

# Enabling work experience in the NHS



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# Foreword

NHS Careers is the information service for careers in the NHS in England. The service consists of a telephone and email helpline, website, literature and supporting services for NHS employers, schools, colleges and careers advisers.

In 2007, NHS Careers launched *Step into the NHS* – a programme of activity targeting 14 to 19 year-olds that aims to promote the broad range of careers in the NHS, to enable students to make more informed decisions about their future career.

*Step into the NHS* includes a website, **[www.stepintothens.nhs.uk](http://www.stepintothens.nhs.uk)**, a programme of ongoing communication and help for individuals, lesson plans for teachers and associated support for NHS employers, including this work experience toolkit.

We would like to thank all the individuals, and their organisations, who gave their time to work with us on the production of this toolkit.

NHS Careers is a service managed by NHS Employers on behalf of the Department of Health.

The NHS Careers team

# Section 1

## Why work experience matters



## Section 1

# Why work experience matters

Work experience allows NHS employers to influence the quality and flexibility of our future workforce. Done well, work experience programmes will draw in our future nurses, doctors, managers, healthcare scientists and therapists, and make young people aware of the huge range of opportunities in clinical and non-clinical roles within the NHS.

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

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

**For trusts and other NHS organisations, work experience:**

- enriches the pool of talent from which future recruits will be drawn, and helps widen access
- increases flexibility through a greater awareness of the wide range of jobs involved in delivering healthcare, and the wide range of settings
- fulfils an important corporate responsibility within the local community
- enhances the profile of the trust among local schools and further education (FE) and higher education (HE) providers and the wider community
- shows students the reality of a job and therefore reduces drop-out rates on courses.

**Work experience offers important benefits for NHS staff involved in the programmes:**

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

**For school, college and university students, work experience is equally rewarding:**

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



## Work experience produces results

Because of the time lag between a pre-GCSE programme and university entry at 18 or 19, it can be difficult to track what happens to young people who get work experience in the NHS. However, one survey\* (see page 52) has shown that 66 per cent of those who responded had progressed from early work experience into a clinical training course.

### Voices of experience Chris Regan, Bristol

*"I did two work placements with the hospital estates team during my Year 10, arranged by my school Connexions adviser. I hadn't thought about it before, but I enjoyed working in a hospital. I was with a welcoming, friendly team and the work was varied and different every day. They let me lend a hand with some of the simpler tasks. After GCSEs, I joined a carpentry/joinery course one day a week at a local college. For a couple of years I did two days a week at the hospital as work experience linked to the course, but had to give that up to get paid work. However, I'll be hoping to get on the hospital's craft apprenticeship scheme next year."*

## Section 2

# Exploding some myths



## Section 2

# Exploding some myths

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

**Reality:** Work experience students will be covered by the trust's employers' liability and public liability policies, provided the insurers are notified (see Form 5 in the Templates section) and an honorary contract is signed (see Form 7). Visiting groups will be covered by your normal public liability insurance.

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

**Reality:** Patient dignity and confidentiality must be maintained. This is written into the honorary contract that work experience students agree to abide to by signing. Patients should be consulted about the presence of work experience students but are generally more than happy to have them around. There are clinical areas which are inappropriate for younger students. However, these are limited and it is also important that young people are given the chance to experience both the clinical and non-clinical roles involved in delivering healthcare.

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

**Reality:** With very few exceptions, CRB checks are not required for work experience students under 18 who will be under supervision throughout their placement. A preliminary risk assessment for the placement must be conducted, and standard occupational health checks followed as for any new recruit (see Forms 3 and 4). CRB checks will normally only be needed for students in higher education on work placements as part of their clinical course. Further checks need not be carried out



if the higher education institution has already undertaken a satisfactory check at the start of the student's course.

For up-to-date information on the NHS Employment Check Standards (which include students, volunteers and trainees) please visit [www.nhsemployers.org/employmentchecks](http://www.nhsemployers.org/employmentchecks)

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

**Reality:** There are a number of agencies involved in organising work experience programmes for schools and colleges. These include local education business partnerships, Trident-Edexcel, Connexions services, Aimhigher and other education-linked bodies. They can help with much of the planning and administration and in some cases may be able to add extra funding for programme development (see [Useful links](#)).

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

**Reality:** Contacts through family and friends have often initiated work experience opportunities. However, these must go through the standard procedure of notification, signing honorary contracts, carrying out risk assessments etc. Once opportunities are created in this way, they should then be made available to others who have no family connections with the trust.

# Section 3

## Work experience: the bigger picture



## Section 3

# Work experience: the bigger picture

Work experience gives school students and others the chance to experience the world of work through structured programmes, shadowing staff at work and engaging in tasks that they are competent to do. Within healthcare, this does raise questions of what are appropriate roles for young people – and the significance of patient confidentiality. However, there's a wide range of clinical and non-clinical work that they can become involved in – as observers and as participants in some tasks.

The purpose is for the young person to experience work and to be exposed to the associated disciplines such as good timekeeping, reliability, team working and problem solving. Programmes that involve only observation of tasks or watching presentations will not meet the goals of work experience for young people – and may, quite quickly, bore them.

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

- nurses
- healthcare assistants
- allied health professions such as physiotherapists, dietitians and radiographers
- ward clerks
- doctors
- porters
- catering
- gardeners and other estates staff
- office assistants
- administration and management
- IT
- human resources
- finance and accounts staff.

Clinical tasks which are appropriate for young people to engage with may include assisting with bed-making; shadowing a nurse or healthcare assistant taking and recording a patient's blood pressure, temperature and heart rate and completing fluid charts under direct supervision;

assisting with meals; talking to patients; attending team meetings; and helping with clinics (see Form 13). The prime rule is that all tasks that involve contact with patients must first have the consent of the patient and students must be supervised at all times.

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

### Related activities

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

**Schools liaison programmes** – a concerted, long-term commitment at trust level to build closer relationships with local schools and colleges, making visits to schools and arranging visits from school staff and students.

**Ambassador schemes** – staff acting as representatives of the trust and their profession, going into schools to explain what they do.

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

**Open days** – enabling visits by groups of students and/or their teachers to a particular department or on a wider scale.



**Attending careers fairs** – sending teams to represent the trust at local and regional careers fairs.

**‘Take your child to work’ days** – encouraging staff to bring their children to work with them or their colleagues. This must still go through the correct procedure that a trust has in place for organising work experience and students must be supervised at all times.

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

## The educational context

For some years, completing a period of work experience has been a requirement of the national curriculum for all students in Years 10 and 11 (14 to 16 year-olds). For older students, evidence of work experience or volunteering may be crucial to their university application – especially if their intended course is clinical or vocational. For school leavers and undergraduates, periods of work experience may help them to decide where they want to start their careers.

