

Enabling work experience in the NHS



Foreword

NHS Lothian employs some 28,000 full and part-time staff. This dedicated team of nurses, doctors, therapists, technical, administrative, support personnel and managers works together to provide a comprehensive range of healthcare services to a population of 800,000 throughout Edinburgh and the Lothians, and beyond.

We regard our workforce as our most valuable asset. And this is demonstrated by our commitment to investing in the recruitment and retention of our staff, and by continuously supporting their training and development.

We want to maintain the exceptional quality of our people - and thereby our services - for the future. An important part of our efforts to achieve this is our work to raise awareness of the outstanding employment opportunities the NHS offers and the diversity of fulfilling jobs within it.

We believe it is also vital to enable and encourage young people in education, and others seeking a career, to spend time with us on work experience placements.

We do not view work experience as simply a social obligation that is placed on us as an employer; we see it as a valuable opportunity to engage with our future recruits and an integral aspect of forward planning and quality assurance.

Work experience gives those who may be interested in joining the health service a chance, through shadowing staff, to find out what different roles in a variety of professions involve, and what it is like to work in both clinical and non-clinical environments in a variety of hospital and community settings.

Our staff also benefit from work experience placements as these provide them with an excellent opportunity to develop their supervision and mentoring skills as part of their professional development.

Our work experience programme will continue to play a key part in NHS Lothian's employment and recruitment policy and we shall continue to make every effort to offer interesting and worthwhile placements which deliver long-lasting benefits to those participating and our organisation alike.

Professor James Barbour OBE
Chief Executive
NHS Lothian



Contents

■	Foreword		
■	Section 1	Why work experience matters	2
■	Section 2	Exploding some myths	4
■	Section 3	Work experience: the bigger picture	6
■	Section 4	Work experience: how to do it	10
■	Section 5	Good practice in managing work experience programmes	13
■	Section 6	The process in outline	15
■	Section 7	Templates	17
	Form 1:	Sample of work experience guidance	19
	Form 2:	Application for work experience placement	20
	Form 3:	Confidential pre-placement health questionnaire	22
	Form 4:	Risk assessment	23
	Form 5:	Notification of risk: assessment to schools	25
	Form 6:	Confirmation of placement	26
	Form 7:	Placement information sheet	28
	Form 8:	Induction checklist	31
	Form 9:	Daily diary	32
	Form 10:	Evaluation form	33
	Form 11:	Supervisor's report	35
	Form 12:	Suggested clinical tasks for work experience students	36

Section 1
Why work experience matters



Section 1

Why work experience matters

Work experience allows the NHS to influence the quality and flexibility of our future workforce. Done well, work experience programmes will draw on our future nurses, doctors, clinical and non-clinical support workers, 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 social 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. The NHS 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 has been established in other parts of the UK. This toolkit will be of use in developing interesting and worthwhile work experience programmes, demonstrating the variety of fulfilling jobs and careers available within the NHS.

This document will act as NHS Lothian guidance for Work Experience and aims to:

- Provide work experience opportunities for Lothian school pupils age 15 and above
- Enrich the pool of talent from which future recruits will be drawn, and help widen access
- Increase flexibility through a greater awareness of the wide range of jobs involved in delivering healthcare, and the wide range of settings
- Fulfil an important corporate social responsibility with the local community
- Enhance the profile of the organisation among local schools and further education (FE) and higher education (HE) providers and the wider community
- Show students the reality of a job and therefore reduce 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:

- Allows young people to make more informed choices about future careers – putting their preconceptions to the test
- Demonstrates the huge variety of jobs – clinical and non-clinical – within the NHS
- Increases 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.

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 CNORIS protection (see Form 5 in the Templates section) and a work experience contract (see Form 6).

Myth: Patient confidentiality precludes work experience in many clinical areas

Reality: Patient dignity and confidentiality must be maintained at all times. Respecting dignity and confidentiality is written into the work experience contract. All students agree to this when signing the contract. 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 to have placements in. 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 Disclosure checks and child protection

