

Students Undertaking External Work Experience Placements

Section 1) Policy Statement

1.1 Introduction

Work experience placements are an invaluable part of students' development. It teaches them early in life that school and work environments differ quite dramatically. It can increase students' maturity and develop invaluable skills that help them find and excel in work after school. A student does work experience with an employer to learn about a job or an industry. Work experience is often the first contact a child will have with the world of work. It forms part of their careers education and allows them to observe and learn and undertake new activities in a new setting, but not to do activities which require extensive training or experience.

This policy explains the school and employer duties regarding work experience. A separate supporting guide for parents should be read in conjunction with this. It outlines hints and tips for parents and students finding a work placement what parents should expect from the school and the employer. A separate supporting guide for employers / placement providers should also be read in conjunction with this. It outlines the duties placed on the employer when accepting a student on placement and when they should seek assistance for a student on placement.

1.2 Policy Statement

Nunnykirk School supports, where appropriate, for our students to attend work experience opportunities. This exposure to work is a significant step in preparing young people for adulthood and working life by developing their personal and social skills as well as the knowledge, skills and behaviours required by employers. Work experience pre-16 can effectively support the choices students need to make for post 16 and helps prepare students for programmes like Supported Internships, Traineeships and Apprenticeships, or direct entry to full employment.

Work experience placements are periods of unpaid work. They are short term placements which can last from a one day careers taster to sustained attendance over weeks or months. During pre-16 schooling, work experience is typically from one day to two weeks. Once the student is post 16, work experience can form day or block release from their programme and can last up to a year.

It is a properly arranged and planned opportunity for a student to gain an insight into the variety of work carried out in a specific employer or range of employers as part of their overall school timetable.

Work experience should be an integral part of a young person's development and should prepare them for the transition from life at school to work. A work experience placement should:

- give insight into the skills required for a particular job
- provide an opportunity to test out a job to see if a student really likes it
- broaden student knowledge of jobs they have never considered
- increase their awareness of their own skills and strengths
- helps them understand how the subjects they study in school link to certain jobs
- gives insight into what the world of work is really like and employers' expectations
- increase their motivation to do well in school
- puts them in contact with potential employers
- gives them useful experience for their CV and provide referees
- helps them appreciate the skills needed to succeed

Work experience aims to promote the development of the 'whole person'. By engaging in work experience, student focus shifts from education all about them as an individual, to the employer which revolves around the product or service offered. It stimulates a more mature and positive attitude to learning and can enhance academic achievement. It will build confidence by enabling students to experience success in an environment other than that at school. Alongside the objectives for stretching the individual, we also aim to help the student make progress towards their EHCP goals, and the employment objective in the Preparation for Adulthood Outcomes Framework as follows.

Secondary Y7-Y11, Key Stages 3 & 4, 11-16 year olds

- Structured careers advisory sessions on specific career sets completed
- Subject option choices taken - picking the right subjects and qualifications for career goals
- Personal and vocational profile completed for use in careers sessions and work experience
- Deepened understanding of apprenticeship, further education or higher education requirements in relation to desired employment
- Work experience, starting with tasters and building up to increasing time in the workplace exploring different careers, with support where needed
- Up to and including Level 2 academic and vocational qualifications with a focus on GCSEs, NVQs, recognised vocational Awards, Certificates and Diplomas
- After school / Saturday jobs / volunteering started
- Starting micro-enterprises in or around school life

Post-16 In school, Key Stage 5, 16-19 year olds

- Build on strengths and interests highlighted in personal / vocational profile
- Start study programme with sustained work experience
- Prepare for progression to supported employment or full employment by 19 years including Apprenticeships, Supported Internships, Traineeships
- Planning for university including sharing EHC plan with disabled students allowance study needs assessor
- Up to and including Level 3 academic and vocational qualifications with a focus on GCSEs / A Levels, NVQs, recognised vocational Awards, Certificates and Diplomas

- CV and personal statement written for applying for jobs or higher education
- Interview practice completed

1.3 Key Principles and Responsibilities of a Good Work Experience Placement

At Nunnykirk, work experience for our students should follow our key principles. Staff should take all reasonable steps to ensure that placements are set up and assured along these principles.

Employers will:

- keep students safe and explain health and safety requirements for the company
- be fully responsible for the student's health and safety once their work experience placement starts
- carry out a risk assessment for young people undertaking the activities on the work placement, if their current risk assessments don't already outline risks for young or inexperienced workers or those with additional needs
- provide students with and instruct on the correct use of personal protective clothing and equipment (PPE) and its use will be enforced
- insure themselves and the student
- ensure that students know who to go to for help in the company if they have any concerns, particularly health and safety, equality or safeguarding concerns
- explain what will be expected of the student during their work placement
- give the student an induction to help them understand the nature of the business
- apply their normal standards for attendance, behaviour, timekeeping, reliability and honesty to the student and give them a real view of employer expectations
- identify a supervisor / contact to oversee the student's work during the placement
- give them meaningful activities to do whilst in the placement
- avoid activities that they are not qualified or sufficiently experienced to undertake, but can give them activities that are new to them
- give feedback to the student at the end of the placement
- not pay students for the work undertaken
- not exceed the Working Time Directive nor ask students to work hours which are considered unreasonable for their circumstances
- take into account any information relating to the student's medical condition, or any physical and learning disabilities in formulating appropriate work and risk controls.
- not ask students to work on anything which is prohibited by law
- notify the parents and the school, by telephone and as soon as practicable, of any accident, ill health or any other incident which relates to the student's placement
- be responsive to school, parent or student concerns

The school will:

- use their best endeavours to provide contacts and support to help staff, parents and students to identify possible suitable placements
- use past or pooled experience, for example from its track records with employers and within the local authority area to help find suitable placements
- provide adequate and timely information on work experience to help students make the right choice and be prepared for the start of their placement

- take reasonable steps to satisfy themselves that the employer takes primary responsibility for the health and safety of the student and is managing risks
- for employers who are new to taking students on work experience, talk through what the student will need to do and any relevant precautions and will take note of the conversation in the placement records
- work with parents and employers so that parties know in advance about students who might be at greater risk, for example due to health conditions or learning difficulties, so they can take these properly into account
- check that students know how to raise any health and safety concerns
- not repeat the assurance process for a new student, or visit unnecessarily, where an employer is known and has a good track record, and the student's needs are no different to those on past placements
- not seek additional paperwork for assurance purposes, or seek to second-guess the employer's risk assessment or their risk control measures.
- in most cases, not visit the premises where a student will be doing their placement. The schools will make a note of any discussions they have with the employer, whether it's over the phone or by email. Schools should then include a summary of their discussion in the work experience form. This is sufficient evidence to confirm that the student will be safe.
- communicate with the student's parents or carers about discussions with the employer. The school will do this for all students, but it's particularly important for those with vulnerabilities. It reassures the parents/carers that their child will have sufficient support during their placement.
- monitor the progress of the student in the placement and take corrective action where needed
- be responsive to employer, parent or student concerns

Students should:

- use their own research and information provided to make an informed choice
- ask for advice and guidance and ask if they are stuck or worried about something
- be fair with the employer and respond to reasonable requests quickly and accurately
- participate fully in workplace inductions and work tasks
- ensure that they arrive on time and if there are any emergencies or unavoidable changes, get in touch with school AND employer immediately
- keep a diary of what they have done on the work experience placement and take part in monitoring reviews of your progress
- treat the employer and the colleagues in the workplace fairly, equitably and with consideration and respect at all times
- comply with our commitment not to discriminate against any individual on the grounds of race, religion, gender, sexual orientation, age or disability in the workplace
- comply with all employer's policies on the use of their premises and equipment
- follow all health and safety, equality and safeguarding instructions given promptly and properly. If they are worried about any instructions, to report it immediately
- be responsive to employer, school and parent concerns

1.4 Health and Safety and other requirements

There are certain legal requirements and recommended best practices that are in place to ensure the safety of students involved in a work experience placement. The health and safety of students on placement is paramount and overrides all other considerations, including academic.

