



Department  
for Education

# **Industry placement delivery approaches**

## **Guidance for T Level providers**

**June 2023**

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## Section 1: Introduction

This guidance supersedes the previous version of [Annex A](#) of the industry placement delivery guidance, as of January 2023.

We are making changes to how industry placements can be delivered to ensure students can access high-quality and meaningful placements across the country, and across all industries, as the T Level programme continues to scale up. These approaches have been developed following significant engagement with employers, sector representative bodies, industry experts and providers.

The delivery approaches set out in this guidance can be used for all T Level and all Capacity and Delivery Fund funded placements. These delivery approaches are based upon the previous industry placement delivery approaches and the temporary flexibilities that were put in place for 2020 and 2021 students to overcome the delivery challenges arising from the COVID-19 pandemic.

### Industry placement core principles

We set out the core principles of a T Level industry Placement in the [industry placement delivery guidance](#). We continue to expect providers to meet these core principles, as far as possible, to ensure that the quality of the placement is preserved. The core principles are as follows:

- The placement must be 100% in person, with an employer
- delivered in a workplace outside of the provider setting
- focussed on developing technical skills, specialist knowledge relevant to the occupational specialism and employability skills.
- for a minimum duration of 315 hours (no upper limit)

### Summary of delivery approaches

The expectation is that students will spend **the majority of their placement hours in person, within an external workplace setting**, as this is essential to ensuring a meaningful experience for the student. While the delivery approaches are not mandatory, they can be used to widen access to placements.

We know a 'one size fits all approach' does not work for employers, providers, or students. Providers should secure high-quality placements that allow students to demonstrate sufficient progress towards their learning goals, whilst also sourcing opportunities that best meet the needs of their students and local employer market in the area.

Providers can choose to use **one or more** of the delivery approaches outlined in this guidance to design a placement that is suited to a particular individual.

## Delivery approaches that apply to all T Levels

The following delivery approaches apply to **all T Level industry placements** (apart from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level, in which only the use of multiple employers, work taster activities and part-time work applies).

Delivery approach	Proportion of hours	T Levels it applies to
Work taster activities <sup>1</sup>	Up to 35 hours	All T Levels
T Level pathway placements	All placement hours	All T Levels (except EYE and Dental Nursing specialisms).
Part-time work (so long as it is relevant to student's T Level) <sup>1</sup>	All placement hours	All T Levels
Multiple employers (up to 2) <sup>1</sup>	All placement hours	All T Levels
Supply chain and employer networks	All placement hours	All T Levels where applicable (except EYE and Dental Nursing specialisms). (This approach should only be used where there are established supply chains and employer networks.)
Small team project	Up to one third	All T Levels (except EYE and Dental Nursing specialisms).
Special educational needs and disability (SEND) approach	All placement hours	All T Levels (except EYE and Dental Nursing specialisms).
Youth Offenders Institution approach	All placement hours	All T Levels (except EYE and Dental Nursing specialisms).

<sup>1</sup> These delivery approaches apply to **all T Level industry placements**, although those students who are studying an occupational specialism which requires them to meet set criteria to achieve a licence to practice must still be able to meet the criteria within their placement hours, if a model is used (e.g. those students the Early Years Educator specialism in the [Education and Early Years](#) T Level or the Dental Nursing specialism in the [Health](#) T Level).

## Delivery approaches that apply to specific T Levels

The following delivery approaches apply to specific T Levels and should be used where appropriate to the industry and where they support the students' learning goals, interests, and desired progression outcomes.

Delivery approach	Proportion of hours	T Levels it applies to
Route level placements	All placement hours	<ul style="list-style-type: none"> <li>• Digital (All)</li> <li>• Engineering and Manufacturing (All)</li> </ul>
Skills hub and employer training centre	Up to one third	<ul style="list-style-type: none"> <li>• Construction (All)</li> <li>• Engineering and Manufacturing (All)</li> <li>• Health (except Dental Nursing specialism)</li> <li>• Healthcare science</li> <li>• Science</li> <li>• Agriculture, Land Management and Production</li> <li>• Animal Care and Management</li> <li>• Media, Broadcast and Production</li> <li>• Hairdressing, Barbering and Beauty Therapy</li> </ul>
Hybrid (remote) placements	Up to one fifth (20%)	<ul style="list-style-type: none"> <li>• Digital (All)</li> <li>• Accounting</li> <li>• Finance</li> <li>• Legal Services</li> <li>• Management and Administration</li> <li>• Media, Broadcast and Production</li> </ul>

## Further information

At the end of this guidance, we have provided some industry placement delivery approach examples to help bring to life how these approaches can be used independently or in conjunction with other approaches to create a high-quality placement.

We have provided a summary table of the approaches, and where they can/can't be used in combination with other approaches in **Annex A**, as a quick reference point.

## Section 2: Allowable delivery approaches

This section provides a description of each of the delivery approaches and includes:

- the context where providers can use these approaches; and
- the delivery parameters that must be adhered to

We have included examples in Section 3 to illustrate how these approaches can be used effectively, while maintaining the quality of the students' placement experience.

### Approaches that can apply to all T Levels<sup>2</sup>

#### Work taster hours (up to 35 hours) approach

Up to a **maximum of 35 hours of work taster activities** can be counted towards students' total number of placement hours. This approach can be used to give students the opportunity to experience and gain a better understanding of the industry or sector they wish to work in. These activities can be undertaken remotely.

#### Overview and rationale

Work taster activities can be used to help to support or enhance the students' placement experience. These activities can include, but are not limited to, job-shadowing, site visits to different employers, traditional 'work experience,' industry activities at potential placement employers, undertaking activities with employers on a provider's onsite commercial facilities where it prepares the student ahead of their placement e.g., a hairdressing salon, theatre, or restaurant.

