

EMPLOYERS GUIDE TO

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# **About This Guide**

The aim of this guide is for the Social Care Training Hub to support and offer guidance for all Social Care employers who are interested in hosting T Level industry placements. It outlines the roles and responsibilities for employers in delivering high quality industry placements.

# **T Levels Explained**

T Levels are a new, 2-year Level 3 qualification for 16- to 19-year-olds. Designed with employers from multiple sectors, it combines classroom study with an industry placement.

Each T Level is equivalent to 3 A levels and helps young people develop the knowledge, attitude, and practical skills to progress into skilled employment, an apprenticeship or further study.

They are a vocational alternative to A levels (because they focus on industry) and include practical study as well as classroom learning. They differ from apprenticeships because the study and working time is reversed. Learners usually spend 80% of their time in classroom and 20% of their time ‘on the job’ gaining experience over the duration of the industry placement.

Every T Level student must complete an industry placement that lasts a **minimum 45 days (placements can be split across two employers, where this is considered necessary for ‘breadth of content’ and/or is beneficial for students)**. This provides learners the opportunity to put their learning, knowledge, and skills into practice in a real workplace environment and prepares them for the world of work or further study like higher apprenticeships.

Industry placements also gives employers a unique opportunity to develop new talent and help young people to become work ready and develop their career in the Social Care sector.

# **What do T Levels Include**

T Levels provide an opportunity to spotlight the diverse roles in your organisation, to bring together enthusiastic and passionate individuals who are interested in working in social care but yet to decide on their specific occupation.

A T Level is split into three main sections:

* **Technical qualification (TQ) split into** Core **& Occupational Specialism components** is the main, classroom-based element. Students will learn about their chosen sectors through a curriculum designed by employers and developed by an awarding organisation (AO)
* **Industry placement** runs for a minimum of 315 hours (45 days) overall and will give students practical insights into their sector and an opportunity to embed the knowledge and skills learned in the classroom.
* **English, maths, and digital** provision is also built into the classroom-based element of the T Level, meaning students will be given a solid foundation of transferable skills.

# **How are T Levels different to other post-16 options?**

T Levels are one of the main choices for students after GCSE alongside:

• Apprenticeships are for students who wish to learn a specific occupation ‘on the job’

• A levels are for students who wish to do academic education

• Vocational courses are available in certain subject areas

These high-quality qualifications will ensure students have the skills and knowledge businesses are looking for. T Levels are part of a drive to strengthen the technical education system in England and give young people the knowledge and skills they need to gain good jobs. Many employers talk about a skills gap, meaning they cannot get the technically trained people they need to fill key roles. T Levels develop these technical skills by combining theoretical knowledge with practical application, working with employers to shape the courses and prepare young people for today’s job market.

Prepare young people for today’s job market!

# **Entry Requirements for T Levels**

Entry requirements for each T Level course are set by the individual colleges.

The social care training hub T Level website page will provide entry requirements for colleges.

# **Grading**

The overall grade is subject to completion/achievement of all T Level requirements – not just the components of the technical qualification (TQ).

T Level grades are worked out from students’ grades for the technical qualification core and occupational specialisms.

As well as passing the relevant technical qualification, the following elements are required to achieve an overall T Level grade:

* industry placement: This will be arranged and verified by the training provider offering the T Level
* students are required to work towards improving attainment in maths and English if they have not already achieved grade 4 at GCSE or equivalent. Where students have attained, or attain during the course of the T Level, maths and/or English qualifications at level 2, this will be referenced on any T Level certificates and/or statements of achievement.

Students who do not pass all elements of their T Level will get a T Level statement of achievement which will show the elements they have completed.

# **Approved T level technical qualifications for Social Care**

* [Accounting | T Levels](https://www.tlevels.gov.uk/students/subjects/accounting)
* [Catering (September 2024 onwards)](https://www.tlevels.gov.uk/students/subjects/catering)
* [Digital](https://www.tlevels.gov.uk/students/subjects/digital-support-services)
* [Health](https://www.tlevels.gov.uk/students/subjects/health)
* [Management and Administration](https://www.tlevels.gov.uk/students/subjects/management-administration)

# **Benefits to Employers**

• **It can save recruitment costs by providing the opportunity to see what the young person can offer, on a no obligation employment basis and if suitable offer an apprenticeship or employment on completion of their T Level**

