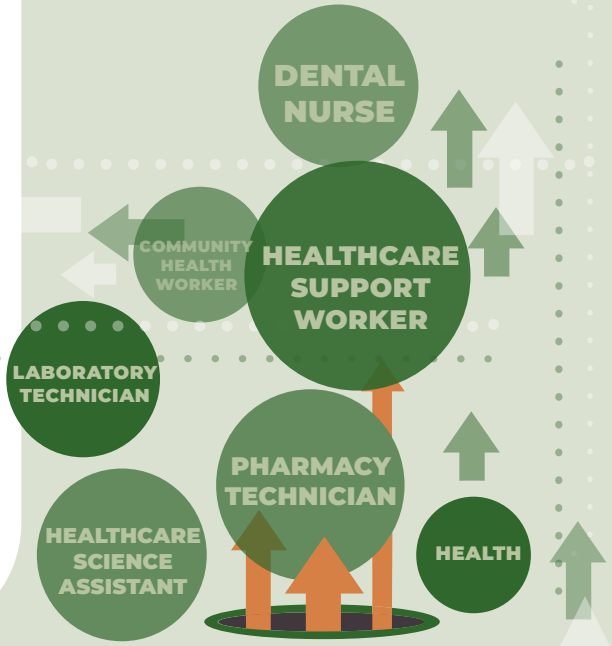
T-LEVELS
THE NEXT LEVEL QUALIFICATION

STUDENTS: READY FOR YOUR **HEALTH** INDUSTRY PLACEMENT

WHAT YOU NEED TO UNDERSTAND BEFORE PLACEMENT



THIS IS YOUR OPPORTUNITY TO STEP INTO A REAL HEALTH AND CARE ENVIRONMENT

Your industry placement is not just something to complete as part of your T Level. It is an opportunity to step into a real health or care setting, where your behaviour, attitude and actions can directly affect other people.

You may be working in a care home, community service, GP practice, pharmacy, voluntary sector organisation or NHS setting. Your placement may involve time in the workplace, a small team project, or a blended approach that includes remote or school/college-based activity linked to a real employer brief. These environments and activities can feel different, but the expectations are similar. You are entering a professional space where people rely on each other, and where how you behave matters.

You will not be expected to know everything. You will be expected to take responsibility, behave professionally and show that you are ready to learn, contribute and be trusted.

Placements are not automatic or unconditional. Employers are giving their time, trust and access to real environments. What you bring to the placement will shape both your experience and how you are remembered.

WHAT EMPLOYERS WANT TO SEE FROM YOU

Employers do not expect you to arrive with all the knowledge and skills. They do expect you to take the opportunity seriously.

This means you need to:

- arrive on time and be ready to start
- listen carefully and follow instructions
- communicate clearly and respectfully
- show interest and willingness to learn
- ask if you are unsure, rather than guessing
- accept feedback and act on it
- respect privacy, boundaries and confidentiality
- think about how your behaviour affects others

Small behaviours matter. Turning up late, not paying attention, speaking inappropriately or ignoring instructions can quickly affect how you are seen. Being reliable, respectful and engaged helps staff feel confident that you can be trusted.

If expectations are not met, the employer or your college or school may pause or stop the placement. This could affect your ability to complete your T Level.

WHAT BEING READY REALLY MEANS

Being ready does not mean knowing everything before you start. It means understanding the environment you are entering and being prepared to behave in a way that fits that environment.

Health and care settings are different from college or school. They are structured around supporting people, working safely and making sure things are done properly. Staff may not always have time to guide you step by step, so you will need to listen carefully, observe and learn as you go.

At the start, much of your placement may involve observing, supporting and learning how things are done. This is not a sign that you are not contributing. It is how most people begin in a new environment.

You may see how staff interact with patients, residents or service users, how routines are followed and how different roles work together. You may also be asked to help with preparation, basic tasks or simple activities under supervision.

Over time, as you build confidence and trust, you may be given more responsibility. Being patient, attentive and willing to learn helps that progression happen.