Work taster activities can also be used to help employers assess students' suitability before committing to a placement (e.g., more traditional work experience), or to help students make a more informed decision when choosing their specialism. As such, these activities should take place prior to commencing the placement(s), ideally within the first year of study.

#### Where it applies

- All T Levels<sup>3</sup>

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<sup>2</sup> These delivery approaches apply to **all T Level industry placements**, although those students who are studying an occupational specialism which requires them to meet set criteria to achieve a licence to practice must still be able to meet the criteria within their placement hours, if a model is used (e.g. those students the Early Years Educator specialism in the [Education and Early Years](#) T Level or the Dental Nursing specialism in the [Health](#) T Level).

<sup>3</sup> This delivery approach applies to **all T Level industry placements**, although those students who are studying an occupational specialism which requires them to meet set criteria to achieve a licence to practice must still be able to meet the criteria within their placement hours, if the model is used (e.g. those students the Early Years Educator specialism in the [Education and Early Years](#) T Level or the Dental Nursing specialism in the [Health](#) T Level).

## Proportion of hours

- Up to 35 hours

## Restrictions of use

- This approach can be used in combination with any of the other approaches listed below.
- This approach can be used in addition to the multiple employer approach (with up to 2 employers) if this is considered beneficial for the student.

## Delivery parameters

- These activities must be delivered in conjunction with employer(s) to give students the opportunity to experience and gain a better understanding of the industry.
- Activities **must not** include general work-readiness and should be distinct from classroom-based preparation activities typically delivered as part of a study programme, such as CV writing sessions, mock interviews, travel training etc.

## T Level pathway placements approach

This approach allows placements to be delivered in a workplace context that is relevant to the students' T Level, rather than a workplace setting that is relevant only to their occupational specialism.

## Overview and rationale

Providing placements at pathway level, as opposed to occupational specialism level only, widens the pool of employers that can offer placements by creating more opportunities across different working environments.

Pathway placements allow providers to **draw placement objectives from both the core component and occupational specialist component** of the T Level technical qualification (TQ) specification.

The **core component** is the part of the technical qualification which details and assesses underpinning technical knowledge, skills and behaviours and general employability skills. The **occupational specialism component** is the part of the technical qualification focussed on developing knowledge, skills, and behaviours relevant to an occupation.

This approach may suit the desired outcomes of some students, where there is value in focusing on a breadth of content, rather than narrowing the focus to a single occupational specialism.

For example, there is common shared content in the Health, Healthcare Science and Science T Levels (e.g., managing information and data within the health and science sector for Health and Science T Level placements and providing person-centred care for Health or Healthcare Science T Level placements)

Detailed advice and information on the Health and Science T Level pathway placements, can be found [here](#).

## Where it applies

- All T Levels<sup>4</sup>

## Proportion of hours

- All placement hours

## Restrictions of use

- This approach can be used in conjunction with any of the delivery approaches that apply to all T Levels.
- The approach can also be used in conjunction with the for the route level placements approach and the hybrid (remote) placements approach for those T Levels where the hybrid (remote placements) approach is allowed.

## Delivery parameters

- This approach **should only be used** where a placement relevant to the students' occupational specialism cannot be sourced.
- When delivering T Level pathway placements providers must be able to evidence that students will be able to develop knowledge and skills which align to either the core or occupational specialism component. Learning objectives should be recorded in students' industry placement objectives, within the [industry placement agreement template](#).
- All students must have appropriate, stretching **industry placement learning goals** that must be agreed with the employer. These learning goals should be used to ensure there is still a good match between the employers' needs and the students' skills, interests, and preferred progression outcomes.
- Where possible, providers should aim for a significant proportion of the placement content to be relevant to the students' occupational specialism **to support**

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<sup>4</sup> This delivery approach applies to all T Level industry placements **except** from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level).



**progression** and ensure the student is adequately **prepared for their occupational specialism assessments**.

- It is important that **students understand how their placement objectives relate to their overall T Level learning**, and how different contexts offer opportunities for relevant learning that is transferable to a range of occupations they may be considering.
- Providers should ensure this approach does **not impact adversely on the quality of experience** for a student or their **progression options**.

## Part time work approach

Students can count hours they undertake in part time work towards their industry placement hours if the work is **occupationally relevant to their T Level pathway or occupational specialism**. This approach widens the pool of employers that can offer placements.

### Where it applies

- All T Levels<sup>5</sup>

### Proportion of placement hours

- All placement hours

### Restrictions of use

- When used alongside the multiple employer approach, the employer providing the part time work should count as one of the 2 employers.

### Delivery parameters:

- It is important to ensure that there is a **clear rationale for deciding to use this approach**. It should not be used as an easy option to generate placement opportunities and instead only be used when it can genuinely offer students a meaningful and high-quality experience.
- Generic part-time work unrelated to the students T Level cannot be counted.

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<sup>5</sup> This delivery approach applies to **all T Level industry placements**, although those students who are studying an occupational specialism which requires them to meet set criteria to achieve a licence to practice must still be able to meet the criteria within their placement hours, if the model is used (e.g. those students the Early Years Educator specialism in the [Education and Early Years](#) T Level or the Dental Nursing specialism in the [Health](#) T Level).

- The part time work should include stretching activity and allow the student to demonstrate sufficient **progress towards their placement learning goals**, which is based on the core content of the students' T Level.
- The students' employer(s) must agree to the students' part time work counting towards their placement hours and agree to participate in the review meetings and ensuring that learning goals are met.
- Providers must use their professional judgement to **plan review meetings** appropriately to ensure the students' performance is reviewed against their learning goals. At a minimum we would expect a mid-point review and end-point review. The employer is expected to provide an appraisal of the students' performance during the placement hours.