The health and safety (training for employment) regulations 1990 extended the meaning of the word "work" in the Health and Safety at Work Act 1974 to include those undertaking "relevant training" to be treated as employees of the organisation providing the training. The regulations define "relevant training" as "work experience provided pursuant to a training course or programme, or training for employment, or both". Young people in work experience placements arranged by schools, colleges or local authorities will in most cases be doing 'relevant training.' Participants are usually school students in years 10/11. This legislation imposes the health and safety responsibilities on the employer and to treat the work experience student in this context as an 'employee'. In effect the primary responsibility for meeting statutory health and safety requirements within a placement will lie with the placement provider.

Working Time Regulations 2003: Under the regulations there are stringent daily and weekly working time limits for young workers (those that are over compulsory school age but under 18). The employer should comply with the Working Time Regulations and should not require the student to work in excess of the limits set out above and this should be considered in any assurance checks carried out by the school.

Risk Assessment: The effectiveness of the employer's risk management arrangements is what matters. Employers should already be managing the risks in their workplaces and are best placed to assess whether or not they need to do anything additional for a new young person joining them. The schools should simply ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place. They should not be second-guessing employers' risk assessments or requiring additional paperwork. An appreciation of risk and how to deal with it can be one of the biggest benefits offered by a placement. The employer should be asked to carry out a risk assessment for young people undertaking the activities on the work placement, only if their current risk assessments don't already outline risks for young or inexperienced workers or those with additional needs.

Disclosure and Barring Service (DBS): There are two scenarios where DBS checks may be required.

DBS Check for work experience: Only young people aged 16 and over are required to take a DBS Check depending on what they will be doing. The factor that dictates if someone aged 16 or over requires a DBS Check for work experience is whether or not they will be working regularly with children or vulnerable adults, particularly where they will have unsupervised contact. This is stipulated by the Rehabilitation of Offenders Act 1974 and examples could include working in a school, nursery, care home or hospital. Children with a juvenile offender's record may also be asked to have a DBS Check. Anyone aged 15 or under is not legally required to undergo a disclosure.

DBS Check for work experience: Supervisors

Anyone who will be supervising someone on work experience could require an Enhanced DBS Check, if the child on work experience is under the age of 18 and particularly if the supervisor will need to spend every day or long periods of time alone with the child. The school may ask the work experience supervisor at the place of employment for a DBS check. The school is especially likely to do so if the work experience placement will last at least two weeks. There is one more vital aspect of work experience which an employer needs to be aware of. Any employer which knowingly lets someone on either the DBS Adult or Children Barred Lists have regular activity with the child is committing an offence – therefore, employers should be confident of their staff's background before allowing anyone to come on work experience. A DBS check is required where a student will have substantial unsupervised contact with an employee or supervisor on a 1:1 basis, particularly if located in an isolated environment, whilst travelling or where the placement has a residential element.

Employer's and Public Liability Insurance

Employers' liability insurance protects employers against the cost of compensation claims arising from employee illness or injury, sustained as a result of their work for the company. It is a legal requirement if a business employs one or more people, and they could be fined for each day they are not covered. Where the company's existing employers' liability insurer is a member of the Association of British Insurers or Lloyds, there is no need for them or you to obtain any additional employer's liability insurance for work experience students, though an individual insurer may seek information from the employer on the dates on which they are offering work experience places and the named students it is being offered to.

Motor Vehicle Insurance

If the student will travel with an employee or their supervisor during the placement, it is essential that the vehicle is insured appropriately to cover the work experience student for business travel.

Equalities

Under the Equality Act 2010, it is unlawful for a school or other education provider to treat a disabled student unfavourably this includes student placements. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

The Act applies to all the activities institutions undertake wholly or mainly for students, including placements.

Students and families may feel reticent to reveal a disability for fear of compromising the potential of placement. It is therefore essential that organisers promote positive reasons for encouraging disability disclosure. In certain circumstances there may be a need to disclose

to the provider information to allow suitable adjustments to be made, particularly if the use of dangerous chemicals, machinery, work with children and vulnerable adults etc, is involved. Students need to be made fully aware that in some cases adjustments cannot be made without prior disclosure being given. Although the school has a duty to take reasonable steps to encourage students to disclose a disability, students do have the right to confidentiality. In discussing with a student and parents whether and what to disclose to a work placement provider, the following issues may be relevant:

- the need to have appropriate information so that reasonable adjustments can be made
- the school and the students responsibilities towards staff and clients/visitors at the placement provider
- safeguards for ensuring that information will not be used to discriminate against the student
- safeguards for ensuring confidentiality of information and details on who will have access to the information
- who will make the disclosure and when

Please Note: Information on a disability will only be used to inform the assurance process and to determine and to perform reasonable adjustments. Not all information about a student's disability may be relevant to the work placement and should only be passed on a need-to-know basis. Information which is disclosed in confidence to a member of staff will be kept confidential to that member of staff unless there are risks to health and safety or the school has a statutory duty to release the information. All information must be kept in accordance with the school's Data Protection Policy.

Safeguarding

Any concerns about a young person's placement should be, in the first instance, taken up with the school. If there are concerns about the young person's wellbeing that indicate inappropriate activity or signs of abuse then the member of staff raising the cause for concern should do so in accordance with the School's Safeguarding Policy and arrangements.

For good practice it is advised that placement providers do not exchange any more than emergency contact details with the student. The placement provider should not make contact with the young person outside of the placement except in such emergencies. It is advisable that any face to face meetings take place in a public area or with other staff members present. No contact should be made through social media platforms.

1.5 Assessing Potential Placements

Experiences may be set up by school staff, parents or the students themselves.

- In the event of a parent / student finding a possible placement, they are asked to advise the school, so they can start the assurance process.
- If the school finds the potential placement it will need to liaise with parents and students before starting the assurance process below.

The sections below and the flow chart in 1.5.4 outlines the steps which should be followed.