COMMUNICATING AND BEHAVING PROFESSIONALLY

In health and care settings, people often remember how you behaved as much as what you did.

Professional behaviour is not about being perfect. It is about being reliable, respectful and aware of the people around you.

You may interact with patients, residents, service users, staff and sometimes families or carers. Some people may be unwell, anxious, distressed, confused or dependent on others for support. Families and carers may also be worried or under pressure.

You are not expected to manage difficult situations alone. You are expected to behave calmly, respectfully and sensitively. Think about your tone of voice, body language and the way you respond to people.

If you see or hear something that concerns you, or if you feel unsure about how to respond, speak to your supervisor or placement contact.

IF SOMETHING IS UPSETTING OR DIFFICULT

Health and care settings can involve people who are unwell, vulnerable, distressed or facing difficult situations. You may see or hear something that stays with you or makes you feel upset, even if nothing has gone wrong.

If this happens, you should not deal with it on your own. Speak to your employer supervisor and your college or school placement or employability contact. Your college or school can also tell you what pastoral support is available and help you decide what needs to happen next.

SAFETY, RESPONSIBILITY AND BOUNDARIES

Safety is at the centre of all health and care work.

Even if you are not carrying out complex tasks, your behaviour still plays a part in maintaining a safe environment. You are expected to follow instructions carefully, check when you are unsure and stay within your role as a student.

Boundaries are important. This includes knowing what is appropriate to say or do, respecting privacy and understanding that you are there to learn and support, not to take on responsibilities that have not been agreed.

Acting responsibly and showing awareness of these boundaries helps build trust and keeps everyone safe.

KNOWING WHAT YOU CAN AND CANNOT DO

During your placement, you may be invited to observe, support or take part in activities that help you understand how the service works. However, you must only do tasks that have been agreed as appropriate for your placement and that you have been shown how to do safely.

You should never carry out a task if:

- you are unsure
- you have not been trained or instructed
- it feels outside your role as a student
- you do not think it has been agreed as part of your placement

This applies even if a member of staff asks you to help.

This applies even if a member of staff asks you to help.

It is always acceptable to pause and check. You could say:

"I'm not sure I'm allowed to do that as part of my placement. Could I check with my supervisor first?"

"I haven't been shown how to do that safely yet. Is there another way I can help?"

"I'm happy to observe, but I don't think I should carry that out myself."

Knowing your limits is part of being professional. It helps keep you, staff, patients and service users safe.

CONFIDENTIALITY AND PRIVACY

In health and care settings, you may see or hear personal information about patients, residents, service users, families or staff. You must not share this information with friends, family, other students or on social media.

You should not take photographs, videos or recordings unless this has been clearly agreed by the employer and your college or school. You should also avoid discussing people's care, health, behaviour or circumstances in public areas where others may overhear.

Confidentiality still applies after you leave the placement for the day. You should not talk about people you have met, situations you have seen or information you have heard in a way that could identify someone.

If you are unsure whether something is confidential, treat it as confidential and ask your supervisor.

BEING OPEN TO FEEDBACK

Feedback is a normal part of working life, and it plays an important role in helping you improve.

You may receive feedback on how you approach tasks, how you communicate or how you respond in certain situations. This is not about getting everything wrong. It is about learning what works and how to develop.

Being open to feedback means listening carefully, asking questions if something is not clear and making adjustments. Over time, this is how you build confidence and capability.

STARTING TO THINK ABOUT YOUR FUTURE

Your placement is an opportunity to explore what working in health or care might look like for you.

You may discover parts of the work that you enjoy, or things that you find more challenging. You might begin to understand different roles and how people progress in their careers.

You do not need to have everything figured out. But being curious and paying attention to what you are learning will help you get more from the experience.

BEING READY DOES NOT MEAN KNOWING EVERYTHING.

It means being prepared to behave professionally, follow instructions, respect boundaries, take responsibility and learn from the experience.

That is what employers are really looking for – and what will help you succeed.

