

# A tool kit for work experience 2019

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The National  
**Skills Academy**   
**HEALTH**  
*West Yorkshire and Harrogate  
Excellence Centre*

Produced by  
West Yorkshire and Harrogate  
Excellence Centre

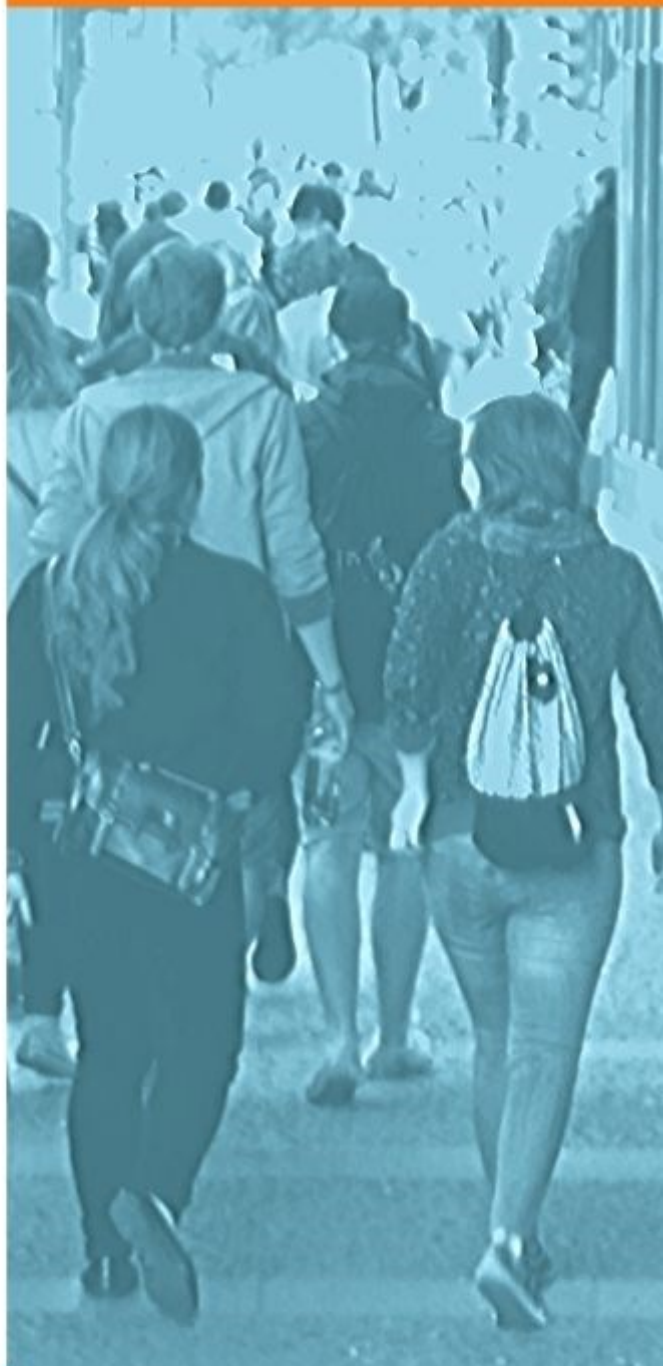
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In partnership with

West Yorkshire and Harrogate  
Health and Care Partnership



## Foreword

Work experience is rewarding for both participants and for the organisations providing placements. Not only will you be inspiring and helping individuals to explore a future career in health and care, you will also be giving your existing employees a chance to develop their management skills through mentoring and supervising learners.

Work experience helps develop a future workforce by showing individuals the variety of careers available within health and care. Offering work experience in your organisation is a great investment for the future workforce of health and care.

So, how do you do it?

This toolkit has been produced to make the process simple.

It covers information on how to run work experience, the policies applicable to work experience, removes the myths about running work experience and provides useful forms and templates you can use to start a work experience programme that meets the needs of your organisation.

You may choose to use all of the toolkit or find certain sections don't work for you and that's fine.

When you are ready to run your placements please contact us at [leedsth-tr.wyhexcellencecentre@nhs.net](mailto:leedsth-tr.wyhexcellencecentre@nhs.net) so that we can advertise your placements on our careers hub at: <https://wyhec.wyhpartnership.co.uk/careers-hub>

<b>Contents</b>	<b>Page</b>
<b>Introduction</b>	<b>5</b>
Who is this guide for?	
What is work experience?	
Five reasons why you should offer work experience	
<b>How to run work experience</b>	<b>6 - 7</b>
Diagram of the processes	
Key people for a successful work experience	
Top tips for recruitment	
<b>Working with Jobcentre Plus and Universities</b>	<b>8</b>
<b>Application and selection</b>	<b>8</b>
<b>Who to prioritise</b>	<b>8</b>
<b>Monitoring of work experience activity</b>	<b>9-10</b>
Informing successful candidates	
What type of work constitutes work experience?	
Health and safety made simple	
Risk assessment	
<b>Consent</b>	<b>11</b>
Under 16 years of age	
Patient safety and confidentiality should not be a barrier	
Payment and hours for young people	
<b>Welcome session</b>	<b>12-14</b>
Confirmation of identity	
Induction	
Confidentiality statement	
Identity badge	
Induction into work area	
Plan of activities	
The quality of the experience	
Areas excluded from the scheme	
Areas where placement access is restricted	
Completion of placement	
Evaluate and improve	
<b>Forms and Templates</b>	<b>15-16</b>
Placement opportunity form	17
Risk assessment	18-21
Work placement application	22-25

# Contents

# Page

## Forms and templates

Diversity monitoring information	26
Confidential health questionnaire	27
Pre-placement checks	28
Placement agreement	29-31
Confidentiality statement	32
Proof of eligibility	33
Induction checklist	34-35
Key employability skills	36-37
Work experience plan	38
Workbook	39
Photography consent form	40-41
Theatres and anaesthetics	42
Work experience feedback	43-45
Mentor feedback form	46
Learner evaluation of placement	47
Evaluation form	48
Certificate of work experience	49
Work experience welcome booklet from LTHT	50

## Further information

51

## Acknowledgements

51

# Introduction

## Who is this guide for?

This guide provides information and resources to help you as an employer offer work experience opportunities within health and care. It will enable you to plan your work experience, to offer placements and be mindful of the rules and requirements. This toolkit will support you in setting up a work experience programme that is right for your organisation.

## What is work experience?

Work experience allows people to experience what it is like to undertake a job supervised by staff who already work in the environment. The traditional definition of work experience as a two-week full-time placement might not work for you, so you may choose to split the sessions across a number of weeks.

