



Department
for Education

T Level industry placements delivery guidance

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About this guidance

This guidance will help providers and employers to deliver high-quality industry placements, which form a mandatory component of the T Level programme.

This guidance will be reviewed before July 2026.

Purpose of this guidance

This guidance outlines the key roles and responsibilities for providers and employers in delivering a consistently high-quality industry placement experience at each stage of the process. It also sets out what must happen when a student cannot complete the minimum placement hours before the end of the second year of the T Level programme.

The guidance includes:

- information on the different delivery approaches that can be used to tailor a placement to individual student and employer circumstances (**section 2**)
- advice on how to set learning goals to ensure a student is given occupationally relevant and stretching activities and tasks on their placement (**section 3**)
- advice on how to prepare a student for their placement (**section 3**)
- advice on how to support the student whilst on placement and effectively manage any issues that may arise (**section 4**)
- criteria to help providers and employers identify whether a student is sufficiently making progress towards their learning goals (**section 5**)
- information about industry placement completion exceptions and criteria for when special consideration can be applied (**section 6**)
- advice for when providers can apply their discretion to allow a student an additional two years to complete their industry placement (**section 6**)
- a summary of roles and responsibilities for the provider and employer during each stage of the industry placement (**section 7**)

This guidance is for:

- the principals, senior leadership teams, governing bodies, trustees, and staff of all institutions delivering T Levels.
- employers involved in or interested in delivering T Level industry placements, and their representative bodies.

Section 1: Overview of industry placements

T Levels

[T Levels](#) are high-quality, two-year level 3 technical education programmes that equip students with the skills, knowledge and behaviours they need to progress into skilled employment- either directly or following further study.

T Level programmes consist of:

- An approved Technical Qualification (TQ), consisting of a Core which provides students with key knowledge, understanding and skills relating to a sector, and an Occupational Specialism which provides students with occupation-specific skills and knowledge. Relevant maths, English and digital skills are embedded throughout.
- An industry placement, which must be a minimum of 315 hours.
- Any additional occupation-specific mandatory requirements, that are needed for entry to employment or to commence an industry placement.

Students must achieve a pass (E or above) in the Core, a pass in the Occupational Specialism (pass or above) and complete their Industry Placement for a T Level certificate to be awarded.

Expectations on providers and employers

T Level providers have overall responsibility for organising and overseeing the industry placement. To ensure every student undertakes a high-quality placement and that decisions on placement completion are consistent, including use of special consideration, the department expects the full compliance of providers with this guidance document. Providers must also satisfy themselves that the employers providing industry placements comply with their roles and responsibilities as set out in this guidance.

We reserve the right to check providers are implementing their industry placement provision effectively and therefore ask providers to retain all relevant documentation for auditing purposes. Recognising that each institution will have different staff structures and professional titles, this guidance does not identify roles for particular tasks. Instead, it refers to 'providers' in most cases and it is for the individual institution to identify appropriate staff members to undertake relevant activities and responsibilities.

All templates and forms included as annexes with this guidance can be adapted locally and kept electronically. Providers must ensure they include all the key components and content outlined in the templates and forms when creating their own versions.

Funding and resourcing industry placement provision

Providers should review their internal resource requirements and consider if further staff training is required to ensure that the right level of expertise is in place to adhere to this guidance.

For the academic year 2024/25, providers will receive a total of £550 per student for the industry placement element of the T Level programme, as part of the 16-19 funding allocation. This is split into two payments of £275 per student for each year of the T Level programme. This funding is to support the infrastructure and resource required to plan, source, deliver and monitor industry placements. It can also be used to support student's travel to industry placements. The 16-19 discretionary bursary fund can also be used to cover travel and subsistence, to ensure eligible students are not financially disadvantaged by undertaking their placement. Funding for academic year 2025/26 and beyond will be announced in due course. Providers should refer to the latest [funding guidance](#).

There is also a range of tools and resources available on the department's dedicated [website for schools and colleges](#) and [website for employers](#). Any questions relating to industry placements should be directed to Industry.PLACEMENTS@education.gov.uk.

Industry placements core principles

To complete an industry placement, a student must:

1. Demonstrate **sufficient progress towards their learning goals**
2. Work directly with an **external employer**, and
3. Have been on placement for a **minimum of 315 hours** (or 750 hours for the Early Years Educator and 600 hours for the Dental Nursing occupational specialisms)

Industry placements should be high-quality, delivered consistently and offer each student a meaningful experience. Whilst a high-quality experience for one student may look different than for another, there are several core principles providers must follow. An industry placement must:

1. **Provide the opportunity to work with an external employer, undertaking real work.** The student should experience undertaking a real-life job, including travel to work, independence from their peers and working with new people (an exception applies where a student is in a Young Offender Institution).
2. **Enable the student to apply and develop the technical skills and knowledge learnt in the classroom**, through meaningful work that support the employer's organisational objectives. The student must have clear learning goals agreed from the outset that are relevant to their T Level course and are regularly reviewed throughout the placement.
3. **Take account of student readiness for the workplace.** The placement should be scheduled at an appropriate point of the T Level course, so the student is sufficiently prepared for the workplace, understands the standards of behaviour and

performance expected of them and has the technical knowledge and skills to complete tasks independently.

4. **Support progression into skilled employment**, either directly after the T Level or following further study, by allowing the student to develop employability skills and occupational competencies within the relevant career route. When sourcing a placement, the provider should take the student's interests and career aspirations into account.
5. **Take place in a supportive environment**, where the student receives an appropriate induction and training to carry out tasks independently. Every student should be assigned a dedicated supervisor and/or mentor who can provide guidance, support and regular feedback.
6. **Be accessible for every student**, including where a student has Special Education 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. The provider must ensure the student is in a safe working environment and check the student's wellbeing via regular meetings.

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

The industry placement for the Early Years Educator occupational specialism, within the Education and Early Years T Level, has several additional requirements and differences in delivery that are unique to the occupational specialism. These are detailed in **Annex C**.

Section 2: Industry placement delivery approaches

Overview of approaches

We expect providers to work in partnership with employers to meet the core industry placement principles set out in **Section 1**, to ensure a high-quality experience for the student. The expectation is that a student will spend most of their placement hours working face-to-face with an employer in a real workplace, developing skills that are relevant to their T Level course.

However, providers can choose to use **one or more** of the following delivery approaches to design a placement suited to individual circumstances and aligned with employer working practice, where this is deemed necessary and providing it does not contravene the core placement principles. These approaches have been developed following significant engagement with employers, sector representative bodies, industry experts and providers. These approaches are not mandatory and should not be used if unsuitable for a particular student or employer.

These approaches apply to **all T Levels**, 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 certain approaches apply due to the criteria students must meet on placement to achieve a license to practice.

Summary table for all T Levels (except Early Years Educator and Dental Nursing)

Delivery approach	Proportion of hours	Key restrictions
Work taster activities	Up to 35 hours	Remote activities count towards remote hours approach
Pathway or route level placement	All placement hours	
Part-time work (relevant to the T Level)	All placement hours	
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	Cannot be used in combination with each other

Delivery approach	Proportion of hours	Key restrictions
Hybrid (remote) placements	<ul style="list-style-type: none"> 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 	Must take place in a suitable environment
Skills development and simulated activities <ul style="list-style-type: none"> Small team project Or <ul style="list-style-type: none"> Skills hub and employer training centre 	Up to one third of total hours	<ul style="list-style-type: none"> Cannot be used in combination with each other Counts as one employer in multiple employer approach Any work completed independently from the employer counts towards the remote hours approach

Summary table for approaches applicable to the Early Years Educator (EYE) and Dental Nursing (DN) specialisms

Delivery approach	Proportion of hours
Work taster activities	Up to 35 hours
Part-time work (relevant to occupational specialism)	All placement hours
Multiple employers (more than two allowed)	All placement hours

Work taster activities approach

This approach allows any T Level student to spend **up to a maximum of 35 hours** undertaking work taster activities to gain a better understanding of the industry or sector they wish to work in.

For example, a student studying the Management and Administration T Level may join a company for a day, shadowing different teams, attending workshops and sitting in on meetings. These activities provide a broad understanding of the industry, helping the student make informed choices about where they would like to do their industry placement.

When to use

- Where employers wish to assess a student's suitability before committing to a placement.

- To help a student make a more informed decision when choosing their specialism or the area in which they want to do their full placement.

How to use

- Applies to all T Levels, including EYE and DN specialisms.
- Can be done remotely (i.e. not face-to-face with an employer) but will count towards the maximum proportion of remote hours that can be undertaken.
- Can be used in addition to the multiple employer approach or the supply chain and network approach. There is no cap on the number of employers that work taster hours can be split between.

Pathway or route level placement approach

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

For example, a student studying the Adult Nursing occupational specialism could undertake their placement in a setting relevant to either the Health T Level pathway (such as in a hospital, community health centre or GP surgery) or related to the core content shared across the broader Health and Science route (such as a clinical research facility to learn about good clinical practice and data management).

