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| 1. Meaningful work
 | What you should do | What you do now | How you will build on this |
| Real tasks and projects | Give the student real tasks that contribute to business outcomes |  |  |
| Show the student how their work fits into wider goals |
| Give the student responsibility for small but significant deliverables |
| Explain the impact of their contribution to the team |
| Build the student’s skills | Match tasks to the student’s interests and career goals |  |  |
| Give the student opportunities to learn industry-specific skills |
| Allow the student to observe and participate in different roles |
| Create opportunities to use current and cutting-edge technology |

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| 1. Supportive environment
 | What you should do | What you do now | How you will build on this |
| Mentoring | Assign the student a dedicated mentor for consistent guidance |  |  |
| Schedule regular check-ins and feedback sessions |
| Encourage the student to question, explore and be creative |
| Share up-to-date industry knowledge and experience |
| Milestones | Establish clear learning goals for the placement |  |  |
| Mix routine and challenging work to create a progressive journey  |
| Set the student milestones that are achievable and stretching |
| Track the student’s performance and progress in their role |

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| 1. Belonging and being included
 | What you should do | What you do now | How you will build on this |
| Becoming part of the team | Include the student in team meetings and discussions |  |  |
| Give the student opportunities to interact with team members |
| Invite the student to take part in team or organisation events |
| Create ‘buddy’ systems with peer-level employees, e.g. apprentices |
| Workplace culture | Orient the student to the organisation’s values and culture |  |  |
| Treat the student as a full and valued team member  |
| Give the student a chance to come forward with their own ideas |
| Include them in all team and organisational communications |

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| 1. A safe space for learning
 | What you should do | What you do now | How you will build on this |
| Support | Make it clear who the student can reach out to for help and support |  |  |
| Create a safe environment for the student to ask questions |
| Be prepared to help the student deal with challenges |
| Offer to support the student with health and mental health issues |
| Managing mistakes | Allow the student to learn from their mistakes |  |  |
| Provide constructive feedback to help them learn from mistakes |
| Help students to recover from mistakes they make |
| Focus on mistakes as opportunities for growth and learning |

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| 1. Acknowledgement of what they do
 | What you should do | What you do now | How you will build on this |
| Feedback | Give the student constructive, specific feedback on their work |  |  |
| Promptly acknowledge when the student does good work  |
| Share positive feedback with the wider team |
| Record the student’s achievements for future reference |
| Recognition | Share the students’ success stories within the wider organisation |  |  |
| Give the student certificates of completion for training courses |
| Award digital badges for skills acquired |
| Provide reference letters and/or statements of achievement |

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| 1. Structured development
 | What you should do | What you do now | How you will build on this |
| Learning opportunities | Give the student full access to training resources |  |  |
| Rotate the student across teams to broaden their experience |
| Organise workshops to build expertise in specific skills |
| Share insights with the student from industry experts |
| Next steps | Share information with the student about a range of career pathways |  |  |
| Discuss potential future roles and openings in the organisation |
| Provide advice and practice in CV writing  |
| Offer the student the chance to develop their interview skills |