READY FOR YOUR HEALTH INDUSTRY PLACEMENT

GETTING READY AND REFLECTING ON YOUR PLACEMENT

How to use this section

This section helps you check that you are practically prepared before your placement starts and gives you prompts to reflect during your placement.

You can use it on your own, with your tutor, in a placement preparation session or during a one-to-one review. Your college or school may also add local information, such as contact details, absence reporting arrangements or employer-specific requirements.

This section does not replace your placement induction, safeguarding guidance, occupational health requirements or any instructions given by your employer or college or school.

Part 2 can also be used as a staged communication tool. Your college or school may ask you to complete and return some sections before placement starts, including the declaration at the end of this resource.

BEFORE YOU START: PRACTICAL CHECKS

Before your first day, make sure you know the following details.

TRAVEL AND ARRIVAL

- Where am I going?
- How will I get there?
- How long will the journey take?
- Have I allowed extra time in case of delays?
- What time do I need to arrive?
- Who should I ask for when I arrive?
- Do I know what to do if I am running late?

ATTENDANCE AND WORKING PATTERN

- What days and times am I expected to attend?
- What breaks will I have?
- Who records my attendance?
- Who do I contact if I am unwell or unable to attend?
- Do I understand that poor attendance or repeated lateness may put my placement at risk?

DRESS CODE AND APPEARANCE

- What should I wear?
- Do I need a uniform?
- Are there any rules about jewellery, nails, hair, perfume or footwear?
- Does “bare below the elbows” apply in this setting?
- Are there any infection prevention expectations I need to follow?
- Do I know what clothing would be unsuitable for this workplace?

OCCUPATIONAL HEALTH, VACCINATIONS AND DOCUMENTATION

- I have completed any occupational health checks required before starting.
- I have provided, or know how to provide, any evidence of vaccinations or health clearance that is required.
- I know whether I need to bring identification or placement paperwork.
- I have completed any forms required by the school, college or employer.
- I know who to contact if anything still needs to be checked before I start.

WHAT TO BRING

- Do I need a notebook or placement log?
- Do I need my ID badge or lanyard?
- Do I need lunch, money or a water bottle?
- Do I know where I can safely keep my belongings?
- Do I know whether I can use my mobile phone, and where it must be kept?

WHAT NOT TO DO

- Do not guess or stay silent if you are unsure. Ask for help straight away.
- Do not take photographs, videos or recordings unless this has been clearly agreed.
- Do not post anything about the placement, staff, patients, residents or service users on social media.
- Do not share confidential information with friends, family or other students.
- Do not carry out tasks you have not been shown how to do safely.
- Do not ignore instructions, even if a task seems simple.

PLACEMENT CONTACT DETAILS

Placement employer:

Placement address:

Main contact at placement:

College or school placement or employability officer contact:

Pastoral support contact at college or school:

Emergency contact:

ABSENCE REPORTING PROCESS

If I am delayed, unwell or unable to attend, I need to contact:

I need to contact them by:

I also need to tell:

DRESS CODE OR UNIFORM EXPECTATIONS

What I need to wear:

What I should avoid wearing:

Any infection prevention requirements:

OCCUPATIONAL HEALTH OR VACCINATION REQUIREMENTS

Checks needed:

Evidence needed:

Deadline:

SAFEGUARDING OR REPORTING ARRANGEMENTS

If I feel unsafe, worried or unsure, I should speak to:

If I see or hear something that concerns me, I should:

EMPLOYER-SPECIFIC INDUCTION ARRANGEMENTS

Induction date/time:

Who will lead the induction:

Topics to be covered:

BEFORE YOU START: READINESS CHECK

Before your placement begins, take time to think about whether you feel ready.

UNDERSTANDING THE PLACEMENT

- Do I understand what type of setting I am going into?
- Do I know what the organisation does?
- Do I understand who uses the service?
- Do I know what my role as a student will be?
- Do I understand that I may start by observing and supporting with small tasks?

