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# I Bd c B

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This ensures people have realistic expectations about working in social care before they apply for a job, which can help you to stem the flow of wasted resources in recruiting people that aren't going to stay.

This guide has practical information and templates to support adult social care employers to provide meaningful work experience.

It's for anyone responsible for supporting people on work experience, whether they are a manager, supervisor, mentor or an individual employer.



## W a B e e e ce?

Work experience takes place in the workplace and allows people to experience what it's like to do a job, whilst being supervised by people who already work in the environment.

Work experience can vary from 'taster days' to programmes that run over one or two weeks, a few months or a year. Work experience placements could offer hands-on experience, observation or work shadowing.

All of these can provide a valuable experience for people looking for a career in the adult care sector.

## HB B e g de?

The guide is split up into different sections so you can read it in full, or dip into different sections.

It's designed to be used online, but you can also print copies out.

We've also provided some useful templates within this toolkit which you can personalise to suit your working environment.

I can be a leader  
before I get ahead  
by being a leader

Providing work experience can help you to connect to people that want to work in social care. It gives you the chance to see if they have the right values and behaviours to work in your organisation, before you offer them employment.

It also gives people the opportunity to make informed decisions about whether or not a career in social care is right for them. This will help make sure there are fewer 'wrong choices' and you get the right people for the right roles, which



# 1 Get -

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You'll need to make sure you're able to support someone on work experience (people and money).

You'll also need to get buy-in from people who might come into contact with the person on work experience. For example if you're an organisation this could be front line care staff, catering staff, reception, maintenance and people who access your service. If you're an individual employer this might be other personal assistants and family members.

I B e aff e a g  
Bce

You could do this by involving them in the planning process and ask their opinions about:

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B B e e e ce
- e Bg c Bf e ace e -  
B' be B ed a d a a  
e cB d dB
- a cB ce B e e  
a e.

F d a c a B

This could be someone who did work experience themselves and supports the programme and sees the real benefits.

W e a B e e e ce B c

This could include the business case for offering work experience, and outline the key points of the work experience.



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feedbac e f a ce.

# What are the responsibilities of the coordinator?

There are two main responsibilities.

## The coordinator's responsibilities

The coordinator will be from the school, college or training provider. They'll coordinate the work experience programme including:

- Organising the programme
- Assigning staff to supervise



## The supervisor's responsibilities

They'll help those on work experience with the practical things in the workplace, including:

- Ensuring the safety of the experience
- Providing feedback to the coordinator



This is a good development opportunity for existing staff so you might want to have more than one supervisor or mentor. It could link in with those who may be doing an apprenticeship or qualification.

## Additional considerations:

- Ensuring staff are trained and qualified to supervise
- Ensuring staff are aware of the risks of the workplace





## What are the best ways to get involved?

Remember, people who do work experience want to be given as much insight as possible into the world of adult social care and be involved in real tasks.

Think about:

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  - be e ed e c e d e
  - ffe e a e ff e c
- a a e c e d e a
  - a e e e g
- e e e e e e e
  - e ea e a b e
  - g a a a d a d
  - c a c a e.

## Work experience is a good place to start

Work shadowing is a good place to start, however, where possible, try and set real life tasks or projects for people to get involved in.

✔ **How do you decide on the length of the work experience programme?**

Think about what you're trying to achieve from the work experience, and what will work best for you and your staff.

Shorter work experience programmes can be easier to organise, whereas longer work placements can provide continuity.

✔ **How do you ensure a positive experience for the visitor?**

It's important that those visiting your workplace have a positive experience, and you should capture feedback to support and develop your programme.

Think about how you'll get feedback from the placement, and how you'll give them feedback about their work.

✔ **How do you ensure that people know what to expect before coming on work experience, and they know when and how to start?**

It's important that people know what to expect before coming on work experience, and they know when and how to start.

You could arrange a pre-meeting or telephone call before they start to go through some of the main things they need to know.



