



HELP SHAPE THE FUTURE OF HEALTH

What a Health T Level student could bring to your organisation during an industry placement

T Level students are still learning. They are not expected to arrive with the confidence, technical skills or independence of an experienced employee or apprentice.

Instead, the placement is an opportunity for them to gradually build their confidence and understanding through real tasks, with support and supervision.

For many employers, these students bring enthusiasm, compassion, curiosity and an extra pair of hands to support day-to-day activity. They can support routine organisational tasks, contribute to wellbeing and engagement activities and help employers identify future talent early.

Every student and every workplace is different, but these examples provide an indication of the kinds of activities, support and progression that are typical.

Many employers tell us that what matters most at the start is not technical ability, but attitude, professionalism, reliability, willingness to learn and the confidence to ask questions.

Think of this student as someone who is:

- keen to learn
- interested in health and care environments
- still building confidence
- likely to need support and reassurance at first
- capable of much more by the end of the placement than at the beginning



Meet a typical student

Aisha Khan is 17 and studying a T Level in Health. She is interested in patient care and wellbeing and enjoys working with people. She is caring, polite and organised but has not worked in a professional health setting before.



Maya

She can be quite quiet initially and may need encouragement to ask questions, communicate confidently with unfamiliar people or contribute within busy professional environments.

At college, she has learned about communication, infection prevention and control, safeguarding, professional behaviours and how different health and care services work together. She is keen to understand what working in a real healthcare environment is like and build her confidence.

Example student profile shown for illustration purposes using stock imagery.

What students are likely to know already

Students may begin placement at different stages of their programme depending on how the school or college has structured delivery. Before placement, students should usually have been introduced to relevant knowledge, skills and professional behaviours that help them begin contributing with support and supervision.

Employers are encouraged to discuss what students have already covered, what they are ready to practise and what support they may still need.





Students are likely to have developed some awareness of:

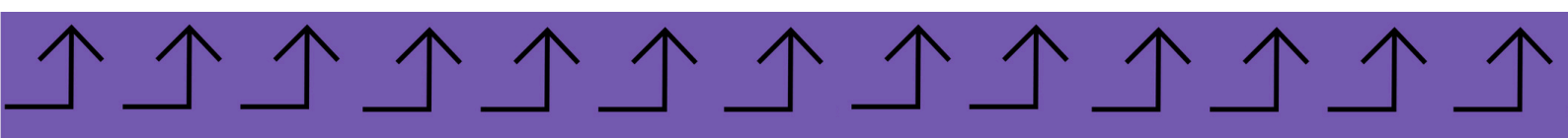
| Students may have explored | This could help them begin to understand |
|---|--|
| Professional behaviours and confidentiality | Expectations within health and care settings |
| Safeguarding and infection prevention | Safe working practices and patient protection |
| Communication and patient-centred care | How staff support patients and service users |
| Equality, diversity and inclusion | Inclusive and respectful care |
| Teamworking and collaboration | How different services and professionals work together |
| Reflective learning and practical activity | How to learn from experience and feedback |

They will still need support applying this knowledge in a real health or care environment. Employers should not expect them to arrive already confident with workplace routines, systems, professional boundaries or communication approaches.

What students are likely to be ready for

Students are not expected to be fully work-ready from day one. However, most will be ready to start with simple workplace expectations and gradually take on more responsibility.

| At the start of the placement | With support and supervision | By the end of the placement |
|--|--|--|
| Follow professional expectations and workplace routines | Support patient, visitor or service-user interaction | Communicate more confidently with patients, visitors and colleagues |
| Observe different staff roles and ask questions | Support wellbeing, engagement or enrichment activities | Contribute more confidently to routine team activity |
| Follow confidentiality, safeguarding and infection control guidance | Help prepare resources, equipment or activity areas | Work more independently on routine organisational, patient support and wellbeing tasks |
| Complete simple administrative or organisational tasks | Support communication, records or scheduling activity | Understand how different teams and services work together |
| Introduce themselves professionally and interact appropriately with others | Contribute to small projects or health promotion activity | Show greater confidence, professionalism and reliability |
| Observe how staff support patient wellbeing and comfort | Support supervised patient care and wellbeing activity | Contribute more confidently to routine patient support activity within agreed limits |
| Follow hygiene, infection control and professional expectations | Assist with routine observations or wellbeing checks where appropriate | Demonstrate greater confidence supporting patient interaction and wellbeing |
| Observe communication approaches with patients and families | Help review patient information or engagement materials | Contribute ideas linked to wellbeing, communication or service improvement |





Example tasks and projects

The kinds of activities below are examples of the ways a student could contribute to your organisation during a placement.

