Checklist: induction planning

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| **Induction** | |
| Key questions | Suggestions |
| What is the purpose of induction? | * To set the scene for students * To help them navigate the rules and expectations of the workplace, the different relationships, protocols, values, and priorities * To mirror the employer’s usual induction process as far as practicable |
| When will it take place? | * An induction should take place prior to the student starting their placement. This must be at the latest as soon as the placement starts, day 1 or week 1 |
| Who plans it? | * Employers, for example, the lab technician who is supervising the placement * Providers can help make sure that a student’s relative inexperience and potential vulnerability are considered |
| What’s in it? | * See a [Day 1 Induction Checklist](https://employers.tlevels.gov.uk/hc/en-gb/articles/4403450098066-Day-1-induction-checklist) |
| How can you introduce the student to the work environment? | * A team meeting, tour of the department, job shadowing to enable the student to meet the team * New employee handbook covering the employer’s policies for mobile phone use, dress codes, sickness procedures, wellbeing support, how to communicate concerns, how to respond to bullying or inappropriate behaviour etc. * Online training or handbook introducing security procedures including access to premises, threat management, IT security etc. * Meetings with other teams to put the placement in a broader organisational context, such as branding, values, and significant client relationships with the marketing team; external quality assurance, audit, and scrutiny with the quality/compliance team. |
| Which aspects of health and safety are covered? | * Purpose of health and safety legislation * How to carry out a risk assessment of practical methods used (synthesis, titration) * How to challenge unsafe conditions * Codes of practice for handling substances * Personal protective equipment (PPE) used * Dealing with hazardous waste * Safe disposal of materials * Cleaning up * Storage and use of chemicals |
| What role does the supervisor play? | * Leads the student on their learning journey * Explains the core activities, how the placement role fits into the wider organisation, facilities and equipment used, such as Laboratory Information Management system * Explains workplace etiquette, how to approach colleagues and customers and when to take a break * Helps the student to develop their skills and confidence * Monitors the student’s performance and behaviours * Helps the student to reflect on activities, strengths, and areas for improvement * Helps the student to compile evidence, for example in laboratory notebooks * Supports the student’s wellbeing * Reports any safeguarding issues, following the procedure set by the provider |
| What’s the role of the mentor? | * Helps the student to navigate new experiences and emotions and cope with the workplace environment * Shares first-hand knowledge and experience * Supports learning * See guide to [mentoring](https://employers.tlevels.gov.uk/hc/en-gb/articles/4403450120850) |