



More than photocopying

Work experience - a toolkit for the NHS

## WHAT'S IN THE TOOLKIT?

### FOREWORD



**002** Ian Cumming, Chief Executive, Health Education England >

### INTRODUCTION



**004** What is this toolkit for? >

**005** What is work experience? >

**006** How to use this toolkit >

### WHY DO IT?



**008** Benefits of work experience >

**011** How it fits into the bigger picture >

**014** Case Study:  
From tea round to ward round >

### HOW TO DO IT



**017** Starting out >

**018** Outline process >

**019** Case study >

**020** Getting buy in >

**022** How to run it >

**024** Case study >

**025** Finding placements >

**027** Recruiting the right people >

**033** Induction >

**035** Creating a work plan >

**043** Evaluate, adapt and improve >

**044** Case study >

**045** Celebrate >

### CUTTING OUT THE RED TAPE



**047** DBS >

**048** Insurance >

**049** Health and safety >

**050** Payment and hours >

**051** Young people >

**052** Safety and confidentiality >

**053** Case study >

**054** Home visits >

### READY TO TAKE THE LEAP?

055



### PRACTICE COMMITMENT

056



### FORMS AND TEMPLATES

060



### FURTHER INFORMATION

082



### ACKNOWLEDGEMENTS

083



## FOREWORD

If you are reading this, you are probably running a work experience programme in your organisation, or about to start one. Health Education England is already behind you and proud to offer you our support. This toolkit will help you to get the very most out of your work experience programme - how to recruit the best people, advice on setting work plans and tips on celebrating your outcomes.

Few things are more rewarding than discovering the remarkable achievements of new people when they are given a chance to show their skills for care and compassion. Where we have seen work experience in action, we have seen countless examples of unexpected results, not just for the individuals experiencing work related opportunities, but other staff around them improving their work skills and motivation.

In addition to the local benefits you will no doubt create, your efforts are also part of a profound national shift. Over the next three years, we aim to increase the number of young people entering healthcare and make a positive impact on reducing the number of young people who are not in education, employment or training. There are over 350 potential career options in healthcare and our local communities need and deserve the employment that this can offer.

Your work is a vital contribution to a new era in healthcare with a growing young and flexible workforce. Thank you for taking these steps and good luck in your ventures!



**Ian Cumming**

Chief Executive, Health Education England

WHO IS THIS TOOLKIT FOR?

WHAT IS WORK EXPERIENCE?

HOW TO USE THIS TOOLKIT



## INTRODUCTION

WHO IS THIS TOOLKIT FOR?

004

WHAT IS WORK EXPERIENCE?

005

HOW TO USE THIS TOOLKIT

006

## WHO IS THIS TOOLKIT FOR?

This toolkit provides information and resources to help you provide value to your organisation by offering high quality work experience opportunities.

We have spoken to trusts and other healthcare organisations up and down the country to make sure that it answers your questions and helps you to create or enhance a work experience programme that benefits your organisation. It builds on the good practice that is already in place in many parts of the health service.

We would encourage board members, managers, human resource teams, learning and development staff, volunteering leads and work experience coordinators to read it. It has something for everyone, whether you want to improve your existing programme or set up something new.

If you are looking for a work experience placement please refer to your local healthcare providers for more information on the programmes they have available.



## WHAT IS WORK EXPERIENCE?

Work experience takes place in the workplace and allows people to experience what it's 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 doesn't always work for people or for you. Work experience can vary from 'tasters' lasting just half a day through to programmes over one or two weeks, a few months or a year. Some work experience placements offer a hands-on experience, while some provide insights, observation and work shadowing. All can provide a valuable experience for people looking to move into a career in the health sector and significant benefits for organisations like yours.

This toolkit will support you in setting up a work experience programme that is right for your organisation.



## HOW TO USE THIS TOOLKIT

This toolkit has been designed to be used in several ways. You can read it from start to finish or you can dip into sections, which you can use to improve your existing programme.

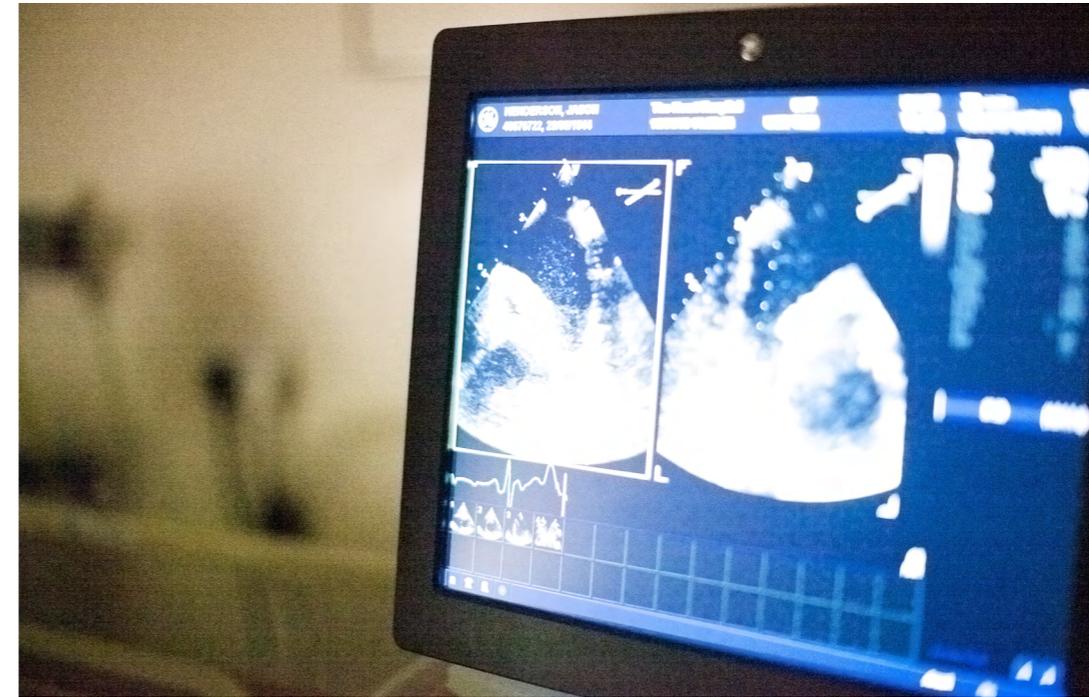
It has something for everyone, whether you work in a GP practice and are concerned about indemnity issues or you work in a trust and want to grow your work experience programme.

It has been designed to use on screen, and there are links throughout for more information, but we know that it is sometimes hard to shake that love of paper so we have created it so you can print it out too!

Throughout the toolkit you will find links to further information. These are also summarised in the section '[further information](#)' at the end of the toolkit.

We have added a series of [templates](#) you may wish to use depending on the programme you run. All the templates have been created so you can add your own logos and change as you see fit. You'll find these at the back of this document and page numbers are referenced throughout, making it easy to find the information you need.

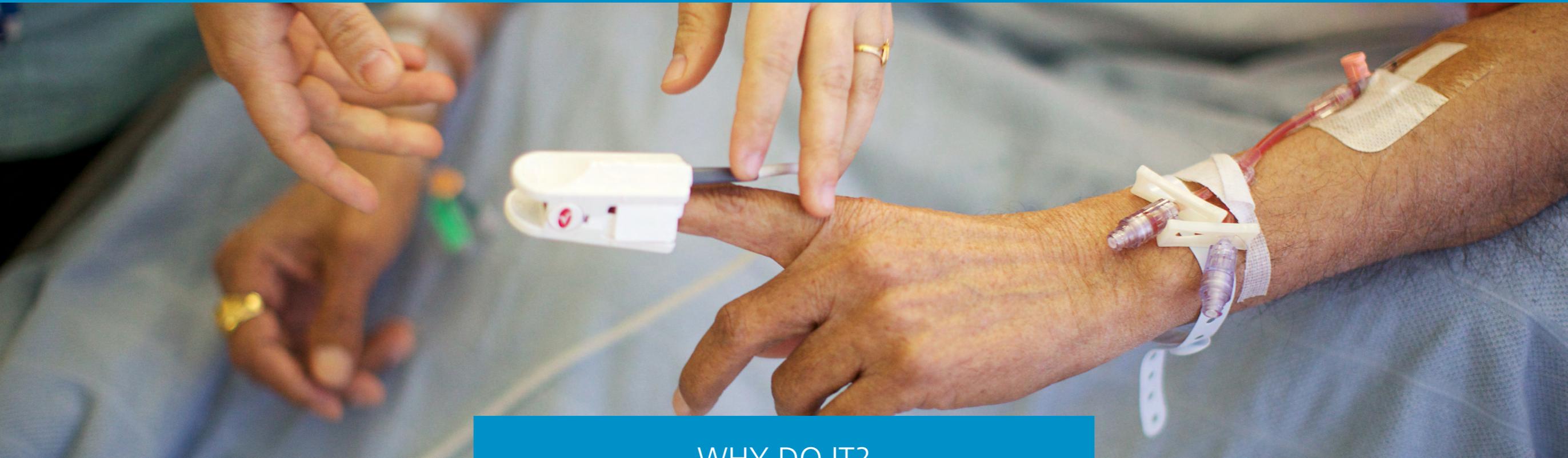
**Everything you need to get started is right here in this toolkit.**



BENEFITS OF WORK EXPERIENCE

HOW IT FITS INTO THE BIGGER PICTURE

CASE STUDY



## WHY DO IT?

BENEFITS OF WORK EXPERIENCE

008

HOW IT FITS INTO THE BIGGER PICTURE

011

CASE STUDY

014

## BENEFITS OF WORK EXPERIENCE

Healthcare organisations offering work experience have discovered all sorts of unexpected benefits such as lowered recruitment costs and improved management skills of existing staff.

You can gain real benefits by offering work experience. It gives you access to a wide talent pool to draw from when recruiting. Young people can bring energy, passion and a fresh perspective to your organisation, older people can bring their life skills and experiences. Your existing staff will benefit from the chance to work with, and manage someone.

