



## Temporary flexibilities for Wave 1 and Wave 2 industry placements

Recognising the ongoing impact of Covid-19, we have introduced these temporary flexibilities to apply to Wave 1 and Wave 2 T Level students and will be withdrawn in July 2023. We are allowing these flexibilities to ensure that industry placements are deliverable and are aligned to current working practices.

Providers must still plan to deliver placements against the core principles set out in the [industry placement delivery guidance](#). We expect that these flexibilities should be used by exception and as a last resort.

Temporary policy flexibility	Description
<p><b>Blended placements</b></p> <p>Applicable to 2020 and 2021 T Level students taking T Levels in the Digital, Construction and Health and Science route, which are:</p> <ul style="list-style-type: none"> <li>• Digital Production, Design and Development</li> <li>• Digital Business Services</li> <li>• Digital Support and Services</li> <li>• Health</li> <li>• Healthcare Science</li> <li>• Science</li> <li>• Design, Surveying and Planning</li> <li>• Onsite Construction</li> <li>• Building Services Engineering for the Construction</li> </ul>	<ul style="list-style-type: none"> <li>• Providers are expected to make every effort to source in-person placements and a blended placement should only take place by exception when all other avenues have been exhausted.</li> <li>• We have set different rules for Wave 1 and Wave 2:               <ul style="list-style-type: none"> <li>○ for <b>Wave 1, up to 40%</b> of the placement hours can be undertaken remotely and 60% of time must be in the workplace</li> <li>○ for <b>Wave 2, up to 25%</b> of the placement hours can be undertaken remotely and 75% of time must be in the workplace</li> </ul> </li> <li>• The location of the remote hours can either take place at the provider setting, or – where appropriate – can take place in an employer training centre, which simulates the working environment and is supervised by the employer. The students should not work from their home setting.</li> <li>• The placement must reflect the working practices of the industry and the individual employer, and the provider and the employer must agree which elements of the placement can be achieved through remote working.</li> <li>• An employer training centre could be considered a viable option where the normal working environment is not accessible to the student, for example, in some healthcare or hospital settings where access can be limited to permanent staff to protect the safety of the patients; and also, where the employer has suitable training facilities that simulate the normal working environment. Or for Digital placements, working from the provider site could be a viable option where the employer works primarily from home and/or doesn't</li> </ul>

	<p>have permanent office space to accommodate students.</p> <p>Further guidelines are available in Annex A</p>
<p><b>Pathway level placements for Health, Healthcare Science and Science T Levels</b></p> <p>Applicable to 2021 T Level students</p>	<ul style="list-style-type: none"> <li>• Providers are expected to make every effort to source placements relevant to the occupational specialism and pathway level placements should only take place by exception when all other avenues have been exhausted.</li> <li>• Where possible, providers should aim for a significant proportion of the placement content to be relevant to the students' occupational specialism. The placement objectives could also cover the core and pathway level components, that support their learning and to ensure the student is prepared for their occupational specialism assessments.</li> <li>• The placement content could also offer the student the opportunity to apply their core technical skills, that could apply across different settings, such as person-centred care, infection control, safeguarding, managing personal information, across a broad range of specialisms.</li> <li>• Providers should identify other relevant and useful activities and learning the students can do/be provided with during their learning to ensure they are able to development the relevant technical knowledge, skills, and behaviours to their occupational specialism.</li> <li>• A pathway level placement can be applied to Health, Healthcare Science and Science T Level students.</li> </ul> <p>Further guidance will follow on this soon.</p>
<p><b>Reduction in minimum placement hours for students on the Early Years Educator Occupational Specialism</b></p> <p>Applicable to 2020 and 2021 T Level students</p>	<ul style="list-style-type: none"> <li>• In exceptional circumstances where providers are unable to secure placements of 750 hours for T Level students who started on the Early Years Educator Occupational Specialism in September 2020, we have reduced the minimum placement hours to 415 hours in order to recognise the exceptional circumstances in light of the pandemic. <u>This flexibility is extended to students who started on the Early Years Educator Occupational Specialism in September 2021.</u></li> <li>• Providers must continue to plan to deliver the early years placements of 750 hours over the 2-year delivery period and do their best to achieve these hours.</li> <li>• In situations where providers are unable to secure placements of 750 hours, they must still ensure students have met all the learning outcomes of the T Level qualification (and so the Early Years Educator Criteria) to achieve their full T level certificate. Providers must:</li> </ul>

