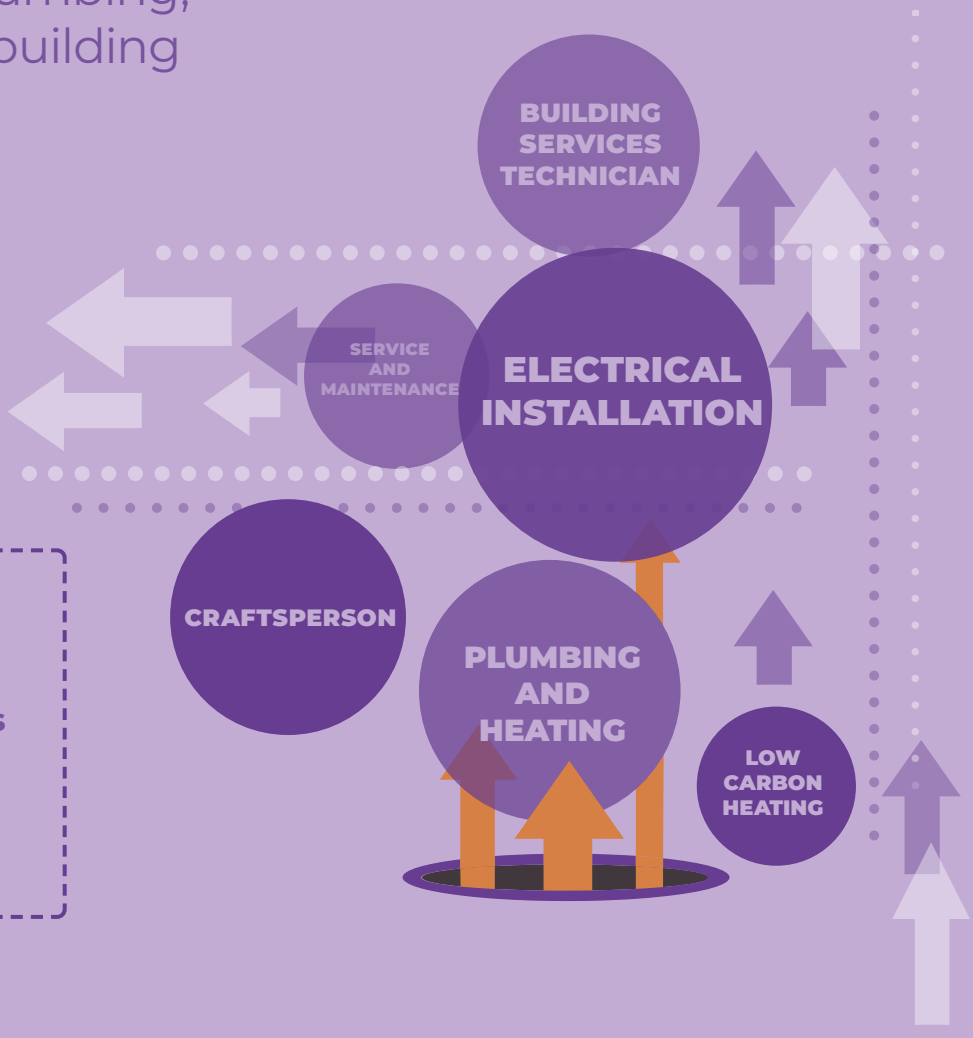
T-LEVELS
THE NEXT LEVEL QUALIFICATION

PLANNING AN INDUSTRY PLACEMENT

A practical tool for colleges or schools and electrical, electrotechnical, plumbing, heating and other building services employers



This is not a formal placement agreement, risk assessment or health and safety document. It is a practical conversation tool to support planning before formal paperwork is completed.

This tool helps a college or school and employer turn placement interest into a clear, safe and realistic plan. It can be used once an employer is interested, or while both sides are exploring whether a placement could work before confirming formal arrangements.

Use it alongside the student contribution sheet, which gives examples of what students may be ready to observe, support, record or discuss. This planning tool turns those ideas into an agreed plan for a specific student, employer and workplace setting.

1. PLACEMENT OVERVIEW

PLANNING POINT	NOTES
Employer / organisation	
Main workplace or reporting location	
Type of BSE work involved	
Occupational specialism or area of focus	
Proposed placement dates / pattern	
College or school contact	
Employer contact	
Named workplace supervisor	
Buddy / mentor / apprentice support, if relevant	
Student name	
Expected working hours	
Travel and transport arrangements	
College or school contact details	
Employer contact details	

2. WHAT WORK WILL BE HAPPENING DURING THE PLACEMENT PERIOD?

Use this section to understand the employer's normal work pattern and identify where meaningful learning may be possible.

PLANNING QUESTION	NOTES
What types of work, jobs or projects are likely to be happening during the placement period?	
Is the work mainly site-based, mobile, workshop-based, office-based or mixed, and how might the location change during the placement?	
Which jobs, sites, customers, teams or activities may offer suitable learning opportunities, and are permissions needed?	
Which sites, tasks, tools, customer settings, lone-working situations or environments must be avoided?	
Are there timing issues, busy periods, quieter periods or project milestones to consider?	
Is there a supply chain, contractor network or partner organisation that could contribute to the placement experience?	
How will changes to sites, reporting locations or working hours be communicated to the student and college or school?	