Work experience is crucial to bridge the gap between education and the world of work. At its broadest and best, work experience can open people's eyes to jobs they had never thought of, help inform career decisions, offer a chance to prove themselves to an employer and help instill the attitudes and behaviours expected at work. If we want people who are ready to work in healthcare, we need to be ready to help build their employability skills.

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

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

## BENEFITS OF WORK EXPERIENCE

### See the benefits for yourself *and* your organisation

#### Grow your own talent

One of the biggest challenges we face is finding the right people to help the NHS respond to future demands and opportunities. Work experience is a great way to build a dynamic and productive workforce with the talent and skills we need to succeed. It's an excellent route to secure talented and loyal employees.

Growing your own talent by working with people right from the start helps you plan your recruitment. It's also an effective and simple way of developing a talent pipeline and makes an important contribution to workforce planning.

#### Skills tailored to your needs

Skills gaps are a big challenge, but when it comes to work experience placements, the mixture of on and off the job learning that can take place ensures that people will learn the skills that work best for you and your organisation. This guarantees your workforce will have the practical skills and qualifications that you need, both now and in the future.

#### Reduce staff costs and de-risk recruitment

Offering work experience placements can serve as an informal 'try before you buy' period both for you and for those on placement. This means that any decision to commit to a job role will be an informed one on both sides. Even if the placement doesn't lead to a job, the experience of work the participant will have gained means that others will benefit from an increased pool of work-ready recruits.

There is such a huge range of opportunities in the NHS that it can seem from the outside like a bewildering choice. Allowing people to explore the opportunities and get a taste of the range of roles will help make sure there are fewer 'wrong choices' and we get the right people for the right roles.

#### Being part of the community

What your organisation stands for, the way you conduct your work and how you are seen in the community are more important than ever. You will often be the largest employer in the area and also be serving communities where finding work may be difficult. Working with local schools and colleges and the wider community shows that you have a real commitment to your local area.

#### Understanding your patients

People on work experience will often bring fresh ideas and approaches. They will be from a broad range of communities enabling you to understand your patients better.

## BENEFITS OF WORK EXPERIENCE

### Staff development and engagement

Your staff can really benefit from managing people on work experience placements. Staff report developing a wide range of skills, including communication, coaching and counselling, influencing and negotiation. It can encourage reflection on how the organisation and the work we do is perceived. Supervising and coaching people on work experience offers an excellent opportunity to develop management capabilities, especially for those who may not usually have these responsibilities or who are just starting out as managers.

### Workforce diversity

The NHS needs to ensure it is representative of the community it serves and there remains work to do to ensure better involvement of under-represented groups.

Every business recognises the value of a diverse workforce and a broad talent pool. Work experience can be part of pre-employment programmes to support local recruitment initiatives or to target particular hard to reach groups such as people with disabilities.

### More engaged workforce

Providing work experience sends a positive message to the wider workforce about the values of the organisation.

### Widening participation

The Department of Health wishes to see more interest and participation in healthcare careers by under-represented groups. Health Education England has developed a Widening Participation Strategy (click [here](#) or see page 82), which stresses the importance of accessible work experience.

Widening participation is about recognising that individuals from some backgrounds may need support to help them feel confident, able to apply and to take advantage of work experience opportunities. Health Education England are encouraging organisations to sign up to the Practice Commitment, click [here](#) or see [Further Information](#), which sets out a commitment to offer and allocate work experience in an open and fair way. It's important for you to be a part of this and demonstrate your organisation's commitment to providing greater representation within the healthcare sector.

**Better recruitment and improved staff skills and motivation - just two of the key benefits of a work experience programme.**

### Interested in seeing the benefits?

The next section outlines the support that is available to help set up your programme.

## HOW IT FITS INTO THE BIGGER PICTURE

Just thinking about work experience on its own misses a range of opportunities for your organisation. Thinking about it in a broader way will help you to develop a programme that supports all areas of your organisation and, believe it or not, could save time by cutting out duplication. It could also bring much needed resources. By linking with other programmes that support your organisation's objectives it can mean that the programme can grow and not require significant additional time from staff within your organisation.

### **Work experience can fit into your wider programme of engagement with local schools and colleges, and other organisations within your local community.**

We would encourage you to think about how work experience is just one part of a wider programme of engagement you have with local schools, colleges and the community.

By linking with your other school and college programmes you can look at other ways of delivering work experience. A two-week work experience placement may not have as much impact as other programmes. For example, you may wish to develop a relationship with a school and provide a week of experiences.



This week may include a day of induction, three days of work experience, a day of other activities (for example first aid) and a day of feedback and presentations. This will help ensure that the work experience is effective and those on placement can reflect on what they have learned.

## HOW IT FITS INTO THE BIGGER PICTURE

Developing a more comprehensive package can include providing good quality information, mock interviews, talks in schools, challenges, competitions and project work, mentoring, and virtual activities alongside experiential, vocational or extended full-time placements. Activities can include:

- **providing information and advice on careers in the health sector**  
Good quality information is invaluable. You can work with schools and colleges to make sure young people have relevant, up-to-date and good quality information to help them navigate through their education and career. You can also introduce them to the NHS Careers website and resources.
- **setting up mock interviews**  
This doesn't demand much time or resource but can mean the difference between young people sailing or struggling through their first interviews.
- **talks in schools or school visits**  
This can bring the health service to life for young people. They also help to dispel long-standing myths about specific jobs - for example, that 'nursing is only for girls'. Plus, sending employees out to talk in a school or supervise a visit gives them valuable skills and experience as well.
- **challenges, competitions and project work**  
These are all fun and interesting ways to give young people a flavour of the world of work. These kinds of activities also benefit you, as young people can bring a fresh perspective and new ideas to business challenges.
- **mentoring**  
This is one of the best ways of building confidence and employability skills. At the same time, it can help you to create a talent pipeline, as well as developing and motivating your existing staff.
- **virtual activities**  
These shouldn't replace face-to-face work experience but can complement it. This is especially the case for providing good quality information, setting up challenges, competitions and project work, and mentoring, as all of these could be done online.

## HOW IT FITS INTO THE BIGGER PICTURE

You may also have various other initiatives within your organisation that work experience can link into:

### **Work experience can fit with your Health Ambassador schemes**

Ambassador schemes bring healthcare professionals together with the public to talk about job opportunities within healthcare. This can be as part of open days, careers events, work shadowing and, you've guessed it, work experience programmes. The aim is to ensure the NHS has a highly skilled workforce for the future. This includes making sure that everyone, including advisers, have up-to-date information on careers and job opportunities within healthcare, in particular the NHS.

### **Work experience can lead onto volunteering**

Many of those who have been on work experience placements go on to become a volunteer. Creating stronger links between work experience and volunteering can benefit both programmes. You can build a longer-term relationship with the individual, encouraging their on-going commitment to your organisation. For those moving into volunteering from work experience they will gain a greater understanding of the health sector, an opportunity to see how your organisation works at different levels and further explore whether their future career plans are right for them.

## CASE STUDY: FROM TEA ROUND TO WARD ROUND

When Lyndon Ridges-Jones first set foot on the wards at Southampton General Hospital in 2005, it was to make tea for patients. While you can still find him walking the wards, this time it's for a very different reason.

Although Lyndon, 26, is now senior house officer, he began his medical apprenticeship in a very different field – work experience.

“I started with work experience at 16 in my last year of senior school and continued with further work experience and volunteering all the way through college until I went university in Manchester,” he explained. “I found the work experience a good taster and insight into medicine. Prior to my work experience I only knew medicine how it was portrayed in the media, which is needless to say very different. Volunteering gave me further insight and provided a more hands-on approach, being able to get a true appreciation of medicine from a different perspective at many levels.

“I worked on ward D4 when it was cardiothoracic medicine. I helped with everyday ward jobs such as making tea and filing paperwork but, as the staff knew I wanted to go into medicine, I was able to observe clinical procedures like chest drains and help with heart tests and observations.”

After completing spells of work experience during college in areas such as the acute medical unit, accident and emergency, endoscopy and care of the elderly, and racking up more than 1,000 hours of voluntary service, for which he received an award from the Mayor of Southampton, Lyndon moved to Manchester to study medicine.



In addition to spending a year in cancer research at the Cancer Research UK Manchester Institute, alongside his studies, Lyndon worked as a healthcare assistant in the emergency department and oncology at Southampton General during holidays.

“Now all these years later, I am back in Southampton General and about to start my core medical training”, he said.

Kim Sutton who manages work experience and volunteering in Southampton added: “It really is a wonderful feeling for us to see one of our own return to work in the organisation. We really want to ensure our local community comes back to work for us and work experience really does provide us an opportunity for recruitment - just look at Lyndon.”

## HOW IT FITS INTO THE BIGGER PICTURE

### Work experience can support Talent for Care

Talent for Care is the national strategic framework for the development of the healthcare support workforce within the NHS. Talent for Care wants to open more doors to employment and training in the NHS, attracting people with the right values and ability to do an excellent job and gaining the benefits of a diverse workforce. One of the steps to doing this is to provide work experience, either as part of a school or college engagement or as a pre-employment programme. For more information about Talent for Care click [here](#) or see page 82.

### Work experience can support apprenticeships

There are an increasing number of apprentices within the health sector. Apprenticeships are often a cost-effective way of creating a skilled, flexible and motivated workforce whilst also improving the diversity of the workforce and opening up employment opportunities to people from within your local community. Linking work experience to apprenticeships can help you to recruit good apprentices. By encouraging those interested in apprenticeships to undertake work experience first you will be able to assess their potential.

You can also use the apprentices to talk about work experience in the community, schools and colleges.

### Work experience can support local priorities

See how work experience can fit with your local education and training board priorities. It may also contribute to your local authority or city-region priorities as they support employment or training initiatives, particularly for hard to reach groups.