PROFESSIONAL BEHAVIOUR

- Am I prepared to arrive on time and be reliable?
- Am I ready to listen carefully and follow instructions?
- Can I communicate politely and appropriately with staff, patients, residents, service users, families or carers?
- Do I understand why body language, tone of voice and attitude matter?
- Am I ready to accept feedback and act on it?

SAFETY AND BOUNDARIES

- Do I understand why safety matters in health and care settings?
- Do I know that I must check if I am unsure?
- Do I know what to do if I am asked to carry out a task I have not been trained or approved to do?
- Do I understand why it is important to stay within my role?
- Do I know who to speak to if I am worried or uncertain?

CONFIDENTIALITY AND PRIVACY

- Do I understand why confidentiality matters?
- Do I know that I must not share personal information about patients, residents, service users, families or staff?
- Do I understand the rules around photographs, videos and social media?
- Do I know what to do if I am unsure whether something is confidential?

PERSONAL READINESS

- Am I prepared to take this opportunity seriously?
- Am I ready to learn from observing as well as doing?
- Am I prepared for the placement to feel different from college or school?
- Do I know what support I can access if I feel nervous or unsure?
- What do I want to learn from this placement?

STUDENT, PARENT OR CARER AND COLLEGE OR SCHOOL DECLARATION

This declaration should be signed and returned before the placement or small team project begins. It confirms that the student and parent or carer have read the preparation information and understand the expectations for the placement.

STUDENT DECLARATION

- I understand that my placement or small team project is part of my T Level and must be taken seriously.
- I understand that I am expected to attend as agreed, arrive on time, behave professionally and follow instructions.
- I understand that I must respect confidentiality, privacy, safety and professional boundaries.
- I understand that I must ask for help if I am unsure and must not carry out tasks that have not been agreed or explained to me.
- I understand who to contact if I am delayed, absent, worried, unsure or affected by something I have seen or heard during placement.
- I understand that if I start a project or placement activity, I am expected to see it through and complete the work agreed with the employer and college or school.

Student name: .....

Student signature: .....

Date: .....

PARENT OR CARER CONFIRMATION

I confirm that I have read this information and understand the expectations, contact arrangements and support available for the placement.

Parent or carer name: .....

Parent or carer signature: .....

Date: .....

COLLEGE OR SCHOOL CONFIRMATION

Placement or employability officer name: .....

Contact details: .....

DURING YOUR PLACEMENT: REFLECTION PROMPTS

Use these prompts during check-ins, reviews or reflection activities. They can also help you prepare for an end-of-placement conversation or short summary of what you have learned.

DESCRIBE WHAT HAPPENED

- What happened, what was I doing and who else was involved?
- What did I notice about the workplace, routines, communication or teamwork?
- What did I learn about how the service supports people?

THINK ABOUT HOW I RESPONDED

- How did I feel at the time?
- How did I communicate with staff, patients, residents, service users, families or carers?
- Did I ask for help or clarification when I needed it?

EVALUATE WHAT WENT WELL AND WHAT WAS DIFFICULT

- What went well, and what helped it go well?
- What did I find challenging or uncertain?
- What feedback did I receive, and how did I respond to it?

ANALYSE WHAT I HAVE LEARNED

- What have I learned about professional behaviour, safety, boundaries or confidentiality?
- What have I learned about working around people who may be vulnerable?
- What has this experience taught me about myself and my future career interests?

DECIDE WHAT I WILL DO NEXT

- What will I keep doing?
- What will I improve or do differently next time?
- What skills, behaviours or confidence do I need to keep developing?

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END-OF-PLACEMENT REFLECTION

At the end of your placement, think about the whole experience.

- **What have I learned about working in health or care?**
- **What am I proud of or what did I enjoy most?**
- **What was difficult, and how did I respond?**
- **How have I developed my communication skills?**
- **How have I developed my confidence?**
- **What feedback will I take forward?**
- **What additional training or induction activities did I complete in the setting, and how did these affect my confidence, understanding or behaviour?**
- **Has this placement changed how I think about my future career?**
- **What would I do differently next time?**
- **What are my next steps?**

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