## Multiple employer (up to 2) approach

**Industry Placements can be split across a maximum of 2 employers** to help deliver a breadth of experience for the student. This approach enables students to benefit from experiencing their T Level in a variety of businesses or sectors. It could also be beneficial for those sectors where short project-based work is common, for example in the creative, media, digital, and construction industries, thereby creating opportunities within the small to medium enterprises (SME) market.

### Where it applies

- All T Levels<sup>6</sup>

### Proportion of hours

- All placement hours

### Restrictions of use

- This approach can be used in conjunction with any of the delivery approaches that apply to all T Levels, except the supply chain and employer network approach, which cannot be used
- The approach can also be used in conjunction with the route level placements approach and the hybrid (remote) placements approach for those T Levels where the hybrid (remote placements) approach is allowed.

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<sup>6</sup> This delivery approach applies to all T Level industry placements **except** from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level).

## Delivery parameters

- Providers must be able to evidence that students will be able to develop the knowledge and skills relevant to their occupational specialism and/or T Level pathway and students must work towards a **single set of learning goals** during the time spent with the 2 employers to ensure a coherent placement experience.
- The students' [industry placement agreement](#) should reflect both employers' involvement and be signed by both organisations.
- Providers must carry out the **due diligence on both employers** and must be satisfied that both employers can offer the student adequate supervision and mentoring support.
- Providers must use their professional judgement to **plan review meetings** appropriately to ensure the students' performance is reviewed against their learning goals across all working environments. Both employers should write an appraisal of the students' performance during their time on placement.
- **Clear communication should be established** and maintained **with both employers** from the outset to make the running of the placements smooth for all parties. Students may need to undertake a workplace induction at the start of working with each individual employer.

## Supply chain and employer networks approach<sup>7</sup>

This approach enables students to experience an end-to-end process and understand how their role interfaces across a supply chain or employer network (i.e., an employer's key stakeholders or delivery partners).

The lead employer would be responsible for the student for the full placement, regardless of whether the student was working with them or a partner/sub-contractor.

## Overview and rationale

This approach enables students to experience an end-to-end process and understand how their role interfaces across a supply chain or employer network (i.e., an employer's key stakeholders or delivery partners).

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<sup>7</sup> This delivery approach applies to all T Level industry placements **except** from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level).

The lead employer would be responsible for the student for the full placement, regardless of whether the student was working with them or a partner/sub-contractor.

### Where it applies

- All T Levels<sup>8</sup> where applicable. This approach should only be used where there are established supply chains and employer networks.

### Proportion of hours

- **All industry placement hours can be split across a maximum of 2 partners/sub-contractors** in an employer's supply chain or network (in addition to the lead employer).

### Restrictions of use

- This approach **must not** be used in combination with the multiple employer approach.

### Delivery parameters

- The **lead employer must have oversight of students' progress** towards their industry placement learning goals, across the supply chain or employer network, to ensure the students are engaged throughout and being offered the most valuable experience possible.
- There is a limit of 3 employers (including the lead employer) that a student can engage with as part of this approach. It is vital that the student has a **single coherent, high-quality experience** and the opportunity to participate in stretching work that is relevant to their occupational specialism.
- The lead employer must be able to demonstrate that they have a network of employers can offer shorter term placements and provide the technical skills development relevant to the students' learning goals.
- The **lead employer is responsible for carrying out due diligence checks** on the employers that are part of the supply-chain/network, which includes carrying out risk assessments where appropriate, and ensuring the employers have the correct health and safety measures in place.
- The **lead employer is responsible for the student for the full placement**, regardless of whether the student is working with them or a partner/sub-contractor,

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<sup>8</sup> This delivery approach applies to all T Level industry placements (where applicable) **except** from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level).

and individual employers must have appropriate employers' liability insurance for the time they are hosting their part of the placement.

- Providers must use their professional judgement to **plan review meetings** appropriately and proportionately over the course of the placement to ensure the students' performance is reviewed against their learning goals. It is the responsibility of the lead employer to provide the student appraisal at the end of the placement.

## Small team project approach

This approach allows students to work in a small team alongside an external employer or industry professional for **up to one third of their industry placement hours**, to plan and implement a project, which develops their specific technical skills, **related to their T Level or occupational specialism**.

The remaining placement time must be spent working individually with an external employer, independently from peers, to ensure students still gain a true-to-life experience of the real workplace

## Overview and rationale

This approach may help to address issues including capacity and time constraints in SMEs, a lack of employers in rural areas and where transport costs for individual placements may be prohibitive.

For construction students, this approach might include building or refurbishing a disused community building; for Creative and Media students this may involve preparing and running a social media campaign for a new theatre company and designing the promotional materials at low cost.

## Where it applies

- All T Levels<sup>9</sup>

## Proportion of hours

- **Up to one third** of the total industry placement hours.

## Restrictions of use

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<sup>9</sup> This delivery approach applies to all T Level industry placements **except** from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level).

- This approach can be used in conjunction with any of the delivery approaches that apply to all T Levels.
- The approach can also be used in conjunction with the for the route level placements approach and the hybrid (remote) placements approach for those T Levels where the hybrid (remote placements) approach is allowed.
- This approach **must not** be used in combination with the skills hub and training centre approach.
- This approach counts as one employer in the multiple employer approach and in the supply chain and employer networks approach.

### Delivery parameters

- The work carried out on the small team project **must be relevant** to the students' T Level and **the number of students working on the project should remain small** so that opportunities for skill development are not diluted and to keep the experience as close to a 'real' work environment as possible.
- The small team project should provide students with stretching activities relevant to their T Level pathway or occupational specialism, which allow students to demonstrate sufficient **progress towards their placement learning goals**.
- Students will be expected to **work together as a team under the supervision of an employer** and must be clear of their individual and specific project-based roles and responsibilities.
- Employers are expected to monitor individual progress and provide feedback on each student.
- **Students must work with an external employer and at an external location**, and not with teaching staff or on the provider site.
- Providers must use their professional judgement to **plan review meetings** appropriately to ensure the students' performance is reviewed against their learning goals. Where this approach is used, the expectation is that students will have at least one review point with this employer.