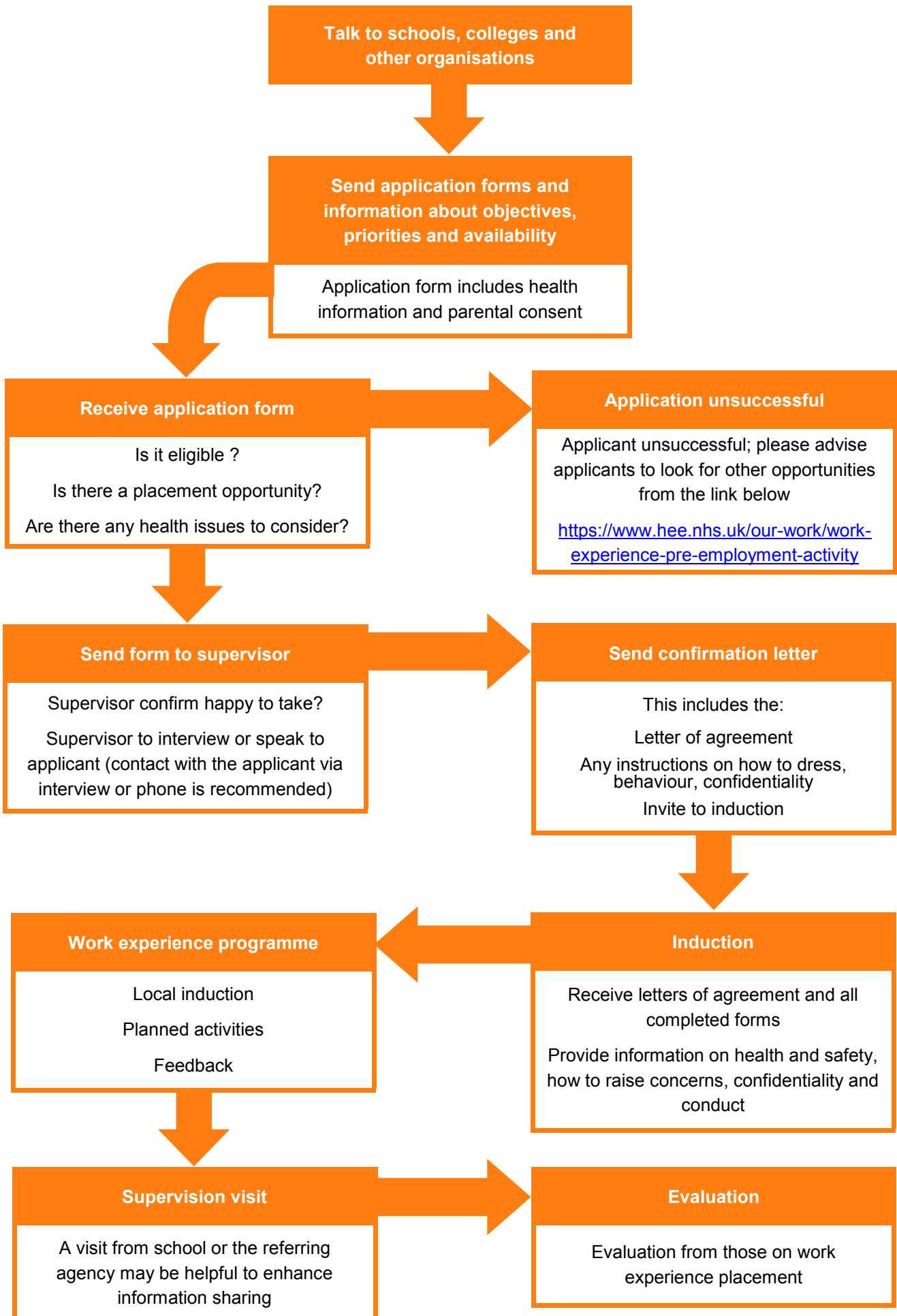
Work experience will typically last up to 10 days. Some work experience placements offer a hands-on experience, while others provide insights, observation and work shadowing. All can provide a valuable experience for people looking to move into a career in the health and care sector.

## Five reasons why you should offer work experience...

1. To develop your future workforce
2. To work with the local community, providing an opportunity to engage, inspire and inform people
3. To develop staff - it's a chance for all staff to build management skills
4. To gain fresh insights - see your organisation through someone else's eyes
5. To increase staff engagement - colleagues get a genuine buzz from inspiring people!

# How to run work experience

Below is a diagram of the processes you might go through to set up work experience in your place of work.



# How to run work experience

## Key roles for a successful work experience

Larger organisations may benefit from sharing a **coordinator** who organises placements across many healthcare providers.

All organisations will need a **supervisor** who should:

- Ensure colleagues understand the needs of the placement
- Organise the logistics of the placements
- Monitor and evaluate the programme after the placement
- Hold a debrief meeting at the end of each day to talk about achievements, pointing out their strengths and building confidence. This can be an informal chat
- Ensure a variety of tasks are undertaken
- Give feedback at the end of the placement, helping those on placement to understand how the experience ties into their education and career plans.

The role of supervisor is a good development opportunity for an employee who wants to develop their management capability and could be complimented by staff members providing them with experience of and the opportunity to develop mentoring and supervision skills and if undertaking a mentoring course evidence for their coursework.

## Here are our top tips for recruitment:

- **Contact your local schools or colleges directly** to discuss a work experience arrangement. Try to link up with schools and colleges that can provide the type of applicant you are looking for, for example, do they have a high number of students from your local community? Do they have students who are on health and social care courses or undertaking T level qualifications where there is a requirement for the students to undertake work experience in order to achieve their qualifications? To find schools in your area go to [www.gov.uk](http://www.gov.uk) and type school into the search bar.
- **Use the contacts your organisation has already set up with schools and colleges**; there may already be someone from your organisation attending careers fairs, open evenings and school events, as well as hosting assemblies. You can also contact local organisations, such as Jobcentre Plus who will be able to put you in contact with groups of people who may be looking to return to the workplace after some time. Some of these organisations will also be able to help in the process of sourcing local people for work experience.
- **Do not rely on word of mouth.** It's important not to fall into the trap of relying on informal word-of-mouth networks to connect with people wanting placements, as you will miss out on the people who would most benefit from the opportunity.

## Working with Jobcentre Plus and Universities

**Jobcentre Plus** A government funded employment agency, this organisation can work with you to offer a work experience programme tailored to your workforce needs. They can find the right people, assess them and provide skills training. For more information go to the NHS Employers website <https://www.nhsemployers.org/your-workforce/recruit/employer-led-recruitment/jobcentre-plus-partnerships>.

**Universities** work with young people to raise their aspirations to higher education and embed work experience opportunities within their outreach programmes. A programme with your local University may mean that you can provide work experience opportunities to young people who are part of a broader programme that is introducing them to healthcare opportunities. Health Education England's Widening Participation Directory of best practice outlines some approaches organisations have taken to work with a broader range of people, particularly those from under-represented groups.

## Application and Selection

By having clear processes on how to apply and how people are selected you can make it easier for anyone to find a placement. Often you will have more applications for work experience than opportunities so a good application form can help you to determine who to offer placements to and might include:

- Information which will enable the supervisor to make an assessment of the applicant, including why they want the placement
- Consent, if under 18 years of age, from the parent and/or school or college
- Health information
- Subjects studied or currently being studied
- Information so you can determine their personal and educational background

We have included an application form as a template in our forms and template section on page 22.

### Our top tips for application and selection are to:

- Have an application process, including an application form to enable you to choose the best candidates and help the applicant to feel they're experiencing the real working world. It will help you to understand their previous experience and find out what their goals are
- Be clear on how long it will take before someone can expect a placement
- Have a clear selection process, which enables you to prioritise applicants
- Openly encourage applications from specific target groups
- When choosing who receives a placement, be flexible when considering qualifying criteria, including educational attainment, grades and pre-existing work experience
- Agree the type of placement/experience you can offer; Admin, I.T., care or something else?
- Try to match the placement with the applicants aspirations
- Consider whether there is capacity to accommodate the applicant within their preferred area

## Who to prioritise

You may wish to focus on local priority groups, for example:

- Applicants living or studying in your postcode area
- Applicants who are residents of the EU
- Young people from the following background:
  - have been eligible for free school meals and/or pupil premium
  - are the first generation of their family to apply to University, having attended a school where at least 30% of pupils were eligible for free school meals
  - those not in education, training or employment (NEETs)
  - employed people who are considering a career change moving into health, or applicants who have previously trained as a healthcare professional
- Adults who would like to return to work following:
  - An extended period of unemployment due to incapacity and/or ill health
  - Carer responsibilities which have prevented them from pursuing work opportunities



# Monitoring of work experience activity

Managers should keep all work experience documents/applications in their work area for a 12 month period (after which they should be confidentially destroyed) in case the organisation is asked to provide summary data for equality audits.

## Informing successful candidates

It is important that candidates are aware of what you expect from them. This ensures that from the first day, they will turn up with the right attitude, expectations and are dressed appropriately. This information is outlined in the placement agreement that you can send them. The placement agreement sets out your expectations of the placement and references key areas, such as confidentiality, health and safety and standards of behaviour. It also encourages them to consider what they want from the placement and what they are looking to learn. A template is included in our form and template section on page 29.

