

Name

Tutor Group



**CAREERS (CEIAG) & WORK EXPERIENCE
PROGRAMME
FOR
YEAR 10 STUDENTS**

Information for Parents & Students

**Please note: Work Experience is for ONE week only
13th – 17th July 2020**

There are a number of parts to this booklet:

- An Overview of Work Experience and Year 10 Careers work including the online system to assist with finding a placement
- Work Experience Preparation – this includes the tasks and activities being done in PSHE and tutor time
- Information Booklet for Students
- Work Experience Record Booklet

We hope that by keeping everything together it will be easy to see the progress being made to a successful work experience placement.

This booklet gives information about the careers (CEIAG) work we do with Year 10. You will see that students receive much advice and guidance throughout the year so that they can make informed choices. We also equip our students with the employability, or enterprise skills needed for adult life and the work experience programme contributes to this.

YEAR 10 WORK EXPERIENCE SCHEME 13th – 17th JULY 2020

Year 10 Work Experience takes place for all students beginning Monday 13th July and finishing on Friday 17th July 2020.


As you are aware, the Year 10 Work Experience Scheme is an attempt to bridge the gap between school and work. The main aim of the scheme is to introduce students to the world of work. This opportunity should allow them to experience a continuous spell in a working situation and to gain first hand information and experience about particular jobs. We hope you will agree that this is a worthwhile exercise, will increase students' awareness and confidence and will ease the difficult transition at the end of Year 11. The students will not be paid and we ensure that the employers have insurance covering their liabilities.

All students will be prepared for the experience, in particular recording and reporting on their work placement. During the placement students are visited by a member of staff to monitor progress. On their return to school in September 2019, students will join in a Celebration of Achievement Day to talk about their experience of work.

Students are required to find placements themselves with the help of parents. Obviously we will give the students help and guidance in finding placements, but initially it is good for students to use their initiative, especially by contacting employers themselves. Please note the placement is for five days only. As we have such large numbers looking for placements, it is advisable to contact employers early. These placements are obviously provisional as the final arrangements can only be made by the school. We need to be certain that placements are suitable and conform to the legal requirements. Please keep us informed of what is happening, especially when a placement is found. This is of the utmost importance as setting up Work Experience takes a considerable amount of time and we need to be aware of the most up-to-date information regarding placements. As you can imagine there is a fierce competition for placements in a number of organisations. We also get vacancies from local firms and we try to match students to these placements. It must be remembered that for some students the Work Experience will provide them with the opportunity to gain knowledge of the world of work in general rather than sampling a particular job.

Please let the school know if you are an employer and are able to provide a Work Experience placement for one of our students.

Please do not hesitate to contact us at the school if there are any problems or queries.



Beth Church
CEIAG Adviser



Tina Saunders
Work Experience Administrator

There is a comprehensive and planned programme for careers education at Wadham. It is delivered via PSHE, tutor time and Alternative Timetable Days. The programme has been developed to help your son / daughter to gather information and to develop the skills needed to make informed decisions.

OUTLINE OF CAREERS & WORK EXPERIENCE

PROGRAMME 2019-20

October – April	Introduction to careers – reflection on skills and qualities / raising awareness Introduction to Options 16+ Attendance at the Careers Fair Introduction to Work Experience Students to find placements
April - June	Careers work – individual / group 1:1 Careers interviews with the Careers Adviser Continue with preparation and the finalisation for Work Experience
13 th -17 th July	Work Experience placements – students monitored by staff visit

Throughout the year different career events will be organised and information about these events will be given to students.

If you want to contact the school about Work Experience:

Mrs T Saunders Work Experience Administrator
tsaunders@wadhamschool.co.uk
01460 270123

Mrs B Church CEIAG Adviser
bchurch@wadhamschool.co.uk
01460 270123

Parental Consent Forms

Separate to this booklet is a Parental Consent form to sign. This also asks for any known medical conditions which will be passed onto the employers in advance of the placement.

Please sign and return by Monday 16th December to your son/daughters tutor.

WORK EXPERIENCE

STUDENTS: All Year 10

DURATION: 13th – 17th July 2020

- AIMS:**
- To see and gain awareness of the importance attached to skills, values and qualifications needed in adult life
 - To assist the development of Enterprise Skills
 - To attempt to make learning more relevant and encourage academic aspirations
 - To assist in choosing a future career (where appropriate)

PLACEMENTS: Placements are found between December & March (at the latest). **Students are encouraged to find their own placements. Quality placements are an essential part of the scheme**, but it is necessary to remember that there are certain limitations.

WORK EXPERIENCE PROGRAMME – December - April

- Introduction to Work Experience
- Reasons for Work Experience
- Skills / Qualities
- Health & Safety
- Problems / coping skills
- Essential Information
- Choosing the placement
- Student / Employer expectations
- Creating a good impression
- Setting targets

PRE-VISIT: ALL students must visit the workplace before the placement to gather essential information.

WORK EXPERIENCE RECORD BOOK: Must be completed during the placement.

MONITORING OF PLACEMENT: Students are visited by a member of staff.

DOCUMENTATION

Students will receive a report about their placement and a certificate to file in their Record of Achievement.

Veryan Webview <http://ssp.learnaboutwork.net>

Students will be introduced to Veryan Webview in December. This is a website which gives information about past placements which have been used in Somerset and is a starting point for thinking about possible work. Students are encouraged to contact employers on the database, but it is not a guarantee that they will take this year. Students can access this website at home and will be given a card with the web address and their individual pin number.

Following are instructions for Vervan Webview so you can also look at this with your son / daughter.

- Log in ssp.learnaboutwork.net
- Welcome page
- Click on Student
- Select school from the drop down list - SUBMIT
- Type in forename & surname in full (e.g. Christopher not Chris)
- Type in pin number - LOGIN
- Student home page

Click on Search from the options across the top of page.

