Creating Industry placement objectives and learning goals

## Support for T LEvel providers

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| **Introduction** | Industry placements are an integral part of T Levels. High-quality industry placements give students multiple opportunities to:   * Apply the technical knowledge and skills learned in the classroom to real, meaningful tasks and projects in the workplace * Develop and practise employability skills and behaviours * Select and use relevant maths, English and digital competences when carrying out work.   Each industry placement must have its own objectives. To make the objectives manageable you could create:   * An overall objective – a short, high-level statement summarising the purpose of the industry placement * A small number of more specific objectives for each main area of a student’s work during the placement.   Examples of objectives are given in the industry placement objective templates for T Level routes and occupational specialisms, available at [www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance](http://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance).  **(These templates and checklists are illustrative and can be used as a basis to devise your own templates, but they must always include objectives and learning goals. Specific objectives are called ‘Typical Activities’ in the examples.)**  As well as objectives, industry placements must also have their own learning goals. These goals should:   * Describe the technical and employability skills students are expected to demonstrate * Specify what students should know and can do as a result of their work during the placements (sometimes referred to as ‘exit capability’) [[1]](#footnote-2) * Be carefully matched to the learning aims and outcomes in the T Level curriculum * Reflect industry standards, the expectations of employers providing placements, and the progress and priorities of students when they start the placement * Take account of progressively developing employability and technical skills as the placement continues and as the student gains more experience, skills and knowledge.   Examples of learning goals are given in the templates referred to above. |
| **Who is it for?** | T Level leads, staff involved in curriculum design, industry placement leads, employer engagement staff. |
| **How to use this resource** | This resource will help you create clear, specific objectives and learning goals for industry placements.  These objectives and goals will allow you to:   * Match students’ development needs to industry placement opportunities * Match employers’ expectations of the work students can do during the placement to student’s technical capabilities.   It consists of:   1. Two checklists containing questions to consider with a) employers and b) your own T Level teams when creating industry placement objectives and learning goals 2. A template summarising student progress and development needs, to use during discussions about objectives and learning goals 3. Examples of objectives and learning goals for three different T Levels and occupational specialisms 4. A checklist of transferable skills2 which students can develop during industry placements – the checklist can be used to focus on these skills when creating learning goals. You may wish to choose a selection for your T Level students. |

2 Transferable skills – a core set of skills or abilities which can be applied to a wide range of different jobs and industries.

## creating industry placement objectives and learning goals

| Questions for employers | ✓ |
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| 1. What do you want students to do during the placement? |  |
| 1. Which activities or projects would you like them to get involved in? |  |
| 1. Which technical skills do you expect them to bring into the organisation? |  |
| 1. How do you see students contributing to the organisation’s work? |  |
| 1. What outcomes would you expect them to achieve or contribute to? |  |
| 1. How do you think these outcomes will benefit the organisation? |  |
| 1. Where will students make their contribution? e.g. teams, project groups, departments. |  |
| 1. When will they contribute? e.g. at specific points during the placement, throughout, during defined ‘windows’ |  |
| 1. When thinking about objectives for the placement, what examples of students’ work and learning achievements would it help you to see? |  |
| 1. Would it help you to know about students’ interests? |  |

| Questions for your T Level teams | ✓ |
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| 1. What stage are students at in their core learning when they start the placements? |  |
| 1. Which technical skills would be most useful for students to apply during the placements? |  |
| 1. Which aspects of knowledge would be most useful for students to build on and consolidate during the placements? |  |
| 1. Which employability skills and behaviours would benefit students the most to practise? |  |
| 1. What opportunities will there be to use and develop specific English, maths and digital competences on the placements? |  |
| 1. Which other development needs could the placements help students to address? |  |
| 1. How will the experience inspire students to progress to a rewarding career in the industry and / or with the employers providing the placements? |  |

## template to summarise student progress and development needs

You can use this template, before and during your discussions with employers to:

* Summarise student’s levels of knowledge and skills in the T Level core component and employability skills, before they start the industry placement
* Identify the development needs which the industry placement can help with.

