



Department  
for Education

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# Industry placement delivery approach examples

## Contents

<b>Purpose of this document</b> .....	<b>3</b>
<b>Work taster activities approach</b> .....	<b>4</b>
Example: Management and Administration .....	4
<b>Pathway or route level approach</b> .....	<b>4</b>
Example: Animal care and Management.....	4
Example: Health.....	5
<b>Part-time work approach</b> .....	<b>6</b>
Example: Craft and Design .....	6
<b>Multiple employer approaches</b> .....	<b>6</b>
<b>Separate employers (up to two)</b> .....	<b>7</b>
Example: Legal .....	7
<b>Supply chain and network approach (up to three)</b> .....	<b>7</b>
Example: Health.....	8
Example: Design, Surveying and Planning for Construction .....	8
<b>Skills development and simulated activities approaches</b> .....	<b>9</b>
<b>Small team project approach</b> .....	<b>9</b>
Example: Maintenance, Installation and Repair (on provider site) .....	9
Example – Media, Broadcast and Production (on provider site).....	10
Example: Building Services Engineering for Construction (on external site).....	11
<b>Skills hub and employer training centre approach</b> .....	<b>11</b>
Example: Engineering, Manufacturing, Processing and Control – skills hub (on provider site) .....	11
Example: Health – skills hub (on provider site) .....	12
<b>Hybrid (remote) placements approach</b> .....	<b>13</b>
Example: Construction .....	13
Example: Digital .....	14

## Purpose of this document

These examples in this document build on our delivery approaches guidance (see Section 2 of [industry placements delivery guidance](#)) by outlining the different ways industry placements might be delivered.

These examples are for:

- Providers who want to understand how to use the industry placement delivery approaches
- Employers who want to understand the different ways to deliver industry placements

These examples should be read alongside our [industry placement delivery guidance](#) which includes guidance on:

- the industry placement core principles,
- the list of expectations for providers and employers,
- the industry placement delivery approaches, including a new diagram on how approaches can be used in combination,
- support available to providers,
- how to record and upload student data, and
- how to manage a placement withdrawal or breakdown

Further case studies, examples and resources are available on the department's dedicated [website for schools and colleges](#) and [website for employers](#).

Any questions relating to industry placements should be directed to [Industry.PLACEMENTS@education.gov.uk](mailto:Industry.PLACEMENTS@education.gov.uk).

## Work taster activities approach

This approach allows any T Level student to spend **up to a maximum of 35 hours** undertaking work taster activities to gain a better understanding of the industry or sector they wish to work in. More information on the work taster activities approach is [available here](#).

### Example: Management and Administration

Sam is studying a T Level in Management and Administration and uses work taster activities to explore different career paths. He spends up to 35 hours with various employers, gaining insights into different roles.

Firstly, Sam's provider organises a 'carousel' of visits to local administrative teams from an estate agent, a care home, and a charity, to present their roles and give students mock tasks. Additionally, Sam tours his local council to meet admin teams and shadows an administrative assistant at his local court offices.

Through these activities, Sam gains a broad understanding of various roles within management and administration, helping him identify his areas of interest for the remainder of his industry placement.

Further examples of placement models for Business and Administration can [be found here](#).

## Pathway or route level approach

This approach allows an industry placement to be undertaken at pathway or route level, and therefore in a setting **relevant to the broader T Level content, rather than just the student's occupational specialism**. The pathway is the T Level subject that the occupational specialism sits within and the route is the group of subjects that the T Level sits within. More information on the pathway or route approach is [available here](#).

### Example: Animal care and Management

Anaya is studying a T level in Animal Care and Management (part of the Agriculture, Environmental and Animal Care route) and is interested in the animal management and science specialism. Due to the difficulty in finding local employers in her specialism, her industry placement provider uses the multiple employer and the route level approach.

For the first half of her placement, Anaya works at a local veterinary practice, assisting with day-to-day animal care, nursing sick animals, and preparing animal care records. This experience applies directly to her T level specialism.

For the second half of her placement, her placement co-ordinator secures a route level placement at a large-scale agricultural research facility. Here, Anaya gains experience in sustainable farming practices, animal husbandry, and environmental conservation.

By rotating through two employers and using the route level approach to broaden her experience at the agricultural research facility, Anaya gains broad exposure to various aspects of agriculture, environmental science, and animal care, enhancing her practical skills and knowledge across the entire T Level route.