## What type of work constitutes work experience?

Where possible they should be offered real-life tasks that get them to think about the role and the organisation. With clinical work, it will not always be possible for work to be hands-on, but there is still a lot that they can do. Learners who are below the age of 16 will be more limited in what they can do than those over the age of 16. In some organisations U18's can not be part of the clinical environment. Nb. Some organisations have a rule that under 18's cant be in clinical areas due to safeguarding if the organisation cannot provide supervision at all times.

We have indicated (16+) for tasks that are more suited to those aged 16 years or older.

Some ideas for activities:

- Survey patients/residents find out what leads to a positive experience (16+) & analyse the survey data
- Update pages of the website, leaflets or noticeboards
- Reverse mentoring: get a learner to help senior colleagues get to grips with social media
- Analysing calls to see which issues generate complaints
- Make memory boards with patients/residents
- Organise activities for patients/residents

Some ideas for clinical tasks:

- Help to make the beds
- Distribute ward leaflets or information to new patients/residents
- Help patient/resident orientation
- Shadow a nurse or healthcare assistant as they take and record a patient's blood pressure, temperature and heart rate and completing fluid charts under direct supervision (16+)
- General tidying of bed area
- Observe routine procedures, investigations or minor surgical procedures (16+)
- Assisting with meals (preparing over-tables, cutting food, encouraging the patient to eat and drink) and patient feeding (16+)
- Delivering and collecting items from other departments (16+)
- Talking to and/or escorting patients/residents (16+)
- Attending team meetings (16+)

If the work involves contact with patients/residents consent must be given.

## Health and safety made simple:

- No DBS is required for staff supervising those on work experience (a DBS check will only be required if an employee's specific job purpose includes looking after under-16 work experience students)
- No DBS is required for those on work experience placement because they should be supervised at all times (but you could ask them to declare any issues). For more information, visit the government's disclosure and barring service [www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)
- Liability insurance covers work experience placements
- Individuals on work experience are covered by the employer's insurance. For more information visit the Association of British Insurers [www.abi.org.uk](http://www.abi.org.uk)
- Schools may require the policy number of your Employers liability insurance

## Risk assessment

There are some work activities someone on work experience cannot do because of health and safety law. The employer will have primary responsibility for the health and safety of the individual.

A review/risk assessment of the workplace:

- Enables the manager to identify hazards and risks specific to offering a work experience placement and those related to young people
- Helps the manager to assess appropriateness of the placement and make a decision as to whether it is suitable for work experience students
- Dictates what, if any, work activities can be safely undertaken by work experience students whilst on placement
- Is essential if an applicant discloses a particular medical condition which may necessitate additional assessment. Where this is the case it will enable reasonable adjustments to be considered.

There are activities that young people are legally prohibited to do. The employer will need to consider whether the work the young person will undertake:

- Is beyond their physical or psychological capacity. (*This doesn't have to be complicated, it could be as simple as checking a young person is capable of safely lifting weights and of remembering and following instructions.*)
- Involves harmful exposure to substances that are toxic, can cause cancer, can damage or harm an unborn child, or can chronically affect human health in any other way.
- Involves harmful exposure to radiation. Ensure a young person's exposure to radiation is restricted and does not exceed the allowed dose limit.
- Involves risk of accidents that cannot reasonably be recognised or avoided by young people due to their insufficient attention to safety or lack of experience or training. A young person might be unfamiliar with 'obvious' risks. You should consider the need for tailored training or closer supervision.
- Has a risk to health from extreme cold, heat, noise or vibration.

Employers also need to be aware of substances a young person might come into contact with in their work, consider exposure levels and ensure legal limits are met.

For more information, visit the Health and Safety Executive [www.hse.gov.uk/youngpeople/workexperience/](http://www.hse.gov.uk/youngpeople/workexperience/)

# Consent

All those on work experience under the age of 18 must have a parent or guardian sign their consent. Young people are classified as being under the age of 18 (please see [www.hse.gov.uk/youngpeople/law/](http://www.hse.gov.uk/youngpeople/law/) for more details).

## Under 16 years of age

**Children under the age of 13 are generally prohibited from any form of employment.**

Many organisations make a distinction between young people aged 13-16 and those aged 16 plus and the type of activity they can participate in. This is due to Health and Safety regulations, which state that 'an employer has a responsibility to ensure that young people employed by them are not exposed to risk due to lack of experience, being unaware of existing or potential risks and/or lack of maturity'. Many organisations will offer 13-16 year olds placements in administrative and clerical areas or provide an alternative experience of the work environment in the form of shadowing or activities in simulated environments.

## Patient safety and confidentiality should not be a barrier

Patient dignity and confidentiality must be maintained but this does not mean that placements cannot be offered in a clinical or care giving setting. The employer should use discretion and judgment when identifying suitable areas and duties. Particular care should be taken in areas where there are vulnerable patients/residents. To minimise any risks related to confidentiality, best practice within organisations is to ensure that the person on work experience understands what is meant by confidentiality in the setting that they are going to and will ask the students to sign a confidentiality form. If there is any disclosure of information they will dismiss them from the premises and, if necessary, consider further action.

In addition to this the supervisor will ensure that those on work placement are introduced to the patients/residents and they give verbal consent if they are allowed to observe any consultation, treatment or procedure.

## Payment and hours

The individual on work experience will not be paid for their time.

They may not receive any reimbursement for their travel, lunch or other refreshments. However, in some circumstances work experience providers may offer support to individuals (for example, if they are from a disadvantaged background).

People on work experience placements should not:

- work more than eight hours per day, with a maximum of 37.5 hours per week
- work weekends or overtime
- start work before 7.00 am or finish work after 7.00 pm
- work more than five days in seven

All are entitled to a break of at least half an hour, where daily working time is more than 4.5 hours.

# Welcome Session

## Confirmation of Identity

Organisations have a legal obligation to determine that the identity of individuals undertaking work experience is genuine and should notify the participant about the documentation they need to bring (e.g. passport, driving licence or signed letter of introduction from their learning institution in lieu of identification) in order to validate their identity.

## Induction

Prior to the induction it's helpful for those given a placement to make contact with the employer over the phone to confirm final details.

The most important thing about the induction is to get to know the person, establish expectations around conduct and dress code and provide space for them to ask questions. The induction is also a good time to make sure that the placement agreement (page 29) has been signed.

The induction could include:

- An introduction to your organisation, and the key people who the individual on work experience will have contact with
- An outline of how you expect them to behave, including dress code & confidentiality
- Information on how to access their placement areas
- Relevant Health and Safety Information (this is a legal requirement) including fire regulations, backcare/safe moving and handling, infection control and first aid facilities
- A local induction including a tour of the facilities, where to get food from, where the nearest toilets are, where the fire exits are situated (and any evacuation procedures) and sickness reporting
- A plan or schedule for the individual's time in the organisation, clearly outlining what they are doing each day (for example, where they will be and who to meet, and so on)
- An encouragement to those on work experience to prepare for their placement. Ask them to think about what they want to learn and what questions they might have

An induction checklist is included as a template in the forms and template section on page 34.

## Confidentiality statement

Work experience applicants will need to agree to adhere to confidentiality and be made aware of the possible consequences of a breach through the signing of a Confidentiality statement (we have a template for this in our forms and templates section of the toolkit on page 32).

Ideally the statement should be signed in the presence of a member of the organisation during the welcome meeting.

Any breach in confidentiality by individuals on work experience placement will usually result in immediate termination of the placement, and may also lead to further action including prosecution.

## Identity badge (most commonly used in hospital settings)

An Identity badge which includes placement dates and a photograph is advised for any person undertaking work experience. When issued, it should be worn at all times. As well as providing a means of confirming identity and reducing the risk of the person on work experience being mistaken for a permanent member of staff, in some organisations the badges allow individuals to use organisational transport so that they can travel across sites (although individuals should be shadowed by staff when travelling across sites).

## Photography consent

It is important to get consent from parents, guardians or learners themselves (if over 16) to take photographs for promotional purposes for printed publications, website, or promotional materials (we have a template for this in our forms and templates section of the toolkit on page 40-41).

