

# ENABLING WORK EXPERIENCE IN THE HEALTH SECTOR IN WALES



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We would also like to thank Senior Managers currently offering work experience schemes in NHS Wales. Without their support and enthusiasm this toolkit would not have reflected the realities of work experience nor have shared so many examples of good practice.

### Every Health Board in Wales has supported this development through some or all of the following:

- sending representatives to the consultation exercise in November 2008
- offering information on their own schemes
- identifying students who would comment on their own work experience.

## Foreword

The Welsh health sector employs 129,000 people<sup>[1]</sup>, and the NHS is the largest employer in Wales. It includes hospitals, doctors' surgeries, dental practices, the ambulance service, nursing homes, complementary medicine and a huge range of other health related activities, from sight tests in opticians to research in medical laboratories. The range of job and career opportunities is vast, from doctors and nurses to engineers and gardeners. All have an important part to play in helping to provide quality care for the people of Wales.

It is important to showcase the sector and the best it has to offer those considering a career in health: rewarding and diverse jobs, opportunities for personal development and career progression – and a part in contributing to world class health and social care for people in Wales.

To attract the best staff at all levels and to retain these people, employers have a responsibility to support activity to ensure that opportunities in health are clearly articulated. One method of doing this is to engage with work experience.

In 2007, an all Wales Health Sector Careers Information Advice and Guidance (CIAG) Strategic Partnership<sup>[2]</sup> was formed to work together to support the careers agenda in Wales.

The Partnership agreed that one of its key priorities was to look at the work experience offered by the health sector and to work on ways of promoting and supporting its development. For young people, it is an opportunity to sample work in health, to see what a job actually entails and to make an informed decision about future career options. It illustrates that there are opportunities within the local community for work that can offer opportunity and satisfaction.

Given its size and strategic importance, the health sector needs to lead by example and to work with young people and adults to make the work experience a realistic, positive experience. This toolkit is designed to support the process, explode some myths and give good examples of how it can work, with the necessary templates to support the work experience process. We hope you find it useful and that it gives you the foundation you need to engage with your potential workforce and in a wider sense, to build relationships with your local communities.



*Stephen Griffiths*

### Stephen Griffiths

Director, Workforce Development National Leadership and Innovation Agency for Healthcare



*John Rogers*

### John Rogers

Chief Executive, Skills For Health

[1] Wales Skills and Labour Market Intelligence Assessment 2011

[2] The Wales Careers Information, Advice and Guidance Strategic Partnership consists of Careers Wales (incorporating the EBP, Careers and Learning Advice Helpline), Jobcentre Plus, NLIAH and Skills for Health



## SECTION 1

# WHY WORK EXPERIENCE MATTERS

**Work experience allows health employers to influence the quality and flexibility of the future workforce. Done well, work experience programmes will draw in future employees from across the board.**

An effective programme can showcase the work of nurses, doctors, healthcare scientists and therapists along with chefs, housekeepers, managers, accountants, electricians, secretaries, telephonists, porters, health care support workers, IT staff and all the other roles needed in tomorrow's health sector in Wales – whether it's in NHS, independent or third sector organisations. Work experience will make young people aware of the huge range of opportunities in clinical and non-clinical roles within the NHS and the wider health sector.

Offering work experience also fulfils a wider corporate responsibility to young people in education and to others for whom finding work can be difficult. There is an obligation for all employers to enable school pupils to experience the world of work as an integral part of their education. Public, independent and third sector health employers in Wales must face up to this responsibility, and take the opportunity it presents in attracting the brightest and best towards a career in the health sector.

This pack offers information and resources to help you provide worthwhile work experience opportunities. It draws on the good practice that is already well established in many areas. The resources will be of use in developing lively and vigorous work experience programmes, demonstrating the variety of fulfilling careers within the NHS and wider health sector.

### Benefits of work experience

#### For health organisations:

- Helps widen access by enriching the pool of talent from which future recruits will be drawn
- Develops a greater awareness of the wide range of jobs involved in delivering healthcare in a variety of settings
- Fulfils an important corporate responsibility within the local community
- Enhances the profile of health organisations among schools, in further education (FE), higher education (HE) and the wider community
- Shows students the reality of a job and therefore reduces drop out rates on courses.

#### For health sector staff involved in the programmes:

- Allows those who do not have line management responsibility to develop new skills in supervision and mentoring, as part of their continuing professional development
- Encourages reflection on how young people and others perceive the work they do
- Offers staff the opportunity to share their enthusiasm for work and their concern for good patient care.

#### For school, college and university students:

- Allows young people to make more informed choices about future careers by putting their preconceptions to the test
- Demonstrates the huge variety of jobs – clinical and non-clinical – within health
- Increases awareness of what's involved in delivering healthcare
- Enhances potential especially as, for those considering clinical careers, work experience may be a vital component of their higher education course application.

#### Voice of experience

– Work experience produces results

*At 16 I really didn't know what I wanted to be, I was totally open to any ideas. My Nan had been a nurse, so I thought I would have a look at that. I was placed on a Cardiology Ward, Glyder in Ysbyty Gwynedd. My placement was mostly observing along with helping the health care assistants. I was even allowed to observe a pacemaker being put in – my "now or never" moment. This was a good test: it taught me what I could cope with. The staff were lovely in the way they accepted me onto the ward. They couldn't have been more helpful. I was made to feel part of the team. Everyone wanted me to see everything in their role.*

*I came away inspired having learnt what they actually did in hospital and what each job entailed. When I started work, I used my work experience to gain a job as a health care assistant on the Ear, Nose and Throat Ward, Aran. My current job as a training assistant involves teaching and assessing the nursing cadets. I will soon be starting as a trainee emergency medical technician in the Ambulance Trust. So my work experience was not just the start of a job but of a developing career in health.*

**Menna Davies**, Felin Hen, Bangor



## SECTION 2

# EXPLODING SOME MYTHS ABOUT WORK EXPERIENCE FOR THE 14-19 AGE GROUP

**Myth: Work experience students require special insurance arrangements.**

**Reality:** Work experience students will be covered in the NHS by the Welsh Risk Pool and elsewhere by the Employer's Liability and Public Liability policies, provided the insurers are notified (see sample notification form in template 5) and a confidentiality clause is signed (see template 7). Visiting groups will be covered by your normal public liability insurance.

**Myth: Patient confidentiality precludes work experience in many clinical areas.**

**Reality:** Patient dignity and confidentiality must be maintained. This is written into the confidentiality clause that work experience students agree to abide by upon signing. Patients must be consulted about the presence of work experience students and the majority will have no objections. There are clinical areas which are inappropriate for younger pupils and students. However, these are limited and it is important also that young people are given the chance to experience both the clinical and non-clinical roles involved in delivering healthcare.

**Myth: Work experience throws up problems with CRB (Criminal Records Bureau) checks and child protection.**

**Reality:** With very few exceptions, CRB checks are not required for work experience students under 18 who will be under supervision throughout their placement. CRB checks will normally only be needed for students in higher education on work placements as part of their clinical course. Further checks need not be carried out if the higher education institution has already undertaken a satisfactory check at the start of the student's course.

**Myth: Work experience students can't be taken on owing to health and safety issues.**

**Reality:** A preliminary health and safety risk assessment for the placement must be conducted and standard occupational health checks followed as for any new recruit (see templates 3 and 4).

**Myth: It's too much hassle for us to tackle on our own.**

**Reality:** Careers Wales is the body involved in supporting work experience programmes for students aged 14-19 in full-time education in Wales. They can help with much of the planning and administration. (See Useful links.)

**Myth: It's easier just to allow children of staff to come in for work experience and not create opportunities for others.**

**Reality:** Contacts through family and friends have often initiated work experience opportunities. However, these must go through the standard procedure that a health organisation has in place of notifying the relevant people, signing confidentiality clauses, carrying out risk assessments etc. A work experience scheme needs to widen opportunities and be available to all within the population served by the local NHS organisation. Limiting such opportunities to family and friends is unfair and unequal. It produces its own risks of unsupervised visits. It fails to engage with keen local candidates not lucky enough to have such contacts. For reasons such as risk assessment, patient confidentiality, infection control, child protection, health and safety, violence and aggression policies etc. all work experience applicants must go through the system.

### Voice of experience at Departmental level – Maternity Work Experience

*Maternity Unit 30 work experience placements each year.*

*We have been taking work experience students in maternity for about four years. I believe that we are the only maternity unit in Wales to offer work experience. This has caused the applications from students to increase and, therefore, to fit them all in, we are able to offer students only an induction day plus two days insight into maternity services. We place about 30 students each year, although our waiting list sometimes reaches 70.*

*There is pressure on placements as we have so many different types of students through the unit. For example, there has been a 100% increase in the number of student midwives on practice placements from our local university. I have been finding it difficult to take work experience students in the last year because of the increase in other student placements.*

*We introduced work experience to offer students, who were interested in a career in midwifery, realistic insight into the profession. They could then decide if this was the career for them. The feedback from local universities has been positive as they have found these students are better prepared for interview. A number of our students have been successful in achieving university places and none of ours have subsequently dropped out of training.*

**Louise Williams**, Abertawe Bro Morgannwg University NHS Trust



## SECTION 3

# WORK EXPERIENCE: THE BIGGER PICTURE

**It is paramount for school students to know what is covered and what they can expect. Supervising staff and those working alongside school students need to be briefed correctly.**

### 3.1 What is work experience?

Work experience is commonly defined in education as an activity in which a student carries out a particular task more or less as an employee would but with the emphasis on the learning aspects of the experience.

