

Placement Provider checklist: preparing for a placement student

<p>Preparing for the placement - Here are some ideas to help prepare for your placement student. You can mark actions as complete in the final column.</p>		
<p>Provide a job description, offer letter and employment contract</p>	<p>The job description should set out the role and responsibilities, skills and experience required, working hours, salary and working arrangements.</p> <p>Remuneration should be stated at the outset, either as a set figure, an appropriate range or expressed comparatively to the National Minimum Wage or National Living Wage.</p> <p>See gov.uk for more information</p>	
<p>Include the placement student(s) in a risk assessment</p>	<p>It is a requirement to carry out a new risk assessment if there is not already one in place which covers the activities to be undertaken by the placement student. You may also take the opportunity of hosting a placement student to review your existing risk assessments, particularly if they present, when asked, any personal factors to consider, including making any reasonable adjustments.</p> <p>For remote or blended placements where students will be spending some time on the organisation's premises and some time remotely, you should also produce a risk assessment that assesses the home/remote working environment.</p>	
<p>Insurance cover</p>	<p>Ensure that sufficient insurance cover is in place (held by the Placement Provider and the student, if appropriate) for the activities of the placement student and to others who could be affected by the placement student's actions or inactions.</p>	
<p>Provide required health and safety information</p>	<p>The academic department or student will ask you to confirm the arrangements in place for health and safety, such as confirmation of a Health and Safety Policy, and that adequate insurance is in place, such as Public Liability and Employer Liability insurance.</p>	

Sign an agreement	A written agreement (this may be a document or online form provided by the academic department) is a three-way agreement signed by the student, academic department and employer, setting out expectations and responsibilities of all parties in relation to the placement.	
Prepare work for the placement student	<p>Prepare tasks/project work that reflect the job description and offer potential for personal and professional development. It is recommended that you prepare smaller pieces of work as fillers for lower work level periods e.g. while waiting for data to arrive from a colleague.</p> <p>Provide opportunities to use existing skills and subject knowledge within the opportunity to gain wider awareness of the organisation and sector.</p>	
Brief colleagues	Identify who will be working with the placement student and consider how the placement student can be best integrated into the existing team/s for work and socially.	
Prepare how the placement will be supported	<p>Appoint a named line manager or supervisor who will act as the student's first point of contact throughout the placement.</p> <p>Plan the placement as a well-supported and appropriately managed learning opportunity, with an induction programme, relevant training, regular reviews, opportunities to discuss wellbeing, line management support and appropriate workplace and facilities.</p>	
Share joining information and contact details	<p>Provide contact details to the student and academic department for relevant staff e.g. line manager/supervisor.</p> <p>Clarify; where the placement student should report on their first day; any dress code; what they will be doing on their first day, and identify anything they can/should read in advance.</p>	
Meet/speak with your new employee	Have a conversation (in person or by telephone or video call) to understand their expectations, your expectations and what you are both looking to achieve. Make reference to any specific project or day-to-day tasks they will undertake.	

<p>Make practical arrangements</p>	<p>Where appropriate, ensure that practical matters such as a workstation, ID card, telephone, safety equipment and parking are in place. Check enrolment on payroll, any documents for signing around Confidentiality, briefing for GDPR, access to IT systems and any adjustments for disability (if necessary).</p> <p>For remote or blended placements where students will be spending some time on the organisation's premises and some time remotely, ensure access to necessary equipment and IT systems are in place.</p>	
<p>Prepare a work plan</p>	<p>A work plan details the day-to-day activities as well as broader activities that the placement student will be undertaking. It should reflect the realities of working life and include training to support them in their role.</p> <p>Having a work plan will help the placement student develop their time management skills and is a key way to ensure the placement produces the best outcomes.</p>	
<p>Prepare an induction programme</p>	<p>See below – 'Starting the placement'</p>	
<p>Assign a work 'buddy'</p>	<p>As well as a line manager or supervisor, placement students would benefit from being assigned a buddy or mentor to assist with integration into the organisation. This might be professional networks, providing support around career choices, sharing their own personal journey or answering any questions that the placement student may be embarrassed to ask their line manager.</p>	

Salary and payroll	Ensure the placement student has supplied necessary payroll information and knows how and when they will be paid, and how to access a copy of their payslip. For some placement students, this might be their first experience of tax and other deductions.	
Resolve any outstanding queries and check all legal obligations are met	For any queries from an HR/employment perspective: www.gov.uk .	