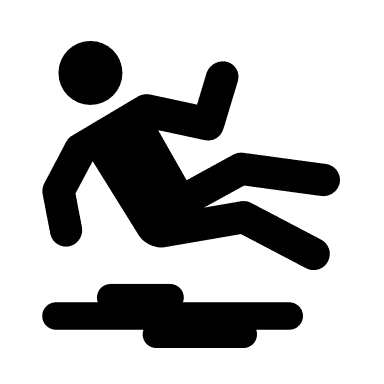
* It can **attract motivated young people** to your business, bringing in imaginative and new ideas.
* It can help **address local and national skills gaps** by helping young people develop the skills your industry needs.
* It can help **develop existing staff’s mentoring and management skills**. Placements create opportunities for staff to act as mentors, buddies, coaches or line managers to students.
* It can build a **more diverse and creative workforce**. Industry placements create opportunities for a diverse range of 16-19-year-olds. diversity can help increase innovation and creativity.
* It can play an important role in the local community. Having a T level student on placement can create a ‘**shared value’** by way of benefiting the young people within the community.
* It can help provide **extra help** with projects, in an environment where staff are doing multiple roles and struggling to meet difficult deadlines.
* It can help **build partnership working** with local education Training providers.

I feel it is important as a care provider to engage with T level placements – to help future proof recruitment and retention in the social care sector. Students may not want to join the social care workforce now but in years to come may do so. From my experience students do not understand what social care is or what role the sector has in supporting people to continue living independent, high-quality lives in their own homes. Hosting valuable placements helps not only to educate students but tutors too. Working with colleges to deliver programmes and meet T level objectives is excellent evidence for our regulators on how we work in partnership with external organisations. Our engaged workforce enjoys mentoring and supporting students and feel proud to showcase our fabulous sector. Our clients enjoy teaching students, helping them to establish good communication skills. They are involved and updated on student progress and outcomes too. Carrying out a range of tasks whilst supervised helps students develop skills, knowledge and experience which they can then transfer to other placements, exams and role play type assessments.

***Caroline Cosh – Managing Director - Clifton Homecare***

# **Employer’s Role and Responsibilities**

The Social Care Training Hub will work in partnership with you and the training provider to make your experience of hosting an industry placement as easy as possible. To ensure a successful placement we will support you in designing the structure of the placement to selecting the appropriate student to gain the most from this opportunity.

Health and Safety

Employers have prime responsibility for the health and safety of students and **must** work together with training providers to ensure students are safe from harm during their placement. The training provider as part of their pre-placement checks, will need 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. Training Providers should also carry out standard due diligence checks on employers, keeping the checks proportionate to the level of risk.

As an employer, you should follow the guidelines and stay up-to-date on the [Health and Safety Executive website](https://www.hse.gov.uk/young-workers/employer/work-experience.htm) and also the [legal compliance for industry placements](https://employers.tlevels.gov.uk/hc/en-gb/articles/4403442891794-Legal-compliance-for-industry-placements) that covers DBS, Employers Liability and Public Liability insurance and health and safety requirements.

Students should be treated with the same degree of professionalism and duty of care as regular employees. Legal obligations under [the Equality Act 2010](https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty) apply and protected from discrimination in the workplace. Employers are expected to: -

* provide a safe and welcoming learning environment for all students.
* have a zero-tolerance policy of bullying and harassment.

• report all incidents to the training provider

• be alert to the possibility of physical/emotional abuse among employees and students

• ensure that any agreed reasonable adjustments have been put in place

Employers and Training Providers have a joint responsibility for the wellbeing of students during the placement. Employers can expect the training provider to plan regular contact time with students to check their health, safety, welfare, and progress whilst on placement.

If there is any kind of accident in the workplace, employers are required by law to act swiftly and record the incident in the accident book. If the incident was severe in nature or involved diseases, or dangerous occurrences, employers are legally required to report it via RIDDOR.

If the student is involved in an accident, the employer **must** inform the College.

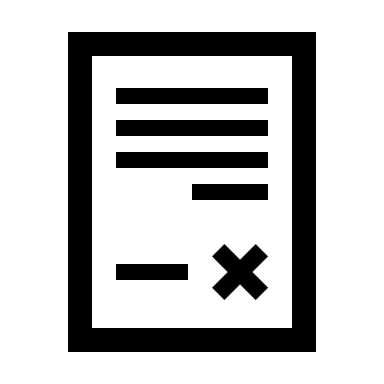
Induction

By law, employers are responsible for ensuring a safe working environment for students, which includes conducting a full workplace induction on day one of the placement to cover all health and safety aspects of the workplace.