You can now search for placements several ways:

By Employer

- Student wishes to find Oscar Mayer Group, Chard
- Type Oscar – click GO
- A list of the different jobs on offer at the company will appear
- Click on clerical assistant – click VIEW
- Details of job on offer and contact details
- Select options at top of page: Printable Version / Return to Job List / New Search

Or you can select from the job classification icons

- Student wishes to work in Education
- Click on Education and Training
- List of all companies in this classification in Somerset & Dorset

To narrow down the search to the local area

- Select a Postcode, Town or Telephone Area Code (bottom of page) Click SUBMIT
- Click on Education and Training
- If you select a postcode, town or telephone code and want to try another, you must delete the text from the box and click on SUBMIT again before you can enter another postcode etc ...

Although students are encouraged to find their own placement, school staff will give help and guidance as required. We see contacting employers as an important learning tool to help students gain in confidence and so improve their employability skills.

*Unfortunately, due to a change in Government policy, we may only be able to offer restricted types of placement to students this year. This is due directly to funding being reduced for risk assessments which must be carried out with employers. However, **it is a requirement that all employers offering placement provision undergo health and safety checks and have the relevant insurances prior to any students being placed. Please be assured that the school will not allow any student to attend a placement until these checks have been carried out.***

Students are given full support and help during the time leading up to their placement; however, ultimately it is their responsibility to secure a placement with an employer; failure to engage in finding a placement could result in your child being placed with an Employer not necessarily of their choice. If you have friends or family that can accommodate an appropriate placement, please send in the details with your son/daughter.

If you are an employer and can take for work experience, we would like to hear from you.

POSSIBLE LETTER OUTLINE FOR A WORK EXPERIENCE PLACEMENT

(Your Home Address)
12, Any Street,
Othertown,
Whatsitshire
TA18 8NT

DATE IN FULL

Name of Person

(Company Name)
Other Co Ltd.,
Technical Trading Estate,
Othertown,
Whatsitshire,
TA18 8NT

Dear (Name)

Re: WADHAM SCHOOL - YEAR 10 - WORK EXPERIENCE 13th – 17th July 2020

I am interested in working at (name of company) for my Work Experience because (state your reasons, eg, future career plans, relevant interests etc, and type of work requested).

I believe I would benefit from a Work Experience placement with you because (give your reasons. Mention skills or knowledge that you already have or would like to acquire. Give the employer some indication of your academic ability).

Tell the employer something about yourself (eg, hobbies, interests, achievements, part-time work, etc).

If you are able to offer a placement please

Thank you for considering my request.

(I enclose a stamped addressed envelope and I look forward to your reply) *Only if you do!!*

Yours sincerely,

(Your Name)

EMAIL

You may be asked to email your request. Make sure you give the employer all the information they need such as name of school, dates of placement, type of work you require, with reasons why.

Although you probably use email with friends and family remember that you are contacting an employer who will expect a more formal approach!

USING THE TELEPHONE

Always prepare before the telephone call

- know why you are calling and what you want to say (eg date of Work Experience, type of work required etc)
- have a pen and paper ready for information you may receive during the call
- make sure you have plenty of coins if calling from a pay phone



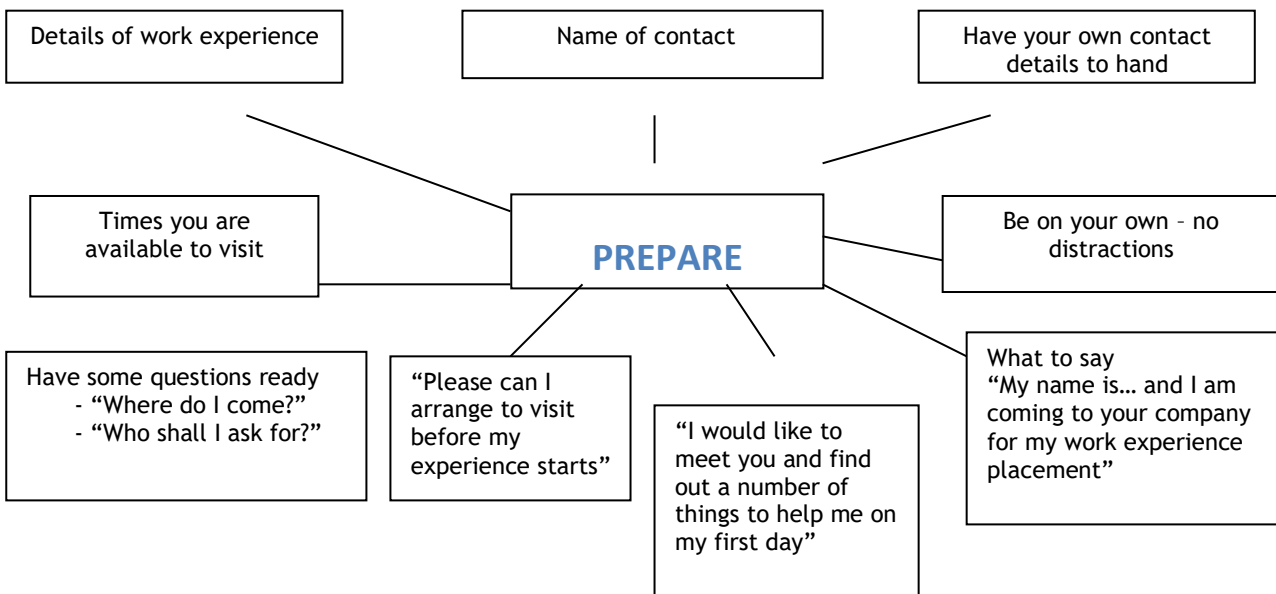
You must know

- the number **you want to ring**
- the extension **number ... this is the number you ask for when the switchboard operator answers**
- the name **of the person you need to speak to, or the department (usually Personnel or Human Resources)**

