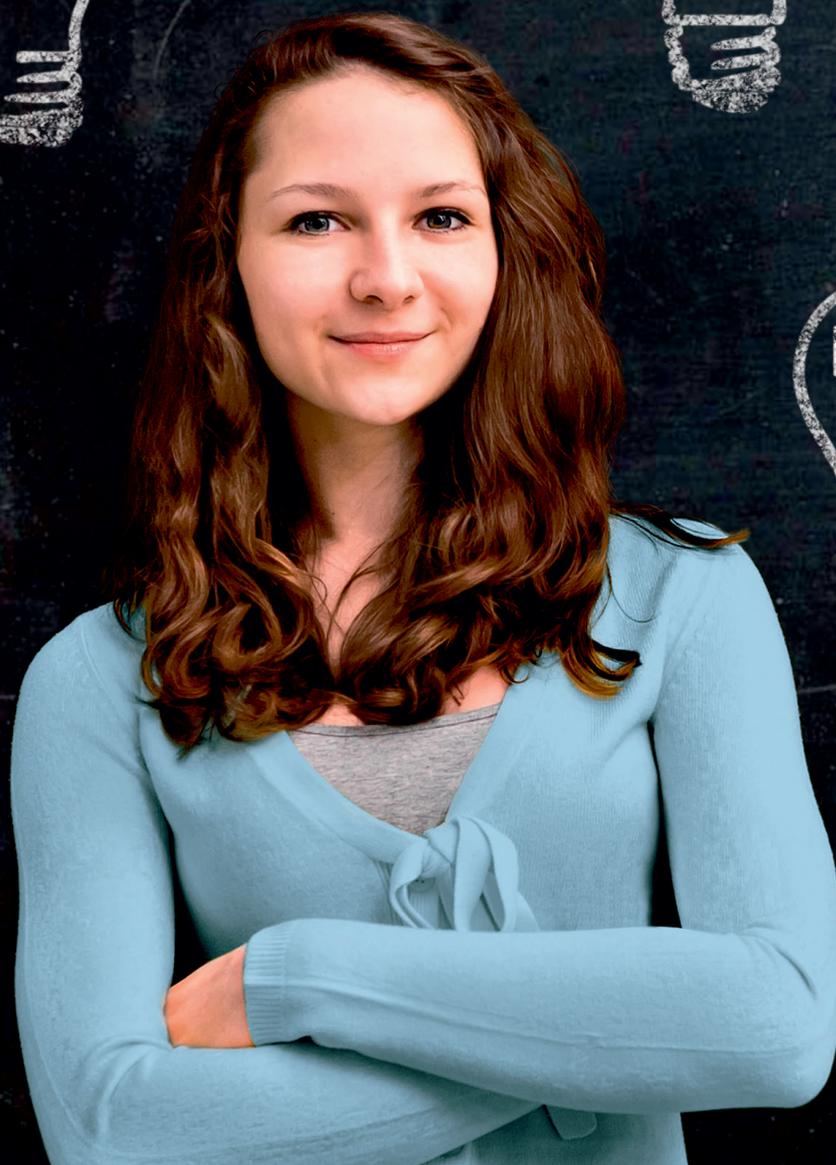
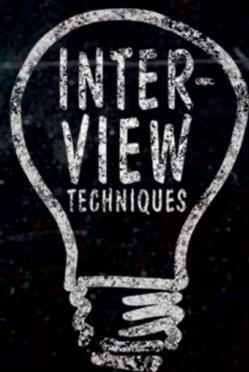


## A guide to organising and managing work experience for teachers



## Contents

---

The LifeSkills Programme	3
The Benefits of Work Experience	4
Setting up Work Experience	5
Preparation	6
Briefing Students and Employers	11
During the Placement	16
Debriefing Students	18
Evaluation	20

