

Good Practice
in
Work Experience

Guidelines
for Secondary Schools
in
East Riding of Yorkshire
Kingston-upon-Hull
North Lincolnshire
and
North East Lincolnshire

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SECTION 1: INTRODUCTION

1.1 The ever-changing nature and scope of vocational education in secondary schools requires an increase in the number of their Key Stage 4 students undertaking an extended period of work experience as an integral part of their studies in addition to those who are provided with the more traditional one or two week block placement. Given that the annual number of young people in secondary education in the Humber sub-region who have an entitlement to work experience is already in excess of 11,000 the need for high quality, well co-ordinated placements is vital.

1.2 In line with current Department for Education and Skills (DfES) recommendations, a period of work experience is offered to students in year 10 or 11 by virtually all secondary schools and specialist units in the Humber sub-region. Locally, this is funded by each LEA and the Learning and Skills Council (LSC) and administered through the Humber Education Business Partnership (EBP).

1.3 For a two-week block placement, each student spends, on average, nine hours on formal preparation, seventy-six hours at the place of work and four hours debrief. This total of eighty nine hours is approximately the amount of time allocated to many GCSE subjects throughout the whole of year 10. For students undertaking extended or vocational placements throughout the year, the hours spent in a work placement will be considerably more. The value and effect of the time spent on work experience depends greatly upon the way in which each school prepares, supports and evaluates the experience with its students.

1.4 This Good Practice Guide provides a source of information and help for Work Experience Co-ordinators in secondary schools and units who have responsibility for overseeing the provision of this very important part of the Key Stage 4 curriculum. It has been compiled by a group of experienced practitioners (*see Appendix F*) with contributions from many schools in the region (*see Appendix D*).

To those co-ordinators who have been in post for some time, there may be sections of the guide with which you are already familiar. However, it is essential that everyone involved in the preparation, placing and debrief of students on work experience is also made aware of the principles of good practice described here.

1.5 Attention is drawn particularly to the issues of health and safety and risk assessment which are statutory requirements for young people below the age of 16 in work experience placements. The Health and Safety (Young Persons) Regulations require employers to assess all risks to young people to be placed with them and to convey the key findings and control measures to parents/carers before the young person starts work experience. It is the responsibility of the Humber EBP to ensure that this information is passed to schools.

1.6 It is therefore essential that this guide is used alongside each Local Authority's Policy and Guidelines for Work Experience Placements.

SECTION 2: RESOURCES

2.1 Schools must recognise and give support to those involved in preparation and delivery of work experience and be aware that there are considerable financial and human resource costs incurred in providing a quality work experience programme for students. It must be remembered that hurried or ill-considered placing of students can result in exposing such students to dangerous situations, leaving the local authority and the school open to possible litigation.

2.2 The Work Experience Co-ordinator must be in a position to lead a team of people who between them have responsibility for the organisation of work experience. (*See paragraphs 3.2 and 3.3*) Schools will need to provide appropriate training for all members of this team in order that they may carry out their duties effectively and efficiently.

2.3 Due financial regard must be given, for example, to the preparation and printing of diaries, letters, information and work sheets. Other costs will include telephone calls, postage, extra clerical support, possible assistance towards student travelling costs and staff visit expenses. It is important, therefore that a separate budget heading is allocated to the provision of work experience.

2.4 It is essential that there is a telephone with a direct dial outside line, situated in a quiet and private office, available as required by the Work Experience Co-ordinator. Schools should ensure that, especially during the time that students are out on work experience, there is a dedicated and named person available at all times to deal with enquiries regarding any aspect of work experience. Best practice will dictate that clerical assistance is available at these times to ensure that the school is seen to deal promptly with all callers requiring information about any aspect of work experience.

2.5 The Work Experience Co-ordinator must have adequate space and equipment for the secure storage and instant retrieval of work experience records and correspondence. If problems are encountered by a student on work experience, the co-ordinator must immediately be able to access all information regarding that student.

2.6 In the Humber sub-region, the **Humber EBP** works closely with the **LSC** and **Connexions Humber** to provide services to enhance work experience in schools. These are:

- **Work Related Learning Development Manager**
Supports schools in developing all aspects of the work-related learning curriculum, bringing in expertise and support from a wide range of education business link services.
- **Placement monitoring**
Checking of all work experience placements by qualified placement officers for suitability, safety and insurance.
- **In-service training**
Training is available for teachers, tutors, Careers, Connexions and Work Experience Co-ordinators. Provision ranges from one-off sessions with work experience teams to extended business placements for teachers so that they may devise curriculum materials to bring the workplace into the classroom. There are regular termly update meetings for all Work Experience Co-ordinators in schools. The Training Team also offers assistance in devising materials for use in work experience and in briefing young people before they go out on placement. Exact requirements are discussed and planned with individual schools in order to meet their specific needs.

SECTION 3: POLICY AND PLANNING

3.1 All schools should have a policy statement on Work Experience which sets out its purpose and intended outcomes. To help with this, reference should be made to the 'Quality Works' standards published by the Humber EBP.

3.2 All schools should have in post a designated Work Experience Co-ordinator. This person should oversee the activities of a defined team, which may include a member of the senior management team, the careers co-ordinator, the special needs co-ordinator, the nominated careers education governor, relevant tutors, a Connexions personal adviser and heads of faculties or departments.

It is important that total responsibility for work experience provision does not fall upon one individual; the task is too complex and time consuming for one person to carry out effectively.

3.3 The responsibilities of each of these team members may be broadly defined as follows:

Work Experience Co-ordinator: Liaises with the Humber EBP to determine the number, type and location of placements available. Gathers information regarding students from colleagues to ensure appropriateness of placement. Allocates students to placements in close collaboration with other team members. Provides information on all placements arranged by students themselves to the Humber EBP at least one month prior to the placement beginning. Serves as the first point of contact for employers, parents/carers, students and teachers visiting students on placement. Provides statistical information to the Humber EBP on the students following their placements.

Senior Manager: Ensures that sufficient non-contact time is available during the work experience preparation period for each team member to carry out his/her role effectively. Monitors implementation and reports to Management Team meetings in order to maintain a high profile for work experience as an important curriculum component. Ensures that work experience and the development of the work-related curriculum at Key Stage 4 are recorded in the School Development Plan.

Careers Co-ordinator: Works closely with Work Experience Co-ordinator in the arrangement and allocation of placements. Provides occupational information to students in order to match placements to expectations and assists students in assessing their abilities and skills, likes and dislikes.

Special Educational Needs Co-ordinator: Works with the Work Experience and Careers Co-ordinators to ensure that all students with special needs are placed appropriately and that any necessary additional support is provided. Also has a role in identifying placements for students with special needs who may benefit from a period of extended work experience as an integral part of their individual learning programme. *(See Section 9 for more details).*

Connexions Personal Adviser: Works in collaboration with the Work Experience and Careers Co-ordinators to ensure that work experience is perceived in its widest sense by students - that it is not solely for meeting career aspirations but is intended as an opportunity to develop personally and socially. Personal Advisers may also assist in the processes of placing students and, in exceptional circumstances, visiting students while they are on placement.