Using this approach **counts as using a single employer** as part of the multiple employer approach.

### Special Educational Needs and Disabilities (SEND) approach

Students with Special Educational Needs and Disabilities (SEND) can spend up to **one third of their placement hours** working in the providers' on-site facilities, for example, an onsite restaurant or onsite nursery etc, so long as it is **relevant to students' T Level pathway and/or occupational specialism**. This will enable students to prepare for their

external placement in a supported environment, alongside receiving pastoral support. This could include, for example, getting used to operating specific equipment; working in teams or with customers; or putting into practice coping strategies to build students' confidence.

This approach applies to all students with SEND, and not just those with an education, health, and care plan (EHC plan).

### Where it applies

- All T Levels<sup>10</sup>

### Proportion of hours

- **Up to one third** of the total industry placement hours

### Restrictions of use

- This approach can be used in conjunction with any of the delivery approaches that apply to all T Levels.
- The approach can also be used in conjunction with the for the route level placements approach and the hybrid (remote) placements approach for those T Levels where the hybrid (remote placements) approach is allowed.

### Delivery parameters

- Providers should consider factors such as: students' additional learning needs, medical conditions, ability to travel independently and their career interests before making a judgement about the best working environment for students, and whether students would benefit from this approach.
- Students must **work towards a single set of learning goals** during the time spent on placement in on-site facilities, as this must be relevant to the T Level pathway and/or their occupational specialism (with the exception of Digital or Engineering and Manufacturing route-level placements).
- Providers must use their professional judgement to **plan review meetings** appropriately to ensure the students' performance is reviewed against their learning goals across all working environments, both on-site and with the external employer.

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<sup>10</sup> This delivery approach applies to all T Level industry placements **except** from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level).

- Providers should ensure **students' needs are documented** and retained, including formal appraisals where available, for those with or without an education, health, and care plan.
- Providers should **consider the suitability of a longer period with an external employer** beyond the minimum requirement to ensure the students have all the benefits of an external industry placement.

## Young Offender Institutions approach

All young offenders studying T Levels within young offender institutions (YOIs) and other custodial settings can undertake their full placement hours in the institutions on-site facilities for example, in the onsite restaurant, workshop for manufacturing products etc.

### Overview and rationale

This approach allows students in custodial settings access to the T Levels and allows them to complete every element of the T Level programme successfully within the confined setting of the Institution.

### Where it applies

- All T Levels<sup>11</sup>

### Proportion of hours

- All industry placement hours

### Restrictions of use

- This approach can be used in conjunction with any of the delivery approaches that can be applied within the circumstances.

### Delivery parameters

- Students must work towards a **single set of learning goals** during the time spent on placement, which are relevant to the students' T level pathway or occupational specialism.
- **Supervision and contact time** within the Institution's facilities should be adequate.
- Providers must use their professional judgement to **plan review meetings** appropriately to ensure the students' performance is reviewed against their learning goals across all working environments.

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<sup>11</sup> This delivery approach applies to all T Level industry placements **except** from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level).



- Providers must arrange with the students' supervisors to provide end-point appraisal.

## Delivery approaches that apply to specific T Levels

### Route level placements

Students studying any of the Digital and Engineering and Manufacturing T Levels can undertake their industry placement at route level, rather than in a setting that is only relevant to their specific occupational specialism or T Level pathway.

### Overview and rationale

The route<sup>12</sup> level approach helps to widen the pool of employers that can offer placements, and helps students develop essential and transferable skills relevant to the variety of occupational specialisms in the Digital or Engineering and Manufacturing T Levels.

For example, a student studying the Digital Production, Design and Development digital T Level could do a placement with an employer with a digital support team in a local authority, working in the service desk support team, helping people who are experiencing IT problems and providing them with access to software. This provides the student with a broader experience and allows them to develop the core knowledge, skills, and behaviours to establish and act on issues faced by the end-user.

When determining the industry placement objectives and learning goals, providers can draw on the **core component** part of the technical qualification which details the underpinning technical knowledge, skills and behaviours and general employability skills.

This approach may also suit the desired progression outcomes of particular students, who may not have a clear career goal in mind, and where there is a preference to focus their experience on the breadth of content, rather than narrowing the focus on one T Level pathway or occupational specialism.

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### Where it applies

- All Digital T Levels

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<sup>12</sup> All Apprenticeships, Higher Technical Qualifications, and T Levels are based on occupations recognised by employers. Apprenticeship standards are brought together in occupational routes to show where technical education can lead. There are 15 occupational routes

- All Engineering and Manufacturing T Levels

### Proportion of placement hours

- Full placement hours

### Restrictions of use

- This approach can be used in conjunction with any of the delivery approaches that apply to all T Levels.
- It can also be used in conjunction with the supply chain and employer networks approach, the skills hub and employer training centre approach, and the hybrid (remote) placements approach, where they are applicable.

### Delivery parameters

- Providers must be able to evidence that students can develop knowledge and skills aligned to the core and specialist content, when delivering placements in a broader route level. This should be recorded in the students' industry placement objectives, within the [industry placement agreement template](#).
- All students must have appropriate, stretching **industry placement learning goals** that must be agreed with the employer. These learning goals should be used to ensure there is a good match between the employers' needs and the students' skills, interests, and preferred progression outcomes.
- Providers must use their professional judgement to **plan review meetings** appropriately to ensure the students' performance is reviewed against their learning goals across all working environments. At the minimum, there should be a mid-review point and end-review point.
- It is important that **students understand how their placement objectives relate to their overall T Level learning**, and how different contexts offer opportunities for relevant learning that is transferable to a range of occupations they may be considering.
- Providers should ensure this approach does **not impact adversely on the quality of experience** for a student or their **progression options**.
- This approach should only be used where a placement relevant to the students' occupational specialism and/or T Level pathway cannot be sourced, or when only part of the placement hours can be sourced relevant to the students' specialism.