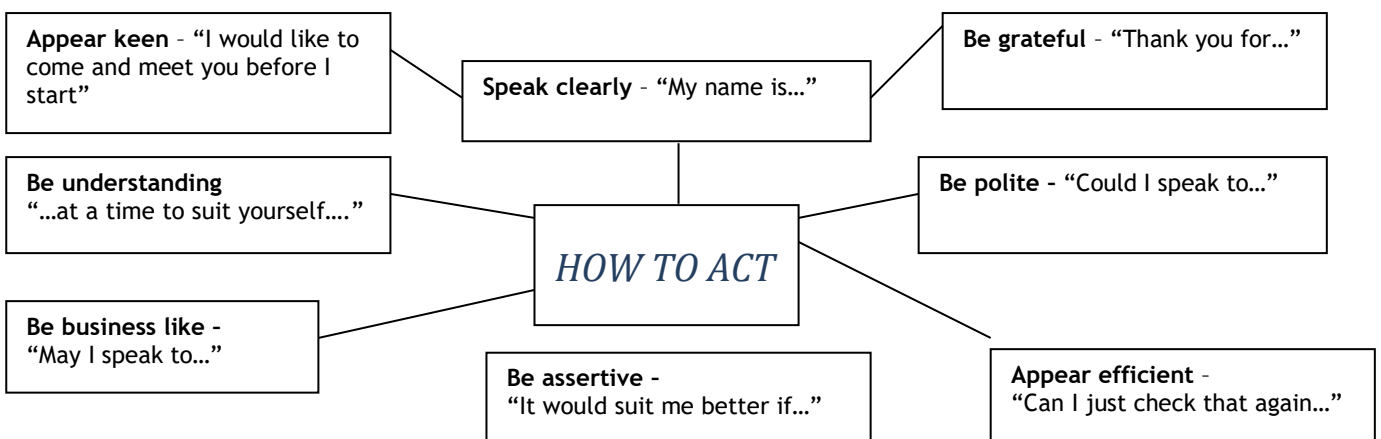
Your telephone technique

- first give your name, **who you wish to speak to and the reason why you are calling**
 - **make sure you are talking to the right person before you begin to explain your request in detail**
 - important information or dates need to be repeated
 - always speak slowly and clearly
- Remember- expect the unexpected.

PREPARATION



HOW TO ACT



IMPORTANT WORK EXPERIENCE FACTS GIVEN TO STUDENTS

- My parents will need to give me permission
- I will be responsible for getting my own placement with the help of school staff
- I will work the normal hours of the business
- I will wear acceptable clothes for the placement, either a uniform or agreed clothes
- I will need to organise transport to my placement or take the school bus
- I will need to talk to Mrs Saunders if I want to work with family or friends
- I can work where I do my part time job
- I will not get paid during the placement
- There are certain jobs I am not allowed to do because of health & safety
- I will prepare for work experience during PSHE
- I will need to arrange an interview with my employer in advance of the placement
- I will be working with people of all ages
- I will be told what to call people
- If I don't like work experience I must contact school
- I need to try my hardest during my placement
- Some of the time during my placement I will be observing rather than doing
- There will be a named person with responsibility for me
- I must complete a Work Record Book
- I will be monitored during my placement
- I must ask for help if I don't understand instructions
- I will be visited by a member of staff
- A record will be kept about me on my placement

WHAT MUST I DO NOW?

- Start to think about where I want to go
- Talk to my parents
- Write, Email or telephone employers

IMPARTIAL CAREERS ADVICE AND GUIDANCE

INSPIRED TO ACHIEVE
Empowering People

Students at Wadham school and sixth form have access to valuable careers

information, advice and guidance - provided by the organisation Inspired to Achieve (i2a).

Beth Church is the Careers and Skills Adviser and she enables students in years 9, 10, 11, 12 and 13 to make a successful transition to the next stage of learning and education.

How your Adviser can help:

Beth provides independent and impartial careers guidance by providing face-to-face interviews and group works to enable students to consider all options and draw up a plan to achieve careers aspirations.

Beth works in Wadham – Week A Thursdays, Week B Tuesdays and Wednesdays.

- All students have the opportunity to meet with Beth. By year 11, most of you will have met with her already, and will have the opportunity to have a follow up appointment if necessary. This will be arranged via your tutor.
- You can drop in to see Beth during break or lunch times on the days above. Alternatively, please ask your tutor if you would like an appointment to see her.

About Inspired to Achieve (i2a):

i2a are a subsidiary of Yarlinton Housing and providers of impartial, independent careers information, advice and guidance. We work with young people to help them to make successful transitions into employment, education and training. We can provide you with information on all the options available to you and support you to find and access your chosen path.

Our advisers work with students in school to identify their individual needs and to steer them towards successful progression.

If you wish to learn more about us or please visit our website at: www.inspired2achieve.net

Your i2a Careers and Skills Adviser Beth Church can be contacted via these details:

Beth Church

Careers and Skills Adviser

Inspired to Achieve, C/O Yarlinton Housing Group, Lupin Way, Yeovil, Somerset BA22 8WN

t: 01935 404075/ 07833288909 e: beth.church@yhg.co.uk w: www.inspired2achieve.net

Social Media

Please 'like' Inspired to Achieve Facebook page to get up to date, local and relevant Careers Information. There are regular posts on apprenticeship vacancies, careers events, local College, Sixth form and University Open Events and much more

- <https://business.facebook.com/i2aguidance/> or Twitter @i2aguidance

Wadham School actively promotes successful working relationships with local employers, training providers and apprenticeship providers. If you are an employer or a provider of training or apprenticeships, and would like the opportunity to come in and talk to pupils about the courses and jobs you offer then please contact Beth Church on bchurch@wadhamschool.co.uk.



