



Work Experience Toolkit

For Schools, Academies, and
other education establishments.

**A guide for Head Teachers, Careers
Leads and operational staff.
May 2022**



**Brighton & Hove
City Council**

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Foreword

We are very pleased to have produced a **Work Experience Toolkit**. This guide is aimed at schools, academies and other education training establishments who offer work experience. We know that work experience can help students understand the work environment, choose future careers or prepare them for employment. It can also inspire and motivate young people in planning their future paths. During the pandemic, many providers have adapted their career programmes to host virtual experiences and tasters online.

We hope this guide will help schools to manage the process and set up safe and rewarding placements. Our aim is for all schools to deliver work experience programmes that support the needs of local students, and the skills needs of local employers. We are continuing to support schools to facilitate work-related activities all students by working with local enterprise partners, employer networks and other key stakeholders to ensure that all students

have the opportunity to encounter employers and have an experience of the workplace.

We look forward to hearing from your feedback on the guide or your students on your work. We hope to review and update this guide on an annual basis, so please let us know if you have any examples of good practice or case studies that you would like to share.

The Toolkit has been written by BHCC Education and Skills in partnership with the Sussex Council of Training Providers. If you have any queries, please email: SkillsandEmployment@brighton-hove.gov.uk

Deb Austin

Executive Director for Families,
Children & Learning



1. Introduction

Who is the guide for?

This guide is for secondary schools, special schools, academies and other pre-16 and post-16 education establishments in Brighton & Hove. It will support them in organising and managing work experience placements and meaningful encounters with employers for their students.

Purpose of the guide

This document provides a set of guiding principles for Brighton & Hove City Council (BHCC), secondary schools and other education establishments to ensure their students benefit from suitable and safe work experience placements and employer encounters.

Any encounter or work placement undertaken with an employer should be in a safe environment. This guidance has been designed to support educational establishments across Brighton & Hove in planning and delivering a safe and effective employer encounters and work experience programme. The guide sets out the legal and compliance responsibilities as well as the practicalities for developing a work experience programme. It also provides tips, examples of good practice and case studies.

Terminology used in the guide

Employer encounters: used to describe any exposure to employers and their working practice that does not involve a specific placement within a company. Activities may include employer talks, employer set projects, skills competitions, mock interviews, taster visits or on-line activities etc.

Work experience placements: used to describe work undertaken in a specific workplace over an extended period of time. This may be a block of time, such as a week or a fortnight, or a day a week over a number of months.

Objectives of work experience

In order to maximise the outcomes of work experience, it is important to be clear about what you want the learning outcomes for students to be. The learning outcomes fall into two main categories:

Generic skills: experiencing work, including following working routines, working with adults, undertaking new tasks and developing confidence. You may also wish to use the placements to focus on, for example, improving motivation by highlighting the links between learning in school and working life, or on raising awareness of opportunities in work or learning.

Understanding and developing employability skills: Learning outcomes related to subjects e.g. health & social care, early years and construction. These are particularly relevant for students on vocational courses (BTECs, apprenticeships) and are more often a feature of placements for post-16 learners. These are therefore not covered in detail within this toolkit.



2. Gatsby Benchmarks and Toolkit

The **Gatsby Benchmarks** were developed on behalf of the Gatsby Foundation by Sir John Holman, to highlight what 'good careers work' looked like. They provide a clear framework for organising the careers provision within schools and colleges.

The 8 benchmarks have been accepted as best practice by the Government and it is the Careers Leader's responsibility to oversee the implementation of the benchmarks in schools, special schools, colleges and other education establishments.

The following benchmarks specifically relate to students having encounters with employers and experiences of workplaces.

Gatsby Benchmark 5 Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes and projects. For students in college, their part-time employment should be taken into account.

- Every year from the age of 11, students should participate in at **least one** meaningful encounter with an employer..
- Students on study programmes in college should participate in at **least two** meaningful encounters with an employer each year. At least one of these encounters should directly relate to their curriculum area of study.
- Colleges should **record and take account** of students' own part-time employment and the influence this has

Why encounters with employers matter

In 2019, an education charity called Education and Employers, undertook a research study in London to demonstrate and find the links between young people's engagement with the world of work, and their GCSE attainment. A summary of the published report *Motivated to achieve: How encounters with the world of work can change attitudes and improve academic achievement* can be found here: www.educationandemployers.org/research/motivated-to-achieve/

Two of main findings in the report are:

"Links have been demonstrated between young people's engagement with the world of work through career talks and their GCSE attainment."

"A young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career."

A variety of resources can be found here: <https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks/gatsby-benchmark-5>



Gatsby Benchmark 6 Experiences of the workplace

Every student should have first-hand experience of the workplace through visits, work shadowing and/or work experience to help them explore career opportunities and expand their networks.

- By the age of 16, every student should have had at **least one** experience of the workplace, additional to any part-time job they may have.
- Additionally, by the age of 18, or before the end of their study programme, every student should have had at **least one more** experience of a workplace, additional to any part-time jobs they may have.

It's worth remembering that Benchmark 6 also covers a diverse range of employer encounters such as:

- Work shadowing
- Workplace/site visits
- Insight days
- Mentoring
- Project-based learning
- Social action and volunteering

Why experiences of the workplace matter

- Experience of the workplace can create social capital for young people with more limited networks
- Experience of the workplace give students the opportunity to develop essential skills including employability skills.
- 8.2% of people aged 16-64 in the UK today (3.4 million people in total) have had a paid job (besides casual and holiday work).

Never ever report 2020, Resolution Foundation

A variety of resources can be here:

<https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks/gatsby-benchmark-6>

3. The benefits of encounters with employers and experiences of the workplace

For students the benefits are:

Work skills and experience

Job seekers, especially those starting out or changing careers, can face a catch 22 situation. They can't get a job because they don't have the required experience, yet they can't get the experience without a job. A work experience placement enables them to gain important work skills, industry knowledge and experience.

Communication and interpersonal skills

Along with general work skills, work experience participants have the opportunity to develop their communication and interpersonal skills. They do this by interacting with a range of different people in the workplace. This includes learning how to work effectively within a team, with different co-workers, managers and customers.

CV enhancing

One of the greatest advantages of participating in a work experience placement is that the experience gained can be added to the participant's CV. Employers look favourably upon work experience as it demonstrates initiative, a good work ethic and shows a genuine interest in an industry.

World of work

Work experience enables an individual to experience the reality of working life. This is particularly important for young people with little or no previous work history. A work experience placement is a valuable learning experience as it enables participants to gain insight into various industries, organisational cultures and job roles. Some work experience programmes feature a rotation around different departments giving valuable insight into the different roles and functions within an organisation.

Coaching and mentoring

Work experience participants often have the opportunity to receive coaching and mentoring to help them develop their professional and interpersonal skills. Keeping a learning journal through the placement can help them identify key learning and development.

Employment opportunities

Employers often use their work experience programme as an avenue to recruit new trainees. During a placement, the employer can see the person's work ethic and how well they fit into the team. Ultimately, it helps them to see their potential as a member of staff.



For employers the benefits are:

Recruitment tool

Work experience placements enable an employer to scout for talent, selecting the most appropriate individuals to join their team. This can also represent a significant saving in terms of recruitment time and cost.

Staff development

The training, supervision and mentoring of work experience participants gives existing staff the opportunity to develop their own team management skills.

Economic development

Work experience contributes to economic development by increasing the employability of participants, enriching the work environment and increasing productivity.