Three factors need to be considered in the assessment of potential placements:

- The health and safety management arrangements of the proposed placement provider
- student's individual factors
- The expected work activities to be undertaken

1.5.1 Health and Safety Management Arrangements

Using the Work Experience Assurance Form (Appendix 1), staff will assess the proposed placement provider against the factors therein, which are broadly divided into:

- Work Factors - Risks associated with industry and expected work activities, the extent to which they will be exposed to them and the provider's existing control measures to mitigate those risks
- Location and/or Region - Risks related to crime, civil disorder, remote working
- Insurance limitations - Provider has adequate insurance in place to cover the student on placement
- Safeguarding - Issues related to work with children or vulnerable adults (e.g. DBS checks, training, etc.)
- General / Environmental Health Factors - Risks associated with for example very hot or cold working conditions, requirements for inoculations
- Travel and Transportation - Risks associated with commuting to/from work

Staff should keep checks in proportion to the environment:

- for a low-risk environment, such as an office or shop, with everyday risks that will mostly be familiar to the student, simply speaking with any new employer to confirm this should be enough.
- For environments with less familiar risks (eg in light assembly or packing facilities), the school will talk to the employer to find out what the student will be doing and confirm the employer has arrangements for managing risks. This will need to include induction, training, supervision, site familiarisation, and any protective equipment that might be needed.
- For a placement in a higher-risk environment such as construction, agriculture and manufacturing the school will discuss with the employer what work the student will be doing or observing, the risks involved and how these are managed. Remember that although the placement might be in a higher-risk environment, the work the student is doing and the surroundings they are working in may not be, for example it could be in a separate office area

Contacting an employer to discuss work experience should include:

- Will the student receive sufficient induction training? Training should teach them about the risks they may face and about good safety practices
- Any practical instruction they need to use equipment. For example, how to safely operate certain machinery
- Information on how to report health and safety concerns
- An understanding of the worksite, including areas that are higher risk and how to adhere to any requirements: for example, those that require PPE.

- Is the employer controlling risks to young people? If they have employed young people before, their risk assessment documents should confirm that they are doing what is necessary to protect them. If they haven't, they'll need to review their risk assessment and should confirm this with you.
- Will the student be suitably supervised? The student doesn't need constant supervision, but rather the same level that any new worker would receive. The supervisor should ensure that the student completes their training, follows it, and works in a safe manner.
- Will the student receive any necessary personal protective equipment (PPE)? Certain areas will require staff to wear PPE. In particular, the law requires all construction workers to wear hard hats and those who work with onsite vehicles to wear high visibility clothing.
- If a student has certain medical or behavioural conditions that could affect their safety during work experience, schools need to communicate this to the employer. For example, if a student has a physical disability or learning difficulty. This enables the employer to revisit their risk assessment, so they can check whether their workplace has sufficient safety measures to accommodate the student's needs.

All potential placement providers must be sent the Employer's Guide to Work Experience which is intended to help ensure compliance by detailing the school's expectations for the management of health and safety and to clarify roles and responsibilities of the school, the placement provider and the student. The important thing is that providers acknowledge the expectations and responsibilities and return either in hard copy or electronically a signed and dated acknowledgement.

No placement should commence until a provider agrees to the expectations and responsibilities set by the school.

Once a placement provider has been appraised for a specific low risk placement (e.g. office work, a hotel receptionist, etc), that provider will only require assessing on a biennial basis for that same work activity.

Medium and high-risk placements (e.g. site based construction work, agriculture, workshops, labs, etc.) will require assessing annually.

If multiple students are being placed with a provider for a similar work activity then common sense should be applied to avoid unnecessary repeats of the same assurance activity.

1.5.2 Students 'Fitness' for Placement

Once the health and safety assurances at the potential placement are confirmed, the school has a duty to, 'so far as is reasonably practicable', make an assessment of student's 'fitness/suitability for work' and general capabilities prior to their placement commencing.

Assessment is crucial to ensure that any pre-existing health conditions are not worsened by a particular activity, they do not pose a risk to themselves or others in the environment on offer, and that the student has the general capabilities for that particular work placement.

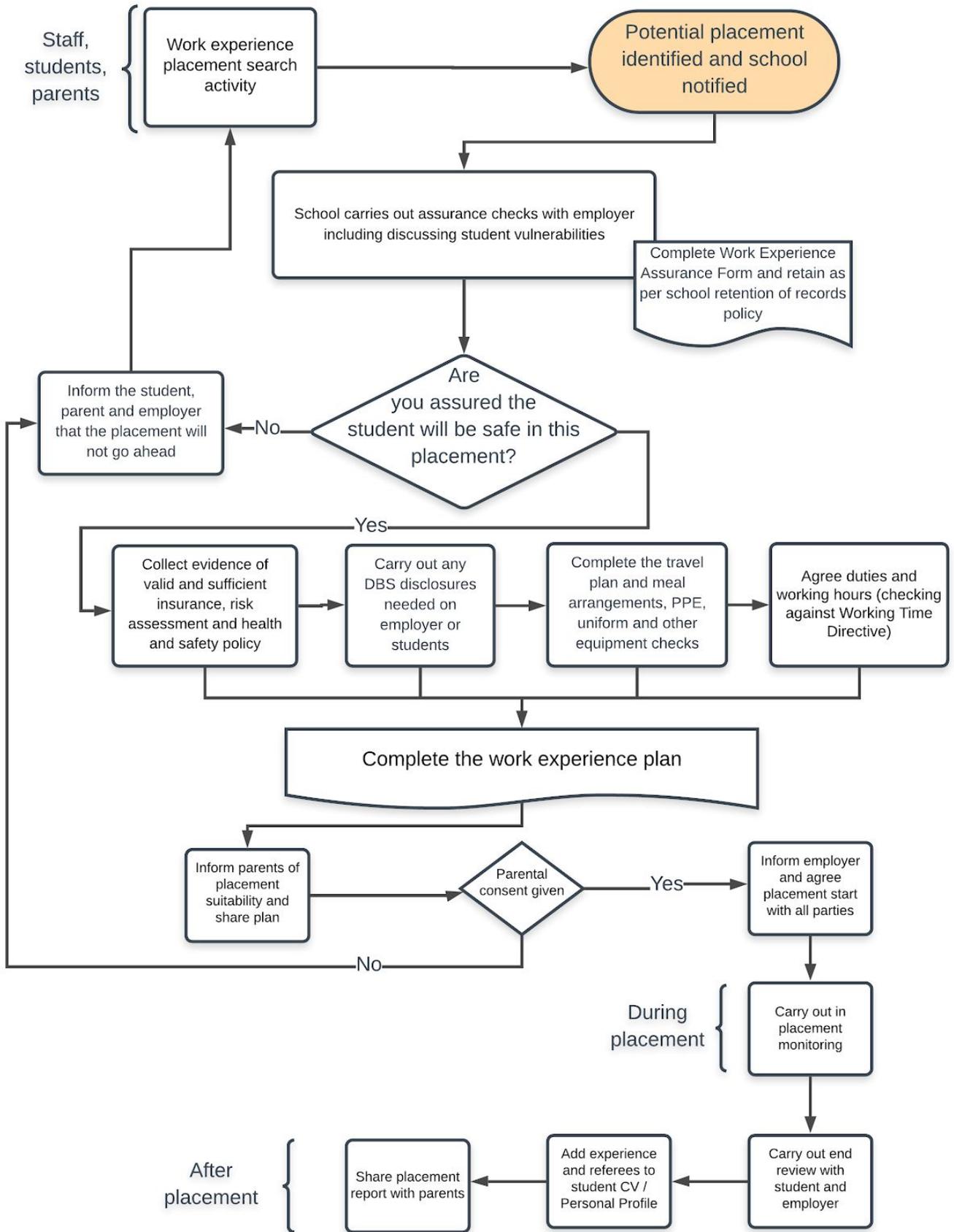
Staff must therefore appraise and record their decision on the work experience plan (appendix 2) in relation to the proposed work activities and any specific health, disability or other issues that may be relevant to a work placement opportunity.

