

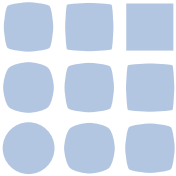
# Work Experience Guide for Employers

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*“ Investing in tomorrow’s workforce ”*

# trident



from Edexcel

## Contact us

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## What is Work Experience?

Work Experience is an organised educational activity that forms part of a learners' education and is undertaken as a placement on an employer's premises. During this period they usually carry out a range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience. This helps them to get a better understanding of, and be better prepared for, life in the adult workplace. It also gives them an insight into different industries and careers.

## Why is it important?

Employability, key skills, competitiveness and lifelong learning are words that are becoming increasingly familiar. Schools and colleges are working hard to prepare their learners for the world of work but they cannot do it alone. There is a need to strengthen links between education and business. Learning through Work Experience can help raise learners' attainment by improving motivation. Learning about work through vocational courses can improve their understanding and knowledge, while learning for work through the development of key skills can support learners' transition to adult and working life.

Work-related education as gained during Work Experience will enable learners to:

- gain an insight into the world of work
- have the opportunity to investigate aspects of employment, and
- reflect on their learning experiences so they can plan their careers in a more realistic and informed way.

## What are the Benefits to the Employer?

For many young people, a work placement is their first experience of the working world. It also presents you, the employer, with a chance to:

- contribute to more motivated and trained young people who may approach you for employment in the future

- develop recruitment channels, through links with schools and colleges giving you a rich source of future employees
- support future development and work with the school / college
- influence young people's career choices
- develop the supervisory and coaching skills of your staff as they mentor and monitor learners
- raise the profile of your organisation in the local community

## How is Work Experience organised?

Trident from Edexcel has a well-established track record of organising interesting and relevant work placements that help young people gain real life experience. Everyone involved in the Work Experience process will have the opportunity to track their collective investment in our future workforce.

From 2008, Trident's Work Experience offer is developing so that the placement service will be supported by Edexcel's resources available to support employers, learners and teachers.

Trident have also created online resources to improve the process for both employers and learners:

- Trident Online is a web-based matching tool that provides learners, parents, carers, tutors and employers with a single point of enquiry as they plan, prepare and undertake Work Experience. This service has been piloted in Essex and will be available nationally by September 2008. Trident Online also links to Employer's own websites.
- Trident Website provides many resources including a number of useful documents for employers including a Interview Skills pack and Quick Start Guide.
- If you are an employer who wishes to apply to become a Trident Work Experience Provider, please fill out the simple approval form:
  - Online [ [www.trident-edexcel.co.uk/employers\\_form.asp](http://www.trident-edexcel.co.uk/employers_form.asp) ]
  - Offline [ [go to page 12](#) ]

## What will happen before the Work Placement?

Thorough planning and preparation will ensure that all Work Experience programmes operate smoothly and efficiently.

## What is the Risk Assessment?

Trident conducts a risk assessment and a health and safety check on all work placements

Both the school/college and employers must also take reasonable care to ensure that placements meet certain standards in terms of health and safety and insurance arrangements. This is nothing to be concerned about as most organisations are already complying with health and safety for their own employees.

## The interview

Trident recommend a short interview with the learner before the period of Work Experience because it provides an opportunity for you to assess the learner's suitability for the job and will give the learner a chance to meet some of the people with whom they will be working. Trident has provided an Interview Skills Guide online for the interview process.

[ [www.trident-edexcel.co.uk/downloads/interviewskills4empl.pdf](http://www.trident-edexcel.co.uk/downloads/interviewskills4empl.pdf) ]

## General terms and conditions

- **Hours** - The number of hours worked is generally agreed between the employer and the school, however it is usually recommended that 8 hours per day is the maximum. *Usual Working Time Regulations (1998)* apply.
- **Payment** - As Work Experience is part of a learner's education, employers should make no payment for work.
- **Equal Opportunities** - Employers and Schools should adopt an equal opportunities policy. This should be taken forward particularly in the areas of gender, race and disability by encouraging learners to take up non-traditional placements.
- **Insurance** - Employers must advise their insurers of the presence of work experience learners.

# What will happen during the Work Placement?

Learners are likely to be nervous when making their initial contact with you. Learners will benefit from a planned induction into the organisation ([suggested programme is on page 7](#)).

## On the first day

The learners are expected to meet the basic employment requirements such as good punctuality, attendance and appearance. Employers should aim to give an induction including:

- An introduction to the department team
- A tour around the premises, highlighting any restricted and/or potentially dangerous areas
- advice on the hours of work and dress code
- advice on the time, place and to whom they report to
- the arrangements for lunch and other breaks
- advice on other specific requirements, e.g. mobile phone use etc.

