

## Technical Placement Policy

Policy Code:	TE5
Policy Start Date:	September 2024
Policy Review Date:	September 2027

Please read this policy in conjunction with the policies listed below:

- HR5 Acceptable Use Policy
- HR6 Data Protection Policy
- HR6A Data Breach Policy
- HR33 Records Management Policy
- HS2 Medical Treatment Policy
- HS5 Health & Safety Policy
- SW4 Student Behaviour & Discipline Policy
- SW5 Safeguarding & Child Protection Policy
- SW17 Safeguarding Adults Policy
- TE4 Technical Assessment Policy
- TE8 Technical Learner and Employer Compliments and Complaints Policy
- TL2 Appeals (Exams and Qualification Grades) Policy
- TL6 SEND Policy



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## **1 Policy Statement**

- 1.1 The policy outlines the Trust's approach to industry placements for technical learners.
- 1.2 For the purpose of this policy, 'technical learners' encompasses T-Level students, apprentices and pupils in KS4-5 studying 'vocational' subjects, for example, BTEC qualifications.
- 1.3 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as Priory Apprenticeships.
- 1.4 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

## **2 Roles, Responsibilities and Implementation**

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Professional Learning.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

## **3 Aims**

- 3.1 To ensure that industry placement activity is delivered to a high standard, is meaningful and achieves good learning outcomes, irrespective of where and when they take place.
- 3.2 To ensure that learners are safe whilst on industry placements.

## **4 Definition**

- 4.1 An industry placement is defined as a placement on employers' premises in which a learner carries out a particular task or duty, or a range of tasks or duties, like an employee would do, but with the emphasis on the learning aspects of the experience.
- 4.2 Industry placements are planned according to the intent of the level of study.

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## **5 T Levels**

- 5.1 T Levels are high-quality, Level 3 classroom-based technical programmes that will equip students with the skills, knowledge and behaviours they need to progress into skilled employment. T Level programmes have been approved by the Institute of Apprenticeships and Technical Education (Institute) under sections A2DA and A2DB of the Apprenticeships Skills, Children and Learning Act 2009.
- 5.2 T Level programmes will consist of 4 components:
- an Institute-approved Technical Qualification (TQ);
  - **an industry placement;**
  - a minimum standard of maths and English if students have not already achieved these; and
  - any other occupation-specific mandatory additional requirements, as identified by the Institute, that are needed for entry to employment or to commence an industry placement.
- 5.3 For T Level students, an industry placement must:
- take place in a working environment;
  - be relevant to the occupational specialism;
  - be for a minimum of 315 hours over two years (the exception to this is the Early Years Educator occupational specialism, within the Education and Early Years T Level, that must be for a minimum of 750 hours); and
  - be organised in line with the normal requirements of the industry, which may be outside the setting's normal academic timetable.
- 5.4 As part of any marketing/enrolment information, the Trust will make it clear to students that a T Level course is a full-time course and the industry placement is a mandatory part of the programme.
- 5.5 Prior to the industry placement taking place, each academy has a responsibility to ensure that students are equipped with the necessary technical knowledge and skills, and they also must ensure that students are suitably prepared to enter the workplace through student preparation training), which will include developing students' employability skills.
- 5.6 Before delivering student preparation training, an academy must carry out a 'student work-readiness assessment'. It is good practice to redo this assessment following the student preparation training to identify growth, and any remaining gaps that might need addressing prior to the placement commencing.