**However, in practice, work experience is sometimes used as an umbrella term covering broad based experiences including:**

- Work experience for those at school/college
- Work based learning as part of a course
- Work observation required as entry for a course
- Practice placements for undergraduates on university healthcare courses
- Tasters or simulated activity.

Work experience provides school students and others with the opportunity to experience the world of work through structured programmes including shadowing staff at work and engaging in tasks that they are competent to do. For students aged 14-16 it is an opportunity to learn about the general disciplines of work and to practise key skills. For students aged 16-19 work experience may be more career-focused or designed to support the study of a subject or a course.

Within healthcare, this does raise questions of what are appropriate roles for young people – and the significance of patient confidentiality. However, there's a wide range of clinical and non-clinical work that they can become involved in, as observers and as participants in some tasks.

**These are some examples of the roles that can support a work experience programme:**

- nurses
- health care support workers
- allied health professions such as physiotherapists and dieticians
- health care scientists such as radiographers, audiologists, biomedical scientists and engineers
- ward clerks
- doctors
- porters
- caterers
- housekeepers
- gardeners, maintenance and other estates staff
- office assistants
- secretaries
- administrators and managers
- those working in IT
- librarians
- informatics staff
- those working in human resources
- finance and accounts

The prime rule is that all tasks that involve contact with patients must first have the consent of the patient and must be **supervised** at all times.

### Clinical tasks which are appropriate for young people to engage with may include:

- Assisting with bed-making
- Shadowing a nurse or healthcare assistant
- Taking and recording a patient's blood pressure, temperature and heart rate and completing fluids charts under direct supervision
- Assisting with meals
- Talking to patients
- Helping with clinics.

(See template 9 for a sample list of agreed clinical tasks).

The period of work experience programmes can vary from 'tasters' of just a day or half-day through to one week, two weeks, or programmes extended over a term or academic year. You will find examples of all these in this pack.

### 3.2 The educational context

From 2008 schools and colleges in Wales are required to base their careers and the world of work provision on the document 'Careers and the world of work: a framework for 11 to 19-year-olds in Wales' [1]. This framework emphasises the importance of direct experience in the workplace through what is termed 'work-focused experience'. Work-focused experience includes work experience and other activities and experiences that directly equip students in their understanding of and competence in the world of work.

#### Learning through work-focused activities is an essential part of careers and the world of work. These activities may include:

- Short blocks of work experience
- Experience of a place of work
- Extended work experience
- Weekly timetabled work placements
- Work shadowing.

There is an expectation that work-focused experiences should include the best possible direct experience of the world of work. School students can undertake work experience during Years 10 and 11 when they are between 14 and 16 years of age. For older students between 16 and 19 years of age, evidence of work experience or volunteering may be crucial to their university application – especially if their intended course is clinical or vocational. For undergraduates and graduates, periods of work experience may help them to decide where they want to start their careers.

Whatever courses school students are taking, they will have learning objectives to achieve during their work experience and will keep a record of it. Some students will be taking vocational courses where actual work experience will be an important element of the course, so it is vital that NHS employers respond to this demand in order to retain the interest of potential employees.

One important development is the Welsh Baccalaureate Qualification which is designed to complement and build on existing structures to realise students' full potential and recognise their achievements. The Core of the Welsh Baccalaureate, which all students must complete, develops the skills that employers want people to have – and develops the rounded individuals that employers need through its components which includes work with employers. Alongside this, the Welsh Baccalaureate Qualification requires optional qualifications – GCSEs, A levels, QCF qualifications and other established, valued qualifications. It offers the flexibility for students to specialise, if they wish, or to add further breadth to their studies.

Because work-focused experience, including work experience is an integral part of the school curriculum, Careers Wales is the agency able to take on the role of liaising between schools and employers to develop programmes and support the placement of students. (See Useful links for contact details.)



### Voice of experience – Applying for medicine

*At 17, I was considering applying for medicine at university. I was put in touch with the Undergraduate Centre at the Royal Glamorgan Hospital, Cwm Taf NHS Trust. The Centre offered me two opportunities: the first to attend the Hands-on Workshop, a full day of clinical skills interaction; and the second, a week's observation placement. I accepted both. The observation week made me realise how much paperwork doctors were involved with. It's not all greeting patients – like on Casualty. This didn't put me off. We saw a wide range of outpatient clinics and were even allowed to observe surgery in theatre. Doctors were willing to talk us through what they were doing. We also benefited from chatting to the medical students on placement. I am in the process of applying now. I have had some interviews and am waiting to hear from the universities. I found the experience was helpful both for writing my personal statement on my application form and for answering questions during interviews. I feel that I now know what the job is and where I am aiming myself.*

**Alun Evans**, Church Village, A Level student at Ysgol Gyfun Rhydfeilen/Gartholwg

### 3.3 Related activities

Work experience sits alongside a range of other activities through which health organisations can engage with the workforce of tomorrow. **These include:**

**Attending careers fairs** – sending teams to represent health organisations at school, further education colleges, local and regional careers fairs.

**Careers carousels** – this includes examples such as sixth formers spending a day visiting up to ten hospital departments for a series of interactive workshops. This type of activity has also been taken out to host schools with other schools invited to participate. Health and social care students can be involved in visiting stands for a brief demonstration followed by a specified activity arising out of the work of each department.

**Careers exhibitions** – taking a range of stands to a hall or school site to demonstrate the work of different departments within the NHS and wider health sector.

**Creating volunteering opportunities** – volunteering presents an excellent opportunity for young people to acquire valuable experience and feel they are doing something rewarding. Volunteering schemes should encourage young people to participate in appropriate roles. Not all volunteers will need a CRB check but where the position involves significant and regular contact with children and vulnerable adults in the course of their normal duties, a CRB check will need to be undertaken.

**Mock interviews** fall into three categories: for those preparing for university entrance, pre-employment programmes and practice interviews for young people in an educational setting arranged by Careers Wales. Offering these opportunities can also benefit NHS staff learning interview skills.

**NHS Wales Ambassador scheme** – each NHS organisation in Wales has a named key contact for all careers activities. For those working inside an NHS organisation, the Ambassador has access to a range of resources and ideas. The Ambassador is often based within the Human Resources Department, but may sit within Training, Workforce Development or Clinical Placement Departments.

**Observation placements** – supporting those applying to university for healthcare courses who need to be able to demonstrate a clear understanding of their future role. These have often been organised on an individual basis, but are increasingly managed as one or two week programmes for groups.

**Open days** – enabling visits by groups of students and/or their teachers to a particular department or on a wider scale. This can include recruitment events for graduating healthcare students.

**School classroom visits** – usually with the support of Careers Wales, NHS staff, acting as representatives of health organisations and their profession/job family, offer a lesson. They explain and demonstrate what they do, finishing with linked activities for the students to reinforce what they have learned. This can be expanded by taking teams representing different professions or services into a whole year group of classes. As well as taking health professionals to visit secondary schools, infants in primary school enjoy a teddy bears' hospital which

[1] Welsh Department for Children, Education, Lifelong Learning and Skills (January 2008) Cardiff, UK (ISBN 978 0 7504 4430 09) also on [www.wales.gov.uk](http://www.wales.gov.uk)

demonstrates bandaging and various other nursing techniques using teddy bears or a lesson about bones and organs.

**School Liaison** – one of NHS Wales's long term aims is that every NHS organisation offers schools liaison programmes – a concerted, long-term commitment to build closer relationships with local schools and further education colleges, making visits and arranging visits from school/college staff and students. These relationships would support much more integration of NHS Wales into the curriculum. We might see:

- Biomedical scientists demonstrating in science lessons
- Dieticians and catering staff engaging with food technology
- Physiotherapists offering information on the types and levels of activity needed for health and well-being
- Finance staff showing the relevance of maths.

As well as supporting awareness of the world of work, it also supports the PSE framework of the curriculum.

**Work shadowing** – the opportunity to accompany a staff member as they perform their usual working activities.

### 3.4 Practical considerations

There is likely to be some variation in levels of maturity and previous experiences amongst young people which needs to be taken into consideration when organising work experience placements.

While hands-on patient contact is not appropriate, there are a number of work experience activities which students will find interesting and worthwhile. Practical tasks must be risk assessed and appropriate for the individual student.

It's useful to expose young people to a variety of roles during their work experience. They get a wider appreciation of the range of the different aspects of healthcare, and responsibility for the students can be shared between different staff during their placement.

Students should experience normal hours but it is important to pace the day and spread the range

of activities to continue to stimulate and engage student interest.

Advise pupils to dress appropriately for the work experience being offered.

Young people should be in the company of a member of staff at all times, but it doesn't always have to be the same person.

They must wear a badge to identify them as work experience students.

Some students may be comfortable helping with a range of patient care-linked activities, such as helping with drinks and meals, but this should always be directed and supervised.

Work experience offers opportunities for students to undertake projects that staff themselves may not have time for, e.g., 'research', non-confidential patient surveys and analysis of data.

#### Voice of experience 'Not just doctors and nurses – depending on systems and teams'

*Most people expect the ambulance crew to face non stop action on every shift. Because of my other experiences within the Ambulance Service, I expected more time spent at deployment points in key locations allowing faster mobility. The crew's base is no longer the station but the ambulance itself. I was fortunate enough to experience a very busy but varied day. What I learned was that it is a very high pressure job. Also the better the details given to Control during an emergency call: the quicker and better the care. Team work is essential to support the crew. There was a lot of preparation and checking before I was allowed to observe the crew to safeguard both the patients and me. Before anyone is allowed out with a crew they receive special training and must have approval from the Consultant Paramedic.*

**Jon Hughes**, St Asaph

### 3.5 Outcomes

It is important that work experience programmes are planned and structured to be engaging, informative and worthwhile for the students who participate. Some NHS organisations – working in conjunction with schools and education agencies – now define the skills and learning outcomes associated with different work experience programmes. See the following examples.