## What will the Learner do?

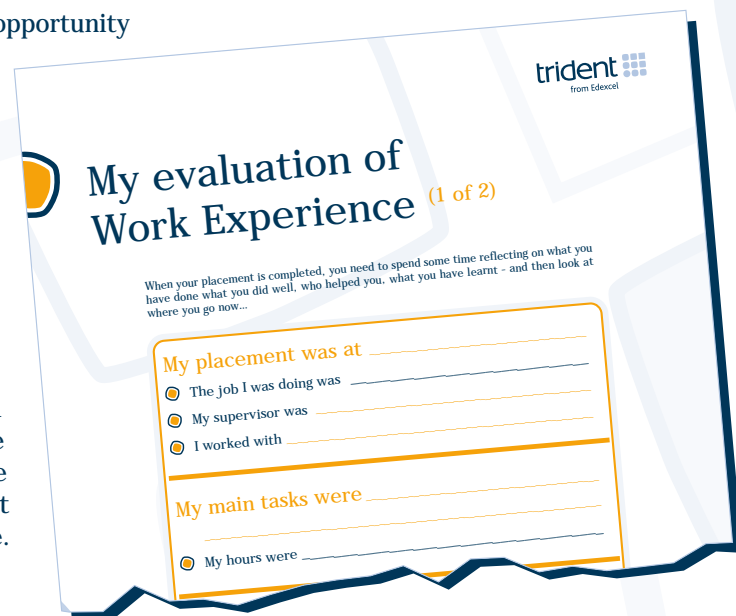
As far as possible learners should undertake real tasks to give them a true experience of the work carried out. Learners may wish to learn how a company is organised and some learners may be able to undertake more complicated tasks as advised to you by their teachers ([example tasks are attached on pages 8 to 10](#)).


# What will happen after the Work Placement?

You will be asked to complete the employer's feedback report form which will help the learner to learn from his/her experience and enable the school to assess the work of the learner against his/her appropriate qualification.

The report provides the opportunity to recognise the strengths and aptitudes the learners have shown which can be included in their Progress File.

As an employer you may like to see the learners Work Experience Record Book which is provided by the school / college. These can provide useful feedback to measure the value of the programme and to find out how best to make it more effective.



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## My evaluation of Work Experience (1 of 2)

When your placement is completed, you need to spend some time reflecting on what you have done what you did well, who helped you, what you have learnt - and then look at where you go now...

My placement was at \_\_\_\_\_

The job I was doing was \_\_\_\_\_

My supervisor was \_\_\_\_\_

I worked with \_\_\_\_\_

My main tasks were \_\_\_\_\_

My hours were \_\_\_\_\_

## Other tips to make Work Experience a success

- Meet the young person before the placement starts
- Plan an induction programme that includes health, safety and conditions at work
- Identify a supervisor/mentor
- Agree suitable work tasks
- Review progress during the placement
- Provide feedback to the school/college

# The Future - Work Experience and the Diploma

The Diploma, introduced in 2008, is a qualification for 14-19 year olds. Designed in collaboration with employers, the Diploma is a new qualification that has been developed to offer a dynamic and exciting way of learning based around an employment sector. A requirement of the Diploma is that learners spend at least 10 days working with an employer to develop and apply the skills learnt in the classroom and experience what work is like from the inside.

The offer will be focused in four areas:

- BTEC qualifications
- Diploma qualifications
- General qualifications (academic)
- Adult Literacy And Numeracy (ALAN) and Key Skills

Each offer will be supported by resources and underpinned by accredited qualifications.

Schools and colleges are responsible for preparing learners prior to Work Experience by setting clear tasks for learners to complete, monitoring progress during placements and reviewing the experience on return to school/college.

Employers are asked to negotiate with the school/college a planned programme of work which introduces learners to the workplace, enables them to do or observe tasks relevant to their course work and to complete a review on completion of the period of Work Experience.

Most Work Experience is for two weeks, but you may also be asked to provide an extended work placement. This involves the learner combining Work Experience and school/college over a longer period.

# Suggested Work Experience programme

The employer should ensure that he/she has appointed a suitable person to supervise and mentor the learner whilst on work placement.

## Induction

On the first day of placement, the supervisor should follow an induction programme with the learner, namely

- Explain Health and Safety in the workplace
- Explain the procedures at work - fire exits, first aid, accident reporting etc
- Explain the job description of the work to be undertaken
- Ensure that the Learner knows who to telephone if he/she is unable to come in to work
- Ask for an emergency telephone number from the Learner
- Inform the Learner who to talk to if they have any problems
- Show the Learner around the premises, highlighting the facilities including any restricted or potential dangerous areas
- Introduce them to the department manager and team
- Agree suitable times for lunch and breaks
- Ask how they will travel to and from the work placement and ensure there are suitable arrangements for getting home
- Discuss the work set by the school/college and arrange suitable times for evidence gathering
- Check if there is anything the Learner is unsure about or does not understand

## During the Placement

Although learners are not paid, during Work Experience they should be treated like young employees. They will be expected to complete course/project work set by their teachers, plus tasks provided by the employer to do or observe in order to find out more about the business where he/she is doing his/her Work Experience.

