



Department
for Education

Business and administration route

Example industry placement objective templates for:

- **T Level in Management and Administration**
- **T Level in Human Resources**

July 2020

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T Level: Management and Administration
Occupational Specialism: Business Improvement

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Improvement Technician Trainee	Duration	315 hours
Objective(s)		
To contribute to the success of an organisation through assisting in the identification of problems and opportunities and instigating improvement activities		
Typical Activities		
<ol style="list-style-type: none"> 1. Identify and acquire data to support business improvement within their placement organisation 2. Analyse data to identify improvement opportunities 3. Monitor and report on business improvement activities 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Working in a team: Working with others with different skills, expertise, and experience to accomplish a task or goal • Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising and concluding • Recording: transcribing, noting, capturing, saving, storing • Solving problems: Apply a logical approach to identifying issues and propose solutions <p>Technical Skills</p> <ul style="list-style-type: none"> • Working with data controllers to identify and acquire suitable data for analysis in accordance with regulatory requirements. • Securing and protecting data in line with legal and organisational requirements and processes • Collating and integrating data using appropriate technology 		<i>[Insert corresponding reference from the TQ content]</i>

On the placement the student will need to further develop and hone through activity 2

Employability skills

- Analysing: identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering
- Presenting: Conveying information to an audience to stimulate discussion, and/or secure consistent understanding
- Solving problems: Apply a logical approach to identifying issues and propose solutions

Technical Skills

- Selecting, extracting, and combining data, resolving errors and duplications
- Analysing data using appropriate statistical and modelling tools
- Presenting the results of data analysis to stakeholders

On the placement the student will need to further develop and hone through activity 3

Employability skills

- Solving problems: Apply a logical approach to identifying issues and propose solutions
- Presenting: Conveying information to an audience to stimulate discussion, and/or secure consistent understanding.
- Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects

Technical Skills

- Monitoring business performance including through benchmarking, analysing, and interpreting the results
- Contributing to the preparation of relevant reports
- Contributing to the identification and resolution of risks and issues

Minimum starting requirements

- Attendance at induction day and compliance with any relevant legal requirements

Suggested prior learning

- The improvement cycle

- Knowledge of relevant legislation including confidentiality and data protection
- Tools and techniques for collating and integrating data sets
- Tools and techniques for analysing and interpreting data
- Typical workplace behaviours needed for role, including:
 - Punctuality
 - Acting with integrity
 - Communicating effectively and appropriately
 - Maintaining confidentiality
 - Dress code

T Level: Management and Administration
Occupational Specialism: Business Support

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Business Support Officer Trainee	Duration	315 hours
Objective(s)		
To support the effective management and administration of the organisation to deliver business outcomes		
Typical Activities		
<ol style="list-style-type: none"> 1. Supports the smooth running of the business and its information flow 2. Contributes to the improvement of processes to meet business objectives 3. Builds positive internal and/or external stakeholder relationships 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Presenting: Conveying information to an audience to stimulate discussion, and/or secure consistent understanding. • Solving problems: Applying a logical approach to identifying issues and propose solutions • Working in a team: Working with others with different skills, expertise, and experience to accomplish a task or goal • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice • Recording: transcribing, noting, capturing, saving, storing <p>Technical Skills</p> <ul style="list-style-type: none"> • Supporting the meeting cycle through providing timely information, taking notes and minutes 		<p><i>[Insert corresponding reference from the TQ content]</i></p>

- Producing accurate documentation including emails, letters, payment records and logs
- Maintaining and updating records and files and producing data analyses
- Using time management tools and prioritisation techniques

On the placement the student will need to further develop and hone through activity 2

Employability skills

- Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests
- Assessing risks: assessing a situation, a proposal, a product or process for potential adverse effects.
- Presenting: conveying information to an audience to stimulate discussion, and/or secure consistent understanding.
- Solving problems: applying a logical approach to identifying issues and propose solutions
- Designing: Develop the form of an artefact or system to achieve a defined function.
- Analysing: identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering
- Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising and concluding
- Evaluating: considering and appraising process and evidence, making recommendations

Technical Skills

- Collecting and analysing data to identify areas for business improvement
- Using tools such as root cause analysis to analyse problems
- Communicates opportunities for improvement

On the placement the student will need to further develop and hone through activity 3