Positive image

An active work experience programme demonstrates the values of an organisation, reflecting on how it is viewed by the wider community. This positive image also impacts on employees as they develop respect and loyalty for their employer.



4. How Ofsted assesses employer encounters and work experience

Ofsted monitors schools' progress towards achieving the Gatsby Benchmarks. As part of this, they will look to see how leaders and teachers have designed and planned an effective careers programme. They want to see one that includes opportunities for students to have encounters with employers and to participate in work experience, so they can gain valuable employability skills and a better understanding of the world of work. Ofsted will look to see that students are able to contribute towards the planning of the placement and that the work experience gives them the opportunity to develop vocational and employability skills in a real work environment.

Ofsted will look to see that all study programmes are tailored to student's prior

attainment and career goals, and includes work experience which complements the others elements of their programme and supports progression to further and higher education, apprenticeships and employmentships.

Institutions' working environments provide good opportunities for students to develop initial vocational skills, knowledge and employability skills. However, students should progress to external work experience at the earliest opportunity especially if work experience is a substantial part of their study programme. When inspected, Ofsted look for evidence that the simulated work experience has been purposeful and look at what value the young person has gained from the experience.

5. Developing and designing the work experience offer

Considerations and good practice

As outlined in DfE – Work Experience and related activities in Schools and Colleges Research Report 20, there are a range of approaches that schools can take to deliver an effective work experience programme. There are a number of different stages

that organisations need to consider when setting up encounters with employers and a work experience programme as these have implications for staff as well as employers, students and their parents / carers.

DfE: Work experience and related activities research report 2015

Good practice in the delivery of an effective work experience programme



Useful checklists and forms can be found in the Appendices. This includes:

- a. Employers Work Experience Checklist – Placement Employer
- b. Student Work Experience Placement Form – WEX Coordinator / All parties
- c. Work Experience Placement Checklist – WEX Coordinator



Inclusivity and SEND

Finding suitable work experience placements for young people with additional educational needs often means working with a smaller pool of employers who regularly offer work experience placements tailored to these students.

When organising work experience placements for SEND students, it is important that employers meet both with staff at the education establishment and with the students themselves. This will help them understand the skills and abilities of the young people there and ensure that the proposed activities are appropriate.

Individual risk assessments for SEND students must be fit for purpose and shared with parents and carers. This means that any barriers can be mitigated, allowing the placement to go ahead.

Schools with queries about inclusivity or work experience arrangements for SEND students should email: skillsandemployment@brighton-hove.gov.uk

Policy Statement for the provision of work experience and experiences of the workplace.

BHCC encourages schools to have a work experience programme that provides work-related opportunities and positive benefits for students, supports progress towards achieving the Gatsby benchmarks and is fully inclusive.

6. The legal bit! Obligations and compliance

Health and Safety

Health & Safety Act 1974

The Health and Safety at Work etc Act 1974 places a duty on employers, including learners' providers, to ensure, as far as is reasonably practicable, the health, safety, and welfare at work for all employees. Young people on work placement are regarded in health and safety law as employees.

The Management of Health & Safety at Work Regulations 1999

Under the Management of Health and Safety Regulations, employers have 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, physical capability etc.

BHCC follows the current guidance set by the Health and Safety Executive (HSE) at:

Work experience ([hse.gov.uk](https://www.hse.gov.uk))

Key Points:

- The placement provider (employer) has primary responsibility for health and safety of the student and should manage any significant risks. The employer can include specific factors for young people into their existing risk assessment.
- All schools and other education establishments organising work experience programmes should take reasonable steps to satisfy themselves that the placement provider is doing this. They should discuss with the employer what the student will be doing during their placement, noting any relevant precautions
- Employers must inform parent/carers of any significant workplace risks to their child on work experience and how these are being controlled. This should be done directly or via the school and other education establishments. The employer's risk assessment should record significant risks and control measures.
- Schools and other establishments can use past experience where appropriate and available. It is not necessary to repeat the same process for a new student where an employer is known to them, has a good track record, and the students are no different to those on past placements.

Schools and other education establishments should work with parents/carers to ensure employers know in advance about students who are at greater risk. For example this could be those with health conditions, behavioural conditions or learning difficulties. It means this can be taken into account when planning the placement. **Go to Annex B.**

Checks of the placement should be kept in proportion to the environment.

- **Lower risk environments.** Offices or shops for example have low risks that will probably be familiar to the student. Speaking to the employer to confirm their arrangements may be sufficient.
- **Environments with less familiar risks such as light assembly or packing facilities.** Discuss with the employer the arrangements they have for managing risks. This will need to include induction, training, supervision, site familiarisation and any protective equipment that might be needed etc.

- **Higher risk environments**, including construction, agriculture, manufacturing, motor vehicle repairs and workshop/machinery environments need more robust checks. Schools should satisfy themselves that adequate health and safety arrangements are in place and the student's work will be effectively managed and supervised to ensure their health and safety. In addition, students should know how to raise any health and safety concerns.

Industry specific restrictions

Education establishments should check that employers understand and are aware of the specific factors relevant to employing young people. For further information including details on industry specific prohibitions and limitations for young people at work go to: www.hse.gov.uk/youngpeople/law/index.htm

Checks

Education establishments are responsible for deciding the extent of checks that are carried out for work experience placements, based on the types of environment and potential risks involved.

- For environments with less familiar risks or which are in higher risk categories, BHCC recommends a physical check of the workplace is carried out by a competent person. This is somebody who has appropriate training and experience. The attainment of a formal health and safety qualification is also encouraged.
- Physical checks should look at the general suitability of workplace conditions including housekeeping, toilets and washing facilities, fire precautions, guarding of machines, provision of necessary protective equipment etc. This list is not exhaustive and there may be other important aspects to consider depending on the type of environment and risks involved.

- Education establishments may also wish to arrange a physical check for placements involving students who might be at greater risk, for example due to health conditions, learning disabilities or other complex needs.
- They may wish to prepare a pre-induction form for students to complete before the placement for them to obtain relevant information from the employer. This could include details such as working hours, break times, welfare facilities, who to report to, health and safety arrangements, who will be supervising them etc. It could also include what the young person would like to get out of their placement.
- The employer and education establishment should agree on key points of contact during the placement to discuss any issues or concerns. This should include the level of supervision and whether the student will be left alone. It should also include reporting any serious accidents or incidents to the education establishment, in line with current BHCC accident reporting procedures.

Safeguarding and welfare

Education establishments organising work experience placements should ensure that policies and procedures are in place to protect children from harm (Keeping Children Safe in Education September 2021, para 311.)

It is important that all adults working with people under 18 are aware of issues around the safeguarding of children and young people.

Both schools/FE colleges and placement providers should have policies and procedures to protect children from harm. However, responsibility for the student's welfare always remains with the school or college.

The following steps will assist in keeping children safe while on work experience placements:

- Education establishments should appoint a work experience co-ordinator (WEC), who will be responsible for organising and supervising placements.