Year 10 & 11 Careers Information Sheet

Your Future - Helping you Plan

Raising the Participation Age (RPA)

Young people who left year 11 in the summer of 2014 or later must continue in learning (education or training) until their 18th Birthday. Staying in learning doesn't mean you have to stay in school; there are a number of options you can choose. Most pupils will progress into:

- Full-time education e.g. at a college or sixth form
or
- An apprenticeship or traineeship

Full-time Education

Further education courses can be studied at a **college** or a **sixth form**. There are a wide range of courses available, these can be studied at different levels and each course will have a specific entry requirement. Typical qualifications offered at colleges and sixth forms include;

- A levels (academic subjects) - only available at Level 3 e.g. English, Biology, Law, Psychology
or
- Vocational Courses (Technical (T Levels), Diploma, BTEC) - available at Levels 1, 2 and 3 e.g. Engineering, Hairdressing, Accounting

Apprenticeships

An apprenticeship is where you are learning through hands on experience of a job and gaining a nationally recognised qualification (NVQ). You can apply for an apprenticeship while you're still at school. To start one, you'll need to have finished year 11. They consist of working towards a range of qualifications within an apprenticeship framework. They can take between one and four years to complete, depending on the level studied. As an apprentice you will:

- work alongside experienced staff
- gain job-specific skills
- earn a wage
- study towards a related qualification (usually one day a week).

If you feel you're not ready for an apprenticeship, a traineeship can help to prepare you for one.

Foundation Learning/Entry level programmes/Traineeships

There are a variety of courses available for young people not yet ready for one of the options above or for those with additional needs. These courses are individually tailored to learning needs, and aim to improve skills so that goals can be achieved and progression to one of the above options, or employment can take place. These programmes are offered at further education establishments as well as some training providers.

USEFUL CAREERS INFORMATION

The Inspired to Achieve (i2a) website has lots of useful information and is a good starting point to help you make decisions about your next steps. For further personalised services and support visit www.inspired2achieve.net

You can find information on job areas and specific careers using the Careers Tools and the Job Profiles on the National Careers Service website. Go to www.direct.gov.uk/NationalCareersService

www.startprofile.com is a free, online careers platform designed to connect 11-18 year olds with their future career potential.

www.careerpilot.org.uk has information on routes to different qualifications and job sectors and career tools to help you decide.

www.studyupsomerset.org.uk Find out about the wide range of degrees, foundation degrees, degree apprenticeships, higher education and professional qualifications on offer in Somerset.

To view film and video clips relating to many career areas go to www.careersbox.co.uk

If you are considering **university** or completing a **degree course**, then research and explore entry requirements before applying to College/Sixth Form. Go to www.ucas.com

www.ukcoursefinder.com can be used to find out more about degree level courses.

The Russell Group's *Informed Choices* provides students with information about their post-16 and degree level subject choices – <https://informedchoices.ac.uk>

For Degree level Apprenticeships, use; <https://www.ucas.com/alternatives-to-university>

If you are interested in doing an **Apprenticeship**, the websites below advertise apprenticeship vacancies:

www.gov.uk/apply-apprenticeship - Find and apply for apprenticeships in England.

www.careermap.co.uk - Just enter your postcode to find school leaver apprenticeship jobs in your area.

www.allaboutschoolleavers.co.uk – You'll find everything from current apprenticeships and school leaver opportunities to the latest school leaver job news.

www.getmyfirstjob.co.uk/Apprenticeships/AboutApprenticeships.aspx - Ready to get out into the world, start working and earning a living? Discover the future that's waiting for you, build valuable skills and get on the path to success.

www.amazingapprenticeships.com – A central hub for all the latest apprenticeship information.

www.apprenticeshipguide.co.uk – This contains brief summaries of every apprenticeship offered in England, plus general careers advice, real life case studies, employer advertising and a directory of training providers.

By using the **Yell.com** website you can generate a list of employers who you could approach to find out if they are recruiting apprentices – <https://www.yell.com>

YEAR 10

WORK EXPERIENCE PREPARATION

STUDENTS, PARENTS AND TEACHERS GUIDE

2020

Key Dates:

13th – 17th July 2020
September 2019

Work Experience Placement
Work Experience Debrief

- The activities in this booklet are to help prepare for work experience.
- All information for work experience preparation is within this booklet

Timings

- You have 2 PSHE sessions in December
- There will be tutorial time in the ICT suites in December
- All the activities within this guide need to be completed.

PSHE Session 1 2nd December	Activity 1: Skills Check Activity 2: Worries, Confidence and Aims Activity 3: Appropriate Dress Activity 4: Positive Body Language
PSHE Session 2 16th December	Activity 5: Health and safety Activity 6: Work experience Information Booklet Activity 7: Employer Expectations and the Monitoring Visit
Tutorial Sessions December 2019	Time spent on Veryan searching for employers
Spring Term	Activity 8: Work Experience Record

Activity 1: Skills Check

By the end of the session students will:

- Be able to highlight which set of skills they want to develop whilst on work experience

Task: Students to complete skills check worksheet

Work Experience Preparation – What skills do I need to develop?

It is really important that you are aware of what skills you want to develop whilst on work experience. The activity below will enable you to highlight the skills you need to develop.

Activity

- Give each sentence a score (1-4)
- Work quickly and go with your initial thought, DO NOT overthink your answer!

