners (e.g. face to face interviews, phone interviews, group selection exercises, etc.). The selection process will need to be completed within a fixed period after which preferences are fed back to the provider.	<input type="checkbox"/>

Consent and Contact Details	
I give my consent for my organisation's involvement offering industry placements to be shared publicly.	<input type="checkbox"/>
I give my consent for my contact details to be shared with the Department for Education, Education & Skills Funding Agency (ESFA) and National Apprenticeship Service	<input type="checkbox"/>
I am happy for you to contact relevant regional staff members stated above to confirm placement logistics and arrange for assessments locally.	<input type="checkbox"/>
Lead contact person:	
Position:	
Telephone:	
E-mail:	
Signature:	
Date:	

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Pre-placement employer checklist

Company details

Company name:	
Site address:	
Number of employees based on site:	
Company/site telephone number:	
Person responsible for the placement/s and position:	Name: Position:
Contact telephone and email:	Telephone: Email:
Type of work carried out on this site:	

Employer liability insurance

Insurer's name:	
Policy number:	
Policy expiry date:	

Health and safety policy

Do you have a Health and Safety Policy?	Y/N
Have you carried out health and safety risk assessments and noted the significant findings?	Y/N
Do you have the current Health & Safety Law poster displayed on site?	Y/N

Accidents and first aid

Do you provide 'adequate and appropriate' first aid provision for the level of risk?	Y/N
Do you have a process to record accidents and/or incidents?	Y/N

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Do you have a system in place to investigate accidents and take action to prevent recurrence?	Y/N
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Fire and emergencies

Do you have a means of raising the alarm and fire detection in place?	Y/N
Is there an effective means of escape in place including unobstructed routes and exits?	Y/N

Safe and healthy working environment

Is the site/premises (structure, fabric, fixtures and fittings) safe and suitable (maintained and kept clean)?	Y/N
Is the temperature, lighting, space, ventilation, and noise satisfactorily controlled?	Y/N
Does all the equipment on the site meet appropriate legal standards?	Y/N
Do you adequately maintain all work equipment?	Y/N
Have you assessed the risks from the use of work equipment at your site / premises?	Y/N
Are your electrical systems safe and maintained?	Y/N

Personal protective equipment (PPE)

Is appropriate PPE provided, free of charge, to employees/learners?	Y/N
Is training and information on the safe use of PPE provided to all employees/learners?	Y/N
Do you enforce the proper use and storage of PPE?	Y/N
Is your PPE maintained and replaced?	Y/N

Safeguarding

Do you have appropriate HR procedures and policies in place for safeguarding?	Y/N
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Industry placement value

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Do you regard industry placements as a quality and meaningful activity to be undertaken by young people or adults seeking to improve their skills and/or experience in the workplace?	Y/N
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Employer sign off

In signing this form, you are agreeing that the information in this document is up to date and factual to the best of your knowledge and that the workplace is adequate to host an industry placement in the specified location.

Name:

Date:

Signature:

Position in Company:



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THE NEXT LEVEL QUALIFICATION

Industry placements are a core part of the new T Level courses. The first T Levels start September 2020. Visit www.gov.uk/dfe/t-levels.

Learning providers can make enquiries regarding industry placements by using this [online enquiry form](#) to contact the Education & Skills Funding Agency or you can speak to your local ESFA team.