Evaluation of the programmes, both from students and the staff they have been working with, should be conducted. The feedback will be useful to employers in developing future programmes, and to students as part of their own course work and personal development.

### 3.6 Examples of skills development through work experience

**Effective work experience should contribute to skills development, such as:**

- Key/functional skills: maths, IT, communication (written and verbal), improving own learning, completing tasks on schedule
- Work readiness skills: problem solving, working with others, creativity, looking up and recording information, giving a presentation, setting up a spreadsheet
- Personal learning and thinking skills: independent enquiry, creative thinking, team working, reflective learning, responding to change, effective participation.



#### Voice of experience

– Learning about medicine

*I am the first person from my family to consider a career in healthcare. In my final year of A levels and applying for medicine at university, I needed a placement to support my UCAS application. The Gwent Healthcare NHS Trust was willing to give me a week's worth of observation. Because hospitals are such busy places, I didn't think I'd see so much. I thought that I would just be shoved in the corner. But everyone I met was helpful: doctors, patients, nurses and secretaries. Doctors talked me through what they were doing and why. In the Royal Gwent Hospital, I was able to observe care on the oncology ward, angiogram ward, admissions including the Patient Admissions Centre and a ward offering care to older people in St Woolos Hospital. I saw the whole process from admission and diagnosis through to treatment and discharge. My experience confirmed that I was headed in the right direction. I do think it helped me in the process of applying. It has given me more to talk about in interviews as I now have more to call upon when asked a question.*

**Thomas Williams**, Blackwood, studying at Coleg Gwent Crosskeys Campus



## SECTION 4

# WORK EXPERIENCE: HOW TO DO IT

**This section contains various examples of work experience programmes currently being provided by NHS and some independent organisations around the country. There may be significant differences between individual programmes, but most share these key elements:**

### **1. The backing and enthusiasm of staff at all levels**

For work experience programmes to develop and grow, they must be strongly endorsed at board level. Senior managers must fully recognise their significance both as a commitment to their future workforce and a corporate responsibility to the local community. The staff supervising work experience students must also be enthusiastic – some organisers stage ‘road shows’ for ward sisters and other department managers to generate interest and create more placement opportunities.

### **2. Clear, simple, repeatable processes**

There are important issues of confidentiality, risk assessment, health and safety, patient confidentiality and student behaviour to consider. None of these are difficult and assistance is available through Careers Wales when providing work experience opportunities. The application process offers procedures and templates (see template 2). Once the paperwork and procedures are in place, they can be used repeatedly for further placements.

### **3. Liaison with local schools and Careers Wales**

Many NHS organisations look to involve teachers and Careers Wales in planning work experience programmes. As part of a wider schools liaison programme, it gives teachers a better understanding of both the opportunities and constraints faced by the sector in enabling work experience in healthcare.

### **4. Agreement on the tasks and departments that can be involved**

As a decision-making tool, it may be useful to have an agreed policy on the clinical tasks young people may engage in or observe, and any departments where their presence is deemed to be unsuitable. See template 9 for a sample task checklist. Some departments are inappropriate for students’ placements due to the sensitivity of tasks and the environment. It is the organisation’s responsibility to consider what is appropriate although the sample checklist offers a basis.

### **5. Stimulating programmes for different student groups**

Programmes should be designed to be interesting and engaging. Brief exposure to a variety of roles and settings will often be more worthwhile than going to the same role every day. The pupil and employer have to have a clear understanding of the outcome and the suitability of the placement. It’s also better for the staff involved, because the responsibility is shared out. Post 16, students will be thinking seriously about their career choices and may want to experience a particular role in more depth.

## 6. Induction, outcomes and evaluation

For all pupils, work experience is now an integral part of their curriculum. The school or Careers Wales as the organising agency will probably want to agree learning outcomes from each programme in terms of skills development and knowledge. You can assist in drawing these up. At the end of each programme, students and staff should review the placement. An example of an evaluation form is included in template 12. These need not be time-consuming, and can provide useful feedback on the programme and the students. Health organisations might want to consider issuing a certificate. Some may keep in touch with students as their career plans clarify.

## 7. Publicising achievements

Although there should never be any shortage of applicants for every work experience opportunity, it is valuable to publicise successes of the scheme. Within the organisation this will raise the profile of the programme and attract the interest and support of other staff. Externally, it will enhance the profile of the health organisation and bolster support for the policy at board level. You may want to consider media such as in house communications, school/college and Careers Wales, along with local free sheets, professional journals and NHS Awards and national media. Remember that the permission of the student and/or parent/carer would be required for photographs and articles.

### Voice of experience – Observation programme

*I am in my final year at school and have applied for medicine. I was able to go to the Royal Glamorgan Hospital in the Cwm Taf NHS Trust for two Hands-on Workshops to practise clinical skills and for a week of observation placements. I found the second workshop even more helpful than the first because, as well the practice, I was able to talk with the medical students giving some of the demonstrations about what medical school is like. The observation programme took me to every area of the hospital. On the first day I was in theatre observing an operation with the surgeon talking us through what he was doing and why. I never thought I would have such an opportunity. We saw different clinics and wards, including the Diabetes and Arthritis Clinics and the Cardiovascular Ward. The programme really packed a lot in. By the end of the week we had been to every part of the hospital. All the different environments meant we were always learning something new. It was really interesting. I am planning a gap year next, but I am hoping to work or volunteer in the NHS for part of the year.*

**Callum Priest**, Trallwn, Pontypridd, A level student at Hawthorn High School



### Sample programmes

Delivering work experience while taking the pressure off HR

*We decided to take the opportunity to review our work experience policy after our two NHS trusts merged as it allowed us to align our approaches and ensure good practice was being followed by all.*

*Together, we had offered placements to 32 schools and colleges across the region for students over 14 years. Support from Directorates had always been positive with many successful placements. We had noted that the co-ordination of work experience placements was weighing heavily on the staff in the Human Resources Department. Changes in structural management meant the amount of work involved was unsustainable. Also, it was felt that the process was not 'slick' enough and a leaner process could be developed.*

*The pilot we are now testing covers the following steps.*

- Departments volunteer annually.
- Careers Wales assess risk and Health & Safety.
- Booking is via Careers Wales/schools with the student applying directly to the Department.
- The preliminary student interview includes discussion of role and tasks.
- Departments complete the risk and workstation assessments.
- Occupational Health review and, if needed, a Disability Assessment is done.
- Copy of placement to HR for record keeping.
- Named mentor supervises throughout placement.
- Self evaluation is encouraged by diaries, reflective logs and formal review.
- Mentor evaluates.
- Copies of evaluation to HR and partners.

**The advantages of the new scheme, identified so far, include the opportunity to remind managers that:**

- work experience placements play an important role in helping attract future employees to the Trust;
- students gain an understanding of what it would be like to work within the NHS in their chosen role.

*The new guidelines ensure consistency when dealing with work experience requests. There is greater emphasis upon what students have learnt during their work placements. For example, they evidence their experience with daily diaries, reflective logs and work completed. The named mentor records that they have observed certain tasks being completed as well as completing a supervisor's report. So there is much greater focus upon learning outcomes. This has benefited both the development of the students and that of the supervising staff. All participants are gaining from the experience with a minimum input from Human Resources.*

**Angela Salkeld/Helen Carroll**, North Wales NHS Trust



## SECTION 5



# GOOD PRACTICE IN MANAGING WORK EXPERIENCE PROGRAMMES

**Enabling work experience involves staff at every level within an NHS, independent or third sector health organisation. Within the NHS, this involves board members and senior managers who commit to its strategic value, middle managers within whose departments the programmes will be run, and the staff with whom the students will be working.**

In order for work experience to be a success, health organisations need to have robust governance arrangements agreed at board level including a work experience policy, risk assessment arrangements (see template 4) and a named person from the executive board or among the directors who is fully accountable for work experience programmes across the organisation. Each organisation should have its own policy which has been agreed by the executive.

However, work experience programmes do not run themselves. To varying degrees they will involve regular liaison with schools/colleges and Careers Wales, consultation with management and staff on the development of interesting and achievable programmes, risk assessments, the administration involved in selecting and preparing students for placements, and the follow-up in terms of evaluating the programmes and students.

As a result, health organisations committed to providing work experience opportunities will often have one or more people whose responsibility it is to plan and coordinate the activities. In some instances, this may be a full-time role. In others, work experience coordination is shared with other responsibilities.

**Here are different models of how work experience may be embedded within the operations of an NHS organisation:**

### **At an all-Wales level**

In the NHS there is an NHS Wales Ambassadors' network which meets with partners three times a year to share good practice and facilitate partnership working. NLIAH additionally supports these activities via a section within the NHS Wales Careers website at [www.nhswalescareers.com](http://www.nhswalescareers.com)

### **At a local NHS organisation level responsibility for enabling work experience**

The typical model for NHS organisations with thriving work experience programmes is a staff member or team taking organisation-wide responsibility. This may be located within HR, training and development or in undergraduate placement. There are successful schemes run in Wales from each of these departments, although the majority currently remain with HR. Examples of NHS organisation practice are described below. These approaches help to ensure consistency, compliance with statutory requirements, and greater equity of opportunity for students.

### At department level

Once the NHS organisation has put an outline process in place, much of the organisation devolves to departmental level. The departments are following the guidance issued and the HR department records the numbers involved, having ensured that all necessary risk evaluation is in place.

### Support available

The one significant cost associated with providing work experience is staff time, and this will vary according to the model adopted. Long term funding will have to come from commitment at Board level to the value

of work experience both in terms of future workforce planning and the contribution to the wider local community. Set against these valuable benefits, the actual cost of enabling work experience programmes is marginal.