Because work experience is now regarded as an integral part of the school curriculum, a number of agencies exist to liaise between schools and employers in developing programmes and placing students. These include local education business partnerships, Trident-Edexcel, Connexions, learning and skills councils and other careers services. They should be able to help with much of the preparation and administration (see [Useful links](#) for contact details).

Whatever GCSE or other courses school students are taking, they will have learning objectives to achieve during their work experience and will keep a record of it. Some students will already be taking courses that have a vocational element, for example, GNVQ in Health and Social Care. A range of new work-related qualifications is being introduced into schools, developed in association with employers. These include a Society, Health and Development Diploma, although others such as IT will also relate to jobs in the NHS. These diplomas are intended to better prepare students for the world of work. Actual work experience will be an important element of the course, so it is vital that NHS employers respond to this demand in order to retain the interest of potential employees.

## Practical considerations

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

- Most hands-on patient contact is not appropriate for under-16s but it's important that they find their experience interesting and worthwhile.
- It's useful to expose young people to a variety of roles during their work experience. They get a wider appreciation of the range of the different aspects of healthcare, and responsibility for the students can be shared between different staff during their placement.
- A full day in a hospital or offices can be tiring for school children – pace the day accordingly.
- Advise students to wear clothing in layers they can take off if they get hot.
- Young people should be in the company of a member of staff at all times, but it doesn't always have to be the same person.
- They should be wearing a badge to identify themselves and what they are doing.
- Some students may be comfortable helping with a range of patient care-linked activities, such as helping with drinks and meals, but this should always be directed and supervised.
- Work experience offers opportunities for students to undertake projects that staff themselves may not have time for, for example, patient surveys and analysis of data or research.

## Over 18s

Any employment or other work which is concerned with the provision of health services which enables the post holder to have access to children and vulnerable adults in the course of their normal duties will need a CRB check. This may also apply to work experience students. There is a time and cost consideration to this that has to be taken into account.

### Voices of experience David Palethorpe, Southampton

*"Before I started work experience I had a stereotypical idea of how a hospital works. Doctors treat people and nurses help out the doctors. Wow, I was wrong. I learnt a great deal about how each role is as important as the other, from consultant to cleaner and how the hospital system would collapse without the dedication and effort put in by each member of the team. And that's what it boils down to – teamwork. When I went onto the ward I learnt how each member of the team contributes to the efficient and effective care of patients and how no one person is more important than the other."*

## Outcomes

It's important that work experience programmes are planned and structured to be engaging, informative and worthwhile for the students who participate. Some trusts – working in conjunction with schools and education agencies – now define the skills and learning outcomes associated with different work experience programmes. There are examples below.

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

## Examples of skills development through work experience

**Key/functional skills** – maths, IT, communication (written and verbal), improving own learning, completing tasks on schedule.

**Work readiness skills** – problem solving, working with others, creativity, looking up and recording information, giving a presentation, setting up a spreadsheet.

**Personal learning and thinking skills** – independent enquiry, creative thinking, team working, reflective learning, responding to change, effective participation.

## Voices of experience Myriam Guessoum

In Year 12, Myriam attended a week long medical experience course organised by Nottingham Widening Access to Medicine School (WAMS) – a group of medical students based at The University of Nottingham who are keen to promote medicine to non-traditional higher education entrants. The course is run every August for up to 20 Year 12 students, and includes hands-on clinical skills practice and shadowing of final year medical students or junior doctors on the wards. Through donations from Astra Zeneca, the course is funded by the educational charity, The Brightside Trust, who are currently rolling out the programme to medical schools and NHS trusts across the country.

*“It was a really useful experience. We were given good advice on where to apply as well as how to sell ourselves in our personal statement for university application. The experience itself was a unique extra as it was different from most other medical experiences. I was asked in interviews to elaborate on what we did and how useful the fifth-year medics were. I got four interviews and four offers to study medicine, and chose Cambridge. I hope the people this year gain as much as I did from the experience.”*

For more information about this initiative, contact Aidan Kelly, The Brightside Trust.  
**Email:** [aidan.kelly@thebrightsidetrust.org](mailto:aidan.kelly@thebrightsidetrust.org)

# Section 4

## Work experience: how to do it



## Section 4

# Work experience: how to do it

This section contains various examples of work experience programmes currently being provided by trusts around the country. There may be significant differences between individual programmes, but most share the following key elements.

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

For work experience programmes to develop and grow, backing for the project must come from board level: senior managers who fully endorse its significance as a commitment to their future workforce and a corporate responsibility to the local community. The staff with whom work experience students will be placed must also be enthusiastic – some organisers stage roadshows among ward sisters and other department managers to generate interest and create more placement opportunities.

### 2. Clear, simple, repeatable paperwork

There are important issues of contracts, risk assessment, health and safety, patient confidentiality and student behaviour to resolve. None of these are difficult and assistance is available through education agencies engaged in providing work experience opportunities. **The application process** on page 26 sets out the procedures to follow and templates to use. Once the paperwork and procedures are in place, they can be used repeatedly for further placements.

### 3. Liaison with local schools and education agencies

Many trusts look to involve teachers and careers advisers in planning work experience programmes. As part of a wider schools liaison programme, it gives teachers a better understanding of both the opportunities and

constraints faced by trusts in enabling work experience in healthcare. Where demand for places exceeds supply, this relationship will result in the most suitable candidates being put forward by schools.

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

As a decision-making tool it may be useful to have an agreed policy on the clinical tasks that young people may engage in or observe, and any departments where their presence is deemed to be unsuitable. Some departments are inappropriate for student placements due to the sensitivity of tasks and the traumatic situations they may find themselves in. It is the trust's responsibility to consider what is appropriate.

### 5. Stimulating programmes for different student groups

The worst outcome of work experience is to bore the student. Programmes should be designed to be interesting and engaging. Brief exposure to a variety of roles and settings will often be more worthwhile than going to the same role every day. (It's also better for the staff involved, because the responsibility is shared out). Post 16, students will be thinking seriously about their career choices and may want to experience a particular role in more depth.



## 6. Outcomes, evaluation, follow up

For all students, work experience is now an integral part of their curriculum. The school or organising agency will probably want to agree learning outcomes from each programme in terms of skills development and knowledge. You can assist in drawing these up. At the end of each programme, students and staff should complete evaluation forms. These need not be time consuming, and can provide useful feedback on the programme and the students. Some trusts are looking at using email as a means of keeping in touch with students as their career plans clarify.