### Work experience can support mental health outcomes

The NHS Outcomes Framework includes the employment of people with mental illness. By linking your work experience programme to your mental health services, they can support you in offering opportunities to your mental health service users. The organisations that have done this have found it successful with many people going on to substantive NHS positions. Worcestershire Health and Care Trust are just one of the organisations to do it.

#### A success story from Worcestershire Health and Care NHS Trust

"I greatly appreciate the placement. It was an interesting placement with many varied tasks, although it was only for eight hours a week split into two mornings. This placement enabled me to realise that I was capable of undertaking administrative work in the trust successfully.

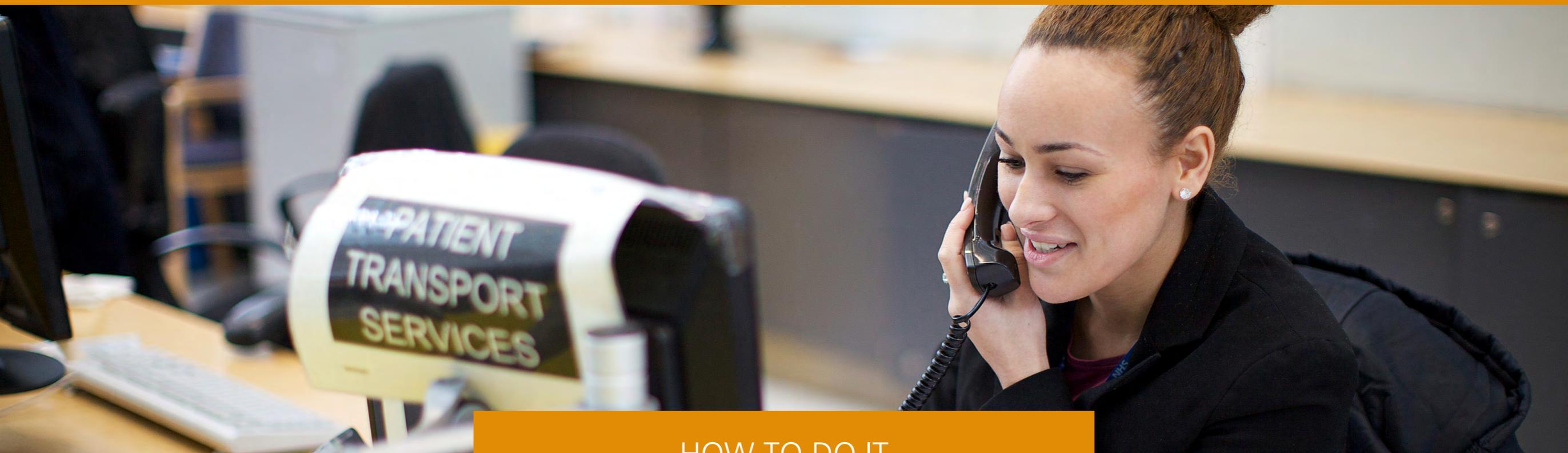
"I applied for around eight administrative positions within the trust and as my application and interview technique improved with practice, I was eventually offered a banded administrative post.

"I have now been there for ten months and enjoy the challenges it offers working with around 50 people across the county."

[From Worcestershire Health and Care NHS Trust.](#)

Think about your organisation and what will work best for you with the partnerships you have and the resources you have available.

**Save time and resource by linking with existing programmes.**



HOW TO DO IT

STARTING OUT

017

OUTLINE PROCESS

018

GETTING BUY IN

019

HOW TO RUN IT

022

FINDING PLACEMENTS

025

RECRUITING THE RIGHT PEOPLE

027

INDUCTION

033

CREATING A WORK PLAN

035

EVALUATE, ADAPT AND IMPROVE

043

CELEBRATE

046

## STARTING OUT

Some programmes run for a day, some for two weeks. Some organisations host one placement at a time, some hundreds. Every programme is different, so remember it's your programme and should be tailored to suit your organisation. The common goal remains the same though: to give the person a real and inspiring taste of what working life is really like.

### Good quality work experience placements are those that are:

- purposeful, relevant and really challenge the person on placement to think about their career goals and abilities
- planned and supervised, so that the time is well spent
- clear about the roles, responsibilities and expectations
- reviewed at the end, with feedback on performance.

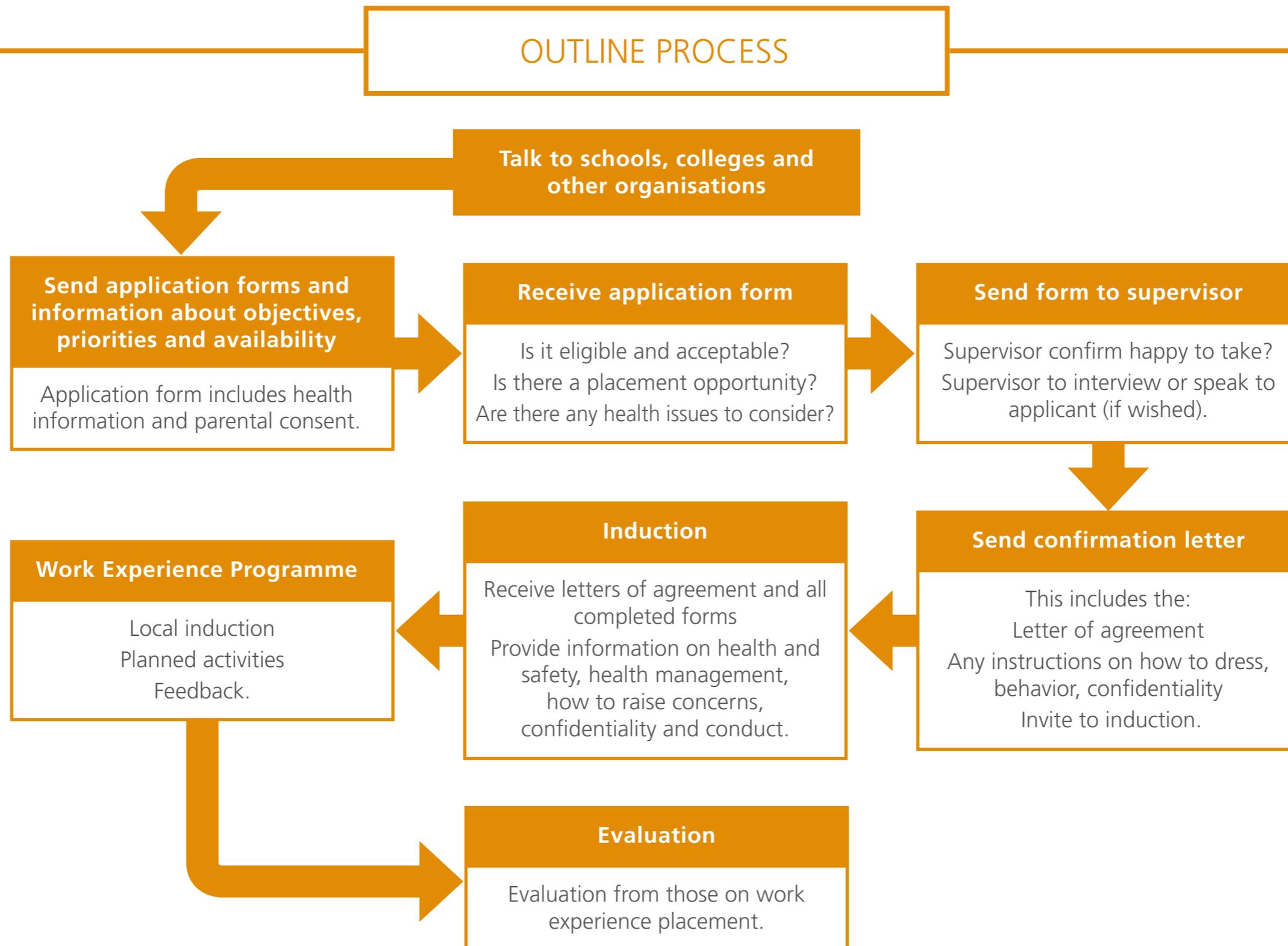
Most importantly make it inspiring. You don't need a glamorous workplace to be inspiring. It is about giving an insight into the real world of work, all those subtle expectations, varied opportunities and soft skills that it takes to succeed in any workplace. It's these insights that are common to all workplaces that make for an inspiring placement.

Make the placement realistic to the role within the health sector. Placements should reflect, as much as possible, the varied nature of a role and give an accurate sense of what it is like. For example, for clinical roles, alongside direct contact with patients and relatives there may be substantial administration and paperwork - let those on placement see this. This will help them to develop realistic expectations and make an informed assessment of whether that role is for them.

Here we take you through establishing and running your work experience programme. It covers everything from making the business case, through to planning activities and sorting out all the legal issues. Follow this process and you'll be able to set up a really inspiring work experience programme, which will make a real and positive contribution to your organisation.

**Make it inspiring and realistic - give them an insight into the real world of work.**

## OUTLINE PROCESS



## CASE STUDY

### **An A-level student who completed their work experience at Central Manchester Foundation Trust.**

“The experience at the Manchester Royal Infirmary played a big part in my decision to go on and study medicine. The time spent in the hospital was an eye opener as it allowed me to witness how a multi-disciplinary team worked together and how they delivered efficient patient care. I learnt the importance of communication between the doctor and patient how that can significantly affect the doctor-patient relationship. I was able to express my newly acquired knowledge in my interviews for medical school and my experience differentiated me from other candidates. I thoroughly enjoyed every minute of my time in MRI and believe that it was a truly beneficial experience.”

## GETTING BUY-IN

Before you begin, it's crucial that you create the right environment in your organisation to get your programme off to a good start and ensure long-term sustainability. First you'll need to get everyone on-board...

You'll need to get buy-in not only from those at the top but also from the parts of the organisation that will come in contact with the work placement such as human resources, security and reception.

The departments around you will be central to the smooth running of your programme. You need to get buy-in from:

- human resources
- service managers
- security and risk managers
- union learner representatives.

When getting buy-in from other departments make sure you cover:

- the best time to host the placement
- the benefits they see to hosting a placement
- the logistics of the placement
- any concerns or issues they have.

