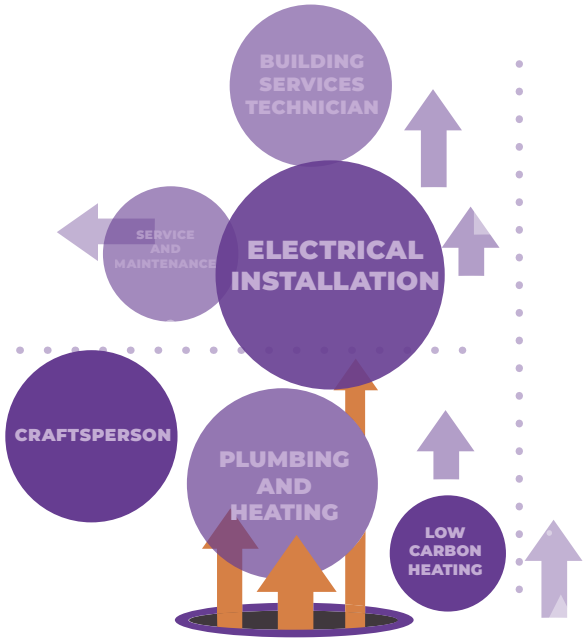
T-LEVELS
THE NEXT LEVEL QUALIFICATION

COULD AN INDUSTRY PLACEMENT WORK IN YOUR BUSINESS?

A short guide for electrical, electrotechnical, plumbing, heating and other building services employers



Employers across electrical, electrotechnical, plumbing, heating and other building services trades play a vital role in helping young people understand the sector and see what real work involves.

A T LEVEL INDUSTRY PLACEMENT CAN GIVE YOUR BUSINESS A PRACTICAL WAY TO:

- introduce a young person to the realities of your trade and workplace
- help students understand the skills, behaviours and attitudes employers' value
- build links with a local college or school
- support the future workforce in your sector and gain useful extra capacity through suitable, supervised activity
- get to know a potential future apprentice or employee before making any commitment
- give existing staff, apprentices or supervisors an opportunity to develop mentoring skills

Many employers are interested in supporting young people but are not sure whether an industry placement would work in a busy trade business. That is a sensible question.

Building services work can involve live jobs, customer expectations, safety requirements, changing locations, specialist tasks and tight timescales. A placement therefore needs to be safe, manageable and worth the time involved.

The first step is not a firm commitment. It is an informal, practical conversation about what your business does, what a student could safely learn from and what support the college or school can provide.

A placement does not need to be perfect. It needs to be clear, realistic and appropriate for the student's stage of learning.

WHAT IS A T LEVEL INDUSTRY PLACEMENT?

A T Level industry placement gives students time with an employer as part of their course. It is a substantial and mandatory part of the T Level, designed to help students develop workplace understanding, confidence and employability skills in a real setting.

For employers, it is a way to help a young person understand the sector better and to see how work happens in practice.

It is not the same as taking on an apprentice or employee. Students are still learning and should not be expected to work independently or replace paid staff.

YOU DO NOT NEED TO CREATE COMPLEX TECHNICAL WORK

A student can learn a lot from your normal work, even if they are not carrying out complex tasks.

They may gain valuable insight by:

- seeing how jobs are planned and organised
- observing how safety is managed
- understanding how tools, materials and information are used
- listening to how staff communicate with customers, clients or other trades
- seeing how problems are identified and solved
- supporting simple activity where safe and appropriate

For more detailed examples of what students may be ready to observe, support, record or discuss, the college or school can share a separate student contribution sheet as part of placement planning.

Key question: Is there part of your normal work that a student could safely observe, support and learn from?

WHAT MAKES A PLACEMENT MANAGEABLE?

A successful placement usually starts with a few clear decisions. You do not need to plan every minute of the student's time, but it helps to agree:

- where the student will be based
- when the placement could take place
- who their named workplace contact will be
- what they may be able to observe or support
- what they should not do
- what safety, PPE or site requirements apply
- who to contact at the college or school if there are questions or concerns

Starting point: Could we offer a safe, realistic experience that helps a student understand our work?

WHAT SUPPORT SHOULD YOU EXPECT?

You should not be expected to work this out alone. The college or school should support you by:

- preparing the student before they start
- explaining what students should already understand
- helping identify suitable placement activity
- agreeing clear expectations with the student
- providing a named contact during the placement
- helping address concerns early if something is not working
- reviewing the placement with you and the student

A good placement is a shared responsibility. You provide the real workplace experience. The college or school supports preparation, planning and review.

A SIMPLE NEXT STEP

You do not need to commit to a placement straight away. A first conversation with the college or school could explore:

- what type of work your business usually does
- whether there are periods, projects or sites where a student could safely observe or support activity
- what concerns would need to be addressed
- what timing or placement model might work best
- what support you would need from the college or school

From there, you can decide whether a placement is realistic and how it could be planned.

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COULD THIS SUPPORT FUTURE RECRUITMENT?

Offering a placement does not commit you to offering a job or apprenticeship at the end of it. However, it can be a useful way to get to know a young person before making any future decisions. You can see how they respond to workplace expectations, whether they listen, how they communicate and whether they show interest in your type of work.

Where there is a good fit, a placement may lead to further conversations about:

- future placement activity
- additional work experience
- holiday or part-time work, where appropriate
- an apprenticeship or employment opportunity in the future

There is no obligation. The placement simply gives both parties a chance to find out whether there could be a good future fit to the organisation and industry.

A BUILDING SERVICES ENGINEERING PLACEMENT DOES NOT NEED TO BE COMPLICATED TO BE VALUABLE.

If expectations are clear, activity is safe and realistic, and the college or school provides the right support, a placement can give a student meaningful insight into your trade while remaining manageable for your business.

The starting point is not a firm commitment. It is an informal conversation about what might work.



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