1.5.3 Approving Placements

When you are satisfied that the assurance checks and work experience plan are in place approval should be formally communicated to both the placement provider, the student and their parents.

If a student / parent indicates that they intend to commence placement before approval has been finalised or start with a provider who has failed the approval process, then the student and parents must be informed in writing that they undertake the placement under their own volition, the school cannot accept any responsibility for their health, safety or welfare.

1.5.4 Placement Approval Flow Chart



2. Preparing Students for Work Experience

Though the primary responsibility for the health and safety of students on placement lies with the placement provider, the school nevertheless has a responsibility to prepare the student for a placement and make them aware of the potential risks involved. The amount / level of information that the student will need in advance will depend greatly on the industry, the work activities and the potential risk involved. Every student intending to go on placement should therefore be actively encouraged to seek further information on issues such as:

- Likely work activities
- Generic risks in that industry / work activities
- Methods and safety of commuting to the placement

2.1 Choosing and Searching for Work Experience

Searching for a work experience placement can be a valuable learning experience for the student and help build their confidence. Whilst the school actively encourages parents and students to help in the search for work experience, the school must also play an active role in helping students prepare for work experience, choose the right kind of experience, search for an employer, and perform well in the workplace.

2.2 How can I deliver teaching and support on work experience

Teaching and support staff can all help students make progress towards securing and performing well in work experience. This work preparation is a vital part of preparing for adulthood and can be achieved through various activities naturally occurring in school. For example you can do this through:

- discrete teaching sessions on work preparation and work experience search
- promoting work experience in PHSE activities and school assemblies
- using tutor time effectively to prepare a CV and personal statement, search and prepare for work experience
- promoting hot topics on work preparation (bite-sized pieces of information) within teaching time to reinforce and extend learning
- promoting the world of work, success stories and opportunities throughout the school environment
- setting challenges around readiness for work during progress reviews and parents evenings

2.3 Sources of help for choosing jobs for work experience

To help students choose possible jobs to experience you can:

- talk to them about subjects they like and dislike
- encourage students to speak to their careers adviser in school, attend careers events locally or contact the careers service or their drop ins. More information is available at <https://www.northumberland.gov.uk/Education/Learning/Careers.aspx>
- If they have already seen a careers adviser, look at their careers action plan at their interests or the choices they have made so far

- If they have an Education, Health and Care Plan (EHCP) look at their preparation for adulthood goals and the work choices and interests they have expressed a preference for
- use web tools to generate job ideas
 - National Careers Service: <https://nationalcareers.service.gov.uk/>
 - All About Careers: <https://www.allaboutcareers.com/careers-advice>
 - *Find Your Career* tool uses local labour market information to present employment trends, and salary and wage information specific to our local area. *Find Your Career* can be used by professionals, parents and students to see the real employment opportunities in the area. *Find Your Career* will show you which occupations and employment sectors are growing, and which are declining in this area. Find Your Career is at <http://ncc.emsicareercoach.com/>
 - **www.yeuk.org.uk:** YEUK is the leading campaigning and membership organisation dedicated to tackling youth unemployment in the UK. The site provides careers advice and tools to help with career choices. It will help build confidence and skills to help young people get the jobs they want. Young people can also join YEUK as a Young Professional for free skills training or as a Volunteer Youth Ambassador. The site is interactive with tips, advice and mentoring.
 - **<https://www.startprofile.com/>:** Start is a free, online careers platform, designed to connect 11-18 year olds with their future career potential. It is a single starting point to help simplify and improve careers guidance in schools. By following Start's structured and progressive activities, the platform caters for all students helping them to make more informed decisions about future study and career options at the right time and in good time. It provides
 - Comprehensive, up-to-date information
 - A flexible framework for delivering careers Year 7-13
 - Help students transition from education to employment
 - Promote the importance of employability
 - Meet statutory duties and Gatsby benchmarks
 - Monitor student engagement and activity
 - Evidence and improve provision
 - **<https://www.apprenticeships.gov.uk/>:** This site tells you everything you need to know about apprenticeships. It provides the detailed guidance on these real jobs, the salaries, the training content and which opportunities are available. To look at live vacancies search <https://www.gov.uk/apply-apprenticeship>.
 - **<https://www.gov.uk/government/collections/traineeships--2>:** This site tells you everything you need to know about traineeships. It provides the detailed guidance on these work experience with training programmes. To look at live vacancies search <https://www.gov.uk/find-traineeship>
 - **www.ucas.co.uk:** Information about university courses and applications
- pass on any contacts who could help the student including intelligence from employers who have helped students from the school in the past
- encourage them to start their search for a placement early
- make sure they try to arrange their own work experience
- help them to rehearse telephone calls they may need to make to an employer

- proofread emails and letters they send to employers
- help them with mapping tools to develop their sense of distance to the types of employers they are interested in
- help with the travel training and time keeping and planning how they will get there
- ensure that your child makes a good impression when connecting with recruiters online. You need to ensure that they conduct themselves appropriately when online and only post content that you and they would be happy for an employer to see. For more information on maintaining a good “digital footprint” check out <https://www.saferinternet.org.uk/blog/online-reputation-%E2%80%93-taking-care-of-our-digital-footprint-advice-young-people>
- talk to students and give them activities which will help them to identify the benefits of work experience and how useful it can be. These might include:
 - gives insight into the skills required for a particular job
 - is an opportunity to test out a job to see if your child really likes it
 - can broaden their knowledge of jobs they have never considered
 - will increase their awareness of their own skills and strengths
 - helps them understand how the subjects they study in school link to certain jobs
 - gives insight into what the world of work is really like and employers’ expectations
 - can increase their motivation to do well in school
 - puts them in contact with potential employers
 - can give them useful experience for their CV and provide referees
 - helps them appreciate the skills needed to succeed in a job

2.4 Example lesson plan sources

Barclays Life Skills: Barclays free lesson plans are popular educator resources. Each lesson includes a simple plan and presentation slides that can be adapted to suit most learning environments. For students with Special Educational Needs and Disabilities, look for resources marked SEND adapted. If you are working with young people who have experienced care, explore adapted content by ticking the ‘care leavers’ box. Resources are found at <http://bit.ly/BarclaysLifeSkillsTeachingResource>

