T-LEVELS
THE NEXT LEVEL QUALIFICATION

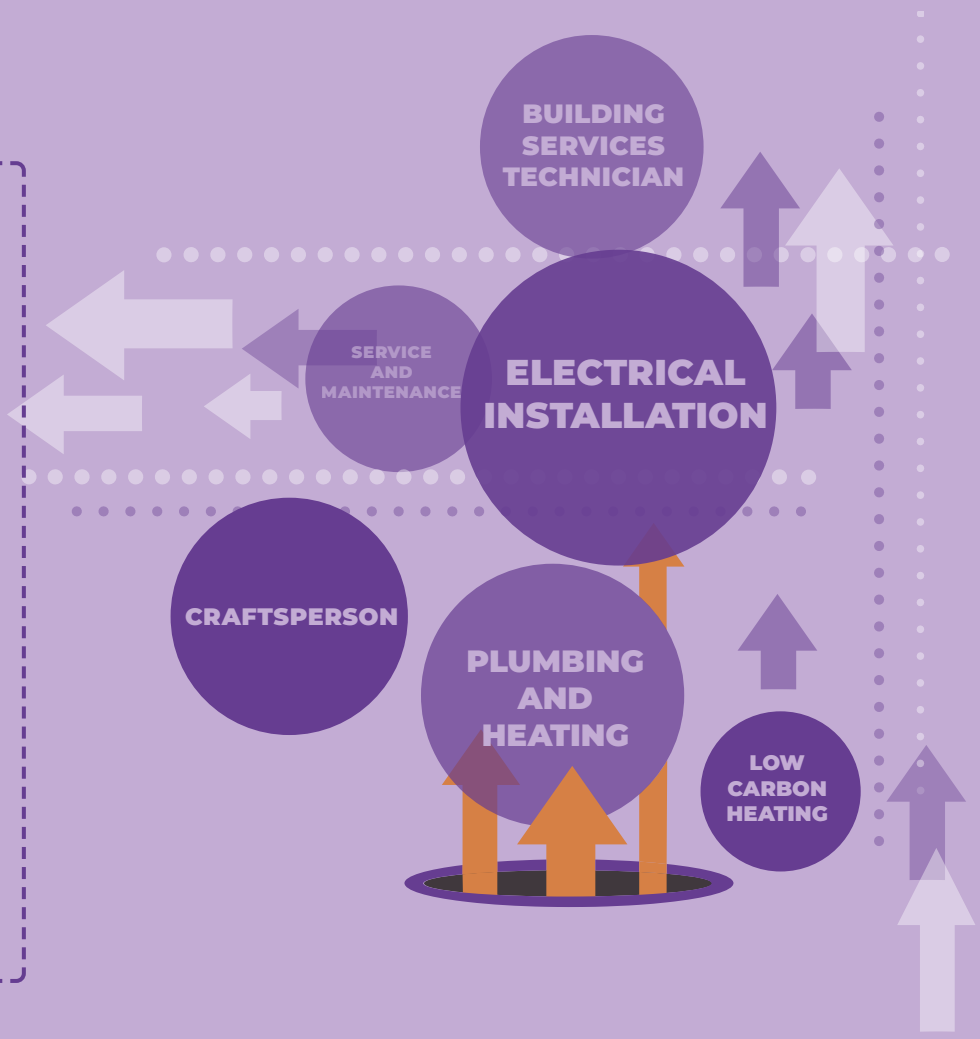
BUILDING SERVICES ENGINEERING PLACEMENT READINESS TOOLKIT

COLLEGE AND SCHOOL GUIDANCE: WHAT EACH TOOL IS FOR AND HOW TO USE IT

Purpose of this guidance

This guidance explains how to use the Building Services Engineering (BSE) placement readiness toolkit. The toolkit was developed in response to feedback that support for this sector needs to be practical, modular, visual and easy to use, rather than a single long-form guidance document.

The toolkit should help colleges and schools set expectations early, build readiness over time and support clearer conversations with students, parents or carers, curriculum teams, placement teams and employers.



CORE PRINCIPLE

The tools are designed to support expectation-setting and readiness across the learner journey. They should complement, not duplicate, the industry placement agreement, logbook, timesheets, formal review paperwork or local behaviour and support processes.

The toolkit is not designed to be sent out as a single pack to every audience. Colleges and schools should select the tools that fit the student, employer, parent or carer or internal planning need.

HOW THE TOOLKIT WORKS

The toolkit is made up of seven linked tools. They can be used together as a full readiness approach or selected individually depending on the point in the programme, the audience and the student's readiness needs.