Further examples of industry placement models for Agriculture, Environmental and Animal care [can be found here](#).

### **Example: Health**

Michael is studying a T Level in Health (this is the T level pathway he is on), specifically the adult nursing occupational specialism. However, he has diverse interests across Health, Healthcare Science and Science T level (the broader T level route). He is interested in topics like infection and disease control, and various equipment and technologies.

To provide broad exposure, his placement coordinator uses the route-level approach. Michael first secures a role with the adult nursing team of his local hospital. He helps with taking observations and assessments and providing patient care. He then rotates into the radiology department of the hospital, where he is supported to work in the general radiography, CT scanning and ultrasound teams. Here he further develops his personal and professional skills (such as team-work and interacting with patients and technical equipment) and learns about infection control protocols, information management and health and safety practices.

However, he is also interested in the research and analysis of different diseases, so he secures a second placement in the pathology lab of an academic research institution. In this non-clinical environment, he works with scientists and researchers to test new imaging techniques, analyse data and draw conclusions about diseases.

By experiencing both clinical and research settings, Michael gains broad exposure to his T level subject, helping him explore various aspects of the Health and Science sector and develop skills linked to a variety of career opportunities.

Further examples of industry placement models for Health and Science can [be found here](#).

## Part-time work approach

This approach allows a student to count the hours worked in a part-time job towards their industry placement, if the work is occupationally relevant to the T Level course. More information on the part-time work approach is [available here](#).

### Example: Craft and Design

Louise is studying the Craft and Design T level with a focus on the jewellery maker specialism. She already works part-time at a local jewellery shop on weekends. Her placement coordinator and employer agree to count her part-time work towards her industry placement hours, setting clear learning goals and involving her employer in review meetings. Her employers agrees to continue to pay Louise's salary, despite the conversion to placement hours

During her part-time role, Louise spends time assisting with minor jewellery repairs and learns about various materials, techniques and tools used in jewellery making. She gains an understanding of audience and consumer needs, an important component of her T level core content. Additionally, she develops professional skills through interactions with staff and customers and learns the importance of workplace conduct. Louise completes the majority of her placement hours (250 hours) through her part-time job.

To broaden her experience, her placement coordinator arranges an additional placement at a small graphic design studio. Here, Louise works with graphic designers, using Adobe Illustrator and Photoshop to create digital mock-ups of designs. She experiments with different design techniques and learns about portfolio development and professional presentation. This second placement allows her to complete the remaining 65 hours of her placement.

Lousie works with two employers in total and her combined placements enhance her jewellery making expertise and provide her with valuable skills in digital design, portfolio development, and professional presentation, all of which can be applied to her interest in jewellery design.

Further examples of industry placement models for Creative and Design can [be found here](#).

## Multiple employer approaches

This approach allows industry placement hours to be split across multiple employers. Hours can **either** be split between **two separate employers** or **up to three employers in the same supply chain or network**. The two options cannot be used together. More information on the multiple employer approach is [available here](#).

## Separate employers (up to two)

Allows industry placement hours to be split across a maximum of two separate employers.

### Example: Legal

Farhana is studying the Legal Services T level. To gain comprehensive industry experience, Farhana's placement coordinator arranges for her to complete her placement with two different employers.

For the first part of her placement, Farhana works at a large law firm. Here, she assists with legal research, drafting documents, and observing client meetings. This experience provides Farhana with insight into various legal practices, case management, and the workings of a large legal team.

For the second part of her placement, Farhana is placed in the in-house legal department of a retail organisation and completes this as a block placement. In this setting, she supports the legal team with contract reviews, compliance checks, and internal legal consultations. This experience helps Farhana understand the role of legal services within a business context and the importance of legal compliance in corporate operations. This employer has moved to hybrid working, so she uses the 20% remote allowance during this placement – using each Thursday to work remotely. During these remote hours, her employer regularly checks in with her to ensure she is still supported and well-supervised.

By working with both a large law firm and an in-house legal department, and incorporating hybrid working hours, Farhana gains a well-rounded understanding of the legal profession, enhancing her practical skills and knowledge across different legal environments while also developing her ability to work effectively in both on-site and remote settings.

Further examples of industry placement models for Legal, Finance and Accounting can [be found here](#).

## Supply chain and network approach (up to three)

Allows industry placement hours to be split across a maximum of two partners/sub-contractors in an employer's supply chain or network, (so **up to three employers in total**, including the lead employer). A network is defined as a collaborative group of employers who work together on initiatives across their sector. An employer supply chain refers to the businesses that an employer works with to deliver their services.