### 3 P B B e B B e e e ce a d d ace e

W B' B dea ace e ? T abB B' B dea B  
e e e ce ace e a d a ge B B B B B e .

W B dB B a B a ?

You might want to attract certain people to your work experience.

This might be people who are currently under-represented in your workplace, or as part of a local initiative you're working with.

For example:

- Bca e de
- B g eB eB de
- e B ed ad B a e  
cB de g a ca ee B e

- ad B a e B B g fB B  
af e a e BdBf e B e
- eB e B a e de -  
e e e ed B B ace  
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B B de B e

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B B fB B e B ee e e  
a e B B ace a e a d  
be a B .

Include them in your advertising so that people know what you're looking for.

You could share some of your values in your adverts by saying 'do you

## Part B: Evidence

Here are some of the ways you can promote your work experience.

- **Word of mouth**

Your staff are your best advert! If you offer work experience, they could refer friends and relatives who are suitable for the role.

- **Colleges and schools**

Schools and training providers are required to offer work experience opportunities so they should be happy to help.

- **Work-based learning organisations**

such as Jobcentre Plus, Prince's Trust or local independent living organisation (user-led or direct payment support organisation)

These organisations can help you identify people for work experience, who have the right values and behaviours.

They'll usually work with you to offer work experience tailored to your workforce needs, and might provide additional training or pay travel costs for people on placement.

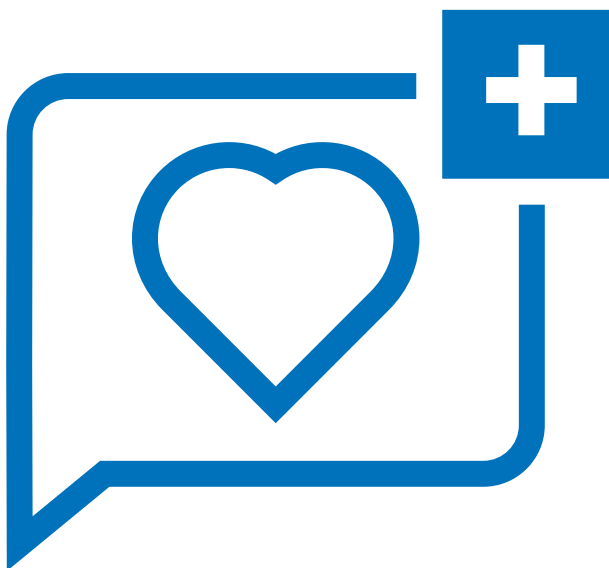
- **Government schemes**

These initiatives often support people into work, and usually include an element of work experience.

Some initiatives might focus on supporting people from hard to reach groups, or those who are under-represented in the local workforce, into work. This could include males, young people, older workers, ex-veterans, disabled people, care leavers and ex-offenders.

- **Advertisement**

Tell people on your website and social media that you offer work experience. You could put it on your vacancy page and advise people who want to work in social care but don't feel they have the experience yet, to apply.



Ca e d

W g a e B

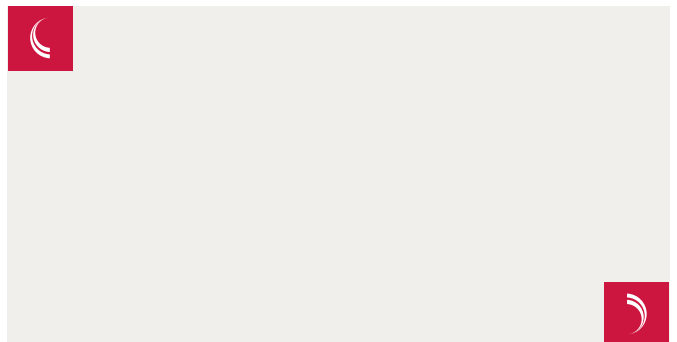
Bca cB ege B Bffe B e e e ce

E ec L d B ed e Bca  
cB ege B a B e e e ce  
Bga e e c a ge fB a g fB  
e aff. T e d e a age e e  
a e cB ege B dde e a  
Acce BHg e Ed ca B D B a  
fB aff, e fB E ec B g  
e e 2 a d 3 ea a d Bca ca e  
de BdB B e e e ce.