## The LifeSkills programme

LifeSkills is an education programme designed to give young people in the UK access to the skills they need to make the transition into work. The programme includes teacher-led activities, interactive online content and school workshops, led by school staff or Barclays volunteers, using LifeSkills materials. It is supported by the LifeSkills website, which provides downloadable, interactive, ready to use teaching resources, tips and guides, and useful videos to give young people lots of ways to learn. The programme is made up of three modules, People Skills, Work Skills and Money Skills, which support all 14-19 year olds as they make their first steps into the working world. You can find out more at [www.barclayslifeskills.com](http://www.barclayslifeskills.com)

A central part of the programme is access to genuine, worthwhile work experience for 14-19 year olds. This guide will help you as you prepare your students to undertake a work experience placement either through the LifeSkills programme or independently.

### Why use this guide

This guide has been put together by teachers and educational professionals to support colleagues in organising work experience. You will no doubt be familiar with some if not all of the advice provided, but we hope having all the guidance in one place will be of use and may also help those teachers who are setting up placements for the first time.

## The importance of work experience

The Department for Education (DfE) definition of work experience is: 'A placement on employer's premises in which a student carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with an emphasis on the learning aspects of the experience.'

Work experience gives young people the opportunity for involvement in a workplace, helping them to understand how the world of work operates and how it differs to school. It also gives businesses the opportunity to raise their profile in the local area and to be involved in developing the workforce of the future.

From September 2013 work experience forms an integral part of the 16-19 study programmes in England and Wales. The post-16 funding reforms announced in July 2012 have changed the way funding is allocated and this allows schools and colleges greater freedom and flexibility to expand work experience as part of post-16 provision.

As well as students undertaking work experience in year 10, schools and colleges will be expected to offer their students high quality and meaningful work experience as part of their 16-19 study programme to give the student a valuable experience of the work environment and develop their employability skills. For more information visit [www.education.gov.uk/schools/teachingandlearning/qualifications/b00223495/post-16-work-exp-enterprise-educ](http://www.education.gov.uk/schools/teachingandlearning/qualifications/b00223495/post-16-work-exp-enterprise-educ)

LifeSkills currently offers placements for 14-19 year olds. Resources are available on [barclayslifeskills.com](http://barclayslifeskills.com) to support the job/work experience seeking process for 16-19 year olds, including guidance on interview techniques, networking and CV building.

Some organisations including Barclays, also offer taster days as well as longer placements.

## The benefits of work experience

When done well, work experience brings tangible benefits for young people, employers, schools and society as a whole. It can increase young people's confidence and promote social mobility by challenging stereotypes in relation to their career aspirations. A recent report<sup>1</sup> states that many young people believe that work experience helps to develop their employability skills and that around a quarter of students are offered part-time employment following a work experience placement.

Work experience can also bring the curriculum to life by showing how subjects can be applied and valued in the workplace. It can provide access to rich and varied learning environments and encourage students to become active, rather than passive learners, developing a wide range of skills through hands-on activities. Work experience can particularly enhance the delivery of vocational subjects and this is something which many schools include for their post-16 students, providing them with regular work experience placements to practise and develop vocational subject knowledge in real-life settings.

'There is no doubt in my mind that work experience can make a significant difference to the motivation, attainment and progression of students. As a head teacher I have seen attitudes to school of many young people completely transformed as a result of their highly positive experience on a placement.' Brian Lightman, General Secretary of the Association of School and College Leaders (ASCL), April 2012.

## What do young people say about work experience?

In a focus group of Year 10 students, one spoke about the influence on school work that work experience had had, saying:

'I've done an awful lot better in my English, maths and science since. I know what I had to do to be a lawyer [after the placement]. I talked to one of the lawyers who told me what grades I needed. And they were higher than I expected.'

Another, speaking about the influence on future careers said:

'I'll probably stay on now, because everyone I worked with said that they did. That was something new I learned.'