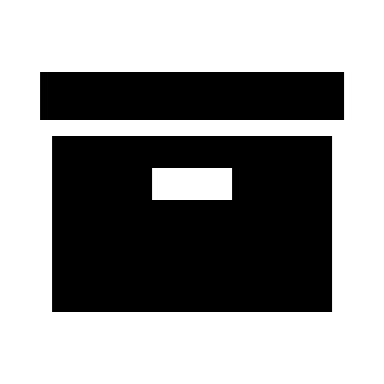
As part of the induction, you should outline the organisation’s policies and procedures that students must adhere to whilst on the working premises, including any rules of a legal, commercially sensitive, or confidential nature. Students can also undertake mandatory work-based training that other employees would usually complete to help with their induction into the organisation.

If your organisation is considered ‘high-risk’ you will have control measures in place for mitigating risks to employees. Employers may want to consider whether they need to do anything further to control the risks for young people – for example dedicated supervision. Full training and supervision should be given to the student before they start using any heavy or dangerous equipment or machinery. There may be a minimum legal age limit for operating some of these. Employers **must** check that a student is old enough to use a piece of equipment or machinery before providing training.

**Example of health and safety Induction check list – Appendix 1**

Insurance

By complying with the health and safety legislation and having up-to-date Employer’s Liability and Public Liability insurance, you will be covered for any potential loss or liability caused by or to the student in relation to the placement. If the industry placement student is doing work that is normal business practice and you already have up-to-date Employer’s Liability Insurance and Public Liability Insurance, then you do not need additional cover. If you are unsure whether the work the student is doing counts as ‘normal business practice,’ then you should talk to your insurance company.

Data access and security

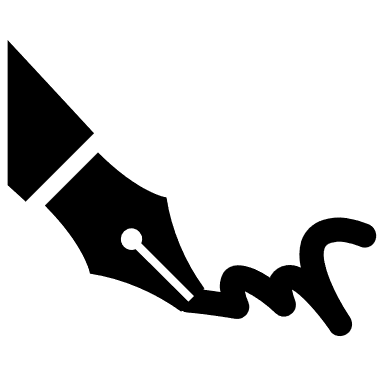
Your normal data and cyber-security policies and procedures will apply to industry placement students.

Your organisation is responsible for complying with data protection legislation if it handles personal data. This includes students handling data on a placement.

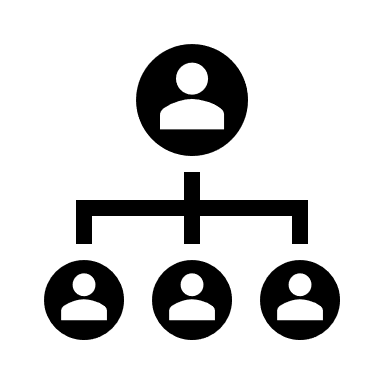
You will be supported by the training provider to consider how to:

* balance the need to give students a good range of tasks, while limiting access to data or secure areas
* think about the risk of students mishandling personal data or confidential information, before giving them a task which involves this.
* give students clear guidance and training on handling data or sensitive information.

If it is normal practice to put clauses in place to protect your organisation, then it is recommended that you follow the same principles for students, as you do with employees. You can draw up a confidentiality statement for students to sign. Although not legally binding, it could give you peace of mind and confirm to students how important confidentiality is to your organisation.

Industry placement agreement

Prior to the placement commencing, all students are expected to sign an industry placement agreement, which acts as a formal agreement between students, the training provider and employer and contains students’ roles and responsibilities. It outlines the expected standards relating to technical skills and work-based behaviours that students must display in order to complete their placement. Employers and Training Providers are also expected to sign the agreement to show their commitment to their respective roles and responsibilities.

Mentor/Supervisor

You should identify an appropriate line manager, mentor and/or supervisor for the students, as well as additional support staff where appropriate. This should ideally be someone who has experience of training others within the specialist area. They must have the capacity to hold regular meetings with students to provide them with feedback, provide day-to-day supervision and attend the formal review meetings with the training provider i.e., at the beginning, middle and end of the placement.

Working hours on their placement

Placements should be organised in line with the normal requirements of the industry, which may be outside the academic timetable.