- The WEC should be trained and experienced in dealing with child protection and safeguarding issues. Ideally, they will be a designated member of staff for child protection. They should at least have attended designated safeguarding lead training. If not, they must seek advice from the school/college Designated Safeguarding Lead.
- The WEC should be responsible for assessing and ensuring the:
- suitability of a work experience placement for an individual student
 - suitability of an individual student for a particular placement.
 - The WEC should ensure there are systems in place for students and employers to report any concerns. Education establishments should prepare students for work experience by briefing them on safeguarding, expectations of safe behaviour and what to do if they are worried about their own or others' safety or wellbeing at the placement.
 - Students who are identified as vulnerable in any way or whose past difficulties or behaviour indicates that there might be vulnerabilities for the student or employer if there is any 1:1 working should not be placed where such situations might occur.
 - Placements which require 1:1 contact of individual students with individual employees should be approached with extreme caution and the guidance in paras 312-315 of KCSIE 2021 must be followed. This includes:
 - Children's barred list checks via the DBS might be required on some people who supervise a child under 16 on a work experience placement.
 - Special consideration must be given to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.
- Considerations include whether the person providing the teaching/training/instruction/supervision to the student will be:
 - unsupervised themselves; and
 - providing the teaching/supervision frequently (more than three days in a 30-day period, or overnight).
 - If the person working with the child is unsupervised and is in frequent contact with the child, the work is likely to be regulated activity relating to children.
 - Regulated Activity is work that a barred person must not do. It is the term used to describe certain functions that are carried out by an individual as part of their role that would require them to have an Enhanced DBS Check with a check against the relevant barred lists.
 - If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.
 - Schools and colleges are not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience.
 - The only exceptions for placements where 1:1 contact meets the regulated activity threshold, are when it is with a close family member e.g. parents, grandparents, aunts/uncles.
 - Schools/colleges should be particularly careful in distant placements,. They must check the health and safety and child protection issues of workplaces and accommodation.
 - Placements of young people over 16 which involves them in regulated activity are likely to require the employer to request an enhanced DBS check on the young person (KCSIE 2021, para 316)
 - The WEC must actively monitor the student's welfare during the placement. However long the placement, schools and colleges must have

procedures for regularly checking the welfare and safety of students, e.g. visits which allow individual discussion with students or a telephone helpline.

- The school/college should inform employers who to contact about any safeguarding or welfare issues that arise during a placement. This could be the school/college's Designated Safeguarding Lead but must include the WEC.

The WEC on behalf of the school/college should ensure that the employer takes the following steps:

- A placement supervisor is appointed. Employers who regularly offer work experience should ensure safeguarding responsibilities are explicitly stated in the job descriptions of all placement supervisors.
- Placement providers have appropriate child protection policies and procedures in place or endorse and agree to work in accordance with the school/college's child protection and associated policies, in order to protect children from harm. Employers must disseminate policies and procedures to all relevant staff.
- The placement supervisor receives some basic safeguarding training. As a minimum, that must include the following elements consistent with the training provided for all school and college-based staff:
 - i. Recognition, recording and reporting signs of abuse and neglect.
 - ii. Responding appropriately to disclosures of abuse or neglect by students.
 - iii. Safe working practice for adults who work with children and young people (N.B. the school/college should have a code of conduct in place for all school staff. This should be shared with the placement supervisor and all staff who will work with the student. They will be required to read and sign to confirm they have read, understood, and agree to abide by it).
- Liaise with the school/college to agree a programme for the student and monitoring arrangements.

- Consider the suitability of staff members to support students on placement.

Where there are any doubts or concerns about the vulnerability of students or work experience providers, arrangements to place two or more students together and to avoid 1:1 work between students and providers must be considered.

Monitoring arrangements for vulnerable students must include seeing them alone and face-to-face in the placement. Students should also have way of contacting the WEC directly at all times during the placement.

Where placements include the student travelling in vehicles owned by the provider, the WEC should consider the need to see the vehicle to check its suitability and ensure that appropriate insurance arrangements are in place.

Where DBS checks are undertaken for work experience placement providers, offences should be considered as they would when recruiting staff to work in the school or college in accordance with safer recruitment principles. In other words, are convictions relevant to a role working with young people or do they indicate that a student might be at any degree of risk while working with the work experience provider? Could the conviction and use of the placement potentially bring the school into disrepute?

Employers providing work-related learning should do all they reasonably can to avoid putting young people into a vulnerable position. They should ensure their employees' relationships with young people on work experience are appropriate to their age and gender, and do not give rise to comment or speculation. Attitude, behaviour and language all require care and thought.

Employers should consider the following guidance when providing a work experience placement:

- **Dress and Appearance:** Adults should wear appropriate clothing for their role. It should be culturally sensitive and lack political slogans and anything else that might be considered contentious or discriminatory.
- **Contact, environment, and DBS checks:** As a work experience host you and/or colleagues must never be alone or in an isolated or closed environment with a young person unless the placement agreement specifies that arrangement. This includes being in transit with a young person if making site/client visits.

If the young person will be working 1:1 with colleagues, it is the employer's responsibility to seek DBS checks through the Disclosure and Barring Service. You will need to register with an umbrella body that provides access to this. You can find one by searching the umbrella body database accessed from the DBS website, see <https://www.gov.uk/government/organisations/disclosure-and-barring-service> Umbrella bodies may charge for the service they provide. These are published on the umbrella body database.

Occasions should NOT arise when you need to touch a young person. Handshakes are acceptable, particularly when introducing them to colleagues.

- **Behaviour:** While it is important to reassure a young person who may be nervous working in an unfamiliar setting, you should avoid being over familiar. Never permit 'horseplay' which may cause embarrassment, fear, or be misunderstood. Should student behaviour give cause for concern, you should speak directly to the named work experience organiser/coordinator at their school.
- **Personal Information:** Adults should be vigilant in maintaining their privacy and

avoid placing themselves in vulnerable situations. They should not give their personal contact details to young people, including their mobile telephone number or email address. They should also not communicate with students on social networks.

- **Mentor:** Those in charge of students should be competent in their work role, mature in their attitudes and at ease with young people.
- **Disclosure:** Occasionally young people may disclose confidential information that gives rise to concern for their physical or emotional safety. If this happens, you should speak directly to the named work experience organiser/co-ordinator who will share your concern with an appropriate member of the pastoral team at the student's school.

Data Protection: Schools need to share relevant information about students with colleges, employers and training providers to help them make decisions about appropriate forms of work-related learning activity as well as health and safety.

Information about students might also be collected through employer assessment and student evaluation forms and on visits made to students who are in placements.

The disclosure of personal information collected before, during and after work-related learning is covered by the Data Protection Act 1998. This regulates how personal information is used. It provides a common-sense set of rules which prohibit the misuse of personal information without stopping it being used for legitimate or beneficial purposes.

Under health and safety legislation (HSW Act 1974), matters potentially affecting the safety and health of employees in a workplace must be revealed to an employer before a placement begins. Therefore, while it is important that data protection rules

are always followed, no placement can be approved if lack of permission means that relevant health and safety information cannot be made available in confidence to the employer.

- **Disqualification:** You are reminded that you are required by law to protect children from harm and that any employees are required, under the Criminal Justice and Court Services Act, to declare that they are disqualified from working with children..

Disclosure and Barring Checks

DBS checks for work experience placements

Work experience can be defined as short-term (less than 15 working days) experience of employment in the workplace. It is usually unpaid, although reasonable expenses may be paid. Its purpose is for the individual to gain first-hand knowledge and practice of a working environment. It can be particularly useful for young people.

A DBS check is only required for someone undertaking work experience if:

- they are 16 or over
- a placement will involve regular contact with children or vulnerable adults.

If the work experience takes place in a 'specified place' such as a school or college and allows contact with children, this may itself be considered to be 'regulated activity.' Regulated Activity is work that a barred person must not do. It is the term used to describe certain functions that are carried out by an individual as part of their role that would require them to have an Enhanced DBS Check with a check against the relevant barred lists.