On the subject of whether work experience had helped them get a job, two Year 11 students said the following:

'If I continue with architecture, they said they would give me a part-time job.' And 'I was told that if an apprenticeship came up, I would probably be first choice.'<sup>1</sup>

<sup>1</sup>. Work experience impact and delivery – insights from evidence. Education and Employers Taskforce, April 2012

## Setting up work experience

---

Adopting a structured approach will help to ensure that a work experience programme operates efficiently and each young person gains the most from their placement. The five stages set out below ensure that everything runs smoothly:

### 1. Preparation

- identifying students' needs
- sourcing the placements
- conducting pre-placement visits / contact with employers
- setting out objectives
- identifying and fulfilling legal requirements.

### 2. Briefing students and employers

- preparing students thoroughly
- highlighting objectives using the LifeSkills workshops and work experience log. If you would like to order work experience logs for your students, please e-mail [barclayslifeskills@barclays.com](mailto:barclayslifeskills@barclays.com) with the number you would like and delivery details
- briefing the employer on the objectives of the work experience and providing information about the student.

### 3. Support during placement

- setting up and undertaking monitoring visits.

### 4. Debriefing

- providing opportunities for students to reflect on and apply their learning
- offering a range of follow-up activities
- encouraging students to write thank you letters to employers.

### 5. Evaluation

- involving employers, students and school staff
- learning from successes and issues arising
- identifying employers who would be willing to participate in future years.

## 1. Preparation

### Sourcing placements

Work experience opportunities can be sourced for students through a number of different routes. In many areas of the UK there are Education Business Partnerships (EBPs) or careers companies which provide placements, carrying out the necessary risk assessments, health and safety and insurance checks and charging schools a fee for each placement. Organisations such as the Fire Service and some large companies have their own work experience programmes. Some schools rely on their students themselves finding placements, using family networks, or contacting businesses themselves.



#### Finding Work Experience opportunities through the LifeSkills programme

Follow these steps to access work experience opportunities available through the LifeSkills programme:

1. register for the LifeSkills programme at [www.barclayslifeskills.com](http://www.barclayslifeskills.com) and log into the teacher area
2. students should have completed at least two hours content from each module (either through lesson plans or workshops in school or by setting activities online as part of homework) or achieved 250 points from online activities before they go on a work experience placement so that they are as prepared as possible. Placements can be searched for and reserved before this material has been delivered
3. on Your Dashboard, go to Find Work Experience. Let us know how many students will have completed this content
4. search for work experience placements by location, industry type and / or available dates
5. click on each suitable placement for more information
6. click on a placement to reserve it
7. within one week: phone the business; undergo relevant checks (see Legal Requirements); verify offer of work experience
8. return to the LifeSkills site and either confirm that you want the placement, or release it for someone else.

From this point you will manage all interactions with the employer yourself.

### Using local organisations to source placements

There are no national directories of placement providers in the home countries but there is an emerging network of EBPs in England which would be a good place for English schools to begin if they would like to set up work experience for their students. Alternatively, you could begin by contacting your provider of careers advice and guidance, who should be able to give you advice about whom to approach.

### Students sourcing placements themselves

There are some benefits in encouraging all students to find their own placements. It can be a way of developing their resourcefulness and initiative but you should be aware that it is not a 'level playing field' and some young people will experience far more difficulty than others. For example, some young people have many family members and friends in suitable work settings that could help them to find a placement, while others do not have this, either because they are not in work at all or in unsuitable job roles.

You should also be aware that the aim of work experience is to broaden young people's career horizons and this will be more difficult to meet if students source their own placements from existing family or social networks. It is impossible to get round these problems completely, but you could make it clear that you expect all students to find a placement from outside of their immediate family network and to try to ensure it is within a field of interest to them.