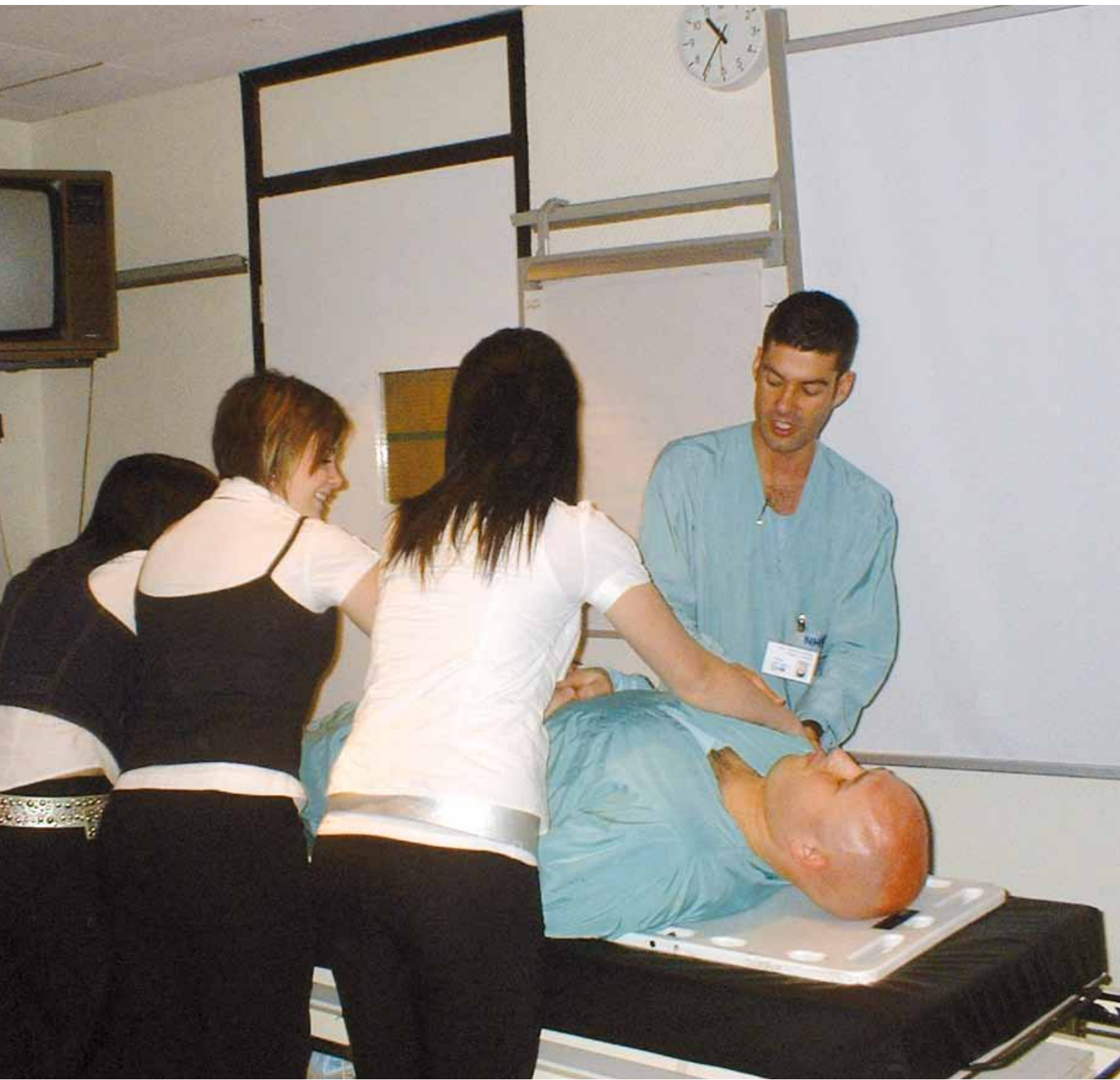
Reality: With very few exceptions, Disclosure checks are not required for work experience students under 18 who will be under supervision throughout their placement. A preliminary risk assessment for the placement must be conducted, and standard occupational health checks followed as for any new recruit (see Forms 3 and 4). Disclosure 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.

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 work experience contracts and carrying out risk assessments. Opportunities should be made available on an equitable basis for young people who have no family connections with the NHS. All work experience placements should go through the Employability & Placements Team.

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 is 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 support worker
- allied health professions such as physiotherapists, dieticians and radiographers
- ward clerks
- doctors
- porters
- catering
- gardeners and other estates staff
- office assistants
- administration and management
- IT
- human resources
- finance and accounts staff
- medical physics and technical services

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 12). 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 organisations can engage with the workforce of tomorrow. These include:

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

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 organisation at local and regional careers fairs.

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 Disclosure check but where the position involves significant and regular contact with children and protected adults in the course of their normal duties, a Disclosure check will need to be undertaken.

The educational context

Completing one or more experiences of the world of work can form a highly desirable and valuable part of a broad, general education within Curriculum of Excellence programme, offering opportunities for young people aged 15-18. 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.