Seize the opportunity to see if they can host a placement.

Get colleagues excited about the impact the programme will have on individuals and their futures.

## GETTING BUY-IN

Next get yourself a champion at board level. That may be someone who had a really positive (or not!) work experience placement early on in their career. They need to be someone that supports what you are doing and sees the benefits to the organisation.

Depending on your organisation, before you go to the board you may need to test your business case with your:

- Learning and Education Committee
- Workforce Development Groups.

Now you need endorsement from the board. For work experience programmes to grow and develop senior managers must support them. Use your champion and establish the programme early on with the board – that means writing a case for support and establishing a work experience policy. We have included a template for writing your policy and business case on [page 60](#) at the back of this document. It includes:

- the benefits to your organisation
- how it will run
- how it fits with other programmes run by your organisation
- costs.

**A champion at board level will make everything so much easier. Identify yours as soon as you can.**

To build your case you need to address funding. Consider your organisation's funding and priorities. You may be able to use some of the income your organisation receives from the placement tariff to support work experience. There may also be some local funding which could support your programme. You need to consider how your organisation has responded to this as it will help you to present your case. However, the most important thing is to present the value to your organisation both in terms of future workforce planning and the contribution to the local community.

Do also share details of your plans with your local Health Education England teams who will be interested to hear about what you are doing.

## HOW TO RUN IT

### It can't run itself, but it *is* easier than you think

Unfortunately, work experience programmes do not run themselves. There are two management responsibilities that will make the placement a success: the coordinator and the supervisor.

### The coordinator is the ambassador for the programme and they are responsible for making it a success.

They have the important role in liaising with the different departments the individual will work in. They are responsible for:

- ensuring colleagues understand the needs of the placement
- organising all logistics of the placements internally
- monitoring the programme and evaluating the impact after the placement.

Some organisations see the coordinator as a full-time role, in others it is shared with other responsibilities. Here are two common models which you might want to consider which has coordinators operating across:

#### 1. Partnerships

A work experience programme can be run from one place across many healthcare providers. This reduces duplication in terms of developing and maintaining the resources, keeping in contact with schools and colleges and many of the administrative aspects. This works well within local or regional areas as many of those seeking work experience will be locally based, or it can operate well within a national collaboration of similar organisations. A partnership approach can also help small organisations that wish to offer work experience but do not have the level of resources of other larger healthcare providers. Health Education East Midlands provide an example of this approach.

### Health Education East Midlands case study

Health Education East Midlands coordinates work experience in healthcare organisations across Nottinghamshire.

The team provides a central point which manages the application process, induction and evaluation.

With coordinators in each organisation providing information about the placements available, the team provide greater efficiencies and enable the healthcare providers to concentrate on the placement itself. Health Education East Midlands report significant savings from this approach.

#### 2. The organisation

Organisations often have a member of staff who takes responsibility for all work experience. The responsibility for this work can be located within learning and development, volunteering or human resources but can be in other areas.

## HOW TO RUN IT

**You also need to have a supervisor, who will supervise the person on work experience.**

The supervisors are more than just a managerial role, they are a friendly face helping those on placement with the practical things that allow them to settle in. The work experience person may often lack confidence and feel shy when they start and the supervisor should help them feel at ease to get the most out of their placement.

The supervisor will be responsible for:

- holding 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
- ensuring those on placement undertake a variety of tasks during the placement
- giving positive feedback at the end of the placement, helping those on placement understand how the experience ties into their education and career plans.

Depending on your model for work experience you may have several supervisors for one placement.

This would be a good development opportunity for an employee who wants to develop their management capability. You could tie the role of supervisor to staff development ensuring that it is valued as a management development opportunity. It could also be linked into a qualification that a member of staff is studying. For example, you could engage those staff members who are studying NVQ Level 3 to mentor and supervise - this will provide them evidence for their coursework.

## CASE STUDY: SUPERVISOR AND PLACEMENT

**Brendon Whitehead supervised Sam Skillcorn on his work experience South Tees Hospitals NHS Foundation Trust.**

**We ask Brendon about his experience as a supervisor.**

**What do you do?**

I am a Senior Neuroradiographer at James Cook University Hospital. My work consists of scanning patients with traumatic spinal and head injury and patients with metastatic disease.

**Why did you want to take work experience placements?**

It is vitally important that prospective students get a sense of working in the hospital environment. For those thinking about going onto university they will not be in a hospital until at least six months into their course, by then it may be too late to change courses or drop out and have wasted their own time and the university's.

**What do those on work experience do in your department?**

They cannot be hands on during their placements however they observe and are introduced to the patients, they visit theatre and observe complex operations and also visit the pathology labs and relevant wards.

**Do you gain from hosting work experience placements?**

The whole department gains, everybody gets involved and there is opportunity for radiographers to teach and in doing so it means that we have to keep up to date with current practice.

**Sam, currently studying medicine at the University of Oxford, talks about his work experience with Brendon.**

**What did you do on work experience?**

I spent a week in Neuroradiology on two separate occasions. I spent a lot of that time shadowing Brendon and the team on the MRI and CT scanners. I also got chance to see two neurosurgeons at work in their outpatient clinics and in operations. It was quite diverse.

**What did you learn?**

Everyone there was very willing to explain things to me, and I asked a lot of questions, so I learned a lot! From a scientific point of view, I learned a lot about neuroanatomy and the structure of the spinal column and central nervous system. I also learned the importance of working in a team. I saw that the team of radiographers had to work closely to ensure all ran smoothly, but also they had to combine with the doctors and the hospital porters to get all the scans done at the correct times and communicate with patients.

**What was the best bit?**

I got on really well with everyone and they were all extremely welcoming. I didn't feel at all like I was being treated as any less intelligent or capable, despite the fact that I was only 16/17. Brendon especially was fantastic, he and I developed a great rapport to the extent where he still contacts me now to keep up with how I'm doing!

**What was the worst?**

It's a sickening cliché, but the worst bit was having to go back to school the week after! The work experience placement made me realise how much I enjoyed the day-to-day life of the hospital and the team environment, and definitely made me decide on medicine as a career.

**How did it help you to get into medicine?**

Everyone trying to apply to medicine will know how important work experience is, so even just having any was a huge bonus. I got to see so much, and more importantly have such valuable discussions with people who were involved was a huge benefit to me. It made me determined that medicine was what I wanted to do and gave me that extra drive to try and make it happen.

## FINDING PLACEMENTS

Work experience placements can be in any part of your organisation, in clinical and non-clinical settings. They can range from supporting the catering or gardening team to assisting on wards.

You need to work with clinical leads and general managers to encourage them to take work experience placements. Reassure them that work experience placements do not compromise the provision of safe and effective patient care. You need to address any concerns they have. Referring back to this document or providing them with their own copy will help.

Build your programme with those members of staff that are enthusiastic. You will win round others as the programme grows and you can point to the positive experiences and evaluation.

It is really important to encourage those that are offering informal work experience opportunities to go through you. This will make sure that the work placement is covered by your organisation's insurance but you will also know who is offering what. Once you know they offer placements you can make sure they do some more!

Most informal work experience is arranged on the recommendation of relatives, friends or colleges. Work experience opportunities should be open to all, attracting the most talented individuals regardless of age, background and who you know. Not everyone has the right connections through family or friends and we must open up work experience to all to have a successful NHS.

## FINDING PLACEMENTS

Getting placements in some areas may be tricky. One organisation allows clinical work experience with a consultant only after they have completed a week of work experience with the nursing ward team. The work experience is then more targeted and has less risk as they have already demonstrated their commitment. Some organisations split the period of work experience amongst a number of supervisors, with supervisors providing a day each, this requires some initial coordination but means that the impact on any one person during the placement is limited.

Encourage supervisors to complete a short proforma with the details of the placement opportunity. A template is provided on page 60 or click [here](#).

One of the key concerns from supervisors is managing risk. Concerns about health and safety should not deter supervisors. As the Health and Safety Executive say themselves 'taking on work experience students is easy'. Health and safety guidance make it clear that if you already employ young people you won't need to repeat risk assessments for work experience placements. If you do wish to complete a separate risk assessment you can make it easier for the supervisor by providing a standard risk assessment for your organisation, allowing the supervisor to add anything else that might be specific to their area. A standard risk assessment template is provided (click [here](#) or see page 60).

More information about health and safety is found in the 'cutting out the red tape' section on page 49 or click [here](#).

**Encourage your clinical leads and general managers to take work experience placements.**

## RECRUITING THE RIGHT PEOPLE

### Here are our top tips for recruitment:

- **Contact your local schools or colleges directly to discuss a work experience arrangement**

They are required to offer work experience opportunities for their students and so should be really happy to help. Link to those 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?

- **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.



Keep a record of all the requests you receive. You will be able to use this information in any review of the programme. It also means that you can keep a track of the progress of each request and respond to any queries.

How you advertise and promote your work experience can determine the type of person you get. Providing work experience placements can help you tap into a wider talent pool and reach individuals from diverse social backgrounds.

You will find that once you have a work experience programme established you will get more requests than you are able to support. By setting up a clear process, and being in more control of the recruitment you will be able to manage requests more easily.

## RECRUITING THE RIGHT PEOPLE

### Working with schools and colleges

For any work experience programme the majority of requests are likely to come through individually.

However, increasingly requests are likely to be coordinated by schools and colleges. Working with your local schools and colleges can provide you with a straightforward method of recruitment, with them providing quality students who are interested in the placement areas you have available. Supervisors may also be further reassured if you work through schools and colleges as they will be able to identify those students who have an interest, and are responsible. Schools and colleges should also be able to do some preparation work with the student in advance of the placement.

If you are new to work experience or from a small organisation, schools or colleges may also help you with developing the paperwork and processes. Schools and colleges want to see more work experience in the health sector so are keen to help.

Your discussions with schools or colleges should include the timing of placement, how it would best complement the curriculum and any work they will do to prepare the student. Schools, for example, normally organise work experience placements at the end of their Year 11 exams (typically their GCSEs) or end of Year 12, and during June or September.