## Induction into the work area

On the first day of their placement the Manager should ensure that the work experience student receives a local induction: including a tour of the department, a local health and safety briefing, an introduction to their supervisor and key staff and an overview of service delivery. (An induction checklist is included as a template in the forms and template section on page 34).

## Plan of activities

A plan of activities for the applicant to undertake should be developed by the line manager prior to the commencement of the placement (work experience plan template available on page 38). Activities will be dependent on the workplace risk assessment (template available on page 18 –21).

## The quality of the experience

The quality of the experience is more important than the length of time. Think about what you are trying to achieve with work experience.

A week of work experience is often enough for an individual to gain an understanding of working within a health or care environment. You need to decide what will work best for you and your organisation. Shorter work placements can be easier to organise, although longer placements can provide continuity and an opportunity for a project to be completed.

What is most important is that you provide a taste of what a job in your organisation is like and an introduction to the structure of working life. Good timekeeping, reliability, team working and problem solving are really important work skills that should be reinforced as part of the placement.

A work plan will help them see what they'll be doing each day. These do not have to be very detailed but do provide some structure (a work experience plan template is available on page 38).

Give those on work experience a chance to reflect each day on what they have learned and achieved. The process of filling out a workbook either with a supervisor or on their own encourages self-awareness of their skills and strengths. (A template workbook can be found on page 39).

## Areas which may be excluded or restricted from the scheme (commonly found in hospital settings)

Due to the need to protect individuals from potentially upsetting situations, the need to safeguard patient confidentiality, and health and safety concerns there are a number of areas where work experience placements are not usually offered (see the areas listed below).

Some organisations due to legal requirements have policies that also restrict access to some specific areas where they only offer placement access to those aged over 18 or who are applying for a health care professional higher education course following discussion and agreement with the Head of Education and manager for the area. Where access is restricted the individual on work experience would likely be shadowing and not carrying out real work tasks (unless simulated).

Areas where work experience placements are offered depend on decisions made by the organisation hosting work experience following assessment of risk, suitability and appropriateness. Decisions are usually made through discussion and agreement with the manager for the area, clinical lead and/or Head of Education.

- Accident and Emergency
- Breast Screening Unit
- Delivery Suites
- GUM Clinic
- Gynaecology
- ICU/HDU
- Medical Admissions Unit
- Mortuary
- Neonatal Unit
- Paediatrics (restricted)
- Pathology
- Pharmacy (restricted)
- Psychology
- Theatres: including day surgery and recovery (restricted)
- Oncology
- Haematology

## Completion of placement

At the end of the placement you need to determine how it went. The supervisor could ask the person who has undertaken the placement:

- How everything went
- What they liked best
- What they learned
- And if there was anything that made them feel uncomfortable

If they decide they do not want to go into health and care that can be a positive outcome as it's better finding out prior to working in the sector than six months into a job.

Organisations report that as many as 30% of those that undertake work experience go on to volunteer in health and care, so its important to make sure they know what opportunities are available.

## Evaluate and improve

To make sure you are monitoring and improving the programme you could consider the following:

- A debrief with stakeholders to share what needs to be done to improve the programme
- Asking those on the work experience placement to complete a survey
- Analysing placement survey results to enable you to critically evaluate your programme
- Holding a meeting with the school or partner to review the programme
- Whether or not expectations were met on both sides? Discuss what (if anything) you could do differently in the future

A template evaluation form is included in this toolkit (work experience feedback on page 43-44).

## Celebrate!! Show WYHEC what you've done

Ensure that the learners achievements are highlighted and present them with a certificate for all their hard work (a template is available in forms and templates page 49).

You can celebrate your hard work too! All that effort has paid off and you are now running a successful work experience programme!

Do not forget to show off! This is an important aspect that often gets overlooked but its important to share with others what you have achieved! Develop case studies, showcase the projects, and celebrate the successes. It's great for all employees to feel proud of their organisation and for board members to hear a positive story.

It is really important that you let everyone in your organisation know about work experience. For those seeking work experience, it is often hard to find placement opportunities and know who to contact. Ensure everyone in your organisation knows - the receptionists and administration staff, security staff, and human resources - so that if they receive a call they know who to direct them to.

Make sure work experience is featured on your (and the WYHEC) website and that there are up-to-date contact details.

The more information you place on the website the less time you will spend responding to emails or telephone calls. So include the type of opportunities that are available, eligibility criteria, application forms and frequently asked questions. You could even get a work experience person to do this for you!

## Forms and templates

We have compiled a series of templates for you to use in your own work experience programme. The templates have been developed from best practice within the sector. They have been designed so they can be used by different organisations and you can customise them according to your own requirements.



### 1. Placement opportunity form

This is for potential supervisors to complete if they wish to offer a placement. It asks for basic information encouraging you to consider the structure of the placement.



### 2. Risk assessment

This is a standard risk assessment that covers all the major risks within a clinical environment. Additional risks can be added for specific areas.



### 3. Work placement application

A standard form for work experience applicants.



### 4. Diversity monitoring information

This can be used for monitoring purposes, but not during the selection process.



### 5. Health questionnaire

A confidential health questionnaire that asks all the questions necessary for you to determine any health risks to the individual on placement or your patients/residents. The questionnaire is often sent out at the same time as the application form.



### 6. Pre placement checks

A checklist to ensure that you have undertaken each aspect of planning for the placement.



### 7. Placement agreement

This agreement should help you to ensure that you have everything in place for a smooth placement.



### 8. Confidentiality statement

A document that protects sensitive information that the applicant might come across whilst on placement.



### 9. Proof of eligibility

To confirm the eligibility of the applicant.



### 10. Induction checklist

This checklist will help you to cover everything in the induction.

## Forms and templates



### 11. Key employability skills

These are some of the key skills that people undertaking work experience may need to develop.



### 12. Work experience plan

This form asks the supervisors to set out what the work experience will entail for each day.



### 13. Workbook

This provides a sheet for completion each day for those undertaking work experience. It encourages them to consider what they want to achieve and to reflect on their experiences.



### 14. Photography consent form

Photography consent form to be used for promotional purposes.



### 15. Theatres and anaesthetics pro forma

Confirmation form applicable to placements that take place in theatres and anaesthetics.



### 16. Work experience feedback and Mentor feedback form

This will give a chance for both supervisor and applicants to give feedback on their experience.



### 17. Evaluation forms

To evaluate your programme



### 18. Certificate

A recognition of the hard work they've put in on placement.



### 19. Welcome booklet from LTHT

Example Work experience booklet made by LTHT



# Placement opportunity form

This form is for completion by members of staff who are interested in hosting a work experience placement

Name:	
Department:	
Telephone Number:	
Email Address:	
Outline what the placement will involve:	
When will the placement take place? Outline the start and finish times to each opportunity.	
Are there any special requirements for the applicant?	

Thank you, we will be in touch with further information.

**Please return the form to:**

# Risk assessment

Placement/Role: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Assessor: \_\_\_\_\_ Signature: \_\_\_\_\_

Review Date: \_\_\_\_\_

Ref	Hazards	Risks	Current Control Measures	Risk Priority (Low/Med/High)	Actions to be taken
1	Access to patient information e.g. clinic lists, addresses.	Breach of confidentiality or data protection legislation.	Participants required to read and sign declaration of confidence. Information governance covered at induction. Participants not given access to patient files and databases.		
2	Damaged flooring, other trip hazards.	Slips, trips and falls.	Induction will familiarise participant with the environment. Spillages cleared up immediately. No running in buildings. Monthly workspace inspections. Faults and defects reported to estates. Aware of keeping areas tidy and walkways clear of obstructions.		
3	Electricity	Fire, shock, burns.	All electrical equipment within the environment is PAT tested. Supervision in use of equipment. Induction will identify equipment to be used and potential training requirements.		