You’ll be able to use the information to discuss with employers:

* The contributions the student can make during their placement
* The student’s readiness to contribute in the workplace at the start of the placement
* Opportunities for the student to develop knowledge, skills and behaviours during the placement. These can be a starting point for creating objectives and learning goals for the placement.

The template identifies three levels of progress:

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| **E** | Emerging | Knowledge and skills are still at a basic level |
| **P** | Partial | Knowledge and skills are developing |
| **S** | Secure | Knowledge and skills are secure |

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| **Core content (itemised)** | **E** | **P** | **S** | **Performance demonstrated** | **Development needs** | **Development opportunities** |
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| **Occupational specialism** | **E** | **P** | **S** | **Performance demonstrated** | **Development needs** | **Development opportunities** |
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| **Employability skills** | **E** | **P** | **S** | **Performance demonstrated** | **Development needs** | **Development opportunities** |
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| **English, maths and digital competences** | **E** | **P** | **S** | **Performance demonstrated** | **Development needs** | **Development opportunities** |
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## Example objectives and learning goals[[2]](#footnote-3)

### T Level : Digital

### Occupational specialism : Digital production, design, and development

**Overall objective:**

Support the software development team by building simple software components for web, mobile or desktop applications which provide data to customer support teams allowing them to deliver a more efficient and personalised service.

**Specific objectives:**

* Explore the types of data required by customer support teams to provide a more personalised service
* Identify sources of data from in-house systems and external sources
* Collate and classify data from multiple sources using common data blending techniques
* Quality assure the data collected
* Present data in a relevant format for different customer support teams, using appropriate data visualisation methods.

**Learning goals:**

Technical skills

* Interpret and analyse designs based on the relevant information
* Suggest a preferred option
* Write up a design based on user requirements
* Use collaboration tools to work within the software development team
* Track and manage changes to design requirements or code
* Record risks
* Search for information relevant to a specific software testing issue
* Create a template for testing a web, mobile or desktop app
* Apply testing principles in user acceptance testing.

Employability skills

* Work with others with different skills, expertise and experience to accomplish a task or goal
* Assess the risks of potential adverse effects in a situation, proposal, product or process
* Develop the form of an artefact or system to achieve a defined function
* Make decisions by clarifying logical choices, identifying likely impact, using evidence and advice, justifying, substantiating and concluding
* Apply a logical approach to identifying issues and propose solutions.

## transferable skills which can be included in learning goals

You may wish to choose a selection for your T Level students.

| Skills | ✓ |
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| 1. Effectively plan and prepare. |  |
| 1. Analyse and interpret, e.g., technical information and documentation, specifications. |  |
| 1. Select appropriate techniques and resources. |  |
| 1. Apply and integrate relevant knowledge and skills, including in complex situations. |  |
| 1. Perform tasks using appropriate techniques and procedures to achieve the required quality outcomes and solutions. |  |
| 1. Work safely and effective, and seek guidance and support where necessary. |  |
| 1. Use initiative to solve problems. |  |
| 1. Meet quality standards in processes and outcomes. |  |
| 1. Work collaboratively and independently as required. |  |
| 1. Evaluate, improve, and quality assure outcomes, using the types of checks expected by the organisation. |  |
| 1. Review and evaluate activities to help improve workplace systems and processes. |  |
| 1. Communicate effectively using different media and digital technology. |  |
| 1. Present outcomes and evidence effectively, considering audiences and formats. |  |
| 1. Demonstrate commercial awareness and accountability. |  |

1. Institute for Apprenticeships and Technical Education (September 2019) Operating Instructions for Creation of Outline Content, page 9. [↑](#footnote-ref-2)
2. Adapted from the example industry placement objective templates, available at <https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance> [↑](#footnote-ref-3)