The schools and colleges may want to know three things prior to the placement:

- that health and safety risks have been managed
- what tasks or projects are planned for students
- when they can find out how placement is going, in most cases this will only be a telephone call.

## RECRUITING THE RIGHT PEOPLE

### Working with other organisations

Bear in mind that there are other organisations that can help you find people for work experience such as Jobcentre Plus and the Prince's Trust.

Jobcentre Plus can identify people for work experience in areas that are looking to recruit. This becomes a real 'try before you buy'. Their support is free and they 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 by clicking [here](#) or see Further Information.

Also, increasingly universities are working with young people to raise their aspirations to higher education and embedding work experience opportunities into 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.

### A fantastic recruitment resource

South Tees Hospitals NHS Foundation Trust work with their local Jobcentre Plus and have had over 150 people come through this route for work experience. Over 83% of those on work experience have found jobs within the trust. They found real benefits in terms of more targeted recruitment, improved candidate suitability and ensuring local people have access to their jobs.

Health Education England's Widening Participation Directory of best practice (click [here](#) or see page 82) outlines some approaches organisations have taken to work with a broader range of people, particularly those from under-represented groups.

**Work with existing contacts and groups for the best recruitment strategy.**

## RECRUITING THE RIGHT PEOPLE

### Application and selection

By having clear processes on how to apply and how people are selected you can make it easier for anyone, regardless of age or background to find a placement.

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

- Have an application process, including an application form  
This not only ensures you can choose the best candidates but it will 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 applicants from specific target groups  
You can link this to your recruitment objectives. We give some example target groups later in this section
- When choosing who receives a placement, be flexible when considering qualifying criteria, including educational attainment, grades and pre-existing work experience.

Often you will have more applications for work experience than opportunities available. A good application form can help you to determine who to offer placements to and will 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 the personal and educational background.

We have included an application form as a template (click [here](#)) on page 60, we suggest that this is tied into the health information template (click [here](#)) that you can also find on page 60.

## RECRUITING THE RIGHT PEOPLE

### Eligibility and prioritisation

Think about the type of people who are eligible and who you wish to prioritise.

In advertising your placements you may want to put in place some eligibility criteria, such as:

- **local residents only**

You may wish to prioritise your local area as part of your commitment to the community, you may be one of the areas largest employers and wish to ensure you continue to support local talent.

- **age**

You may wish to specify that certain placements are only available to people over 16 years of age.

The NHS wants to make sure that work experience opportunities are available to a wide range of people in order to ensure we are able to recruit a talented and diverse workforce. It has developed the Practice Commitment for the NHS (click [here](#) or see page 58) and other healthcare organisations to offer and allocate work experience in an open and fair way. It is also about recognising that applications from individuals from some backgrounds may need supported priority to help them feel confident, able to apply and take advantage of work experience opportunities.

As part of the Practice Commitment a number of work experience priority groups have been identified and you may wish to include questions to obtain this information in your application form:

- 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 are seeking to return back to work following:

- an extended period of unemployment due to incapacity and ill health
- or
- carer responsibilities which have prevented them from pursuing work opportunities.

**Use a consistent application process for ease and to make it a fair process for all.**

## RECRUITING THE RIGHT PEOPLE

### Informing successful candidates

It is important that when you inform the applicant they have been successful in securing a work experience place they 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 letter of agreement that you will send them. The letter of 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 (click [here](#)) on page 60.

**Use a consistent application process for ease and to make it a fair process for all.**

## INDUCTION - AN INTRODUCTION TO THE WORKPLACE

Everyone should receive an induction to the workplace that will help them to integrate quickly and learn about working life. They may be entering the world of work for the first time and may not know how it functions and how they should behave.

Prior to the induction it's helpful for those given a placement to make contact with you 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 letter of agreement has been signed.

### The induction should include:

- an introduction to your organisation, and the key people who the individual on work experience will have contact with
- an outline of the expectations of behaviour, including dress code
- information on how to access their placement areas
- a tour of the facilities, including where to get food from inside or outside your building, where the nearest toilets are, infection control, first aid facilities and where the fire exits are situated (and any evacuation procedures) as well as health and safety information they need to know (this is a legal requirement)
- a reiteration of patient confidentiality
- a clear outline of what they will be doing during their time with you
- 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 (click [here](#)) see page 60 at the back of this toolkit.

## INDUCTION - AN INTRODUCTION TO THE WORKPLACE

You can organise the induction in any way that suits you. A well-run induction can save significant time and resource. The various options include:

- **organise and run the induction centrally by the work experience team**

This ensures all the paperwork is completed and held centrally, and reduces the burden on individual supervisors.

- **offering induction at particular times of year (say, one a month)**

This involves asking all those due for placement in, say, the forthcoming month to attend. This provides economies of scale, as you can provide an induction to many people in one session. It also means that you can test an individual's commitment, ensuring that they attend induction before they go on to the work experience placement.

- **asking the supervisor to run local induction**

This means that the induction is tailored to the ward or unit and that they are aware of the working practices within that area.



**A good induction makes life easier for everyone.**

## CREATING A WORK PLAN

### The quality of the experience is more important than the length of time.

Think about what you are trying to achieve with work experience. Many organisations have programmes that provide open days and careers fairs, some have simulation activities for young people to gain a sense of healthcare. Build on these programmes so that work experience is a natural progression for those interested in working in the health sector.

Most trusts provide one-week work experience placements and shadowing opportunities. A week of work experience is often enough for an individual to gain an understanding of working within a healthcare environment. However, some college courses look for up to 400 hours of work experience and would be happy to explore whether longer-term options are available. But remember, any work experience opportunity you offer is better than none and will be welcomed!

You need to decide what will work best for you and your organisation. Shorter work placements can be easier to organise with clinical teams, 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 the health service 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. You'll find a template for a simple work plan on page 60 (click [here](#)).

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 gives that time to encourage self-awareness and an understanding of their skills and strengths. If you are using a workbook leave space at the end for the supervisor to provide comment or feedback. A template is provided (click [here](#)) on page 60.

If you wish you can also work with your partners to determine the skills and learning outcomes from the work experience placement. This may be tied into the programme the person is undertaking. You do not need to do this, but it is important to have at least some understanding of what individuals are looking for in a placement.

## CREATING A WORK PLAN

Click on a method below to find out more:

REAL-LIFE TASKS AND TEAM-WORK

NON-CLINICAL ACTIVITIES

CLINICAL TASKS

VARIETY

PROJECTS AND PRESENTATION

PLANNING THE END

AND IF YOU WANTED TO GO FURTHER...

When you're deciding what to offer, work-shadowing is a good place to start and will be essential to many wanting to get in health courses, but where possible, try to set them real-life tasks that get them to think about what matters to your organisation. It's even better if these tasks can be worked on as part of a team of colleagues. That way they can get a real flavour of the world of work.

If you have young people below the age of 16 years on placement you may wish to limit the type of work that they do. Some ideas are below and we have indicated (16+) for those we think might best be suited to those aged 16 years or older.

## CREATING A WORK PLAN

Click on a method below to find out more:

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PLANNING THE END

AND IF YOU WANTED TO GO FURTHER...

### Some ideas for non-clinical activities:

- survey patients in a ward to find out what leads to a positive experience (16+)
- analysis of existing data, such as surveys
- update communication materials such as the pages of the website, leaflets or noticeboards
- reverse mentoring: get a student to help senior colleagues get to grips with social media
- analysing calls to see which issues generate complaints.

Keep a note of activities that are undertaken, this will ensure you have a bank of resources which others can look to for ideas and inspiration. It also means that if someone moves on you can make sure the opportunities continue.

**Any work experience opportunity is better than none and will be welcomed.**

## CREATING A WORK PLAN

Click on a method below to find out more:

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AND IF YOU WANTED TO GO FURTHER...

### Some ideas for clinical tasks:

- helping to make the beds
- distribute ward leaflets or information to new patients
- helping patient orientation in the ward
- shadowing 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
- observing routine procedures or 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 the patients (16+)
- escorting patients (16+)
- attending team meetings (16+).

Keep a note of activities that are undertaken, this will ensure you have a bank of resources which others can look to for ideas and inspiration. It also means that if someone moves on you can make sure the opportunities continue.

**Any work experience opportunity is better than none and will be welcomed.**

## CREATING A WORK PLAN

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Variety may sound like hard work but actually it means that the time taken up is shared out and you maintain your colleagues' enthusiasm. Try to involve as many different people in the placement as you can so you showcase the variety of roles in the organisation and the person on placement gets a good insight into the workplace. For example, they may wish to spend a day each with a nurse, with a healthcare assistant, with a ward clerk and a porter.

Encourage them to observe what skills and traits people need to succeed in those roles: Was it important to be courteous on the phone? Did they allow people a chance to speak? How did they speak to patients and colleagues? These are valuable lessons.

## CREATING A WORK PLAN

**Click on a method below to find out more:**

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You may wish to assign a project that the participant can really feel they own and be proud of completing during the placement. Think about those projects that you and your team have been meaning to do - can it, or elements of it, be completed during the placement?

On their final day, you could have a fun farewell presentation to staff on their project, or show a YouTube video of what they have achieved. It is a good idea to combine this upbeat farewell and thank you, with the award of certificates of completion.

A template for a certificate is included (click [here](#)) on page 60.

## CREATING A WORK PLAN

**Click on a method below to find out more:**

REAL-LIFE TASKS AND TEAM-WORK

NON-CLINICAL ACTIVITIES

CLINICAL TASKS

VARIETY

PROJECTS AND PRESENTATION

PLANNING THE END

AND IF YOU WANTED TO GO FURTHER...

At the end of the placement you should review how it went.

Make sure the supervisor has a debrief session. The supervisor should ask how everything went, what they liked best, what they learned, and if there was anything that made them feel uncomfortable.

Remember, that if they decide they do not want to go into healthcare that too is a positive outcome – better finding out now than six months into a course or job.