Careers Wales is developing a database of all approved work experience places across Wales. Working through this system, staff involved in the delivery of work experience will be able to get advice and support on issues such as the coordination of placements, health and safety and liaison with local schools and colleges.

## Examples of how work experience can be effectively co-ordinated

### Nursing: Work Experience Days and Masterclasses

Our Nursing Work Experience Days are aimed at 14-17 year olds and were offered instead of placements on wards which were increasingly difficult to arrange. Those attending have been chosen by Careers Wales West and have expressed an interest in nursing as a career. Initially different kinds of nurses would give a talk on their specialty. However, we thought that being talked at for a day was not what potential nursing applicants were looking for, so we built in some interactive sessions. The day now begins with a 15 minute presentation from each of the following and a question and answer session:

- a newly qualified nurse whose route into nursing has followed the "traditional" school, university, work and practice;
- a mature entrant, who has perhaps brought up their family and/or followed a non-health profession before training, to show that there is not only one way into the profession;
- a midwife
- an accident and emergency nurse
- a nurse working in outpatients;
- a theatre nurse; and
- a ward nurse.

The Learning and Development Department then summarises the morning and talks about the other clinical professions nurses work alongside, such as the therapists, dieticians and scientists. In the afternoon, we set up skill stations to teach small groups basic CPR, pulse-taking, first aid and bandaging, and rapid APVU assessment of mental

status. Then we set up scenarios and, having re-mixed the groups, take them through dealing with a "patient" who has been electrocuted by an iron; has gashed an arm; is drunk or who is a disorientated elderly lady with a recent fall. The groups have to "treat" each patient using the skills they have learnt at the skills stations. We change the groups throughout the day so that they get used to working with people they do not know. We close the day with a final question and answer session, advising them on applications, and their evaluation of the event.

Our Masterclass is aimed at those students who are already taking vocational qualifications in health and social care. We ensure that it matches the curriculum closely and students usually bring their workbooks with them. We set up stations for different professions. A typical example will include: district nurses, sexual health nurses, dental nurses, midwives, school health nurses, occupational health nurses, speech and language therapists and dietitians. The practitioners set up interactive displays which they use to demonstrate the aspects of their role, support the students in experiencing those aspects and answer any questions. Small groups of students move around the stations, spending 30 minutes at each, until they have experienced all of them. The day is completed with a general question and answer session and evaluation.

We have found that close scrutiny of the evaluation forms has given us ideas for later events. One of the ways we can measure the success of the events is the number of students who apply for our health care support worker bank when they reach 16.

**Catherine Rees**, Hywel Dda NHS Trust.

### Voice of experience

– Learning about nursing

*I have just completed a week's work experience at Velindre NHS Trust which specialises in cancer care. I am in Year 10 (aged 14) and want to be a nurse, but I am not sure what type of nurse. I know that I want to nurse adults, but am not sure which specialty to aim for.*

*Because of my age, it was not possible to place me on the wards. So I was based in administration where I did some computer work and helped the person who delivers the induction courses. I had an hour with different professionals who taught me about their role and showed me where they worked. A nurse went through all the treatment options for patients and the career options for nurses in that hospital. A radiographer took me to see the major therapy rooms and explained what the machines were and how they worked.*

*My favourite was the phlebotomist, because I was allowed to stay when she took blood from patients. After my experience, I was still sure that I wanted to be a nurse, but not in cancer care. Just seeing patients coming and going round the hospital was too upsetting for me. So I found the experience gave me a lot of insight both into the type of nursing I will be aiming for and what I don't want to do.*

**Gemma Stockdale**, Cardiff, studying at Ysgol Gyfun Gymraeg Glantaf





## SECTION 6

# THE PROCESS IN OUTLINE

**Any young person following a work experience programme must sign a confidentiality clause before they start. If they are under 18 the contract must also be signed by a parent or guardian.**

The confidentiality clause is a simple document that provides a proper basis for the programme, and will satisfy the requirements set by the Welsh Risk Pool and by insurers for public liability cover (see template 7).

It will not usually be necessary for a half or single day, 'taster' event.

### The application process

This section highlights good practice in the application process for organising work experience placements. Items marked with an asterisk\* are considered mandatory. Templates for the paperwork can be found at the end of this pack.

#### 1. Enquiry from a school, college or individual applicant

##### Send:

- Response letter
- Application form
- Summary of regulations and conditions
- Outline of objectives

#### 2. Application form received

##### Check:

- Is the application acceptable?
- Is the experience requested suitable for the applicant?
- Does a suitable work experience opportunity exist?
- Risk assessment for relevant department(s)\*

#### 3. Invitation to interview, health questionnaire\*

Not all programmes insist on interviews. Some, subject to a suitable application, will fill places on a 'first come, first served' basis. Follow recruitment procedure

#### 4. Interview

- Interview form completed
- Optional pre contact telephone interview
- Health questionnaire checked by manager\*
- Objectives discussed
- Accepted/Not accepted

#### 5. Confirmation letter

##### Send:

- 2 work experience contracts
- Risk assessment and health and safety advice
- Instructions on appropriate dress for the organisation, behaviour, patient confidentiality
- Evaluation form
- Placement information sheet
- CRB check where appropriate\*

#### 6. The work experience programme

Work experience programmes range from a taster session of a few hours to an extended voluntary placement. However, all or some of these elements should be in place.

- Pre-placement visit to arrange any protective clothing and photo ID badge (take a deposit)
- Induction programme
- Exit interview
- Student evaluation of programme
- Supervisor's report
- Return of ID badge and uniform (deposit returned)

#### 7. Follow up

Evaluation reports by students and staff form an important part of the end of the work experience programme. Beyond this, it will be useful to student and employer to follow up the work experience some weeks later. Email offers an effective route for this follow-up.

At regular intervals review the programme, and use student evaluation forms as part of this. Remember, even when time is of the essence don't short circuit – it is important to follow procedures correctly.

## Voice of experience

– Alongside learning and development

The challenge for NHS and social care providers in Powys is to recruit and then offer career and development opportunities to a rural population. Powys Teaching Local Health Board aims to capture the hearts and minds of those considering a career in health by increasing its range of placements and so highlighting the wide range of NHS careers. We also cater for adults considering a career change, whether from our own staff or those returning to work from long term unemployment, illness or disability. Delivery of our scheme depends upon clinical and non clinical staff working alongside educational establishments, the careers service, job centres, voluntary sector and other work support organisations.

Previous placements on demand were replaced by a centrally managed scheme. Appropriate policies and procedures were developed. The guidance for managers and teachers included a clear induction process; health and safety and risk assessment; and identified, for each placement, a named supervisor responsible for assessment and evaluation. Links were made to scope placement opportunities. We wanted a flexible approach offering one or two day work tasters; a two week block or up to six weeks. A database was developed for reporting activity to all stakeholders.

**Organising placements individually ensures they meet the needs of each individual. Our success stories include:**

- an adult work seeker who decided not to go into office work; and
- a work experience student who eventually returned to us as a qualified Occupational Therapist.

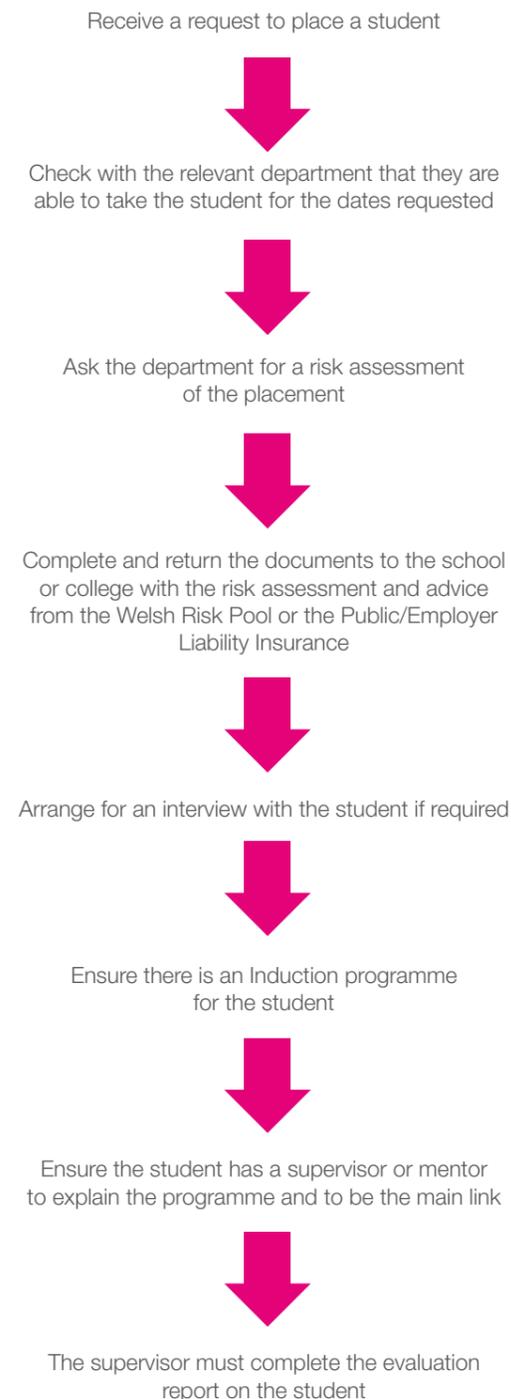
We now have a co-ordinated work experience scheme in place with a mechanism to capture quantitative and qualitative data. It provides support and encouragement to potential NHS employees. There is recognition of the time and effort contributed by staff, who enjoy a scheme which supports them reflecting on their role.