FACTOR 1 For me it is important that on my Work Experience I ...	
4= Very Important 3= Quite Important 2= Not Very Important 1= Unimportant	SCORE
Get used to accepting instructions at work	
Learn about how to get on with other people at work	
Learn how to stand up for myself (politely)	
Take responsibility for what other people do	
Get used to working as part of a team	
Learn how to help other people out	
Get used to being at work	
Understand how to avoid upsetting others	
Understand how other people think and feel	
Learn how to talk to people at work	
TOTAL	

FACTOR 2 For me it is important that on my Work Experience I ...	
4= Very Important 3= Quite Important 2= Not Very Important 1= Unimportant	SCORE
Learn how different jobs in an organization fit together	
Learn to use my common sense at work	
Experience some of the problems of life at work	
Learn how the different organisations relate to one another (work together)	
Learn how to get the job done on time (meet deadlines)	
Understand what is involved in a variety of jobs	
Learn about why people work	
Gain experience of working	
Learn about the rules and regulations at work	
Understand the differences between school and work	
TOTAL	

FACTOR 3 For me it is important that on my Work Experience I ...	
4= Very Important 3= Quite Important 2= Not Very Important 1= Unimportant	SCORE
Learn how to use the skills and knowledge I have	
Know what is needed to tackle different jobs and tasks	
Develop new skills	
Learn how to follow instructions when asked to	
Understand the links between school, college and work	
Learn and use new skills	
Apply my skills to different jobs/tasks	
Find out what I can do	
Practice what I can do	
Learn from those that have more skills	
TOTAL	

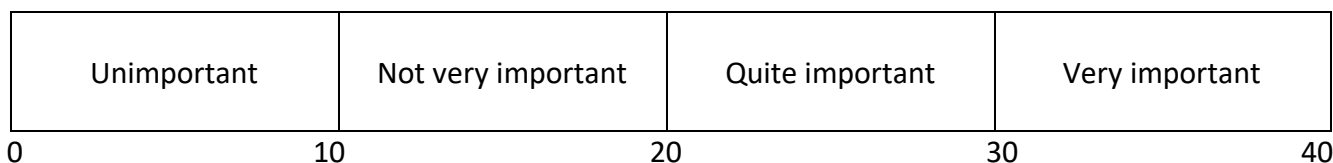
FACTOR 4 For me it is important that on my Work Experience I ...	
4= Very Important 3= Quite Important 2= Not Very Important 1= Unimportant	SCORE
Learn how different jobs in an organization fit together	
Learn how to make the most of my time at work	
Learn how to work to deadlines	
Become more grown up	
Become more self-confident	
Learn how to persuade others to my point of view (influence)	
Learn how to be organized	
Learn how to cope with problems	
Get better at using my skills and knowledge	
Keen to learn more	
TOTAL	

FACTOR 5 For me it is important that on my Work Experience I ...	
4= Very Important 3= Quite Important 2= Not Very Important 1= Unimportant	SCORE
Experience a possible career or job	
Improve my chances of getting an apprenticeship or job	
Gain some skills that employers are looking for	
Get a better idea of what I want from work	
Experience different types of work	
Learn what a future job or career might be like	
Try out different types of work within an organization	
Gain new skills in the type of work/job I want to do	
Meet people who do the kinds of work/job I want to do	
Understand the differences between school and work. Also how they link.	
TOTAL	

Now it is time to look at what this all means...

My total for factor 1 is...		My total for factor 4 is...	
My total for factor 2 is...		My total for factor 5 is...	
My total for factor 3 is...		My highest score was factor (s)	

PLOT your FACTORS on the scale below – use a different colour



What do you want from Work Experience?

Each FACTOR relates to an area you would/could gain something from while on Work Experience

Factor 1	Is about learning to get on with others at work – Interpersonal Skills
Factor 2	Is about knowing why people work – Learning about the world of work
Factor 3	Is about practicing at work the kind of skills you have already developed in school/college etc. – The link between school/college and work
Factor 4	Is about standing on your own two feet and coping with work problems – Personal development
Factor 5	Is about choosing your future – Career preparation

What key skills do I need to develop whilst on Work Experience?

-

-

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Activity 2: Worries, Aims and Confidence

By the end of the session students will be able to:

- consider how confident they are at present about work experience
- consider what they want from the placement and to set aims/objectives

Task: Rate how you currently feel about work experience:

Getting up early	Worried _____	Confident
Arriving on Time	Worried _____	Confident
Travelling to work	Worried _____	Confident
Meeting new people	Worried _____	Confident
Working with adults	Worried _____	Confident
Listening to instructions	Worried _____	Confident
Following instructions	Worried _____	Confident
Learning new skills	Worried _____	Confident
Working for a length of time	Worried _____	Confident
Being able to do the job	Worried _____	Confident
Add two of your own		
_____	Worried _____	Confident
_____	Worried _____	Confident

What similarities do you notice? _____

What differences do you notice? _____

Task for September, after your placement.

Pick 3 of the things you were most worried about and comment on your feelings throughout the week you spent with your employer and how you now feel: Were you right to be worried? Did those feelings start to disappear as your confidence grew? What advice would you give others with the same worries?

1) _____

2) _____

3) _____

Activity 3: Appropriate Dress

By the end of the session students will be able to:

- Have an understanding of appropriate dress for work experience

Task: During your PSHE sessions you will discuss the points below with your group

- Discuss first impressions – for the initial meeting and for the week’s experience. Never wear jeans for initial interview. Why not?
- You will be told what to wear-sometimes a uniform is required, or smart clothes. How would describe smart clothes?
- Why are some clothes acceptable in certain workplaces whereas others are not?
- In some places staff are expected to wear uniform. Why?
- Attitude to tattoos/body piercings by employers - importance of being conventional.

- Discuss appropriate dress in different situations - building, farms, offices, library etc. Sometimes there is specific clothing for health and safety reasons. Hard toe shoes/boots etc
- Importance of looking clean and having good personal hygiene
- Students must remember they are working with people of different ages and attitudes
- Students need to remember they are representing a company and Wadham School whilst on work experience.

Activity 4: Positive Body Language

By the end of the session students will be able to:

- Identify communication skills needed to enter and thrive in the working world.

Body Language is all the non-verbal communication we make – both conscious and unconscious.