In these cases, and where the individual is 16 or over, consideration should be made as to whether they should have a DBS enhanced check.

General work experience in a school

Someone seeking work experience in a school is doing so for their own benefit and so any DBS Check obtained must be on a paid basis.

If a work experience applicant will always be supervised (within reason) by someone who already has a DBS Check, they will not usually need their own check.

If they will be unsupervised and likely therefore be working in 'Regulated Activity' then a DBS check is likely to be required.

Someone undertaking work experience is not required to be included on a school's Single Central Record.

Students aged 16 plus at school or college doing work experience as part of their course.

It is the responsibility of the school or college to ensure their students are sufficiently DBS checked if they are going to be visiting schools to gain work experience as part of their studies.

The school should provide a 'Letter of Assurance' to the school the student will be visiting to confirm that all necessary safeguarding vetting checks have been carried out.

Brighton & Hove City Council recommends that DBS Checks should be carried out for those aged 16 years and undertaking work experience in the Early Years environment. If a DBS Check is not carried out, a full risk assessment should be completed. This should include supervisory arrangements that have been put in place.

Adults who supervise children undertaking two weeks' work experience

Any employer who knowingly lets someone on the DBS Children's Barred List work in regulated activity with a child is committing an offence. Employers should be confident of their staff's background before allowing a child to come on work experience.



Anyone supervising a person on work experience requires an Enhanced DBS Check if the person on work experience is under 18. It is particularly important if a supervisor spends every day or long periods of time alone with that child.

Schools organising work experience placements should ensure that their policies and procedures are in place to protect children from harm.

Barred List checks from the DBS may be required for individuals who supervise a child under 16 on a work experience placement. The specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, determine what, if any checks are necessary.

These considerations would include whether the person providing the teaching, training, instruction, or supervision to the child will be:

- unsupervised
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised, and is also in frequent contact with the child, the work is likely to be “regulated activity.” If this is the case, the school could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Schools are not able to request an enhanced DBS check with Barred List Check for staff supervising children aged 16 to 17 on work experience (The Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2012).

Insurance

General

The blanket liability insurance covers arranged by Brighton & Hove City Council will indemnify the Council and any school subscribing to the scheme in respect of their legal liability arising from work experience placements.

The council's insurance arrangements do not provide an indemnity for the employers students are placed with.

The following information outlines the insurance responsibilities of both the school and the employer. If you have any questions about this, please email BHCC: skillsandemployment@brighton-hove.gov.uk

Examples

Work Experience - under 18

Amber Green is 16 years' old and will be working at a school on a one-week work experience placement where she will be supervised in the classroom. She is in full-time education at another school and this placement forms part of her course.

- Because Amber is under 18, in full-time education and is undertaking this placement as part of her course, an enhanced DBS check is not required
- The school should obtain a letter from her headteacher confirming that Amber is a student there, and that they have no causes for concern about her suitability for work experience.

Jack Bashir is 15 years' old and will be working at a school on a two-week work experience placement. Jack is in full-time education at a secondary school and this placement forms part of his course.

- Jack is under 16 and is therefore not eligible for an enhanced DBS or Barred List Check
- The school should obtain a letter from Jack's headteacher confirming that Jack is a student there and that they have no causes for concern about his suitability for work experience.

Work Experience - over 18

Jessica Hinds is 19 years' old and will be carrying out unpaid work at a school to gain experience. She will be at the same school every weekday for two weeks. Jessica will be supervised by a teacher when in the classroom working with the children and has been advised not to put herself in an

unsupervised situation. She has not come as part of any school or university placement.

Jessica will be working intensively but will be closely supervised and therefore is not undertaking Regulated Activity. An enhanced DBS Check is not required but can be obtained on a discretionary basis. The position is not eligible for a barred list check.

Insurance (continued)

School's responsibilities

Public liability insurance to indemnify the school in respect of any legal liability for injury to the student or a third party and loss of or damage to the student's or a third party's (including the employer's) property if negligence is proven..

Provided the school subscribes to the Schools Insurance Service – School Combined Insurance, these requirements are automatically covered to a limit of indemnity of £50 million.

College and other education establishments

Colleges and other education establishments should seek advice about the level of public & employers liability insurance they need. This insurance indemnifies them against legal liability for injury to the student or a third party and loss of or damage to the student's or a third party's (including the employer's) property if negligence is proven.

Employer's responsibilities

Employers' liability insurance in respect of any one occurrence for a minimum of £10 million, and public liability insurance in respect of any one occurrence for a minimum of £10 million.

In both cases, the employer's insurance should extend to include work experience placements. It should afford them the same cover as other employees. This must include an indemnity to the student if a claim is made against them for acts committed in connection with the student's work for the employer.

Exempt businesses

Some employers are exempt from the legal requirement to have employers' liability insurance. Being exempt does not remove or limit an employer's liability to pay compensation, nor will it necessarily be the case that the employer does not have insurance in place.

Placements with exempt employers are generally acceptable (but please see below regarding family run businesses). Please do not, however, sign any agreement holding the employer harmless from any liability or transferring any liability to the school or the Council, as this will not be covered under our insurance arrangements.

Family run business

One of the classes of employer exempt from compulsory insurance is family businesses where all the employees are closely related to the employer. This exemption does not apply if it is incorporated as a limited company.

For work placements in a family-run business when the student is not related to the family, BHCC requires that they must have employers' liability insurance, even if it is usually exempt. If the student is related, the parents/carers must decide whether they approve the work experience placement and must provide written confirmation to the school.

Voluntary Organisations

If the voluntary organisation employs staff, students on work experience placements will be covered by their existing Employers' Liability Compulsory Insurance policy. If the voluntary organisation only has Public Liability Insurance, they will need to obtain temporary Employer Liability Compulsory Insurance for the duration of the placement.

Managing risk

Schools are ultimately responsible for the health and safety of their students on work experience. It is therefore essential that the necessary risk assessments are undertaken.

BHCC has a preferred provider for Health and Safety Training and Work Experience Coordinators and other staff completing risk assessments can book generic risk assessment training. The course runs approximately every 2 months and places can be booked through the Learning Gateway.

Some helpful HSE links:

<https://www.hse.gov.uk/youngpeople/workexperience/placeprovide.htm>

<https://www.hse.gov.uk/pubns/indg364.pdf>



7. The practicalities

Roles and responsibilities

This section sets out the responsibilities of the various bodies/ individuals involved for managing and arranging work experience placements for schools that opt to offer WEX in Years 10 and 11 and within a 16-19 Study Programme. Specific responsibilities relating to the safeguarding of students are outlined in 6b. Safeguarding.

Headteachers & Governing Body

The headteacher and governing body are responsible for ensuring the health, safety and welfare of their students. They must take reasonable steps to satisfy themselves that the placement provider for WEX is managing any significant risks. This applies to WEX placements that are organised with the consent and knowledge of the school:

- in or outside term time
- placements found by schools or students
- out of area placements.

The headteacher and governors are also responsible for ensuring the health, safety and wellbeing of staff involved in the planning, preparation, and planning/ monitoring visits of WEX placements.