## Example: Health

Andrew is studying the Health T level. His placement co-ordinator arranges a placement across the local NHS Integrated Care System using the supply chain and network approach, due to high demand for placements. This network includes three different employers such as a hospital, a care home and a pharmacy, providing Andrew with a comprehensive experience across multiple healthcare settings.

During his time in the hospital, he assists with caring for patients in theatre / A&E and performs administrative tasks such as updating patient records and appointments. In the care home he supports residents with their daily personal care tasks and assists with care planning meetings. During his time with the pharmacy, he helps with labelling products, managing stock control and record keeping.

The hospital is identified as Andrew's 'lead employer', responsible for his overall development and final placement appraisal. This lead employer works with the provider to ensure there are clear learning goals set from the beginning, and the lead employer helps to ensure a strong handover to each of the additional employers so they understand how to support Andrew's development on placement. However, each employer maintains responsibility for Andrew's safeguarding and ensures the appropriate health and safety measures are in place.

This structured, well-rounded placement through the employer network exposes Andrew to various aspects of healthcare, enhancing his learning experience.

Further examples of industry placement models for Health and Science can [be found here](#). You can also explore examples of students on Health T level placements within [Hospitals](#) and [A&E settings](#).

## Example: Design, Surveying and Planning for Construction

Charlie is studying the Design, Surveying and Planning for Construction T Level. There are several construction employers in Charlie's local area that operate in an established supply-chain, with each business specialising in a particular field. Charlie secures an industry placement at a large firm who are part of this supply chain; they agree to take on the role of lead employer for the duration of Charlie's placement.

Charlie's lead employer arranges short-term placements with two other employers within their local supply chain. The lead employer sets appropriate, stretching learning objectives, agreed with all employer partners, to ensure a coherent placement. However, each employer is still responsible for the health and safety of students on their own sites. Charlie spends 165 hours with the lead employer, and then an equal split of 75 hours with the other two smaller employers. One of these employers is a small and medium enterprise - they do not have a physical office location. So they agree with Charlie's placement co-ordinator that they will utilise the hybrid placement model. Since Construction is eligible for 20% hybrid (remote)



hours, Charlie uses 63 hours of his total placement hours working remotely for this employer.

This enables Charlie to familiarise himself with hybrid working and experience an end-to-end process, understanding how his role interfaces across a supply chain.

Further examples of industry placement models for Construction can [be found here](#).

## Skills development and simulated activities approaches

This approach enables a student to use **up to one third** of their total industry placement hours building technical and employability skills, **either** on a **small team project** or in a **skill hub or employer training centre**, overseen by an employer. The two options cannot be used in combination. More information on this approach is [available here](#).

### Small team project approach

Allows a student to work in a small team to plan and implement a project, alongside an external employer, for **up to one third** of their placement hours. The student must spend their remaining hours (excluding work taster activities) working with an employer on an external placement to gain a true-to-life experience of the workplace. More information on the small team project is [available here](#).

### Example: Maintenance, Installation and Repair (on provider site)

For example, Sarah is studying the Maintenance, Installation and Repair T level. Her placement involves a small team project with three other students, using up to one third of their placement hours. Because it is difficult for students to regularly commute to the employer's physical location, the employer and placement co-ordinator agree to host the majority of the project at the college site.

The employer has a specific time-limited project lasting for 3 weeks, focused on testing elements of a control system for a machine made by the employer. The employer and students organise a 'kick-off' meeting on the employer site. The employer makes it clear that this is an important project for his organisation and they use the meeting to set clear expectations and requirements for the project. Moving forward, the employer then visits every other day and conducts remote online conferencing calls on alternate days to ensure the students are well supervised (to note – these remote hours count towards the students' maximum remote hours allowance). In the first week, the students conduct initial research on the machine and control system to understand how it works. In the second week, they use computer aided design (CAD) software in the college's ICT suite to create detailed designs and build a small-scale model to test different elements of the control system. In the final week, they conduct a risk assessment, prepare their final presentation, and present their proposal to the employer, receiving feedback.

This example illustrates how students can use the small team project approach, working together to gain practical understanding of their T level area, as well as broader skills such as teamwork and project management. Because these students are using the small group project approach, they cannot then also use the skill hub or employer training centre option – as the two options cannot be used in combination.

