

## GOOD PRACTICE IN WORK EXPERIENCE GUIDE

The following table is intended to be an overview of good practice that we would hope all employers who recruit students/graduates will aim to work towards. The good practice outlined in this table is supplementary to the essential criteria for work experience opportunities outlined in the Work Experience Standard.

We do not expect every work experience opportunity to meet each criteria in order to be advertised to students and graduates at UK higher education institutions. Instead, it is designed to act as a tool to help careers and employability professionals work together to make opportunities as attractive as possible to potential candidates and to raise the standard of opportunities advertised to students/graduates across the sector. The list is not exhaustive and HEIs can update the table to reflect good employer practice in their own institution.

Value	Good practice guide
<b>1. Remuneration and benefits</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The opportunity is paid at or above the living wage or, for specific/technical skills or a specific degree, a salary that is suitable for the skills/experience the employer is looking for</li> <li><input type="checkbox"/> The remuneration is stated at the outset, avoiding 'competitive' or only available at application or interview, either as a set figure or an appropriate range that is not too broad</li> <li><input type="checkbox"/> Where there is a clear progression pathway, either in terms of remuneration or role (for example, from sandwich placement to graduate job) this should be mentioned.</li> <li><input type="checkbox"/> There are no exit fees if a student/graduate decides to leave a training scheme early, unless the training results in professional accreditation/chartership</li> <li><input type="checkbox"/> Additional benefits are indicated such as bonus scheme (where not a commission-based role), healthcare or employee assistance programme</li> </ul>
<b>2. Role and responsibilities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The role and responsibilities are clearly defined and give the student/graduate a good understanding of what they will do in the role</li> <li><input type="checkbox"/> The role is of the appropriate level for a student/graduate but provides a range of tasks for the student/graduate to stretch themselves and apply the skills gained during their university experience within the role</li> <li><input type="checkbox"/> The role may be aligned to a degree programme or acknowledges degree programmes that are particularly relevant, allowing students/graduates to gain relevant experience for their studies, but is inclusive to other relevant degrees or for applicants with relevant skills/experience</li> <li><input type="checkbox"/> The selection criteria is well-defined and explicitly states the attributes, competencies, skills or strengths assessed. There is clear definition and difference between essential and desirable skills/criteria</li> <li><input type="checkbox"/> The role has a good variety of tasks that will be of interest to students/graduates</li> </ul>
<b>3. Development and learning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Opportunities for development and learning are clearly stated</li> <li><input type="checkbox"/> The role provides the student/graduate with a range of personal and skill-development opportunities, as well as opportunities to broaden their knowledge and understanding</li> </ul>
<b>4. Management, mentoring and feedback</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The role includes clear mentoring and feedback opportunities</li> <li><input type="checkbox"/> There is a comprehensive induction/on-boarding to welcome new starters into the organisation that goes beyond the basic requirements and supports the new student/graduates transition into the organisation</li> <li><input type="checkbox"/> A mentor is provided for the new starter or there is a buddy system (e.g. placement student mentored by graduate) in place</li> </ul>
<b>5. Equality, diversity and inclusion</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The job advert explicitly encourages applicants from under-represented groups</li> <li><input type="checkbox"/> The organisation has clearly thought about accessibility and inclusion in their recruitment process, demonstrating best practice to ensure equality and diversity</li> <li><input type="checkbox"/> The employer demonstrates an organisational commitment to Equality Diversity and Inclusion (EDI). This could be through accreditation with an organisation like Disability Confident or Ambitious About Autism, or by having won awards for EDI</li> <li><input type="checkbox"/> The role is open to flexible working arrangements, such as flexitime or home working</li> </ul>