They will ensure:

- The nomination of a named member of the school's Senior Leadership Team (SLT) with responsibility for ensuring that the health and safety requirements for work experience are carried out.
- Sufficient resources are made available for managing work experience, including nominating a Work Experience Co-ordinator within the school
- Work Experience is either considered within the schools Health & Safety Policy or a standalone WEX policy is developed detailing the school's arrangements A model policy is provided in. **Go to Annex 1: A model policy for Schools Offering a WEX Programme**

- Clear communication with all key parties (including parents/carers/guardians) involved with the work placement
- There are arrangements to give placement providers information about a student's additional needs
- Students and staff have access to any personal protective equipment (PPE) required. (This may be provided by the placement provider).
- Any accidents or incidents during WEX placements are investigated and reported to the council's Health & Safety team.

Senior Leadership Team Member

The nominated WEX lead within the SLT is responsible for ensuring that procedures for work experience are carried out. In particular they will ensure:

- Health and safety assurance measures for work experience are carried out and recorded
- Key staff understand their roles and responsibilities in relation to WEX and have appropriate training
- Students are given any necessary health and safety instruction and training before the placement
- There is a contingency plan for students who don't/can't go on work experience placement (e.g. due to late cancellation by the placement provider.)

Work Experience Co-ordinator/Careers Leader

The role of Work Experience co-ordinator may be a Work Experience Co-ordinator may be a standalone post or part of a role. They are responsible for developing procedures to ensure that students placed with employers for work experience (whether in Year 10/11 or part of their study programme) are not subject to unacceptable risks. In particular they will ensure the requirements set out in section 4 'Actions Required' are met. Most importantly they will:

- Ensure reasonable checks have been made to ensure the placement provider is managing significant risks and has identified any relevant procedures the student must follow
- Ensure these checks are recorded/ documented
- Communicate and consult with all key parties involved with the work placement
- Advise parents or carers they can ask for information about the health and safety of the placement from the provider including requesting a copy of the individual's risk assessment (if applicable)
- Ensure the placement provider and WEX organiser are given necessary information on any student's additional needs (e.g. medical or behavioural) so they can take these into account when preparing for and hosting the student
- Where necessary, support the placement provider in developing a student's individual risk assessment (e.g. because of a SEN)
- Provide staff/ teachers undertaking monitoring visits with any specific health and safety information they need to ensure their own safety before the visit
- Immediately review a placement where a health, safety or welfare issue has been raised (by the student, staff on a monitoring visit or other interested party). They must suspend or terminate it if necessary.

They investigate accidents/incidents involving students on placements or staff on monitoring visits and report to Brighton and Hove City Council's Health & Safety team.

Teacher(s) monitoring Work Experience Placements

The staff/ teacher(s) responsible for monitoring work experience placements will ensure:

- They are familiar with the risk assessments for the placements they are monitoring, and that any PPE or clothing identified in the risk assessment is worn
- Monitoring of the placement is formally documented
- A visit takes place once during a 5-day block placement and once every 5 weeks for a one day a week placement. Extended placements should be visited at least termly
- If it is impossible to visit due to the location, there is phone contact which is recorded
- Any concerns are reported as soon as possible to the Work Experience Co-ordinator and WEX organiser to review the placement and assess whether it is safe for the student to remain there
- Child protection and health and safety procedures are followed.
- See Appendix D Monitoring Feedback Form for staff visiting / calling employers during the placement

Policies and procedures

i. Preparing for placement

Students

- Create a work experience log which includes a reflective diary. This helps them to prepare and get the most out of their work experience. <https://barclayslifeskills.com/downloads/WorkExperienceLog.pdf>

- Encourage students to contact the placement provider beforehand. This gives them the opportunity to ask matters like dress codes, working hours and whether there is anything they need to bring on their first day. Get students to ask the name of the person who will meet them when they arrive on their first day.
- As part of a structured career / PHSE lesson, ask students to research their work placement provider, so they can get a good idea of what the company does, its structure and job roles. Ask them to prepare questions they might want to ask during the placement.
- Ask students to think about what they will wear to their placement. This will largely depend on the type of work they are doing.
- Prepare students so they can make the most of their placement and maximise the opportunities for developing their self-confidence. [self-confidence-lesson-plan.pdf \(barclayslifeskills.com\)](https://www.barclayslifeskills.com/self-confidence-lesson-plan.pdf)

There are also some great session plan activities on this downloadable link. https://www.princes-trust.org.uk/Document_LH_Career-Planning_Experience-WoW-Applying-Preparing-SP.pdf

Employers

- Brief employers so they know the objectives for the placement. Explain that the focus is to help students gain an understanding of the workplace and develop their general and employability skills. Define what these skills are and find out from the employer the sort of activities they have in mind for the student.
- Explain that students are expected to complete a work experience log during the placement and what this might entail.
- Ask employers to complete the required employer assessment form which covers health and safety-risk assessments, insurances, the description of the work placement and employer agreement.

- Provide details of who to contact if they have any issues with the student.
- Inform employers that a member of the work experience team will visit or phone them during the placement to check how it's going and that everything is going to plan.
- Provide some background about the student, particularly if they have any medical, social, behavioural, or learning issues that could affect what they are able to do or relationships with other employees while on the placement. Emphasise that this information is in the strictest confidence and should not be disclosed to other employees unless they are involved in setting work tasks for the student.

ii. During placement activities

Employers

- It is important to visit or call the employer during the placement. This will:
- provide an opportunity to check on the student's safety and address any problems the employer or student has.
- show appreciation for the employer's time and commitment and that the school values work experience.
- strengthen the links and open doors for future activities between the school and employer.

Students

- As part of the visit or call with the employer, check the student is happy and address any issues or health and safety concerns.
- Ask them about the tasks they are undertaking and what knowledge and skills they have developed.
- Check that they are completing their work experience logbook.

iii. Post placement activities

Students

- Debrief the students as soon as possible after the placement. This will give them the opportunity to reflect, consolidate their learning and apply it to their future career plans and goals. Debriefing can take place within PHSE / Career lessons, tutorials or as a whole school event.
- Encourage students to use their work experience logs to help them recall what they did on their work experience. Activities could include:
 - PHSE / Careers lesson where students recognise and select the employability skills they have developed, and use these to form the basis of writing a CV.
 - Students reviewing their career aspirations and post 16 plans based on their work experience.
 - Encouraging students to write thank you letters in PHSE or English lessons
 - Deliver a presentation about their work placement or the sector, either in English or PHSE.
 - Ask students to complete an evaluation form or survey about the work experience process

Employers

- Send out an evaluation form or survey to all employers who have provided a placement to gain their feedback about the process, administration, preparation etc. Please see Annex F, Work Experience Employer Evaluation Form.
- As part of this, ask employers whether they are happy for their contact information to be stored and to be contacted in the future for work placements and/or another work-related activity.

Employer engagement

- Most schools and colleges use a centrally co-ordinated system to organise/administer work-related activities. Generally in schools, a work experience co-ordinator/team organises activities. In colleges, teaching staff are more involved in making arrangements. Ideally, schools and colleges should use a database or customer relationship management (CRM) system to record communications and interactions with employers. A comprehensive spreadsheet will suffice if a CRM/database is not available.
- Many schools use a student-led approach to identifying and organising work experience placements, and many colleges have a staff-led approach.
- Suitable employers of varying size and sector can be identified using staff systems and contacts. Types of approaches can include:
 - Door-knocking and cold-calling by the staff responsible for identifying work experience placements
 - Employer engagement and celebration events arranged by staff
 - Ad hoc or opportunistic approaches
 - Specialist identification – i.e. tailored to the needs of specific students.
- Involve supportive parents/carers with good employer connections in engaging and arranging encounters with employers, and finding suitable placements for students.
- Build positive relationships between schools/colleges and employers.
- Schools and colleges should use their Enterprise Coordinator and dedicated Career Enterprise Adviser to help plan encounters with employers and work placements as part of their careers programme. This includes using their employer contacts and networks, particularly when trying to engage with specific sectors or large employers.
- Start employer engagement early. Build and foster relationships as there can be limited availability of opportunities by sector, employer size and location. Find out from Coast to Capital Local Enterprise Partnership and BHCC any sector networks and forums, particularly in creative and digital, construction, engineering and health which can potentially promote too. To contact BHCC email skills&employment@brighton-hove.gov.uk
- Actively promote awareness of work-related learning opportunities by inviting employers to events such as breakfast networks, regular social media posts, asks on local radio and even segments on local television.
- Keep in touch with employers throughout the year by sending a regular e-newsletter about how they can get involved and the benefits for them in supporting young people to gain work experience and employability skills.