Which?: Four teaching activities are offered to prepare your students for work experience. These tasks can be used as one-off activities or as a series of sessions to introduce your students to the idea of work experience. They can be adapted for use in registration sessions, assemblies or in PSHE lessons. Resources are found at <http://bit.ly/WhichPrep>

Wrksolutions.com: Whilst these are US focussed materials, there are some good structured activities that help a young person to think about themselves and their “brand” and what they can offer an employer. They can be adapted for the local labour market easily. The PDF lesson plans are available at <http://bit.ly/36jNAcJ>

NESTA: This lesson plan is focussed on the changing world of work, looking at history, current and future trends. Resources are available at <http://bit.ly/2P5L1G>

2.5 How to find work experience

Find hidden opportunities

The first thing to do is to look at the networks of families, friends, colleagues, contacts, employers and previous employers already connected with the school to see if they know of an opportunity or someone who will create one. At the very least they may know someone who works at the companies that the students are interested in and could give you their contact details. Small companies are a great option when it comes to hidden opportunities. While some big companies tend to advertise formal internship and work placement schemes, small companies generally rely on word of mouth and speculative applications. So doing some research into smaller organisations on the local area can pay off.

Look at companies who are already advertising more formal training vacancies like Supported Internships, Traineeships and Apprenticeships. If they are already open to taking young people on work based training, they may be more inclined to consider a work experience placement.

Social Media

Using social media sites such as Twitter and LinkedIn to keep up to date with what companies are doing and, in some cases, connect directly with employers can help. Often young people will need help with this part as they will be less familiar with professional social media platforms. While many if not most opportunities aren't advertised formally, vacancies may be mentioned in passing on social media channels.

Speculative applications

Based on research, support students to write to, email or telephone companies that they are most interested in working for. It's best to help students build their confidence by encouraging them to make contact themselves. Start by practicing with them, a mock phone call to an organisation to ask for a name and contact details. When ready they can make the real calls.

Alternatively they might like to make contact by email. If all they can find is a generic company email address, help them to draft an email politely asking for the contact details of the recruitment team. When ready they can send the emails.

Once you have the contact details, students will need to send their letter or email of application to the named person. This will show that they've put in some effort and aren't just blanket emailing or calling lots of companies. They can start with a general introductory email or letter (and attach an up-to-date CV if they have one). They should prepare a draft for checking. They should use the body of the email or letter to:

- briefly introduce themselves, what they are studying, their interests and achievements

- what their hopes and dreams are for their career and what experience they are looking for, and why (but add on that they are willing to be flexible)
- when they are looking to undertake the experience and for how long (but again that they will be flexible. This is important because organisations usually want to help but are time poor, so while a week long placement may be ideal, initially asking for an informal interview or a few days' worth of shadowing will help establish a relationship which could lead to further work experience opportunities for the student).
- If they have sent a CV, describe what they have attached
- it is also worth asking if the contact cannot help you, do they have any contacts in other firms they work with who might be able to help
- politely sign off with a thank you for their time

2.6 When to follow up work experience applications

Knowing when to follow up is tricky, as students want to appear interested whilst not coming across as demanding. However, it's important as it can jog an employer's memory if your application has fallen off their radar. It is worth getting students to plan when and how they will follow up the initial request if it doesn't receive a response within one or two weeks (allowing for busy schedules especially in small companies). Again some practice on telephone calls or drafting emails would be helpful.

You can help prepare students for the yes and no responses. If they receive a yes response, particularly over the phone, remaining calm and grateful for the opportunity when thanking the employer is business like. If it's a no, help students to try to bear in mind that not all organisations have the time or resources to accept speculative work experience requests, so not to take a rejection too hard. It's worth practising getting them to ask for some constructive feedback on their application. This could help fine tune future speculative applications.

3.0 During the placement

The school will want to make sure that students will get the most out of their work experience. The following tips will help you to support them:

- make sure they arrive on time
- as work days are longer than school days, remind them to have a good night's sleep
- students often feel reluctant to say if they are hungry or thirsty when in a new placement. It's worth giving reminding them to take some food or drink with them
- prepare them to keep a written, photographic, video diary or blog of what they did on work experience
- if the student isn't enjoying aspects of their placement, help them to stay positive by focusing on the new skills they are developing
- remember to carry out in-placement monitoring of the student's progress

4.0 After the placement

Once the placement has finished, it's important for students to think about what they have learned. Plan plenary activities with the employer and in school to:

- discuss what they learned from the experience

- carry out a review with the employer and ask for a report on their progress
- add their experience and any agreed referees to their personal statements and CV's
- ask if they've changed their career plans or want to stick with what they did on their work experience. Amend their personal career action plan accordingly
- encourage them to write and thank the work experience provider

5.0. Record Keeping

Record keeping is an essential element of the management of student placements. Accurate and comprehensive records will assist the school in managing placements and planning improvements as well as helping to inform the reassessment process of placement providers. The following documents must be kept on file for the duration of the placement and for three years after completion of the placement:

- Work Experience Assurance Form
- Work Experience Plan
- Student Diary of the Work Experience Placement in whatever format works best for the learner
- End Review of placement
- Any accident / incident reporting relevant to the placement
- Other non-health and safety related documents as required

6.0 Accident & Incident Reporting

All accidents/incidents of any kind while the student is at their placement should be reported to both the placement provider and school. Staff should follow the school accident reporting process. Copies of such reports should be retained with the placement records as they may form part of future assurance decisions on whether or not to use a placement again.



Work Experience Employer Assurance Form

PROTECT - IN CONFIDENCE

Name of employer	
Nature of business	
Number of employees/volunteers	
Named contact at employer	
Position	
Address and Postcode	
Email address	
Telephone	
Name and position of the competent person responsible for the management of Health and Safety	
Name and qualification/s of any Health & Safety / Union Representative	
Provide details of any enforcement action (Notices or Prosecutions either previous, current or pending)	
How does the employer access competent H&S advice and assistance?	
Is this business a 'specified place' or a provider of a 'regulated activity'?	Yes / No
DOCUMENTATION, POLICY AND STATUTORY NOTICES	
HEALTH & SAFETY LAW POSTER	
State location of H&S Law poster:	
Is it current version? YES / NO	
Is it completed in full? YES / NO	
Enforcement Authority: HSE / Environmental Health	

Commentary:

COSHH

What hazardous substances have been identified that the student will be using?

What hazardous substances have been identified that the student may be exposed to?

Identify how hazardous substances are stored and managed safely?

Have material safety data sheets (MSDS) been acquired for all COSHH products detailed above? (NB. These are not COSHH risk assessments, but information sheets which accompany the product)

Commentary:

PERSONAL PROTECTIVE EQUIPMENT / CLOTHING

Does the employer have a documented PPE assessment process?

Is PPE issued free of charge?

Who will supply the PPE?

Is it enforced in the workplace?

What information and/or training is provided in respect of the use of PPE?

What means of storage is provided by the employer?

What is the arrangement for maintenance and replacement of PPE?

Has the prospective placement been made aware of the school reporting requirements if the student does not wear PPE?