## Skills hub and employer training centre approach

Students can spend **up to one third of their total industry placement hours** in an employer skills hub or training centre to improve their readiness for the real workplace. **Students must then complete the remainder of their placement hours with an employer in a live site environment.**

This approach should be within a setting that the employer routinely uses to train their own staff and may involve simulated activities. The skills hub or employer training centre must be established and/or led, managed, and supervised by external employer(s).

This approach helps to address specific health and safety concerns arising from having young and inexperienced people in the workplace e.g., where they may be a potential danger to themselves, other staff, or clients, or where there is a risk of damage to the employer's property, equipment, or reputation to their business.

### Where it applies

- Agriculture, Land Management and Production
- Animal Care and Management
- Catering (all T Levels)
- Construction (all T Levels)
- Engineering and Manufacturing (all T Levels)
- Hairdressing, Barbering and Beauty Therapy
- Health (except Dental Nursing specialism)
- Healthcare science
- Media, Broadcast and Production
- Science

### Proportion of hours

- **Up to one third** of the total industry placement hours

### Restrictions of use

- This approach can be used in conjunction with any of the delivery approaches that apply to all T Levels, as well as the route level placements approach.
- This approach **must not** be used in combination with the small team project approach or the hybrid (remote) placements approach.

### Delivery parameters

- The skills hub or employer training centre **must be employer-led and involve external occupationally competent staff** who supervise the student. Students must not be supervised or work with academic and teaching staff during this time.
- **Employer supervision and contact time** in the skills hub or employer training centre should be adequate. The number of students placed within the hub or

centre should remain small so that opportunities for skill development are not diluted and to keep the experience as close to a 'real' work environment as possible.

- The skills hub or training centre must be a **different environment to where the students have undertaken their practical classroom learning** and must be external to their normal learning environment.
- Students must work towards a **single set of learning goals** during the time spent on placement at the skills hub or employer training centre and in a live site to ensure a coherent placement.
- Providers must use their professional judgement to **plan review meetings** appropriately to ensure the students' performance is reviewed against their learning goals across all working environments / employers. Employers should write an appraisal of the students' performance during their time on placement.
- The **remaining placement hours must be delivered in a live workplace**, with either the same employer or a different employer, through the multiple employer approach (where the placement can be split across 2 employers).
- Every action should be taken to ensure work completed in the skills hub or employer training centre is **as close to the normal working environment** as possible, including establishing similar working hours.

## Hybrid (remote) placements approach

Up to **one fifth (20%)** of a student's total industry placement hours can be delivered remotely, **with the remaining placement hours being delivered in-person.**

For example, a student undertaking a minimum 315-hour (45 day) industry placement can spend up to 9 days of their industry placement remotely and a student undertaking a 350-hour placement can spend up to 10 days of their industry placement remotely.

This approach can be used in conjunction with the work taster activities approach, which allows a further 35 hours of activities to be delivered remotely.

## Overview and rationale

The hybrid (remote) placements approach can be used in office-based environments where a hybrid way of working (i.e., where some of the time is spent working remotely) has become an established practice/way of working.

This approach aims to facilitate greater access to a wider range of employers as providers will be able to access businesses outside of their immediate local area.

## Where will it apply

- Accounting
- Digital (all T Levels)
- Finance
- Legal Services
- Management and Administration
- Media, Broadcast and Production

## Proportion of placement hours

- **Up to one fifth (20%)** of the total industry placement hours

## Restrictions of use

- This approach can be used in conjunction with any of the delivery approaches that apply to all T Levels, where they are applicable. It can also be used for the route level placements where they are applicable.
- This approach **must not** be used with the skills hub and employer training centre approach.

## Delivery parameters

This approach can be used in the following circumstances:

- Where a **hybrid way of has become an established way of working** in an organisation.
- Where an employer is predominantly working from home or has no permanent office premises to accommodate a student.
- Where the employees of an organisation are unable to supervise the student for the full placement hours from the office environment.
- Where the students' location is:
  - outside of an acceptable commutable distance to the employer
  - not easily accessible via public transport, and is significantly greater than the time taken to travel to the students' normal learning environment
  - and/or where the cost of travel is deemed prohibitive<sup>13</sup>.

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<sup>13</sup> Providers can use their T Level industry placement funding, or the 16-19 bursary funds, to fund individual expenses for eligible students. Employers may also support students with their travel costs at their own discretion.

- The location of the remote hours **must take place in a suitable environment e.g., a dedicated office space at the provider setting**. In exceptional cases, students are able to undertake placement hours from home if the provider is satisfied students have an appropriate environment to work from and there are no safeguarding concerns.
- The provider and the employer must agree which elements of the placement can be achieved through remote working. Providers must be satisfied that **employers can fully commit to supporting the student throughout**, preferably with experience of offering this type of provision for young people.
- Providers must ensure that **students are prepared to work remotely**: i.e., they have the knowledge and skills to use online tools to communicate and collaborate with employers appropriately and confidently carry out tasks independently.
- Where the hybrid (remote) placements approach is used, we encourage providers to **deliver it either at the end of the industry placement (end-loading) and/or alongside time spent in the workplace**, to allow the student to make better connections with colleagues and immerse themselves in an organisation's culture.
- In some cases, it may be appropriate for students to undertake one fifth of the total industry placement hours entirely remotely with a single employer and complete the remaining placement hours in-person with another employer (using the multiple employer approach). This approach can provide students with a breadth of experience and facilitate greater access to a wider range of employers, for example an employer that is located outside of an acceptable commutable distance.
- 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.

