



Department
for Education

T Level industry placements: policy summary

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Overview

The industry placement is a mandatory component of a [T Level](#) course and enables students to apply the skills and knowledge developed in the classroom in a workplace setting.

This document summarises the [gov.uk guidance](#) providers must follow when delivering industry placements. It is intended as a refresher or quick reference point and should not be treated as a substitute.

Support available to providers

Providers receive £550 per student to support the cost of sourcing and setting up industry placements (split into two payments of £275 per academic year). The 16-19 bursary fund can also be used to support disadvantaged students to access placements. The latest funding guidance can be found [here](#).

An employer engagement support package, delivered by the [Strategic Development Network](#), is available to help providers plan, design and deliver employer engagement activities to secure industry placements.

Industry placement quality principles

To ensure a high-quality student experience, industry placements must:

- **Provide the opportunity to undertake real work with an external employer** and allow the student to experience independence from their peers and work with new people (an exception applies for students in Young Offender Institutions).
- **Enable the student to apply and develop the skills and knowledge learnt in the classroom** through meaningful work. The student must have clear learning goals that are relevant to their T Level and regularly reviewed.
- **Take account of student readiness for the workplace.** Placements must be scheduled to ensure students understand and can meet the standards of behaviour expected by employers and have sufficient technical knowledge and skills to complete tasks independently.
- **Support progression into skilled employment** by allowing the student to develop technical and employability skills within the relevant career route. Student's interests and career aspirations should be considered when sourcing placements.
- **Take place in a supportive environment**, where the student is properly inducted into the organisation and trained to carry out tasks independently. Students should have a dedicated supervisor or mentor who can provide guidance, support and regular feedback.

- **Be accessible for every student**, including those with Special Educational Needs and Disabilities (SEND). The placement should be within a reasonable travel distance, structured to account for the full range of student circumstances and include provisions for reasonable adjustments.

Providers should work in close partnership with employers to ensure every industry placement meets these principles.

Delivery approaches

Students should spend most of their placement hours working face-to-face with an employer in a real workplace. However, a range of delivery approaches can be used to design a placement suited to individual circumstances.

These approaches apply to all T Levels, except (due to criteria students must meet to achieve a license to practice):

- the Early Years Educator (EYE) specialism, in the Education and Early Years T Level
- the Dental Nursing (DN) specialism, in the Health T Level.

There is no expectation for any of these approaches to be used if they are unsuitable for the employer, provider or student. Students could:

- spend up to 35 hours undertaking **work taster activities**, such as job-shadowing, site visits, and traditional work experience, which can be done remotely and with multiple employers
- undertake **placements at the pathway or route level**, in a setting related to the broader T Level content, rather than just their occupational specialism
- count **part-time work hours** towards their industry placement if the work is relevant to their T Level course and the placement responsibilities are met (including structured learning goals and review meetings)
- split their industry placement hours across up to **two separate employers or up to three employers within the same supply chain or network**
- complete a portion of their industry placement hours **remotely**, with up to 50% for Digital T Levels and up to 20% for other T Levels, provided the employer supports hybrid working and the student has a suitable remote environment
- spend up to one third of their industry placement hours on a **small team project or in skills hubs/training centre**, supervised by an external employer, to develop relevant technical skills and work readiness.

Summary table for delivery approaches

Delivery approach	Proportion of placement hours	Applies to EYE and DN?
Work taster activities	Up to 35 hours	Yes
Pathway or route level placement	All placement hours	No
Part-time work (relevant to the student's T Level)	All placement hours	Yes
Multiple employers <ul style="list-style-type: none"> • Two separate employers Or • Up to three employers in the same supply chain or network 	All placement hours	Yes, but no employer limit
Hybrid (remote) placements	Up to one half (50%) of total hours for T Levels in the Digital route Up to one fifth (20%) of total hours for other T Levels	No
Skills development and simulated activities <ul style="list-style-type: none"> • Small team project Or • Skills hub and employer training centre 	Up to one third of total hours	No

Planning placements

Identifying suitable placement opportunities

Providers have overall responsibility for sourcing industry placements. Resources to help providers engage with employers can be found [here](#).

To ensure students are suitably matched for placements, providers must:

- gather relevant information from the student (e.g. skills gaps, interests and aspirations)
- ensure the employer is aware of each student's pre-existing knowledge, skills and other individual circumstances that might affect their performance

- ensure students are adequately prepared for the employer selection process (the [placement matching document](#) includes a mock interview template and guidance on other selection methods).

Where a student wants to [source their own placement](#), the provider must support them to do this.

The employer does not have to pay the student whilst on placement, although some may choose to do so.

Agree objectives and learning goals

Once the student is matched, the provider must agree with the employer:

- placement objectives and learning goals (at least three technical skills and three employability skills)
- the typical activities the student will undertake (subject-specific examples can be found [here](#)).