With increased focus on progressive development of skills for learning, life and work through the school curriculum it is important to develop robust partnerships to ensure work experience programmes fulfil the needs of all parties between schools and employers.

During their work experience and regardless of the qualifications they are undertaking, school students will have learning objectives to achieve and keep a record of. Some students will already be taking courses that have a vocational element, for example, Skills for Work courses.

A range of new work-related qualifications is being introduced into schools, developed in association with employers.



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 for those under 16 it is important that they find their experience interesting and worthwhile.
- It is good practice to expose young people to a variety of roles during their work experience. They get a wider appreciation of the range of different aspects of healthcare. 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.
- In clinical environments students should wear short sleeves, no watch on wrist, no jewellery except one plain band and hair off collar.
- 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.
- Students should wear 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 protected adults in the course of their normal duties will need a Disclosure 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.

Outcomes

It is important that work experience programmes are planned and structured to be engaging, informative and worthwhile for students participating. This gives an opportunity to work in conjunction with schools and education agencies – to define the skills and learning outcomes associated with different work experience programmes. There are examples below.

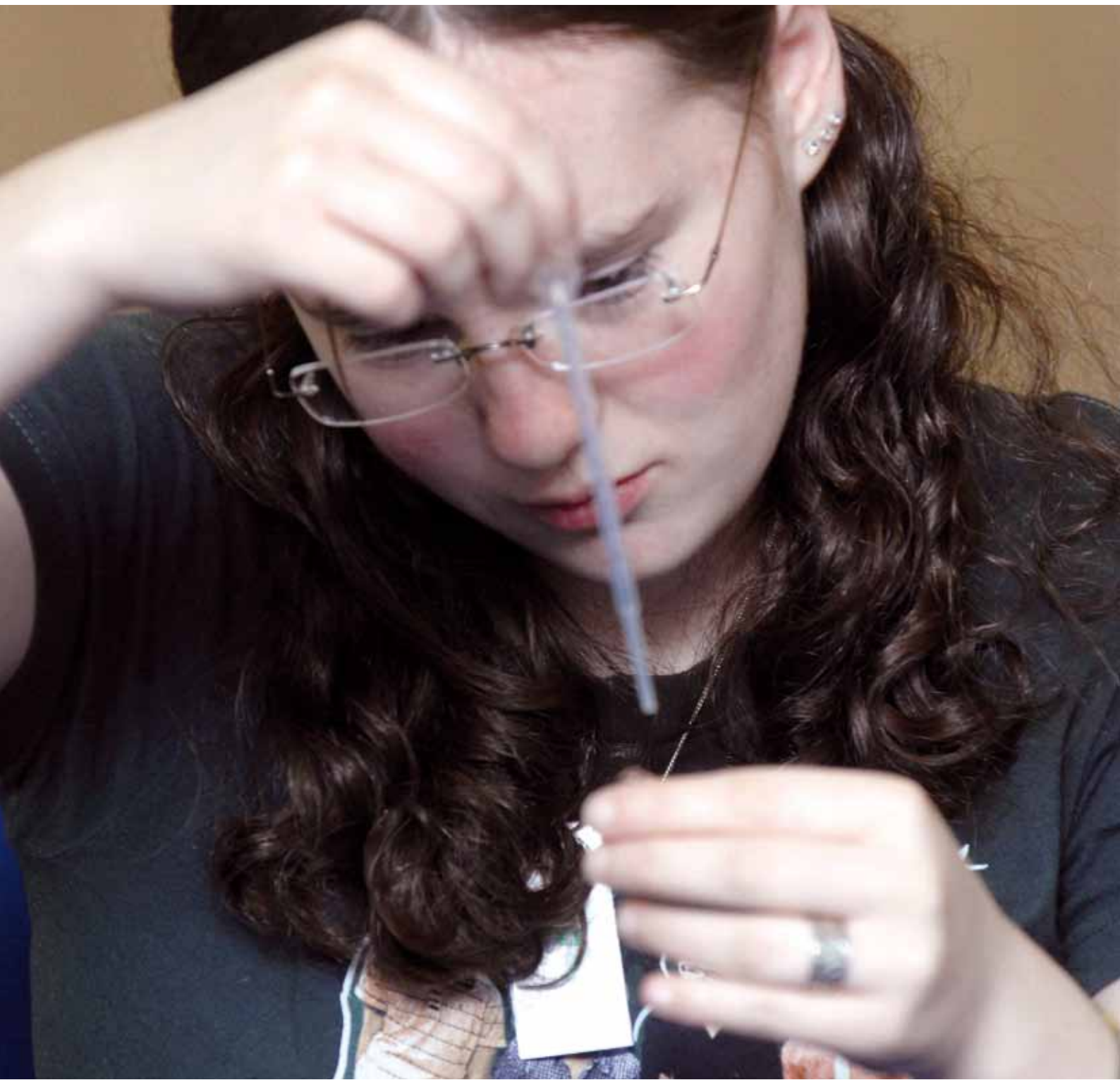
Programme evaluations should be conducted involving both students and the staff with whom they have been working. The subsequent feedback will be useful to employers in developing future programmes, and to students as part of their coursework and personal development.