We have provided some additional measures for employers to help support students during the remote elements of their placements in **Annex B**.

## Section 3: Industry placement delivery approach examples

### Route level approach

**Julie is studying for a T Level in Digital Production, Design and Development and is interested in working as a software developer in the future. Julie lives in a rural village in England.**

Many employers in Julie's local area work remotely, however there is a business within commutable distance from Julie's home who offer digital support to companies using software within veterinary practices. The placement coordinator at Julie's college uses the **route-level approach** to secure a placement that is accessible for Julie.

Whilst Julie is not specifically studying Digital Support Services, the employer can offer a placement to allow Julie to acquire an understanding of what issues clients (especially those that do not have a digital background) face when working with software and interacting with the end product that has been developed. This also allows Julie to see what is relevant for clients when designing and developing software.

In an effort to accommodate Julie, the employer has agreed to develop learning goals that are as aligned with Julie's interests and the T Level Julie is taking to support Julie's progression into a career as a software developer.

### Pathway Level approach

**Jack is studying the metrology sciences occupational specialism, as part of the Science T Level, and would like to apply for university upon completion of the course. Despite living in a city there are no suitable metrology employers within an acceptable commuting distance to Jack's college.**

The placement coordinator at Jack's college uses the **pathway delivery approach** to secure a high-quality placement in a nearby hospital's pathology laboratory.

The provider and employer agree placement learning goals that compliment Jack's learning. For example, it is agreed that Jack will spend time working alongside technicians in the operation, maintenance, and calibration of highly specialised equipment, such as centrifuges and blood cell counters.

### Part-time work approach

**Bhavina is studying the hairdressing occupational specialism, as part of the Hair, Barbering and Beauty T Level. Bhavina would like to move straight into work following completion of the course. For the past year, Bhavina has worked parttime in a local hair salon, and relies on this income to support their family.**

Bhavina has a good relationship with their current employer, who is keen to hire them once they finish, and Bhavina asks to complete their placement with them.

Bhavina's provider uses the **part-time work approach** and converts their current working hours into placement hours. Bhavina's provider works with the employer to agree learning goals that are relevant to the occupational specialism. Bhavina's employer is willing to support Bhavina to gain the skills required for the profession and ensures the placement hours provide access to practical skills development that Bhavina would not normally gain from working in a high street salon.

The part-time employer agrees to continue to pay Bhavina's salary, despite the conversion to placement hours. To comply with 'Working Time Regulations,' Bhavina's part-time employer schedules shifts that align with the provider's curriculum planning to reduce disruption to Bhavina's class-room time.

## **Part-time work approach and multiple employer approach**

**Farhana is studying the professional cookery occupational specialism as part of the Catering T Level and is keen to progress straight into paid employment upon completion of their course.**

Farhana currently has a part-time job working in a small and popular family-run vegan cafe, working mostly as a server and occasionally completes shifts in the back of house to provide an understanding of how a kitchen runs, as Farhana's dream career is to become a Michelin starred chef. Farhana is aware of the part-time work approach and, having a good relationship with their employer, wants to complete their industry placement with them, as it will allow them to earn money whilst fulfilling their placement hours.

Farhana's employer, however, can only offer them a limited experience, as they do not have the time or staff numbers to compensate for Farhana spending all of their time in the kitchen, and thus cannot support progress across all of the placement learning goals. This means that Farhana can realistically only complete 100 hours of their placement with them.

The placement coordinator at Farhana's provider makes use of the multiple employer approach and secures a second placement with a local restaurant, where Farhana is able to develop their culinary skills and learn in a much faster-paced, varied environment. The combination of Farhana working with their employer to earn money whilst meeting some of their learning goals, alongside a placement where they will gain a vast amount of "high-quality culinary experience," will support Farhana to transition into paid employment upon completion of their course.



## Supply chain and employer networks approach

**Charlie is studying the manufacturing technologies occupational specialism as part of the Engineering, Manufacturing, Processing and Control T Level. Charlie is keen to progress into a higher apprenticeship in Engineering.**

There are a number of small Engineering and Manufacturing employers in Charlie's local area that operate in a supply-chain, with each business specialising in a particular field. Charlie can secure an industry placement at a large firm who are part of this supply chain, and the placement coordinator at Charlie's provider agrees that this employer will take on the role of lead employer for Charlie's placement, which will also include time spent with some of the specialist businesses.

The lead employer sets appropriate, stretching learning goals, agreed with all employer partners to ensure a coherent placement. Charlie's lead employer arranges short-term placements with 2 other employers within their local supply chain. Charlie spends 165 hours with the lead employer, and then an equal split of 75 hours with the other 2 employers.

This will enable Charlie to experience an end-to-end process and understand how their role interfaces across a supply chain, such as undertaking basic cutting and joining of materials, as well as identifying components, tools, equipment, resources and completing preparatory checks. This approach will allow Charlie to demonstrate sufficient progress against a broad range of industry placement goals.

## Pathway level approach and multiple employer approach

**Chloe is studying the furniture maker occupational specialism, as part of the Craft and Design T Level. Chloe is keen to move into skilled work upon completion of the course. Chloe lives in a coastal part of England.**

There is only one furniture maker employer in Chloe's commutable locality, but as they are a micro business, they do not have capacity to accommodate the full placement hours. Chloe's placement coordinator agrees with employer that Chloe will spend 200 hours (approx. 29 days) with them, which is the maximum amount of time the employer accommodate.

Due to a lack of occupationally specific employers nearby, Chloe's placement coordinator uses the **pathway level approach** to broaden the scope of available employers and combines it with the **multiple employer approach** to give Chloe a taste of different organisations, to build confidence and general employability skills.