Employability skills

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal

<p>Technical Skills</p> <ul style="list-style-type: none"> • Contributing to the development of stakeholder maps and communication plans • Drafting key messages for communication using a range of different channels • Engage with stakeholders, managing their expectations and influencing them, based on an understanding of their needs and perspectives 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day and compliance with any relevant legal requirements 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Understanding of organisational objectives and how and why they are set • Relevant legislation, including data protection • Different forms of communication and their application • How to create a stakeholder map • Tools and technology to manage, validate, protect, and process data to identify areas for improvement • The role and main features of formal and informal business processes • What is meant by information flow and how this operates • How to take formal notes and minutes • Typical workplace behaviours needed for role, including: <ul style="list-style-type: none"> ○ Punctuality ○ Acting with integrity ○ Communicating effectively and appropriately ○ Maintaining confidentiality ○ Dress code 	

T Level: Management and Administration

Occupational Specialism: Information Management

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Information Manager Trainee	Duration	315 hours
Objective(s)		
To support the organisation to maximise its efficiency through the timely provision of information and resources		
Typical Activities		
<ol style="list-style-type: none"> 1. Contribute to the promotion of information and archive resources to increase their use 2. Support customers to access information and resources to meet business needs 3. Evaluate existing resources and identify gaps to meet users' needs 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests • Presenting: conveying information to an audience to stimulate discussion, and/or secure consistent understanding. • Designing: Develop the form of an artefact or system to achieve a defined function. • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone <p>Technical Skills</p> <ul style="list-style-type: none"> • Displaying and curating collections and resources to increase impact and usage • Preparing user guides and instructions to help users access information and physical resources 		<p><i>[Insert corresponding reference from the TQ content]</i></p>

- Preparing marketing materials in a range of formats to promote the use of information and resources
- Supporting users to identify and access information and resources to meet their needs

On the placement the student will need to further develop and hone through activity 2

Employability skills

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Presenting: conveying information to an audience to stimulate discussion, and/or secure consistent understanding.
- Working in a team: Working with others with different skills, expertise, and experience to accomplish a task or goal
- Analysing: identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering
- Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests

Technical Skills

- Clarifying requests to ensure full understanding of the user's requirements and expectations.
- Using information research and retrieval techniques to meet user needs
- Analysing and interpreting data in response to information requests
- Communicating the outcomes of information requests
- Arranging and cataloguing resources and materials

On the placement the student will need to further develop and hone through activity 3

Employability skills

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests
- Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising and concluding

<ul style="list-style-type: none"> • Negotiating: Secure agreement on a course of action through discussion, in order to achieve mutually beneficial results. • Recording: transcribing, noting, capturing, saving, storing <p>Technical Skills</p> <ul style="list-style-type: none"> • Evaluating the continued accuracy, validity and relevance of information and resources with users and recommending the removal of those which are no longer needed • Researching newly available resources and recommending their acquisition where they meet user needs • Recording items acquired, archived, and disposed of 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day and compliance with any relevant legal requirements 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • The nature of information and the value to business of its various forms including primary and secondary sources, print and digital, current, semi-current and archival. • Different forms of communication and their application • Information management and retrieval techniques • The regulations regarding information use such as copyright, intellectual property, licensing, and data protection • The principles of managing and cataloguing information and resources • Typical workplace behaviours needed for role, including: <ul style="list-style-type: none"> ○ Punctuality ○ Acting with integrity ○ Communicating effectively and appropriately ○ Maintaining confidentiality ○ Dress code 	

T Level: Management and Administration

Occupational Specialism: Team Leadership / Management

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Team Leader Trainee	Duration	315 hours
Objective(s)		
To support the management and leadership in the placement organisation to lead, manage and develop individuals to deliver business outcomes		
Typical Activities		
<ol style="list-style-type: none"> 1. Contributes to effective operational delivery 2. Supports positive relationships with internal and external stakeholders 3. Contributes to the management and implementation of projects 4. Organise and deliver a team building activity to encourage team bonding 		
Learning goals		TQ Reference
<p>On the placement the student will need to further develop and hone through activity 1</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice • Recording: transcribing, noting, capturing, saving, storing <p>Technical Skills</p> <ul style="list-style-type: none"> • Managing own time and competing priorities • Using planning tools and techniques • Using data management tools • Contributing to successful meetings through developing agendas, meeting notes and action points <p>On the placement the student will need to further develop and hone through activity 2</p>		<p><i>[Insert corresponding reference from the TQ content]</i></p>