IT IS HOW WE JUDGE OTHER PEOPLE AND HOW THEY JUDGE US

How do we stand? How aggressive or non-threatening are our gestures? How do our eyes, skin, hair, clothes and shoes look? Do we look happy or sad, clean or untidy, confident or nervous, tired or awake

Different types of body language

There are basically five types of body language. You will probably be able to recognise the more obvious signs:

CLOSED – AGGRESSIVE body language

- Hands on hips
- Legs too wide – too macho
- Invading personal space – too close
- Aggressive gesturing – finger pointing
- Standing 'over' someone
- Over firm handshake
- 'Eye balling' – out staring

CLOSED – DEFENSIVE body language

- Crossed arms or legs
- Hunched shoulders
- Poor eye contact

- Leaning away
- Tight voice

CLOSED – NERVOUS body language

- Nail biting
- Dry throat – swallowing / coughing
- Blushing – face/neck/chest
- Weak handshake
- Avoiding eye contact

CLOSED – BORED body language

- Looking around the room
- Looking at watch
- Drumming fingers
- Yawning
- Shifting weight
- Rubbing face

OPEN – INTERESTED body language

- Firm handshake
- Good eye contact
- On the same level
- Confident stance
- Confident gestures – chosen gestures
- Showing interest – head nod / slight lean in

**You need to consider your first impressions and how you come across to your employer.
First impressions count!**

Activity 5: Health and Safety

By the end of the session students will be able to:

- describe the background of health and safety in the workplace
- explain the law relating to young people in the workplace
- recognise the responsibilities of the school, employer and young person when pupils go on work experience.
- understand the importance of health and safety at work and their role in it
- recognise and have knowledge of safety signs and laws in the workplace
- understand the consequences of ignoring signs, acts etc.
- understand their own responsibilities in respect of H&S

Key vocabulary

Health and safety, responsibilities, employer, employee, Health and Safety at Work Act 1974

The 1974 Health and Safety at Work etc. Act

The Health and Safety at Work etc. Act 1974, also referred to as HASAW or HSW, is the primary piece of legislation covering occupational health and safety in the United Kingdom.

The Health and Safety Executive is responsible for enforcing the Act. Unlike previous legislation the HASAW is aimed at the work people do rather than the place they work in or the processes involved. The act applies to all persons at work, including employers, employees and the self employed. It includes both the protection of people at work and prevention of risk to the public and/or visitors to the site, which may arise from the work being undertaken. The HASAW requires employers to carry out risk assessments on any process or procedure that has been identified as having a significant risk. Employers must ensure that they assess the risks to young persons and make sure they put in place controls to reduce the risks.

Task 1: 'Health and Safety in the Workplace'

Answer True or False

	TRUE	FALSE
Approximately 600,000+ work-related non-fatal injuries are reported each year		
The health and safety regulations also protect members of the public from workplace dangers		
Young people under the age of 18 can carry out work that will expose them to extreme levels of noise, but only if they have been trained		
It is not your responsibility to be aware of health and safety in the workplace		

Your school should ensure that the work experience you will be carrying out is appropriate for you		
Your employer should carry out a risk assessment of their workplace		
Your employer only has to inform you of the risks within the workplace if they feel it is necessary		
Young people under the age of 18 can not carry out work that will expose them to radiation		
You should only wear protective clothing if you are allergic to any of the materials you will be working with		
You have the same responsibilities for health and safety as other employees in the workplace		

Illness, injuries and fatalities at work for 2018

- **1.4 million** working people suffered from a work-related illness
- **2,595** mesothelioma deaths due to past asbestos exposures
- **144** workers killed at work
- **71,062** other injuries to employees reported under RIDDOR (all employers have to report accidents as a result of this act)
- **555,000** injuries occurred at work according to the Labour Force Survey
- **30.7 million** working days lost due to work-related illness and workplace injury
- **£15 billion** estimated cost of injuries and ill health from current working conditions (2016/17)

RIDDOR – all employers have to report accidents as a result of the Act

Consider school – there are many health and safety issues school has to consider. Think of subjects such as science PE and Technology.

Case Studies

- The following case studies show examples of people who have not followed health and safety regulations; however, with the legislation in place, workplaces that do not abide by these rules can be prosecuted.
- Read the case studies below to emphasize why there are now strict guidelines on health and safety in the workplace.

Case Study 1

A young person was riding on the side of a forklift truck when he fell off and the truck ran over his leg. The truck was being driven by an untrained and unauthorised person. The young person who was injured was not properly supervised and a young person's risk assessment had not been carried out.

Case Study 2

A 17-year-old was trapped under a vehicle he was working on. The vehicle repair company had carried out a risk assessment for the young person but had failed to follow it and had therefore adopted an unsafe system of work.

Case Study 3

A work experience student suffered serious injuries whilst they were standing on the drawbar of a tractor. The young person's employer had not provided the student with suitable training, instruction or supervisors

Task 2: Complete who has the responsibilities in the workplace

Who is responsible for each of the following in the workplace?

E =EMPLOYER S = SCHOOL Y = YOU (the employee)

	Your Employer	Your School	You (the Employee)
Carrying out a risk assessment of the workplace			
Wearing any protective equipment provided			
Telling the employee of the risks within the workplace			
Ensuring the employee behaves appropriately at all times			
Ensuring the work experience placement is suitable for the employee			
Ensuring the employee only carries out appropriate work			
Ensuring the employee follows safety instructions			
Reporting any hazards to the employer			
Ensuring that safety measures are in place to stop the employee from getting hurt			
Ensuring any safety procedures are followed by young people in the workplace			

STUDENTS MUST DO EXACTLY AS TOLD AND FOLLOW ALL SAFETY SIGNS

Safety signs at work. Students need to recognise and understand the meaning of the H&S signs. They will find these in any workplace across the country. Look at some safety signs below. If you do not understand a safety sign in your workplace – you must ask.