The placement coordinator agrees to have Chloe work a further 115 hours at a nearby furniture store in order to complete the remaining placement hours.

## Skills hub and employer training centre approach

**Ramazan is studying the mechanical engineering technologies occupational specialism, as part of the Engineering and Manufacturing T Level, and would like to move onto a higher apprenticeship upon completion of the course.**

The placement coordinator at Ramazan's provider contacts local employers who cite specific health and safety concerns related to allowing young people into a live work environment. One employer offers the use of their local employer training facility where new starters, including apprentices, begin their training using specialist equipment in a controlled environment, which includes the use of simulated activities. This would give the employer assurance on Ramazan's technical knowledge and skills and allow the employer to offer a high-quality placement (rather than shadowing) in a real environment for the remainder of the placement hours.

Ramazan's placement coordinator uses the **skills hub and employer training centre approach** to allow 70 hours (approx. 10 days) of the placement to be spent in the employers training facility. These hours are delivered in a block approach at the start of the placement, with the remainder being completed in-person in the workplace with the same employer.

## Small project team approach

**Louis is studying the bricklaying occupational specialism as part of the Onsite Construction T Level and is keen to progress straight into paid employment upon completion of the course.**

Louis lives in a rural part of England and onsite construction work with a building firm within a commutable distance from their college are limited. The placement coordinator at Louis's provider has managed to secure a one-month (approx. 200 hours) block placement on a short-term building project that is set to commence in early spring of the second year. The placement coordinator needs to find another option to fill the remaining 115 hours for Louis, as well as for some of Louis' peers.

The placement coordinator reaches out to the local council and hears about a local lottery funded project to renovate a building in disrepair into a liveable condition for looked after teenagers. The placement coordinator uses the small project team approach to organise for Louis and 5 of Louis's peers to support the work of industry professionals, to include tasks such as bricklaying, plastering, minor demolition, general labouring, painting, and decorating and basic plumbing, complementing both the skills relevant to their occupational specialism and the wider T Level content.

Louis spends 2 days a week over the course of the autumn term completing this project, which prepares them well for their placement in the spring that they undertake independently from their peers.

## Hybrid (remote) placements approach

**Izzy is studying the business improvement occupational specialism, as part of the Management and Administration T Level. She is keen to go straight into work following the completion of the course.**

Izzy's provider has found a suitable employer in the local area who is keen to host the placement. However, the employer operates a hybrid working pattern, spending some of the working week operating from home, and has advised that a 100% in-person placement is not practical for their business.

To ensure the placement can be secured, Izzy's provider takes advantage of the **hybrid placements approach** and agrees with the employer that Izzy can undertake one fifth (20%) of their placement remotely.

Izzy will visit the employer on day release, initially spending time in the office to aid induction and to build relationships with colleagues, then shift to a hybrid approach. For the final hours of their placement, Izzy splits time between the employer's office and the provider's campus, where the provider has a dedicated office space for students to work from remotely.

## Hybrid (remote) placements approach and multiple employer approach and pathway level approach

**As part of the Legal, Finance and Accounting T Level, Mo is pursuing the occupational specialism in investment banking. Mo is keen to apply to university upon completion of the course. Mo lives in a rural part of England.**

The placement coordinator at Mo's provider has found it difficult to source a full, in person placement related to the investment banking occupational specialism. However, a large national employer has offered a remote placement where Mo will be able to demonstrate skills linked to the occupational specialism (for example, the analysis of financial information, application of risk management principles and articulation of financial products / services to stakeholders).

The **multiple employers** and **pathway level approach** are used in conjunction to allow for Mo to spend part of their placement in-person with a local accounting firm, developing wider skills related to the sector. Mo's provider then uses the **hybrid (remote) placements approach** to allow the remaining one fifth (20%) of their placement hours to be delivered remotely, from the provider campus, with the large national employer.

## Annex A: Summary of delivery approaches

	<b>A</b> <b>Work taster hours</b>	<b>B</b> <b>T Level Pathway</b>	<b>C</b> <b>Part time work</b>	<b>D</b> <b>Multiple employers</b>	<b>E</b> <b>Small team project</b>	<b>F</b> <b>Skills hub &amp; employer training centre</b>	<b>G</b> <b>Hybrid (remote)</b>	<b>H</b> <b>Route level</b>	<b>I</b> <b>Supply chain and employer networks</b>
	Up to 35 hours	All placement hours	All placement hours	All placement hours	Up to one third of total hours	Up to one third of total hours	Up to one fifth of total hours	All placement hours	All placement hours
<b>Digital Production, Design and Development</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F	<b>Not permitted</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with D
<b>Digital Business Services</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F	<b>Not permitted</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with D
<b>Digital Support Services</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F	<b>Not permitted</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with D
<b>Education and Early Years</b>	<b>Allowable</b> (if still allows student to complete licence to practice requirements)	<b>Not permitted</b>	<b>Allowable</b> (if still allows student to complete licence to practice requirements)	<b>Allowable</b> (if still allows student to complete licence to practice requirements)  (Can be more than 2 employers)	<b>Not permitted</b>	<b>Not permitted</b>	<b>Not permitted</b>	<b>Not permitted</b>	<b>Not permitted</b>