The provider, the student and the employer must then sign an [industry placement agreement](#) to confirm their commitment to the placement.

Structuring placements

Industry placements can be structured in different ways to provide flexibility for the providers, employers and students.

Placements can follow different patterns including day release, block placement or a mixture of both and can take place at different points in the T Level course. Before deciding on a placement pattern, providers should engage with the industry placement employer to ensure they can accommodate this.

Placements should be sequenced to:

- support the student's learning
- accommodate those with differing circumstances, such as SEND and caring responsibilities.
- allow time for any missed placement hours to be made up (e.g. due to illness)
- ensure student's working hours comply with [Working Time Regulations](#).

Placements for students in custodial settings

All young offenders studying T Levels within Young Offender Institutions (YOIs) and other custodial settings can do their **full placement hours** in the institutions' on-site facilities (except for EYE and DN specialisms) - e.g. working in the onsite workshop.

Preparing students for placement

Preparing for the workplace

Providers must ensure every student is suitably prepared to enter the workplace.

The student should have:

- developed key employability skills
- have a good understanding of the professional standards of behaviour and attitudes they need to display
- thoroughly researched their employer organisation
- understand the practical arrangements for their placement, such as: days they need to attend, travel arrangements, who they can go to for support
- had at least one pre-placement meeting with their employer to have the chance to meet their colleagues and ask any questions.

To assist with this, providers can draw on the [student guide](#) and [student work-readiness tool](#). Under no circumstances should a student be allowed to start their placement if the provider has any concerns regarding their behaviour.

Providers must support their students to promptly meet employers' minimum starting requirements (such as security checks or immunisations) and to complete any pre-placement learning or training required.

Supporting students with SEND

A student with SEND may require a more intense programme of work preparation activities before undertaking an external placement.

Students with SEND can spend up to one third of their total placement hours working in the providers' on-site facilities before working with an external employer. This is so they can develop employability and technical skills with pastoral support. The work onsite must be relevant to the student's T Level and they must work towards a set of learning goals.

The provider should also work with the employer to put in place any reasonable adjustments a student with SEND needs, before they go on placement.

During the placement

Health and Safety

Employers are responsible for health and safety in the workplace. Providers are responsible for safeguarding the student's welfare whilst they are on placement and should share the contact details of their safeguarding lead with employers.

Providers should work with employers to complete a [standard employer due diligence checklist](#).

Managing student wellbeing and performance

Providers are responsible for ensuring:

- the student's wellbeing on placement
- that they are progressing towards their learning goals.

The provider must arrange a minimum of three review meetings with the student and employer to review their progress towards their learning goals. The provider should supplement these with more informal check-ins to see how the student is getting on.

If an employer raises concerns about a student's behaviour or performance, the provider should resolve the issue quickly and transparently, so the student knows how to improve. The provider must also support an employer's decision to terminate the placement if the situation remains unsatisfactory.

Employers should assign each student a work-based mentor or "buddy" to help the student settle in faster and provide a peer-level contact for questions or concerns. The mentor should ideally be different to the student's supervisor or task manager.

Recording activities and hours completed

Every student must keep an industry placement logbook throughout their placement. A [student logbook template](#) is available, which can be adapted.

The logbook must record:

- the placement details, including timesheets
- progress towards learning goals.

Providers must check the student is completing their logbook regularly. Completed logbooks do not need to be submitted but should be retained for auditing purposes and as an achievement record to support future job or higher education applications.

Providers must advise students on how to record their hours, either within their logbooks or on the provider's own system. The guidelines are:

- where a student's commute exceeds one hour each way, they can include up to one hour of travelling time in their daily hours
- daily working hours should exclude lunch breaks
- public holidays can be counted towards working hours if this is a normal working pattern for the employer and the student has agreed to work it.

Providers must ensure the student knows how to record time off due to sickness. Students can include up to 35 hours of sickness in their total placement hours.

Determining placement completion

At the final review meeting, the provider and employer must decide whether the student has completed their industry placement. The progress indicators set out [here](#) and the [student logbook](#) can help inform this discussion.

To complete an industry placement, a student must have:

1. demonstrated **sufficient progress towards their learning goals**
2. worked directly with an **external employer**, and
3. been on placement for the required **minimum number of hours**:
 - 750 hours for the Early Years Educator specialism,
 - 600 hours for the Dental Nursing occupational specialism and
 - 315 hours for all other T Level specialisms

The content of the review meetings must be recorded by the provider using the [final review meeting template](#). The provider and employer must also sign the [industry placement completion declaration](#) to confirm the student has met the completion criteria. The provider should retain these documents for auditing purposes and as evidence in case the student appeals the completion decision.

Recording industry placement data

Providers must record industry placement data on the individualised learner record (ILR) using the learning aim ZWRKX003, Guidance on how to upload data onto the ILR can be found [here](#).