Employability skills

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal

Technical Skills

- Contributing to the development of stakeholder maps and communication plans
- Drafting key messages for communication using a range of different channels
- Engage with stakeholders, managing their expectations and influencing them, based on an understanding of their needs and perspectives

On the placement the student will need to further develop and hone through activity 3

Employability skills

- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity
- Assessing Risks: Assessing a situation, a proposal, a product or process for potential adverse effects

Technical Skills

- Proficiency in common project management tools and reporting techniques
- Identifying risks and mitigation
- Monitoring expenditure

On the placement the student will need to further develop and hone through activity 4

Employability skills

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal
- Assessing Risks: Assessing a situation, a proposal, a product or process for potential adverse effects.
- Negotiating: Secure agreement on a course of action through discussion, in order to achieve mutually beneficial results

<p>Technical Skills</p> <ul style="list-style-type: none"> • Organisational and time management skills using appropriate tools and techniques • Promoting equality of opportunity and anti-discriminatory practice • Applying understanding of team development to maximise effectiveness and productivity 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day and compliance with any relevant legal requirements 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Relevant legislation, including data protection • Different forms of communication and their application • How to create a stakeholder map • Tools and technology to manage, validate, protect, and process data • The phases of the project lifecycle • Use of common project management tools • Risk management techniques • Tools and techniques for analysing and interpreting data • Understanding of team development • Typical workplace behaviours needed for role, including: <ul style="list-style-type: none"> ○ Punctuality ○ Acting with integrity ○ Communicating effectively and appropriately ○ Maintaining confidentiality ○ Dress code 	

T Level: Human Resources

Occupational Specialism: Human Resources

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Human Resources Trainee	Duration	315 hours
Objective(s)		
To support the achievement of organisational goals and objectives and the promotion of a positive culture through contributing to the HR function		
Typical Activities		
<ol style="list-style-type: none"> 1. Assist HR professionals in providing support, advice, and guidance to internal and/or external stakeholders 2. Prepare a report or analysis of management data on a particular aspect of HR data to meet organisation needs (for example, an analysis of sickness data by month/department) 3. Support the planning or implementation of an HR project 		
Learning goals	TQ Reference	
<p>On the placement the student will need to further develop and hone through activity 1</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal • Recording: transcribing, noting, capturing, saving, storing • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice <p>Technical Skills</p> <ul style="list-style-type: none"> • Completing documentation and records in line with organisational procedures • Using questioning and listening skills to understand the requirement and check that the response meets the customers' needs 	<p><i>[Insert corresponding reference from the TQ content]</i></p>	

- Communicating progress and outcomes in line with organisational processes
- Escalating queries when appropriate

On the placement the student will need to further develop and hone through activity 2

Employability skills

- Recording: transcribing, noting, capturing, saving, storing
- Analysing: identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering
- Evaluating: considering and appraising process and evidence, making recommendations
- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone

Technical Skills

- Inputting, storing and interrogating people data using HR systems
- Interpreting, analysing, and evaluating people data to answer specific business questions
- Preparing reports and management information from HR data to the required format
- Communicating and presenting findings and responding to questions

On the placement the student will need to further develop and hone through activity 3

Employability skills

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity
- Presenting: Conveying information to an audience to stimulate discussion, and/or secure consistent understanding.
- Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising and concluding

Technical Skills

- Understanding the purpose and scope of the initiative or project

<ul style="list-style-type: none"> • Support the planning or implementation of HR changes or projects through: <ul style="list-style-type: none"> ○ Identifying required steps to achieve goals ○ Preparing and updating records and documentation using project management tools and techniques ○ Contributing to stakeholder mapping and communication plans ○ Drafting stakeholder communications for the approval of HR professionals 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day including: <ul style="list-style-type: none"> ○ health and safety ○ Staff handbook/policies 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Knowledge of relevant legislation including confidentiality and data protection • The scope of the HR function and how it contributes to organisations • Understanding of typical HR roles • Understanding of the employee lifecycle • The kind of people data collected by organisations • Understanding of the project lifecycle and common project management tools • Typical workplace behaviours needed for role, including: <ul style="list-style-type: none"> ○ Punctuality ○ Attendance ○ Acting with integrity ○ Maintaining confidentiality ○ Communicating effectively and appropriately with colleagues and stakeholders, including forms of business communication and associated etiquette, such as emails and phone calls ○ Meeting etiquette ○ Personal use of internet, use of mobiles/headphones ○ Dress code 	