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- 5.7 In ensuring students are prepared for the workplace, an academy must make sure that:
- placements are directly related to each student's course;
  - students have been taught the technical skills and knowledge, and the employability skills, needed for their placement;
  - students understand the professional standards of behaviours and attitudes they need to display on their placement;
  - students understand the importance of adhering to the organisation's policies and procedures whilst on their placement, including around the use of their personal mobile phone and social media;
  - students have thoroughly researched the organisation their placement will be with;
  - students understand the importance of networking and how to use professional networking sites, such as LinkedIn;
  - students understand what to do and who to speak to if they are anxious or if a problem arises whilst on their placement;
  - students know 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 and their travel arrangements to the placement; and
  - students consider writing to, or emailing, their manager at the employer - after the placements finish - to thank them and set out what they have gained from the placement.
- 5.8 Before the student's placement starts, the student, academy and employer must sign the industry placement agreement to secure all parties agreement and commitment to the placement.
- 5.9 T Level students cannot be confirmed by providers as completing the industry placement if:
- they have not demonstrated sufficient progress towards their learning goals;
  - they have not completed the minimum hours required;
  - the placement has not been external to their normal learning environment and away from peers and teaching staff, except for students with SEND or those in Young Offender Institutions where alternative approaches can be applied and/or;
  - they choose to withdraw from their industry placement early, and/or withdraw from education.
- 5.10 In the event that a student wishes to challenge the outcome of their placement or they wish to raise a complaint, further information is provided in TE7

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Technical Appeals Policy and TE8 Technical Learner and Employer Compliments and Complaints Policy.

- 5.11 The Trust will manage industry placements for T Level students in line with the DfE guidance '*T Level industry placements: delivery guidance*'.

## **6 Students with SEND**

- 6.1 Academies must ensure that individual needs are identified, and the right level of support is provided so that SEND students have fair access to industry placements. This includes all students with SEND, and not just those with an education, health, and care plan (EHCP).

- 6.2 When identifying the best working environment for learners with SEND and determining whether or not appropriate reasonable adjustments can be made, an academy should consider:

- the student's additional learning needs;
- any medical conditions the student may have;
- the student's ability to travel independently; and
- their career interests.

- 6.3 As part of the Equality Act, an academy must make reasonable adjustments for disabled students to enable them to commence and perform their industry placements 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 academy 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.

## **7 Health & Safety**

- 7.1 The Trust will seek assurances from employers with regards to their compliance with Health & Safety regulations. This will be done in line with guidance from the Health & Safety Executive (HSE).

- 7.2 Each academy has a responsibility to ensure that all work placements have a valid risk assessment completed before a learner attends their work placement to satisfy themselves that employers have up-to-date policies and sufficient risk management arrangements in place to ensure a safe working environment for students.



7.3 The Trust will ensure that employers are aware of their responsibilities about safety in the workplace to:

- provide a safe learning environment for all students;
- have a zero-tolerance policy towards bullying and harassment;
- ensure they report all incidents to their provider contact
- be alert to the possibility of abuse among their employees and students; and
- ensure that any agreed reasonable adjustments have been put in place.

7.4 Each academy is responsible for safeguarding the welfare of students whilst on placement. The academy, in line with *Keeping children safe in education* and DBS guidance, will seek assurances (and carry out checks where necessary) about the suitability of adults working with students on placement. Please see SW5 Safeguarding & Child Protection for further information.

7.5 As part of preparing the student for their placement, each academy will cover how to deal with any instances of bullying or inappropriate conduct in the workplace, and how to raise/report concerns, either with the academy so they can intervene as necessary or with the employer directly. This preparation will support students to feel empowered to speak out if they experience inappropriate behaviour in the workplace.

## **8 Sharing information with employers**

8.1 In order to ensure that all students have fair and equal access to placements, and are safeguarded appropriately, it may be necessary for a setting to share information about a student with an employer. For example, safeguarding information. Any information sharing will be done in line with UK-GDPR and the Data Protection Act 2018. For more information, please see HR6 Data Protection Policy.

8.2 Where students have significant commitments that can restrict the number of hours they can commit to, for example, caring responsibilities, an academy should work closely with the employer to identify reasonable adjustments that can be made to allow them to attend their placement and complete the required hours. For example, different working patterns being provided, or allowing a student to travel outside of peak hours to accommodate their special needs. This information should be provided to the employer as early as possible, to allow for adjustments to be made (if possible).

## **9 Employers' Liability Insurance**

9.1 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

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ELI, they need to have this in place before the placement begins and for the full duration of the placement.