Governor with CEG Responsibility: May be invited to help with arranging placements and can sometimes bring useful experience of local employment to share with teachers and students. It is important to involve the governor in whatever ways are most appropriate in order that the governing body of the school is appraised of the size and complexity of the task of providing high quality work experience.

Tutors: Deal with the mechanics of conducting work experience. Give information about students to the Work Experience Co-ordinator and pass information back to students from various sources. Tutors should know to which placement each student is going and be able to assist with matching. May also assist with feedback about how the placement has gone. May have a role in briefing, visiting students on placement and evaluating the experience with students.

Faculty Heads/HoDs: Need to be involved in generating cross-curricular links with work experience. They may also offer advice on specific placements where a student's level of school work may need to be considered, e.g. graphic design.

Heads of Year/House: Have an overview role in passing on pastoral information which may affect students' choice of work. Discusses allocation of placements in order to ensure that no unsuitable placements are inadvertently made.

Each school will need to clearly define the exact responsibilities of each member of the team.

3.4 In collaboration with their local Connexions Humber Area Manager, all schools should record in the school's Connexions Agreement and Development Plan their arrangements for the provision of work experience and the personnel to be involved in it.

3.5 Each Local Authority Area will have designated staff, contracted by the Humber EBP, responsible for checking and approving placements. They also provide an allocation of placements to each school and may be able to find placements in certain specialist occupational areas.

3.6 There should be ways in which tutors can develop their knowledge of the employers with whom their students are placed and *all* teachers should be given the opportunity to use work experience to enhance the teaching of curriculum subjects. The team defined in paragraph 3.2 should be responsible for identifying mechanisms through which this may be achieved and these processes should be recorded in the school's management plan at the appropriate time.

3.7 There should be defined methods for the evaluation of the appropriateness and effectiveness of work experience to ensure that students derive maximum benefit. Thorough evaluation will depend upon all members of the institution's staff being clear about their individual contribution to work experience and will require the close involvement of the team with other institutional managers to ensure consistency and coherence with other whole-school aspects.

3.8 All members of the delivery team should be aware of the six key skills required by employers. These are: Application of Number, Communication, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving. Prior to placement, students should be helped to identify opportunities to develop these skills.

SECTION 4: HEALTH AND SAFETY

4.1 All unfamiliar environments can present potential hazards and dangers. Students going out on work experience are likely to be faced with situations which are new to them and the expectations of them by their working colleagues will invariably be different to those expressed in school.

4.2 Whilst there is no legal obligation upon schools to provide Health and Safety training for students about to undertake work experience, it is good practice to ensure that general issues regarding the well-being of students while they are on placement are a major part of the work experience preparation programme.

4.3 At the very least, schools should cover such issues as:

- Use of protective clothing
- Warning signs/symbols in the workplace
- Hygiene
- Lifting techniques
- Trip hazards
- Procedures in the case of emergency (fire, accident, injury).

Few Work Experience Co-ordinators will be experts in the field of industrial Health and Safety and so it is very useful, where practicable, to involve a Health and Safety representative from industry in delivering this element of the programme.

4.4 Best practice in our region's schools devotes a whole day to addressing Health and Safety in the workplace through workshops and seminars which address for instance:

- Responsibilities at work
- Basic First Aid.
- The dangers of inappropriate behaviour in the workplace.

Other useful publications are listed in Appendix C.

4.5 Placement providers must have for students, as part of their induction procedure, Health and Safety instruction on issues specific to their place of work. All students must be made aware that they must complete a Work Experience Induction Form on the first day of their placement. (*See appendix A15*)

4.6 Placement providers must also carry out an assessment of significant risks on their premises and the outcome of this must be passed to the local Placement Officer who will forward it to the school's Work Experience Co-ordinator. Parents/carers must then be sent a copy of the risk assessment together with a letter which seeks parental permission for the placement to take place. This is so that parents/carers are made fully aware of risks involved in the placement before they sign the parental permission form. (*See appendices A5, example of a final parental letter, A6 work experience parental permission form, A7 example of work experience information for parents/carers and A8 example of placement details and risk assessment*).

4.7 Similarly, it is the responsibility of the school to inform placement providers of any 'risks' associated with students to be placed with them. Current Data Protection legislation must be adhered to in this regard but information should include known medical problems and also point out any other condition that might put the student, other employees or the public at risk. Known and proven patterns of behaviour such as aggression, shyness, a propensity for stealing or not telling the truth should also be brought to the employer's attention. In extreme cases, consideration should be made as to whether the individual student should be placed with an employer at all. **If a serious incident were to arise as a result of a student's behaviour known to the school but not revealed to the employer, it could prove to be very costly in terms of life or litigation.**

4.8 If a student or parent/carer independently arranges a placement that has not been checked by the Humber EBP for whatever reason (e.g. time constraints, location, unsuitability), **the placement cannot be allowed to proceed under any circumstance.** The parent/carer must be informed of this by letter and telephone. (*See also Paragraph 6.3 and Appendix A16*)

SECTION 5: PROVISION OF INFORMATION

5.1 Work experience providers

It is important that all work experience providers are given written information about the student(s) to be placed with them. This should include name, age, medical conditions (if applicable), school telephone number, named contact and any other relevant facts (*e.g. behavioural traits, see paragraph 4.7*). Additional information provided should include what the student will bring - including specific tasks, diaries and assessment sheets - and what action to take if unforeseen situations occur (*e.g. accidents, illness, student not attending*). (*See Appendix A9 for example notification letter to placement provider*) Schools may also encourage students to write a letter of introduction to their placement provider and, where practicable, arrange an informal discussion about what will be required from them during their placement.

5.2 Schools

Schools should also notify placement providers that they will be visited annually by the nominated Humber EBP placement officer to approve placements and ensure continuous conformance to all statutory legislation including Health and Safety, the Race Relations, Sex Discrimination and Disability Discrimination Acts.

5.3 Parents/carers

Initial documentation for parents/carers (3 months in advance) See Appendices A1 and A2.

Parents/carers must be informed of the dates of work experience. They should also be informed about the general benefits of work experience with an explanation that placements are limited and there are no guarantees that first choices will be met. Attached to this communication there should be an initial parental permission form agreeing to their son/daughter taking part in work experience in general but not at this stage to a specific placement. There should also be a pro-forma on which to record:

- a named contact with telephone number in case of incidents or emergencies during placement hours
- placement requests; type of placement, preferred occupation, student career aims (if known), travel restrictions, self-canvassed placements etc.

This information must be returned to school, filed and checked before final placements are made.

Final documentation (1 month in advance) See Appendices A5, A6, A7 and A8.

These documents can only be sent if the information above has been provided. These communications set out specific details of the student's placement and must include:

- name and address of placement provider
- contact name
- risk assessment of the placement
- working hours
- any protective or particular clothing to be provided by the student
- lunch arrangements
- LEA statement of parental responsibility (*An example of this can be found in each local authority's Work Experience Placements Policy and Guidelines*)
- parental consent reply slip

It is essential that all reply slips are carefully checked, collated and filed to ensure that every student has a signature for parental consent for each individual placement.