## Important information for teachers:

---

- as the teacher organising the work experience opportunity, it is your responsibility to ensure that your students are not exposed to risks to their health and safety while on work experience, that the opportunity is a suitable one and that parental consent is obtained
- in the case of all work experience opportunities made available through the LifeSkills programme, it is your responsibility to contact the business offering the opportunity, and ensure they meet all the necessary health, safety and safeguarding requirements, before a young person is put in contact with the business
- Barclays has clearly explained to firms offering work experience opportunities what a quality experience consists of and what their responsibilities in offering an opportunity are
- firms offering work experience opportunities have not been otherwise checked before being made available
- it is your responsibility to ensure that the student is aware of, and complies with all conduct rules whilst on work experience and abides by any workplace rules the employer sets out
- Barclays will share your name and contact details with businesses which provide work experience opportunities to enable them to communicate with you about any opportunities you have selected on behalf of your students. When you search for a work placement on the LifeSkills website, your information will be shared with the Barclays Connector platform which is controlled and operated by The Extraordinaries, Inc. in the USA. For further information visit [www.barclays.co.uk/connector](http://www.barclays.co.uk/connector)
- students that take part in a work experience opportunity are neither employees of Barclays nor the company offering the placement
- Barclays excludes its liability to the full extent permitted by law, in relation to the interaction between you and the companies offering the work placements undertaken by students.

If you are unsure about a work experience opportunity offered by a business which you identify yourself or a student notifies you about, consider carrying out the following actions:

- ask the business how long they have been trading and what exactly does the business do
- how long have they been based at the same address
- search for them online – do they come up? Are there any news stories about the business or the individuals?
- are they listed in telephone directories?
- check the shop front in person, and / or using an online streetview tool – is it as they say it is?
- do they always answer the phone and get back to you?
- conduct a visit, meet with all relevant staff and ask to review all relevant documents
- if you remain uncertain, advise the business and the student that the opportunity will not be taking place.

## Some points to note for students sourcing placements themselves:

- start the process well in advance to maximise the students' chances of being able to set something up – at least six months before the date of the placement
- provide students and parents with a checklist of what to look for when approaching a business to provide a placement
- give students some guidance on how to go about it, such as go for a face-to-face approach if possible
- provide them with an outline of what they should say
- prepare a letter on school-headed paper for students to take to prospective employers with the timing and duration of the placement and the objectives you hope they will get from it
- give them a copy of the LifeSkills Work Experience Log which gives an outline of the information they should get about the placement before it begins (see below for details on how to order)
- you should be prepared to give some students a bit more if they lack the confidence or the social skills required to go about this effectively
- you are still responsible for the safety of students while on work experience, even if they have set it up themselves, and even if it is not in school time, so you need to check on the suitability of the environment and that they have appropriate public liability insurance.

## What makes a great work experience placement?

The best placements are often those in a sector about which the young person feels passionately, and / or one in which they have opportunities to do 'hands-on' tasks and activities.

There is still a great deal that a student can learn though from a work experience opportunity which may not align directly to their future career aspirations. This includes positive outcomes relating to the generic experience of work and the recognition and development of employability skills and a better understanding of their career aspirations.

If you would like to order work experience logs for your students, please e-mail [barclayslifeskills@barclays.com](mailto:barclayslifeskills@barclays.com) with the number you would like and delivery details.

## Objectives of work experience

In order to maximise the outcomes of work experience, it is important to be clear about what you want the learning outcomes for students to be. The learning outcomes fall into three main categories:

1. Generic skills: experiencing work, including following working routines, working with adults, undertaking new tasks, developing confidence. You may also wish to use the placements to focus on, for example, improving motivation by highlighting the links between learning in school and working life, or on raising awareness of opportunities in work or learning.
2. Understanding and developing employability skills. A good place to start with this is the LifeSkills People Skills module, which is summarised in section 2 of this guide.
3. Learning outcomes related to subjects. These are particularly relevant for students on vocational courses and are more often a feature of placements for post-16 learners. They are therefore not included here.

## Timing of work experience

---

When deciding the best time to have work experience, you should take account of the overall aim of doing it. For example, if your main aim is to have the greatest impact on motivation and academic attainment, early in Year 10 would work best; if it is to influence post-16 choices, it would be better to have it early in Year 11; and, if you want to maximise opportunities to secure jobs for students, later in Year 11 would be preferable.