## 7. Publicising achievements

Although there should never be any shortage of applicants for every work experience opportunity, it is valuable to publicise successes of the scheme. Within the organisation this will raise the profile of the programme and attract the interest and support of other staff. Externally it will enhance the profile of the trust and bolster support for the policy at board level.

## Sample programmes

### Two Year 10 students in an office environment (one-week programme)

“For each programme, we assigned two students to a mentor whose role was to support them for the week. During the week the students met a number of different people at pre-arranged times to talk about their work and how it fitted within the bigger picture of delivering healthcare.

“Most of the time the students worked alongside office assistants. We had a list of activities for them to undertake: taking notes of a meeting and writing them up, using the internet for research, amending a PowerPoint programme and helping to set up a presentation, greeting visitors, distributing post, using a spreadsheet, and accompanying a colleague to a meeting with an external organisation.

“Although they were supervised at all times, we encouraged them to work independently, and they had access to a computer to carry out tasks. The office assistants explained and demonstrated the tasks. We asked them to make a daily ‘to do’ list with deadlines for each task completion. Both enjoyed seeing the different tasks through to a result.

“At the end of each day they would complete their work diary and comment on how the day had gone. They were also encouraged to think about how and why they might have approached things differently.

“They became so engrossed in some projects that they needed to be reminded to take their breaks. Because we had agreed work lists, the students were able to use their own initiative. No one member of staff was required to support the students all day. We also realised it was as easy, if not easier, to have two students as one because they supported each other.”

**Contact:** Alison Ackew,  
Yorkshire and the Humber Strategic  
Health Authority.  
**Email:** [alison.ackew@yorksandhumber.nhs.uk](mailto:alison.ackew@yorksandhumber.nhs.uk)

### Extended programme for students, GCSE in Health and Social Care (Double Award)

"This programme is designed for school students whose choice of course already points towards an interest in healthcare. It takes around 30 students in Year 11 (15 to 16 year-olds) divided into two groups, and is spread out over the school year.

"As programme leader, I start by visiting the school to outline the programme and discuss expectations – both ours and the students. We talk about practicalities such as the badges that students will wear, dress code, behaviour and protecting patient confidentiality. I'll also run through the different uniforms that staff will be wearing so that students can recognise who they are.

"We work through various issues and What if? questions. These include ward etiquette, approaching staff and patients, infection control and what to do in case of an emergency, such as a fire. It gives students the chance to think through the work experience they're going to have.

"Their first visit to the hospital provides an orientation and reiterates the points made during the school visit. On this particular programme the focus areas are radiology and elderly care. The two groups are introduced, alternately, to these areas by staff and a trainer.

"Following the first visit we send students in pairs to different wards to observe and shadow the work of staff. On this visit we'll ask the students to complete patient questionnaires with people who are on the ward at that time so that they can form a picture of different health backgrounds and their individual care needs.

"Through the rest of the academic year, students will have the opportunity to visit different departments and discuss their career options. The aim is to give students a full picture of what's involved in delivering healthcare. Exposure to the different roles and settings of care will help them make the career choices that suit them best."

**Contact:** Kim Sutton,  
Southampton University Hospitals NHS Trust.  
**Email:** kim.sutton@suht.swest.nhs.uk

### Work experience in the community. Years 10/11 (two-week programme)

"We developed this programme to give school students the opportunity to experience job roles such as midwifery, school nursing and district nursing. Patient confidentiality, health and safety, and the vulnerability of young people are typically cited as barriers to work experience in community settings. But, with proper planning, it is both possible and worthwhile.

"Through structured work experience programmes, students as young as 14 (Year 10) have been placed with district nurses, midwives, podiatrists, and school nurses. We carefully consider appropriateness of areas and health and safety before placing students, and ask them to complete an application form and attend an interview prior to the two-week placements. This enables us to make a judgement about their suitability, and gives the students themselves an experience similar to that of applying for a job.

"There's a range of activities that students can be involved in. Ours have helped out at baby massage and weaning sessions, mother and baby clinics, and planned home visits. They have visited smoking cessation services, drug and alcohol teams, intermediate care and Sure Start services. They have also shadowed staff in a range of clinical and non-clinical roles.

"Each student is based in one area for two weeks, with a timetable built around their career aims and interests balanced against what we can realistically offer.

"The feedback from students and staff has been very positive. Previously, students may have had work experience opportunities arranged ad hoc through family or friends. Our structured approach makes the whole process safer and more equitable."

**Contact:** Judith Oliver,  
Kirklees Primary Care Trust.  
**Email:** judith.oliver@kirkleespct.nhs.uk

### 'Work observation week' – Year 11 students

"Our work observation week for Year 11 students (15 to 16 year-olds) is a key element in developing a worthwhile and equitable response to the increasing demand for work experience placements.

"It takes place in early July each year with a group of 40 to 50 young people nominated by local schools. We have a liaison programme with the schools and Connexions, so they know what the programme involves and who best to nominate. The aim is to provide a flavour of what goes on in a hospital. Half days are spent in different ward areas, and students see a series of 15 to 20-minute vignettes of different roles presented by people who do them.

"We are also able to use the training facilities that are used during the rest of the year for staff development, so they can try their hand in the clinical skills lab, and the highlight of the week is the mock ward where in groups of six they play different roles: doctor, nurse, housekeeper, occupational therapist, physiotherapist and patient. Actual staff come in to observe and assist. There's even a matron's inspection. It gives them a real insight into what each job is and the teamwork involved.

"The whole programme is designed to be very interactive and engaging for the young people who get places. We want them to leave with a much fuller picture of all the different roles involved in looking after patients."

**Contact:** Vera Byfield,  
Royal Devon and Exeter NHS Foundation Trust.  
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# Section 5

## Good practice in managing work experience programmes



## Section 5

# Good practice in managing work experience programmes

Enabling work experience involves staff at every level within a trust; board members and senior managers who commit to its strategic value, middle managers within whose departments the programmes will be run, and the staff with whom the students will be working.

In order for work experience to be a success, trusts need to have robust governance arrangements agreed at board level including a work experience policy, risk assessment arrangements (see Section 8) and a director who is fully accountable for work experience programmes across the trust.

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

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

Below are different models of how work experience may be embedded within the operations of a trust.

### At a strategic health authority/ regional level

A work experience coordinator operating across trusts within a strategic health authority (SHA) region is able to develop programmes and policies that can be shared between trusts, and engage with education authorities and agencies on a similar region-wide basis. This provides a forum for staff involved in work experience within trusts to share ideas and good practice. A regional coordinator is also well placed to identify any external funding opportunities and keep pace with developments in education which may affect work experience planning.

Yorkshire and the Humber SHA has adopted this approach, supported by a dedicated NHS work experience partnership adviser within a local education business partnership. The initiative has been funded by the Learning and Skills Council (see [Sources of funding](#) on page 22).