A a e , E ec a B egea  
be e .l' bee agea a B d  
e ae , B aea dde eB  
e g affa d e ed e b d  
B g a g e cB .

Expect face challenges with their recruitment and retention, particularly with their frontline care and support staff. To help them find new recruits, keep existing staff and boost workforce morale they set up this agreement.

As part of it, they offered work experience to students over the age of 18 who were studying a Level 2 and 3 Diploma in Health



## A ca S

There are different ways you could ask people to apply. You might use an application form, hold an open day or ask people to attend a jobs fair.

Some people applying for the placement might not have previous experience or relevant qualifications. Make sure that your application process explores their values and why they want to work in social care.

You might receive more applications

When you inform successful placements, make sure they're aware of what you expect from them. This ensures that from the first day, they'll turn up with the right attitude, expectations and are dressed appropriately.

Write a letter of agreement which includes:

 **He e a c e c B e**

## 5

Before beginning

: a risk assessment

He'll be a risk assessment before  
beginning

Learners over 18 years of age undertaking vocational placements in health or social care settings are likely to require an enhanced and barred list check. Whatever the level of check the learner requires, providers are expected to undertake them following a risk assessment.

Providers should risk-assess the roles and responsibilities to determine which checks are appropriate and to what level. providers must be able to show that they have undertaken this risk assessment, especially if they have decided not to undertake a check.

The check may be obtained by the educational establishment at the start of the course, but the health or social care provider should obtain written confirmation of this. We expect written confirmation to state which level of check the learner has had and whether it is satisfactory. Providers are ultimately responsible for the safety and wellbeing of people in their care and should assure themselves that the checks are satisfactory and the person is not barred.

See CQC's guidance on [DBS checks and work placements in adult social care settings](#). The minimum age at which someone can apply for a DBS check is 16. However, for learners aged under 16 on work experience a risk assessment needs to be carried out to carefully consider what roles and tasks would be appropriate for them and what level of supervision would be required.

More information from the Government's Disclosure and Barring can be found at [www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)





## Liability

Individuals on work experience are covered by your existing employers' liability insurance policy, provided your insurer is a member of the Association of British Insurers.

The Association of British Insurers, the British Insurance Brokers Association and Lloyds of London have agreed that, as a matter of convention, individuals on work experience placements should be treated as employees for the purposes of insurance against bodily injury (that is, they'll be covered by your employers' liability policy), where the employer is legally liable for a loss.

You only need to notify your insurer of the sorts of activities that individuals on work placement will undertake if those activities are onerous or different from the normal business activities of your organisation.

For work experience placements that last longer than two weeks, there should be no problem but you may need to provide more detailed information to your insurer.

For more information visit the [Association of British Insurers](#).

## Health and safety

There are very few work activities someone on work experience cannot do due to health and safety law.

However as an employer, you have primary responsibility for the health and safety of the individual and the people accessing your service and managing any significant risks.

You can do this by:

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de a d a e a e  
bee B d a d B B B  
a e ea a d afe cB ce
- e g B c ec a e  
B B B a e B ee B e  
e e B B B e e e ce  
be B g .



## E B g B g eB e

There are activities that all young people are legally prohibited to do.

You need to consider whether the work the young person will do:

- be B d e ca B  
c B Bg ca ca ac .

This doesn't have to be complicated; it could be as simple as checking a young person is capable of safely lifting weights and of remembering and following instructions. We'd suggest that you ask all those applying for work experience to complete a health questionnaire.



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B e B a e

This information can then be used to make an informed assessment about their ability to experience particular roles.

- B e a f e B e B  
b a ce a a e B c, ca  
ca e ca ce , ca da age B  
a a bB c d, B ca  
c B ca affec a ea  
a B e a

Be aware of substances a young person might come into contact with in their work, consider exposure levels and ensure legal limits are met.