Commentary:

THE WORKING ENVIRONMENT

Are walkways/stairs clear of obstruction and of sound surface?

Do furniture, fixtures and fittings appear to be safe?

Is the housekeeping to a satisfactory standard?

Provide details of safety signs on display

Temperature

Lighting

Ventilation

Noise Levels

Space

Commentary:

WELFARE FACILITIES

Are toilets provided to an acceptable standard?

Are any food and drink preparation areas acceptable?
Is fresh drinking water available?
If required, are changing areas provided and to a satisfactory standard?
Commentary:

FIRE SAFETY

Date of fire risk assessment
What systems are in place for fire detection and raising the alarm?
What fire fighting measures have been implemented?
State last service date of fire extinguishers
Are emergency routes and fire exits clear of obstruction (front and rear)?
With what frequency are fire alarms tested and are they logged?
With what frequency are evacuation drills carried out and are they logged?
What fire signage is displayed?
Commentary:

FIRST AID

State location(s) of First Aid boxes
Names of Qualified First Aider(s)
Names of Appointed person(s)
First Aid signage on display?
First aid box adequately stocked?
Commentary:

ACCIDENT PROCEDURE

State location of accident book(s)
Is there a system in place for illness / accident investigation, reporting and further prevention?
Does the placement understand its RIDDOR obligations?
Has the prospective placement been made aware of accident reporting requirements to school?
How are arrangements for accidents, ill health and first aid communicated to employees?
Commentary:

MACHINERY & EQUIPMENT

What machinery, tools and equipment will the student use?

Will they need any specific training prior to using it?

Have risk assessments been completed for the tools or work equipment detailed above?

If machine/equipment requires guarding, does it appear to be adequate?

State how or when machine/equipment was last serviced or maintained

Is there an effective emergency stop and means of isolating the power?

Commentary:

ELECTRICAL SAFETY

What arrangements are in place to ensure electrical safety?

Is there any danger of overload through use of adaptors or coiled electrical reels?

Are circuit breakers implemented when using handheld electrical power tools?

Is voltage reduced to 110 volts for outdoor work?

Commentary:

SUPERVISION & TRAINING

State what aspects of health & safety are covered at student induction.

What training will be provided to cover the H&S aspects of work placement activity?

Does the organisation record induction and training it provides for its employees?

Commentary:

DRIVING DUTIES

Will the customer be taken anywhere in a company vehicle?

Are all vehicles suitably insured / taxed / tested?

Commentary:

SAFEGUARDING

IF THE BUSINESS IS A 'SPECIFIED PLACE' OR PROVIDER OF 'REGULATED ACTIVITY' THEY MUST BE ABLE TO ANSWER YES TO QUESTIONS 1 TO 5.

1. Is there an up to date safeguarding policy (written or reviewed in the last 12 months)?
2. Are there clear procedures stating how the safeguarding policy will be reviewed and updated?
3. Are there clear recruitment and selection processes for staff and volunteers working with children and/or vulnerable adults?
4. Have all staff and volunteers working with children and or vulnerable adults been appropriately vetted / DBS / ISA registered?
5. Is there a 'designated person' for dealing with concerns or allegations of abuse and step by step guidance on what action to take?

ALL BUSINESSES MUST ANSWER THE FOLLOWING QUESTIONS

Are workplace mentors DBS checked?

Is there a written code of conduct which outlines good practice when working with children and/or vulnerable adults?

Is there a training plan and regular opportunities for all those in contact with children and/or vulnerable adults to learn about child and/or vulnerable adult welfare?

Is there an up to date Lone Working Policy?

Are there clear processes for dealing with complaints and for taking disciplinary action where necessary?

Commentary:

ANY OTHER NOTES / OBSERVATIONS ACTION POINTS

Agreed action	Person responsible	Target date	Sign/date when completed

DECLARATION

To the best of my knowledge, the aforementioned information was accurate at the time of inspection. Any information held by the school will be processed in accordance with the terms of the Data Protection Act 1998 and the General Data Protection Regulation. The information disclosed above will be held and processed securely and will be retained in accordance with the school's records retention policy.

Signed for and on behalf of school

Signature Name (Print)

Position Date ____/____/____

Signed for and on behalf of the Placement Provider

Signature Name (Print)

Position Date ____/____/____

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Low risk Medium Risk High Risk

Interval for re-assessment: 3 months / 6 months / 1 year / 2 years / 3 years / other please state.....

Date reassessment due: ____/____/____ Does the placement require H & S visit during the placement time? Yes / No

Approved by the Head of School **Not approved** (see Action Plan above) by the Head of School

Signature Name (Print) Date ____/____/____

The school reserves the right not to use a placement provider if the above assessment does not meet the legal or our contractual requirements.

Risk Assessment Guide

Factor	Rating Profile	Risk Indicators	Examples of Specific Actions Necessary
Work Factors	High	<p>Work with hazards that have the potential to cause permanent injury or fatality, including:</p> <p><i>Construction site work, forestry, agricultural, motor vehicle repair</i></p> <p><i>Metal/wood workshops (operation of machinery with mechanical hazards e.g. high speed rotating parts, crushing, entanglement risks, etc.)</i></p> <p><i>Lab or other work with toxic / hazardous materials</i></p> <p><i>Community / social work / journalism with known high risk groups/clients e.g. drug abusers, homeless, violent patients</i></p> <p><i>Work with animal bedding, large or dangerous animals</i></p> <p><i>Activities requiring specific licenses or qualifications (e.g. diving, flying, etc.)</i></p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Seek confirmation from Provider about expectations of students competency in high risk activities, and ensure student meets these</p> <p>Confirm that training and supervision will be provided by the Provider throughout the placement</p> <p>Include details in the written communication with the Provider</p> <p>Pre-placement visit maybe required</p> <p>Provision of specific workplace H&S information to students</p> <p>Specific H&S briefing session</p> <p>Placement must not commence if remaining risk is still high</p>
	Medium	<p>Working in proximity to high risk factors (but not directly with them).</p> <p>Working in the 'field' with equipment that may make them more vulnerable to theft.</p> <p>Security, manual work, sports, printing, wholesale / warehousing, social work, journalism in the 'field', etc.</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Seek confirmation from Provider that the student will not be expected to participate in high risk activities, and will be appropriately supervised in medium risk activities</p> <p>Specific risk assessment may be required dependent on response</p> <p>Provision of generic workplace H&S information to students</p>
	Low	<p>Office based type activities, administration, education, retail, design studios, IT or other low hazard environments and activities</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>No special measures required, generic placement risk assessment</p> <p>Provision of generic workplace H&S information to students</p>
Location / Region Factors	High	<p>Significant risk of civil disorder, crime or similar danger</p> <p>Unavoidable lone / remote working in an area of significant risk</p> <p>Medical & rescue services not readily available</p> <p>Means of communications likely to be difficult or compromised</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Further research and advice required</p> <p>Specific risk assessment required</p> <p>Pre-placement visit maybe required</p> <p>Specific H&S briefing session</p> <p>Placement must not commence if remaining risk is still high</p>
	Medium	<p>Higher than normal risk of civil disorder, crime or similar danger</p> <p>Delays likely in communicating with tutors / others</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Further research and advice required</p> <p>Supplement general briefing with information about medium factors</p> <p>Specific risk assessment may be required</p> <p>Provision of generic workplace H&S information to students</p>
	Low	<p>Placements with no significant local risks</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>No special measures required, generic placement risk assessment</p> <p>Provision of generic workplace H&S information to students</p>