### Someone holding trust-wide responsibility for enabling work experience

The typical model for trusts with thriving work experience programmes is a staff member or team taking trust-wide responsibility. Often, this will be located within the human resources or voluntary services department where networks with managers and staff already exist.



Whilst there are key differences between volunteering and work experience, especially the period of time for which a volunteer is expected to commit, there are also similarities. Many work experience students go on to volunteering. Another possibility is to locate work experience within the trust training and development function and making use of the facilities available in staff development.

Examples of trust-wide practice are described in this section. This approach helps to ensure consistency of approach, compliance with statutory requirements, and greater equity of opportunity for students.

### At department level

In trusts where a coordinated policy does not exist, it is open for individual managers and staff to run their own work experience programmes, liaising directly with local schools, education agencies or individual applicants. In these cases it is important that the formalities and legal requirements are observed (see Section 6).

## Sources of funding

The one significant cost associated with providing work experience is staff time, and this will vary according to the model adopted. Help may be available. As work-related learning becomes an increasingly important part of the school curriculum, various bodies associated with education and learning will consider giving funding to employers who offer work experience. Availability will vary from one region to another, and the bodies will look for evidence of a strong commitment to offering work experience coupled with imaginative proposals for further development.

Funding for work experience programmes within the NHS has already been provided by local education business partnerships, Aimhigher, and the Learning and Skills Council. Contact these agencies for more information and speak also to local work experience organisers such as Trident and Connexions.

However, these sources cannot be relied on for long-term funding. This will have to come from the commitment at board level to the value of work experience both in terms of future workforce planning and the contribution to the wider local community. Set against these valuable benefits, the actual cost of enabling work experience programmes is marginal.

## Examples of how work experience can be effectively coordinated

### Across the trust, within volunteering services

Within voluntary services department  
650 placements in 2006

"In the last three years we have doubled the number of students coming to us for work experience. It's a response to the growing need for students to have work experience as part of their school curriculum and for their university applications. We also have hundreds of volunteers working with us, mainly students. (We classify volunteers as people who commit to two hours a week for at least six months.) Work experience sits alongside volunteering: organising and running the programmes amounts to a full-time job for one of our team.

"Typical programmes are one-week placements for students undertaking GCSE, A-level and vocational qualifications, although we also provide opportunities for returners, possible career changers and people such as young mums who left school with few qualifications and are now looking to enter the world of work.

"It's important to overcome the perception that, unless you want to be a doctor or nurse, the NHS doesn't offer many career opportunities. We arrange tours for teachers and careers advisers to introduce them to the much wider range of jobs available. We also go out into schools to spread the same message, and arrange working lunches: when up to 60 students come in for a half day to see the range of work involved in running a hospital.

"It's always very rewarding to see former work experience students return on placements as a university student. Looking forward, I'd like to see some sort of email mentoring system introduced that allows us to keep in touch with the young people who have had work experience with us."

**Contact:** Kim Sutton,  
Southampton University Hospitals NHS Trust.  
**Email:** kim.sutton@suht.swest.nhs.uk

### Alongside learning and development

"In our foundation trust, work experience is located within learning and development services. Our core activities are providing development opportunities and career advice to staff and widening participation across our workforce, so work experience fits well both with our outlook and the facilities we have available.

"We receive numerous requests for work experience placements and as a busy acute hospital, we can't meet all the demand. But we do want to fulfil our corporate and social responsibility to the community, and ensure equity of opportunity. We run a work observation week for Year 11 students (15 to 16 year-olds) as well as a medics week for A-level students, and one-off responses where we can offer useful work experience. We also work with agencies on providing work experience for older people who face barriers to employment.

"Now the work observation week programme is established, it involves a coordinator working on the project for six to eight weeks beforehand and obviously a considerable commitment from various staff during the week itself. But it's well worth it because we're engaging with the young people who are our future workforce."

**Contact:** Vera Byfield,  
Royal Devon and Exeter NHS Foundation Trust.  
**Email:** vera.byfield@rdeft.nhs.uk

### At departmental level Radiography department

46 work experience placements in 2006.  
Year 10 students (15 to 16 year-olds)

“I get applications direct from school students who have been advised by teachers or done their own research and are thinking about radiography as a possible career. I’ve done a series of school visits in the last few years so I have educated teachers about the opportunities we can offer. We are also listed on the local education and business partnership website.

“We offer a one-week programme, with one or two students at a time, spread out round the year. It’s mainly an observational work experience, but students help with some easier tasks, such as calling patients from the waiting room.

“I’d say that organising and running the work experience programme takes about 10 per cent of my time on average. Say, one afternoon a week. It’s part of a mix of work I do including health and safety, clinical governance, occupational health and schools liaison.

“If we’re going to have enough radiographers in the future, we need to start interesting young people in the job. Later, if they do want to take a radiography course, some evidence of work experience will be a key part of their application. So if we don’t offer it, we’ll eventually run out of staff. For the relatively little time it takes, it’s a very worthwhile exercise.”

**Contact:** Ceinwen Paul,  
Royal Cornwall Hospitals NHS Trust.  
**Email:** ceinwen.paul@rcht.cornwall.nhs.uk

# Section 6

## The process in outline



# Section 6

## The process in outline

This section highlights good practice in the application process for organising work experience placements. Items marked with an asterisk\* are considered mandatory. Templates for the paperwork can be found in Section 8 of this toolkit.

### The application process

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

Send:

- response letter
- application form
- summary of regulations and conditions
- outline of objectives.



#### 2. Application form received

Check:

- is the application acceptable?
- is the experience requested suitable for the applicant?
- does a suitable work experience opportunity exist?
- risk assessment for relevant department(s)\*
- identity checks in line with NHS Employment Check Standards\*.



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

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



#### 4. Interview

- interview form completed
- health questionnaire checked by manager\*
- objectives discussed.

Decision made on whether individuals are accepted/not accepted



#### 5. Confirmation letter

Send:

- two honorary contract forms\*
- placement information sheet
- risk assessment and health and safety advice
- instructions on dress, behaviour, patient confidentiality
- evaluation form
- CRB check where required\*.



#### 6. The work experience programme

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

- face-to-face identity checks (if not carried out at interview)\*
- pre-placement visit to arrange uniform and photo identity badge (take a deposit)
- induction programme
- exit interview
- student evaluation
- supervisor's report



#### 7. Follow up

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

For full details on the NHS Employment Check Standards (which include students, volunteers and trainees) please visit [www.nhsemployers.org/employmentchecks](http://www.nhsemployers.org/employmentchecks)

### The honorary contract

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

The honorary contract is a simple document (see Form 7) that provides a proper basis for the programme, and will satisfy the requirements set by insurers for public liability cover.