When to use

- Where a student would benefit from experiencing a breadth of content (e.g. they are exploring career opportunities), rather than narrowing down to one specialism or pathway.
- Where a placement relevant to a student's occupational specialism and/or T Level pathway is unavailable, or when only part of the placement hours can be sourced relevant to the student's specialism.

How to use

- Applies to all T Levels, except EYE and DN specialisms. All or some placement hours can be used this way.
- Must enable the student to develop knowledge and skills aligned to the core and, where possible, specialist content. When agreeing objectives and learning goals, providers can draw on the core component part of the qualification which sets out the underpinning technical knowledge, skills and employability skills.

- Can be used as part of the multiple employer approach, e.g. to allow a student to undertake part of their placement at occupational specialism level and another part at pathway or route level, to combine depth and breadth of experience.

Part-time work approach

This approach allows a student to count the hours worked in a part-time job towards their industry placement, if the work is occupationally relevant to the T Level course.

For example, a student studying the jewellery maker occupational specialism within the Craft and Design T Level might work at a local jewellery shop at the weekend. This job involves hands-on experience with minor jewellery repairs and maintenance and building an understanding of sales and marketing through assisting with orders and product placement. These tasks are relevant to their T Level, so the student may count their weekend hours towards their industry placement hours.

When to use

- Where an employer can only take on paid employees or a student needs to work part-time during their course.
- If the employer agrees that the student's part time work can count towards their industry placement hours and agrees to ensure learning goals are met and to participate in review meetings.
- Should not be used as an easy option to generate placement opportunities and only be used where it can offer the student a meaningful and high-quality experience.

How to use

- Applies to all T Levels, including EYE and DN. All or some placement hours can be used this way.
- Should be treated the same as any other external placement, with the usual safeguarding requirements and provider responsibilities applying.
- Should include stretching activities that allows the student to develop learning goals related to the T Level course content.
- The employer providing the part-time work counts as one employer if the multiple employer approach is also being used.

Multiple employer approaches

This approach allows industry placement hours to be split across multiple employers. Hours can **either** be split between **two separate employers** or **up to three employers in the same supply chain or network**. The two options cannot be used together.

Separate employers (up to two)

Allows industry placement hours to be split across **a maximum of two**¹ employers. For example, a student studying the Legal Services T Level might complete half of their placement hours in their first year at a large law firm. In their second year, they could finish their remaining hours with an in-house legal department of another employer.

When to use

- Where a student may benefit from a breadth of experience- e.g., undertaking one placement related to their occupational specialism and another linked to the broader skills in their pathway or route.
- Where a small and medium-sized enterprise might wish to offer a placement but cannot offer the full placement hours, and/or for sectors where shorter project-based work is common- e.g. in the creative, digital, and construction industries.

How to use

- The student must work towards a single set of learning goals during both placements to ensure a coherent overall placement experience.
- The student's industry placement agreement should reflect both employers' involvement and be signed by both organisations.
- Both employers should write an appraisal of the student's performance.
- If a placement has fallen through or terminated early for exceptional reasons (e.g. a change in student or employer circumstances), an additional employer beyond the initial two employers can be sourced to ensure a student meets the minimum hours requirement.
- Can be used in combination with the work taster approach, where is no limit on how many employers the (up to 35 hours) of taster activities can be split between.

¹ Except for EYE and DN specialisms, where more than two employers can be used

Supply chain and network (up to three)

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

For example, a student studying the Engineering, Manufacturing, Processing and Control T Level might work with up to three employers across the same supply chain, including a lead employer. In their first year, they work at their lead employer's manufacturing plant. In their second year, they move to work in the distribution centre and then finish their hours in a retail company at the end of the supply chain.

When to use

- Where experiencing different aspects of the business will allow a student to develop a broader range of relevant technical and employability skills, or further develop a particular skill.
- To provide a student with a better understanding of the different progression routes available within their chosen industry.
- Should only be used where an employer has established supply chains and networks.

How to use

- Applies to all T Levels, except EYE and DN specialisms.
- The student must work towards a single set of learning goals across their time with each employer to ensure a coherent overall placement experience.
- A clear lead employer must be identified who retains overall responsibility for the student, including overseeing the student's progress towards their learning goals, ensure the student remains engaged and is getting the most out of the experience and providing the end of placement appraisal.
- The provider must undertake the usual due diligence checks with each employer a student is placed with, including risk assessments where appropriate, to ensure the appropriate safeguarding and health and safety measures are in place.
- Can be used in combination with the work taster approach, where is no limit on how many employers the (up to 35 hours) of taster activities can be split between.

- If a placement has fallen through or terminated early for exceptional reasons (e.g. a change in student or employer circumstances), an additional employer can be sourced to ensure a student meets the minimum hours requirement.

Hybrid (remote) approach

This approach allows a proportion of industry placement hours to be undertaken remotely, where deemed necessary to support the successful completion of the placement, and provided the below conditions are met. We define 'remote' to mean any time the student spends working not face-to-face with an employer and away from the physical workplace.

Up to half (50%) of total placement hours can be delivered remotely **for all T Levels in the Digital route**. **Up to one fifth (20%)** of total placement hours can be delivered remotely for **all other eligible T Levels**.

For example, a Management and Administration student on placement in a marketing firm undertakes 20% of their hours in an empty IT hub on the provider site, which they use to conduct online research, compile reports and answer emails. The student has regular online check-ins with their employer throughout their remote hours, including a daily Teams call, to ensure they are supported and can complete their tasks effectively.

When to use

- Where hybrid working is an established way of operating and employers are set up to support a student working in this way.
- Where a provider is confident a student can complete work on time and to an acceptable standard without face-to-face supervision from an employer.
- Where an employer's circumstances mean they could not offer a placement otherwise (e.g. they do not have a permanent office or do not have staff attend the office every day).

How to use

- Applies to all T Levels, except EYE and DN specialisms.
- Must take place in a suitable environment- this would typically be expected to be in a dedicated space at the provider setting, but can also be in other remote locations (e.g. at the student's home) if the provider is satisfied it is an appropriate working environment and there are no safeguarding concerns.
- Any placement hours spent not working face-to-face with an employer as part of another delivery approach (e.g. work taster or small team project) must be counted within the maximum remote hours allocation.

- The provider and employer must agree which elements of the placement can be achieved through remote working before the placement starts.
- The provider must ensure that the student is prepared to work remotely- i.e. they can complete tasks independently, use online tools to communicate and collaborate and have received the appropriate equipment and training.
- The employer must support the student throughout the placement and check-in with them regularly on their remote days.
- Remote hours should ideally be used at the end of the industry placement (end-loading) and/or alongside time spent in the workplace, to allow the student to make connections with colleagues and fully immerse themselves in the organisation.

We have provided some examples in **Annex A** on how to support a student during the remote element of their placement.

Skills development and simulated activities approaches

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

Small team project

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

For example, four Media, Broadcast and Production T Level students work with a local non-government organisation (NGO) to produce a short documentary. Using college facilities, the team plans, pre-produces and films the documentary. The NGO supervises and conducts regular check-ins to ensure the project meets their brief and students present their final documentary to the NGO's senior team. This hands-on experience helps ensure the students can apply their skills to an employer brief on their external placement.

When to use

- Where undertaking a team project will better prepare a student for their external placement (e.g. by allowing them to develop key employability skills).
- Where an employer cannot host a full placement but has a specific time-limited project that is relevant to the student's learning goals.

- Where a student may struggle to access an external placement for the full required minimum hours (e.g. they live rurally and face high commute costs).

How to use

- Applies to all T Levels, except EYE and DN specialisms.
- Can be undertaken on either an external site or on the provider site with direct supervision by an employer.
- Cannot be used alongside the skills hub and training centre and counts as one employer in the multiple employer approach.
- Any time a student spends working independently or being supervised by the employer remotely (rather than face-to-face) counts towards their maximum remote hours allocation.
- Team size should remain small (e.g. five-seven students per team) to ensure effective skills development.
- Projects should be stretching and relevant to the T Level. Each student must have a clear role and responsibilities and understand how the project supports their learning goals.
- The employer must monitor progress against learning goals, provide feedback and undertake at least one formal review meeting for each student on the project.

Skills hub and employer training centre

Allows a student to spend **up to one third** of their total industry placement hours in a skills hub or training centre to improve their workplace readiness and develop specific technical skills in a safe, controlled, environment.

This approach can involve physical training facilities, simulated environments and technologies such as augmented reality (AR). For the Engineering and Manufacturing T Levels, this might include specialised welding workshops or virtual reality nuclear operation simulators – these environments replicate real-world conditions including machinery and equipment, and environmental factors like temperature and pressure, allowing students to practice skills safely before entering real workplaces.

When to use

- To provide upfront training to meet an employer's minimum starting requirements or address any health and safety concerns (including site-specific restrictions) regarding having young and inexperienced people in the workplace.