Further examples of industry placement models for Engineering and Manufacturing can [be found here](#).

### **Example – Media, Broadcast and Production (on provider site)**

A group of T Level students studying Media, Broadcast, and Production are completing their industry placement through a small group project on their college site. They are completing up to one third of their placement hours using this approach. Since their employer is geographically remote, they agree to incorporate some remote working elements throughout this project. Any remote working hours are counted towards the maximum 20% remote hours allocation for all students.

The team is made up of four students and tasked with creating a short documentary film about local community initiatives. Firstly, the students collaborate to research and plan the documentary. They conduct interviews with community leaders, write the script and create the storyboard. Some of this work is done remotely, with students using video conferencing tools to discuss ideas and share documents online with their employer.

Using the college's media and filming suite, the students film the documentary on-site and in the local community. The employer supervises them in-person for some of these days, providing feedback on how they can improve their documentary. On the days when they are supervising remotely, they conduct regular online check-ins to ensure the students are well supported. Through this project, the students take on various roles such as director, camera operator, sound technician, and interviewer. Back at the college and remotely, the students edit the footage using professional editing software. They work on adding voiceovers, music, and graphics, testing these approaches with their employer via video conferencing.

The students present their final film in-person to their employer receiving feedback on their work. This experience helps them develop their presentation and communication skills. By working on this small group project with remote working elements, the students gain practical experience and learn to work collaboratively, manage time effectively, and apply their technical skills in both on-site and remote contexts.

Further examples of industry placement models for Creative and Design [be found here](#).

## **Example: Building Services Engineering for Construction (on external site)**

Louis is studying the Building Services Engineering for Construction T Level and he is particularly interested in the electro-technical engineering occupational specialism. Louis' placement coordinator has managed to secure a short-term project and they utilise the small team project approach. This allows the students to use one third of their hours (105 hours) on this project. The students are due to work with a local electrical contractors firm who propose a small group project for students to provide a sample electrical installation to use in a show home. Louis and five of his peers are to be supervised by an experienced electrician.

Firstly, the students are briefed on the objectives and safety protocols. They then conduct a site inspection and assessment of the show-home to identify areas that need rewiring. The group work together to design a detailed wiring diagram, ensuring it meets the latest electrical codes and standards. Under supervision, the students remove the old wiring and install new wiring, outlets and switches, focusing on proper routing, securing wires and making connections. Their supervisor inspects their work and supports them with troubleshooting any issues identified. He then supports the students to prepare a final presentation to the local electrical firm and their building company partner, explaining the process, challenges faced and how they overcame them.

This employer counts as one employer using the multiple employer approach. The students then complete the remainder of their placement independently from their peers, working with a different employer in the spring term.

Further examples of industry placement models for Construction can [be found here](#).

## **Skills hub and employer training centre approach**

This approach allows a student to spend **up to one third** of their total industry placement hours in a skills hub or training centre to improve their workplace readiness and develop specific technical skills in a safe, controlled, environment. This approach can involve physical training facilities, simulated environments and technologies such as augmented reality (AR).

More information on the skills hub and employer training centre is [available here](#).

## **Example: Engineering, Manufacturing, Processing and Control – skills hub (on provider site)**

Omar is studying the Engineering, Manufacturing, Processing and Control T Level. Since Omar's employer operates on a site with a high hazard risk, Omar's employer agrees to use the skills hub approach – which allows Omar to complete up to one third of his industry placement hours in a skills hub. The college has a state-of-the-

art skills hub on their site that meets industry-standard safety requirements and regulations, so they agree to allow Omar to complete his hours in the skills hub on the provider site. The skills hub is a controlled and safe-to-fail space for industry-specific learning and training – this might include examples such as welding workshops, virtual reality simulators, or pipefitting facilities.

The employer, in consultation with the training provider, develops a project that is similar to the normal working environment and closely matches current industry workforce development programmes. During his time in the skills hub, Omar undertakes comprehensive safety training, understanding emergency procedures and equipment handling. He is involved with designing and prototyping a new component for an automated assembly line and practices computer aided design (CAD) modelling, material selection and 3D printing prototypes. He also assists with conducting routine inspections and troubleshooting issues.

This allows Omar to develop specific technical skills relevant to his T Level in a safe, controlled, environment. It exposes him to real-world conditions including machinery, equipment and tools and he develops an understanding of high-risk engineering operations and complex manufacturing processes. The employer is confident that Omar has developed sound understanding of health and safety requirements and is content to allow Omar to complete the remainder of his placement hours (two-thirds) in the live site environment assisting with routing inspections, troubleshooting issues and supporting key procedures.