Protective clothing. If you are told to wear protective clothing, you must do so –whether this is a hard hat, hearing protection, goggles, safety boots, dust mask, gloves, hair net, soft hat.

- Employers who offer young people work experience placements have the same responsibilities for their health and safety and welfare as they have for all of their employees.
- A young person on work experience will be regarded as an employee. An employer must carry out a risk assessment of the workplace to find out what hazards are present and whether they have the correct measures in place to prevent the employees from being injured. The health and safety law states that an employer must assess the risks to young people (under 18 years old) before they start work experience, and that they must then tell the young person what the risks are.
- An employer must protect young people on work experience from the risk of being injured or becoming ill because the young person is inexperienced, has not been trained or may not pay enough attention to safety.

- Young people under 18 years of age must not be allowed to carry out work which:
 - cannot be adapted to meet any physical or mental limitations they may have
 - will expose them to toxic substances or cancer causing substances
 - will expose them to radiation
 - will involve extreme levels of heat, noise or vibration

Task 3: Hazard and Risk

A circumstance is anything which you might be doing, e.g cutting paper
 A Hazard is any situation or material which could cause an accident, e.g the blades on a pair of scissors
 A Risk is the sort of accident which could occur e.g, being cut
 A Control Measure is any action taken to prevent the accident taking place e.g. keeping the scissors in a safe place.

Put the circumstances, hazards, risks and control measures jumbled up at the bottom of the page under the correct headings:

Circumstances	Hazard	Risk	Control Measure

Being cut, climbing a steep flight of stairs, fit blade guards, petrol, fit a handrail, fire or explosion, crossing a busy road, floor to ceiling windows, road accident, machine blades, bumping into the glass, pelican crossing, no smoking, falling down stairs, mark windows so that they can be seen, filling a petrol tank, fast traffic, using cutting machine, steep stairs, walking in a modern building

Activity 6: Work Experience Information Booklet

By the end of the session students will be:

- Fully prepared for work experience

Task: Work through the Work Experience Information Booklet

- Some information in here will need to be updated as you go.



Work Experience

2020 INFORMATION BOOKLET FOR YEAR 10 STUDENTS

Name: _____ Tutor: _____

TOP 10 TIPS FOR STUDENTS ON WORK EXPERIENCE

- ***Attend every day and always arrive in plenty of time***
- ***Treat everyone with consideration and be polite at all times***
- ***Be enthusiastic and show a positive attitude to your work***
- ***Wear appropriate clothing for the placement***
- ***Listen carefully to instructions and ask if you do not understand***
- ***Think before you act and work safely***
- ***If you have a problem with work talk to your supervisor***
- ***If you cannot sort out the problem at work tell / contact school or tell the person visiting you on your placement***
- ***Keep a record of everything you do and fill in your Record Book (it goes in your Progress File)***
- ***Send a thank you letter or card to your placement afterwards***

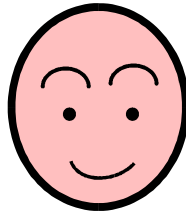
Enjoy yourself - the more you put in to the experience the more you will get from it

READ THE INFORMATION CAREFULLY AND REMEMBER THE MAIN POINTS

Work Experience is the chance to see the world of work from Monday to Friday and to increase your knowledge of occupations (not only the one you are doing - others by observation).

It is **NOT** a passport to employment. **DO NOT** expect the employer to offer you a job. They may well be prepared to write a reference for you when you apply for jobs in the future.

Try to be **PUNCTUAL, CHEERFUL, HONEST, RELIABLE, CONFIDENT,
WELL-MANNERED, WILLING TO LEARN**



Remember to smile

be cheerful!

It is important that you also remember that the employer is doing you and the School a favour by taking you on Work Experience. You will be assessed by your Supervisor throughout the placement and will be visited by a member of staff. A report will be written on you. Hopefully, you will be proud of your achievements. This report will form part of your Progress File.

IF YOU ARE ILL AND CANNOT GO TO WORK:

- 1. RING YOUR EMPLOYER AND LET THEM KNOW**
- 2. You should have your employer's telephone number**

Write it here:

- 3. RING MRS SAUNDERS AT SCHOOL - Tel: 01460 270123**

GETTING ON WITH WORKMATES

At school you've been mixing with people of your own age. You all have the same kind of interests and the same ideas about how to dress and how to behave.

When you go on Work Experience, you'll be mixing with people of all ages. They will have all kinds of different interests. They may also have what you think of as old-fashioned ideas about how you should dress and behave.

The person working next to you could be the same age as:



Dad!

WHAT DO I CALL THEM?

This can be very tricky, especially if everyone else is using Christian names and nicknames. Some older folk, however, don't like young people being too familiar and they might take offence at someone like you calling them by their Christian name or nickname (and they might not like their nickname anyway).

IF YOU ARE DOUBTFUL call everyone who is much older than you
Mr Mrs..... Ms.....

If they want you to use their Christian names, they will tell you.



WHAT ABOUT PRACTICAL JOKES?

Most people have practical jokes played on them when they start a new job – so they look forward to the day when they do the same to you!

YOU MIGHT BE ASKED TO:

Go for a long stand

Go for a big wait
(weight)

Fetch a new bubble for
a spirit level

ACCEPT THESE IN THE SPIRIT IN WHICH THEY ARE GIVEN

Practical jokes are all right
as long as they are
NOT DANGEROUS
NOT MALICIOUS

NEVER
do anything you know to be
DANGEROUS
STUPID
AGAINST THE RULES

When you start work – keep your wits about you and be prepared to laugh
when you are caught out.

WHICH ADVICE DO I TAKE?

Many people will offer advice and suggestions about what to do and how to do it.

REMEMBER – there are good and bad wherever you work and some advice will obviously be wrong.