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

### Voices of experience David Bendell

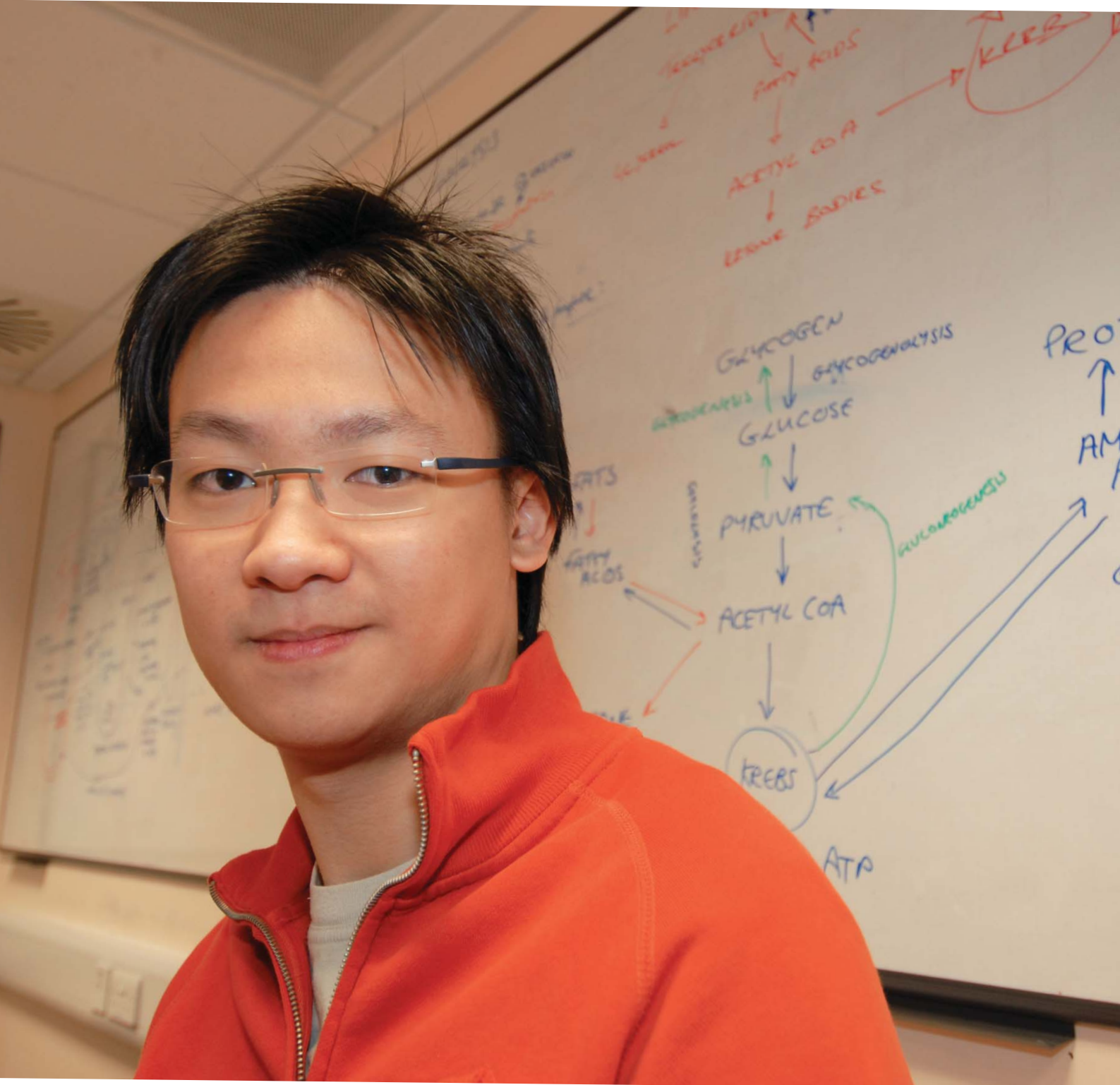
*"In my first year as a science A-level student, I was offered a hospital placement on a medically-related Nuffield Science Bursary. It turned into a five-week project investigating possible bacterial cross-contamination in food and drink distribution. I was encouraged by the directorate nurse manager and was given the assistance of the microbiology department in analysing samples of various materials which came close to patients' meals and drinks. As a result of the research, new procedures have been introduced, including replacing sticky tape with metal clips to attach paper rubbish bags to patients' personal trays. My research showed that the tape contained cellulose which is an energy source for C. difficile bacteria. Metal clips can easily be washed and sterilised.*

*"I found being able to work on my own initiative very satisfying, seeing the workings of a hospital lab fascinating and being able to effect change very exciting. The extension to my educational experience has been profound, not least in opening my eyes to the day-to-day running of a hospital ward. Being able to go into a hospital for a decent length of time and to be accepted as part of a team, could be invaluable in helping students decide about their careers. The more placements that are made available in hospitals, the greater the likelihood that more students will consider career paths that are healthcare-based".*

For more information on Nuffield Science Bursaries, contact Sharmila Banerjee.  
Email: [sbanerjee@nuffieldfoundation.org.uk](mailto:sbanerjee@nuffieldfoundation.org.uk)

# Section 7

## Useful links



# Section 7

## Useful links

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

### NHS Careers

[www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk)

NHS Careers is the information service for careers in the NHS in England. The service consists of a telephone and email helpline, website, literature and supporting services for NHS employers, schools, colleges and careers advisers.

### Step into the NHS

[www.stepintothenhs.nhs.uk](http://www.stepintothenhs.nhs.uk)

*Step into the NHS* includes a website, a programme of ongoing communication and help for individuals, lesson plans for teachers and associated support for NHS employers.

### Other useful links

#### Aimhigher

[www.aimhigher.ac.uk](http://www.aimhigher.ac.uk)

#### Connexions

[www.connexions.gov.uk](http://www.connexions.gov.uk)

#### Department for Children, Schools and Families

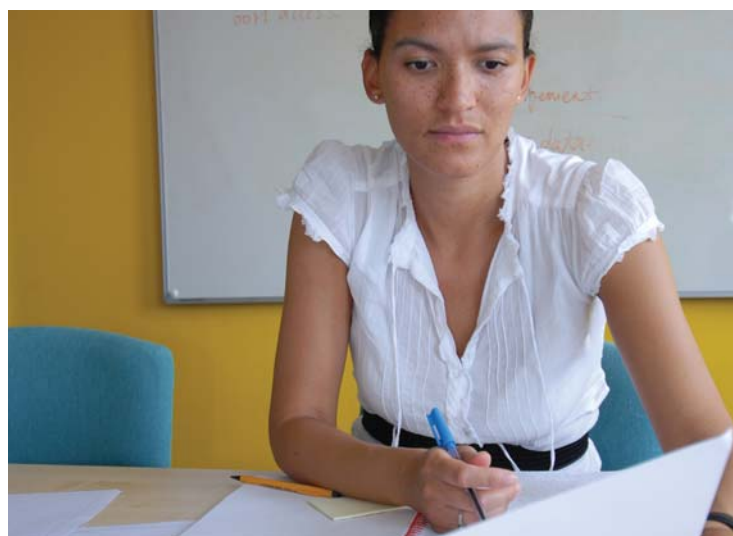
[www.dcsf.gov.uk](http://www.dcsf.gov.uk)

Publishes *Work experience: a guide for employers*.