**Janet Morgan**, Powys Teaching Local Health Board.

Powys Teaching Local Health Board – Student quotes from evaluation forms completed after work experience

- This placement gave me a very good insight into working as a physiotherapist in a hospital. I had an enjoyable time speaking to the patients especially the patients on the wards. Hopefully I can come again!
- This was a wonderful and very informative experience. The staff were so welcoming and helpful. I'm feeling even more sure that a future in medicine is what I want. Thank You!
- The staff were very friendly and I was always included in the team. The patients were extremely interesting to talk to. I also learnt a lot about basic nursing which is useful for my future training. Overall, I have decided to follow nursing as a future career.
- I thoroughly enjoyed my two week placement and felt that it was a very beneficial work experience. The staff were very informative, pleasant and co operative with me. And I had a chance to speak and learn from patients about their experience and thoughts about the hospital.
- It was a great insight into NHS dietetics and everyone was very helpful.
- The staff were very supportive and patient. The patients were lovely and very interested in how my placement was going. I saw a range of different things and enjoyed my time immensely.

## Placement Process



## Award

– winning Scheme in Cardiff and the Vale

Work experience can benefit both the individual and the organisation. Students develop a greater understanding of how healthcare works and the many different and changing roles involved in providing a modern health service. At the same time, the provision of structured and informative placements provides the opportunity to attract young people into the future workforce.

In July 2008 Cardiff and Vale University Local Health Board launched a revised electronic process for work experience. The aim was to standardise safeguards and offer an extended range of both clinical and non-clinical placements across hospitals and community units.

The majority of these, for school students aged 15-19 years, are facilitated by Careers Wales via a placement database. Careers Wales advisers visit departments to agree programmes and help managers carry out risk assessments. A number of placements are also available for adults, e.g. new graduates or those considering a career change.

New manager guidelines offer a clear route for creating placements and booking students, and make it clear that placements cannot be arranged outside of the system.

- All placements must be risk assessed and a work/ observation programme agreed.
- An Occupational Health check must be carried out before the placement is finalised.
- Departmental induction on first day of placement, using an agreed checklist.
- All students sign a Confidentiality Statement.
- School students receive a Certificate for their Record of Achievement folder.

Work Experience Co-ordinators from Human Resources provide the administrative support thus reducing the management workload. Since the new scheme was introduced over 120 people have completed a work experience placement.

The Medical Work Observation Programme, for school students considering a medical career, is run separately under the auspices of the Undergraduate Centre.

**Sue Barrow**, Cardiff and Vale NHS Trust



## SECTION 7

# WORK EXPERIENCE FOR ADULTS

**This section deals with those adults who may want to work in the health sector, but who do not have the relevant experience or who are not attending a course of study which offers work experience as part of the course.**

Any employment or other work which is concerned with the provision of health services, which enables the post holder to have access to children and vulnerable adults in the course of their normal duties, will need a CRB check.

Work experience for adults is not always easy to find for various reasons, but there are ways of obtaining that experience. **These include:**

**Voluntary working** – a range of volunteering experiences can help applications for work. There are many charities, voluntary and NHS organisations who would give applicants the opportunity to build up skills, develop confidence and appropriate experience. If this route is taken, it is important to emphasise those skills in any future application.

**Working on the Bank** – a proportion of healthcare support worker roles may be available. This could be an effective way of gaining experience prior to applying for a trainee post.

**Work shadowing** is the opportunity to accompany a staff member as they perform their usual working activities. This may be a limited option, reflecting the busy nature of the sector.

There are a range of opportunities available to those unemployed through Jobcentre Plus. Jobcentre Plus offers support to employers and jobseekers. **Their services include:**

### **Employment Partnerships**

Employers and Jobcentre Plus agree to work together to help employers recruit disadvantaged jobless people. Employers with vacancies enable this group of people to access jobs – through their recruitment processes, interviews, work placements, work trials, mentoring etc.

For the latest information please see the Jobcentre Plus website <http://www.direct.gov.uk/en/Employment/Jobseekers/programmesandservices/index.htm>

### **Pre Employment Training (PET)**

Can ensure job candidates have essential literacy and numeracy skills, together with some basic job skills, and an appreciation of a potential employer's work environment. Jobcentre Plus advisers refer clients to a training routeway with a designated provider. Customised routeways can also be delivered for employers who have numerous vacancies and guarantee an interview on the successful completion of the course.

### **Benefits to Employers**

**Work experience can have substantial benefits for employers such as:**

- Tackle any skills shortages
- Benefit from pre-screened and prepared candidates
- Take advantage of Jobcentre Plus free recruitment service to fill vacancies
- Benefit from the personal adviser after-care service
- Help end the waste of unemployment and improve our local economy.

There are a range of opportunities available under the work programme including work experience, training and further support. There are also volunteering opportunities that enable experience to be developed.

### Work Trials

A trial period at no cost to the employer. Trial duration is determined on a case by case basis. The initial period should be for a few days only but can be reviewed and extended for up to 30 days maximum exceptionally if necessary. The jobseeker remains on benefit during the trial. Both employer and candidate take part without obligation. Work Trials can help overcome employers' doubts about the suitability of a jobseeker who has been unemployed for some time whilst giving the jobseeker the reassurance of checking whether the job will work out before leaving the security of benefit. Travel expenses and meal allowances are paid.

Work Trials are also designed for people who have the motivation to work but are often sifted out either before the employer interviews or who tend not to perform well at them. The employer makes the final decision to employ. For further information contact your local job centre.

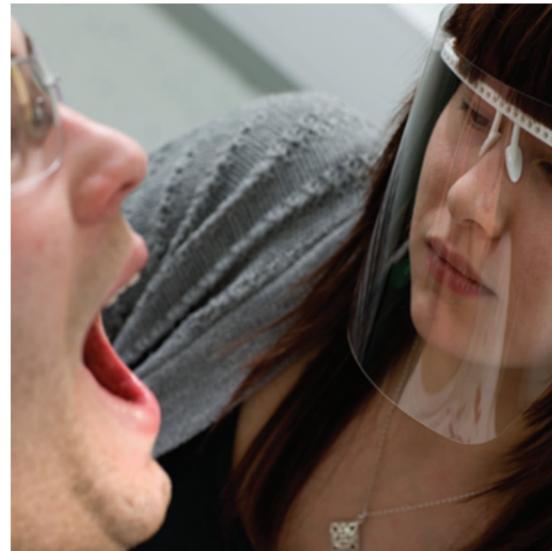
### React

Run by the Welsh Assembly Government and is designed to complement and supplement the service offered to redundant workers by Jobcentre Plus and Careers Wales. This support is part funded by the European Social Fund and aims to overcome barriers to obtaining new employment often faced by individuals affected by redundancy.

### Adapt

A support helpline to provide training advice and guidance to public sector employees facing redundancy. Tel no. 0800 100 900.

There is additional support for those who wish to become self employed or wish to start their own business.



## Support for Disabled people

### Work Choice

A voluntary new programme to help disabled people find work. It replaces Workstep, Work Preparation and Job Introduction Scheme. To enter Work Choice customers need to be referred by a Disability Employment Adviser (DEA) from a local job centre.

**Access to work** can support employment of disabled people by supporting them by adapting premises, supporting the provision of specialist equipment or funding travel to work.

### Pre-Employment Training Course delivers results

*Cardiff and Vale NHS Trust launched a Housekeeping training course designed to attract job seekers who are claiming benefits to a role in the NHS.*

*Judith Hardisty, the Trust's Director of Human Resources, said: "The Pre Employment Training Course takes place over 10 days, focusing on recruiting for Housekeeping posts. The Trust will guarantee interviews to local benefit claimants who complete the course."*

*Chair of Cardiff and Vale NHS Trust Simon Jones said: "The NHS Open Week aims to encourage recruitment and promote the importance of hygiene and cleanliness within hospitals. I'm pleased to welcome the Training Course recruits to the Trust, as it brings great benefits to us and the local community."*

*"I hope this will help us to recruit more trained people who are better prepared and committed to working within the Trust."*

*The District Manager of South East Wales District Job Centre Plus said:*

*"I am absolutely delighted that Jobcentre Plus will be working in close collaboration with the Cardiff and the Vale NHS Trust to provide job opportunities for some of the most disadvantaged people in our communities."*

*Employers like the Trust have tremendous potential for changing the lives of people who want and need work.*

*The Trust is showing the way to other public bodies by demonstrating their commitment to partnership working and I am very grateful to them.*

*There was success for jobseekers who landed cleaning jobs with the Trust after completing the pilot pre-employment course.*

*New recruit Phil Barnett said, "The course was brilliant. It provided really useful information about Health and Safety and fire regulations. I would recommend it to anyone looking for a job within the Trust."*

*His colleague Roger Smith said, "I was a carer who hadn't been employed since 2001, so going on the course really helped me return to work. It was really useful and helped me to regain confidence."*

# USEFUL LINKS

The following agencies are sources of information, advice and assistance with setting up and running work experience programmes:

## Careers Wales

Careers Wales is an all-Wales service that gives people of all ages free careers information, advice and guidance. Funded by the Welsh Government, Careers Wales was set up in 2001 bringing together six careers companies across Wales under one name. As well as providing careers information and advice, Careers Wales manages services such as the freephone helpline 'Learning & Careers Advice' (previously known as learndirect) T: 0800 100 900. Adult Guidance, Education Business Partnerships, Employer Support Services, and Youth Gateway. [www.careerswales.com](http://www.careerswales.com)

## CRB (Criminal Records Bureau)

Information and access to services for CRB applicants and the general public [www.direct.gov.uk/crb](http://www.direct.gov.uk/crb)