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.

Section 4
Work experience: how to do it



Section 4

Work experience: how to do it

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 and positive regarding the project. 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 complete and agree. None of these are difficult and assistance is available through education agencies engaged in providing work experience opportunities. The application process on page 16 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

Working in partnership with Education, teachers and careers advisers in planning work experience programmes is essential. As part of a wider schools liaison programme, it gives teachers a better understanding of both the opportunities and constraints faced

by organisations 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 agreed guidance 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 NHS'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). After age 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 NHS organisations are looking at using email as a means of keeping in touch with students as their career plans progress.

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 organisation and bolster support for work experience at board level.

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 the NHS; 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, the NHS needs to have robust governance arrangements agreed at board level including work experience guidance, risk assessment arrangements (see Section 7) and a Director who is fully accountable for work experience programmes across the organisation and their running of them.

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. A liaison officer or co-ordinator should be identified by the NHS organisation.

As a result, organisations committed to providing work experience opportunities will often have one or more people whose responsibility it is to plan and co-ordinate 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 an NHS organisation.

The role of a Employability & Placements Team operating across the organisation is to develop programmes and guidelines that can be shared across the organisation and with education. This provides a forum for staff involved in work experience within the NHS to share ideas and good practice.

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 NHS organisation training and development function and making use of the facilities available in staff development.

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 7 of this toolkit.

The application process

Following an enquiry from a school, local authority, college or individual applicant

Send:

- Response letter
- Application form
- Summary of regulations and conditions
- Outline of objectives



Application form received- process can take up to 6 weeks

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 Standards*
- Is the placement supported by the school?



Confirmation letter

Send:

- Confirmation of placement
- Placement information sheet
- Risk assessment and health and safety advice
- Instructions on dress, behaviour, patient confidentiality
- Evaluation form
- CRB check where required*

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
- Issue security badge
- Induction programme
- Student evaluation
- Supervisor's report



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.

Section 7 Templates



Section 7

Templates

Form 1

Sample of work experience guidance – this is a sample organisation-wide work experience guidance 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: assessment to schools – this form should be used to record the presence of work experience students, across the organisation. Details of placements should be submitted with this form and any queries directed to the placement co-ordinator.

Form 6

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

Form 7

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

Form 8

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 9

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

Form 10

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

Form 11

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

Form 12

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

Form 1: Sample of work experience guidance

Introduction

There is an increase in the number of schools and colleges wishing to broaden students understanding of the “world of work”, therefore work experience guidance has been developed.

Objectives of work experience

To provide an introduction to work habits, such as attendance requirements and working conditions as well as providing training in basic functional skills.

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

NHS Lothian accepts responsibility for the health and safety of students whilst on their premises. CNORIS provides indemnity to member organisations in relation to their legal liability associated with work experience recruits of whatever age acting on behalf of the member organisation. CNORIS will similarly provide indemnity to member organisations in relation to their legal liability associated with students working with the member organisation on placement from an educational establishment. NHS Lothian is a CNORIS member.

Students accepted for work experience should receive the same level of protection as a permanent member of staff, for example they should be provided with appropriate specialised protective clothing and safety equipment as required.

Students are required to wear suitable clothing and footwear for the work situation and be neat and tidy at all times.

It is the responsibility of a student to notify the department to which they are allocated if they are unable to be present.

Students should always report on and off duty on each occasion to the appropriate department manager/ward sister/charge nurse.

The length and complexity of such placements can vary. Therefore, it is essential that the organisation has a central focal point for the monitoring of such placements and to give advice to managers and students as required.

All requests for work experience of any sort for the organisation should be channelled through the Employability & Placements Team.

In most instances, requests will be made to the Employability & Placements Team by the student or education establishment. Upon receipt of the completed application form the Employability & Placements Team will then either contact:

the specific department requested by the student in line with their career intentions

or

choose a department that closely resembles the students’ wishes and career intentions, taking into consideration the students’ age. The department will then be contacted asking them to consider a possible placement.