This can be downloaded from:  
[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)  
Search ref: 1471-2005DOC-EN

#### Learning and Skills Council

[www.lsc.gov.uk](http://www.lsc.gov.uk)



#### National Council for Work Experience

[www.work-experience.org](http://www.work-experience.org)

#### National Education Business Partnership Network

[www.nebpn.org](http://www.nebpn.org)

#### Skills for Health

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

#### Trident-Edexcel

[www.trident-edexcel.co.uk](http://www.trident-edexcel.co.uk)

#### Yorkshire and the Humber Strategic Health Authority

[www.yorksandhumber.nhs.uk](http://www.yorksandhumber.nhs.uk)

Search: work experience toolkit  
Information and examples of programmes developed across the region.

# Section 8 Templates



# Section 8

## Templates

The template forms in this section cover the key elements of paperwork you will need in setting up a work experience programme. Copies can be downloaded from the NHS Employers website at [www.nhsemployers.org/workexperience](http://www.nhsemployers.org/workexperience) and amended to your individual trust's needs.

### Form 1

**Sample work experience policy** – this is a sample trust-wide work experience policy which follows good practice of board-level engagement with an accountable director.

### Form 2

**Application for work experience placement** – this form should be sent to students enquiring about work experience opportunities in order to enable employers to gather the necessary information before beginning to organise the placement.

### Form 3

**Confidential pre-placement health questionnaire** – this form is necessary to assess whether the individual is fit to undertake the work experience placement and that no risk is presented to the individual or people they may come into contact with.

### Form 4

**Risk assessment** – young people must be informed about risks to their health and safety, identified by the employer's risk assessments, and the measures put in place to minimise, or ideally eliminate any significant risks.

### Form 5

**Notification of risk: school students in the workplace** – this form should be used to notify the trust's insurers of the presence of work experience students. Details of placements should be submitted with this form and any queries directed to your insurer.

### Form 6

**Checklist for schools of employer's risks covered** – this form should be used to inform a school/college of the insurance cover that the trust provides.

### Form 7

**Honorary contract** – a contractual agreement between the employer and the student to confirm acceptance of the work experience placement.

### Form 8

**Placement information sheet** – provides students with written confirmation of their placement and gives information on code of conduct and how to make the most of their placement.

### Form 9

**Induction checklist** – a useful checklist to remind employers of the points they need to cover with the student prior to commencement of the placement.

### Form 10

**Daily diary** – to be completed by students during their placement to record their thoughts and what they have learned.

### Form 11

**Evaluation form** – to be completed by students at the end of their placement to reflect on and what they have achieved and how useful they found the placement.

### Form 12

**Supervisor's report** – to be completed by the supervisor in charge of the student to reflect on how they have performed.

### Form 13

**Suggested clinical tasks for work experience students** – a list of ideas of clinical tasks that students can undertake to help when organising a work experience programme.

## Form 1: Sample work experience policy

### APPROVED POLICY PRO FORMA

Title of document:	<i>[Insert title]</i>
Author:	<i>[Insert name and position of author]</i>
Description:	<i>[Describe the objectives and responsibilities of the work experience process]</i>
Final validation committee:	<i>[Insert committee/directorate accountable]</i>
Date agreed:	<i>[Insert date]</i>
Date sent to policy administrator:	<i>[Insert date]</i>
Accountable officer:	<i>[Insert name and position of accountable officer ie director]</i>
Responsible officer:	<i>[Insert name and position of responsible officer ie work experience coordinator]</i>
Directorates who use the document:	<i>[Insert relevant directorates]</i>
Highlighted to:	<i>[Insert relevant key staff/departments/directorates]</i>
Date document implemented:	<i>[Insert date]</i>
Date of next review:	<i>[Insert date]</i>
Date(s) reviewed (if applicable):	<i>[Insert date]</i>
Details of most recent review:	<i>[Outline main changes made to document]</i>

Signature of chairman  
of validation committee: \_\_\_\_\_

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

Post held: \_\_\_\_\_

# Form 1 cont'd: Sample work experience policy

## Introduction

1. There is an increase in the number of schools and colleges wishing to broaden students understanding of the 'world of work', therefore a work experience policy has been developed.

## Objectives of work experience

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

## Responsibilities

4. The trust accepts responsibility for the health and safety of students whilst on trust premises and insurance cover is therefore available through the trust's public liability insurance.
5. Students accepted for work experience should receive the same rights and privileges as a permanent member of staff and should be provided with appropriate specialised protective clothing and safety equipment.
6. Students are required to wear suitable clothing and footwear for the work situation and be neat and tidy at all times.
7. It is the responsibility of a student to notify the hospital department to which they are allocated if they are unable to be present.
8. Students should always report on and off duty on each occasion to the appropriate department manager/ward sister/charge nurse.
9. The length and complexity of such placements can vary. Therefore, it is essential that the trust has a central focal point for the monitoring of such placements and to give advice to managers and students as required.

10. All requests for work experience of any sort for the trust should be channelled through the **[Insert department]**.
11. In most instances, requests will be made to the **[Insert department]** by the student or college, who will then be sent a pack which consists of **[Insert details]**. Upon receipt of the completed application form the **[Insert department]** will then either contact:
  - 11.1. the specific department requested by the student in line with their career intentions
  - or
  - 11.2. choose a department that closely resembles the student's wishes and career intentions, taking into consideration the student's age. The department will then be contacted asking them to consider a possible placement.
12. Once a placement is agreed, the **[Insert department]** will be responsible for confirming it with the student and the department concerned, by:
  - 12.1. sending a confirmation letter to the student, and giving reporting instructions, such as contact name, start time, length of placement and department location
  - 12.2. the department/manager concerned will receive a copy of this letter.
13. In the case of concerns relating to the completed health check questionnaire, it will be sent to occupational health, who reserves the right to ask a work experience student to attend the department for an appointment if they believe it necessary to do so.
14. Should a manager wish to terminate a placement during or in advance of the expected date, they should contact the **[Insert department]** in the first instance.
15. All students should be offered placements appropriate to their age.