- To enable a student to develop technical skills in a simulated environment, where unable to carry these out in a live working environment.
- Where individual student circumstances mean additional work readiness training would be beneficial to ensure they get the most out of their external placement.
- Should only be used where it aligns with employer practice or if an employer already uses these types of environments to train staff.

How to use

- Applies to all T Levels, except EYE and DN specialisms.
- Can be undertaken on either an external site or on the provider site with direct supervision by an external employer.
- Cannot be used alongside the small team project and counts as one employer in the multiple employer approach.
- Any time a student spends working independently or being supervised by the employer remotely counts towards their maximum remote hours allocation.
- Student numbers per hub or centre should remain small to ensure effective skills development (ideally no more than five students per supervisor).
- Each student must work towards relevant learning goals and the employer should write an appraisal of the student's performance.
- Should be as close to the normal working environment as possible, including the following of industry-standard operating procedures.

Section 3: Pre-placement

Communication to students and their parents/carers

The industry placement is one of the key features distinguishing T Levels from other level 3 programmes, by enabling a student to put the skills learnt in the classroom into practice in the workplace. Prior to a student enrolling onto their T Level, the provider must make clear to them and their parents/carers, that the industry placement is a mandatory part of the programme. The provider must also make clear the duration of the industry placement and the expectations it entails.

Sourcing placements

It is the provider's responsibility to source industry placements for their T Level students. The provider must ensure the industry placement is the right match for both the student and the employer. The placement must be linked to the T Level course content, to provide each student the opportunity to develop the relevant knowledge, skills and behaviours in the workplace, and align with the wider principles set out in **section 1** of this document.

It is recommended that a student does not undertake their placement with a family member or employer they have a close personal affiliation with, unless the existing relationship is due to current part-time employment. This is to remove any potential bias when discussing the student's progress towards their learning goals throughout the placement, and to ensure the student can work with new people. However, where the provider is satisfied that the employer can offer the student a meaningful placement - e.g. an agriculture placement on a family farm - this can be a viable option if the student's supervisor is not a family member.

Providers should use known and trusted employers to host placements, where possible, and continue to build good working relationships with new employers to ensure there are enough high-quality placement opportunities available. Providers should have the appropriate staffing infrastructure in place to build employer networks in their local area and promote the benefits of industry placements to employers. The employer engagement element of the department's T Level Provider Support Package, delivered by the [Strategic Development Network](#), is available to support providers to plan, design and deliver employer engagement activities to secure industry placements. The department's digital [Connect service](#) also supports local providers and employers to connect with each other.

Some students may choose to self-source their placement. In this circumstance the provider must give appropriate support, including help with researching employers, setting up email alerts, collating employer contacts, writing a speculative letter or email to employers, and speaking confidently to prospective employers on the phone. Providers must manage a self-sourced placement as they would one sourced directly through the provider. For more information, providers and students should refer to the [self-sourcing guidance](#).

Curriculum planning and timing of placements

There is not one fixed model for delivering industry placements. Instead, planning should consider the available teaching resources and the most suitable industry placement working pattern- such as day release, block placement or a mixture of both. Industry placement provision should also reflect industry practice to support employers to offer placements, while accommodating students with differing circumstances, such as SEND and caring responsibilities.

The key to successful curriculum planning is to ensure that the sequencing supports the student's learning through their T Level journey by:

- providing sufficient time for work-preparation activities
- incorporating time to cover the employer's minimum starting requirements and suggested prior learning ahead of the placement starting. The table in **Annex D** lists supplementary recommendations for some T Level industry placements
- planning the timing of the placement at the right stage(s) to strengthen the student's core and specialist knowledge and development of the relevant technical skills, and allow them to make a positive contribution in the workplace
- planning the timing of the industry placement to allow sufficient time for a student to make up any shortfall in hours due to disruption, before the end of the programme. For the Early Years Educator and Dental Nursing occupational specialisms, placements must begin in the first year due to the increased placement hours
- ensuring the placement is scheduled around assessments, which may occur in fixed windows or need to be taken on a specific date and time
- working collaboratively with the industry placement employer to establish the most appropriate placement working pattern.

It is good practice for providers to plan in more placement hours than the required minimum to allow for unexpected student sickness or absence. Also, it is advisable that providers have a sufficient network of employers to draw upon in the case of placements not working out.

Preparing students for the workplace

Providers must ensure that every student is suitably prepared to enter the workplace. This should involve the development of key employability skills and ensuring the student has a good understanding of the professional standards of behaviour and attitudes expected of them (e.g. punctuality, timely communication) before they go on placement. This is vital to ensure every student gets the most out of their placement, and for building and maintaining positive relationships with employers.

It is important the student understands the unique learning opportunity the industry placement offers and the significant difference it will make to their future employment

prospects, by providing a valuable addition to their CV and helping them stand out against other applicants in the job market. Under **no circumstances** should a student be allowed to start their placement if the provider has any concerns regarding their behaviour. This could have a severe impact on the quality of the placement, risk them not completing their placement, and impact on the employer's commitment to offer future placements.

In ensuring a student is prepared for the workplace, providers must make sure that:

- the placement is directly related to the student's course
- the student understands the technical skills, knowledge and employability skills needed for their placement
- the student understands the professional standards of behaviours and attitudes they need to display on their placement
- the student understands the importance of adhering to the organisation's policies and procedures whilst on placement, including around the use of their personal mobile phone and social media
- the student has thoroughly researched the organisation their placement will be with
- the student understands the importance of networking and how to use professional networking sites, such as LinkedIn
- the student understands what to do and who to speak to if they are anxious or if a problem arises whilst on their placement
- the student knows the practical arrangements for their placement, such as the days they need to attend, the start and finish times, whether they are being paid a wage, whether their expenses are being covered, their travel arrangements and how to report lateness or absence
- the student considers writing to their manager at the employer - after the placement finishes - to thank them and set out what they have gained from the placement

The department has developed a [student guide](#) to complement providers' student preparation material. It is a reference document that gives students advice and signposts them to online resources that can help them prepare for the workplace, such as how to write a CV and prepare for an interview and how to address any issues that might occur on their placement.

Student work-readiness assessments

Before delivering student preparation training, providers must carry out student work-readiness assessments. This could include getting students to complete a self-assessment or [student work-readiness tool](#). Student work-readiness assessments allow providers to:

- understand knowledge gaps, concerns and areas of support required at both an individual and group level, including what employability skills a student already has and which they need to develop

- support the student to reflect on their strengths and areas for development
- design relevant preparation that will support the student and meet their needs

It is good practice for another assessment to be carried out after the preparation training so the provider can identify any remaining areas of concern and/or build the student's confidence as they reflect on their progress, before the placement starts.

Teacher and employer involvement

It is recommended that teachers are involved in the student preparation training so that it incorporates their knowledge of the qualification requirements and curriculum content.

Where possible, providers should also seek feedback from the employer on the preparedness of the student as part of the industry placement review meetings. This feedback can be used to feed into future curriculum planning- e.g. where a significant number of employers identify that students are not prepared with a specific skill; the curriculum can be modified to take account of the feedback.

Evidence of completed student work-readiness assessments and student preparation training must be collated. This can be used in conjunction with the learning goals for evidencing a student's progress at their industry placement review meetings.

Employability skills preparation

As part of student preparation training, providers need to develop the student's employability skills. For some students, the industry placement will be their first experience of a real working environment so they may need to be taught the basics, such as good timekeeping, teamwork and organisational skills. Students may also be expected by employers to know how to use certain online software before starting their placement, such as Microsoft Office and Excel.

Some providers will already have an employability skills programme in place, or use learn-to-work programmes, which can help a student develop their own self-reflection skills and identify areas for improvement. [Barclays' Life Skills](#) and Accenture's [Skills to Succeed Academy](#) provide some useful free resources which providers can use to help with employability skills preparation. The [skills builder framework](#), which has been developed with over 700 organisations, is another tool that providers can use with their students to assess and develop key employability skills that are needed for the workplace.

More detailed advice on what providers should include in their skills preparation training, including an example 'best practice' curriculum and best practice for employability workshops, are outlined in the Association of College's [How to prepare students guide](#).

CV writing and interview skills

Employers will have their own preferences for selecting a student for placement, and this will vary. Many employers will expect a student to send a CV and/or attend an interview to secure their placement. Each student should be supported to write a CV and cover letter and be given interview preparation and interview skills guidance. Tools available from [Start](#)

can help a student write their CV as well as these [example interview questions](#). The [National Careers Service](#), Barclay's [LifeSkills](#) and Accenture's [Skills to Succeed Academy](#) also offer free online tools to help students build their CV and prepare for interviews.

Each student should be equipped with skills to research the employer they have an interview with, so they feel well-prepared. They should have a good understanding of the products or services the organisation provides, its vision, values and culture, the organisational structure and whether it has a local, national, or international focus. They should also read up on the organisation's recent news.