3. WHAT COULD THE STUDENT SAFELY LEARN FROM?

Use this section to identify realistic activity. The student does not need to carry out complex technical work for the placement to be meaningful.

AREA OF WORK	COULD THE STUDENT OBSERVE THIS?	COULD THEY SUPPORT THIS SAFELY UNDER SUPERVISION?	COULD THEY PREPARE, RECORD, CHECK OR DISCUSS SOMETHING?	NOTES / BOUNDARIES
Job or site preparation				
Installation, maintenance or repair				
Testing, checks or commissioning				
Fault finding or problem solving				
Documentation, handover or customer communication				
Team briefings, planning or coordination				
Other suitable activity				

4. WHAT IS OUT OF SCOPE?

Agreeing what the student should not do is just as important as agreeing what they can do.

BOUNDARY / RESTRICTION	WHAT HAS BEEN AGREED?
Tasks the student must not carry out	
Tools, equipment or materials the student must not use	
Sites, areas or environments the student should not access	
Customer, tenant or live building situations to avoid or manage carefully	
Activities requiring qualified staff only	
Any age, insurance, site access or organisational restrictions	
Other safety or supervision boundaries	
Live services, working at height, confined spaces, hot works, plant, vehicles or other higher-risk activity	
Lone working, travel with staff or changing-site restrictions	
Client, tenant, customer or site permissions required	

5. SUPERVISION, BUDDYING AND CHECK-INS

Students must not be left to undertake activity without appropriate supervision. They need clear boundaries, a named workplace supervisor and someone they can approach immediately if unsure or unsafe.

PLANNING QUESTION	NOTES
Who is the named workplace supervisor, and are they responsible for supervision and safety throughout?	
Will the student also be buddied with an apprentice, mentor or experienced colleague?	
Who will the student shadow or work alongside?	
When will check-ins happen?	
How will instructions be given and checked?	
When will feedback be given?	
Who should the student speak to if they are unsure or feel unsafe?	
Who should the college or school contact if there are concerns?	
If the named supervisor is unavailable or the location changes, who provides authorised cover?	
Who is the named college or school contact, and how can they be reached during placement hours?	
How will supervision work across different sites, teams or employers, if relevant?	

BUDDYING NOTE

Students may benefit from being buddied with an apprentice, mentor or experienced colleague. This can help them understand the work, ask questions naturally and see how someone else has developed in the trade. Buddying does not replace supervision. The employer must identify who is responsible for supervision and safety, including at each site or work location, and who will raise concerns with the college or school.

6. LEARNING GOALS AND PLACEMENT VALUE

Use this section to connect the placement activity to what the student should learn.

PLANNING QUESTION	NOTES
What should the student understand better by the end of the placement?	
What technical areas could the placement help them see in practice?	
What employability skills could they develop?	
What workplace behaviours should they practise?	
How will the student reflect on or record what they have learned?	
How will the placement link back to their T Level learning?	
How will the student connect prior health and safety learning with what they see and practise in the workplace?	

7. COMMUNICATION AND SUPPORT IF CONCERNS ARISE

Concerns should be raised early so that support can be put in place before issues escalate. This tool does not replace college or school policies, safeguarding procedures, disciplinary processes or employer health and safety requirements.

POSSIBLE CONCERN	WHAT SHOULD HAPPEN FIRST?	WHO SHOULD BE CONTACTED?
Lateness or absence		
Not following instructions		
Unsafe behaviour or safety concern		
Inappropriate phone use		
Low engagement or lack of interest		
Student unsure about tasks or expectations		
Employer unsure what the student should do next		
Other concern		
Travel, site access or reporting arrangements change unexpectedly		
The named supervisor is unavailable		

8. AGREED NEXT STEPS

ACTION	WHO WILL DO THIS?	BY WHEN?
Confirm placement dates / pattern		
Confirm placement location(s) and reporting arrangements		
Confirm suitable activities		
Confirm out-of-scope tasks or areas		
Confirm PPE, workwear or site requirements		
Confirm supervision / buddying arrangements		
Confirm communication process		
Confirm any student preparation needed		
Complete formal placement paperwork		
Confirm working hours, travel and changing-location arrangements		
Confirm employer induction, risk controls and emergency arrangements		
Confirm relevant PPE, workwear, CSCS or sector skills-card and site-access requirements		
Confirm any customer, client, tenant or site permissions		
Confirm named workplace and college or school contacts, including supervision cover		

FINAL PLANNING CHECK

Before the placement starts, check that:

- the placement pattern, working hours, location and travel arrangements are clear
- the student knows where to go, who to report to and how changes will be communicated
- suitable activities have been identified
- out-of-scope tasks and safety boundaries are clear
- supervision, buddying and authorised cover arrangements are agreed
- the employer knows who to contact at the college or school
- the college or school knows what preparation, PPE, health and safety learning or site access the student needs
- formal placement paperwork, risk assessment, safeguarding, insurance and other relevant local processes have been completed

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