Offer further opportunities for the individual to get involved such as encouraging them to volunteer. Some organisations report that as many as 30% of those that do work experience go on to volunteering.

You may also wish to ask those on work experience to complete an evaluation form (more about that later).

## CREATING A WORK PLAN

Click on a method below to find out more:

REAL-LIFE TASKS AND TEAM-WORK

NON-CLINICAL ACTIVITIES

CLINICAL TASKS

VARIETY

PROJECTS AND PRESENTATION

PLANNING THE END

AND IF YOU WANTED TO GO FURTHER...

You can add variety and depth with these activities:

### CV and interview workshops

Use fun and interactive workshops to help them improve their CVs and interview technique. Ask them to imagine their dream job, and then get them to draft a CV and cover letter to apply for it. These sessions do not take much time, yet can have a huge impact on the success at interview.

### 'Soft' skills workshops

Help them to understand the many 'soft' skills they have developed, for example: project-management, goal-setting, body language, phone and email etiquette.

Showcase the variety of roles in the organisation and give person on placement a good insight into the workplace.

## EVALUATE, ADAPT AND IMPROVE

### Every programme should improve with time.

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

A debrief with internal stakeholders to share what needs to be done to improve the programme.

Ask those on work experience placement to complete a survey. Analysing the placement survey results will help you critically evaluate your programme.

A template evaluation form is included (click [here](#)) on page 60.

Hold a meeting with the school or partner to review the programme.

Were expectations met on both sides? Discuss what other activities could support the 'alumni' to make the most of what they have learned with you.



## CASE STUDY: BECOMING A MIDWIFE

Hannah wanted to be a midwife but her experience of the role had been limited to television programmes. Hannah wanted to see for herself what a midwife does and confirm that this was actually something that she would really like to pursue as a career.

Hannah said "On my first day I was in theatre. I observed a woman getting prepared for caesarean section; having blood samples taken, blood pressure and temperature checked, checking the position of the baby, listening to the baby's heartbeat, putting on special socks to avoid clotting. In theatre I watched the anaesthetist insert spinal anaesthetic into the patient and then watched the section take place.



"On my second day, I was on the labour ward. In total I saw three natural births that day. After the babies were born I saw how the midwives examine them; making sure the babies had clear eyes, no abnormalities, no holes in their mouth palate, 2 nipples, 10 fingers, a palm, 10 toes, 2 testes for boys, a complete spine and a back passage.

"The staff were very welcoming and friendly. They talked to me about different experiences they'd had, the student midwives gave me advice and talked to me about why they chose midwifery. They have all really inspired me.

"When I was with the Community Nurse I was able to see women have their weekly check ups and observe what happens at different points in the pregnancy, being able to see the difference between a woman 16 weeks pregnant and a woman at 36 weeks.

I observed the midwife discussing birthing plans, breast feeding support, teaching the women what lifestyle choices are good and bad for the baby such as smoking. I also watched the different injections they had to be given to protect the baby for example whooping cough, blood samples being taken and all of the patients had their urine tested for levels of protein and sugars.

"The placement has helped me develop my communication skills, I asked numerous questions of the staff and they informed me of the procedures that they were carrying out. I was also able to speak to the midwives about my plans for the future."

**Hannah Bray, Midwifery, Nottingham University Hospitals**

## CELEBRATE

### All that hard work has paid off and you are now running a successful work experience programme!

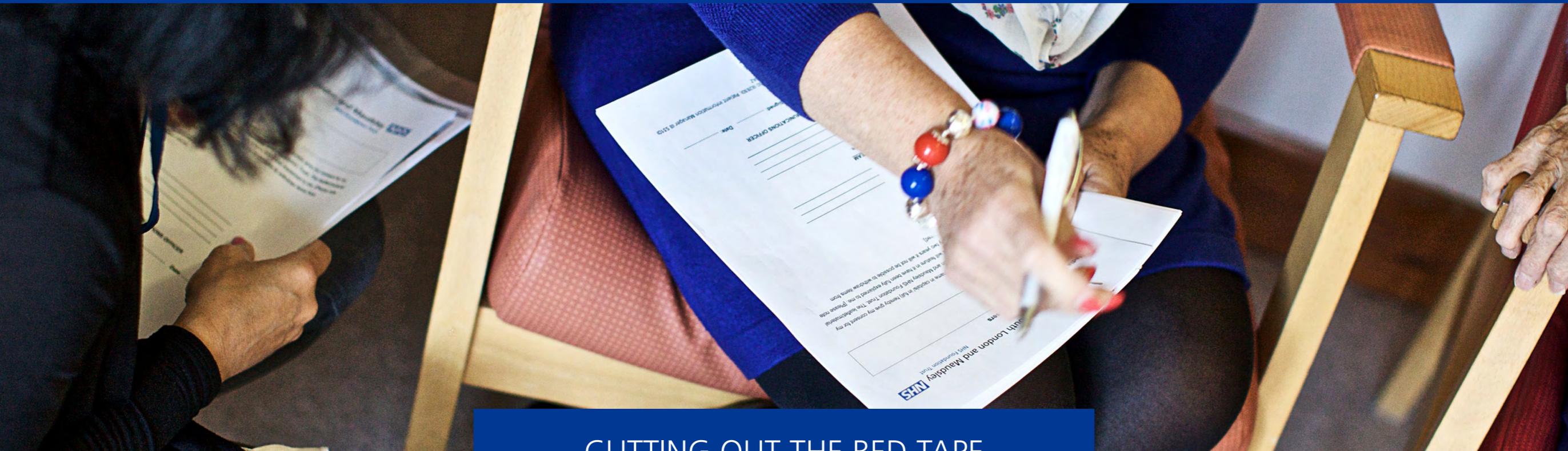
Do not forget to show off! This is the most important aspect that often gets overlooked but you must build your external and internal profile. Develop case studies, showcase the projects, and celebrate the successes. It's nice to feel good about something you are involved in, and it's great for all employees to feel proud of their organisation. And it's good for board members to hear a positive story too!

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 out if there are any placement opportunities and who to contact. Ensure everyone knows - the receptionists, security staff, staff in human resources - so that if they receive a call they know who to direct them to.

Make sure you have a presence on the website. Make sure work experience is featured and there are up-to-date contact details. More information on the website will limit the time you have to spend responding to emails or telephone calls. 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!

**Don't forget to evaluate – then celebrate!**



## CUTTING OUT THE RED TAPE

### There is less red tape than you think when setting up work placements.

Many organisations are put off, thinking that work experience is over-bureaucratic and burdensome. Do not listen to myths and anecdotes - there is very little red tape.

DBS

047

YOUNG PEOPLE

051

INSURANCE

048

SAFETY AND CONFIDENTIALITY

052

HEALTH AND SAFETY

049

HOME VISITS

054

PAYMENT AND HOURS

050

## DBS (FORMERLY CRB)

### No DBS is required for supervisors

The Disclosure and Barring Service, or DBS (formerly CRB) check is not compulsory for staff supervising young people aged 16–17. In the case of work experience, a DBS check may be required for a person who supervises a student under the age of 16. This will be required where the person providing the training or supervision to the child is unsupervised and is providing the training or supervision frequently (at least once a week or on more than three days in a 30 day period). In these circumstances, the work is likely to be regulated activity and the education provider can request a DBS check for that supervisor.

You have the right to refuse requests by the education provider that checks are carried out for those supervising students aged 16–17. For more information, visit the government's disclosure and barring service (click [here](#) or see page 82).

### No DBS is needed for the work experience placement

It is not necessary for those on work experience to complete a DBS check as they must be supervised at all times.

However, many colleges may have already asked for students to declare any issues. If you are working with colleges they may be able to provide you with further information.

In the case of work experience placements which are part of a study programme or traineeship, students over the age of 16 who intend to undertake work experience in the health care sector may need to have a DBS check before starting on the placement. If you do not currently employ a young person or haven't done so in the last few years or you are taking on a work experience student for the first time, you should review your risk assessment before the student begins their placement. You may wish to discuss the placement in advance with education provider in order to take account of any particular needs of the student and their physical and psychological capacity.

**No DBS requirement, simple health and safety, and insurance liability is covered - so what are you waiting for?**

## INSURANCE

### Liability insurance covers work experience placements

Individuals on work experience are covered by your existing employers' liability insurance policy, provided your insurer is a member of the Association of British Insurers.

The Association of British Insurers, the British Insurance Brokers Association and Lloyds of London have agreed that, as a matter of convention, individuals on work experience placements should be treated as employees for the purposes of insurance against bodily injury (that is, they will be covered by your employers' liability policy), where the employer is legally liable for a loss.

You only need to notify your insurer of the sorts of activities that individuals on work placement will undertake if those activities are onerous or different from the normal business activities of your organisation.

For work experience placements that last longer than two weeks, there should be no problem but you may need to provide more detailed information to your insurer.

For more information visit the Association of British Insurers (click [here](#) or see page 82).

**No DBS requirement, simple health and safety, and insurance liability is covered - so what are you waiting for?**

## HEALTH AND SAFETY

### Health and safety has been made simple.

There are very few work activities someone on work experience cannot do due to health and safety law. However, it's important to remember that as an employer, you have primary responsibility for the health and safety of the individual and should be managing any significant risks. It's easy to do this, by:

- explaining the risks during induction, checking that they understand what they have been told and know how to raise health and safety concerns
- ensuring your checks are proportionate to the environment the placement will be working in.

Simplified health and safety guidance make it clear that if you already employ young people you won't need to repeat risk assessments for work experience placements.

There are activities that all young people are legally prohibited to do. You need to consider whether the work the young person will do:

- 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. A template health questionnaire is included (click [here](#) or see page 60) although please refer to your organisation's health assessment questionnaire.

We would suggest that you ask all those applying for work experience to complete a health questionnaire.

This information can then be used by your Occupational Health team to make an informed assessment about their ability to experience particular roles.