CASE STUDY:

My son had the opportunity to help out at festivals in our local park, setting up equipment and helping out on catering stalls. His forte was cooking and serving at the barbecue. Despite huge challenges in his school life, being given responsibility and feeling part of a team meant he absolutely relished the work experience, and he was a genuine asset. His only fault was forgetting to take a break!

This experience helped him to identify that he thrives when part of a supportive team, enjoys customer service and is very competent. It helped him be part of the community, giving him independence and a sense of belonging which is so often lacking for young people with additional needs. It has given him the confidence to extend his work horizons: when not studying, he now volunteers in a charity shop. It really was transformative.

Parent of a SEND young person



CASE STUDY:

Staff involved in work experience include a SLT Strategic Lead and Careers Leader, a Careers Adviser and two part-time Work Experience Co-ordinators. We also have 14 Department Careers Champions and two link governors for careers who support the work experience programme. Our SENCO is also involved in supporting SEND students to find and prepare for their placements.

Year 10 - Students participate in a week-long work placement in the community and can also take part in virtual work experience activities.

Year 11 – Working in collaboration with the John Lewis Partnership, students have a 20-minute remote mock interview, with feedback from John Lewis staff afterwards. This employer involvement is a result of the support provided by our Careers Enterprise Adviser who works in management at John Lewis Partnership headquarters. She has helped us with developing our careers programme, particularly around employer engagement and networking.

Dorothy Stringer School, Brighton

Annex A: Employer's Work Experience Checklist

There are several elements that all employers need to have in place and consider when offering work experience placements.

Element	Details	Action required	Date Supplied/ Completed
Legal	Employer Liability Insurance - in respect of any one occurrence for a minimum of £10 million	Copy of certificate supplied to school	
	Public Liability Insurance -in respect of any one occurrence for a minimum of £10 million	Copy of certificate supplied to school	
	Risk Assessment updated to ensure your business is ready for a young person on a placement. You can find advice and information on HSE and .Gov websites.	Update risk assessment and send copy to the school. The risk assessment should specify if the placement is suitable for under 18 or Y11 students.	
	Safeguarding/DBS Checks You can find advice and information on HSE and .Gov websites.	If unsure check with the school and they will be able to advise. Carry out DBS checks if required.	
	Hygiene and Health & Safety You can find advice and information on HSE and .Gov websites.	Check compliance against laws taking into account specific considerations that need to be made for young people. Ensure PPE is available if required.	
	Keeping student records – Company GDPR / Data Protection Policy	Copy of GDPR/Data Protection Policy supplied	
Placement/ role description	Hours of work Uniform / dress code Breaks Any subsistence or travel costs	Send the key information about the placement to the school	

Annex A: Employer's Work Experience Checklist continued

Application & Interview Process (if applicable)	<p>Consider how you would like young people to apply. Process for ensuring inclusion and fairness.</p> <p>Advertisement Application process Interview questions and recruitment process</p>	<p>Create motivating advert, develop a fair and equitable application, interview and selection process.</p>	
Accessibility	<p>Have you considered how you can make this work experience inclusive for young people with additional needs?</p>	<p>Supply the school with details of any reasonable adjustments you are able to make to the placement for it to be inclusive and accessible, including details of activities that can be tailored to meet the additional needs of young people.</p>	
The experience	<p>The placement should include a range of experiences so that the student can learn about the whole business as well as a specific job role.</p>	<p>Create a work experience schedule which includes:</p> <ul style="list-style-type: none"> • Work experience tasks • Opportunities for shadowing • Learning outcomes 	
Managing, supervising, and mentoring	<p>Devise an induction (including health and safety) for the student on their first day.</p> <p>Reflect and feedback on your experience</p> <p>Provide reference on request</p> <p>Provide a contact email address, which is likely to be valid for next 12-24 months.</p>	<p>Induction created</p> <p>Complete evaluation form/ survey</p> <p>During the placement support the student to complete their work experience log.</p>	

Annex B: Student Work Experience Placement Form

To be completed by the WEX Coordinator

Student Information

Full name:	<input type="text"/>	Date of Birth:	Day	/	Month	/	Year
Year group:	<input type="text"/>	Tutor group:	<input type="text"/>				
Personal email:	<input type="text"/>	School email:	<input type="text"/>				
Address:	<input type="text"/>						
Postcode:	<input type="text"/>	Phone:	<input type="text"/>				
School:	<input type="text"/>						
Date of placement:	<input type="text"/>						
Work experience placement provider:	<input type="text"/>						

Student Work Experience Agreement

I agree to take part in the work experience placement as described throughout this form and will adhere to the standards expected of me while at the place of work. I will follow the workplace's health and safety procedures and any training that I am required to take. I will also report any concerns I have regarding the placement and/or health and safety to a senior member of staff. I will carry out the tasks required of me during the placement to the best of my abilities.

Signature: Date:

Parent/Carer/Guardian Information

Name:	<input type="text"/>		
Address:	<input type="text"/>		
Phone:	<input type="text"/>	Email:	<input type="text"/>

Parent/Carer/Guardian Agreement

As the parent/carers/guardian of the named student, I consent to them taking part in a work experience placement with the named employer as described throughout this form. I have advised on any medical conditions, learning differences, or other vulnerabilities the student has that may impact their ability to carry out certain duties and/or affect their health and safety.

Signature: Date:

Annex B: Student Work Experience Placement Form

To be completed by the WEX Coordinator

Health and Safety

The student's school has confirmed with the employer that the areas described below will be covered during the work experience placement. The following comments sections will include details about any discussions or meetings they had with the employer regarding their health and safety measures.

The employer has provided records of their risk assessment(s) or confirmation of the health and safety measures in place in their organisation.

Yes	<input type="checkbox"/>	Comments
No	<input type="checkbox"/>	

The school has discussed with the employer any medical conditions, learning differences or vulnerabilities that may affect the student's health and safety during their placement.

Yes	<input type="checkbox"/>	Comments
No	<input type="checkbox"/>	

The employer has confirmed that the student will receive sufficient information, induction, training, supervision and PPE (where necessary) so they understand the risks in the workplace and can fulfil their role safely.

Yes	<input type="checkbox"/>	Comments
No	<input type="checkbox"/>	

Name Date

Signature

Employer Information

Name of company:

Address:

Name of contact:

Phone:

Email:

Second contact:

Phone:

Email

Description of placement:

Describe the job(s) that the student will carry out. State which dept. they will work in.

Workdays and hours:

Lunch/break time:

Any job requirements. For example: training, dress code, protective equipment, etc.