SECTION 6: PREPARATION FOR WORK EXPERIENCE

6.1 Timing

In the Humber sub-region, the Humber EBP approves all placements and co-ordinates the timing of work experience in order to avoid overloading employers and to offer maximum choice to students. It is essential, therefore, that in planning KS4 curriculum delivery, schools liaise with the Humber EBP in order to determine the most appropriate and effective period for their work experience. It must also be recognised that the growth of work-related activity at KS4 is likely to increase the pressure upon employers and so further emphasise the need for co-operation and co-ordination across Local Authority areas and beyond.

6.2 Arranging Placements

It is essential that *all* placements are checked for their suitability by the designated staff in each of the local authority areas. This is applicable to EVERY placement, no matter how big or small the employer and it is especially important that placement officers are informed about any placements which have been found by students themselves. **Any placements which do not comply with the local authority's official policy could leave schools exposed to litigation and so must not be used.**

6.3 Self Canvassed Placements

Students can often identify suitable placements through personal contacts and should be encouraged to do so. They will, however, require guidance relating to possible methods for searching for employers and support should be provided during the process. Points to bear in mind are:

- Potential placements must be within the Humber sub-region (East Riding of Yorkshire, Hull, North Lincolnshire, North East Lincolnshire) and are not necessarily to be used for career sampling.
- Placement supervision must not be undertaken by immediate family members.
- Details of "self found" potential placements including name of employer, type of work, telephone number and contact should be forwarded, via the school to local placement officers AT LEAST four weeks prior to commencement of the placement. This will enable placement officers to visit and discuss arrangements that may be necessary.

N.B. Any placements which do not comply with the local authority's official policy could leave schools exposed to litigation and so must not be used.

6.4 Student Work Experience Contract

It is recommended that some form of contract is drawn up to emphasise the importance of work experience and to parallel what will happen in the world of work. (*See Appendix A3*).

6.5 Matching students to placements

There is no single recommended model for matching students to placements. However, this process should be very carefully considered and negotiated as it is fundamental to the success of the entire experience. Placements can be lost due to inappropriate matching. This guide has identified the following two models as examples:

Model 1

Give all students a detailed personal questionnaire. (*See Appendix A4*). Issues of particular importance include travel to work limitations, career aims, health considerations, special needs, personal qualities, abilities and attitude. Liaison with teachers, tutors and heads of year is essential, to look at each student's responses and identify the most appropriate placement.

Model 2

Give students all the information available on each placement either by displaying on notice boards or in a Situations Vacant Catalogue compiled by the work experience team. Ask students to apply for the placements of their choice. Match students to suitable placements on the basis of the quality of their application or, in some cases, interview. Popular placements will attract more competition and students should be encouraged to apply for more than one. Schools should endeavour to match as

many students as possible to first choice placements, providing all the criteria for that placement have been met.

Once a suitable placement has been identified, details must be issued to parents/carers via the student with an acknowledgement slip, which **MUST** be returned to school before the student may start the placement. (*An example of this form may be found in Appendix A6*). Students' attention must also be drawn to any instructions specific to their placement. It is essential that relevant staff check and record that all permissions and signatures have been obtained.

6.6 Students

Preparation for work experience should be part of a structured programme, which helps prepare students for the transition from school to work. The programme should contain information and activities which cover for example, the contents of the work experience log book/diary they will be using (*See Appendix A13*), mock interviews, letters of application and CVs, key skills, how to dress and behave on placement, what to expect from work experience, possible areas of concern and what to do if problems are encountered. The programme should include general basic health and safety training.

6.7 Parents/carers

Parents/carers must be informed about all aspects of the preparation for work experience. In particular, the key findings and control measures of risk assessments must be conveyed to them **before** the student starts their placement. This information is contained in the placement details sent to the school. A hard copy print out of this must be conveyed by the school to the parents/carers (*see Appendix A8*).

6.8 Parents/carers must also understand that they have to give written permission to a placement being undertaken by their child and may have to provide financial support where additional travel is involved. They also must realise that they may have a responsibility for special items of clothing. It is good practice to arrange an evening event for all parents/carers of students undertaking work experience so that essential information can be conveyed and questions answered. (*See paragraph 5.3 for details regarding written parental information and Appendices A5, A6, A7, A8 for examples of documentation for parents/carers*).

6.9 It is vital that, prior to the commencement of any placement, all parties, i.e. the work experience team, placement providers, students, parents/carers and the Connexions Personal Adviser, are aware of procedures to be adopted in cases of, for example, absence, harassment, accident/illness, inappropriate behaviour, gross misconduct or dismissal.

6.10 If any student is required to work either before or after the school is in session or at weekends (e.g. leisure centres, hotels) it is recommended that the school's dedicated named person can be contacted via an out-of-hours emergency telephone number which is issued to students and placement providers. It is good practice, where possible, to use a school mobile telephone for this purpose so that privacy is not compromised.

6.11 Timetable of events in planning and preparing for work experience

In order to ensure that paragraphs 6.1 to 6.10 above are addressed in sequence, there follows an approximate timescale for tasks to be undertaken:

1 year prior to work experience:

- Work Experience Co-ordinator checks timing and booking of school's work experience period with local placement officer. Number of available 'core' placements agreed.

At least 6 months prior to work experience:

- Work Experience Team updates diaries, letters, student contract and other forms for parents, students and employers etc. (*See Appendices A1-A15*).

4-5 months prior to work experience:

- Students begin work experience preparation programme. (*See paragraph 6.6*).
- Work Experience Co-ordinator briefs the Work Experience Team and agrees roles and responsibilities. Placement matching and allocation begins.
- Available completed placement and risk assessment details are checked and collated, ready to send to parents/carers.

At least 3 months prior to work experience:

- Meeting arranged with local placement officer to discuss progress and identify any gaps in school's preparation
- Initial briefing to whole year group by Work Experience Co-ordinator. It is advantageous for all the Work Experience Team to attend to ensure consistent information is given and received.
- Work experience team issues initial parents'/carers' letter and permission form. (*See Appendices A1 and A2*).
- Form tutors check returned initial permission forms and record on a form list.
- Work experience team issues student contract to be distributed and returned via tutors. (*See Appendix A3*).
- All placement and risk assessment details for known placements are checked and collated, ready to send to parents/carers. (*See Appendix A8*)
- Work experience team analyses student questionnaires. (*See Appendix A4*).

At least 2 months prior to work experience:

- Work Experience Team convenes parents'/carers' Information Evening.

At least 1 month prior to work experience:

- Placement officer informed of any self-generated placements. No such placements can be considered less than four weeks before the start of work experience.
- Placement matching and allocation completed, having taken into account the risk assessment of each placement and the student to be placed.
- Students informed verbally by tutors of intended placement.
- Students issued with printed Placement Details and final Parental Permission Form. Parents/carers must sign this form and return it to school otherwise the placement cannot be allowed. (*See Appendices A5, A6, A7, A8*).
- Tutors check and record signed Parental Permission Forms.
- Placement providers informed of students' personal details. (*See Paragraph 4.7 and Appendix A9*).
- Students asked to make contact with their placement provider.