Many schools choose to have work experience towards the end of Year 10 as it is felt to be less disruptive to GCSE / National Qualifications studies. However, there are drawbacks in this as you are very likely to experience greater local competition for placements, and if it takes place at the very end of term, there is no time to review and debrief, so the opportunities to maximise learning will be lost.

## Legal requirements

---

The Government has made clear that it would like to encourage more work experience and indeed announced in March 2013 that 'The bureaucracy and paper work around work experience and work placements must be streamlined. DfE must be clear about what is absolutely necessary. Government must then ensure the removal of all regulations and requirements that place unnecessary burdens on employers, schools and colleges.'<sup>2</sup>

Until these changes are implemented, the relevant papers which you should take account of are:

- <http://www.healthandsafetyworksni.gov.uk/hsg199-2.pdf>
- <https://www.education.gov.uk/publications/eOrderingDownload/DCSF-00371-2010.pdf>.

It is your responsibility to ensure that your students are not exposed to risks to their health and safety while on work experience, whether it is a placement organised by a work experience organiser or by the student themselves.

## These are the things you must consider to ensure that this is the case:

---

### (a) Risk assessments

---

Students on work experience are classed as employees for health and safety purposes. Employers' existing risk assessments may already cover risks that work experience students may be exposed to. If they have never had a student on work experience or employed someone under 18, they will need to review their risk assessment and modify if necessary to take account of any risks that may arise as a result of the young person's age, lack of maturity or experience.

You should satisfy yourself that the employer has carried out a suitable risk assessment procedure. If they are new to work experience, you may want to speak to them, to confirm that they are aware of the risks relating to the young person on work experience and that they have in place measures to control the identified risks.

<sup>2</sup> Government response to the Heseltine Review, Department for Business, Innovation and Skills, March 2013  
[http://www.hm-treasury.gov.uk/d/PU1465\\_Govt\\_response\\_to\\_Heseltine\\_review.pdf](http://www.hm-treasury.gov.uk/d/PU1465_Govt_response_to_Heseltine_review.pdf)

## (b) Employer's Liability Insurance

If an employer has already employed a young person under 18, their Employer's Liability Insurance will cover young people. You should ask for a copy of the Employer's Liability Insurance policy, or at least the section relating to young people under 18.

## (c) Criminal record check

The Disclosure and Barring Service (DBS) is responsible for processing requests for criminal record checks in England and Wales. The equivalent body in Scotland is Disclosure for Scotland and in Northern Ireland is Access Northern Ireland. Their purpose is to prevent unsuitable people from working with vulnerable groups, including children.

There is no legal requirement to do a criminal record check on any adult working with young people on work experience. However, in the interests of safeguarding young people, the education department in England issued guidance in 2010.<sup>3</sup> Schools in England are required to 'have regard to' this guidance and it provides a very useful summary of what to consider for all schools.

The guidance suggests that there are only limited placements (about 1%) which would require a criminal record check to be done. In the vast majority of placements, the employer will not have regular unsupervised access to the student and it is not recommended that checks should be done in such cases.



### **You should consider requesting a criminal record check for the employer where:**

- the student is identified as vulnerable
- the placement is for more than 15 days, especially where these involve:
  - regular lone working with an employer over long periods (over half a day at a time, you should consider requesting a check therefore if the student is to be with a sole trader in the workplace)
  - placements in particularly isolated environments
  - placements involving a lot of travelling
- the placement involves a residential element.

It is rare for a criminal record check to be needed on the young person themselves but you should consider carrying out a criminal record check on a 14-19 year old student if they might have unsupervised access to children or vulnerable adults, for example in a nursery, school or care home. This will not be necessary if you confirm with the placement provider that the student will not be left unsupervised in such environments.