Placement hours must align with the Working Time Regulations, particularly if students are undertaking a block placement, where they could be working the equivalent of full-time hours.

Training providers will plan placements to ensure students are not exceeding the maximum number of allowable daily hours and consider students’ independent and classroom-based study time as well as their outside responsibilities. Students must:

• be limited to 8 hours of working time a day and 40 hours maximum per week

• not be permitted to work between 10pm and 6am, or employers can agree to change this to between 11pm and 7am

• have a 12-hour rest period between each working day

• have a 30-minute rest break if working for more than 4.5 hours

• have 2 days weekly rest

# **Summary of Roles and Responsibilities**

**Employer responsibility Pre-Placement Check list**

1. **Placement structure and learning goals:** work collaboratively with Training providers to develop the students’ industry placement objectives template. This will include a set of stretching learning goals, the agreed working pattern and key activities students will undertake on placement, and the required prior knowledge and skills.
2. **Health and safety compliance:** comply with health and safety legislation and maintain up-to-date employer’s liability and public liability insurance to cover students and any potential loss or liability caused by or to the students in relation to the placement.
3. **Industry placement agreement**: adhere to the guidelines set out in this guide and make every effort to provide a meaningful placement experience for students.
4. **Student safety**: ensure the appropriate safeguards are in place to ensure a safe working environment for students.
5. **Reasonable adjustments**: consider the reasonable adjustments required by students with \*SEND and keep these under review during the placement.
6. **Line manager or task manager:** identify an appropriate staff member to task manage or supervise students while on placement. This should ideally be someone who has experience in training others within the specialist area.
7. **Get to know your student:** invite students to the business premises or give them a virtual tour and introduce them to the team to ease their transition into the workplace.

**\* Special educational needs and disability – SEND. The College will help the learner to prepare for the placement, and make sure they are ready and fully supported to enter the workplace. You will be informed of the specific needs of individual students, and you should consider any reasonable adjustments before the placement begins and keep them under review during the placement. The College will**

**support with these considerations.**

1. **Student induction**: ensure students are suitably inducted to the workplace.
2. **Set stretching tasks:** ensure students are given stretching tasks and/or projects to support their development of technical and employability skills, relevant to their course content.
3. **Legal duties:** ensure compliance with the legal duties in the Equality Act 2010
4. **Student progress**: hold regular meetings with students to review their progress and provide them with regular feedback to help improve their performance.
5. **Student review meetings:** actively contribute to students’ review meetings with the training provider to review students’ progress towards their learning goals, highlight good performance and identify areas for improvement.
6. **Placement issues or concerns**: raise any concerns with the training providers about students’ attendance, behaviour, or performance on the placement.
7. **Student timesheets**: check and sign off students’ timesheets on a weekly basis to ensure the hours recorded are a true reflection of the hours worked.
8. **Student completion of logbook**: ensure students have adequate time to reflect on their progress and update their logbook. You should verify that the documentation is an accurate representation of their progress / achievements.
9. **SEND student access needs**: keep under review any reasonable adjustments required by students with SEND.

**Employer responsibility During Placement Check list**

1. **Final review meeting**: contribute to the students’ final review meeting and the training provider’s decision about completion based on student’s overall performance against their learning goals.
2. **Sign-off placement completion**: sign the industry placement completion declaration in the student logbooks to confirm students have met the completion criteria.
3. **Complete student appraisal**: provide an appraisal of the students’ performance on the placement.
4. **Offer of apprenticeship or employment**: if offering students paid positions, allow them to finish all their components of their T Level so that they are not disadvantaged in their long-term education.
5. **Employer feedback of the training provider**: provide feedback to the training provider and the Social Care Training Hub about the overall experience.

**Employer responsibility Post Placement Check list**

# **Progression Profile**

T Level in Health

This T Level has two occupational specialisms: Dental Nursing and **Supporting Healthcare**.

For Supporting Healthcare there are five specialisms:

* Supporting the adult nursing team
* Supporting the midwifery team
* Supporting the mental health team
* Supporting the care of children and young people
* Supporting the therapy teams

For these occupational specialisms, there are progression pathways into apprenticeships, employment, and education.