- Work Experience Co-ordinator to ensure that arrangements for non-participating students are being administered by designated staff other than the Work Experience Co-ordinator. Details of reasons for non-participation noted for management information.
- Any unused placement providers contacted (as soon as possible and not later than 2 weeks prior to work experience).
- Work experience team to check that the following have been received for each placement:
 - Signed Parental Permission Form
 - Health and Safety approval for all placements
 - Placement providers' confirmation of placement.

1-2 weeks prior to work experience:

- Work Experience Team arranges and co-ordinates programme of teacher visits to students on placement.
- Tutors' visiting documentation issued and discussed with Work Experience Co-ordinator (*See Appendices A10 and A11*).

One week prior to work experience:

- Final pre-work experience briefing to students by Work Experience Co-ordinator.

SECTION 7: DURING WORK EXPERIENCE

7.1 Work Experience Placement Provider Responsibilities

It is the duty of every placement provider to ensure the following:

- A level of supervision which is commensurate with what could normally be expected during a school working day. It is important that all employers are aware that the school still has the same duty of care while its students are placed with them.
- All employees who will be coming into contact with the student be made aware of who he/she is.
- Provision of an induction to the placement, which includes Health & Safety procedures.
- Provision of a structured programme which identifies learning opportunities to meet, as far as possible, the aims and objectives of the student.
- Support for the student in meeting and evidencing these learning objectives.
- Co-operation in the completion of work experience documentation (e.g. diaries, Key Skills checklists and Progress File statements) by the end of the placement.
- Immediate contact with the named person at the school should there be any concerns or problems. If an accident should occur, the placement provider must, without delay, notify the school and provide a copy of the LSC Accident Report Form (*Available from LSC Humberside*).

On no account should a student be dismissed from a placement without first consulting the dedicated named person at the school. The school is still held to be ultimately responsible for the welfare of students on work experience.

7.2 School Responsibilities

It is the duty of every school to provide the following:

- The level of care afforded as a statutory right to every student during every school day. It is vitally important, therefore, that schools maintain open channels of communication with all placement providers.
- At least one visit by a member of staff to each placement.
- Ensuring that every person identified to visit students on placement is fully prepared. (*See Appendix A10 for an example of a tutor's checklist and Appendix A11 tutor's report*).
- A dedicated named person to be available in school to handle promptly any enquiries regarding work experience.

7.3 Before visiting students on placement, staff should allow 2 or 3 days for the student to settle in. Following each visit, staff should ensure that the appropriate documentation is completed and returned to the Work Experience Co-ordinator. (*See Appendix A11*).

7.4 If there is a serious incident of any kind during work experience, it is important that the school is informed immediately so that other parties involved can be alerted and the matter dealt with swiftly and correctly. Should the media become involved in any incident, no comment should be made by any person at the school other than those designated to talk to the media.

7.5 It is also the responsibility of the school to ensure that, if an accident occurs on the employer's premises, copies of the accident report from the employer are passed immediately to the nominated Humber EBP placement officer and the local authority.

7.6 For those students who do not go out on work experience, and for any who are withdrawn from their placement for behavioural, disciplinary or other reasons, a pre-arranged programme of work experience on school premises should be in place. This programme should be drawn up and overseen by staff other than the Work Experience Co-ordinator.

SECTION 8: EVALUATION OF WORK EXPERIENCE

8.1 Students

It is important for students to have a variety of opportunities to discuss and consolidate their experiences. This should be done in a way which avoids needless repetition or tenuous curriculum links. Those who have had a very good or bad experience should be given the chance to have a one-to-one discussion with a tutor who should feed information back to the Work Experience Co-ordinator who may then wish to contact the Humber EBP and/or the placement provider directly. A personal letter of thanks should be sent from each student to their placement provider.

8.2 School

There should be an opportunity for the whole school Work Experience Team to meet, share views and make comments and suggestions. Schools may at any time contact their local placement officer to discuss issues arising from any work experience placement. Schools should undertake annually an internal review and evaluation of the work experience programme.

8.3 Placement Providers

All placement providers should be given the opportunity to communicate their opinions/views regarding any aspect of the placement, organisation or student. Placement providers may also wish to discuss their experience with the Humber EBP or their placement officer at their next visit.

8.4 Local Authority areas

All Work Experience Co-ordinators from all schools within each LEA area have the opportunity to meet and discuss the work experience provision with the Humber EBP, Placement Officers, LSC and LEA staff at least termly in order to for example:

- Fully evaluate and recognise work experience activities.
- Devise possible strategies for evaluating and improving work experience provision.
- Agree best practice and receive updates.

8.5 There are tasks which must be undertaken following the conclusion of work experience:

Straight after work experience:

- Statistical return form as required by the LSC completed and returned to the local placement officer.
- Work Experience Team sends letters of thanks to placement providers.
- Tutors ensure students send their letters of thanks.
- Tutors encourage early completion of work experience diaries.

7-14 days after work experience

- Student evaluation undertaken. (*See Appendix A14*).
- Work Experience Co-ordinator checks returned student and placement provider evaluation forms.
- Work Experience Team meets for final evaluation and to discuss proposals for any necessary modification of procedure.

SECTION 9: STUDENTS WITH SPECIAL NEEDS

9.1 All of the information contained in sections 5 to 8 of this guide is applicable to all students. There are, however, some additional considerations which need to be made when dealing with students who have special needs.

9.2 For students with identified moderate learning difficulties, whether 'statemented' or not, it is essential that the special educational needs co-ordinator is closely involved in their preparation for work experience. The main consideration in placing young people with moderate learning difficulties is teachers' perceptions of each student's ability and the consequent limit on expectations. Placement providers must be clearly briefed on what the student's limitations are likely to be and that a named employee is identified as the supervisor for the period of the placement. Current Data Protection legislation will dictate how this should be carried out.

9.3 There are further considerations which must be made for students with physical disabilities, severe learning difficulties or emotional and behavioural difficulties. Such disabilities will vary enormously but issues are likely to be:

- **Transport.** Do students need to be transported to and from their placement? If so, there may be implications regarding the length of the working day the student can spend with the placement provider.
- **Special provision such as wheelchair access.** Potential placements will need to be checked over and above usual health and safety requirements to ensure that the particular needs of the student can be accommodated. Special care must be taken where the use of machinery during the placement is involved.
- **Provision of additional support staff.** Some students will require extra help and support to make the most of their work experience entitlement. Such support staff should know the student well but will still need to be briefed about the objectives of the work experience and how these relate to the student's individual learning programme where this is appropriate. Whether extra support staff are deployed or not, the placement provider should be given a specific briefing on the student's physical or emotional capabilities.
- **Medication.** It is possible that regular and/or emergency medication may be required by the student. Arrangements for its administration must be made and all personnel involved, particularly the supervisor, must be appraised of these arrangements.
- **Specific restrictions.** Any restrictions on work experience brought about by the student's special needs must be recognised. Considerations might be the length of the working day, therapy and/or hygiene requirements, mobility, use of special equipment etc.

9.4 The placement providers' risk assessments of placements will need to be very carefully considered before matching any students with special needs to a specific placement.