IF IT'S AGAINST THE RULES – DON'T DO IT - Listen to what people tell you

ASK YOUR IMMEDIATE SUPERVISOR
Always take advice if you not sure.

ADVICE FOR STUDENTS

Remember the following:

- ❑ Know something of the company or service before you go
- ❑ Be punctual
- ❑ Wear the right clothes for the job
- ❑ What to call employer and colleagues
- ❑ Respect for others
- ❑ Try to relate to adults
- ❑ Don't expect adults to have developed teaching skills
- ❑ Ask for advice if necessary
- ❑ Accept constructive criticism
- ❑ Show interest
- ❑ Show initiative
- ❑ Display discretion, eg, in a Bank/Solicitors
- ❑ Sense of humour if tested
- ❑ No practical jokes
- ❑ Be prepared to do menial tasks
- ❑ **Health and Safety at all times**
- ❑ (Take care if you are working with machinery or vehicles – learn and observe ALL Safety Regulations. If you are involved in an accident, get someone to inform the school as soon as possible.).
- ❑ You are **NOT** to drive vehicles especially on a farm or a garage
- ❑ You are NOT to be paid, but employers may help you with travelling or subsistence.
- ❑ Keep your parents informed of all that is happening this week
- ❑ Complete your Work Experience Record Book on a daily basis. These will be collected on your return to school
- ❑ You are being assessed during your placements so try to make a good impression from the beginning.

CHECKLISTS FOR FINAL PREPARATION

DO:

- ✓ Find out how to get to your placement
- ✓ Know who to report to on the first day
- ✓ Find out about and wear the most appropriate clothes
- ✓ Prepare for lunch times by finding out what is available, where to eat and how long you have
- ✓ Get started as soon as possible doing any simple job you can
- ✓ Ask if you don't understand – ask again and again if you need to
- ✓ Treat all people in the work place with respect
- ✓ Speak to people and smile when appropriate – be cheerful and polite
- ✓ Complete your record book as you go along
- ✓ Refer to your action plan frequently
- ✓ Learn as much as you can
- ✓ Contact your employer and school if you are ill and need time off
- ✓ Show your Record Book to your employer and complete the assessment forms
- ✓ Get the most out of your placement –*Enjoy it!*

DON'T:

- x Be late on your first day or any other
- x Pretend to understand if you don't
- x Waste the employer's time
- x Expect too much from them
- x Cut corners or jeopardise your safety or that of others
- x Wait around for something to do or wait to be told what to do
- x Look bored or disinterested
- x Risk your or the school's reputation
- x Make excuses – be honest from the beginning
- x Expect people to favour you or pay attention to you all the time
- x Be frightened to ask questions
- x Expect all aspects of the job to be exciting – some may be ordinary
- x Forget to thank everyone when you leave
- x Forget to have your assessment signed
- x Forget to enjoy yourself!

Activity 7: Employer Expectations and the Monitoring Visit

By the end of the session students will:

- Understand employer expectations and how to meet them
- Understand the process of the monitoring visit- why, what school staff will be looking for and the importance of getting a good report

Employer Expectations

Task: Students to create a mind map about what employers may want.

The following will help you with this:

Employers will expect:

- You will have found out something about the company before you apply
- To be able to talk to the employer
- To have set aims and objectives of what they want to achieve whilst on placement- not just a week off school!!
- The student to have an interest in the job
- To gain from the young person's own skills and knowledge
- To promote the company to the community
- To find out about the future workforce
- To improve the company's own staff development by giving staff supervisory duties
- The student to give 100%
- REMEMBER THE EMPLOYER IS TAKING **YOU** A STUDENT WHO IS: INEXPERIENCED, NON-SKILLED
- To show interest, initiative etc.
- To be prepared to observe and sometimes do a less interesting, repetitive job. There are limitations on what students can do because of H&S etc.
- This is a two-way activity, where both students and employers will gain if both work together

The Monitoring Visit

Task: Discuss the points below

- All students will be visited during the placement.
- The aims of the visit are to:
 - Gather information about the performance of the student
 - To make positive contact with the employer
 - To improve links between school and employers
 - To retain placement for the future
 - Complete paperwork for Evidence File

The Reference

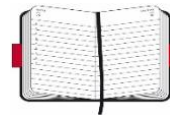
On completion of your work experience you will receive a report from your employer. Your aim is to make such a good impression that the employer will become a referee for yourself. Having a glowing reference from an employer will be advantageous in many circumstances, for example:

- When in Year 11 you will apply for college, sixth form or an apprenticeship course. Colleges, sixth forms and apprenticeship companies will often ask for a reference
- Points that are usually considered in a reference include – punctuality, attendance, communication, subject information, targets, initiative, working as a member of a team, strengths, potential for course/job, any other information.

Activity 8: Work Experience Record Booklet

By the end of the session students will:

- understand the importance of the Record Book
- know how to complete and use the booklet



Task: Go through Work Experience Record Booklet

- All students need to be aware this is not optional and must be completed during the placement. Staff who visit will ask to see it.
- There are certain sections that need to be completed by the employer
- Record books must be completed to a high standard.
- Students to complete preparation/planning pages before going on w/ex.

YOUR WORK EXPERIENCE RECORD BOOK

Your Record Book is a very important booklet and must be used throughout your placement.

The purpose of the booklet is to:

- Record information about your placement before you go
- Write down your thoughts and ideas about what you want to achieve
- Show to your employer as a record of your activities
- Show what you have learned about the job and yourself
- Complete two research tasks – these must be done
- Allow you to keep a record of how well you are achieving your aims
- Use to help with any follow up work in other subjects
- Show to any interested people – parents, teachers and future employers
- There is a section about attendance which must be signed by your employer

Remember

- Have it with you at all times
- Show it to the member of staff who visits
- Show it to your employer
- Use it to keep any relevant information from the placement.