## Risk assessment

Ref	Hazards	Risks	Current Control Measures	Risk Priority  (Low/Med/High)	Actions to be taken
4	Fire	Smoke inhalation, burns.	Throughout premises: <ul style="list-style-type: none"> <li>□ Programme of weekly fire alarm call point testing in place</li> <li>□ Fire risk assessments conducted on premises</li> <li>□ Induction to familiarise participant with local arrangements in the event of fire</li> <li>□ Weekly audibility tests</li> </ul>		
5	Substances hazardous to health: <ul style="list-style-type: none"> <li>□ cleaning products, substances used for clinical procedures, latex</li> <li>□ body fluids</li> </ul>	Toxic, irritant, harmful, corrosive.	Appropriate storage and disposal arrangements are in place for chemicals.  Personal protective equipment is provided. Spillage kit located centrally within clinic areas and staff trained in use.  Participants told not to deal with spillages at induction.		
6	Clinical waste and sharps.	Infection, needlestick injuries.	Sharps are disposed of according to [name of policy]  Participants will not be directly handling clinical medical devices including sharps.  Waste segregation and identification.		
7	Members of the public.	Aggression, abuse.	Participants always supervised by staff.  Participants not to undertake any form of lone working.  Participants instructed to seek assistance in the event of any concerns.		

## Risk assessment

Ref	Hazards	Risks	Current Control Measures	Risk Priority (Low/Med/High)	Actions to be taken
8	Infectious diseases.	Illness.	Follow infection control procedures with regard to hand washing as outlined at induction.		
9	Manual handling of office equipment and consumables.	Musculoskeletal injuries resulting in back pain from handling heavy objects.	Use equipment if provided for lifting and carrying e.g. trolleys.  Follow good practice with regard to lifting as outlined at induction.		
10	Use of display screen equipment.	Posture problems and pain, discomfort or injuries to hands and arms from improper use. Headaches and sore eyes from work environments. e.g. poor lighting, glare etc.	Workstation to be set up for participant according to good practice. Participant advised to take regular breaks/ change of activity every 50 - 60 minutes and to report any concerns to supervisor.		
11	Hot Liquids.	Scalding.	Induction to include instruction to carry hot liquids on a tray and avoid overfilling of cups.		

## Risk assessment

Ref	Hazards	Risks	Current Control Measures	Risk Priority (Low/Med/High)	Actions to be taken
12	<p>Stress caused by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> travelling to unfamiliar locations</li> <li><input type="checkbox"/> unfamiliar surroundings and meeting new people</li> <li><input type="checkbox"/> exposure to distressing situations</li> </ul>	Ill health.	<p>Clarification of activities and timetable with supervisor.</p> <p>Participant to be asked to raise any concerns with supervisor.</p>		
13	<p>Attending non-trust premises e.g. patients/residents' homes, nursing homes.</p> <p><b>NB even where a visit is considered low risk, supervisors should carefully consider the patient and their treatment before planning to bring a student.</b></p>	Heightened likelihood of some risks covered above, especially slips, trips, falls; aggression/abuse; breach of confidentiality.	<p>Only accompanying where it is a follow up visit to a known patient without any known behavioural issues and the staff member is confident that there will be no issues with any other occupants of the property.</p> <p>Patients/residents have given prior consent to a student attending.</p> <p>The member of staff being satisfied the student displays an appropriate level of maturity i.e. a home visit would not be the first activity timetabled with a new student.</p> <p>The environmental conditions outside and within the property do not present significant risks.</p>		

# Work placement application

Placement you are applying for:	
Date of Placement:	

## Section 1: Your details

### Personal details

Surname/family name:	
First name:	
Date of birth:	
Address (including post-code):	
Home Telephone:	
Mobile:	
Email Address:	
Name, phone number and relationship to next of kin or in case of emergency contact	

Are you in education?  Yes  No

If yes please say where you are studying:

GCSEs, A-Levels or other exams taken or subjects being studied:			
Subject/Level	Grade	Subject/Level	Grade

Previous work experience, volunteering or paid work (if any):			
Subject/Level	Grade	Subject/Level	Grade

# Work placement application

Please explain why you have chosen this placement and what you hope to get from it. Include your hobbies and interests and your plans for the future.

## Supporting statement

If you are attending a school/college ask a teacher or advisor to provide some information about your application, this could include what they think you might get from the placement, or future career plans.

If you do not attend school or college please ask someone who can act as your referee to explain why you are suitable for a placement.

Why is this placement suitable?

Are there any issues that we need to be aware of?

# Work placement application

## Rehabilitation of Offenders Act 1979

Because of the nature of the work, this post is exempt from the provisions of Sections 4 (2) of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants for the post are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act and in the event of employment, any failure to disclose such convictions may result in disciplinary action or dismissal. Any information given will be completely confidential and will be considered only in relation to an application for a position to which the order applies.

Date of Conviction	Details of Conviction

Please ensure you have completed all sections of this form and you have read and understood the statements before signing.

*I have read and completed, if relevant, the above section regarding the REHABILITATION OF OFFENDERS ACT 1978 and I consent to the use of my personal information for the purposes and on the terms set out alongside regarding the DATA PROTECTION ACT.*

The below section must be signed

Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date of application: \_\_\_\_\_



# Work placement application

## Contact details of teacher or advisor

Teacher or Advisor's name:	
Signature:	
Telephone number:	
Email address:	

I confirm that the information given on this application is correct. I understand that any false information may result in my application being refused or my placement being cancelled.

Signed:

Print name:

Date:

Parent/guardian's signature (if under 18):

Print name:

Date:

**This form should be returned either by post or emailed to:**

## Diversity monitoring information

We recognise and actively promote the benefits of a diverse workforce and are committed to treating all employees with dignity and respect regardless of race, gender, disability, age, sexual orientation, religion or belief. This information will be used for monitoring purposes only – it will NOT be used as part of the selection process.

<b>Name</b>			<b>Age:</b>	
<b>Gender</b>	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> I do not wish to disclose this			
<b>I would describe my ethnic origin as:</b>				
<b>Asian or Asian British</b> <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Any other Asian background		<b>Mixed</b> <input type="checkbox"/> White & Asian <input type="checkbox"/> White & Black African <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> Any other mixed background		<b>Other Ethnic Group</b> <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> I do not wish to disclose this
<b>Black or Black British</b> <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black background		<b>White</b> <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Any other White background		
<b>Please select the option which best describes your sexuality:</b>				
<input type="checkbox"/> Lesbian <input type="checkbox"/> Gay <input type="checkbox"/> Bisexual		<input type="checkbox"/> Heterosexual <input type="checkbox"/> I do not wish to disclose this		
<b>Please indicate your religion or belief</b>				
<input type="checkbox"/> Atheism <input type="checkbox"/> Buddhism <input type="checkbox"/> Christianity <input type="checkbox"/> Islam		<input type="checkbox"/> Jainism <input type="checkbox"/> Sikhism <input type="checkbox"/> Judaism		<input type="checkbox"/> Hinduism <input type="checkbox"/> Other <input type="checkbox"/> I do not wish to disclose this
<b>Do you consider yourself to have a disability?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I do not wish to disclose this information		
<b>Please state the type of impairment which applies to you. People may experience more than one type of impairment, in which case you may indicate more than one. If none of the categories apply, please mark 'other'.</b>				
<input type="checkbox"/> Physical Impairment <input type="checkbox"/> Learning Disability/Difficulty <input type="checkbox"/> Sensory Impairment		<input type="checkbox"/> Long-standing illness <input type="checkbox"/> Mental Health Problem <input type="checkbox"/> Other		

## Confidential health questionnaire

We need this information to ensure our patients/residents, service users, staff and you are safe. Your answers to these questions will not affect your chances of being offered a placement. This information means we can plan your placement properly if you are selected.

Do you:	Yes or No (If yes, please provide further details).
Have a learning disability that may affect your ability to understand or act on an instruction?	
Have any restrictions of normal physical activity?	
Have skin allergies, eczema or other skin conditions?	
Have bronchitis or asthma?	
Have a hearing disability or discharging ears?	
Have a heart disease affecting capacity for physical tasks?	
Have diabetes?	
Experience fits or fainting attacks?	
Have significant colour vision defect or other visual disability?	
Take any medication?	
Have immunity to chicken pox?	

### Which of the following infectious diseases have you been immunised against?

Please tick the box for your answers.