Once a placement is agreed the Employability & Placements Team will be responsible for confirming it with the student and the department concerned by:

Sending a confirmation letter to the student, and giving reporting instructions, such as contact name, start time, length of placement and department location.

The department/manager concerned will receive a copy of this letter.

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.

Should a manager wish to terminate a placement during or in advance of the expected date, they should contact the Employability & Placements Team in the first instance.

Form 2: Application for work experience placement

Information will be treated in the strictest confidence.

Personal details

Title:	Surname:	Forename:
Address for correspondence:		
Date of birth:	E-mail:	
Telephone:	Mobile:	
Next of kin:		
Relationship:	Telephone:	
School/college:		
Address:		
Teachers/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 / dates 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 that you enjoy (continue on a separate sheet if necessary):

Student, parent and teacher agreement to NHS Lothian requirements

1. NHS Lothian 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 be reported.
2. NHS Lothian 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. NHS Lothian 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 18 yrs.

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/her 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 NHS Lothian.

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 **NHS Lothian**. 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 strictest 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) Diptheria 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 6 months from assessment date)

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

Manager's signature: _____ Date: _____

Print name: _____

Form 4 cont'd: Risk assessment

A. Severity:	
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. Likelihood:	
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 circumstance.

Source: Imperial College Healthcare NHS Trust

Form 5: Notification of risk: assessment to schools

[Insert name and address of organisation]

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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: Confirmation of placement

[Insert organisation address]

Our Ref:

Date:

Dear

I have pleasure in confirming our offer of work experience/placement within **NHS Lothian**.

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 organisation. The person responsible for your supervision will issue this to you, on arrival. It must be returned at the end of the placement.

Uniform: In clinical environments students should wear short sleeves, no watch on wrist, no jewellery except one plain band and hair off collar.

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 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 organisation policies in meeting these statutory requirements. A copy of the Health and Safety policy is available for inspection.

Form 6 cont'd: Confirmation of placement

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 organisation, and will not be eligible for remuneration in respect of your work placement with the organisation.

Yours sincerely

[Insert name]
[Insert job title]

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 7: Placement information sheet

Profession:	
Department/unit:	
Name of supervisor:	
Location:	
Contact numbers:	• Department:
	• Emergency number:
	• Human resources:
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

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

- 1.
- 2.
- 3.

Personal qualities

Whilst on a work experience placement you will be expected to work within the organisation's policies.

- 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 organisation.

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 7 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 organisation.

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 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 co-ordinator as soon as possible. This could be during or after your placement.

Your placement

Psychological/emotional

Within the daily work of the NHS, 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 organisation. 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 7 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 from the organisation. 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

You must 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. Hospital bugs can be different to those you would be exposed to at home. Not many young people will be exposed to C diff for example. 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. You should inform a member of staff immediately if you come across a spillage of body fluids or ask for advice immediately if you happen to contaminate your hands with them.

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, before and after each patient contact and if you use the toilet facilities. In the interests of good personal hygiene, 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. Do not handle patient's 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 clinical sessions. 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 this with your supervisor, or the Employability & Placements Team. Please also let your supervisor or the Employability & Placements Team know if you have any concerns or worries or need help or support during your time with us.

Form 8: Induction checklist

Name: _____

Dates of work experience/observation: _____

Emergency contact details: _____

Name: _____

Telephone number: _____

Mobile: _____

Address: _____

- | | | |
|---|-----------------------------------|--------------------------|
| 1 | Confirmation of placement | <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 9: Daily diary (Some school pupils may complete their own educational log provided by their school.)

Name: _____

Department: _____

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

Form 10: 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?

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 an organisation?

Yes No

If no please give details:

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?

7. Which sessions did you find least interesting?

Form 10 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:

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:

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

Yes No

If yes, please give details:

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

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

Form 11: 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 12: 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	Attend team meeting
Watch observation taking	Attend multidisciplinary team meeting
Observe completion of fluid chart	Attend ward round with patient's consent
Assist with menus	Observe the nurse discharging the patient, with the patient's consent
Talk to patients	Obtain results from the computer under supervision
Observe drug round	
Observe simple dressings with patient's consent	
Observe handover	

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.

Clerical assistant:

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

Physiotherapist:

- Talk to the physiotherapist and find out what the roles 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 support 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 job entails
- Observe them working with the patient, with the patient's consent.

Estate & Facilities:

- Find out about the different roles which help maintain the buildings and estate

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.

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