Around the workplace or setting

- welcoming patients, visitors or service users
- helping organise resources or activity areas
- supporting reception or scheduling activity
- helping prepare information or communication materials
- supporting stock checks or organisation

Supporting staff or services

- observing staff communication approaches
- supporting wellbeing or engagement activity
- assisting with supervised routine tasks
- accompanying staff during activities or visits
- observing multidisciplinary teamwork

Supporting communication and wellbeing

- supporting health promotion activity
- helping review patient information materials
- contributing ideas linked to wellbeing or inclusion
- supporting communication between teams

Supporting communication and wellbeing

Students may work together in small groups on an activity or project set by you. This could involve supporting patient engagement activity, reviewing communication materials, gathering feedback, supporting wellbeing initiatives or contributing ideas linked to service improvement.

The project may take place in your workplace, remotely, or from the school or college site. You will help shape the activity, set expectations, provide feedback and help students understand how their work supports patients, service users or wider team activity.

What the first five days might look like

The first five days are usually about helping the student settle in, build confidence and understand how your organisation works. These days may happen in one week or across several weeks, depending on the placement model.

Many employers find it works best to start slowly, with observation, communication and simple supervised tasks before introducing more responsibility.

| Stage | Typical focus |
|---|---|
| Placement day 1 – Introduction | Meet the team, understand the setting, discuss professional expectations, confidentiality, safeguarding and support arrangements. |
| Placement days 2–3 – Observation and participation | Observe how staff communicate with patients, visitors and colleagues, understand workplace routines and support simple supervised activities. |
| Placement days 4–5 – Building confidence | Begin contributing to routine tasks, support wellbeing or engagement activity, ask questions more confidently and become more familiar with workplace systems and expectations. |

Some employers also arrange a short introductory visit before the placement begins, helping the student feel more confident before their first day.

What a successful placement could look like by the end

By the end of the placement, many students are able to work with greater confidence, contribute more independently and take on more responsibility within agreed limits.



Confidence

By the end of the placement, many students feel more comfortable working in professional health and care environments and communicating with patients, visitors and colleagues.

- communicate more confidently with patients, visitors and colleagues
- ask questions and interact more confidently in professional environments
- feel more comfortable working within workplace routines and expectations



Contribution

Students are often able to contribute more confidently to routine team, organisational and wellbeing activity within agreed limits.

- support routine organisational and wellbeing tasks with less support
- contribute positively to day-to-day team activity
- support supervised patient wellbeing activity more confidently where appropriate



Understanding

Students often develop a stronger understanding of how different roles, teams and services work together to support patient care and wellbeing.

- understand the importance of safe, person-centred care
- recognise how communication supports patient experience and wellbeing
- reflect more confidently on careers in health and care



Professionalism

Many students become more organised, reliable and confident in professional health and care environments.

- demonstrate stronger professionalism and reliability
- follow workplace routines and expectations more confidently
- contribute ideas during activities, projects or wellbeing initiatives



For example, they may be able to:

- communicate more confidently with patients, visitors and colleagues
- contribute positively to day-to-day team activity
- support routine organisational, patient support and wellbeing tasks with less support
- contribute more confidently to supervised patient support and wellbeing activity
- understand how different roles and services work together
- understand the importance of safe, person-centred and professional care
- demonstrate stronger professionalism, reliability and organisation
- contribute ideas during activities or small projects
- support health promotion, engagement or communication activity more confidently
- interact more confidently and appropriately with patients and service users
- reflect confidently on what they have learned about working in health/care
- show greater confidence interacting in professional environments

What support students may need

Like any new member of staff, students are likely to benefit from some support and guidance, particularly at the start of the placement.

This may include:

- clear explanation of professional expectations and boundaries
- guidance around confidentiality, safeguarding and infection prevention and control*
- examples of how systems, records and procedures are used
- opportunities to ask questions
- regular feedback and reassurance
- support to build confidence communicating with unfamiliar people



The school or college will discuss and agree any setting-specific requirements, clearances, induction arrangements or workplace expectations with you before the placement begins.

This does not mean they cannot contribute meaningfully. It simply means they will need clear guidance, supervision and support while they continue building confidence and professional understanding.



A quick reality check

It is important to remember that students are still learning. At the beginning of the placement, they are unlikely to be ready to:

- carry out clinical or patient care activities independently
- undertake clinical procedures without supervision or training
- make decisions about patient treatment or care
- access confidential information without supervision
- work without guidance or support
- take responsibility for high-risk or sensitive tasks

How this could link to an apprenticeship, university or future job

Many Health T Level students progress into higher education, apprenticeships or employment within health and care services.

For many employers, a T Level placement can be the start of a longer-term talent pipeline. It may help a student progress into:

- a healthcare support worker apprenticeship
- a dental nurse apprenticeship
- a pharmacy services apprenticeship
- a therapy support or care role
- university study linked to nursing, midwifery, paramedic science, occupational therapy, radiography or other health professions
- further study or employment within health and care services