- 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  
Be aware of substances a young person might come into contact with in their work, consider exposure levels and ensure legal limits are met.
- 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  
In most cases, young people will not be at any greater risk than adults and for workplaces that include these hazards it is likely there will already be control measures in place.

If you do not currently employ a young person or haven't done so in the last few years or you are new to work experience you should review your risk assessment before the placement starts. You may wish to discuss the placement in advance with education provider in order to take account of any particular needs of the student and their physical and psychological capacity.

A young person must never carry out such work involving these risks, whether they are permanently employed or under training such as work experience. For more information, visit the Health and Safety Executive (click [here](#) or see page 82).

## PAYMENT AND HOURS

### Payment and hours for young people

If you take on a young person who is of compulsory school age for a short-term work experience placement, you do not need to pay them for their time.

You are not required to pay for their travel, lunch or other refreshments. If you do wish to cover any of these you must only contribute to their expenses, which should be limited. You may wish to cover expenses for those from disadvantaged backgrounds and in these circumstances there may be local funding opportunities.

Work experience should adhere to the working time regulations and you should follow your organisation's policy. There is additional regulation for young people and they should not:

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



Young people are not allowed to work for more than four hours without taking a break of at least an hour.

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 (click [here](#) or see page 82).

**No DBS requirement, simple health and safety, and insurance liability is covered - so what are you waiting for?**

## YOUNG PEOPLE

### You need consent

All those on work experience under the age of 18 must have a parent or guardian sign for consent.

### 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+ and the type of activity they can participate in. This is due to health and safety regulations, which states 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 trusts will offer 13-16 year olds placements in administrative and clerical areas.



**No DBS requirement, simple health and safety, and insurance liability is covered - so what are you waiting for?**

## SAFETY AND CONFIDENTIALITY

### Patient safety and confidentiality should not be a barrier

Patient dignity and confidentiality must be maintained but this does not mean that you cannot offer placements in a clinical setting. You are required to use discretion and judgment when identifying suitable areas and duties. Particular care should be taken in areas where there are vulnerable patients.

As part of the induction to the placement, you should clearly explain your confidentiality procedures to individuals on work experience. Regard should be taken to their level of understanding, particularly if they are under the age of 16. You should also ensure that safety and confidentiality issues are addressed in the risk assessments for work experience.

We have built in a confidentiality form into the agreement for those on placement to sign (click [here](#) or see page 60). If there is any disclosure of information you should consider dismissing them from the premises and, if necessary, consider further action.

In addition to this the supervisor should ensure that those on work placement are introduced to the patients and they give verbal consent if they are allowed to observe any consultation, treatment or procedure. Gain this consent when the person on work placement is not present. Often we find they are happy for them to be around, but it remains that patient privacy and dignity are paramount.



**No DBS requirement, simple health and safety, and insurance liability is covered - so what are you waiting for?**

## CASE STUDY: MOLLY'S PROJECT

### Molly Brewster had work experience with Wirral Community NHS Trust.

"On my first day I was really nervous, but the team were so friendly and accommodating that I felt welcome straight away. During the week I was fully immersed in a range of events such as management meetings, clinic visits and team building sessions!

I was given a project, to design the 'Ideas & Innovations' pages for the trust intranet. At the end of the week I presented my ideas to the team. They have now been built and are in daily use by trust staff.



From the week I gained an invaluable insight into how the NHS works. I also learnt design and presentation skills and gained confidence and independence. This placement will certainly stand me in good stead for the university course I have applied for.

I really enjoyed the variety of the placement, having the chance to develop my own project, and working with a team who were keen to involve me in everything. I could not have asked for a more exciting, enjoyable and invaluable week."

## HOME VISITS

### Home visits can be part of a placement

Home visits can be part of a work experience programme, as long as you consider the risks. Those on work experience may accompany staff on home visits provided, for example:

- it is a follow up visit to a known patient
- patients have given prior consent to them attending
- the member of staff is satisfied that student's behaviour would be appropriate (a home visit would not be the first activity timetabled with a new placement).

The mitigating factors should be recorded in a risk assessment.



**No DBS requirement, simple health and safety, and insurance liability is covered - so what are you waiting for?**

## READY TO TAKE THE LEAP?

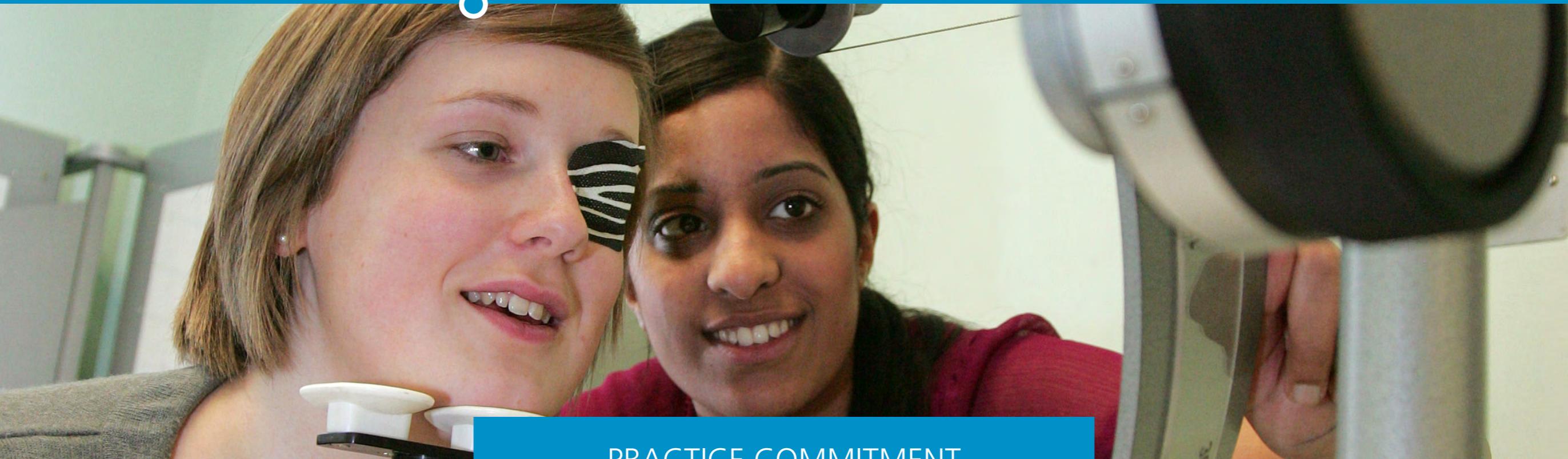
If you're still not sure, just take a look at the benefits once more. It's hard to see the downsides of offering work experience...

- build a talent pool for recruitment and reduce recruitment costs
- encourage volunteers - up to 30% of those that do work experience go on to volunteer
- very little red tape - no need for DBS (formerly CRB) checks, insurance is already covered
- less time and resource than you think
- develop staff skills such as management and coaching
- simple health and safety.

Everyone can do something, no matter how small, to inspire people to work in the health service.



**Make a difference to people's futures and to the future of healthcare in England, offer work experience.**



## PRACTICE COMMITMENT

INTRODUCTION

057

THE PRACTICE COMMITMENT

058

THE COMMITMENT

059

## INTRODUCTION

## Supporting work experience in the NHS and healthcare sector. The Practice Commitment

### Introduction

Undertaking work experience can be a vital step for helping young people and others to guide and decide their career choices. Effective work experience can help raise awareness and ambition, offer direct exposure and insights into the reality of work help mitigate against role stereotyping, and support the development of key employment skills. Frequently, it is an important element for those seeking to apply for an education and training programme leading to registration as a healthcare professional such as a healthcare scientist, nurse, doctor or allied health professional. It can be a helpful way to support people seeking to return to practice or back into work, and it can also introduce awareness of other, non-clinical roles and entry level jobs available within the NHS, and potential career progression opportunities.

The NHS needs to make sure that work experience opportunities are available to a wide range of people in order to ensure we are able to recruit a talented and diverse workforce.

Many NHS organisations are committed to supporting work experience, with the aims of:

- helping applicants, from all backgrounds, who are particularly interested in undertaking education and training for a potential career in the healthcare sector, to gain valuable insights into different careers
- providing an opportunity for young people and others to be exposed to and gain some key work skills
- raising awareness of job and progression opportunities
- supporting those who may be interested in a career change/ returning to work.

The NHS receives a lot of requests for supporting work experience opportunities, and is committed to providing them but it is recognised that it can be difficult for potential applicants to discover how, when and who to contact to access potential work experience opportunities. This can be even more difficult for those from less advantaged backgrounds.

## THE PRACTICE COMMITMENT

The Practice Commitment is therefore a commitment by NHS and other healthcare organisations to offer and allocate work experience in an open and fair way. It is also about recognising that individuals from some backgrounds may need support to help them feel confident, able to apply and to take advantage of work experience opportunities.

To enable this, the Practice Commitment is an agreement to target and prioritise work experience applications for from following:

### Young people

Young people making an application to undertake a healthcare education such as medicine, nursing, healthcare science or the allied health professions, 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; and
- young people not in education, training or employment (NEETs).

With the aim of preparing organisations supporting the Practice Commitment to work with a range of organisations that have a particular interest and expertise in:

- identifying and engaging young people from the backgrounds identified above to ensure they are aware of potential work experience opportunities.
- helping ensure that any selection for work experience is open and fair.

### Returning to practice

Applicants who are employed but are considering a career change moving into health, or applicants who have previously trained as a healthcare professional and are looking to update their knowledge and skills and regain employment within the NHS or wider health sector.

### Returning to work

Applicants interested in working in health and who are seeking to return back to work following:

- an extended period of unemployment due to incapacity and ill health or
- carer responsibilities which have prevented them from pursuing work opportunities.