It is important to set expectations and ensure employers are aware of each student's pre-existing knowledge and skills, prior experience of work and any other individual circumstances that might affect their performance. The [placement matching document](#) contains a mock interview template, alongside guidance about other engagement and selection methods. There may be some competition for placements in organisations that are considered big household names or across some industries. The provider must ensure that all students with the relevant knowledge, skills and behaviours have access to any selection process for roles. Employers also have legal duties under the Equality Act that prohibit them from discriminating against any protected characteristics in the selection process.

Behaviour and attitude in the workplace

Every student must understand the importance of adhering to the employer's policies and procedures whilst on placement, and the likely consequences if they do not. These should be explained as part of the employer's induction programme.

The student should be made aware that some industries and organisations will require them to dress a certain way while undertaking their placement. They must also understand the importance of adhering to the employer's health and safety policies, particularly in high risk working environments, to protect them and others from getting hurt.

The student must have a good understanding of the professional standards of behaviours and attitudes they must display on placement, and the importance employers place on this. They should be encouraged to ask questions if they need clarification about the work they are doing on their placement and ask for help if they are worried about anything or have any safety concerns. The [Student Guide](#) provides a list of the professional behaviours and attitudes that students need to demonstrate in the workplace.

There should be communication between the student and the employer before the placement begins, to manage expectations and prevent issues from occurring later down the line. It is recommended that this is supplemented with a workplace visit so the student can meet the teams they will be working with and receive a tour of the premises.

Employability and pastoral (EEP) support and work taster activities

Providers may take advantage of the enrichment, employability, and pastoral (EEP) support and work taster activities in the first and/or second year of the T Level programme to help with student preparation. Providers are funded to include up to 70 hours for EEP

support per year within the T Level programme, which offer enrichment to students, such as personal and social development. More information can be found [here](#).

Providers should ensure EEP support and work taster activities take place early enough in the programme to help inform the student's choice of occupational specialism and/or provide a useful opportunity to develop relevant work-readiness skills, as preparation for their placement. They may also provide the first opportunity for a student to spend time in a working environment, thereby being a good indicator of how they manage outside their comfort zone, helping providers to determine what additional support might be required.

Travel considerations

Providers must consider the student's travel arrangements for accessing their placement and what support they might need. This might include help with travel costs or involve travel training for students with SEND. It might involve accessing local transport schemes or working with other providers to secure economies of scale in approaches to travel. Providers can use their T Level industry placement funding, or the 16-19 discretionary bursary funds, for funding individual expenses for eligible students. Providers must refer to the [16-19 Bursary Fund Guide](#) for eligibility criteria and use of funding.

Industry placement objectives template

Completing the template

To ensure each student undertakes a high-quality industry placement, providers must work with employers to complete the industry placement objectives template. Published alongside this guidance are example objective templates for most T Level occupational specialisms. Providers are not required to use these examples. Instead, they have been developed to give providers and employers an indication of what industry placement objectives, learning goals and typical activities could be set.

In addition to the minimum starting requirements and suggested prior learning, providers should also refer to **Annex D** that lists supplementary recommendations for some T Level industry placements- e.g. where health checks, food and hygiene training, and construction site cards could be beneficial to students depending on their intended progression following their T Level course.

Typical activities

Providers should agree the key activities the student will undertake whilst on placement with the employer. These should be linked to the corresponding skills and knowledge in the course content to ensure they are suitable. The typical activities outlined in the relevant industry placement objectives templates can be adapted as necessary to meet the needs of the workplace and/or the stage of the student's development. Employers will also need to consider the level of supervision required for each of the agreed activities.

As the placement continues, the provider and employer should review the activities and introduce additional ones to reflect the student's progress towards their learning goals.

Learning goals

The student's industry placement objectives templates must include a set of stretching learning goals (examples can be found in the objective templates provided alongside this guidance). The industry placement is an integral component of the curriculum and therefore learning goals should be set by the teacher responsible for the student's technical study programme. This enables them to best sequence the student's learning opportunities before, during, and after the placement. Providers should ensure that employers are involved in developing the learning goals, that they directly link to the qualification content and to the typical activities the student will do on their placement.

The learning goals must be agreed between the student, provider, and employer, in advance of the placement starting. For some students, providers may also want to seek agreement from the student's parents/carers where additional assurances are required.

T Level industry placement agreement

Before the industry placement starts, the student, provider and employer must sign an industry placement agreement to secure all parties' agreement and commitment to the placement. It is good practice for the student's parents/carers to have sight of this document and whilst not compulsory, it may be beneficial for them to sign it, so providers have assurance that they also have the student's parental/carer consent and support.

Providers must ensure each student's industry placement agreement contains the following details:

- the student's unique placement details including the employer details
- the student's weekly hours, start and finish times, and duration
- the student's learning goals, key tasks and activities, progress indicators and the professional workplace behaviours and attitudes, so they can continually refer to them to self-assess their performance against these criteria
- the key point of contact within the provider for the student and employer during the placement
- the student's key responsibilities such as, arriving on time, reporting sickness, agreeing to attend regular review meetings with their provider and employer, and updating their student logbook
- the consequences if a student is unable to meet these expectations

A signed copy of the industry placement agreement must be retained alongside all other evidence collected during the placement by providers. This agreement may be used as a formal record of the details of the industry placement, to supplement the student's T Level

Certificate and the employer appraisal and can be used by the student when they seek skilled employment.

The industry placement agreement in **Annex E** can be adapted locally and kept electronically, however it must include all the components outlined above. Providers must ensure that any documentation that is used by students is produced in an appropriate format, so they are accessible for those with special educational needs.

Protecting students' welfare in the workplace

Providers should support the student to speak out if they experience inappropriate behaviour in the workplace. As part of the student's preparation for their placement, it is expected that providers cover how to deal with any instances of bullying or inappropriate conduct and how to raise concerns with them, so they can intervene, as necessary. The student should also feel comfortable raising any concerns with the employer.

It is recommended that providers offer basic child protection training to employers offering industry placements. This will help ensure that best practice methods are observed, such as working in an open environment, considering the location and visibility of one-to-one meetings, and avoiding unnecessary physical contact. Providers should share the contact details of their safeguarding lead to employers so that they can be contacted if required.

Manager or supervisor of the student

The employer must identify an appropriate task manager and/or supervisor for every student on placement with them. This should ideally be someone with experience of training within the specialist area. They must have the capacity to hold regular 1 to 1s with the student, provide them with feedback and attend the three recommended formal review meetings, i.e. at the beginning, middle and end of the placement.

It is recommended that employers assign the student a work-based mentor. This may help the student settle in more quickly and provide them with someone at peer level to communicate with, enhancing their overall experience. Good practice suggests that qualified individuals who were previously an apprentice in the same organisation can make good mentors.

Employers may wish to refer to guidance on [Managing young people](#) and [Effective mentoring for industry placement students](#).

Supporting students with additional needs

Students with SEND

Providers must ensure that the individual needs of a student with SEND are identified, and the right level of support is provided, so that they have fair access to an industry placement. This includes all students with SEND, and not just those with an education, health, and care (EHC) plan. The provider may consider factors such as: the student's

additional learning needs, medical conditions, ability to travel independently and their career interests before identifying the best working environment for students.

A student with SEND may require a more intense programme of work preparation and ongoing support during their placement. This may be offered through pastoral support and general work preparation. Providers may use existing funding for this purpose, such as high needs or disadvantage funding, alongside the T Level industry placement funding.

Providers need to document evidence demonstrating that the student has special needs, including, but not limited to, those with an EHC plan and reference formal assessments where available. Providers should keep the student's parents/carers informed as the industry placement plans develop, to help alleviate any concerns about the employer match and the agreed working pattern and daily hours. Providers should also give assurances about the workplace safeguarding arrangements and the support that will be in place for the student during their placement. Where it is in the student's best interest, providers should facilitate a conversation between parents and the employer.

Use of provider site for students with SEND

A student with SEND can spend **up to one third** of their placement hours working in the providers' on-site facilities, so long as it is relevant to their T Level. For example, a student with SEND studying the Animal Care and Management T Level might complete part of their placement in the college's on-site agricultural facilities such as the college's greenhouse or animal care unit. This environment provides a supportive and accessible setting where the student can develop employability and technical skills under the guidance of college staff.

This period of on-site provision may also identify a non-visible disability in a student that may require extra or ongoing pastoral support. It can also be an opportunity for an employer and student to meet and provide reassurance where an employer is unclear about the requirements for hosting a placement for a student with SEND, especially those with limited experience of the workplace.

On-site facilities should only be used when in the best interests of the student and carefully aligned to their learning goals. The student must work towards a single set of learning goals and an end-point appraisal must be given by their supervisor. The rest of the placement must take place with an employer away from the provider setting. On-site industry placement provision will be limited to the small number of occupations that can realistically be accommodated within an educational institution. It is important that providers use on-site facilities carefully to focus on those who will benefit most. Where some of the industry placement takes place onsite, providers may consider going beyond the minimum number of placement hours. This will help to ensure the student gains the maximum benefit from working with an external employer.