Information for registered bodies and other associated businesses and organisations using the CRB service <http://business.wales.gov.uk/bdotg/action/detail?itemId=1087469010&site=230&type=RESOURCES>

## Department for Education

The English DfE publishes Work Experience: A guide for Secondary Schools. It can be downloaded from [www.education.gov.uk](http://www.education.gov.uk)

## Jobcentre Plus

It offers support for people of working age. It also provides a gateway to services for employment and skills for employers. [www.direct.gov.uk/en/Employment/Jobseekers/index.htm](http://www.direct.gov.uk/en/Employment/Jobseekers/index.htm) and <http://business.wales.gov.uk/bdotg/action/layer?r.i=1087469010&r.s=m&r.t=RESOURCES&site=230&topicId=1073858787>

## National Council for Work Experience

Promotes supports and develops quality work experience for the benefit of students, organisations and the economy. [www.work-experience.org](http://www.work-experience.org)

## NHS Careers

The information for careers in the NHS in England [www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk)

## NHS Wales

The NHS within Wales is funded and directed by the Welsh Assembly Government. Patient services are offered by Local Health Boards and Trusts. Additional national organisations are subject to a re-organisation plan which will become apparent during 2009/10. [www.wales.nhs.uk](http://www.wales.nhs.uk)

## NHS Wales Careers

The bilingual careers service for information and advice on working and training with NHS Wales. The service is part of the Workforce Development Directorate within NLIAH [www.nhswalescareers.com](http://www.nhswalescareers.com)

## NLIAH

The National Leadership and Innovation Agency for Healthcare or NLIAH works with NHS Wales to ensure that its workforce is fit for the purpose of delivering first class healthcare for the people of Wales. The NLIAH team works with individuals, teams, organisations, health communities and the wider public service to create public value for the people of Wales. Further information on current activities and projects is available from the NLIAH website at [www.nliah.wales.nhs.uk](http://www.nliah.wales.nhs.uk)

## Skills for Health

Is the Sector Skills Council (SSC) for the UK health sector. Skills for Health helps the whole sector develop solutions that deliver a skilled and flexible UK workforce in order to improve health and healthcare. [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

## Step into the NHS

This is a website produced by NHS Careers England aimed at the 14-19 age group [www.stepintothens.nhs.uk](http://www.stepintothens.nhs.uk)

## Welsh Government

The devolved government for Wales with responsibility for Health, Social Care and Education amongst other portfolios. Information on topics such as learning and skills and the Department for Children, Education, Lifelong Learning and Skills can be obtained from its website. [www.wales.gov.uk](http://www.wales.gov.uk) [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

## Wales Council for Voluntary Action (WCVA)

It provides information and services on funding with services including a telephone helpline. [http://www.wcva.org.uk/main/dsp\\_home.cfm?&lang=en](http://www.wcva.org.uk/main/dsp_home.cfm?&lang=en)

# TEMPLATES

These templates cover the key elements of paperwork you will need in setting up a work experience programme. Please feel free to use the templates and amend to your individual needs:

- 1) Sample work experience policy** – this is a sample NHS organisation wide work experience policy which follows good practice of board level engagement with an accountable director.
- 2) Application for work experience placement** – this form should be sent to students enquiring about work experience opportunities (ideally through Careers Wales coordinated scheme) in order to enable employers to gather the necessary information before beginning to organise the placement.
- 3) Confidential pre-placement health questionnaire** – this form is necessary to assess whether the individual is fit to undertake the work experience placement and that no risk is presented to the individual or people they may come into contact with.
- 4) Example risk assessment** – young people must be informed about risks to their health and safety, identified by the employer's risk assessments, and the measures put in place to minimise, or ideally eliminate any significant risks.
- 5) Notification of risk** – this form should be used to notify the health organisation's insurers of the presence of work experience.
- 6) Checklist for schools of employer's risks covered** – this form should be used to inform a school/college of the insurance cover that the health organisation provides.
- 7) Work Experience contract** – a contractual agreement between the employer and the student to confirm acceptance of the work experience placement.
- 8) Placement information sheet** – provides students with written confirmation of their placement and gives information on code of conduct and how to make the most of their placement.
- 9) Suggested clinical tasks for work experience students** – a list of ideas of clinical tasks that students can undertake to help when organising a work programme.
- 10) Induction checklist** – a useful checklist to remind employers the points they need to cover with the student prior to commencement of the placement.
- 11) Daily diary** – to be completed by students during their placement to record their thoughts and what they have learned. Not essential if students use Careers Wales' Work Experience Organiser (see [www.careerswales.com](http://www.careerswales.com)) or provided by school/college.
- 12) Evaluation form** – to be completed by students at the end of their placement to reflect on what they have achieved and how useful they found the placement. Not essential if students use Careers Wales Work Experience Organiser (see [www.careerswales.com](http://www.careerswales.com))
- 13) Supervisor's report** – to be completed by the supervisor in charge of the student to reflect on how they have performed. Not essential if students use Careers Wales Work Experience Organiser (see [www.careerswales.com](http://www.careerswales.com)) You may wish to use the reverse side of this template for your own organisation's student certificate.

## SECTION 9

# Template 1:

## Sample work experience policy

Approved policy

### Proforma

<b>Title of document:</b>	Work Experience Policy
<b>Author:</b>	Add name and position of author
<b>Description:</b>	Describe the objectives and responsibilities
<b>Final Validation Committee:</b>	Add committee/directorate who is accountable
<b>Date agreed:</b> Insert date	<b>Date sent to policy administrator:</b> Insert date
<b>Accountable Officer:</b>	Add name and position of accountable officer (i.e. director)
<b>Responsible Officer:</b>	Add name and position of responsible officer (i.e. work experience co-ordinator)
<b>Directorates who use the document:</b>	Add relevant directorates
<b>Highlighted to:</b>	Add relevant key staff/departments/directorates
<b>Date doc. implemented:</b> Insert date	<b>Date of next review:</b> Insert date
<b>Date(s) reviewed (if applicable):</b>	Insert date
<b>Details of most recent review:</b>	Outline main changes made to document

<b>Signature of Chairman of Validation Committee:</b>
<b>Print name:</b>
<b>Post held:</b>

### Introduction

1. There is an increase in the initiatives of schools and colleges for students to broaden their understanding of the 'World of Work' therefore the demand on the NHS organisation has increased.

### Objectives of Work Experience

2. To provide an introduction to work habits, such as attendance requirements and working conditions as well as providing training in basic communication skills.
3. Students and young people should not be used to replace permanent staff. Every effort should be made to provide a structured course of training and experience which will assist them to obtain future permanent paid employment whether inside or outside the NHS.

### Responsibilities

4. The NHS organisation accepts responsibility for the health and safety of students whilst on NHS organisation premises and insurance cover is therefore available through the Welsh Risk Pool.
5. Students accepted for work experience should receive the same rights and privileges as a permanent member of staff and should be provided with appropriate specialised protective clothing and safety equipment.
6. Students are required to wear suitable clothing and footwear for the work situation and be neat and tidy at all times.
7. It is the responsibility of a student to notify the Hospital department to which they are allocated if they are unable to be present.
8. Students should always report on and off duty on each occasion to the appropriate supervisor, e.g. Department Manager/Ward Sister/Charge Nurse.
9. The length and complexity of such placements can vary. Therefore, it is essential that the NHS organisation has a central focal point for the monitoring of such placements and to give advice to managers and students as required.
10. All requests for work experience of any sort for the NHS organisation should be channelled through the [insert department].

11. In most instances, requests will be made to the [insert department] by the student or college, who will then be sent a pack which consists of (information as agreed within the organisation). Upon receipt of the completed application form the [insert department] will then either contact:
  - 11.1. the specific department requested by the student in line with their career intentions;

or

- 11.2. choose a department that closely resembles the student's wishes and career intentions, taking into consideration the student's age. The department will then be contacted asking them to consider a possible placement.
12. Once a placement is agreed, the [insert department] will be responsible for confirming it with the student and the department concerned, by:
  - 12.1. sending a confirmation letter to the student, and giving reporting instructions, such as contact name, start time, length of placement and department location.
  - 12.2. the department/manager concerned will receive a copy of this letter.
13. In the case of concerns relating to the completed health check questionnaire, it will be sent to Occupational Health, who reserves the right to ask a work experience student to attend the Department for an appointment if they believe it necessary to do so.
14. Should a manager wish to terminate a placement during or in advance of the expected date, they should contact the [insert department] in the first instance.
15. All placements in clinical areas should only be undertaken by students of employment age – **as follows:** Year 10 students who are 14 years + should be offered placements appropriate to their age and appropriate to the environment in which they are working. This policy was reviewed in [insert date].

# Template 2:

## Application for work experience placement

Please complete this application form in black ink. Information will be treated in the strictest confidence.

### Personal Details

Title: \_\_\_\_\_ Surname: \_\_\_\_\_ Forename: \_\_\_\_\_

Address for correspondence: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Email: \_\_\_\_\_

Telephone no: \_\_\_\_\_ Mobile: \_\_\_\_\_

Next of Kin \_\_\_\_\_ contact telephone number \_\_\_\_\_

School/college: \_\_\_\_\_

Address: \_\_\_\_\_

Contact name \_\_\_\_\_ telephone number \_\_\_\_\_

Teacher contact: \_\_\_\_\_

Telephone no: \_\_\_\_\_

Dates of work experience: \_\_\_\_\_

Area/dept required: \_\_\_\_\_

Contact in case of emergency \_\_\_\_\_ telephone number \_\_\_\_\_

Equal opportunities – monitoring

### Previous work experience or employment

Please give details of any previous paid or voluntary work you have had.