This policy was reviewed on **[Insert date]**.

**Source:** Adapted from the work experience policy at Southampton University Hospitals NHS Trust

# Form 2: Application for work experience placement

Information will be treated in the strictest of confidence.

## Personal details

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

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

Date of birth: \_\_\_\_\_ Email: \_\_\_\_\_

Telephone: \_\_\_\_\_ Mobile: \_\_\_\_\_

Next of kin: \_\_\_\_\_

Relationship: \_\_\_\_\_ Telephone: \_\_\_\_\_

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

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

Teacher/careers adviser: \_\_\_\_\_

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

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

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

## Previous work experience or employment

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

Employers details	Dates from/to	Duties and responsibilities

## Form 2 cont'd: Application for work experience placement

### Supporting information

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

### Student, parent and teacher agreement to trust requirements

1. The Trust places considerable importance on the need for attention to health and safety at work. You have the responsibility to acquaint yourself with the safety rules of the workplace, to follow these rules and make use of facilities and equipment provided for your safety. It is essential that all accidents, however minor, are reported.
2. The Trust will also expect you to observe other rules and regulations governing the workplace which are drawn to your attention. Please note that there is a no smoking policy covering the whole working environment and that there are security arrangements applicable to most locations.
3. The Trust fully supports equal opportunities in employment and opposes all forms of unlawful or unfair discrimination on the grounds of ethnic origins, gender, disability, age, religion or sexuality.
4. There will/will not normally be payment for meals or travelling expenses.

I have read and understood the above requirements.

Signature (student): \_\_\_\_\_

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

Please obtain the following signatures if under 18yrs.

#### Parent/guardian

I have read and understood the above requirements. I will ensure the student carries out these obligations and confirm that he/she is not suffering from any complaint, which might create a hazard to him/herself or to those working with him/her. I give permission for my son/daughter \_\_\_\_\_ to attend the placement and observe during his/her visit to the **[Insert name of trust]**

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Teacher/careers adviser if under 18 yrs.

I have read the work experience programme information and give permission for **[Insert name of student]** to attend the placement and observe during his/her visit to **[Insert name of trust]**. I also confirm that he/she is currently studying at **[Insert name of school or college]**

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to: **[Insert contact details]** \_\_\_\_\_

# Form 3: Confidential pre-placement health questionnaire

Information will be treated in the strictest of confidence.

Surname: \_\_\_\_\_

Forename: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Home address: \_\_\_\_\_

\_\_\_\_\_

Postcode: \_\_\_\_\_ Telephone: \_\_\_\_\_

Job placement: \_\_\_\_\_

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

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

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

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

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

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

BCG (Tuberculosis)  Pertussis (Whooping Cough)  Diphtheria  Polio

Measles  Rubella  Meningitis C  Tetanus  Mumps

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Please return to: *[Insert contact details]* \_\_\_\_\_

# Form 4: Risk assessment

Hospital: \_\_\_\_\_ Assessment No: \_\_\_\_\_  
 Ward/dept: \_\_\_\_\_ Assessment date: \_\_\_\_\_  
 Assessed by: \_\_\_\_\_ Review date: \_\_\_\_\_  
 (no more than six months from assessment date)

No.	Work activity /environment: identified hazard	Current corrective action	A Severity 0-5	B Likelihood 0-5	Risk rating score A x B	Further action(s) required	Person responsible for action(s)	Completion date for action(s)

Manager's signature: \_\_\_\_\_

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

## Form 4 cont'd: Risk assessment

<b>A. Severity:</b>	
5: Multiple fatalities	Multiple deaths involving any persons
4: Fatality	Single death of any person
3: Major	Major/serious injuries. High environmental implications. Major financial loss. Major loss of reputation. Major business interruption. Multiple patients affected/needing treatment.
2: Serious	Medical treatment required. Moderate environmental implications. High financial loss. Moderate loss of reputation. Moderate business interruption.
1: Minor	Additional observations. First aid treatment. Moderate financial loss.
0: Negligible	No injuries. Low financial loss.
<b>B. Likelihood:</b>	
5: Certain	The event is expected to occur in all circumstances.
4: Likely	The event will occur in most circumstances.
3: Moderate	The event will occur at some time.
2: Unlikely	The event could occur at some time.
1: Rare	The event may occur only in exceptional circumstances.
0: Impossible	The event cannot happen under any circumstances.

Source: Imperial College Healthcare NHS Trust

## Form 5: Notification of risk: school students in the workplace

*[Insert name and address of trust insured]* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

To *[Insert name and address of insurer]* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

For the insured \_\_\_\_\_  
 \_\_\_\_\_ Date: \_\_\_\_\_

**Details of proposed workplace activities involving school students**

Policy	Yes	No	Policy number
Employers' liability			
Public liability			
Material damage			

Nature of activity	Number of students	Duration of stay
Work experience		
Work shadowing		
Work observation		
Short visits		
Other		

**Planned frequency of such activities**

	One-off	Once or twice a year	Frequently each year
Work experience			
Work shadowing			
Work observation			
Short visits			
Other			
Notice of particular hazards			

Source: *Work experience – a guide for employers*. Department for Children, Schools and Families

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

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

In connection with proposed placements of students from *[Insert school/college]*

to \_\_\_\_\_ *[Insert name of trust]*,  
the school/college needs confirmation that the trust has the necessary insurance covers  
and that insurers have confirmed their acceptance of this risk.

Please confirm this by ticking the boxes below:

### 1. Accidental injury etc

- i to students
- a. on work experience (employers' liability)
- b. other (public liability)
- ii to employers (employers' liability)
- iii to other visitors, members of the public, etc

### 2. Loss or damage to property

- i employers' property (material damage)
- ii other property (including students') (public liability)

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

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

Job title: \_\_\_\_\_

Source: *Work experience – a guide for employers*. Department for Children, Schools and Families

## Form 7: Honorary contract

*[Insert trust address]*

Our Ref:

Date:

Dear

I have pleasure in confirming our offer of an honorary contract/placement to work within the *[Insert name of trust]*.

Please read the terms and conditions carefully and sign both copies of this letter, returning one copy to *[Insert contact details]*.

This placement is for the period from *[Insert date]* to *[Insert date]* in the *[Insert name of department/ward]*.

The working arrangements, hours will be from *[Insert time]* to *[Insert time]*. Please report to *[Insert contact name]* who will be responsible for your supervision throughout this placement.