Ideally, the student will complete their remaining placement hours with one employer, to allow sufficient time for them to settle into their placement and complete meaningful tasks. By exception the multiple employer approach can be used in addition, but only where the

provider judges it not to be detrimental to the student's ability to have a high-quality placement experience, according to the principles in this guidance.

Reasonable adjustments

As part of the [Equality Act 2010](#), providers must make reasonable adjustments for a student with a disability to enable them to undertake their industry placement without substantial disadvantage in comparison with students who are not disabled. Employers should consider the reasonable adjustments required by students with SEND. Relevant information about a student's disability and needs should be shared by the provider with the employer with the student's consent. As appropriate, the provider, employer and student should discuss and arrange reasonable adjustments before the industry placement commences and those adjustments may require ongoing review.

Employers may wish to refer to the guidance on [hosting students with SEND](#) for information about supporting different needs, including a checklist they can follow. Examples of possible reasonable adjustments are also set out in [Codes of Practice and technical guidance](#) issued by the Equality and Human Rights Commission. Also, the [HSE website](#) provides health and safety guidance for disabled people in the workplace.

Students with other commitments

It is important to find out about any other significant commitments a student has as early as possible. For example, caring responsibilities could restrict the number of weekly hours that a student can commit to their industry placement. This can be managed if identified early. Providers must ensure that students understand the commitment required at the beginning of their T Level course. Providers must also ensure that the placement hours planned into the curriculum are manageable for all students and that prospective employers can accommodate these hours.

Placements are recorded in hours instead of days to allow for different working patterns and shorter days to accommodate other commitments or a student's special needs, e.g. to avoid travelling during peak times. Providers must be responsive to a student's needs to make it as easy as possible for them to attend their placement. This includes considering the maximum distance a student can travel when selecting prospective employers.

Students in Young Offenders Institutions

A young offender studying a T Level within a young offender institution (YOI) or other custodial setting can undertake their full placement hours in the institution's on-site facilities- e.g. in an onsite restaurant or workshop for manufacturing products. This allows the student to complete every element of the T Level successfully within the confined setting of the institution². The student must work towards a single set of learning goals

² This cannot be applied to the EYE and DN specialisms.

relevant to their T Level during the time spent on placement. Supervision and contact time within the institution's facilities should be adequate and review meetings should be put in place to assess the student's performance against their learning goals.

Internal monitoring and quality assurance

Providers must have robust internal monitoring and quality assurance measures in place to ensure that the internal infrastructure is set up to secure and support the delivery of high-quality industry placements. As a minimum requirement, providers must ensure that:

- a robust employer engagement strategy is in place (guidance can be found [here](#)) that is referred back to regularly by those responsible for sourcing placements
- industry placement coordinators are experienced in carrying out employer due diligence checks and following safeguarding protocol
- providers have the expertise to draw up stretching learning goals, as part of the industry placement objectives template and to review student progress
- there is careful consideration about the timing of placements within the curriculum planning, and evidence that employers are able to accommodate this
- providers have sufficient resource in place to conduct regular wellbeing and progress checks for all students on placement and promptly address any issues or concerns raised
- the verification of industry placements is built into the institution's internal industry placement quality assurance process to ensure judgements about completion are accurate and consistent and the evidence is of the right standard
- there are staff in place to add industry placement data to the Manage T Level results service
- mechanisms for reporting of feedback from the employer and student are built into the industry placement quality assurance process and taken into consideration

The effectiveness of the industry placement processes must be reviewed regularly, and continuous improvement must be embedded within the end-to-end process.

Section 4: During the industry placement

Provider support and communication to employers

Providers must complete all administrative tasks related to the placement. This includes planning the structure of the placement, arranging the review meetings, guiding employers through the necessary paperwork, and advising on reasonable adjustments. This support should minimise the resource burden on employers and ensure employers are well-equipped to deliver high-quality placements.

It is important that providers have regular communication with employers before the placement starts and throughout the placement. The employer must be given at least one named contact from the provider who is able to respond to the employer promptly. This will enable any issues relating to student attendance, behaviour or performance to be identified and resolved quickly to avoid early termination of placement. It also helps to maintain good relationships with employers that could be relied on for future placements.

Management and training of young people in the workplace

Employers are responsible for conducting a full workplace induction on day one of the placement to cover all health and safety aspects of their workplace. Employers may use the [induction checklist](#) to help them know what to cover.

Employers need to be mindful that students are aged between 16 and 19 and, as such, may have limited experience of a busy work environment. It is important that each student has a structured, meaningful learning experience throughout the placement, to keep them motivated to do their best. The employer might adjust the level of supervision/support to allow the student to develop their technical skills independently, such as allowing them to take ownership of live projects.

The employer should also provide the student with constructive feedback throughout the placement rather than waiting for formal review points. This will help to keep the student motivated and will ensure that they can act quickly to rectify mistakes and continuously develop whilst on placement. The [supporting learners on their placement](#) and [helping students to learn](#) and [supporting students to complete their placement successfully](#) may be useful resources for employers. In addition, the [Disability Confident and CIPD guidance](#), is also helpful reading for line managers of young people with a disability or health condition.

Commercial confidentiality

In some industries, the student may be exposed to commercially sensitive or confidential information during their placement. If it is normal practice to put clauses in place to protect the business, then it is recommended that employers follow the same principles for the student as they do with employees. Employers may decide to draw up a confidentiality statement for the student to sign. Although not legally binding, it could give employers peace of mind and confirm to the student how important confidentiality is to their business.

Review meetings

Providers are responsible for safeguarding the student's welfare whilst on placement and supporting progress towards their learning goals. As part of this, providers must arrange a minimum of three review meetings with the student and their employer. It is suggested that the first review meeting takes place at the beginning of the placement, the second in the middle and the final one at the end of the placement. At the final review, a decision must be made about whether the student has met the completion criteria and, thereby, completed their placement.

Where a student splits their placement between multiple employers, providers must plan review meetings to ensure the student's performance is reviewed against their learning goals across each work environment. If the multiple employer approach is being used, both employers should write an appraisal of the student's performance during their time on placement. If the employer supply chain or network approach is being used, it is the lead employer's responsibility to write the appraisal and attend the review meetings.

The content of the review meetings must be recorded by the provider and retained to inform decisions regarding the student's completion of their industry placement. This can also be used as evidence in the case of an appeal from the student. Providers can use and adapt this standard [final review meeting template](#) for this purpose. This documentation will also be subject to monitoring checks by the department.

The purpose of the review meetings is to:

1. Check the student has received an induction and is clear about the employer's health and safety protocols; ensure the student has settled into their workplace and developed a good working relationship with their supervisor; and that the placement is meeting both the employer's and student's expectations. Providers must also ensure that any reasonable adjustments put in place for a student with SEND or a mental health condition are working well and kept under review.
2. Check progress towards the student's learning goals to ensure they have suitably stretching activities and update learning goals if necessary. Providers and employers may use the progress indicators in **Annex F** to help inform their discussion. These should be constructive conversations and the employer must be prepared to discuss how the student is performing.
3. Check the student's wellbeing by making sure that they are not over or under-worked; they have manageable working patterns; they have built good working relationships and they are content with their placement experience.
4. Discuss any issues or challenges directly with the student and the employer. The student must be advised as early as possible if they are not meeting any of the conditions set out in their industry placement agreement or where the employer has concerns about their progress towards their learning goals. The provider will be expected to take action to resolve any issues quickly and with full transparency, so the student is clear about the necessary areas for improvement.

Informal check-ins

Providers should supplement the review meetings with less formal contact time with each student and their employer. Providers must operate an 'open door' policy for the student to raise any issues or concerns about being harassed or bullied in the workplace, so they can intervene quickly. Providers must prioritise students that need additional support or where employers or students have raised concerns. Providers may also want to have more regular contact time with students in rural placement settings where they may feel more isolated.

Student logbooks

To ensure an accurate record of the placement, every student must keep an industry placement logbook throughout their placement and providers should retain this for auditing purposes. It must contain the placement details, including hours and timesheets, and progress towards learning goals. The student should share their logbook with the employer, so that the employer can verify the content is an accurate representation.

The provider and employer must provide opportunities for the student to regularly reflect on their personal and technical development and update their logbook. The logbook should be a "live" document throughout the placement so the student can record and track progress, including reflections, photos, and written feedback, on an ongoing basis. Providers must check that the student is completing their logbook at regular intervals.

A [student logbook template](#) is available. Some providers may choose to use online applications or software packages for student placement tracking and recording purposes. Providers are responsible for adapting the documentation, so it is in an accessible format.

Recording industry placement hours

Providers must advise the student on how to record their industry placement hours. The guidelines are:

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

Providers must ensure that the student knows how to record time off due to sickness during their industry placement. Up to 35 hours sickness over the duration of the placement can be included in the placement hours. Where student sickness exceeds 35 hours or a student is off long-term, the provider must arrange for them to make up the additional time and complete the minimum placement hours requirement, before 31 July in their second year. This can either be with the same employer or arrangements can be

made for them to make up the required hours with a different employer. **Section 6** provides guidance on when special consideration can be applied in some exceptional circumstances. It also provides guidance on allowing a student to continue their placement hours for two years after the two-year T Level programme.