	<ul style="list-style-type: none"> <li>○ plan placements of 750 hours over the 2-year TQ delivery period</li> <li>○ ensure students complete a minimum of 415 placement hours, of which 100 must be guided learning hours on placement to reflect the time needed for students to develop the skills and knowledge required, and for formative assessment to take place to demonstrate success</li> <li>○ ensure students are able to demonstrate competence against all of the learning outcomes of the T Level qualification (and so the Early Years Educator Criteria)</li> <li>○ ensure students are assessed using appropriate methods for practical competence</li> <li>○ identify other relevant and useful activities and learning the students can do/ be provided with if they are unable to complete 750 placement hours which will support their development of the relevant technical knowledge, skills, and behaviours</li> </ul>
<p><b>The Joint Awarding Body Quality Group (JABQG) Risk Rated Approach for students on the Early Years Educator Occupational Specialism</b></p> <p>Applicable to 2020 and 2021 T Level students</p>	<ul style="list-style-type: none"> <li>● Recognising that Covid-19 has made it more difficult for students and assessors to access early years workplace settings on placement, the JABQG has produced the <a href="#">JABQG Risk Rated Approach</a> guidance to assessing the Early Years Educator criteria. The guidance risk rates the EYE criteria and identifies which elements of the criteria can be assessed through methods other than direct workplace observation, to maximise and optimise the student's opportunities within the real work environment. This brings in the assessment of the EYE criteria in line with the approach being used with other Level 3 early years courses.</li> <li>● The <a href="#">JABQG Risk Rated Approach</a> can be applied to T Level students who started on the Early Years Educator Occupational Specialism in September 2020 and September 2021.</li> </ul>

## Annex A – Blended placement guiding principles

This table provides practical advice for providers and employers to ensure the student has a positive experience on their placement when working remotely.

This guide is in addition to the quality assurance measures and roles and responsibilities, outlined in the [Industry Placement Delivery Guidance](#) and [Employer Guide](#), and the measures specifically relating to blended provision, outlined above.

Guiding principles	
<b>Provider assurance</b>	<p><b>Providers:</b> to seek assurances that employers who are offering remote aspects of the placement can fully commit to supporting the student throughout, preferably with experience of offering this type of provision for young people.</p> <p><b>Providers:</b> should be completely satisfied that the support arrangements in place will meet the individual needs of students</p> <p><b>Providers:</b> the remote placement hours should be agreed in advance of the placement starting and this should be reflected in the industry placement agreement, the students' learning goals should reflect which elements/activities are being undertaken remotely.</p>
<b>Student safeguarding</b>	<p><b>Employers:</b> It is recommended that employers should ensure they have appropriate safeguarding policies in place to enable students to be safe when working remotely from the provider setting or from employer training centres.</p>
<b>Student prep</b>	<p><b>Providers:</b> students should have the knowledge and skills to be able to use online tools to communicate and collaborate with employers appropriately.</p> <p><b>Employers and Providers:</b> students must have access to the necessary IT and software, and knowledge and skills to confidently carry out tasks independently.</p>
<b>Student wellbeing</b>	<p><b>Employers:</b> all students should be assigned a mentor or work buddy (different from the supervisor), who should check in with students on a regular basis with an emphasis on the student's wellbeing, pastoral, and coaching support. Frequency of check-ins to be determined on an individual basis.</p>
<b>Induction</b>	<p><b>Employers:</b> should provide a thorough induction to the business, and this should ideally take place in person at the beginning of the placement. This will be hugely beneficial for the student to get a feel for the workplace, meet their supervisor and work buddy and establish a level of trust before working remotely. Best practice suggests that students should then spend the first proportion of their placement in person, on the employer premises, to establish a routine and agree expectations before the student continues remotely. If this is not feasible, it is recommended, at the minimum, that employers and students meet in advance of the placement, to discuss expectations and logistics.</p>

**Employer placement support**

**Desk-based roles**

- As a minimum, contact with the student should be daily, to prevent student isolation and disengagement. This could be in-person or online. This could be supplemented by virtual networking sessions and online informal interactions with other employees
- Employer may want to consider how to best create an inclusive environment for the student, so they do not feel isolated. This can be facilitated through measures such as an online messenger system to allow for real time conversation and students to have unrestricted access to their supervisor.

**Remote hours undertaken in the provider setting or in the employers' training facility**

- Provide ongoing feedback to keep students engaged, motivated and on track.
- Offer a variety of relevant tasks/projects with clear deliverables and deadlines for students to work towards to encourage good time-management and self-discipline.
- Encourage social interaction/collaboration and team working with other employees and include students in scheduled and ad-hoc online meetings.
- Consider student needs and factor in regular breaks/exercise.
- Students should complete a weekly timesheet to record their hours, and the employer should monitor this to ensure that students are working to their agreed hours.