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

**Sick leave arrangements:** If you are unable to attend because of sickness you should inform the supervisor or head of department as soon as possible and keep the manager informed as to the likely date of return.

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

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

**Confidentiality:** Any matters of a confidential nature, in particular information relating to the diagnosis and treatment of patients, individual staff and/or patients records, and details of contract prices and terms must under no circumstances be divulged or passed on to any other unauthorised person or persons. The placement may be terminated if confidentiality is breached.

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

**Health and Safety at Work Act:** You are reminded that in accordance with the Health and Safety at Work Act 1974, you have a duty to take reasonable care to avoid injury to yourself and to others by your work activities, and are required to comply with the trust policies in meeting these statutory requirements. A copy of the Health and Safety policy is available for inspection.

## Form 7 cont'd: Honorary contract

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

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

Yours sincerely

*[Insert name]*  
*[Insert job title]*

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### Form of acceptance

I accept this placement on the terms and conditions outlined and have retained a copy.

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

## Form 8: Placement information sheet

Profession:	
Department/unit:	
Name of supervisor:	
Location:	
Contact numbers:	<ul style="list-style-type: none"><li>• Department: _____</li><li>• Emergency number: _____</li><li>• Human resources: _____</li></ul>
Description of department/unit:	
Hours of work/break times:	

### Activities to be carried out

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

- 1.
- 2.
- 3.

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

### Learning outcomes of activities

- 1.
- 2.
- 3.

### Personal qualities

Whilst on a work experience placement you will be expected to work towards achieving the trust's P2P (person to person) competencies which are:

- Maintain a friendly, caring, safe environment for staff, patients and visitors.
- Treat patients, their families and visitors as we would like to be treated ourselves.
- Support colleagues with teamwork.
- Provide a polite and helpful telephone service.
- Be an excellent role model for the trust.

### Dress

- It is expected that students will arrive for duty smartly dressed.
- Clothes should allow for a range of movements. Long trousers, or a calf length skirt, should be worn with a polo shirt or t-shirt/short-sleeved blouse, as clinical areas can be quite warm.
- Shoes should cover the whole foot and be low heeled. Trainers are acceptable if clean and well maintained.
- Clothes should be changed daily to minimise the risk of cross-infection.
- Jewellery should not be worn, except for a watch and plain band/wedding ring.
- A set of surgical scrubs will be provided for your time in theatre.

## Form 8 cont'd: Placement information sheet

### Confidentiality

It is natural to wish to discuss your experience on a work placement with friends and family. However, you must ensure that you do not disclose confidential information which could identify an individual patient or member of staff, or information about the business of the trust.

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

### Health and safety

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

### Working in a hospital

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

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

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

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

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

### Your placement

#### Psychological/emotional

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

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

## Form 8 cont'd: Placement information sheet

### Physical

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

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

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

### Infection control

All students who will be observing in clinical/patient areas must be immunised against TB. You are asked to confirm this on your health declaration. You must also be aware that being in a hospital environment may mean that exposure to viruses and other infections will be higher than in your normal environment. However, the infections will not be different to those you may come into contact with in your normal life. We will not expect you to work in areas, or with patient groups, where observation would carry a high risk of infection. Students should avoid contact with bodily fluids, but be aware that there may be a risk of contact in unpredicted situations.

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

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

### Exposure to substances

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

### Risk of accidents

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

### Finally

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

Source: Imperial College Healthcare NHS Trust.

## Form 9: Induction checklist

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

Dates of work experience/observation: \_\_\_\_\_

Emergency contact details: \_\_\_\_\_

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

Telephone number: \_\_\_\_\_ Mobile: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- |   |                                   |                          |
|---|-----------------------------------|--------------------------|
| 1 | Honorary contract                 | <input type="checkbox"/> |
| 2 | Hours of work                     | <input type="checkbox"/> |
| 3 | Breaks and toilets                | <input type="checkbox"/> |
| 4 | Clothing                          | <input type="checkbox"/> |
| 5 | Health and safety/risk assessment | <input type="checkbox"/> |
| 6 | Emergency procedures              | <input type="checkbox"/> |
| 7 | Confidentiality                   | <input type="checkbox"/> |
| 8 | Department contact                | <input type="checkbox"/> |
| 9 | Check badge                       | <input type="checkbox"/> |

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

Comments for record:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Form 10: Daily diary

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

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

Day <i>[Insert date]</i>	Hours	Who I shadowed/ observed	What I learned
1.			
2.			
3.			
4.			
5.			

## Form 11: Evaluation form

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

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

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2. Has this been achieved?

Yes  No

3. Do you feel your placement has given you a better understanding of the work that is undertaken in a trust?

Yes  No

If no please give details:

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

Satisfactory  Unsatisfactory

5. Do you feel the length of each session was:

a) Satisfactory  b) Too long  c) Too short

6. Which sessions did you find most interesting?

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7. Which sessions did you find least interesting?

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## Form 11 cont'd: Evaluation form

8. Are there any additional sessions, or visits to other departments, which you feel should be included in the programme?

Yes  No

If yes, please give details:

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9. Do you feel it would have been useful to have been provided with any more information before your placement?

Yes  No

If yes, please give details:

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10. Has your placement influenced your choice of career in any way?

Yes  No

If yes, please give details:

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

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

## Form 12: Supervisor's report

Name of student: \_\_\_\_\_

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

Name of supervisor: \_\_\_\_\_

Job title: \_\_\_\_\_

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

Comments:

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

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

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

## Form 13: Suggested clinical tasks for work experience students

These are examples of the tasks that would be appropriate for work experience students to participate in:

### **Nursing/nursing assistant:**

Assist with bed making	Observe handover
Watch observation taking	Attend team meeting
Observe completion of fluid chart	Attend multidisciplinary team meeting
Assist with menus	Attend ward round with patient's consent
Talk to patients	Observe the nurse discharging the patient, with the patient's consent
Observe drug round	Obtain results from the computer under supervision
Observe simple dressings with patient's consent	

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

### **Ward clerk:**

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

### **Physiotherapist:**

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

### **Pharmacist:**

- Talk to the pharmacist and find out what the role entails

### **General assistant:**

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

### **Doctor:**

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

### **Occupational therapist/speech and language therapist:**

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

### **Overview**

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

## Acknowledgements



NHS Employers, on behalf of NHS Careers, would like to thank everyone who helped in the production of this pack, in particular:

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- The Nuffield Foundation
- United Bristol Healthcare NHS Trust
- Yorkshire and The Humber Strategic Health Authority

## Legal addendum

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



\* Survey conducted by United Bristol Healthcare NHS Trust who tried to trace 50 previous work experience students. Of the 12 who responded, eight were now following clinical studies at university.

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