	<b>A</b> <b>Work taster hours</b>  Up to 35 hours	<b>B</b> <b>T Level Pathway</b>  All placement hours	<b>C</b> <b>Part time work</b>  All placement hours	<b>D</b> <b>Multiple employers</b>  All placement hours	<b>E</b> <b>Small team project</b>  Up to one third of total hours	<b>F</b> <b>Skills hub &amp; employer training centre</b>  Up to one third of total hours	<b>G</b> <b>Hybrid (remote)</b>  Up to one fifth of total hours	<b>H</b> <b>Route level</b>  All placement hours	<b>I</b> <b>Supply chain and employer networks</b>  All placement hours
<b>Health</b>	<b>Allowable</b> (if still allows student to complete licence to practice requirements)	<b>Allowable</b> (except for the Dental Nursing occupational specialism)	<b>Allowable</b> (if still allows student to complete licence to practice requirements)	<b>Allowable</b> (if still allows student to complete licence to practice requirements) Cannot be used with I	<b>Allowable</b> (except for the Dental Nursing occupational specialism) Cannot be used with F or G	<b>Allowable</b> (except for the Dental Nursing occupational specialism) Cannot be used with E or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> (except for the Dental Nursing occupational specialism) Cannot be used with D or G
<b>Healthcare Science</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G
<b>Science</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G
<b>Onsite Construction</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G
<b>Design, Surveying and Planning for Construction</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G

	<b>A</b> Work taster hours  Up to 35 hours	<b>B</b> T Level Pathway  All placement hours	<b>C</b> Part time work  All placement hours	<b>D</b> Multiple employers  All placement hours	<b>E</b> Small team project  Up to one third of total hours	<b>F</b> Skills hub & employer training centre  Up to one third of total hours	<b>G</b> Hybrid (remote)  Up to one fifth of total hours	<b>H</b> Route level  All placement hours	<b>I</b> Supply chain and employer networks  All placement hours
<b>Building Services Engineering for Construction</b>	Allowable	Allowable	Allowable	Allowable Cannot be used with I	Allowable Cannot be used with F or G	Allowable Cannot be used with E or G	Not permitted	Not permitted	Allowable Cannot be used with D or G
<b>Accounting</b>	Allowable	Allowable	Allowable	Allowable Cannot be used with I	Allowable Cannot be used with F	Not permitted	Allowable	Not permitted	Allowable Cannot be used with D
<b>Finance</b>	Allowable	Allowable	Allowable	Allowable Cannot be used with I	Allowable Cannot be used with F	Not permitted	Allowable	Not permitted	Allowable Cannot be used with D
<b>Legal Services</b>	Allowable	Allowable	Allowable	Allowable Cannot be used with I	Allowable Cannot be used with F	Not permitted	Allowable	Not permitted	Allowable Cannot be used with D
<b>Management and Administration</b>	Allowable	Allowable	Allowable	Allowable Cannot be used with I	Allowable Cannot be used with F	Not permitted	Allowable	Not permitted	Allowable Cannot be used with D
<b>Media, Broadcast and Production</b>	Allowable	Allowable	Allowable	Allowable Cannot be used with I	Allowable Cannot be used with F	Allowable Cannot be used with E or G	Allowable	Not permitted	Allowable Cannot be used with D

	<b>A</b> <b>Work taster hours</b>  Up to 35 hours	<b>B</b> <b>T Level Pathway</b>  All placement hours	<b>C</b> <b>Part time work</b>  All placement hours	<b>D</b> <b>Multiple employers</b>  All placement hours	<b>E</b> <b>Small team project</b>  Up to one third of total hours	<b>F</b> <b>Skills hub &amp; employer training centre</b>  Up to one third of total hours	<b>G</b> <b>Hybrid (remote)</b>  Up to one fifth of total hours	<b>H</b> <b>Route level</b>  All placement hours	<b>I</b> <b>Supply chain and employer networks</b>  All placement hours
<b>Engineering, manufacturing, processing, and control</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with D or G
<b>Design and Development for Engineering and Manufacturing</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with D or G
<b>Maintenance, Installation and Repair for Engineering and Manufacturing</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with D or G
<b>Agriculture, Land Management and Production</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G

	<b>A</b> <b>Work taster hours</b>  Up to 35 hours	<b>B</b> <b>T Level Pathway</b>  All placement hours	<b>C</b> <b>Part time work</b>  All placement hours	<b>D</b> <b>Multiple employers</b>  All placement hours	<b>E</b> <b>Small team project</b>  Up to one third of total hours	<b>F</b> <b>Skills hub &amp; employer training centre</b>  Up to one third of total hours	<b>G</b> <b>Hybrid (remote)</b>  Up to one fifth of total hours	<b>H</b> <b>Route level</b>  All placement hours	<b>I</b> <b>Supply chain and employer networks</b>  All placement hours
<b>Animal Care and Management</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G
<b>Hairdressing, Barbering and Beauty Therapy</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Allowable</b> Cannot be used with E or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G
<b>Craft and Design</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G
<b>Catering</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b>	<b>Allowable</b> Cannot be used with I	<b>Allowable</b> Cannot be used with F or G	<b>Not permitted</b>	<b>Not permitted</b>	<b>Not permitted</b>	<b>Allowable</b> Cannot be used with D or G

\*This table excludes the SEND approach and the Young Offenders Institutions (YOI) approach as these approaches can be used in conjunction with all delivery approaches, or where this is applicable to YOI.



## **Annex B: Additional measures for employers delivering hybrid (remote) placements**

We have set out some additional measures for delivering high quality remote placements to ensure student safeguards are in place when the student is working remotely from the employers' workplace, and that there is an appropriate level of support from the employer.

### **Employer support during the remote placement hours**

- As a minimum, employers should be in contact with the student 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.
- It is advisable that all students are 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 students' wellbeing, pastoral, and coaching support. Frequency of check-ins to be determined on an individual basis.
- Employers should provide ongoing feedback to keep students engaged, motivated and on track.
- Employers should 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.
- Employers should encourage social interaction/collaboration and team working with other employees and include students in scheduled and ad-hoc online meetings.
- Employer should encourage students to complete a weekly timesheet to record their hours, and the employer should monitor this to ensure that students are working to their agreed hours.



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