9.5 The critical requirement for all placements undertaken by students with any recognised special need is for support and supervision by school personnel, as required. This is for the benefit of both the student and the placement provider but it is recognised that it will place additional pressure upon staff resources. Careful thought will need to be given as to how this is best managed.

9.6 During work experience, the method for recording each student's experience must be given individual consideration. This may, of course, be done through the standard diary/log book (*see Appendix A13*) but it may be more appropriate for audio, video or photographic recording to be used as appropriate to the needs of each young person.

9.7 The Work Experience Team will also need to decide whether any of the following are necessary for supporting students with special needs:

- Additional attendance checking. In some cases it may be necessary for the school to check the student's attendance at the work place every day.
- Introducing the student to the placement provider. In some cases it may not be appropriate for the student to make the first contact with the employer.
- In mainstream education, the Special Educational Needs Co-ordinator should arrange to visit all students with special needs whilst they are on placement. This should be in addition to the allocated support staff identified in paragraph **9.3**.

SECTION 10: KEY RECOMMENDATIONS.

10.1 This guide's purpose has been to provide help and advice in ensuring that all students in the Humber sub-region have a well prepared, well delivered and fully evaluated period of work experience. The members of the Working Party (*see Appendix F*), drawn together to write this guide, have agreed that there are ten key recommendations for high quality work experience. There should be:

1. A school work experience policy statement which reflects and addresses the learning needs of all its young people.
2. A Work Experience Co-ordinator with clearly defined role and responsibilities.
3. A team with clearly defined roles and responsibilities for the administration, co-ordination and delivery of all aspects of work experience.
4. Strict adherence to Local Authority Work Experience Placements Policy and Guidelines and all current legislation
5. No use of placements that have not been assessed for significant risks by the placement provider and approved by the Humber EBP.
6. Careful matching of students to available placements.
7. Open and effective lines of communication between schools, the Humber EBP, placement providers, parents/carers and students.
8. A carefully planned and coherent programme of preparation, delivery, debrief and evaluation.
9. Careful consideration of timing to derive maximum benefit for students, while recognising ongoing pressures upon schools, placement providers and the Humber EBP.
10. Endorsement by placement providers of work experience outcomes, key skills and where appropriate, linked to curriculum requirements.

10.2 It should be noted that, although the content of this guide was written with the needs of work

experience students under the age of 16 in mind, the recommendations it makes are equally applicable to students aged between 16 and 18 years of age. This is particularly important in light of the development of increased flexibility in the 14-19 curriculum. Schools with 6th forms and other post-16 education providers should be aware that compliance with the legislation described here and in each Local Authority's *Work Experience Placements Policy and Guidelines* is still mandatory. Sixth forms and colleges may however, wish to modify the materials contained in the following appendices to suit their particular needs and audiences.

Appendix A:

Samples of documentation for parents/carers, employers and students

Appendix A1. Initial letter for parents/carers (3 months in advance of placement)

Dear Parent/Carer

As part of their school curriculum, a period of work experience is being organised for every student in Year (10/11) from Monday (*Date*) to Friday (*Date*). This is designed to give each student a greater understanding of the world of work and the opportunity to work with adults other than teachers.

Every attempt will be made to offer each student a placement that will match their aspirations but no guarantee can be made that every first choice placement will be available. The placements will be advertised in school from Monday of next week and each student will be asked to fill in an application form on which they will be asked to choose three placements. These will be allocated using the following conditions:

The suitability of a student for a chosen placement

The quality of application

Meeting the deadlines for application

The school does, however, reserve the right not to place a student on work experience whose behaviour, attitude or attendance has been considered to be unsatisfactory during the year. This decision is not taken lightly and parents will be notified before work experience if this is the case.

All the placements have been checked for suitability by the Humber Education Business Links Organisation (EBP) and students will be afforded protection under all employment legislation. Students who wish to arrange their own placements must provide (*Work Experience Co-ordinator*) with details by (*Date*) so that the placement may be approved by Humber EBP. Students will not be allowed to be placed with a provider who has not been approved in this way, nor are they allowed to undertake work experience in a placement run by a close relative. Similarly, students cannot do work experience in a placement where they are already in part-time employment or in a placement which is beyond reasonable travelling distance from the school.

Parents/carers are expected to inform the school of any medical conditions which may affect their child's suitability for a work experience placement. Please fill in the relevant section on the attached form if you feel this may apply to your child.

Students will be expected to make their own way to the placement and required to work the placement provider's normal working hours. Some placements may not be local and travelling costs should be taken into account when choosing placements.

Work experience is a very important part of your child's education. Students will be expected to keep a detailed diary during their placement and if they successfully fulfil all the requirements of their placement provider, they will be awarded a certificate to put into their Progress File or Record of Achievement .

We are organising a Parental Information Session on (*Date and Time*) to provide you with further information and we hope you will be able to attend. Should you have any immediate enquiries about any aspect of work experience, please contact (*Work Experience Co-ordinator*) at the school.

Yours sincerely

Work Experience Co-ordinator

Appendix A2. Work Experience Parental Initial Permission form

I consent to my son/daughter..... of Tutor Group.....

taking part in the Work Experience Programme from Monday (*Date*) to Friday (*Date*).

I will/will not* be attending the Parental Information Evening on (*Date and Time*)

*Delete as appropriate

Signed.....Please print name.....

Please state below any preferences your son/daughter has with regard to his/her placement. e.g. type of occupation or health issues (e.g. colour blindness, asthma, eczema, epilepsy, diabetes etc) which may affect choice of workplace.

It is occasionally necessary for us to contact parents/carers during the period of work experience. To ensure that our records are up to date, please indicate below the name and daytime telephone number of the person who may be contacted.

NAME (PLEASE PRINT).....

RELATIONSHIP TO STUDENT.....

DAYTIME TELEPHONE NUMBER.....

Please return this completed form to (*Work Experience Co-ordinator*) at the school by (*Date*)

No student can be allocated a Work Experience placement unless the school is in receipt of this permission form.

Appendix A3. Example of a school work experience contract:

SCHOOL WORK EXPERIENCE CONTRACT

In order that I gain the most benefit from work experience and begin to understand working practices, I **must** meet the following ten requirements:

1. Complete and submit the Work Experience Placement Questionnaire to my group tutor by *(Date)*.
2. Submit the signed Parental Initial Permission form to my tutor by *(Date)* and submit the signed Final Parental Permission form (agreeing to the conditions of my placement) to my group tutor by *(Date)*.
3. Complete and submit a completed Work Placement Application form to my group tutor by *(Date)*.
4. My proposed choices of placements may be circulated to and discussed by my group tutor or subject teachers. I agree to meet any targets negotiated with them in order to gain approval to undertake a particular placement.
5. Contact my work experience placement provider before work experience begins.
6. Attend the Health, Safety & Behaviour Workshop on *(Date)*.
7. Achieve a school attendance of at least 90% up to *(Date)* (unless there are exceptional circumstances).
8. Be punctual to school on at least 90% of school days up to *(Date)* (unless there are exceptional circumstances).
9. Demonstrate attitude and behaviour which has not had reason to be called into question.
10. Agree to the terms and conditions of my work experience placement provider and, if not placed, to undertake supervised work experience in school.