- B e Bf acc de a  
ca B ea B ab be ecB g ed  
B a B ded b B g eB e d e  
B e f ce a e B B  
afe B ac Bfe e e ce B  
a g

A young person might be unfamiliar with 'obvious' risks. You should consider the need for tailored training or closer supervision.

- a a B ea f B e e e  
cB d, ea , B e B b a B

In most cases, young people will not be at any greater risk than adults and for workplaces that include these hazards, it's likely there will already be control measures in place.

A young person must never carry out work involving these risks, whether they're permanently employed or under training such as work experience.

## R a e e

We expect providers to undertake a risk assessment before taking young people on work experience. The assessment should carefully consider what roles and tasks would be appropriate for them and what level of supervision would be required.



DB Bad a  
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a e e

## Paid Work Experience

If you take on a young person who is of compulsory school age for a short-term work experience, you don't need to pay them for their time.

You're not required to pay for their travel, lunch or other refreshments.

However, if you do wish to cover any of these you must only contribute to their expenses, which should be limited.

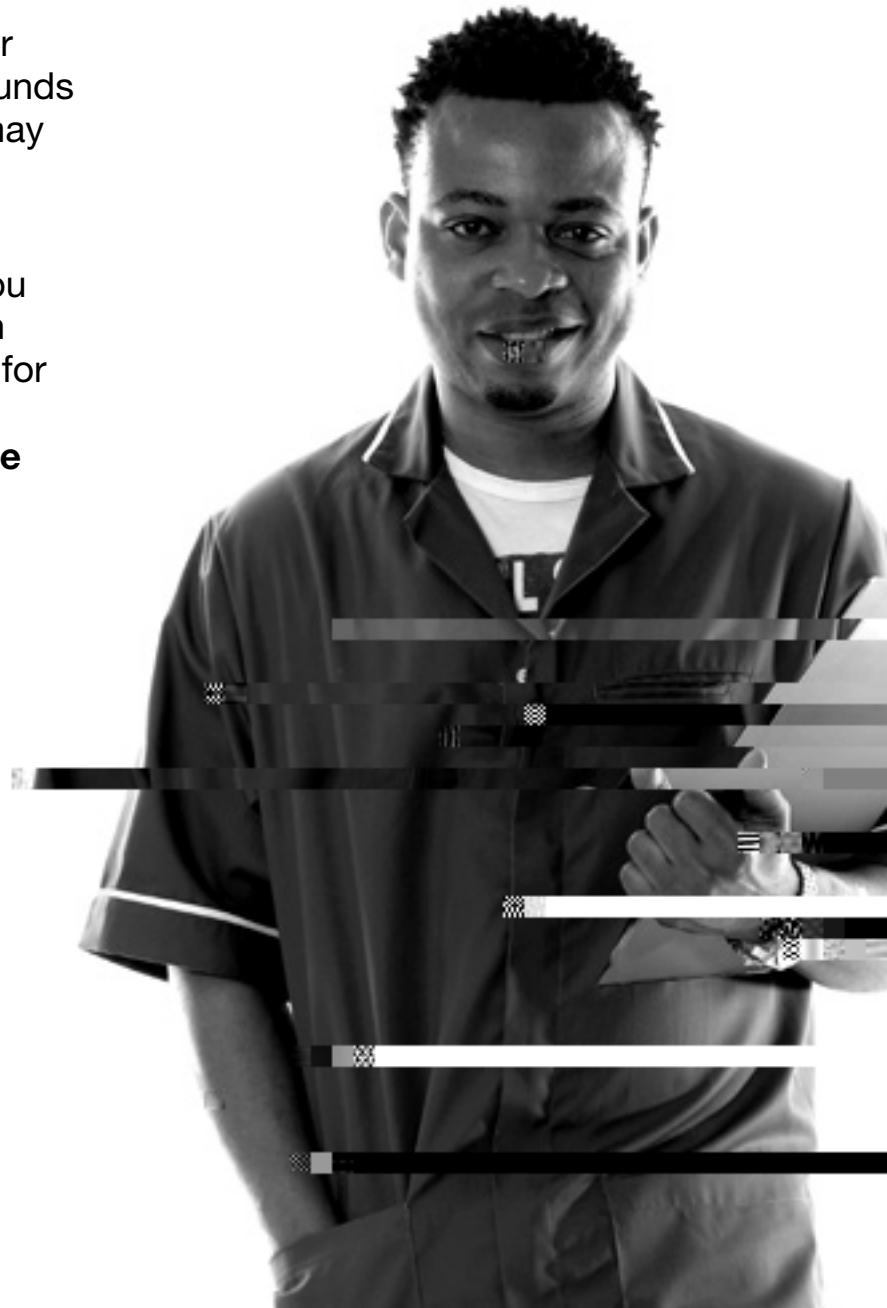
You may wish to cover expenses for those from disadvantaged backgrounds and in these circumstances there may be local funding opportunities.