## THE COMMITMENT

### The Commitment is seeking organisations to do the following under this initiative:

- prioritise work experience requests for the groups identified above
- inform participants about the range of careers and the routes into these careers available in the healthcare sector
- prior to any work experience opportunity, to supply information about what applicants can expect and, where appropriate, provide pre work experience activities to help the applicant make best use of their opportunity
- to provide a structured work experience opportunity that will support the development of key personal, work and team skills
- to help provide an understanding of the values and behaviours that are required for entry into the healthcare professions and successful working in the NHS and wider health sector
- try to maintain relationships with participants successfully completing work experience opportunities and help them progress their applications for training as a health professional, or employment opportunities in the NHS and wider health sector
- work collaboratively with local education providers and others who provide outreach or similar programmes to prepare applicants for entry into healthcare training to maximise the reach and success of programmes
- to explore how applicants from less advantaged backgrounds can, as a minimum, be supported with reasonable travel expenses and refreshments to enable them to undertake their work experience opportunity.

### Impact

As part of their commitment, the organisation agrees to monitor and evaluate the impact of this commitment, and share information with key stakeholders with a role in promoting the conditions for widening access and participation. The Practice Commitment seeks to add value to the process for supporting work experience requests. It is not seeking to replace arrangements or initiatives that are already working well.

## FORMS AND TEMPLATES

We have provided 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 many different organisations and programmes. For versions of these forms that you can customise and change according to your own circumstances click [here](#) or go to [www.nhscareers.nhs.uk/workexptemplates](http://www.nhscareers.nhs.uk/workexptemplates)



### 1. Work experience policy

This provides an outline for your work experience policy and associated business case.



### 2. Placement opportunity form

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



### 3. 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.



### 4. Application form

A standard form for work experience applicants.



### 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. The questionnaire is often sent out at the same time as the application form.



### 6. Placement agreement

This is the agreement between you and the person on work experience. It sets out your expectations and requirements.



### 7. Induction checklist

Have you covered everything in induction? This checklist will help you.



### 8. Work experience plan

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



### 9. 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 reflect on their experiences.



### 10. Certificate

Something for those on work experience to take away.



### 11. Evaluation form

To evaluate your programme.

## Work experience policy template

### Document control cover sheet

This will differ between organisations. Typically, it will include the approving body, date approved, a review date and the lead executive.

### Introduction

Introduce why there is a need for this policy. It could be that you are looking for new and innovative approaches to recruitment, you wish to build links with the community, you wish to develop consistency (and reduce duplication) across the organisation or that there has been an increase in demand.

You should add a statement regarding equality and diversity.

You should include what the policy covers and your definition of work experience.

Outline who policy is for and who should follow it.

### Executive summary

Why the policy is needed and what it covers, for example the responsibilities to ensure safety.

### Policy statement

This sets out your aims and objectives for work experience within your organisation.

### Roles and responsibilities

This is a critical section as it sets out the responsibilities of all those participating in the work experience programme. You need to include the responsibilities of:

- The Committees, which will have oversight of the policy. For example, particular committees may wish to have oversight of the evaluation of placements, the diversity and volume, how it meets your organisation objectives.
- Your organisation, which can include:
  - Health and Safety
  - A suitable induction
  - Supervision and support throughout the work experience placement ensuring that the person on placement does not have unsupervised access to patients.
- The person on work experience, which can include:
  - Wearing suitable clothing
  - Notification of attendance or absences
  - Comply with the confidentiality code to ensure patient and hospital information is protected
  - Work with others to complete a variety of agreed tasks
  - Follow safe working practices
  - Behave in an appropriate manner, demonstrating maturity and sensitivity where appropriate
  - Follow your organisation's values and behaviours
  - Duty to raise any concerns

- Clinical leads and general managers, which can include:
  - Promotion of work experience
  - Ensuring the placement complies with your organisation's policy
- The work experience coordinator and supervisor
  - Provide an induction
  - Ensuring the placement complies with your organisation's policy
  - Are the first point of contact for requests and ensure all the relevant paperwork is obtained prior to start of the placement
  - Are the first point of contact for any conduct or capability issues
- Any external organisations you are working with.

### Policy requirements

This can include:

- Who is eligible for a placement, for example you may have age restrictions on particular types of work experience.
- The length of the placement
- The arrangements for establishing the placement
- Placement suitability, which can include where placements can take place and type of work
- Confidentiality, which can include awareness of the policy and consequences of disclosure
- Health and safety
- Working hours
- How to raise concerns.

### Training, implementation and resources

This should include where members of staff can go to for any advice or support.

### Impact assessment

Within your organisation you may have to do an Equality Impact Assessment and an Environmental Impact Assessment.

### Monitoring

Cover how will it be monitored, by whom and what frequency.

### Other relevant documentation

This may include the Disclosure and Barring Policy and Health and Safety Policy.

### Other areas:

You may also wish to have a 'definitions' section, so everyone understands the terms adopted in your policy.

## 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:

## Work placement 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 building. 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.		

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 <b>[name of policy]</b> 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.		

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.		

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>• travelling to unfamiliar locations.</li> <li>• unfamiliar surroundings and meeting new people.</li> <li>• exposure to distressing situations.</li> </ul>	Ill health.	<p>Clarification of activities and timetable with supervisor. Participant to be asked to raise any concerns with supervisor.</p>		
13	<p>Attending non-trust premises e.g. patients' 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 will be no issues with any other occupants of the property.</p> <p>Patients 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>		

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

## 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 postcode:	
Home telephone:	
Mobile telephone:	
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

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?

**Contact details**

Teacher or advisor name:	
Signature:	
Telephone number:	
Email address:	

I confirm that the information given on this application is correct. I understand that any false 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:**

## Confidential health questionnaire

**We need this information to ensure our patients, 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?

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.

I confirm that the information given on this application is true and complete to the best of my knowledge and belief. I understand that any false information could put patients at risk and 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: \_\_\_\_\_

## Placement agreement

Dear

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

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

This placement is for the period from to in the . A map/directions to the department are enclosed.

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 after lunch. Staff are very busy and will not want to waste time waiting. 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 on giving your reason. 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 an hour for lunch. There are a number of places for you to buy sandwiches, hot meals and drinks. Alternatively, you may wish to bring your own 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 you will be required to be 'bare below the elbow' for infection control.

If your hair is long, you should tie it back with a plain band.

False nails, nail extensions/wraps or nail varnish must not be worn on duty; these can harbour bacteria.

Visible body piercing including tongue studs must be removed or covered; 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.

Fingernails must be kept clean and short.

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 .

**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, individual staff and/or patients 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 bindovers 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. You are advised accordingly to provide your own insurance cover.

**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 above and have retained a copy.

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

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

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

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

## Induction checklist

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

<p><b>Confidentiality</b> 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 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> 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> What and how to report: accidents/incidents <b>AND</b> near misses.</p>	
<p><b>Sickness</b> 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> used within the department and any training requirements.</p>	
<p><b>Dress Code</b> 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>• ‘Bare below the elbow’</li> <li>• Hair tied back with plain band</li> <li>• No false nails, nail extensions/wraps or nail varnish</li> <li>• Visible body piercing including tongue studs must be removed or covered</li> <li>• 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>	

## Work experience plan **To be completed by the placement supervisor**

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

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

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

Adapted from the University Hospital Southampton NHS Foundation Trust form.

# *Certificate of Work Experience*

This is to certify that

---

Completed work experience in

at from to .

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

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

## Evaluation form

**Please fill in the following questions to let us know how you found your work experience. This information will be used to develop the programme.**

1. What did you hope to learn from your placement?
  
2. Has this been achieved?  Yes  No (Please tick 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 sessions did you find most interesting?
  
7. Which sessions did you find 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 choice of career 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:

## FURTHER INFORMATION

**Association of British Insurers.**

Available at: [www.abi.org.uk](http://www.abi.org.uk)

**Department for Business, Innovation and Skills.****National minimum wage: work experience and internships.**

Available at: [www.gov.uk/national-minimum-wage-work-experience-and-internships](http://www.gov.uk/national-minimum-wage-work-experience-and-internships)

**Department of Health. (2013). The NHS Constitution.**

Available at: [www.gov.uk/government/publications/the-nhs-constitution-for-england](http://www.gov.uk/government/publications/the-nhs-constitution-for-england)

**Disclosure and Barring Service.**

Available at: [www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

**Health and Safety Executive.**

Available at: [www.hse.gov.uk/youngpeople/workexperience/](http://www.hse.gov.uk/youngpeople/workexperience/)

**NHS Employers.**

Available at: [www.nhsemployers.org/your-workforce/recruit/employer-led-recruitment/access-recruitment-support-via-jobcentre-plus](http://www.nhsemployers.org/your-workforce/recruit/employer-led-recruitment/access-recruitment-support-via-jobcentre-plus)

**NHS Health Education England.****Workforce Planning (2014/15).**

Available at: [hee.nhs.uk/work-programmes/workforce-planning/](http://hee.nhs.uk/work-programmes/workforce-planning/)

**NHS Health Education England. Widening Participation Directory. A Directory of Best Practice (2014).**

Available at: [nw.hee.nhs.uk/files/2014/02/r-HEE-WP-Directory\\_201411V1.pdf](http://nw.hee.nhs.uk/files/2014/02/r-HEE-WP-Directory_201411V1.pdf)

**NHS Health Education England. Widening Participation, It Matters! Our Strategy and Initial Action Plan (October 2014).**

Available at: [nw.hee.nhs.uk/files/2014/11/r-HEE-Widening-Participation-Strategy\\_Booklet\\_20141014.pdf](http://nw.hee.nhs.uk/files/2014/11/r-HEE-Widening-Participation-Strategy_Booklet_20141014.pdf)

**NHS Health Education England. Talent for Care.**

Available at: [www.eoe.hee.nhs.uk/our-work/1to4/](http://www.eoe.hee.nhs.uk/our-work/1to4/)

**NHS Outcomes Framework 2014/15.**

Available at: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/256456/NHS\\_outcomes.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/256456/NHS_outcomes.pdf)

**Social Mobility and Child Poverty Commission. (2013). State of the Nation 2013: social mobility and child poverty in Great Britain.**

Available at: [www.gov.uk/government/publications/state-of-the-nation-2013](http://www.gov.uk/government/publications/state-of-the-nation-2013)

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