STUDENT AGREEMENT

I have read and understand the School Work Experience Contract and I agree to meet the ten requirements in order that I may undertake a work experience placement from *(Date)* to *(Date)*. I understand that I will be given a copy of this signed Contract to include in my Progress File or Record of Achievement.

Signed:.....Group:.....Date:.....

Witnessed by Parent/Carer:.....Signature

Appendix A4. Example of Student Work Experience Questionnaire

WORK EXPERIENCE QUESTIONNAIRE

Your answers to the following questions will be used to help us to find a placement that is suitable for you. Please complete it neatly and carefully, printing your answers. We will provide you with a placement as long as you have met the conditions of the School Work Experience Contract but we cannot guarantee the type of placement you will be given. You must also make sure that you have returned the signed Parental Initial Permission Form to your Group Tutor by *(Date)*.

1. NAME.....TUTOR GROUP.....

2. ADDRESS.....

.....
..... TEL NO.....

3. What career do you hope to begin when you leave full-time education?

1ST CHOICE.....2ND CHOICE.....

4. What subjects are you studying for GCSE?.....

.....

5. List below in order of preference your choices of the type of placement you would like for your work experience. You must give at least 3 choices.

a.

b.

c.

d.

6. Have you made contact yourself with an employer who may be able to offer you a work experience placement? YES NO

If YES, please give:

Name of Contact:.....Tel No.....

Name of Company/Business/Organisation.....

Company /Organisation Address.....

.....

Type of Work:.....

7. Due to the large number of placements we use, some of them out of town. If you are placed with a provider outside our immediate area, are you able to arrange transport if necessary?

YES, I CAN TRAVEL

NO, I WANT A PLACEMENT IN TOWN

Please remember that you will be required to pay for any public transport you use during work experience so find out the cost and ask your parents if they are in agreement.

8. Do you have any health or mobility problems or allergies/phobias which might affect the type of work you do? E.g. asthma, colour blindness, diabetes, eczema etc. Please give brief details below or write 'NO PROBLEMS'.

.....

9. Is there **any** kind of placement that you would **not** consider for your work experience? If, so give details below and explain why you would not consider this work.

.....

Signed(Student) Date.....

I have read my son's/daughter's responses to these questions and agree with them.

Signed(Parent/Carer) Date.....

Please return this completed form to (*Work Experience Co-ordinator*) by (*Date*)

Appendix A5. Final Parental Letter (1 month in advance)

Dear Parent/Carer

Year (10/11) Work Experience Monday (Date) to Friday (Date)

You will recall my letter of (Date) informing you of our Work Experience Programme and asking your permission for your son/daughter to take part.

Your son/daughter has now been allocated a work experience placement. Enclosed with this letter there is a parent's leaflet and detailed information relative to the placement, which includes a risk assessment, special clothing requirements etc. Please read these documents carefully and keep them safe until the end of work experience.

Please do not contact the placement unless there is real need; employers are busy people!

Please sign and date both copies of the attached Work Experience Parental Permission forms if you agree to your son/daughter undertaking work experience in this placement. Return ONE copy to the school no later than (Date) and retain the other one for reference.

Please note that no student will be allowed to take part in work experience unless we are in receipt of their signed Parental Permission form.

Should you have any queries about any aspect of this placement, please contact me at the school.

Yours sincerely

Work Experience Co-ordinator

Appendix A6. Work Experience Parental Permission form

Name of Student.....

Work Experience Placement.....

I understand that he/she:

- will not receive any payment;
- will work hours as agreed between the school and the placement provider and will be subject to the employer's normal standards of discipline;
- will not be placed in any situation which is unsuitable on any medical grounds known to the school;
- will be afforded protection under the Health and Safety at Work Act 1974 and other associated legislation, together with Employer's Liability and Public Liability insurance whilst at the place of work. I also understand that that the Local Authority has no responsibility for my son's/daughter's safety while travelling between home and work placement, even if it normally makes the arrangements for travel between home and school. (There may be certain exceptions where the Local Authority makes specific arrangements for travel between home and work experience). I also understand that supervision may not be available during lunch breaks. I accept my normal responsibility as a parent/carer for his/her safety in these instances.

Details of the placement, including a job description and the key findings of risk assessments and control measures undertaken by the placement provider, are enclosed with this form. Please advise the school if you feel any of the tasks or requirements of the placement would be unsuitable.

I have read all the information regarding the placement and I consent to my son/daughter

(Name).....(Tutor Group).....undertaking Work Experience with

(Placement).....

from Monday (Date) to Friday (Date).

Signed.....Please print name.....

Relationship to student.....

Date.....

**Please return ONE copy of this form to (School Work Experience Co-ordinator) on or before (Date).
Please retain the second copy until work experience is completed.**

Appendix A7 Information for Parents/Carers

Some **DOs** and some **DONTs** for work experience:

DO encourage punctuality and appropriate dress.

DO take an interest in work experience and discuss what has happened each day.

DO contact the school if you feel there may be difficulties with the placement which your child cannot resolve themselves.

DO encourage early nights!

DO remember that work experience is a once-only opportunity. A good employer's report and a completed work experience diary are very important parts of your child's Progress File or Record of Achievement).

DON'T be surprised if your child is very tired. This is a new experience, which will demand new routines, longer hours and greater concentration.

DON'T dismiss work experience as a distraction from examination work. It is very much a part of learning in school.

DON'T, if your child is attending a placement which is not what they aspire to undertake as a job or career, consider it a waste of time. Work experience is about broadening understanding of work in general and it is not intended as training for a particular job.

DON'T contact the work experience provider unless your child is unable to attend or there is a real emergency.



ANY SECONDARY SCHOOL

WORK EXPERIENCE

INFORMATION FOR PARENTS/CARERS

On Monday (*Date*) all Year 10 students will commence 2 weeks of

work experience

Each student has been allocated a placement that is as close as possible to any expressed personal requirements. You may already have been made aware by your son or daughter of where he or she has been placed. Details of the placement are enclosed and you should read them carefully and keep them in a safe and accessible place.

Work experience is a very important part of your son/daughter's final compulsory year of education and we hope it will help them begin to develop the skills, habits and attributes that are required in the world of work to-day.

We stress that this activity is designed to be complementary to the work covered in school and must not be simply considered as time away from lessons. Much of the preparation done in school before work experience, and the de-brief which follows it, relate very closely to the subjects of the national curriculum.

We hope also that you will discuss with your son or daughter the new things that they are learning and help them to get the most out of work experience.

ILLNESS

If your son or daughter is ill and unable to attend the placement, you must contact the placement first and then (*Named Contact*) at the school. If we are informed by an employer that a student has not arrived, we may have to assume truancy and begin to go through all the procedures that this involves. Please help us to avoid this.

ENCOURAGEMENT

Some of our students have a narrow view of the world of work and see work experience as a way for employers to use young people as free labour. If this is your son or daughter's view, they need to be reminded that students on work experience are of no financial value whatsoever to the employer and in many cases are a cost in terms of both time and money.

Rigorous checks are carried out on employers providing work experience to ensure their suitability for offering placements. They take part in the scheme because they feel they want to make a contribution to the education of young people. We are grateful to them.