TOOL	PRIMARY AUDIENCE	BEST POINT OF USE	MAIN PURPOSE
1. Is a BSE T Level right for you?	Prospective students and parents/carers	Open evenings, interview, enrolment or induction	Set expectations before students commit to the course, including the mandatory placement, usually unpaid nature of the placement and practical realities of BSE work.
2. Getting ready for your BSE industry placement	Students already on programme	Pre-placement preparation, placement matching and final readiness activity	Help students prepare practically, professionally and safely before their first day, including named contacts, logbook/recording expectations and what they may do at first.
3. Building placement readiness into the BSE curriculum	Curriculum, tutorial, pastoral, employer engagement and placement teams	Curriculum planning, team meetings and quality review	Map where readiness is introduced, practised, reinforced and checked across the programme.
4. BSE placement readiness check	Students and college and school staff	Readiness reviews, pre-placement checks or where support needs are identified	Support a structured readiness conversation about whether the student is confident, developing or needs further support before placement.
5. Supporting your young person to get ready for a Building Services Engineering placement	Parents, carers and supporters	Enrolment, induction and pre-placement communication	Help families understand the commitment and support practical preparation without taking over responsibility from the student.
6. What contribution will a student be ready for	Employer engagement staff and employers	Early employer conversations and placement planning	Support conversations about what students may safely observe, support, record or contribute to. This should usually support a conversation rather than be sent cold to employers.
7. Making sense of your Building Services Engineering placement	Students and tutors	During or after placement, review conversations, tutorial activity and classroom follow-up	Help students make sense of BSE-specific learning without duplicating the formal logbook or review records.

USING THE TOOLS WELL

The toolkit will work best when it is used as part of a planned readiness approach, rather than sent out all at once. College and schools should decide which tools are needed, who will use them and how they connect to existing placement systems.

- Do not use the toolkit as a replacement for the industry placement agreement, formal placement records, local behaviour processes or support plans.
- Use the tools to prompt conversation, preparation and expectation-setting.
- Use student-facing tools alongside curriculum, tutorial and pastoral support, not as standalone reading.
- Use employer-facing tools selectively and with explanation. Some tools are designed to support a conversation, follow-up email or planning discussion, not to be sent cold.
- Use the approved BSE examples that are most relevant to the occupational specialism and audience. Provide any additional context separately rather than editing the tools.
- Build readiness over time. Successful placement models are introduced, practiced, reinforced and reviewed, not left until immediately before placement starts.

LANGUAGE AND OCCUPATIONAL SPECIALISM

Building Services Engineering is the formal T Level route title, but employers, students and families may also recognise the approved trade-area terms used throughout the toolkit.

These include electrical, electrotechnical, plumbing, heating, ventilation, air conditioning and building maintenance. Select the approved examples that are relevant to the audience while retaining the resource wording.

USING THE APPROVED RESOURCES WITH LOCAL PROCEDURES

College and school arrangements and employer settings vary. Explain placement timing, contacts, PPE, travel, support, records and college and school procedures separately; do not insert or rewrite this information in the approved resources.

SUGGESTED LOCAL RESPONSIBILITIES

Team / role	Possible responsibilities
Curriculum team	Embed readiness themes into teaching, practical activity and classroom reflection. Check technical examples and occupational specialism language.
Tutorial / pastoral team	Support practical independence, confidence, attendance, communication and problem-solving.
Industry placement / employer engagement team	Use employer-facing tools in conversations, planning and onboarding. Feed employer insight back into readiness activity.
Senior / quality leads	Check that readiness is built across the learner journey and not left until immediately before placement.
Employers	Sense-check examples, provide local workplace insight and clarify what students may safely observe, support, record or contribute to.

WORKING ACROSS CURRICULUM AND EMPLOYER ENGAGEMENT

Session feedback highlighted that placement readiness works best where curriculum and employer engagement teams share information regularly and treat the industry placement as part of the T Level programme, not as a separate add-on.

Useful practice may include:

- regular curriculum and placement team meetings
- a shared online chat function for relevant team members or other simple communication route
- sharing student attendance, attitude, readiness and support information at appropriate points
- curriculum teams sharing what students have covered and when
- employer engagement teams sharing employer expectations, concerns and feedback
- joint visits or conversations with employers where a technical tutor's input would help
- using placement examples in teaching, tutorials and post-placement reflection

College and schools should consider what information needs to flow both ways: from curriculum to placement teams before students go out, and from employers back into curriculum once placement learning has taken place.

QUALITY CHECKS BEFORE USE

Before using the toolkit, college and schools should confirm how the approved tools will operate alongside their delivery arrangements and procedures. Any college and school-specific information should be supplied separately. Check that:

- placement timing, hours and delivery arrangements are communicated separately and clearly
- staff select the approved examples most relevant to the occupational specialism being delivered
- relevant curriculum or employer specialists understand the scope and limits of the approved technical examples
- contact and escalation processes are supplied separately and are consistent with college and school procedures
- PPE, workwear, travel and support arrangements are communicated separately
- staff explain any unfamiliar terminology during employer conversations without altering the resource
- the toolkit complements, rather than duplicates, existing placement paperwork and the DfE student logbook

USING PROVIDER AND EMPLOYER INSIGHT

Colleges and schools may use employer, apprentice, student and supervisor insight in teaching and conversations, and may feed suggestions into a central review process. They should not add examples or quotations to the approved resources.

Only centrally reviewed and approved examples, case studies, quotations and links should be incorporated into future versions of the toolkit.

MAINTAINING THE APPROVED RESOURCES

Approved resource: do not alter its wording, branding, examples or structure. Complete only fields intended for use and provide any local information separately.

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