Individual Student Factors	High	<p>The student has relevant personal factors e.g. pre-existing medical condition, disability, linguistic or cultural, which may increase the risk of accident or illness during placement related activities even following reasonable adjustments</p> <p>The student has personal factors which may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness.</p> <p>The student's knowledge, understanding, and skills are low for the type of work involved.</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Discuss activities with the student to try to eliminate or reduce potential risk where possible</p> <p>Engage with occupational health provider / Disability Services to develop reasonable adjustments</p> <p>Confirm these in written communication with the Provider</p> <p>Pre-placement visit maybe required</p> <p>Provision of specific workplace H&S information to students</p> <p>Placement must not commence if remaining risk is still high</p>
	Medium	<p>The student has relevant person factors which may require specific adjustments or support during placement, or in social interactions at work.</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Engage with occupational health provider / other support professionals to develop reasonable adjustments</p> <p>Confirm these in written communication with the Provider</p> <p>Provision of generic workplace H&S information to students</p>
	Low	<p>The student has no personal factors likely to cause episodes of illness or require specific adjustment whilst on placement</p> <p>The student has relevant knowledge, understanding, and skills are low for the type of work involved</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>No special measures required, generic placement risk assessment</p> <p>Provision of generic workplace H&S information to students</p>
Insurance Factors	High	<p>Locations, activities and/or circumstances are excluded from the school's insurance cover</p> <p>Provider's insurance will not cover the student on placement with them</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Alternative placement required</p> <p>Consult insurance provider</p> <p>Specific risk assessment required</p> <p>Placement must not commence if remaining risk is still high</p>
	Medium	<p>Locations, activities and/or circumstances require confirmation of cover from the school's insurers</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Consult insurance provider</p> <p>Specific risk assessment may be required</p>
	Low	<p>Placement Provider has Employers and if required Public Liability Insurance cover.</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>No special measures required, generic placement risk assessment</p> <p>Provision of generic workplace H&S information to students</p>
Safeguarding Factors	High	<p>Significant regular contact/activities with children and/or vulnerable adults</p> <p>Sport coaching, social work, volunteering, dance, etc</p>	<p>Signed and returned Work Experience Employer Guide</p> <p>Liaison with Provider on requirements for the student to be DBS checked</p> <p>Confirm these in the written communication with the Provider and level of safeguarding induction student will receive</p> <p>Pre-placement visit maybe required</p> <p>Specific H&S briefing session</p> <p>Provision of specific workplace H&S information to students</p> <p>Placement must not commence if remaining risk is still high</p>

	Medium	Infrequent contact/activities with children and/or vulnerable adults not in 'regulated' or 'controlled' settings	Signed and returned Work Experience Employer Guide Liaison with Provider on requirements for the student to be DBS checked Specific risk assessment may be required
	Low	No placement activities with children or vulnerable adults	Signed and returned Work Experience Employer Guide No special measures required, generic placement risk assessment Provision of generic workplace H&S information to students
General / Environmental Health Factors	High	Placements where mandatory / specific health protection measures required (e.g. inoculations, respiratory equipment, etc.) Very hot or strenuous working conditions (e.g. manual working outdoors in sun) Very cold working conditions (e.g. cold storage/cook chill or freeze facility)	Signed and returned Work Experience Employer Guide Liaison with Provider on requirements Confirm these in the written communication with the Provider Specific risk assessment required Specific H&S briefing session Provision of specific workplace H&S information to students Placement must not commence if remaining risk is still high
	Medium	Some precautionary measures required (e.g. optional inoculations, etc.)	Signed and returned Work Experience Employer Guide Liaison with Provider on requirements Confirm these in the written communication with the Provider. Specific risk assessment may be required Provision of generic workplace H&S information to students
	Low	No significant environmental health risks	Signed and returned Work Experience Employer Guide No special measures required, generic placement risk assessment Provision of generic workplace H&S information to students
Transportation Factors	High	Significant travel to reach placement, local transportation known to be of high risk Demanding travel during placement Student required to drive others or be in unfamiliar vehicles	Signed and returned Work Experience Employer Guide Placement student to research travel arrangements Discuss implications of high risk factors with students Check Providers insurance Specific risk assessment required. Travel training prior to placement Provision of specific workplace H&S information to students Placement must not commence if remaining risk is still high
	Medium	Travel at night or in the dark (winter) Long daily commute Student required to drive a familiar vehicle or travel in familiar vehicle in reasonable conditions.	Signed and returned Work Experience Employer Guide Specific risk assessment may be required Provision of generic workplace H&S information to students. Travel training prior to placement starting
	Low	No significant travel, comfortable daily commute No driving or unfamiliar journey associated with placement	Signed and returned Work Experience Employer Guide No special measures required, generic placement risk assessment. Provision of generic workplace H&S information to students

Appendix 2: Work Experience Plan

Work Experience Student Plan

PROTECT - IN CONFIDENCE

Student Name and Address	
Student Contact Number and Email	
Emergency Contact Name, Number and Relationships	
Date of Birth	
Placement Provider and Address	
Placement Provider Contact Name, Email address and telephone number	
Start Date	
End Date	
Start and Finish Times: Attendance Pattern: Travel arrangements: Lunch / refreshment arrangements:	
Expected Work Activities	
Expected learning goals in this placement	
PLANNING FOR INDIVIDUAL NEEDS	

State any medical treatment that the placement provider needs to be aware of for the student and how this will be administered during the placement

Does the student have any illnesses, disabilities or learning difficulties that the placement provider needs to be aware of?

What adjustments or support will be needed in the workplace to meet the students' needs?

What does the employer need to provide an additional risk assessment for, in order to manage the student's safety?

Post 16 only: To help the school reduce the risk of harm or injury to others from the criminal behavior of students, we must know about any relevant criminal convictions that students may have. Relevant criminal convictions are only those convictions for offences against the person, whether of a violent or sexual nature, and convictions for offences involving unlawfully supplying controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking. Convictions that are spent (as defined by the Rehabilitation of Offenders Act 1974) are not considered to be relevant and you should not reveal them unless your placement activities involve teaching, health, social work or working with children or vulnerable adults.