<p>Starting the placement - A good initial conversation and induction provides a firm foundation for the rest of the placement and the placement student will appreciate this.</p>		
Induction		
Information on the organisation	The organisation's structure, roles and responsibilities, values, business objectives, and history.	
Introduction to key contacts	This should include senior staff, relevant colleagues and teams as well as support staff. This could include a previous or newer member of staff or a current placement student.	
Tour of your facilities	Including break-out areas, where to get food, location of toilets, fire exits and muster point.	
Expectations	Clarify working hours, time keeping, taking and receiving telephone calls, absence procedures, use of internet and email etiquette (including whether it's okay to use Google/YouTube to teach themselves new admin/IT skills), smoking and eating, dealing with difficulties, reporting procedures, keeping work calendar and out of office up to date, and outline expenses policy supported by the organisation, where applicable.	
Security	Taking care of ID card, not sharing log-in details for computer, keeping work account separate from their personal account, confidentiality agreement if applicable, and any GDPR related issues.	
Behaviour	Identify the key business behaviours that are expected, such as being professional, respectful, listening, asking for help, working with others.	
Health & Safety	A full health and safety induction is a legal requirement for any job. This should include going through the risk assessments, explaining risks and how they are controlled and advising the student on how to raise Health & Safety concerns.	

Insurance	Explain any organisational responsibilities around this, especially where any actions or behaviours could risk invalidating or incurring a claim on the policy	
First line management meeting	<p>This is an opportunity to:</p> <ul style="list-style-type: none"> • Learn about any previous work experience • Understand areas of work the student enjoys and what they perceive to be their strengths • Share overall aims and expected outcomes of the placement • Set SMART objectives - project and personal objectives • Discuss day-to-day activities • Discuss training needs, how to develop their network and commercial awareness • For remote or blended placements, encourage placement student to consider how they will get into a routine to help stay on track and motivated. Agree when they will be present 'at work' • Discuss whether they have thought about their own wellbeing, for example, how they will manage their time, make time to chat with colleagues, take fresh air and breaks • Make the student aware of a point(s) of contact when line manager is absent or on leave <p>Procedures for basic communication and administration should also be covered, such as:</p> <ul style="list-style-type: none"> • Telephone etiquette – how to answer phone calls and transfer calls • Setting up meetings, e.g. via Outlook or MS Teams • Preferred email format/principles • Expenses – criteria and procedures for claiming expenses • GDPR - compliance actions and information 	
Where applicable, meeting with work 'buddy'	<p>Clarify the role of the buddy and how they can be contacted in the first line management meeting</p> <p>Schedule introductory and regular meetings.</p>	
Hear from a current placement student or new member of staff	Where possible, meeting with a current placement student or recently appointed member of staff can provide useful insights into what is expected and about how best to transition into the team and organisation.	

During the placement – considerations for maximising the contribution of your placement student, supporting their experience and managing issues		
Establish check in points and time for review	Provide the placement student with the same appraisal and review methods as other employees, including setting up regular meetings with line manager, check in points and annual review where applicable.	
Undertake regular reviews	<ul style="list-style-type: none"> • To share workplace practices • To provide time for the student to reflect on their work and discuss progress and any difficulties with tasks • To discuss additional objectives and new areas for development • To gather feedback and raise any concerns • To check on the student’s wellbeing and remind students they can access Wellbeing and Student Support services at the University whilst they are on placement 	
Ongoing development	<p>Consider the opportunities through reflection, developing commercial awareness, networking and training.</p> <p>Encourage your placement students to use Warwick’s WorkReady Work Experience Toolkit to help them get the most from their experience.</p> <p>Allow the student time to undertake tasks relevant to the academic assessment of their placement where required.</p>	
Maintain good communication with the academic department	Respond promptly to emails and other requests for information	
Report issues or concerns	Promptly report and manage any issues or concerns to the student (in all cases) and to the academic department for issues that threaten the continuation of the placement and unexplained absences, following agreed reporting procedures	
Enable and facilitate placement visit(s)	The academic department will check-in with the student via email, usually at least once during the placement. Where the placement is longer than a term, the academic department will visit the student on placement to see how the student is getting on. In some cases, the placement visit may be virtual. You may be invited to participate in the discussion and should be prepared to answer questions on the student’s work and wellbeing.	

Provide opportunities for development	Suitable supervision, training and support should be available throughout the placement, including access to relevant materials and opportunities for development such as work shadowing, training courses, access to networks.	
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Completing the placement – consider ways to mark the end of the placement in a way that will provide the greatest benefit.		
Share the project/outputs	Ask the placement student to write up handover notes, present on the project/outputs or make recommendations	
Final Review Meeting	Consolidate the best of the experience, objectives, skills development and learning	
Handover of work	Agree handover of work/digital files/email management	
Share further opportunities	Consider offer of employment in future, a discussion around supporting studies or offering project work.	
Exit evaluation	Gain feedback for improving your organisation’s placement opportunities	
Keeping in touch	<ul style="list-style-type: none"> • Offer a traditional reference • Connect on LinkedIn • Make a recommendation on LinkedIn (See here for instructions) • Other opportunities to keep in touch • Share feedback on latest CV entry 	
Consider assisting the promotion of placement opportunities	These could be through talks, videos, presentations or attending fairs or other events hosted by the university	
Support university evaluation	Provide feedback on the placement to the student’s academic department when requested	

Plan for next year	What are your upcoming business needs? How can Warwick assist? For more information, speak to your academic department contact or come back to the Internships, Placements & Work Experience team: placementlearning@warwick.ac.uk and employer toolkit	
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