Work experience should adhere to the working time regulations and you should follow the policy you have in place. There's additional regulation for young people and they should not:

- Be a registered employer, a limited liability company or a partnership
- Be a charity or a voluntary organisation
- Be a sole trader or a partnership of less than 10 people
- Be a sole trader or a partnership of less than 10 people
- Be a sole trader or a partnership of less than 10 people

Young people are not allowed to work for more than four hours without taking a break of at least an hour.

For more information about the status of those undertaking work experience placements, visit the Department for Business, Energy and Industrial Strategy guidance on [Minimum age: See e e e c e a d e](#).



## Safe and confidential

The safety and confidentiality of the people you support must be maintained throughout the work experience.

Use your own discretion and judgement when choosing what tasks and activities work experience placements do – especially where you have vulnerable people.

Include your confidentiality procedures in the placement agreement letter and during induction. Take into account their level of understanding, particularly if they're under the age of 16.

You should also ensure that safety and confidentiality issues are addressed in the risk assessments for work experience.

If there is any disclosure of information you should consider dismissing them from the premises and, if necessary, consider further action.

Whilst the person is on work experience, you should introduce them to the people who access care and support, and ask them to give verbal consent for them to observe any care, treatment or procedure. It might be better to gain this consent when the person on work experience isn't there.

## Home

Home visits can be part of work experience if this is the service you offer, as long as you consider the risks.

Those on work experience may accompany staff on home visits provided, for example:

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e B B acce e ca e a d  
B
- e e B a g e B  
cB e B e a e d g
- e e be Bf aff a ed  
a e e B B B  
e e e ce ca de B a e

The most important things about the induction are to:

- ge **B B** e e **B**
- e ee eca **B** a**B** d e  
c**B** d c a d be a **B**
- a **B** e **B**a **S**e **B** .

A good induction should include:

- a **B**d c **B B B** b e  
a d e e c**B** ac
-

## 7 De e B e e e ce

### WB a

A work plan with help people on work experience see what they'll be doing each day.

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e e e ce a .

### O gB g e B a d e ec B

Ensure that there's a named person who has time from their normal work to support and supervise the person on work experience.



**He e a e B e fB a d e a e B e B B B  
e e e ce Bg a e**

**1. WS e e e ce B c**

This provides an outline for your work experience policy and associated business case.

**DB B ad e e**

**6. I d c B c ec**

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**2. A ca B fB**

A standard form for work experience applicants.

**DB B ad e e**

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**3. P ace e ag ee e**

This is the agreement between you and the person on work experience. It sets out your expectations and requirements.

**DB B ad e e**

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**4. Hea B e B a e**

A confidential health questionnaire that asks all the questions necessary for you to determine any health risks to the individual on placement or your patients. The questionnaire is often sent out at the same time as the application form.

**DB B ad e e**

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**5. R a e e**

This is a standard risk assessment that covers all the major risks. Additional risks can be added for specific areas.

**DB B ad e e**





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