Annex C: Work Experience Placement Checklist

To be completed by the WEX Coordinator in dialogue with the placement employer

Completed by: Date:

Placement Employer Information

School: Placement employer:

Placement employer contact: Position:

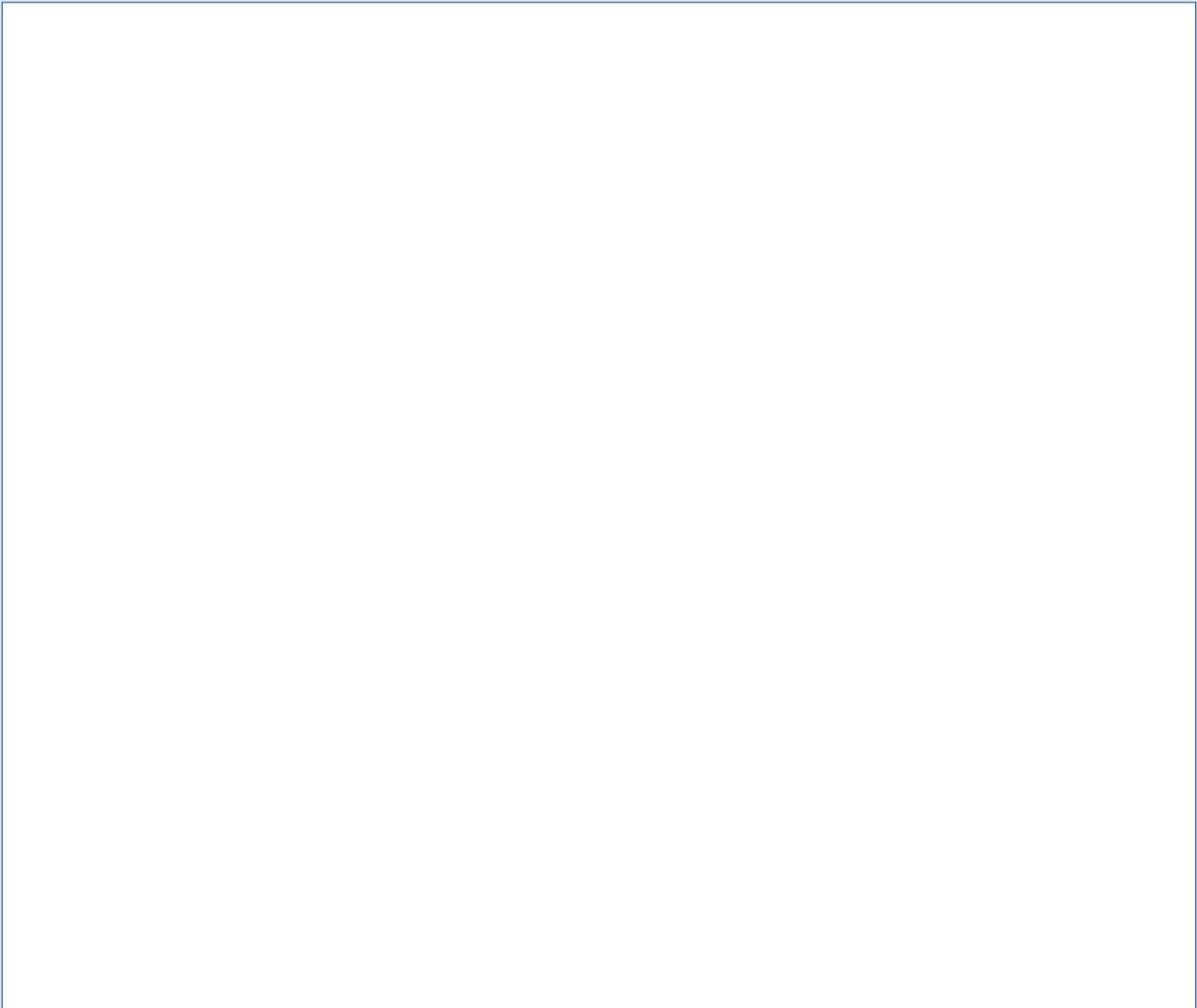
Second backup contact: Position:

Placement Address: Dates of placement:

How was the placement confirmed? Verbally: In writing/email:

Risk of Placement	Checks made with the Placement Provider	Comments
The placement is a low-risk environment, such as an office or shop, with everyday risks	Have everyday risks been considered by the provider?	
Environments with less familiar risks (e.g. in light assembly or packing facilities)	How will the provider manage any significant risks to the student?	
	What work / activities will the student do and what precautions will be in place?	
Virtual Placements / on-line events	Has on-line safety been discussed with the student/ employer?	
	What precautions are there in place?	
Higher-risk environment such as construction, agriculture, and manufacturing NOTE: although the placement might be in a higher-risk environment, the work the student is doing and the surroundings they are working in may not be. For example it could be in a separate office area	What work/tasks will the student be doing or observing?	
	What identified risks are involved and how will these be managed?	
	Are instruction, training, and supervisory arrangements in place? What are they?	
	Detail how students will be informed of any risks	
	Detail any training that the student will receive	
	Provide details of how the student will be supervised	

Notes on using completing the Work Experience Placement Checklist:



This checklist captures generic health and safety information for a placement employer.

Specific information in relation to specific needs of individual students should be captured elsewhere.

Unless there is significant change e.g. health and safety information has come to light or an incident has occurred (which would prompt a full check by a fully qualified assessor) , this generic document can be used year on year with just a simple check to make sure arrangements remain the same. WEX Co-ordinators should ask employers on an annual basis as to whether any updates are needed.

Annex D: Monitoring Feedback Form

For staff visiting or calling employers during the placement

Student Information

Full name:	<input type="text"/>		
Year group:	<input type="text"/>	Tutor group:	<input type="text"/>

Employer Information

Placement provider:	<input type="text"/>		
Employer contact:	<input type="text"/>	Tel number:	<input type="text"/>
	<input type="text"/>	Email:	<input type="text"/>

Employer Feedback

Is the employer satisfied with that the student is participating in a meaningful work experience?

Comments:	<input type="text"/>
-----------	----------------------

What kind of tasks is the student doing?

Comments:	<input type="text"/>
-----------	----------------------

Is the placement meeting the student's expectations?

Comments:	<input type="text"/>
-----------	----------------------

Has the student had a health and safety briefing on the first day?

Comments:

Do you feel there are any health and safety issues?

Comments:

Would the employer offer work experience in future? If yes – would the employer change anything?

Comments:

Any other comments:

Signature:

Date:

Annex E: Work Experience Employer Evaluation Form

To be completed after a student has completed their work experience placement with them

Employer Information

Name:		Position:	
Company:		Tel number:	
		Email:	
Date of placement:	Student Name:		

Was the information about work experience you received from the school sufficient?

Yes: No:

Comments:

Was the information provided about the student what you needed?

Yes: No:

Comments:

Was the student prepared for the placement?

Yes: No:

Comments:

Was the visit / phone call during the placement professional and helpful?

Yes: No:

Comments:

Was the student able to communicate well with other staff?

Yes: No:

Comments:

Did you find the student's work helpful?

Yes: No:

Comments:

Is there anything else that we could do to improve our processes and support for placement providers?

Yes: No:

Comments:

Would you like to make any other comments?

Signature: _____ Date: _____

Note: Reminder to WEC: details can be added to Compass + or internal wex spreadsheet.

Annex F: Work Experience Student Evaluation Form

We hope you enjoyed your work experience placement and have learnt a lot about the world of work. We would like to make sure that we continue to provide a good work experience programme in the future, so we would be grateful if you could complete this form to tell us how it was for you.