Further examples of industry placement models for Engineering and Manufacturing can [be found here](#).

### **Example: Health – skills hub (on provider site)**

Jessica is studying the Health T level and is using the skills hub, plus the multiple employer approach. Jessica's industry placement is conducted through the Future Health and Life Sciences Skills and Training Hub, a state-of-the-art training centre dedicated to healthcare education. The state-of-the-art facility is based at a local college with close links to its local hospital. The hub includes a simulated hospital ward, providing students with hands-on opportunities in a professional environment. The provider and employer agree to use this approach to help students develop their practical skills and support workplace readiness in a safe environment.

In her first year, Jessica completes one third of her industry placement hours in the skills hub with her first employer. Supervised by her employer (she must be supervised by an external employer rather than normal teaching staff), she participates in simulated patient care scenarios using advanced mannequins. She also undertakes the same training on infection control and equipment handling that the employer's staff undertake.

Her placement in the skills hub allows her to develop essential healthcare skills in a safe, controlled environment. This approach prepares her for the rest of her placement hours and provides a solid foundation of practical experience and knowledge. In her second year, she is then able to progress and complete the rest of her placement hours with her second healthcare employer.

Further examples of industry placement models for Health and Science can [be found here](#).

## Hybrid (remote) placements approach

This approach allows a proportion of industry placement hours to be undertaken remotely. We define 'remote' to mean any time the student spends working not face-to-face with an employer and away from the physical workplace. **Up to half (50%)** of total placement hours can be delivered remotely **for all T Levels in the Digital route. Up to one fifth (20%)** of total placement hours can be delivered remotely for **all other eligible T Levels**. More information on the hybrid (remote) approach is [available here](#).

### Example: Construction

Mo is in his second year studying the Design, Surveying and Planning for Construction T level. His placement is with a large construction organisation that has recently moved towards hybrid working. His employers agree that he can use the hybrid (remote) allowance completing up to one fifth (20%) of his placement hours remotely. They agree that Mo can use these hours towards the end of his placement when he can work more independently.

During these hours, Mo does not have to be physically present on the construction site. He conducts the remote placement hours working remotely from the ICT suite of his provider campus and undertakes activities such as:

- Completing a portion of his online training modules in Computer-Aided Design (CAD) software, designing basic building layouts and systems
- Joining health and safety webinars to enhance his knowledge of safety protocols
- Using video conferencing tools, Mo participates in virtual site inspections, observing, taking notes and asking questions about the construction project which helps him improve his CAD designs.
- Remote project management meetings – where Mo helps to project manage one of the smaller projects.

On the days when Mo is working remotely, he has daily catch-ups with his manager and group calls with other apprentices in the organisation to stay connected and seek help when needed.

This example shows how Mo can complete a portion of his hours remotely, whilst still gaining valuable skills and knowledge that complements his hands-on experience.

Further examples of industry placement models for Construction can [be found here](#).

### **Example: Digital**

Izzy is studying the Digital Business Services T Level and is unsure which area of the industry she wants to pursue. To help her decide, she spends 35 hours on work taster experiences with various employers. She visits four different tech companies, shadowing professionals in roles such as software development, IT support, and digital marketing. One of these employers operates entirely remotely, so Izzy uses part of her remote hours allocation to join online webinars and conference calls, which count towards the maximum 50% remote hours allowed for Digital T Levels.

These work taster experiences help Izzy identify her main area of interest. Her placement coordinator then secures a placement for her with a large tech company that has recently adopted hybrid working. Since Izzy has already used 10% (31.5 hours) of her remote hours during her work taster experience, they agree to use her remaining 40% (126 hours) remotely.

Izzy visits the employer on day release, gaining experience with the development team on a web application project. She spends initial time in the office to aid induction and build relationships with colleagues, assisting with coding, debugging, and testing software. For the final portion of her placement, Izzy works remotely from home. Her provider ensures she has the appropriate facilities and environment to work safely and independently. She has been assigned a work-place buddy who she has regular catch-ups with and she also has daily catch-ups with her employer on the days that she is working from home.

Izzy's placement combines on-site and remote work, providing her with a comprehensive understanding of the digital business services industry and helping her develop both technical and professional skills.

Further examples of industry placement models for Digital can [be found here](#).