It is recommended that the employer checks the student's timesheet on a weekly basis to ensure that the hours recorded are a true reflection of the hours worked.

Managing concerns and complaints

It is important that providers have policies and procedures in place to manage complaints, disputes or issues raised by employers and/or students during the placement. Employers and students must be made aware of the providers' internal complaints, disputes, and issue resolution procedures during the pre-placement conversations. The procedures must clearly set out how complaints, disputes or issues should be raised, how they will be dealt with, including timescales, and what actions may be taken as a result. Providers must handle all complaints, disputes, and issues in a sensitive, transparent, and timely manner to avoid them from escalating.

Where an employer or student wishes to make a complaint, providers should refer to the [department's complaints procedure about post 16 education and training provision](#). It is expected that this will be used as a last resort, and only when issues have not been satisfactorily resolved between the parties.

Students should feel comfortable raising concerns with their provider about the quality of their placement, inappropriate employer conduct or safeguarding issues, and be confident that their provider will take their concerns seriously, investigating and taking action as required. Student complaints should be managed through the provider's internal complaints procedure. All complaints must be taken seriously and should include a full investigation if the severity of the complaint warrants it. The student must also be clear about the consequences of their actions.

Managing students who are under-performing

During the placement, any issues regarding a student's behaviour should be raised as early as possible. A student who displays poor behaviour should be managed through the provider's behaviour policy. Providers must have procedures and systems in place to tackle any underlying issues with a student and offer further support/mentoring where appropriate, to help the student continue with their placement.

Providers must support an employer's decision to withdraw their placement offer if the situation remains unsatisfactory. **Section 6** outlines what providers must do if a student has not been able to complete the minimum placement hours before the end of their second year.

Placement withdrawal or breakdown

Occasionally, a placement may terminate early due to a circumstance outside of a student's direct control- for example, a change in home address means they can no longer travel to their placement or a change in employer circumstance means they can no longer host a student. Where a student cannot complete their placement, the provider should make alternative arrangements with a different employer- even where this means going beyond the maximum number of employers allowed under the multiple employer approach. Where this occurs, accumulative placement hours completed with the three or four employers should be counted and the student's progress in each placement should be documented.

Some students may not be able to complete their industry placement because of persistent behavioural issues that have led to either the provider removing them from the placement or the employer withdrawing the placement. In this scenario, providers should use their professional judgement to decide whether to give the student another opportunity with a different employer. It is for the provider to determine whether the student is likely to respond positively to an intensive programme of pre-placement activities and whether they are likely to succeed if given another opportunity. Providers should balance these considerations with maintaining a good reputation and relationship with their network of employers to ensure future cohorts of students are not denied placement opportunities.

Student acceptance of job and apprenticeship offer

Providers should ensure that students and employers understand the benefits of a student completing their T Level programme before progressing to full-time paid employment. However, where a student chooses to leave their industry placement early, this counts as a student withdrawal or 'non-completion.' Providers must record this on the Individualised Learner Record/School Census and the Manage T Level results service. Providers also need to inform the awarding organisation that the student has withdrawn from the course.

It is recognised that a student being offered paid employment or an apprenticeship with the employer can be a good outcome. Where a student has completed all other T Level components, they can choose to accept the offer and complete their industry placement hours as a paid employee or an apprentice. The industry placement responsibilities will still apply: the student will need to work towards achieving their learning goals; the provider will still need to arrange contact time with the student; and the final review point must still go ahead, to confirm the student has met the completion criteria. This is to enable the student to accept an offer of employment or an apprenticeship whilst also ensuring they meet the placement completion criteria and are awarded the full T Level Certificate.

Legal and regulatory requirements

Working Time Regulation

Industry placement hours must align with the [Working Time Regulations](#), particularly if a student is undertaking a block placement, where they could be working the equivalent of

full-time hours. Providers must ensure that the student does not exceed the maximum number of allowable daily hours. As such, the planning of placement hours must also consider a student's existing part-time working hours. However, priority should be given to the industry placement on the basis that the student has committed to the full-time T Level programme. Planning of placement hours must also consider the student's independent and classroom-based study time and must:

- be limited to 8 hours of working time a day and 40 hours maximum per week
- not allow the student to work between 10pm and 6am, or the provider and student can agree to change this to between 11pm and 7am
- allow a 12-hour rest period between each working day
- allow a 30-minute rest break if working for more than 4 hours and 30 minutes
- allow two days weekly rest

Placement hours should be delivered in line with the normal working practice and occupational expectations of the industry. The student should be made aware of these expectations and the placement demands- particularly where this is likely to fall outside of the normal academic timetable- as part of the information, advice, and guidance they are given about the T Level. Providers must get the student's consent - and where appropriate, parental/carer consent for under 18-year-olds - to work weekends, evenings, early morning shifts, and during the holidays. Providers are responsible for the student's wellbeing during their placement and should arrange for staff to be available and on call throughout.

Paying the student

T Level industry placements are designed to provide students with high-quality, meaningful training, not work. Therefore, a T Level student is not entitled to a salary because the placement forms part of their 16-19 education and training programme³. As such, there is no legal requirement or expectation that a student will be paid, and providers should make this clear to students and employers. However, we recognise that any type of unpaid placement could discourage some employers from hosting placements, so they are able to pay a student should they wish to. This must be agreed up front. Employers may wish to refer to guidance on [making payments to students](#).

Alternatively, employers can cover or contribute towards the cost of the student's travel, lunch, and clothing/equipment. Where employers choose not to contribute to student expenses, providers may use their T Level industry placement funding or the 16-19 discretionary bursary funds to cover travel and subsistence costs, to ensure the student is not financially disadvantaged by undertaking their placement.

³ See regulations 53 and 3 of the National Minimum Wage Regulations 2015.

The requirement for students to undertake an industry placement as part of a T Level, does not contravene the Modern Slavery Act, as these circumstances do not fall within the definitions of forced or compulsory labour⁴. Whilst students must complete an industry placement to receive full T Level certification, they are aware of this requirement when they sign up to the programme. If a student no longer wants to attend their placement, they have the freedom to withdraw at any time and will instead receive a statement of achievement for the T Level components they have achieved.

Health and safety

Employers are responsible for health and safety in the workplace and providers are responsible for safeguarding the welfare of each student whilst on their industry placement. Providers should keep checks and monitoring proportionate to the level of risk. For low-risk environments, assurance can be gained through a conversation between the employer and the provider. Physical inspections by providers or completing lengthy forms is not necessary. A standard employer due diligence checklist is provided in **Annex G**. A copy of this completed documentation must be retained for monitoring purposes.

Providers should also put the necessary processes in place (e.g. confidentiality agreements, enrolment documentation for parents to sign) so they can share any health concerns a student has with the employer before the placement starts.

Providers and employers must be familiar with the [Health & safety, safeguarding and insurance guidance](#) and the [Health and Safety Executive guidance](#) that covers their responsibilities in more detail.

Employers must be made aware that they are responsible for:

- providing a safe learning environment for every student
- having a zero-tolerance policy towards bullying and harassment
- ensuring they report all incidents to their provider contact
- being alert to the possibility of abuse among their employees and students
- ensuring that any agreed reasonable adjustments have been put into place

Employers' liability insurance

Employers need to hold up-to-date Employers' Liability Insurance (ELI) and must notify their insurer about the placement. If employers do not already have ELI, they need to have this in place before the placement begins and for the full duration of the placement. Providers must check employers have adequate insurance cover. If the employers' insurer

⁴ This definition is reflected in the relevant [Home Office guidance](#) (p23)

is a member of ABI, or Lloyds, ELI policies already cover placements. Employers can refer to [getting insurance for your business](#) for further advice.

Disclosure and Barring Service (DBS) checks

Employers are not legally obliged to carry out a basic, standard, or enhanced Disclosure and Barring Service (DBS) check on members of staff supervising young people aged 16 or 17. This includes freelancers. Providers may request that the student's manager or supervisor undergo a basic DBS check in situations where they feel this is necessary. Where a student is considered vulnerable -e.g. they have SEND, or have been in care, or are likely to be alone regularly with an adult during their placement- it is expected practice to request a DBS check. Providers and employers should agree who will meet these costs.

A student may need to have an enhanced DBS check before starting their industry placement in certain industries, e.g. in early years occupations where the employer would need to check that the student is not barred from regulated activity relating to children. Providers must cover these costs from the T Level industry placement funding.

Section 5: Industry placement completion

Industry placement completion criteria

Providers are ultimately responsible for deciding whether a student has completed their industry placement, based on whether they have met the completion criteria outlined below. Providers must use their professional judgement in making their decisions, incorporating the employers' feedback, and ensuring decisions are evidenced.