Employers details	Dates from/to	Duties and responsibilities

### Supporting Information

#### Where would you like the placement?

##### Why?

This is your opportunity to promote yourself, to identify why you would like to gain some work experience in the health sector. Please use this space to provide any supporting information to go with your application. Supporting information can be anything that is not already covered by the questions on the form and may include any hobbies, interests or other activity either within or outside of school which you enjoy (continue on a separate sheet if necessary):

#### Student, Parent and teacher agreement to NHS organisation requirements

1. The NHS organisation places considerable importance on the need for attention to Health and Safety at work. You have the responsibility to acquaint yourself with the safety rules of the work place, to follow these rules and make use of facilities and equipment provided for your safety. It is essential that all accidents, however minor, are reported.
2. The NHS organisation will also expect you to observe other rules and regulations governing the workplace which are drawn to your attention. Please note that there is a No Smoking Policy covering the whole working environment and that there are security arrangements applicable to most locations.
3. The NHS organisation fully supports equal opportunities in employment and opposes all forms of unlawful or unfair discrimination on the grounds of ethnic origins, gender, disability, age, religion or sexuality.
4. There will normally be no payment for meals or travelling expenses.

#### I have read and understood the above requirements.

Signed (student): \_\_\_\_\_ Date: \_\_\_\_\_

Please state your age under 18 \_\_\_ 18 + \_\_\_

#### Please obtain the following signatures: (under 18yrs.)

##### Parent/Guardian

I have read the work experience/observation programme information and understood the requirements. I will ensure the student carries out these obligations and confirm that he/she is not suffering from any complaint, which might create a hazard to him/herself or to those working with him/her. I give permission for my son/daughter \_\_\_\_\_ to attend the course and observe during his/her visit to the [insert title of NHS organisation]

Signed (student): \_\_\_\_\_ Date: \_\_\_\_\_

##### Teacher (if under 18yrs):

I have read the work experience programme information and give permission for \_\_\_\_\_ to attend the course and observe during his/her visit to [insert title of NHS organisation.] I also confirm that he/she is currently studying at \_\_\_\_\_

Signed (student): \_\_\_\_\_ Date: \_\_\_\_\_

## Template 3: Confidential pre-placement health questionnaire

Please complete this application form in black ink and return to the occupational health department.  
Information will be treated in the strictest confidence.

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_ Post Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Department \_\_\_\_\_

1. Do you have any illness or disability at the present time? Yes  No   
If Yes, please give details:

2. Have you had any other serious illnesses or operations in the past? Yes  No   
If Yes, please give details:

3. Are you taking or being prescribed any medicines, inhalers, injections or eye/ear drops at the present time? Yes  No   
If Yes, please give details:

4. Is your ability to perform physical work limited in any way? Yes  No

5. Have you had or been in contact with any infectious disease in the past four weeks? Yes  No

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

BCG (Tuberculosis)     Pertussis (Whooping Cough)

Diphtheria             Polio

Measles                 Rubella

Meningitis C          Tetanus

Mumps

7. Do you suffer from allergies? If so, please state what you are allergic to. Yes  No

Signed (student): \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's signature if under 18: \_\_\_\_\_

If any of the above circumstances change from the time of completing the form to the time of placement you must inform the [insert appropriate dept] immediately.

## Template 4: Example risk assessment

### A Severity:

5: Multiple Fatalities	Multiple deaths involving any persons
4: Fatality	Single death of any person
3: Major	Major/serious injuries. High environmental implications. Major financial loss. Major loss of reputation. Major business interruption. Multiple patients affected/needing treatment.
2: Serious	Medical treatment required. Moderate environmental implications. High financial loss. Moderate loss of reputation. Moderate business interruption.
1: Minor	Additional observations. First aid treatment. Moderate financial loss.
0: Negligible	No injuries. Low financial loss.

### B Likelihood:

5: Certain	The event is expected to occur in all circumstances.
4: Likely	The event will occur in most circumstances.
3: Moderate	The event will occur at some time.
2: Unlikely	The event could occur at some time.
1: Rare	The event may occur only in exceptional circumstances.
0: Impossible	The event cannot happen under any circumstances.

## Risk Assessment

Hospital:  
Ward/Dept:  
Assessed by:

Assessment No:  
Assessment Date:  
Review Date:  
(no more than 6 months from assessment date)

No.	Work Activity/Environment: Identified Hazard	Current Corrective Action	A Severity 0-5	B Likelihood 0-5	Risk rating score A x B	Further action(s) required	Person responsible for action(s)	Completion date for action(s)

Manager's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Print Name: \_\_\_\_\_

## Template 5: School students in the workplace: Notification of risk

[Name and address of company/organisation insured.]

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To [name and address of insurer]

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The above-named insured hereby notifies the insurer of planned activities involving students in the workplace. Details are submitted on the sheet attached. The insurer is invited to confirm, within one month, that the risks indicated are covered sine die, and to notify any adjustment to premium. For the insured

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Date \_\_\_\_\_

Details of proposed workplace activities involving school students

Policy	Tick	Policy number	
Employers' Liability Public Liability Material Damage			
Nature of activity	Number of students	Duration of stay	
Work experience Work shadowing Work observation Short visits Other			
Planned frequency of such activities	One off	Once or twice a year	Frequently each year
Work experience Work shadowing Work observation Short visits Other Notice of particular hazards			

Source: Work Experience – A guide for employers. Department for Children, Schools and Families

## Template 6: Checklist for schools of employer's risks covered

### Information for schools/colleges about employers' insurance provision.

In connection with proposed placements of students from [school/college] \_\_\_\_\_  
to \_\_\_\_\_ [name of organisation], the school/college needs confirmation  
that the organisation has the necessary insurance covers and that insurers have confirmed their acceptance of this risk.

Please confirm this by ticking the boxes below

#### 1. Accidental injury etc

- to students
  - a. on Work Experience (Employers' Liability)
  - b. other (Public Liability)
- to employers (Employers' Liability)
- to other visitors, members of the public, etc

#### 2. Loss or damage to property

- employers' property (Material Damage)
- other property (including students') (Public Liability)

This form should be returned to [name of contact and address of school/college]

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

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

Source: Work Experience – A guide for employers. Department for Children, Schools and Families

## Template 7: Work Experience contract

Organisation address

Our Ref:

Date:

Dear

I have pleasure in confirming our offer of an honorary contract/placement to work within the *Title of NHS organisation*.

Please read the terms and conditions carefully and sign both copies of this letter, returning one copy to me.

This placement is for the period from *day & date to day & date* in the *name dept department/ward*. The working arrangements, hours will be *dates & times etc*. Please report to *contact name* who will be responsible for your supervision throughout this placement.

Specific details of the placement are outlined in the placement information sheet attached.

**Sick leave arrangements:** If you are unable to attend because of sickness you should inform the Clinical Supervisor or Head of Department as soon as possible and keep the Manager informed as to the likely date of return.

**Security badges:** It is a requirement that every person should display an identification badge when working on any site associated with the NHS organisation. This will be issued to you, on arrival, by the person responsible for your supervision.

**Uniform:** Insert details of uniform and arrangements for supply.

**Confidentiality:** Any matters 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 must under no circumstances be divulged or passed on to any other unauthorised person or persons. The placement may be terminated if confidentiality is breached.

**Termination of work experience placement:** Any act of misconduct (e.g. theft) or breach of confidentiality may result in the termination of your placement. Discussions will be held with your school/college before the placement is terminated.

**Health and Safety at Work Act:** You are reminded that in accordance with the Health and Safety at Work Act 1974, 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 the NHS organisation policies in meeting these statutory requirements. A copy of the Health and Safety policy is available for inspection.

**Loss/damage of personal effects:** No liability can be accepted for loss or damage to personal property on Health Service premises by burglary, fire, theft, or otherwise. Staff are advised accordingly to provide their own insurance cover.

During the period of your placement you will not, at any time, except where the law requires, be regarded as an employee of the NHS organisation, and will not be eligible for remuneration in respect of your work placement with the NHS organisation.

Yours sincerely

Name

Job title

#### 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: \_\_\_\_\_

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

# Template 8:

## Placement information sheet

<b>Profession:</b>	
<b>Department/Unit:</b>	
<b>Name of Supervisor:</b>	
<b>Location:</b>	
<b>Contact Numbers:</b>	<ul style="list-style-type: none"> <li>• <b>Department:</b></li> <li>• <b>Emergency Number:</b></li> <li>• <b>Human Resources:</b></li> </ul>
<b>Description of Department/Unit:</b>	
<b>Hours of Work/break times:</b>	

### Activities to be carried out

This list is an example of the types of activities you will be involved in on this placement:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

However, it is impossible to list every activity you might be asked to undertake and you should be prepared to complete other tasks if asked of you.

### Learning outcomes of activities

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Personal Qualities

Whilst on a work experience placement you will be expected to:

1. Maintain a friendly, caring, safe environment for staff, patients and visitors.
2. Treat patients, their families and visitors as we would like to be treated ourselves
3. Support colleagues with teamwork
4. Provide a polite and helpful response to any questions
5. Be an excellent role model for the NHS organisation.

### Dress

Dress should be appropriate to the work placement environment. Here are a few indicators as to what to wear.

- It is expected that students will arrive for duty smartly dressed if in an office or dealing with members of the public.
- Clothes should allow for a range of movements. Long trousers, or a calf length skirt, should be worn with a polo shirt or t-shirt/short-sleeved blouse, as clinical areas can be quite warm.
- Shoes should cover the whole foot and be low heeled. Trainers are acceptable if clean and well maintained.
- Clothes should be changed daily to minimise the risk of cross-infection.
- Jewellery should not be worn, except for a watch and plain band/wedding ring.
- More casual wear may be more appropriate if the student is working in the grounds, but strong shoes would be required.
- A set of surgical scrubs will be provided for your time in theatre, if it is appropriate to your placement.