Apprenticeships

For apprenticeships at level 3

* Lead Adult Care Worker

For apprenticeships at level 4

* Lead Practitioner in Adult Care

For apprenticeships at level 5

* Healthcare Assistant Practitioner,
* Nursing Associate
* Leader in Adult Care

For apprenticeships at level 6

* Enhanced Clinical Practitioner
* Registered Nurse (degree)
* Occupational Therapist (integrated degree)
* Physiotherapist (integrated degree)
* Dietician (degree)
* Paramedic (degree)

For apprenticeships at level 7

* Advanced Clinical Practitioner

T Levels can lead to an Accelerated Apprenticeship, which could offer benefits to both the apprentice and the employer.

Apprentices who have some prior knowledge or skills before starting their apprenticeship can have this recognised as prior learning (RPL).

This means the apprentice should be able to complete their programme quicker, as training they are already experienced in, can be removed from their training plan, and does not need to be repeated.

This allows employees to complete the scheme in less time and cost to the employer.

The Social Care Training Hub provide a dedicated apprenticeship team to support and offer guidance to all social care employers. For further information please contact [dawn.werra@nhs.net](mailto:dawn.werra@nhs.net) or visit the [website](https://www.lscthub.co.uk/social-care-apprenticeships/) where you will find an array of information including an apprenticeship career pathway tool, an apprenticeship comparison tool ,resources, news, funding and events.

Employment

Career progression could include Support worker, Assistant Practitioner, Social worker, SEND Coordinator, Midwife, Rehabilitation worker, Ambulance Support Worker, Assistant Practitioner, Nursing Associate

Education

For education, Higher Technical Qualification options may include Assistant Practitioner in Healthcare, FdSc Healthcare Practice and Healthcare Professions' Support for England. Degree options may include Adult Nursing, Child Nursing, Mental Health Nursing and Midwifery.

**Supporting Healthcare Occupational Specialism - Appendix 2**

# **Register an Interest**

T Level

If you are interested in T Levels or would like to offer an industry placement, please complete the **Register *an Interest in a T level Industry Placement form by clicking the green box below***

[Click](https://forms.office.com/e/LFuXVqcFh7)

Apprenticeship

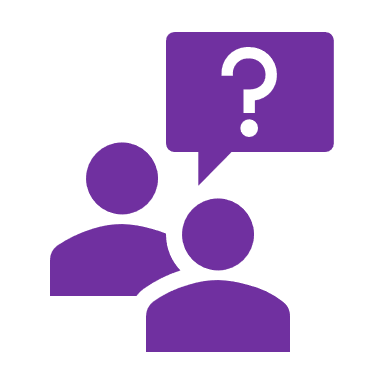
If you would like to offer a T-Level student an apprenticeship following completion of their industry placement and all the other T Level components, please complete the ***EOI by clicking below***

[Click](https://forms.office.com/pages/responsepage.aspx?id=slTDN7CF9UeyIge0jXdO4zy8E3gDPnNGjVvFM2EvF1lUOVJUUUhFU0ZJV1BSNFo0NklQWkZEQzc3My4u&wdLOR=cFB23AF14-5DF1-40B9-AA1F-714CF7D8C652)

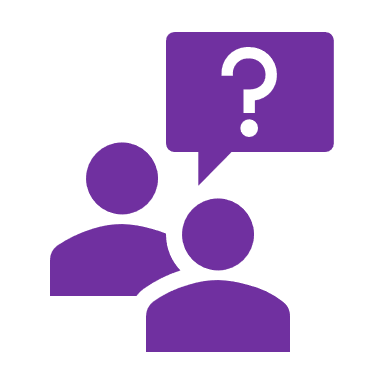
**Students will be required to complete their industry placement alongside all other T Level components and be awarded a T Level certificate for their onward progression. So please allow students to finish their T Level before starting an apprenticeship.**

# **Frequently asked questions**

**How can I make sure I get suitable students?**

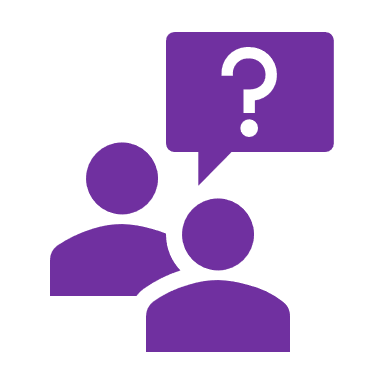
Students are suitably prepared to enter the workplace before they start their industry placement. This includes having a good understanding of professional standards of behaviour and attitude they need to display on their placement and the importance of adhering to company policies and procedures. Colleges will work with you to ensure they find the best learner for your organisation. Colleges love employers to be involved in this process, for example as part of the interview process.