<input type="checkbox"/> TB (BCG or Mantoux within past 5 years)	<input type="checkbox"/> Diphtheria	<input type="checkbox"/> Measles
<input type="checkbox"/> Meningitis C	<input type="checkbox"/> Pertussis (Whooping Cough)	<input type="checkbox"/> Polio
<input type="checkbox"/> Rubella	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Mumps
<input type="checkbox"/> Hepatitis B	<input type="checkbox"/> Hepatitis A	<input type="checkbox"/> Other

Information about the Vaccination Schedule is available on the NHS Choices website:

[www.nhs.uk/Conditions/vaccinations/Pages/vaccination-schedule-age-checklist.aspx](http://www.nhs.uk/Conditions/vaccinations/Pages/vaccination-schedule-age-checklist.aspx).

If you're not sure whether you have had all your routine vaccinations, ask your GP or practice nurse to find out for you.

## Pre-placement checks

Prior to a work experience placement commencing please ensure that all pre-placement checks have been completed.

Name of applicant	
Address	
Phone Number	
Email	

Prior to the Placement	Completed	
Applicant meets all criteria for work experience		If not, why?
Dates for the placement have been agreed		From: To:
Learning objectives discussed and agreed (what do you want to gain from work experience?)		Done by:
Named responsible person allocated		Who is this (and a deputy)
For Theatre Staff: Complete and sign work experience pro forma		Done by:
If applicable, book applicant for induction day		Done by: Date of Induction:
Send placement agreement by email		Date sent:
Signed copy of placement agreement returned		Date received:
On arrival	Completed	
Discuss with the student health and safety considerations aspects ("do's and don'ts). These will have been identified from the departmental risk assessment.		Done by:
'Housekeeping' briefing completed E.g. toilets, refreshments, start & finish times, breaks, introductions, workplace tour, fire procedures etc.		Done by:

# Placement agreement

Dear .....

I am pleased to confirm our offer of a work experience placement at .....

Please read the terms and conditions outlined in this letter carefully as failure to follow these may result in your work experience being withdrawn. Please sign both copies of this letter, returning one copy to your work experience placement facilitator with two recent passport photos.

This placement will take place from the period of..... to .....

The hours will be ..... Please report to ..... for your induction on the first day.

Your induction will be held at ..... at.....

..... will be responsible for your supervision throughout this placement.

Their contact details are .....

**Attendance:** It is very important that you arrive on time each day, and following lunch. Make sure you leave yourself plenty of time to find your way to where you are working.

If for any reason you are unable to attend your work experience you must call us to explain. If you attend school or college you will also need to let them know. Lack of attendance may result in your placement being withdrawn.

**Hours and lunch:** Your hours will be..... to ....., with 30 to 60 minutes for lunch.

**Dress Code:** You should wear comfortable, clean, smart clothes. You should not wear jeans, tracksuits, leggings, open toed sandals, trainers or high-heeled shoes.

Please remember that in clinical placements you will be required to:

- Be 'bare below the elbow' for infection control
- Tie your hair back with a plain band if your hair is long
- Have clean nails. False nails, nail extensions/wraps or nail varnish must not be worn on duty. Fingernails must be kept clean and short
- Remove visible body piercing including tongue studs; an SOS necklace may be worn to indicate the existence of a medical condition but this should be worn inside clothes and other than small stud earrings no other jewellery is permitted.

You may be asked to wear protective clothing in certain areas.

Special requirements as a result of cultural or religious obligations should comply with health and safety and infection control precautions. Headscarves may be worn but these must be changed daily, be unadorned and shoulder length only. The wearing of facial veils or burkhas is not permitted. The wearing of turbans is allowed on religious grounds but these must be washed and changed daily. Any queries should be addressed to.....

If you have any queries with regard to the dress code for cultural or religious reasons please contact

.....

# Placement agreement

## **Confidentiality:**

During the course of your placement you may have access to information of a confidential nature, in particular information relating to the diagnosis and treatment of patients/residents, individual staff and/or patients/residents records, and details of contract prices and terms. You must under no circumstances disclose any confidential information to any person or make use of the information either during or after the placement. You should not access personal data that your supervisor has not instructed you to access.

Failure to follow these conditions, may lead to prosecution should we become involved in a case of litigation instigated by the patient. If you disclose or misuse information we will terminate your placement immediately. In certain circumstances you may also be liable to prosecution under the Data Protection Act 1998.

**Health and Safety:** You have a duty to take reasonable care to avoid injury to yourself and to others by your work activities, and are required to comply with our policies in meeting these statutory requirements. During induction you will undertake further training in health and safety. This will include fire safety. A copy of the health and safety policy is available for inspection.

**Criminal Record:** Any convictions, cautions or bind overs should be declared. Please contact me to discuss this if it affects you.

**Raising a Matter of Concern:** If you see or hear anything that concerns you, please notify the..... in the first instance.

**Loss/Damage of Personal Effects:** No liability can be accepted for loss or damage to personal property on our premises by burglary, fire, theft, or otherwise.

**Do take time before your placement to prepare. Before you arrive think about what you want to learn and any questions you have.**

**While you are on placement do enjoy yourself.** It is a chance for you to find out a little about what the world of work is like. You will meet lots of new people and come across new and unfamiliar situations. Most people really enjoy their work experience and find it motivates them to find employment or study harder upon completion. We look forward to welcoming you soon.

Yours sincerely,

.....

# Placement agreement

## Form of acceptance

I accept this placement on the terms and conditions outlined and have retained a copy.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian's signature (if under 18): \_\_\_\_\_ Date: \_\_\_\_\_

## Form of acceptance

I confirm that a DBS check is not required for the work experience applicant and I am responsible for his/her supervision while on placement.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name of person organising the placement: \_\_\_\_\_

# Confidentiality statement

This statement will be signed during your pre-placement welcome in the presence of a member of staff.

As a work experience applicant you have an obligation to respect the confidentiality of information acquired in the course of your experience. This means that you:

- Should NOT disclose information about employees, patients/services users, or confidential information with any unauthorised person, either directly or by way of casual conversation whilst on work experience or at any time from then on. This includes holding discussions with staff or colleagues concerning service users in any situation where the conversation may be overheard.
- Must not use such information for personal advantage or gain or pass it to others who may use it for their advantage or gain, and have a duty, in line with the Data Protection Act 1998, and the Computer Misuse Act 1990, to ensure data held manually, on computer, microfiche and CCTV is kept confidential.

Be aware, that all matters relating to patients/residents' diagnosis or treatment are strictly confidential and must never be passed on or shared with anyone under any circumstances. You shall adhere to the following:

- No photographs can be taken whilst on your placement
- Under no circumstances should you share any details relating to patients/residents on social media
- You must wear your Identification Badge at all times (if applicable)
- All information provided to you by patients/residents should be considered confidential
- All information recorded should be accurate and up to date
- All information is to be kept out of the eye of the general public
- Any movement of health records must be recorded electronically to enable records to be easily located
- Passwords are not to be shared under any circumstances
- Patient records and images are not to leave the workplace

If you know or recognise any of the patients/residents you come into contact with you must immediately remove yourself from the room/ward and speak with a member of staff.

**Any breach of confidentiality by students on a work experience placement will result in termination of the placement with immediate effect, and may affect future placements.**

**Any such breach, regardless of any action taken by your employer, may also lead to either criminal or civil action for damages, prosecution or to restrain an individual.**

**I have read and understand the above Confidentiality statement and agree to adhere to this.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_  
(please print)

Team: \_\_\_\_\_ Base: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## List of recommended documents for proof of eligibility

<b>To confirm eligibility, sight of one of the following original specified documents are required:</b>	
<b>Birth Certificate</b>	Issued in the United Kingdom or in the Republic of Ireland
<b>Passport or national identity card</b>	Issued by a State which is a party of the European Economic Area Agreement and which describes the holder as a national of that state.
<b>Passport or other travel document</b>	<p>Endorsed to show that the person named is exempt from immigration control, has indefinite leave to enter, or remain in the United Kingdom or has no time limit on his or her stay; or a letter issued by the Home Office confirming that the person named has such status.</p> <p>Endorsed to show that the holder has a current right of residence in the United Kingdom as a family member of a named national of a State which is party to the European Economic Area Agreement and who is resident in the United Kingdom</p> <p>Describing the holder as a British Dependent Territories citizen and which indicates that the status derives from a connection with Gibraltar.</p>
<b>Certificate of Entitlement</b>	Issued by or on behalf of the Government of the UK certifying that the holder has the right of abode in the UK
<b>United Kingdom residence permit</b>	Issued to a national of a State, which is party to the European Economic Area Agreement.
<b>Certification of registration or naturalisation issued by the Immigration and Nationality Directorate</b>	Of the home office indicating that the person named in the letter is a British citizen.