Providers must also complete the industry placement 'completion' status for all students in their second academic year on the [Manage T Level Results](#) service **no later than 31 July**. Data can be uploaded onto the service prior to this date, and providers should upload the data earlier wherever possible. Where providers apply special consideration, they must input the number of hours completed and the reason for granting special consideration.

Special consideration

A student is eligible for special consideration if they have demonstrated sufficient progress towards their learning goals and worked with an external employer but could not complete the minimum placement hours because:

- they have experienced exceptional circumstances beyond their control (e.g. bereavement of a family member), or
- they have been sick for more than 35 hours.

Please refer to the [full delivery guidance](#) for more information on special consideration criteria.

When uploading T Level results, providers must declare they hold documentary evidence to support their special consideration decision and retain this for monitoring purposes. Examples include notes recorded in a student's records, a hospital appointment letter or a public record of court proceedings.

Post-course completion

If a student cannot complete their industry placement within the two-year T Level programme, they can take an additional two years to complete the remaining hours.

Where possible the student should complete the remaining hours in the summer following the end of the programme, as 31 October is the cut-off point for students to be guaranteed a T Level Certificate in November.

The provider must complete [the continuation notification form](#) for the student and indicate on the T Level Results service that the placement is yet to be completed.

If a student has accepted an employment or apprenticeship offer relevant to their T Level before completing their placement, they can complete their remaining hours as a paid employee to receive the full qualification. The placement responsibilities will still apply: the student must work towards learning goals; have regular contact with their provider and undertake a final review meeting to confirm completion.

Summary of provider and employer responsibilities

For providers

1. **Sourcing placements:** develop a network of employers and match students to placement opportunities, taking account of skills, interests and career aspirations. Support students who choose to self-source their placement.
2. **Placement sequencing:** schedule placements to allow enough time for the student to develop the knowledge and skills required, whilst allowing time to make up any missed hours.
3. **Placement objectives:** agree with the employer relevant, challenging objectives and learning goals for the student that support their T Level learning outcomes.
4. **Student work readiness:** ensure the student understands and can meet the standards of behaviour and performance expected of them on placement.
5. **Due diligence:** ensure the employer has appropriate health and safety policies in place. Ensure all parties sign the industry placement agreement.
6. **Support students with SEND:** provide necessary support and adjustments for a student with SEND and share relevant information with the employer.
7. **Support and monitoring:** maintain regular communication with the student and employer to monitor wellbeing, gather feedback and offer support.

8. **Issue resolution:** address performance, attitude or behavioural issues promptly and agree a remedial plan. Have an internal process in place to handle employer disputes and student grievances.
9. **Review meetings:** conduct at least three review meetings to discuss the student's progress against their learning goals and document outcomes. Review reasonable adjustments where a student has SEND.
10. **Record-keeping:** ensure the student regularly updates their logbook and timesheets and verify these with the employer.
11. **Missed hours:** ensure students complete their industry placement by supporting them to make up any missed hours and source an alternative placement if the initial placement doesn't work out.
12. **Placement completion:** determine placement completion, using evidence from the employer and logbook. Sign the completion declaration and, where applicable, follow the special consideration criteria.
13. **Feedback and appeals:** gather and act on feedback from student and employers about the placement process. Have a process in place for students to appeal their completion decision.
14. **Upload completion data:** collect and verify placement completion data for timely upload to the Manage T Level results system by 31 July.
15. **Placement continuation:** support any students continuing their placement beyond the two-year course and complete the required documentation.

For employers

1. **Work with providers to plan the placement**, including agreeing placement objectives, learning goals, key activities, the working pattern and any starting requirements. Sign the industry placement agreement.
2. **Comply with health and safety laws** (e.g. through the provision of specialist equipment and clothing) and maintain liability insurance.
3. **Put appropriate safeguards in place** to ensure a safe working environment and **reasonable adjustments** for a student with SEND.
4. **Provide the student with a suitable induction and training** to ensure they are equipped with the knowledge and skills to complete tasks independently.
5. **Set the student stretching tasks and projects**, based on their learning goals, to support development of technical and employability skills
6. **Hold regular meetings** to assess the student's progress towards learning goals, highlight good performance and identify areas for improvement. Consider and review reasonable adjustments for a student with SEND.
7. **Verify and sign** the student's timesheets and logbooks.

8. **Promptly raise any issues or concerns** to providers about the student's attendance, behaviour, or performance.
9. **Contribute to the student's final review meeting** and the completion decision. Provide an appraisal of the student's performance and sign the completion declaration in the student's logbook.
10. **Allow the student to complete all components of their T Level** if offering them a paid position.

Further support

Our [schools and colleges](#) and [employers](#) websites have further resources, guidance and templates to support the planning and delivery of placements.

If you have any further questions relating to industry placements, please email Industry.PLACEMENTS@education.gov.uk.