### Confidentiality

You **must not** disclose confidential information which could identify an individual patient or member of staff, or information about the business of the NHS organisation.

You must also let your supervisor know immediately if you know any patient personally. This applies even if they are a patient of a service which is different to the area of your placement.

### Health and Safety

- You will be given a health and safety briefing when you first start your placement and you should pay attention to the information you are given at this briefing.
- You will be given an ID badge at the start of your placement; you must wear this at all times.
- You will be supervised at all times and will also be given training when using equipment, when appropriate.

### Working in a Hospital

We wish you to enjoy your placement and to experience life within a hospital setting. However, it can also be a very intense experience and is not without risk. You may witness distressing incidents or even feel unwell. We take your safety on your work placement extremely seriously and the following information is designed to help to ensure your placement is as safe as possible.

A hospital is considered to be a high risk organisation and shadowing a clinician in a hospital setting carries with it an element of risk. We have put in place a set of rules and guidelines which aim to minimise this risk. However, it is impossible to eliminate risk entirely and you must also take responsibility for ensuring your own safety by listening to and following instructions at all times, particularly when these relate to health and safety issues.

You must be prepared for the fact that you may be prevented from attending planned sessions at very short notice, and you may also be asked to leave a session if it is considered unsafe or inappropriate for you to be present. You must comply with any requests asking you not to enter or to leave an area at any time.

Below is more information specific to your placement. Please make sure that you and your parent/guardian read all of this placement information sheet carefully. There is a lot of information to take in, but reading this information will help to prepare you for your placement.

If you are unsure about any of the information provided, or about the placement you have been offered, then you must discuss this with the contact person for the area you are going into, or the work experience coordinator as soon as possible. This could be before, during or after your placement.

### Your Placement

#### Psychological/Emotional

Within the daily work of the hospital, you may be exposed to distressing situations. This might include a patient becoming distressed, a patient's condition deteriorating, or even the death of a patient. You may also see procedures or conditions which you will find upsetting. Although we will do our best to pre-empt these situations, you should be prepared for them. Please tell the person working with you if you are upset, so that we can talk about the issues as soon as it is clinically possible.

There is a risk of verbal abuse from patients or visitors at the NHS organisation. You will not be expected to deal with any incident of this sort. If you are unfortunate enough to witness this type of behaviour, you should excuse yourself, and contact the nearest member of staff.

### Physical

You must not move or handle any heavy objects; these can include boxes, equipment, and patients.

There is a risk that you may feel physically unwell after observing medical procedures. This is perfectly normal, and most people feel faint the first time they witness surgery for example. If this happens please let a member of staff know immediately. If you feel faint or sick you should sit down or leave the area whichever is the most appropriate. There is a risk of injury if you should faint.

There is a risk of physical abuse from patients or visitors at the NHS organisation. You will be supervised at all times during a clinical session, and therefore this risk is considered low. Between sessions you are advised to take normal precautions when walking in and around the internal and external parts of the hospital site to ensure your safety. This might include not walking in areas which are isolated, or deserted.

### Infection Control

All students who will be observing in clinical/patient areas must be immunised against TB. You are asked to confirm this on your health declaration.

You must also be aware that being in a hospital environment may mean that exposure to viruses and other infections will be higher than in your normal environment. However the infections will not be different to those you may come into contact with in your normal life. We will not expect you to work in areas, or with patient groups, where observation would carry a high risk of infection.

Students should not have contact with bodily fluids, but be aware that there may be a risk of contact in unpredicted situations.

In order to minimise risk of infection, you must follow instructions given by members of staff at all times. You must also ensure that your standards of personal hygiene are very high. You must use hand wash at the beginning and end of each session, and if you use the toilet facilities.

You must not under any circumstances handle sharps (needles or other sharp objects) and when in clinical areas should take extreme care where you put your hands, and check before you sit down. Do not handle patient belongings.

### Exposure to substances

A hospital will use a number of hazardous substances. You will not be expected to handle any substances which are considered to be hazardous. You must not touch any substance unless you are sure you know what it is and that it is not hazardous. This is particularly important when you are observing in clinical areas.

### Risk of Accidents

A hospital setting will probably be new to you, and you are not a trained member of staff or a clinical student. Therefore you will be at a higher risk of accidents than other members of staff or students. In order to minimise such risks you will be supervised at all times when you are observing a clinical session. At other times, you must ensure that you only access areas you have been given permission to enter, and that you only observe planned procedures under supervision. It is essential that you follow instructions carefully, and leave any area immediately if you are asked to do so.

### Finally

If any of the above information concerns you, or is unclear, please discuss this with your supervisor, or the work experience coordinator. Please also let your supervisor or the work experience coordinator know if you have any concerns or worries or need any help or support during your time with us.

## Template 9: Suggested clinical tasks for work experience

**These are examples of the tasks that would be appropriate for work experience students to participate in. All tasks should be undertaken with the patient's consent.**

### Nursing/Nursing assistant:

- Assist with bed making
- Watch observation taking
- Observe completion of fluid chart
- Assist with menus
- Talk to patients
- Observe drug round
- Observe simple dressings with patient's consent
- Observe handover
- Attend team meetings
- Attend ward round with patient's consent
- Observe the nurse discharging the patient with the patient's consent

Other staff groups can also get involved with the work experience students. These are some suggestions. Your department may have other professions they deal with that could be approached.

### Ward clerk:

- Talk to ward clerk and find out what job involves
- Answer the phone
- Assist with filing
- Input data on computer with the ward clerk's supervision

### Physiotherapists:

- Talk to the physiotherapist and find out what the role involves
- Observe the physiotherapist treating the patient with the patient's consent
- Observe the physiotherapist discharging a patient with the patient's consent

### Pharmacist:

- Talk to the pharmacist and find out what role entails

### General assistants:

- Find out the role of the general assistant
- Observe the process of preparation and serving of meals

### Doctors:

- Talk to the doctor and find out what job entails
- What hours does the doctor work?

### Occupational Therapist/Speech and Language Therapist:

- Find out what the jobs entails
- Observe them working with the patient with the patient's consent.

### Overview

The NHS organisation has to have clear guidelines on placements and adhere to them. It is the responsibility of the person responsible for the clinical care of each patient to determine the extent of a young person's participation, taking into account the findings of the risk assessment and the relevant clinical protocols. You must also ensure that the consent of the patient is sought before the young person is allowed to be present and/or participate. Where consent is not given or available, the young person will not be allowed into from the activity/area.

## Template 10: Induction checklist

Name: \_\_\_\_\_

Dates of Work Experience/Observation: \_\_\_\_\_

### Emergency Contact Details

Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Address: \_\_\_\_\_

- 1. Work experience contract
- 2. Hours of work
- 3. Breaks and toilets
- 4. Clothing
- 5. Health and safety/risk assessment
- 6. Emergency procedures
- 7. Confidentiality
- 8. Department contact
- 9. Check badge

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

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

**Comments for Record:** \_\_\_\_\_

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## Template 11: Daily diary

Students may come with their Careers Wales organiser and prefer to use it instead.

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Day (add date)	Hours	Who I shadowed/observed/Worked with	What I learned
1			
2			
3			
4			
5			
6			

# Template 12:

## Evaluation form: Confidential

To enable us to assess how useful you found your work experience/observation at this hospital, it would be very helpful if you would answer the following questions. This information may be used to develop programmes for future students.

Please indicate what your placement was

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1. What did you hope to learn from your placement at this hospital?

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2. Has this been achieved? Yes  No

3. Do you feel your placement has given you a better understanding of the work that is undertaken in a hospital? Yes  No

If no please give details:

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4. Do you feel the structure of the programme was:

Satisfactory/Unsatisfactory

5. What did you find most interesting?

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6. What did you find least interesting?

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7. Are there any additional sessions, or visits to other departments in the hospital, which you feel should be included in the program? Yes  No

If yes please specify:

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8. Do you feel it would have been useful to have been provided with any more information before your placement? Yes  No

Please give details:

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9. Has your placement influenced your choice of career in any way? Yes  No

In what way?

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10. Please add any other comments you feel would be helpful:

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Thank you for your help in completing this questionnaire. Please return to:  
*[Insert your contact details here.]*

## Template 13: Supervisor's report

Student's name: \_\_\_\_\_

Placement address: \_\_\_\_\_

Supervisors' name/job title: \_\_\_\_\_

	Excellent	Good	Acceptable	Less than Acceptable
Attendance				
Punctuality				
Appearance				
Reliability				
Ability to work under supervision				
Ability to work on own				
Use of initiative				
Communicative ability				
Working with others/ team working				
Relations with client group				
Enthusiasm				

**Comments:**

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your help in completing this questionnaire. Please return to:  
*[Insert your contact details here]*

We advise all students retain a copy of this form

## LEGAL ADDENDUM

In addition to the Health and Safety at Work Act (HSAWA) there are other regulations which place responsibility on employers. In particular regulation 19 of the Management of Health and Safety Regulations 1999 obliges an employer who employs a young person (someone under 18) to protect that young person from risks arising from their lack of experience, absence of awareness of existing or potential risks or from their lack of maturity. These regulations would capture the non employee non employer relationship that health organisations will be setting up. However it would be wise to comply with these regulations even if strictly they don't apply. Health organisations owe a duty of care to these young people and failure to follow statutory requirements may be used as evidence of negligence. Health and Safety legislation with which health organisations are no doubt familiar should be compiled with as usual.