Have you ever been convicted of any relevant criminal offence? Yes / No

RISK ASSESSMENT FOR STUDENT

Control Measures	Yes / No	Actions Necessary	Actions completed date and by whom
Has the student received sufficient briefing for this placement?			
Has the placement provider returned their signed policy and guide?			
Has provider been used before and reviewed? If yes, do any concerns remain unresolved?			
Work Factors - <i>Are there risks associated with student's expected work activities.</i>			
Location and/or Region - <i>Are there risks associated with crime, civil disorder, remote working, etc.</i>			
Individual Student Factors - <i>Are there risks associated with skills, abilities, pre-existing medical conditions, disability, etc.</i>			

Insurance limitations - <i>Provider has adequate insurance in place to cover student on placement.</i>			
Safeguarding - <i>Work with children or vulnerable adults and does the role require a student DBS (post 16 only)</i>			
General / Environmental Health Factors - <i>Are there risks associated with very hot or cold working conditions, inoculations required, etc</i>			
Travel & Transportation - <i>Commuting to/from work placement, driving for work purposes, being driven at work by others.</i>			
PPE - <i>Does the student require PPE / specialist clothing for this placement?</i>			
ADVANCE TRAINING - <i>Does the student need any training prior to attending the placement to ensure their safety?</i>			
ANY OTHER NOTES / OBSERVATIONS ACTION POINTS			
Agreed action	Person responsible	Target date	Sign/date when completed
<p>Is a site visit required before placement is approved?</p> <p>Are risks acceptable such that the placement can be approved?</p> <p>Commentary:</p>			
DECLARATION			

As parent/guardian of the learner I confirm that I have read the placement details and I am willing for him/her to participate in work experience with the employer for the agreed period of time. I also confirm that s/he is medically fit to undertake the placement, and s/he does not suffer from any medical condition which could result in unnecessary risk to his/her health and safety, and/or that of the other people (if in doubt please contact the teacher prior to signing this form).

I agree to the school sharing this form in full with the placement provider for the purposes of organising this work experience placement and safeguarding the health and safety of my child.

I agree to the school sharing some relevant personal information of my child to the placement provider for the purposes of organising this work experience placement and safeguarding the health and safety of my child. Please either contact the school to discuss which information you are happy for us to share, or specify below which information can be shared.....

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

I agree to my personal contact details being shared with the placement provider so they are able to contact me in an emergency.

Any information held by the school will be processed in accordance with the terms of the Data Protection Act 1998 and the General Data Protection Regulation. The information disclosed above will be held and processed securely and will be retained in accordance with the school's records retention policy.

Parental Signature

Signature Name (Print) Date ____/____/____

Signed for and on behalf of the school

Signature Name (Print) Date ____/____/____

FOR OFFICE USE ONLY

DBS has been carried out where required

Arrangements have been confirmed with the placement provider

Permitted information has been shared with placement provider

Approved by the Head of School

Not approved (see Action Plan above) by the Head of School

Signature Name (Print) Date ____/____/____

The school reserves the right not to use a placement provider if the above assessment does not meet the legal or our contractual requirements.

Appendix 3: End Review of placement - Employer

Work Experience Student End Assessment - Employer

PROTECT - IN CONFIDENCE

Student Name			
Placement Provider			
Start Date of Placement			
No of days completed			
ASSESSMENT OF STUDENT PERFORMANCE			
Please provide an assessment of the student’s performance during the work placement.			
Control Measures	Excellent	Good	Requires Improvement
Timekeeping			
Personal appearance			
Ability to work in a team			
Relationships with others			
Regard for health and safety			
Ability to follow instructions			
Communication skills			
Enthusiasm			
Initiative			
Commitment			
Attendance			
Creativity			
Please add any other skills below you would like to assess that are relevant to your company and the student’s performance			
What were the student’s strengths during the work placement?			

What things could they improve on?

Could you give any tips to help them progress in the workplace?

Other comments:

Would you be happy to provide a reference for this student? YES NO

Would you be happy to provide a work placement for another student? YES NO

DECLARATION

Any information held by the school will be processed in accordance with the terms of the Data Protection Act 1998 and the General Data Protection Regulation. The information disclosed above will be held and processed securely and will be retained in accordance with the school's records retention policy.

Signed for and on behalf of the placement provider

Signature Name (Print) Date ____/____/____

Appendix 4: End Review of placement - Student

Work Experience Student End Assessment - Student

PROTECT - IN CONFIDENCE

Student Name	
Placement Provider	
Start Date of Placement	
No of days completed	
Was this your first choice placement?	
Why did you choose this placement?	<p>I want to do this type of work as a career</p> <p>I thought I would enjoy the experience</p> <p>School chose placement</p> <p>Needed to do as part of a programme</p> <p>To develop my employability skills</p> <p>I am hoping to undertake an apprenticeship</p> <p>I am looking for part time work</p> <p>Other reason</p>
Who found the placement?	
Did you feel well prepared for your placement? If not, how could we have prepared you better?	
Did you feel safe during your placement and know what to do in an emergency?	
Do you feel you were sufficiently supported by your school during the placement?	
Do you feel the employer supported you in your placement?	
Personal Outcomes	
Please indicate if your placement has assisted you in the following areas by providing a star rating. The more stars you colour for each statement, the more the placement has assisted you.	
	<p>1 star (a little) 5 stars (greatly)</p>
Confidence	☆☆☆☆☆
Communication Skills	☆☆☆☆☆
Working as part of a team	☆☆☆☆☆
Analysis and evaluation of information	☆☆☆☆☆
Identifying your strengths and weaknesses	☆☆☆☆☆

Ability to organise and take responsibility	☆☆☆☆☆
Make a positive contribution to the workplace	☆☆☆☆☆
Show initiative in the workplace	☆☆☆☆☆
I have a better understanding of peoples' rights, roles & responsibilities in the workplace (e.g. equal opportunities)	☆☆☆☆☆
I have a better understanding of how businesses are structured & organised	☆☆☆☆☆
I understand better the importance of health & safety in the workplace	☆☆☆☆☆
I understand better how my school work fits into the world of work	☆☆☆☆☆
The placement has helped to improve my English/Maths/ICT skills	☆☆☆☆☆
The placement has helped me to complete specific coursework objectives	☆☆☆☆☆
I feel more positive about the world of work	☆☆☆☆☆
I am motivated to work harder at school	☆☆☆☆☆
I am clearer about what I want to do in my future education and / or career	☆☆☆☆☆
I have developed new skills	☆☆☆☆☆

SELF-ASSESSMENT OF STUDENT PERFORMANCE

Please provide an assessment of how well you think you performed during the work placement.

Control Measures	Excellent	Good	Requires Improvement
Timekeeping			
Personal appearance			
Ability to work in a team			
Relationships with others			
Regard for health and safety			
Ability to follow instructions			
Communication skills			
Enthusiasm			
Initiative			
Commitment			
Attendance			
Creativity			

Please add any other skills below you would like to self-assess that are relevant to your experience

What do you think your strengths were during the work placement?

What things could you improve on?

How have you changed since completing your work experience?

What three words would you use to describe how much you enjoyed your work experience placement?

Would you recommend your placement to future learners?

As a result of your work experience have you gained any of the following:

Paid employment	Apprenticeship	Traineeship
Supported Internship	Further work experience	Voluntary work

DECLARATION

Any information held by the school will be processed in accordance with the terms of the Data Protection Act 1998 and the General Data Protection Regulation. The information disclosed above will be held and processed securely and will be retained in accordance with the school's records retention policy.

Student Signature

Signature Name (Print) Date ____/____/____