HEALTH AND SAFETY

Finally, we have done everything we can to ensure that your son or daughter enjoys and returns safely from work experience. As a part of this, a number of health and safety checks are made to ensure each placement complies with health and safety legislation. The risk assessment as it appears on the attached print-out defines the possible risks to the health and safety of your son/daughter while on this placement with the control measures taken to minimise these risks. This shows that all possible precautions have been taken to ensure that the placement is regarded as being suitable.

However, as a young adult, your son or daughter will be expected to take responsibility for their behaviour and welfare while they are on work experience.

Appendix A8: Example of Placement Details and Risk Assessment

BIG ENGINEERING PLC
MIDLAND TRADING ESTATE
ANYTOWN
AA1 2BB

TEL: 01222 123456

Placement: Clerical Assistant.

Contact: Ms Margaret Typper
Office Manager.

Hours: 9.00 pm - 5.30 pm, 1 hour lunch
Monday to Friday.

Interview: Ms Typper wishes to have an informal chat either by
telephone or in person before placement.

Lunch provided? No. Packed lunch or buy from sandwich delivery. Drinks
purchased from machine in staff room.

Supervision details: Supervised at all times EXCEPT lunch time by
Doreen McKenna, Senior Clerk.

Transport: Own arrangements

Appearance: Must be very clean and smart. No jeans or trainers.

Job description: Basic word processing; filing, library and reception
duties, photocopying, taking messages

Risk Assessment: **RISK** **CONTROL MEASURES**
Display Screen Equipment: Checked for compliance with
H&S regulations. Training given
on induction.
Slip and trip hazards: Office checked daily.
Machine areas: Restricted access.
Car park and moving vehicles: Controlled by gate security.

Any health problems/deficiencies making this placement unsuitable?
Hearing: **No** Eyesight: **Minimum requirement for using DSE.** Skin: **No**
Breathing: **No** Allergies: **No** First Aid: **Trained personnel on site.**
Protective clothing required: **No** Protective clothing provided: **N/A**

Academic Level: Working towards Grade D GCSE or above

Suitability for special needs: With prior discussion.

Wheelchair OK? Yes, disabled toilet facilities available.

Prohibited areas: Access to heavy engineering machine areas and loading
bays prohibited.

Appendix A9.

Notification Letter to Placement Provider (at least 1 month prior to the placement)

Dear (Name of Placement Provider)

Work Experience Monday (*Date*) to Friday (*Date*)

Thank you for offering placement(s) for the above period of work experience. I am pleased to inform you that the student(s) who will be placed with you is/are:

Name(s) of students

Enclosed are brief details of the student(s).

Prior to the placement, you should be contacted by (*him*) (*her*) (*each of them*) for any other information they may require. We would very much appreciate your involvement in this as it helps our students to be fully prepared for their work experience.

All students have undertaken a broad preparation programme in school, which includes basic Health and Safety guidelines. It will, however, be necessary for you to brief (*him*) (*her*) (*them*), on the first day of their work experience programme, about any specific aspects of Health and Safety applicable to your place of work.

Each student will bring with them a diary/log book in which to record their experiences and we would be grateful if you could support them in completing this. The completed document is an important record of each student's experience.

A member of the school's staff will contact you during the placement to check upon progress and to ensure that all is going to plan.

Should an accident, illness, absence or any other incident occur during the placement, please would you contact (*named teacher*) at the school immediately. If, in the meantime, you have a query about any aspect of work experience, please do not hesitate to contact me.

We very much appreciate the time, thought and effort that you as an employer have put into this valuable educational provision and we look forward to working with you.

Yours sincerely

Work Experience Co-ordinator

Appendix A10.
Example checklist for Visiting Tutors

WORK EXPERIENCE CHECKLIST

Before the visit:

Ensure that you have the placement details; address, contact name, telephone number.

Telephone the placement before you visit so that you can arrange a mutually convenient time.

Try not to visit on day one so that the student has a little time to settle in.

Fill in a visiting tutor's report for each student you visit.

Take a camera with you if you wish but ask permission before taking any photographs in the workplace.

During the Visit:

Ensure that you observe any procedures for visitors. You may need to sign in and wear a visitor's badge. If you are issued with any protective clothing (hard hat etc.) please wear it.

Introduce yourself to the employer/supervisor and explain the purpose of your visit. You may wish to complete Section 1 of the visiting tutor's report form at this stage. Remind him/her of the employer's report form which is to be sent back to school.

If possible, try to find somewhere quiet to discuss progress with the student. Ask about the work they have been doing and check this against the information the student was given beforehand. Be aware of Health and Safety issues and check that the student was given an induction to the placement. Ask to see Diary/Log book. Is it up to date? Have Health and Safety sheets been completed?

Complete Section 2 of the report form. If you are unable to talk to the student at this stage, Section 2 may be completed as part of the work experience de-brief back in school.

Before leaving, express thanks to the employer/supervisor for their time and for the placement.

After the Visit

If visiting tutor's report form is complete, pass to (*Work Experience Co-ordinator*) on your return to school. If Section 2 is not completed, please retain the form until you have had the opportunity to talk to the student and fill in the details.

Appendix A11.
Example of Visiting Tutor's Report

VISITING TUTOR'S WORK EXPERIENCE REPORT
(Please take a camera if possible)

Name of Visiting Tutor:.....

Name of Student:.....

Work Placement at:.....

Date Visited:.....Time:.....

1. INFORMATION GAINED FROM THE EMPLOYER/SUPERVISOR:

Did the Supervisor go through a Health & Safety Induction with the student (Diary/Log Book Pages.....) on the first day? YES NO

STUDENT'S PUNCTUALITY: GOOD FAIR POOR

Comments:

.....

INTERACTION: How is the student getting on with others?

WELL FAIR POOR

Comments:

.....

COMMUNICATION SKILLS: Has the student communicated well with other employees/the public/on the telephone etc.?

VERY WELL FAIRLY WELL QUIET TOO QUIET OTHER

Comments:

.....

WORKING PRACTICE: Can the student understand and follow instructions?

WELL WITH SOME HELP WITH CONSTANT HELP

Comments:

.....

SUITABILITY OF DRESS:

GOOD **FAIR** **POOR**

Comments:

.....

FUTURE WORK EXPERIENCE: Will this employer be able to take students next year?

YES **NO**

If yes, what particular qualities/skills must future Work Experience students have?

.....

.....

2. STUDENT CONTACT:

Did you meet the student? **YES** **NO**

If yes, please indicate if you checked:

Health and Safety Induction sheets **YES** **NO**

Progress of diary/log book entries **YES** **NO**

Did you take any photographs? **YES** **NO**

Any significant comments made by student?

.....

.....

.....

Signature of Visiting Tutor:.....

PLEASE REMEMBER TO THANK THE EMPLOYER FOR THIS PLACEMENT

Please complete and return this form to (*Work Experience Co-ordinator*) on return to school.

Appendix A12. Example of Employer’s report form

WORK EXPERIENCE - EMPLOYER’S REPORT

Name of Student:.....

Name of Company:.....

Department:.....