## Induction checklist

Areas covered in induction	Covered?
<p><b>Contact details</b></p> <p>Emergency contact details</p> <p>Who to contact if unable to attend the placement</p> <p>How to get hold of the supervisor</p> <p>How to report any concerns</p>	
<p><b>The department</b></p> <p>ID badge provided</p> <p>Access information provided</p> <p>Introduction to the department and its work.</p> <p>Toilets</p> <p>Food and refreshments</p>	
<p><b>Outline the placement</b></p> <p>Hours of work</p> <p>Activities to be undertaken</p>	
<p><b>Infection Control</b></p> <p>Hand washing</p> <p>Bare below the elbows</p> <p>Nail varnish</p> <p>Hair tied back with plain band</p> <p>Jewellery</p>	
<p><b>Dress Code</b></p> <p>Comfortable, clean and smart</p> <p>Any specific protective clothing</p> <p>Any cultural or religious clothing</p>	
<p><b>Fire Safety</b></p> <p>Location of fire safety equipment</p> <p>Fire exits</p> <p>Gathering points</p>	
<p><b>Moving and handling</b></p> <p>No lifting of patients/residents</p> <p>Correct lifting technique</p>	
<p><b>Confidentiality</b></p> <p>Patient confidentiality – include friends and family and social media</p>	
<p><b>Health and safety</b></p> <p>Outline risks and steps taken</p>	

# Induction checklist

Areas covered in induction	Covered?
<p><b>Confidentiality</b></p> <p>Discuss the importance of confidentiality with regard to patient and staff information.</p> <p>Any patient or trust information shared, seen or heard should not be discussed with anyone (including family and friends, and especially not on social media, even if people's names are not used).</p> <p>Provide general guidance on information security.</p> <p>Students should not give out any information about patients/residents or staff if they answer the phone. If in any doubt they should hand the call to another member of staff.</p>	
<p><b>Health and safety</b></p> <p>Discuss the risk assessment developed for the placement.</p> <p>Make sure the student knows any risks associated with tasks and work environment.</p>	
<p><b>Incident reporting</b></p> <p>What and how to report: accidents/incidents <b>AND</b> near misses.</p>	
<p><b>Sickness</b></p> <p>If a student is are unable to attend on any of their placement days they must contact their nominated supervisor as early as possible.</p> <p>Confirm best phone number for them to use.</p>	
<p><b>Key equipment</b></p> <p>Used within the department and any training requirements.</p>	
<p><b>Dress Code</b></p> <p>Discuss the dress code outlining that clothes should be comfortable, clean and smart.</p> <p>Outline the infection control measures:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 'Bare below the elbow'</li> <li><input type="checkbox"/> Hair tied back with plain band</li> <li><input type="checkbox"/> No false nails, nail extensions/wraps or nail varnish</li> <li><input type="checkbox"/> Visible body piercing including tongue studs must be removed or covered</li> <li><input type="checkbox"/> No jewellery other than small stud earrings and an SOS necklace (worn inside clothes)</li> </ul> <p>Discuss any specific protective clothing requirements.</p> <p>Special requirements as a result of cultural or religious obligations should comply with health and safety and infection control precautions. Headscarves may be worn but these must be changed daily, be unadorned and shoulder length only. The wearing of facial veils or burkhas is not permitted. The wearing of turbans is allowed on religious grounds but these must be washed and changed daily.</p>	

## Key employability skills

These are some of the key skills that people undertaking work experience may need to develop. You could think about how to develop these skills and qualities when you are designing your placement.

Competency	What it means	Key skills	Work tasks
Working with others.	Working well with other people from different disciplines, backgrounds and expertise to accomplish a task or goal.	Working with others, one-to-one and in groups. Planning what needs to be done & working together to achieve your aim. Helping other members of the team. Getting support and feedback from others. Following instructions from the supervisor.	These are some of the key skills that people undertaking work experience may need to develop.
Problem solving.	The ability to understand a problem by breaking it down into smaller parts, identifying key issues and finding solutions. To apply your knowledge from many different areas to solving a task.	Identifying a problem. Identifying ways to resolve a problem. Testing out possible solutions to a problem. Reviewing methods used to solve problems.	
Communication and literacy.	The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.	Take part in discussions. Researching, reading and obtaining information. Writing different types of documents. Giving presentations.	
Information and communication technology.	The ability to use a range of IT packages including the effective use of email. Using technology to present and communicate information.	Using Microsoft Office packages including email. Using other applications. Find, chose and use information. Presenting information like text, images and numbers.	

## Key employability skills

Competency	What it means	Key skills	Work tasks
Application of number.	The ability to use data and mathematics to support evidence or demonstrate a point.	Obtain and interpret information. Carry out calculations. Interpret results. Present and explain findings.	
Customer awareness.	The ability to understand the key drivers for business success and the importance of providing customer satisfaction and building customer loyalty.	Giving a good impression of yourself and the organisation. Using good communication skills and courtesy. Dealing with complaints. Being proactive.	
Self-management.	Having the right attitude to succeed in a given role and adhere to standards of behaviour expected at work.	Being organised and methodical. Ability to plan work to meet deadlines and targets. Not wait to be told to do things. Having new ideas of your own which can be made into a reality. Collecting evidence of your achievements.	

# Work experience plan

Area: \_\_\_\_\_

Week commencing: \_\_\_\_\_

Student: \_\_\_\_\_

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Start time and location					
Morning activity and location					
Supervisor					
Lunch start and finish times					
Afternoon activity and location					
Supervisor					
Start time and location					

This form has been adapted from the form used by Wirral Community NHS Trust.

# Workbook

Date:

What do I want to get out of today?

Who did I meet today?

What did I do today?

What skills did I learn?

Supervisor comments

# Photography consent form

Name of parent or Guardian:

Name of child/children:

School the child/children attend:

Location of photography: various locations in xxxxxxxx

xxxxxxx would like to take photographs of your child/children for promotional purposes on social media accounts. These images may appear in our printed publications, on our website, on our promotional materials or on all of these.

To comply with the Data Protection Act 1998, we need your permission before we take any images of your child/children. Please answer questions then sign and date the form where shown. Please return the completed form to:

Xxxxxxxx

Xxxxxxxx

Xxxxxxxx

or email xxxxx

To the parent	Please select for each question	
	Yes	No
May we use your child's image for promotional materials?		
May we use your child's image on our website?		
May we use your child's image on our social media account?		

*Please note that websites can be viewed throughout the world, not just in the United Kingdom where UK law applies. Please also note the conditions for using these images on the next page.*

I have read and understood the conditions of use on this form.

Signature:

Date:

Your name (in block capitals):

Image reference number (s): *For office use only*



## Conditions of Use

This form is valid for three years from the date of signing. The consent will automatically expire after this time.

### **We will not re-use any images after this time.**

We will not include details or full names (which means first name and surname) of any child or adult in an image, on video, on our website, in printed publications, or on promotional materials without good reason. For example, we may include the full name of a competition prize winner if we have their consent. However, we will not include the full name of a model used in promotional literature.

We will not include personal email or postal address, or telephone numbers on video or on our website, in printed publications or on promotional materials.

If we use images of individual pupils, we will not use the name of that child in the accompanying text or photo caption without good reason. And if a pupil is named in the text, we will not use a photograph of that child to accompany the article without good reason. For example, we may include a picture and full name of a competition prize winner if we have their consent. However, we will not include a picture and full name of a model used in promotional literature.