- 9.2 As part of the assurance checks, the Trust will check that employers have adequate insurance cover.

## **10 Key Adult**

- 10.1 Each academy will identify a link member of staff for the student for the duration of their placement. This may be subject to change depending upon need and/or availability.

- 10.2 Each academy will also ask the employer to provide an appropriate task manager/supervisor from their organisation who will be the main point of contact for the student and academy staff. This individual will ideally be someone who has experience of training within the identified area. If the employer needs to change this individual, they are asked to inform the academy as soon as possible, providing up-to-date contact information if required.

## **11 Travel**

- 11.1 Each academy must consider students' travel arrangements for accessing their placement and what support they might need. This might include help with travel costs or involve travel training for those students with special needs.

- 11.2 The Trust may access local transport schemes or work with other providers to secure economies of scale in approaches to travel.

- 11.3 Each academy can, where necessary, use their T Level industry placement funding, or the 16-19 discretionary bursary funds, for funding individual expenses for eligible students.

## **12 Placement objectives**

- 12.1 To ensure high-quality industry placements a clear set of placement objectives will be agreed upon prior to the commencement of the placement.

- 12.2 Placement objectives must be discussed, and agreed upon, by the academy, the student and the employer.

- 12.3 For T Levels, any agreed objectives must include learning goals. These should identify the key technical and employability skills that the student must focus on developing and honing throughout their placement. A mix of technical and employability skills must be agreed, with a minimum of 3 each. This section can

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also detail the relevant knowledge that the student should be able to apply in the workplace context.

- 12.4 T Level placements should also ensure that the student is working towards clear progress indicators, which set out the expected standards relating to technical skills and work-based behaviours that students should develop whilst on placement. The progress indicators are a tool that can be used by providers and employers to help inform their review of students' progress towards their learning goals throughout the placement by highlighting where students are performing well and identifying areas for improvement. They can also be used to assist with providers' overall judgement of students' progress towards their learning goals at the end of the placement.

### **13 Quality Assurance**

- 13.1 The Trust is responsible for ensuring appropriate quality assurance (QA) of any industry placement undertaken by a student (that has been organised/facilitated by the Trust).
- 13.2 As a minimum requirement, the Trust must ensure that sufficient safeguarding and quality assurance measures are in place, for example:
- industry placement coordinators are experienced in carrying out employer due diligence checks and following safeguarding protocol;
  - academies have the expertise to draw up stretching learning goals, as part of the industry placement objectives and to review student progress;
  - there is careful consideration about the timing of placements within the curriculum planning, and evidence that employers are engaged to take students on placements;
  - 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;
  - for T Levels, there are staff in place to add industry placement data to the Manage T Level results service; and
  - mechanisms for reporting of feedback from the employer and student are built into the industry placement quality assurance process and taken into consideration.

### **14 End of placement**

- 14.1 At the end of the placement, employers will be asked to provide an appraisal of the students' performance, including how they have demonstrated progress towards their learning goals.



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## **15 Working time regulation**

- 15.1 Industry placements must adhere to the Working Time Regulations.
- 15.2 Planning of placement hours must also consider students' 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 permit students to work between 10pm and 6am, (this can, with agreement be changed to between 11pm and 7am);
  - allow students a 12-hour rest period between each working day;
  - allow students to have a 30-minute rest break if working for more than 4 hours and 30 minutes; and
  - allow students to have 2 days weekly rest.

## **16 Modern Slavery Act**

- 16.1 Students undertaking industry placements does not contravene the Modern Slavery Act, as these circumstances do not fall within the definitions of forced or compulsory labour. Please click this [link](#) for further information about the Modern Slavery Act.
- 16.2 Students have the freedom to withdraw from industry placements at any time. Students should speak with their Tutor if they wish to discuss withdrawal from a placement to ensure they understand any implications of their decision.

## **17 Policy Change**

- 17.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.



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# **The Priory Federation of Academies Trust**

## **Technical Placement Policy**

This Policy has been approved by the Education & Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.