T Level: Human Resources

Occupational Specialism: Learning and Development

Role Profile [INDICATIVE EXAMPLE]

Role Title	Working Pattern	To be agreed between the provider and employer
Learning and Development Trainee	Duration	315 hours
Objective(s)		
To assist in improving organisational performance through the identification and meeting of staff development needs, contributing to the L & D function		
Typical Activities		
<ol style="list-style-type: none"> 1. Assist L & D professionals to deliver learning and development activities 2. Assist in the identification of individual, team or business learning needs through analysing data and information 3. Research learning and development solutions to meet specific requirements 		
Learning goals	TQ Reference	
<p>On the placement the student will need to further develop and hone through activity 1</p> <p>Employability skills</p> <ul style="list-style-type: none"> • Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone • Working in a team: working with others with different skills, expertise, and experience to accomplish a task or goal • Planning: identifying discrete steps, estimating time and resources, prioritising, coordinating, sequencing activity • Self-managing: monitoring, reflecting, and inviting feedback on own performance, managing time, setting personal goals, referring to others for advice <p>Technical Skills</p> <ul style="list-style-type: none"> • Supporting the planning, organisation, and preparation of learning/training events, e.g. through: <ul style="list-style-type: none"> ○ Researching and booking the appropriate venue ○ Inviting participants and keeping attendance records ○ Preparing and issuing joining instructions, pre-reading etc. 	<p><i>[Insert corresponding reference from the TQ content]</i></p>	

- Preparing materials and resources
- Supporting the L & D professional to deliver the training e.g. through notetaking, facilitating discussions

On the placement the student will need to further develop and hone through activity 2

Employability skills

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Analysing: identifying common features, organising into types, discerning patterns, deconstructing, classifying, ordering
- Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests
- Presenting: Conveying information to an audience to stimulate discussion, and/or secure consistent understanding.

Technical Skills

- Interrogating internal information sources such as performance reviews, business performance reports, employee surveys and feedback to identify learning and development needs
- Holding diagnostic discussions with individuals to gain a deeper understanding of development needs
- Collating, analysing, and evaluating data
- Communicating and presenting findings and responding to questions

On the placement the student will need to further develop and hone through activity 3

Employability skills

- Communicating: active listening, use of visual, oral, and written methods, engaging an audience, sharing, building rapport, adapting style and tone
- Critical thinking: questioning, evaluating pros and cons, using logic and reasoned argument, synthesising and concluding
- Assessing risks: Assessing a situation, a proposal, a product or process for potential adverse effects
- Investigating: identifying sources, developing search criteria/queries, interrogating data, designing, and carrying out tests
- Solving problems: Apply a logical approach to identifying issues and propose solutions.

<ul style="list-style-type: none"> • Evaluating: considering and appraising process and evidence, making recommendations <p>Technical Skills</p> <ul style="list-style-type: none"> • Understanding the objective of the learning and development requirement and any constraints • Identifying existing resources that could meet learning and development needs • Researching, costing, and evaluating training options • Researching delivery options and resources such as digital/online/blended solutions • Making recommendations to meet identified needs which take account of constraints such as cost, location, timing 	
<p>Minimum starting requirements</p>	
<ul style="list-style-type: none"> • Attendance at induction day including: <ul style="list-style-type: none"> ○ health and safety ○ Staff handbook/policies 	
<p>Suggested prior learning</p>	
<ul style="list-style-type: none"> • Knowledge of relevant legislation including confidentiality and data protection • The importance of the learning and development function in improving business performance • Understanding of typical learning and development roles • Understanding of the employee lifecycle and how this impacts on learning and development needs • How statutory regulations and compliance requirements impact on development needs • How technology supports learning and the different learning delivery channels • Typical workplace behaviours needed for role, including: <ul style="list-style-type: none"> ○ Punctuality ○ Attendance ○ Acting with integrity ○ Maintaining confidentiality ○ Communicating effectively and appropriately with colleagues and stakeholders, including forms of business communication and associated etiquette, such as emails and phone calls ○ Meeting etiquette ○ Personal use of internet, use of mobiles/headphones ○ Dress code 	