**Checklist: progression planning with the student**

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| **Progression planning**  |
| Key questions | Questions to discuss with the student – the student should be encouraged to reflect upon their answers explaining how and why |
| How has the placement influenced the student’s future intentions and goals? | * Has the student been able to consider their career goals and progression options during the placement?
* Has the placement confirmed their career choices, or made them think differently about the options?
* Has talking to work colleagues and managers during the placement opened their eyes to other options?
* Has it widened their perspectives, learning about different roles or roles in different departments?
* Are they still unsure of what options are open to them?
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| How prepared is the student to take the next step? | * Has the placement developed the right mix of skills, knowledge, and behaviours to support the student’s career plan?
* Does the student have a clear idea of how to achieve their career goal?
* Do they know what educational pathways are open, including higher apprenticeships, higher technical qualifications, and university?
* Do they know which job sites are useful and how to search for jobs in the industry using key words?
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| How realistic are their plans? | * Does the student know the minimum entry requirements for their chosen occupation or role?
* Do they meet the entry requirements for other further or higher education?
* Have they researched the entry requirements of jobs advertised on job sites?
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| Has the employer offered any opportunities at the end of placement? | * Has the student been offered a further opportunity with their placement employer, such as an apprenticeship, temporary or permanent job role, internship?
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| Is the student ready to apply for jobs in a relevant technical occupation?  | * Does the student know how to apply for jobs?
* Have they created an up-to-date CV which shows their skills and experience and demonstrates their employability?
* Are they open to applying for jobs in areas other than the occupational specialism they have studied in the T Level?
* If so, do they know whether they have to need to gain new skills and experience at an equivalent level to the T Level, and how to go about this?
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