Student Information

Name:		Year & Tutor group:	
Company:		Tel number:	
		Email:	
Date of placement:		Contact name at placement:	

Did you have enough information about the placement?

Excellent Good Fair Poor

How helpful was the preparation you did in school before your placement?

Excellent Good Fair Poor

How helpful was the information about the placement provided by the company beforehand?

Excellent Good Fair Poor

How did you feel about the information given by the company on your first day (including health and safety?)

Excellent Good Fair Poor

Overall, how did you find your placement?

Excellent Good Fair Poor

What did you think about the tasks you did?

Excellent Good Fair Poor

Was the work experience log helpful and easy to complete?

Excellent Good Fair Poor

What did you enjoy most about your work experience and what did you learn?

How do you think the PHSE and/or career lessons prepared you for your work experience placements?

Could your work experience placement have been improved and if so, how and in what way?

Signature:

Date:

Note: Reminder to WEC: details can be added to Compass + or internal wex spreadsheet.

Annex G: Model Policy for Schools offering a Work Experience Programme

School Name here

Work Experience Policy

Introduction

A brief description of the school or education provider's commitment, the type of placement(s) that takes place, which year groups are involved etc.

Declaration of Intent

The School is committed to meeting the requirements of the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 and therefore achieving the following:

- Enabling students to gain experience of the world of work and to develop relevant qualities including initiative, assertiveness, independence, confidence, respect for others, the ability to compromise and negotiate and to understand more about work-related issues e.g., health and safety, equal opportunities, business organisation.
- Being proactive by ensuring that safe systems and practices are established and maintained for work experience placements and adequate training is provided in order to minimise or as far as reasonably practicable, remove all risks to employees, the general public, students and others.
- Ensuring risk control procedures are established to deal effectively with risk relating to the work experience process.
- Continuously improving its health and safety performance.

Staff responsible for work experience placements

Head Teacher:	<input type="text"/>
Designated Safeguarding Lead:	<input type="text"/>
Senior Leadership Team Lead:	<input type="text"/>
Head of Year 10:	<input type="text"/>
Head of Year 11:	<input type="text"/>
Head of Sixth Form:	<input type="text"/>
Year 10/11 Form Tutors / SENCOs:	<input type="text"/>
Work Experience Co-ordinator and support staff	<input type="text"/>
Personal Adviser / Career Adviser	<input type="text"/>

Students are responsible for conducting themselves in an appropriate manner during work experience.

Feedback, Evaluation and Review

Students undertake a form of reflection and evaluation of their placement which is recorded in a work placement log during their placement, and by completing an evaluation form after their placement. Staff visiting or making contact with placements complete a Monitoring Visit Report Form. Employers are thanked in writing and invited to complete an evaluation form. All staff involved complete an evaluation form and suggest areas for improvement.

The Work Experience Co-ordinator undertakes a review of the work experience placements and raises any issues or concerns to their line manager/ Lead of Work Experience within the Senior Leadership Team.

This Policy will be reviewed by annually.
Date to be reviewed:

Name:

Signature: Date:

Name:

Signature: Date:

Annex H: Work Experience Log to be completed by the student

Placement details

Your Work Experience Co-ordinator will be able to provide you with this information.
You could also contact the employer too.

Full name:

Placement employer:

Placement address:

Contact person/who you report to: Telephone no:

Dates of work experience: From: To:

Daily working hours: From: To:

What sort of work tasks will I be doing?

My responsibilities:

What do I need to find out before the placement?

What shall I wear?

Do I need to take along any special equipment?

How will I get there?

How long will the journey take?

How much will it cost?

What time do I need get up?

What are the lunch arrangements?
Do I need to buy my own lunch?

Daily Log – Day 1

Fill out the daily log during your placement. Completing this log will help you to reflect on what you've learned during your placement and by recording this information it will help you improve your skills on your CV.

Tasks completed today:

Please list at least 5 tasks

Skills I have used:

Think about skills you may have demonstrated such as: personal presentation, the enthusiasm you've brought to tasks, where you've used your own initiative, any communication and literacy skills, organisation and time management skills, any numeracy skills, problem solving and creativity skills, teamworking skills, IT and negotiation and decision-making skills.

What have I learnt today about the world of work?

What went well today and what did I achieve?

What could I have done differently today?

Employer / Supervisor comments:

Please ask your employer to write comment about how they feel your day on work experience has gone.

Daily Log – Day 2

Fill out the daily log during your placement. Completing this log will help you to reflect on what you've learned during your placement and by recording this information it will help you improve your skills on your CV.

Tasks completed today:

Please list at least 5 tasks

Skills I have used:

Think about skills you may have demonstrated such as: personal presentation, the enthusiasm you've brought to tasks, where you've used your own initiative, any communication and literacy skills, organisation and time management skills, any numeracy skills, problem solving and creativity skills, teamworking skills, IT and negotiation and decision-making skills.

What have I learnt today about the world of work?

What went well today and what did I achieve?

What could I have done differently today?

Employer / Supervisor comments:

Please ask your employer to write comment about how they feel your day on work experience has gone.

Daily Log – Day 3

Fill out the daily log during your placement. Completing this log will help you to reflect on what you've learned during your placement and by recording this information it will help you improve your skills on your CV.

Tasks completed today:

Please list at least 5 tasks

Skills I have used:

Think about skills you may have demonstrated such as: personal presentation, the enthusiasm you've brought to tasks, where you've used your own initiative, any communication and literacy skills, organisation and time management skills, any numeracy skills, problem solving and creativity skills, teamworking skills, IT and negotiation and decision-making skills.

What have I learnt today about the world of work?

What went well today and what did I achieve?

What could I have done differently today?

Employer / Supervisor comments:

Please ask your employer to write comment about how they feel your day on work experience has gone.

Daily Log – Day 4

Fill out the daily log during your placement. Completing this log will help you to reflect on what you've learned during your placement and by recording this information it will help you improve your skills on your CV.

Tasks completed today:

Please list at least 5 tasks

Skills I have used:

Think about skills you may have demonstrated such as: personal presentation, the enthusiasm you've brought to tasks, where you've used your own initiative, any communication and literacy skills, organisation and time management skills, any numeracy skills, problem solving and creativity skills, teamworking skills, IT and negotiation and decision-making skills.

What have I learnt today about the world of work?

What went well today and what did I achieve?

What could I have done differently today?

Employer / Supervisor comments:

Please ask your employer to write comment about how they feel your day on work experience has gone.

Daily Log – Day 5

Fill out the daily log during your placement. Completing this log will help you to reflect on what you've learned during your placement and by recording this information it will help you improve your skills on your CV.

Tasks completed today:

Please list at least 5 tasks

Skills I have used:

Think about skills you may have demonstrated such as: personal presentation, the enthusiasm you've brought to tasks, where you've used your own initiative, any communication and literacy skills, organisation and time management skills, any numeracy skills, problem solving and creativity skills, teamworking skills, IT and negotiation and decision-making skills.

What have I learnt today about the world of work?

What went well today and what did I achieve?

What could I have done differently today?

Employer / Supervisor comments:

Please ask your employer to write comment about how they feel your day on work experience has gone.

My work experience review

The main tasks I carried out during the week :

Please list at least 5 tasks

What were the best points about my placement?

What were the low points about my placement?

The skills I'm good at are:

The skills I would like to improve are:

What would I do differently if I had work experience again?