**Do I need to pay the learner whilst they undertake their industry placement?**

You do not need to pay to take on a T Level student for a placement. You can decide whether or not to pay the learner, and how much.

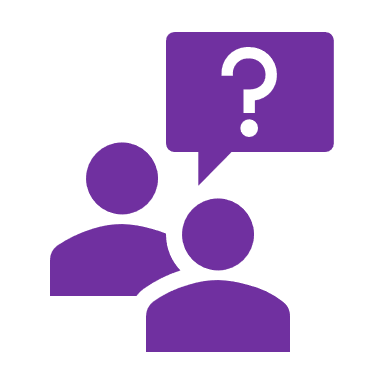
You can choose to contribute towards the cost of students’ travel, lunch, and clothing / equipment. This is entirely up to you.

 **What support will I receive?**

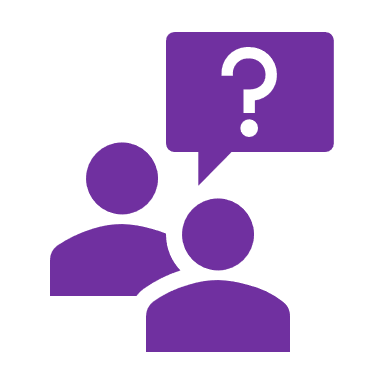
The Social Care Training Hub and the college will help you to set up the placement, from dealing with administration to helping you find the right student.

Once the placement begins, the Social Care Training Hub and the college will continue to provide support to both you and the learner.

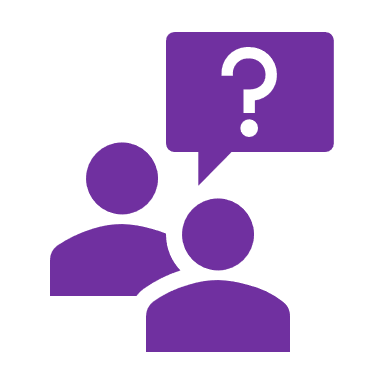
**How is the student tracked for their performance and progress?**

The student will have timesheets that must be completed. The line manager can check these to ensure they are a true reflection of the hours worked. The College will conduct a review meeting with their students during their placement to check their welfare and monitor progress towards their learning goals. These should be constructive conversations and the line manager should also be present and prepared to discuss how the student is performing, based on their observations. It is good practice for line managers to provide students with constructive feedback throughout the placement.

**What should I do if students are underperforming and not making the expected progress?**

 Where students are not meeting the conditions set out in their industry placement agreement or where you have concerns about their progress, you should contact the College and the Social Care Training Hub as early as possible to agree a course of action. The College will act to resolve any issues quickly and with full transparency, so students are clear about the necessary areas for improvement.

**How are students addressed as completing their placements?**

 Students must demonstrate sufficient progress towards their learning goals, have worked directly with an external employer, and have been on placement for the minimum number of hours for that particular T Level. You will be asked to sign a completion declaration form to confirm the student has met all their completion criteria.

# **Appendix 1**

|  |  |  |
| --- | --- | --- |
| **A standard health and safety induction:** | **Manager Discussed**  **Initial and Date** | **Student**  **Initial and Date** |
| Name and location of the person responsible for health and safety |  |  |
| Name and location of the person responsible for first aid |  |  |
| Location of first aid box and accident book |  |  |
| Correct and safe use of any new equipment |  |  |
| Explanation of student’s responsibilities in case of emergency |  |  |
| Location of fire exits and procedures |  |  |
| Explanation of particular work-based hazards |  |  |
| Consequences of breaching health and safety regulations |  |  |
| Procedure for reporting accidents |  |  |
| Procedure for reporting hazards |  |  |

Example of a standard health and safety induction

# **Appendix 2**

**SUPPORTING HEALTHCARE OCCUPATIONAL SPECIALISM**

**PROGRESSION PROFILE**

# **Resources**

Click the links below for more guidance.

Social Care Training hub – T Level website

[T Levels and industry placement support for employers](https://employers.tlevels.gov.uk/hc/en-gb)

[Effective mentoring for industry placement students](https://employers.tlevels.gov.uk/hc/en-gb/articles/4403450120850)

[Managing young people who are new to the workplace](https://employers.tlevels.gov.uk/hc/en-gb/articles/4403450099090)