We may use group or class images with very general labels, such as *“a science lesson”* or *“making Christmas decorations”*.

We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately

# Theatres and anaesthetics (applicable to placements in theatres and anaesthetics)

## Work experience confirmation pro forma

The completed form should be kept with you at all times while in the theatre department.

<b>Name</b>	
<b>Date of Birth</b>	
<b>GCSE subjects/Grades</b>	
<b>Theatre suite in which you wish to observe</b>	
<b>Date(s) attendance in theatre</b>	
<b>Brief description of what you wish to gain from the experience</b>	
<b>Is the Team Leader/Deputy Team Leader aware of your visit?</b>	Yes/No
<b>ID Badge issued?</b>	Yes/No

<b>Student signature</b>	
<b>Date</b>	

<b>Approved by General Manager T&amp;A?</b>	Yes/No
<b>Signature</b>	
<b>Date</b>	

# Work experience feedback

<b>Applicant's name</b>	
<b>Form completed by</b>	
<b>Position</b>	
<b>E Signature</b>	
<b>Dates of experience</b>	

Please complete the following evaluation (on request) of your participant's attitude and behaviour whilst on placement in your department. The scoring system can be seen below.

Once completed, please send to your participant and their work experience facilitator.

<b>Score</b>	<b>1. Rarely</b>
	<b>2. Occasionally</b>
	<b>3. Regularly</b>
	<b>4. Mostly</b>
	<b>5. Always</b>
	<b>6. Not Applicable</b>

The scores indicate how often the competences were met over the course of the placement.

There is a comments section for any further feedback, concerns or comments.

<b>Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Communicates effectively with patients/residents, colleagues and visitors in routine situations.						
Protects client and colleague confidentiality and seeks advice regarding appropriate release of information when necessary.						
Actively engaged with staff and others in order to get the very best from their experience and to widen their knowledge.						

<b>Health &amp; Safety</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Conforms to all health and safety policies in the workplace, in line with work experience welcome and local instructions.						
Demonstrates they are aware of the appropriate action to take in an emergency situation.						
Always applies routine infection control practices in terms of hand washing.						

## Work experience feedback

Quality	1	2	3	4	5	6
Punctuality, attendance and general motivation.						
Demonstrates behaviours in line with our values.						
Has assimilated effectively alongside colleagues within multi-disciplinary teams.						

Care	1	2	3	4	5	6
Demonstrates understanding of a patient-centred approach to care.						
Adheres to the principles of duty of care to themselves by avoiding risk and reporting any concerns.						
Is able to demonstrate awareness of the safeguarding principles.						

Equality & Diversity	1	2	3	4	5	6
Actions are consistently in accordance to the equality & diversity policies.						

## Reference/comments template

**Comments by the supervisor relating to feedback given**

**Comments by the student/participant in relation to remarks above**

# Mentor feedback form

	Yes	No	Maybe	N/A
Do you feel the participant benefitted from this placement?				
Comments:				
Overall, are you happy with the participant's work ethic and attitude?				
Comments:				
Would you encourage the participant to apply for a position?				
Comments:				

## Learner evaluation of placement

Please spend some time completing this evaluation form. The information you provide will help us to improve the experience in the future and will be shared with your supervisor.

If you wish to discuss an issue in confidence, please speak to your placement supervisor.

What have you learned?

--

What did you enjoy most?

--

Whose job did you like?

--

Was there anything surprising?

--

What will you remember from the placement?

--

Would you recommend this placement to another student?

--

Has your placement influenced your choice of career?

--

Have you had the opportunity to achieve your learning objectives?

--

Would you work in health and care? If so, in what way?

--

What is your perception of health and care now and what was it before?

--

# Evaluation form

Please fill in the following questions to let us know your experiences of work experience.

This information will be used to develop the programme.

1. What did you learn from your placement?
2. Has this been achieved?  Yes  No (tick the appropriate box)
3. Do you feel your placement has given you a better understanding of the work that is undertaken in our organisation?  
 Yes  No (If no, please give details)
4. Do you feel the structure of the programme was:  Satisfactory  Unsatisfactory
5. Do you feel the length of each session was:  Satisfactory  Too long  Too short
6. Which session(s) did you find the most interesting?
7. Which session(s) did you find the least interesting?
8. Are there any additional sessions, or visits to other departments, which you feel should be included in the programme?  
 Yes  No (If yes, please give details)
9. Do you feel it would have been useful to have been provided with any more information before your placement?  
 Yes  No (If yes, please give details)
10. Has your placement influenced your career choice in any way?  
 Yes  No (If yes, please give details)
11. Please add any other comments you feel would be helpful:

**Thank you for your help in completing this form.**

Please return to:



# *Certificate of Work Experience*

This is to certify that

---

Completed work experience in

At \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .

Signed: \_\_\_\_\_

Name and position: \_\_\_\_\_

## Work experience welcome booklet from LTHT

Leeds Teaching Hospitals NHS Trust have created a welcome booklet for those undertaking work experience placements. Please use the following link to obtain a copy of this guide which you could personalise for your organisation.

PDF: [https://wyhec.wyhpartnership.co.uk/download\\_file/191/0](https://wyhec.wyhpartnership.co.uk/download_file/191/0)

## Further information

- UKES 19 Feb 2014 Employer Guides to work Experience <https://www.gov.uk/government/collections/employer-guides-to-work-experience> accessed 24th June 2016
- Health and Safety Executive (HSE) The Management of Health & Safety Regulations 1999 <http://www.hse.gov.uk/youngpeople/law/index.htm>
- The Health & Safety (Training For Employment) Regulations 1990 <http://www.legislation.gov.uk/uksi/1990/1380/introduction/made>
- Health and Safety Executive (HSE) Young People and work Experience – a brief guide to health and Safety for Employers published 06/13 accessed 24<sup>th</sup> June 2016 from <http://www.hse.gov.uk/pubns/indg364.htm>
- Health Education England “More than photocopying - work experience a toolkit for the NHS May 2015 <https://www.healthcareers.nhs.uk/about/resources/work-experience-toolkit-nhs>
- LTHT Recruitment & Selection Guidance, Honorary Contracts Process, Volunteering Policy, Induction Policy, NHS Employers – Employment Checks Standards & Care Quality Commission.
- Fair Train- National Accreditation work experience Quality Standard <http://www.fairtrain.org/work-experience-quality-standard> Accessed 27th July 2017
- LTHT 2012 “Guidelines for Managing work experience, Requests and Placements”.
  - **NHS Careers:** [www.nhscareers.nhs.uk/](http://www.nhscareers.nhs.uk/) The information service for careers in the NHS in England.
  - **Step into the NHS:** [www.stepintothenhs.nhs.uk/](http://www.stepintothenhs.nhs.uk/) A website and communications programme for 14–19 year olds which aims to stimulate awareness of the huge range of opportunities available within the NHS.
  - **NHS Choices:** [www.nhs.uk/](http://www.nhs.uk/) Provides information on how the NHS works, and details of local trusts and health services.
  - **Skills for Health:** [www.skillsforhealth.org.uk/](http://www.skillsforhealth.org.uk/) The Sector Skills Council for the health sector which aims to help the whole sector to develop solutions that deliver a skilled and flexible UK workforce in order to improve healthcare.

For more information about the status of those undertaking work experience placements, visit the Department for Business, Innovation and Skills, national minimum wage: work experience and internships <https://www.gov.uk/guidance/national-minimum-wage-work-experience-and-internships>

## Acknowledgements

Our thanks go to all those who support work experience placements. Your contribution is making a real difference to people’s lives and futures.

In putting together this toolkit we must thank organisations within our region from the health sector, schools and further education colleges who gave up their time to share their best practice and provide their thoughts and comments.

We would like to give a specific mention to the NHSWorkExperienceToolkitfinal.pdf, LTHT, LCH and Wirral Community NHS Trust as we have used these resources as a basis for our toolkit.