For an industry placement to be marked as complete, the following criteria must be met:

1. The student has **demonstrated sufficient progress towards their learning goals**, using the progress indicators at **Annex F** as a guide.
2. The student has **worked directly for an external employer**, outside their normal learning environment away from their peers and teaching staff (except for students in Young Offender Institutions where alternative approaches can be applied).
3. The student has been on placement for a **minimum of 315 hours** (or 750 hours for the Early Years Educator and 600 hours for the Dental Nursing occupational specialisms).

Progress indicators

Providers can use the progress indicators in **Annex F** to help inform their overall judgement of the student's progress at the end of the placement. For a student to be judged as demonstrating sufficient progress towards their learning goals, they should be meeting, at a minimum, the 'good' progress indicators in the majority of the 'Behaviours' and 'Technical Ability' categories. In the case of student appeals or complaints, providers may find that reviewing the student against the progress indicators provides useful evidence as to where they have not demonstrated sufficient progress or appropriate behaviour on placement.

The employer is expected to contribute to the provider's decisions as to whether the student has demonstrated sufficient progress towards their learning goals. Where a student has been on placement with multiple employers, the evidence of their progress against their learning goals must be reviewed with each of the employers. If using the supply-chain or employer network approach, the provider should discuss the student's progress with the lead employer, who will feedback on the other employers' behalf.

Signed declaration of student completion

At the final review meeting, the provider and employer must sign the industry placement completion declaration to confirm that the student has met all the completion criteria. The declaration is available at **Annex H**. Where two employers have been used, both should sign the completion declaration form. Where the supply chain or employer network approach is used, the lead employer should sign the declaration form.

Employer appraisal

At the end of the placement, the employer should provide an appraisal of the student's performance, including how they have demonstrated progress towards their learning goals. This can be captured at the end of the [student logbook template](#). If the placement is split between two employers, each employer must provide an appraisal to reflect the student's achievements with them. For the supply chain and network approach, the lead employer must provide an appraisal reflecting feedback from the other employers.

Evidence to support completion decision

Providers must collect evidence to decide whether a student has completed their placement. As a minimum the following documentation must be collated and retained for 3 years, for monitoring purposes:

1. Signed industry placement agreement (**Annex E**)
2. Learning goals outlined as part of the industry placement objectives template
3. Completed student logbook
4. Evidence of discussions at the formal review points, including a record of student progress against their learning goals
5. Signed industry placement completion declaration form (**Annex H**)
6. SEND evidence (where applicable)
7. Employer appraisal

Appeals process and feedback

As with other 16-19 education and training programmes, providers must have an existing internal student appeals process to deal with student complaints or appeals about the industry placement completion decision. Providers have a responsibility to treat all student appeals seriously and they must be followed up promptly.

To enhance the industry placement offer, providers must actively seek feedback from all students and employers about their experience of the end-to-end process. This evidence must be fed back to the appropriate staff members to support their Continuous Professional Development (CPD) requirements and be built into the institution's continuous improvement process. Providers can use the [end of placement review form](#) to obtain feedback from employers and this can be adapted to incorporate employer feedback on student work-readiness, as discussed in **section 3**.

End of placement handover

Providers should ensure the student knows what to do at the end of the placement to maximise what they get out of their experience. This includes making sure the student:

- does not leave any personal documents or files on the employer's IT equipment, such as their industry placement logbook and timesheets
- does not take any other files or documents from the placement without written permission from the organisation
- thanks anyone they feel made their placement a positive experience, including writing to their main contact at the employer to thank them for their help and set out what they have gained from the placement. This will also help ensure the providers and employers maintain a good relationship.

Recording student completion on the ILR and School Census

Further education providers (e.g. colleges and independent training providers) must record industry placement data on the Individualised Learner Record (ILR) using the learning aim ZWRKX003. Providers must record details of each placement that is undertaken using the Work Placement entity; including the hours planned for each individual industry placement and the placement employer identifier field. This can be recorded in year one or year two of the T Level programme. Examples of ILR recording for the T Level programme can be found [here](#) and further guidance can be found [here](#).

Schools delivering T Levels (e.g. school sixth forms and 16-19 academies) must complete data on industry placements in the School Census using the qualification number (QN): ZWRKX003. An industry placement QN can have more than one [work placement entity](#). This means that a student who has had more than one placement, possibly with more than one employer, will have one QN and multiple work placement entities. Providers must input the start and end dates and the planned hours for each episode of a placement.

If a student started their T Level at the beginning of the academic year, the provider must complete the industry placement data fields on the IRL and Schools Census by **31 July in the student's second academic year** to account for placement hours completed within the two-year period. This must amount to 315 hours or above per student. **Section 6** has information about industry placement completion exceptions.

Manage T Level results service data requirements

Providers have a critical responsibility for collecting, verifying and submitting industry placement completion data to ensure all students receive complete and accurate results on T Level results day. Providers are required to complete the industry placement 'completion' status for all students in their second academic year on the [Manage T Level results](#) service, by 31 July, in line with the deadline for evidence. Data can be submitted at any point prior to this date, provided the student has met the completion criteria. To enable

results to be processed on time, the department will usually ask providers to complete this information earlier wherever possible.

Where a student has not completed their industry placement by mid-June in their second year, but the provider is confident they will do so before 31 July, an early declaration on completion can be added. The student must have a confirmed plan of dates in place with the hosting employer that forecasts completion ahead of 31 July. Any late changes in status for a student's industry placement completion must be updated in the service **no later than 31 July** to ensure accuracy of T Level results in August. It is critical that this task is built into the end-to-end process and carried out on time.

Providers must inform the awarding organisation of student withdrawal as soon as possible. Once awarding organisations have formally withdrawn a student, providers can then request a statement of achievement through the Manage T Level results service for students who have successfully completed one or more components. The statement of achievement will show the T Level components that the student has achieved.

Further detailed guidance on the providers' role, the Manage T Level results service, and the steps to be taken can be found [here](#).

Key dates and responsibilities

System	Date	Implications
Manage T Level results service	Around mid-June in the second academic year	Deadline for submission of industry placement completion data for students in their second year of study. Exact dates will be communicated to providers in advance of the deadline each academic year.
Manage T Level results service	31 July in the second academic year	Final date for making changes to industry placement completion status, for results to be calculated and issued ready for results day in August
ILR	31 July in the second academic year	Final date to complete fields on ILR to record student achievements in that academic year, and included in the R14 ILR return, to count for funding purposes
School Census	31 July in the second academic year	Final date to complete fields on School Census to record student achievements in that academic year to count for funding purposes

Section 6: Industry placement completion exceptions

Special consideration

There may be exceptional and adverse circumstances which lead to a student not being able to complete the minimum placement hours within the two-year T Level programme. These exceptional circumstances might include factors within the student's personal life at the time of the placement, such as long-term sickness, serious mental health issues, or a family bereavement. In these circumstances, the provider should make every effort to ensure the student makes up the additional hours. However, where this is not possible, the provider has the discretion to sign off the placement as complete by applying special consideration, if they can evidence the student has met all other completion criteria.

The criteria below outline circumstances in which special consideration can be applied and which circumstances it cannot be applied. Special consideration must not give a student an unfair advantage or cause a prospective employer to be misled regarding a student's achievements. If a student is sick for up to 35 hours during their placement, this can be absorbed into the placement hours and special consideration is not required.

Special consideration criteria

A student **is only eligible for special consideration** if they have demonstrated sufficient progress towards their learning goals and worked to an external employer but have not completed the minimum placement hours because of exceptional circumstances beyond their control, or because they have been sick for more than 35 hours. These circumstances include:

- 1) physical or mental illness or accident/injury at the time of the placement
- 2) a close family member has a diagnosed serious physical or mental illness at the time of the placement
- 3) bereavement of a family member or close friend at the time of the placement
- 4) a significant domestic crisis arising at the time of the placement
- 5) a traumatic incident, or significant change in the student's circumstances, occurring at the time of the placement
- 6) participation in significant sporting events, training camps or other competitions
- 7) a safeguarding issue at the placement workplace has been identified by the provider and the student is unable to make up the hours on another placement
- 8) withdrawal of the placement offer by the employer because they have gone into administration or encountered severe disruption whereby the workplace is no longer considered a safe place to work, and the provider has exhausted all avenues to identify a suitable alternative placement to enable the student to make up the hours.

A student is **NOT eligible for special consideration** if none of the factors above apply and/or if they not been able to complete the minimum placement hours due to:

- 1) domestic inconvenience, such as moving house at the time of the placement
- 2) making personal arrangements such as a wedding or holiday arrangements which conflict with the placement
- 3) the consequences of committing a crime, where formally charged or found guilty (however, a retrospective application of special consideration can be applied where the charge is later dropped, or the student is found not guilty)
- 4) the consequences of taking alcohol or recreational drugs
- 5) the consequences of disobeying the provider's and employer's code of conduct, including the employer withdrawing the placement because of the student's behaviour or actions
- 6) the bereavement of a family member or close friend, more than twelve months before the placement, unless there are on-going implications such as an inquest or court case at the time of the placement.