*Examples of the kind of work to give learners on Work Experience:*

Try and help the learner understand how different work tasks contribute to the successful running of the company. Starting off with straightforward tasks will give you the chance to judge their ability in areas such as attention span, enthusiasm and accuracy.

The learner can also do some work shadowing, *e.g. attending meetings to observe what takes place*. You could then gradually introduce more varied tasks which give the learner the chance to learn without getting out of their depth.

*Work Experience tasks for skills development:*

Clearly, what the learners will do depends on where they are working. The lists below are not exhaustive and offer suggestions of example tasks that could be given to learners to develop practical skills related to their specific work placement.

## Office Administration

- Familiarisation with fire and safety procedures, exits and potential risks
- Answering the telephone and taking and receiving messages
- Using a filing system
- Handling mail
- Photocopying and faxing
- Basic computer-based tasks
- Reception duties
- Making appointments

## Retail

- Familiarisation with fire and safety procedures, exits and potential risks
- Follow security procedures
- Cleaning and tidying work areas
- Working in different areas on the sales floor
- Displaying stock in the shop and shop windows
- Assisting with replenishment of stock
- Dealing with customer queries
- Receiving goods in the stockroom or warehouse
- Ordering and stocktaking
- Observing procedures at the till
- Dealing with customers at point of sale
- Working in the office

## Motor Vehicle Repair and Maintenance

- Familiarisation with fire and safety procedures, exits and potential risks
- Cleaning and tidying work areas
- Reception duties
- Observing the servicing and repairing of vehicles
- Observing routine checking, e.g. tyre pressures etc
- Working with hand tools
- Checking parts and materials
- Following procedures of waste disposal
- Cleaning and valeting of vehicles

## Healthcare

- Familiarisation with fire and safety procedures, exits and potential risks
- Talking with residents/patients
- Observing the professional staff
- Answering the telephone
- Making appointments
- Reception duties
- Range of basic computer tasks
- Photocopying and faxing
- Cleaning and tidying work areas
- Working on health promotion projects

## Childcare

- Familiarisation with fire and safety procedures, exits and potential risks
- Helping to feed young children
- Cleaning and maintaining equipment
- Reading stories to children
- Singing with children
- Helping staff to prepare materials
- Participating in speaking and listening activities
- Playing with children individually and in a group
- Clearing away equipment and storing it safely
- Interacting with children and other members of the staff team

# Resources Section

## Health & Safety information for employers taking young people on work experience

The following is a list of useful websites and document titles that provide information relating to Health & Safety and Young People on Work Experience.

### Health & Safety guidance from the internet

#### Website

- The Good Practice Toolkit for Learner Health & Safety .....
- Free H&S leaflets from the HSE .....
- HSE website .....

#### Web Address

- [www.safelearner.info](http://www.safelearner.info)
- [www.hse.gov.uk/pubns/index.htm](http://www.hse.gov.uk/pubns/index.htm)
- [www.hse.gov.uk](http://www.hse.gov.uk)

#### Downloadable Literature

- The Right Start - Work Experience for Young People .....
- An Introduction to Health and Safety (includes a H&S policy statement) .....
- Five Steps to Risk Assessment .....
- Managing Health & Safety .....
- COSHH - A brief Guide to the Regulations .....
- A short Guide to the Personal Protective Equipment at Work Regulations 1992 .....
- A Guide to Risk Assessment Requirements .....
- RIDDOR Explained .....
- The Be Safe Booklet (Part 1) .....
- The Be Safe Booklet (Part 2) .....
- A Pocket Guide for Supervisors .....
- Provision and use of work equipment regulations 1998 (PUWER) .....
- Farmwise - H&S on Farms .....
- Young people at work - Health & Safety in the workplace .....

#### Web Address

- [www.hse.gov.uk/pubns/indg364.pdf](http://www.hse.gov.uk/pubns/indg364.pdf)
- [www.hse.gov.uk/pubns/indg259.pdf](http://www.hse.gov.uk/pubns/indg259.pdf)
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- [www.safelearner.info/downloads/7238%20BeSafe\(DB\).pdf](http://www.safelearner.info/downloads/7238%20BeSafe(DB).pdf)
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- [www.safelearner.info/downloads/HSPocketGuideSupervisors.pdf](http://www.safelearner.info/downloads/HSPocketGuideSupervisors.pdf)
- [www.hse.gov.uk/pubns/indg291.pdf](http://www.hse.gov.uk/pubns/indg291.pdf)
- [www.hse.gov.uk/pubns/misc165.pdf](http://www.hse.gov.uk/pubns/misc165.pdf)
- [www.hse.gov.uk/youngpeople](http://www.hse.gov.uk/youngpeople)



# Employer Enquiry

Company Name .....

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Sector/s .....

Job Title .....

Address .....

.....  Post Code .....

Telephone .....

Email .....

Contact .....

Comments .....

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.....

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Date ..... / ..... / .....

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