Please tick the appropriate column	Excellent	Good	Fair	Needs Improvement
Motivation				
Interest in work				
Initiative				
Self Confidence				
Enthusiasm				
Competence				
Adaptability				
Attitude to other staff				
Attitude to customers/clients				
Relationship with supervisor				
Ability to understand instructions				
Punctuality				
Attendance				
Personal Appearance				
Honesty/integrity				
Personal Responsibility				
Safety Consciousness				

Please add any comments you may wish to make about this student:

.....

Would you be willing to take our students for work experience next year? YES NO

Name of supervisor.....Signature.....

Please return this completed form to (Work Experience Co-ordinator) at (name & address of school) in the stamped envelope provided.

Appendix A13: Contents of student's Diary/Logbook

While we would not wish to be prescriptive in the appearance or design of a school's Diary/Logbook for work experience, there are certain components which need to be included: These are:

A Work Experience Health and Safety Induction Form (*A copy of this is contained in your local Work Experience Placements Policy and Guidelines*)

Details of the placement to be undertaken which include:

- Company Name
- Address
- Telephone number
- Supervisor's name
- Working hours
- Travel details
- Clothing requirements
- School telephone number
- School contact name

Advice on what to do in case of:

- Illness
- Accident
- Worries or concerns
- Dismissal
- Harassment

Space in which to record further details of their working arrangements - place of work, number of employees, location and structure of the business etc.

Space in which to record what happens each day.

Space in which to record how they have demonstrated key skills.

General observation tasks that may be undertaken as they work - if there are jobs done mainly by women or men, which employees have to work shifts, whether there are any jobs undertaken by particular ethnic groups etc.

Space for an evaluative commentary in which to record knowledge gained, feelings, etc following work experience.

We are not able to reproduce examples of good practice in the presentation of students' diary/log books, but you are welcome to contact any member of the Working Party listed in Appendix F who will be able to advise you as to the best source of information to meet your requirements in this important aspect of work experience.

Appendix A14
YEAR 10 WORK EXPERIENCE STUDENT EVALUATION REPORT

Please PRINT all replies or tick boxes. The answers you give will remain confidential.

YOUR FULL NAME.....TUTOR GROUP

NAME AND ADDRESS OF PLACEMENT

.....

.....

Main type of work you did.....

.....

.....

Please tick below to indicate how you rated the following:

Exc Good Fair Poor

1. Enjoyment you got from work experience
 2. New things/skills you learned/developed
 3. Explanation by your employer of any dangers or hazards
 4. Quality of the help you were given in your work
 5. Variety of jobs/experiences you were given
 6. Friendliness of the staff on work experience
 7. Opportunity to do some work on your own
 8. Support from your family during work experience
 9. The help given to you by the school
 10. The overall quality of this placement
 11. Usefulness of work experience in deciding your future
- See over for questions 12-15
12. Please write any comments on how well you feel the school prepared you for work experience.

.....
.....
.....
.....

13. Please write any comments on your provider's involvement in/commitment to work experience. (i.e. were they ready for you and had they planned your work etc).

.....
.....
.....
.....

14. Are there any ways in which the school could improve work experience for next year?

.....
.....
.....
.....

15. Are there any ways in which your provider could improve work experience for next year?

.....
.....
.....
.....

Thank you for your help. Please return this completed form to your tutor.

**Appendix A15.
Example of Induction Checklist**

WORK EXPERIENCE INDUCTION CHECKLIST

- 1. Issue of:
 - Name badge
 - Site Map

- 2. Tour around site showing:
 - Supervisor's office
 - Accident Procedure
 - First Aid procedure
 - Toilet facilities
 - Dining facilities

Explain:

 - Smoking policy
 - Traffic on site
 - Safety signs
 - Personal safety
 - Dress requirements
 - Safety eqpt provided

- 3. Fire regulations:
 - Sound of fire alarm
 - What to do
 - Where to report to

- 4. Prohibited areas of site:

Please state.....

- 5. Prohibited machinery:

Please state.....

- 6. Expectations re: behaviour, attitude, timekeeping
- 7. Supervisor has knowledge of any specific learning needs
- 8. Signing In/Out procedure

*Young Person's
Signature:.....*

*Employer's
Signature:.....*

Appendix A16
Letter to Parents/carers notifying refusal of placement

Dear Parent/Carer

The placement you requested for your child has not had the required Health and Safety check or approval and does not follow our guidelines. The school will not support this placement for your child and so your child cannot go on this placement.

This decision has been taken on safety grounds.

Yours sincerely

Work Experience Co-ordinator

Appendix B: Assessing Work Experience Provision in Secondary Schools

The following checklist may be used as a starting point for discussion regarding the development and maintenance of good practice in work experience.

MANAGEMENT AND CO-ORDINATION

There is a written policy statement for the provision of careers education and guidance and the place of work experience within it

RESOURCES

Resources for work experience provision include:

Additional clerical assistance

Training opportunities for involved staff

Adequate funding for administration, paper, postage etc.

Adequate funding for student and teacher travel costs

A telephone with a direct dial outside line

Access to a quiet and private office

Space and equipment for the secure storage of work experience documentation

PLANNING AND DELIVERY

Planning Work Experience involves:

A senior manager

Heads of department or faculty

The careers co-ordinator

Other teachers and/or tutors e.g. Special Needs co-ordinator

The link personal adviser

The governor with CEG responsibility

There are planned and sequential communications with:

Parents

Students

Placement organisers

Work experience placement providers

There are opportunities for students to:

- Learn about aspects of Health and Safety in the workplace
- Research and promote their knowledge of the world of work
- Become aware of the need to develop the key skills
- Learn job application, CV writing and interview skills
- Consider their skills, strengths and abilities and apply them to possible work experience placements

Work experience recording systems include reference to development of students’:

- Skills
- Attitudes
- Understanding
- Knowledge
- Experience

EVALUATION

There are opportunities for students to:

- Appraise the value of their experience
- Apply learning in work experience to work in school
- Discuss the experience one-to-one with a tutor
- Write a letter of thanks to their placement provider

There are opportunities for the Work Experience Team to:

- Meet, share experiences and make comments and suggestions
- Discuss issues with the link personal adviser
- Contribute to an annual review
- Seek the opinions of employers

There is in place a programme of area meetings to facilitate:

- Discussions between all school Work Experience Co-ordinators, and the Humber EBP
- Award of a common certificate to students who successfully complete work experience
- Agreement of strategies which integrate work experience into the curriculum

**Appendix C
Complementary Reading**

Work Experience Placements - Policy and Guidelines

Published by:
City of Kingston-upon-Hull
East Riding of Yorkshire
North East Lincolnshire
North Lincolnshire

Quality Criteria for Learning from Work Experience
QCA 1997

Learning from Work Experience
Department for Education & Employment 1997

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Appendix D

Contributors

We are grateful to the following schools and colleges which have willingly volunteered examples of work experience records, letters, diaries and worksheets to inform the compilation of this guide. They are:

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Driffield School
Hornsea School
Howden School
South Hunsley School
Wolfreton School

City of Kingston-upon-Hull

Andrew Marvell School
Kelvin Hall School
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North East Lincolnshire

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