Recording industry placement special consideration

When providers apply special consideration, they must record it on the Manage T Level results service. Within the form, providers are asked to declare that they hold documentary evidence to support their decision to apply special consideration. Providers are not required to submit the evidence, but it must be stored for monitoring purposes. Evidence could include but is not restricted to: notes recorded in a student's records, a letter confirming an appointment with social services or other welfare organization, a hospital appointment card or dates of hospital admission, or a public record of court proceedings.

Where special consideration is applied, providers must record on the ILR industry placement learning aim that the student has completed 315 hours (750 hours for the Early Years Educator specialism and 600 hours for the Dental Nursing specialism), even where this may not be the case. This ensures the completion criteria is met for funding purposes.

Providers must also input the industry placement 'completion' status on the Manage T Level results for all students. Where special consideration has been granted, providers will be prompted to select 'completed – with special consideration', type the number of hours completed in the free text box and then select the special consideration criteria that applies. The department will monitor use of special consideration via the data captured on Manage T Level results, to ensure it is only being applied in exceptional circumstances. If a provider is suspected to be over-using special consideration, this will be investigated.

Post-programme completion

All T Level components are valid for two years after the end of the programme to support students who need to complete or retake a component. Providers therefore have the discretion to allow a student an additional two years to complete their industry placement

following the end of the programme, either alongside other T Level components or on its own. This includes for reasons where a student could not complete their placement due to exceptional circumstances, such as prolonged sickness, as well as for behavioural issues.

If a student only has their industry placement component to complete to achieve the full T Level certificate, the expectation is that in most cases the student should complete their placement over the summer, or by **31 October following completion of their T Level programme**. This date is the final cut-off point on the Manage T Level results service for a student to be guaranteed a T Level Certificate in November. Industry placement completions recorded after the 31 October may result in a delay in issuing certificates, meaning that the student may not receive a T Level certificate in November.

It is in the best interests of the student to complete their placement as soon as possible. This is because onward progression into employment, further education or training may depend on them having completed the whole T Level programme. In exceptional circumstances where a student cannot return to complete their placement hours straight away (e.g. due to mental health issues or recovery from a serious accident) the provider should consider the best approach in discussion with the student and their parents/carers. This could include arranging a phased return or doing reduced daily hours.

Industry placement continuation notification form

Where a student is continuing their placement in the two years following their T Level programme, the provider must complete the industry placement continuation notification form at **Annex I**. This will confirm the 'pending' status of the placement and the student's intention to return over the following two years after their programme has finished, to complete their hours. The form must be signed by the student, a member of the provider's senior leadership team and the student's tutor. Providers must make arrangements with the original employer, or an alternative employer, to guarantee that the student has a placement to return to.

Providers should retain the completed continuation notification forms and supporting evidence for monitoring purposes by the department. Providers should also indicate on the Manage T Level results service that the industry placement is yet to be completed and then, once the student has finished their hours, that the placement is complete so the student can receive their full T Level qualification certificate.

Section 7: Summary of roles and responsibilities

Provider responsibilities

Pre-placement

- 1) Inform the student and their parents/carers about the industry placement expectations and gain their commitment before enrolment onto the T Level.
- 2) Ensure the curriculum design and sequencing of learning prior to the placement, equips the student with sufficient knowledge and skills to undertake a meaningful placement.
- 3) Plan the placement hours early enough to allow sufficient time for the student to make up any shortfall in hours due to unexpected absence.
- 4) Develop a good network of employer contacts to host placements, using the [employer engagement resources](#) where helpful, and ensure a sufficient supply of employers to draw on in case of placement breakdown. Where a student chooses to self-source, providers must oversee this process.
- 5) Support employers with their own selection process if required, e.g. by shortlisting potential candidates and using student and employer information to match each student accordingly. Consider the student's personal circumstances and learning needs before matching them to an employer.
- 6) Ensure the student has undertaken appropriate work-preparation training and understands the standards of behaviour and performance expected of them.
- 7) Work with employers to populate each student's industry placement objectives template, ensuring it includes a set of stretching learning goals, the agreed working pattern, key activities relevant to the T Level course, minimum starting requirements and the required prior knowledge of the student.
- 8) Carry out due diligence checks on employers to ensure they have up to date health and safety policies, up to date employers' liability insurance and that the appropriate safeguards in place to ensure a safe working environment.
- 9) Ensure that the provider, student, and employer have signed-up and are committed to the responsibilities detailed in the industry placement agreement (**Annex E**), and, where necessary, the student's parents/carers have provided their consent.
- 10) Ensure that appropriate support and reasonable adjustments are in place for students with SEND to access placements and that relevant information about their disability and needs are shared with the employer with the student's consent.

- 11) Carry out checks to ensure the internal quality assurance requirements are delivered in compliance with the responsibilities set out in this document.

During placement

- 1) Provide the employer with a named contact that can communicate regularly and promptly.
- 2) Maintain regular communication with the student and employer during their industry placement to monitor student's health, safety, welfare, and progress.
- 3) Continue to work with the employer to consider and review any reasonable adjustments required by students with SEND.
- 4) Conduct a minimum of three review meetings to discuss the student's progress towards their learning goals, identify any issues, and keep a written record of the discussions as evidence of the student's progress.
- 5) Promptly address any serious issues arise relating to the student's performance or behaviour and agree a remedial plan with the student and employer.
- 6) Ensure that the student continuously updates their logbook and timesheets and check them regularly, including making sure absence is recorded appropriately.
- 7) Make sure the student makes up any shortfall of hours due to absence, to ensure they complete the minimum required number of placement hours.
- 8) Ensure that an internal complaints process is in place to deal with employer disputes and/or student grievances, and act promptly to resolve any issues.

End of placement

- 1) Complete and collate all required documentation as evidence to support their decision about whether the student has completed their placement. This includes the industry placement agreement; completed student logbook; industry placement completion declaration; employer appraisal; and SEND evidence, where applicable.
- 2) Make an evidenced-based decision about whether the student has completed their placement, with input from the employer/s, and using the progress indicators to identify whether they have demonstrated progress towards their learning goals. Sign the industry placement completion declaration in the student logbook.
- 3) Operate an internal process for students to appeal their completion decision, ensuring that formal reviews take place and prompt decisions are reached.

- 4) Collect, verify and upload industry placement data onto the ILR/school census and Manage T Level results service within the allocated timeframes.
- 5) When applying special consideration: adhere to the special consideration criteria, complete the special consideration form, retain supporting evidence, and upload necessary information onto Manage T Level results.
- 6) Obtain student and employer feedback about the end-to-end service and act on their feedback.
- 7) Complete the continuation notification form where a student is continuing their placement over the two years following the programme and ensure it is signed by the student, a member of the senior leadership team and the student's tutor. Input an industry placement 'pending' status onto Manage T Level results.

Employer responsibilities

Pre-placement

- 1) Work with the provider to agree the student's industry placement objectives template, ensuring it includes a set of stretching learning goals, the agreed working pattern, key activities the student will undertake, the minimum starting requirements and the required prior knowledge.
- 2) Comply with health and safety legislation and maintain up-to-date insurance to cover the student during the placement. Ensure the appropriate safeguards are in place to ensure a safe working environment for the student, including the provision of specialist equipment and clothing where necessary.
- 3) Sign the industry placement agreement and commit to following the guidelines to provide a meaningful placement experience for the student.
- 4) Consider the reasonable adjustments required for a student with SEND. Ensure compliance with the legal duties under the [Equality Act 2010](#).
- 5) Identify an appropriate staff member to task manage or supervise the student while on placement.

During placement

- 1) Ensure the student is suitably inducted to the workplace.
- 2) Ensure the student is given stretching tasks and projects, based on their agreed learning goals, to support their development of technical and employability skills.

- 3) Hold regular meetings with the student to track and review their progress and provide them with regular feedback. Review any reasonable adjustments required for a student with SEND.
- 4) Actively contribute to review meetings with the provider to assess the student's progress towards their learning goals, highlight good performance and identify areas for improvement.
- 5) Promptly raise any issues or concerns to the provider about the student's attendance, behaviour, or performance on the placement.
- 6) Check the student's timesheet on a weekly basis and sign off their recorded hours.
- 7) Ensure the student has adequate time to update their logbook and verify that the documentation is an accurate representation of their progress / achievements.
- 8) Be considerate of any extenuating circumstances and where possible, allow the student to make up hours so they can complete their industry placement.

Post placement

- 1) Contribute to the student's final review meeting and decision about completion based on the student's overall performance against their learning goals.
- 2) Sign the industry placement completion declaration in the student's logbook to confirm the student has met the completion criteria.
- 3) Provide an appraisal of the students' performance on placement.
- 4) If offering the student a paid position, allow them to finish all components of their T Level so that they are not disadvantaged in their further education or training.



Department
for Education

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