

The Employer Journey for T Level Industry Placements

A framework for reflection and improvement



This visual overview has been developed to support schools and colleges to reflect on what strong practice looks like across the employer journey for T Level industry placements.

It provides a high-level view of the phases involved in building, preparing, delivering and sustaining successful placements, highlighting the points where employer confidence can strengthen or dip.

Strong placements and positive employer relationships are usually the result of intentional planning, effective collaboration and consistent engagement over time. Successful delivery relies on schools and colleges thinking strategically about employer engagement, curriculum alignment, student readiness and the wider systems and processes that support placement quality.

The resource will support a wide range of colleagues involved in T Level delivery, including employer engagement and industry placement teams, curriculum staff, quality colleagues and leaders.

It is designed to encourage a more joined-up organisational approach to industry placements, recognising that successful placements are rarely created by one team or individual working in isolation.

This employer journey overview and its companion guide, 'Strengthening T Level Industry Placements: Practical guidance for schools and colleges', are designed to be used together to support reflection, improvement and more consistent practice.

Together, the resources help providers to:

- understand how the different phases of the employer journey connect together
- identify where employer or student confidence can strengthen or dip
- support more consistent approaches across teams and curriculum areas
- strengthen employer engagement and student readiness over time

This overview provides the high-level structure of the employer journey and what good practice can look like across each phase. The **companion guide** explores each phase in more depth, including:

- practical approaches and improvement ideas
- common risks and confidence dips
- key requirements and supporting resources
- examples of how providers can strengthen employer and student experiences in practice

The overview provides a shared framework and language for discussion and reflection, while the companion guide offers more detailed support, examples and practical tools that providers can adapt within their own context.

PHASE 1: Getting Started	PHASE 2: Committing to Placement	PHASE 3: Designing and Matching	PHASE 4: Preparing and Starting	PHASE 5: Delivering and Sustaining
Interest → Early engagement 	Agreement to support → Role design 	Matching → selection / alignment 	Preparation → Start / induction 	Delivery → Review → Repeat / exit 

	IPCo / Employer Engagement	Employer	Tutor / Curriculum Lead	Student
PHASE 1: Getting Started Interest → Early engagement	• Clear, simple explanation of placements • Understands the industry placements guidance and the delivery options available, so these can be discussed confidently with employers • Value positioned in terms of workforce and business benefit • Early reassurance and visible support	• Understands what is involved at a high level • Sees relevance to their organisation • Feels confident to continue the conversation	• Aware of engagement activity / targeting • Ready to contribute when needed, e.g. supporting students with sourcing	• Not yet directly involved unless sharing self-sourced employer contacts
⚠ Employer confidence dip: Perceived effort too high → early disengagement ! Must happen: Clear, simple explanation of benefits, what's involved and support, available delivery options and support				

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PHASE 2: Committing to Placement Agreement to support → Role design	• Translates requirements clearly and proportionately • Admin process feels supported, not burdensome, e.g. H&S, DBS, forms	• Tests feasibility and support of managers / leaders • Questions admin / expectations to gain confidence • Engaged in shaping the opportunity	• Involved early to support realistic placement design • Available for curriculum / technical questions	• Not yet matched • Undertaking readiness activities in class
⚠ Employer confidence dip: Process feels complex or unclear → hesitation or withdrawal ! Must happen: Simplify process and clarify expectations and involve curriculum early				

	IPCo / Employer Engagement	Employer	Tutor / Curriculum Lead	Student
PHASE 3: Designing and Matching Matching → selection / alignment	• Matching is thoughtful and informed • Employer and student expectations aligned • Student-sourced opportunities are supported and quality assured	• Involved in student selection if desirable • Confident in student fit and support available • Clear on what the student can contribute – starting point	• Provides insight on student readiness and suitability / capability • Actively informs matching decisions	• Prepared for employer interaction / interviews • Able to present strengths and interests • Increasing understanding of workplace expectations
⚠ Employer confidence dip: Poor match → reduced confidence on both sides ! Must happen: Honest readiness conversation and realistic matching				

	IPCo / Employer Engagement	Employer	Tutor / Curriculum Lead	Student
PHASE 4: Preparing and Starting Preparation → Start / induction	• Clear communication of expectations • Student and employer both prepared for day1 • Practical arrangements confirmed	• Confident in how to start and support the student • Clear on initial tasks and expectations • Clear on who to contact if needed	• Reinforces behaviours, expectations and professionalism • Links classroom learning to placement	• Understands expectations and how to behave in the workplace • Feels prepared and supported • Knows where to go for help
⚠ Employer confidence dip: Unclear expectations → weak or uncertain start ! Must happen: Clear Day 1 expectations and known contact and simple task plan				

	IPCo / Employer Engagement	Employer	Tutor / Curriculum Lead	Student
PHASE 5: Delivering and Sustaining Delivery → Review → Repeat / exit	• Regular contact and support maintained • Feedback is captured and acted upon • Employer relationship is actively managed	• Feels supported throughout • Placement adds value to the business • Contributes to student reviews and feedback • Open to repeat engagement	• Actively connects placement to learning • Uses placement experience in teaching • Engages in reviews and improvement	• Gains confidence and meaningful experience of real work • Reflects on learning and shares examples and thanks with employer • Shares experience with peers
⚠ Employer confidence dip: Inconsistent support → no repeat engagement / offer ! Must happen: Regular check-ins and structured reviews and capture feedback				