<sup>3</sup>Safeguarding young people on work-related learning including work experience, DCSF, 2010  
<https://www.education.gov.uk/publications/eOrderingDownload/DCSF-00371-2010.pdf>

## Other things to make sure you consider:

---

- ensuring relevant consents have been obtained
- does the employer offering the opportunity need ID from the student or have any screening requirements?
- ensuring students adhere to confidentiality whilst on the placement – there may be a form for them to complete
- any general conduct rules that they should be complying with
- attendance / absence notification processes established
- any dress code requirements
- ensuring students are aware that completing a work experience opportunity does not mean they can be considered an employee of that company.

## What if a placement falls through at the last minute?

---

Unfortunately this can happen in a small number of cases through no fault of the student or the employer. All may not be lost if you have been able to set up a back-up plan in advance of a placement in the school itself, for example the student could be placed in the school office or kitchen or with the caretaker. Some schools also have commercial operations such as design and reprographics departments which you may be able to use. Alternatively, some placements may be able to accommodate an additional student at short notice.

## 2. Briefing students and employers

---

### Students contacting the employer before the placement

---

The LifeSkills students' work experience log goes into detail about how students should go about contacting their employer before work experience. This is available in the teachers area on [barclayslifeskills.com](http://barclayslifeskills.com).

If you would like to order work experience logs for your students, please e-mail [barclayslifeskills@barclays.com](mailto:barclayslifeskills@barclays.com) with the number you would like and delivery details.

## What will students learn while on work experience?

---

Work experience can be useful in helping students to develop knowledge and skills that will help them in adult life, including general workplace and employability skills.

### General workplace skills

Almost every work placement will help students develop general workplace skills, for example:

- experience of the workplace and workplace culture and routines
- working alongside adults
- carrying out new tasks
- fitting in with the 'workplace culture'
- developing self-confidence.

## What will students learn while on work experience?

You might find it helpful to run the **Personal Impact Workshop Activity One 'Workplace Behaviour'** with your pupils. This is available from the downloadable LifeSkills resources at [www.barclayslifeskills.com](http://www.barclayslifeskills.com). If you have already done this, consider organising a refresher using the tips from the worksheet PI1.2 too so that students are prepared to behave in the 'right' way at work:

- find out what is expected of you
- dress properly for the job
- pay attention
- accept the rules and understand why they exist
- respect other people
- do your best.

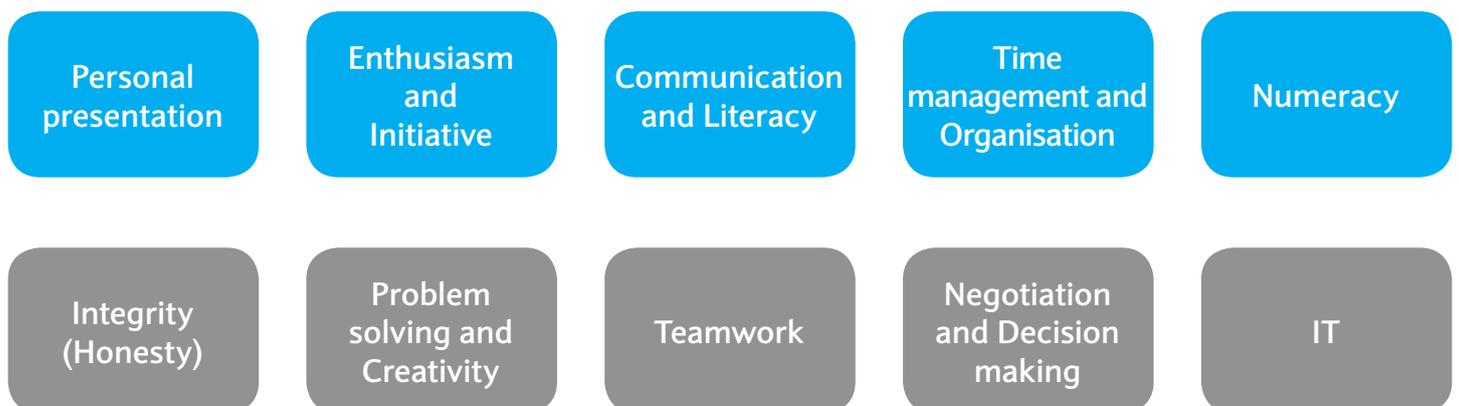
In addition, the student summary sheet from the **People Skills Self Confidence Workshop, Activity One 'Overcoming Challenges' – SC1.2** is very helpful to prepare students to get the most from their placement and maximise the opportunity to develop their self-confidence. At the very least, go through the checklist and give students the opportunity to discuss how they might use them during their placement:

- treat each challenge as an opportunity
- find reasons to have a go
- reach out of your comfort zone
- have a goal and a plan
- imagine success
- believe in yourself
- realise why your fears might not matter
- ask yourself 'what is the worst thing that can happen?'

Learn from mistakes and then try again.

Work experience is an excellent opportunity to develop and apply employability skills. A good starting point to explain what we mean by employability skills is to use the LifeSkills People Skills module. These are the skills that help everyone to perform well in the working world. You may have already done some work with students on this but here is a reminder of what they are:

These are the skills that employers would most like their employees to have:



These skills are outlined in the student's work experience log and there are spaces for students to record examples of where they have demonstrated each skill. If you haven't already delivered the workshop on this, go through these pages in the log when you are preparing students for placements, encouraging students to fill in examples from school, home, clubs and leisure time to complete the table.

## Using a work experience log

Using a work experience log, including a diary, can be a really good way to help students to prepare well and get the most out of work experience. Many local authorities have their own work experience logs and diaries which you could use. **Alternatively, you may decide to use the LifeSkills version which you can order by emailing [barclayslifeskills@barclays.com](mailto:barclayslifeskills@barclays.com) with the number you would like and delivery details.** Or develop your own. You should be able to use the log as a prompt, for example to:

- enable students to check through and record the details of their placement
- encourage them to phone the employer beforehand, using the checklist
- go through their health and safety responsibilities while on work experience and review safety signs and procedures (you may also consider doing an online health and safety quiz such as <http://archive.excellencegateway.org.uk/page.aspx?o=144712>)
- explain that if they are going to be late, or unable to attend for any reason they must ring their supervisor and school to explain the situation.



## Briefing employers

---

It is important that the employer is aware of the objectives for the placement, so you should explain to them that the focus of work experience is to enable students to gain an understanding of the workplace and develop their general and employability skills. Go through what these are and discuss the sort of activities that the employer has in mind for the student. If your students will be using a work experience log, it would also be a good idea to explain this and what it will entail. You should also ask if they would complete whatever form of employer assessment you would like from them.

Explain that in their preparation for work experience, students have all been briefed on what to do if they are going to be late or unable to attend, which is that they should ring the placement and school to inform them. If the student is late, does not turn up or is ill while at the placement, then someone should get in touch with the school to let them know. (Make sure they have a contact number and name to enable them to do this.) They should also contact the school if there are any other issues concerning the student that they would like to discuss.

You should ask if it would be OK for a member of staff to visit or phone during the placement itself, to check how it is going, and that everything is in order and to ensure you have appropriate contact details for that time.

Finally, you must be sure to provide some background about the student, particularly if there are any medical, social, behavioural or learning issues that could have an effect on what they are able to do, or on relationships with other workers, while on their placement. This information may have an impact on the risk assessment and necessitate carrying out a special risk assessment. You should impress on the employer that this information is confidential and should not be disclosed to other workers unless they need to know in relation to the work that they set the student.

## Letter to employer

---

Address of school  
Date

.....(Name of school) work experience placement

Dear

Thank you for offering a work experience placement to .....(name of student) from .....(date) to..... Work experience is an invaluable opportunity to extend students' learning and we are very grateful to you for making this commitment and giving your time.

Our main aim for students is to give them an insight into working life and to give them the opportunity to work alongside adults, undertaking new tasks and developing their self-confidence. In addition, students have been given a list of employability skills on which to focus. Along with other things, these include:

- personal presentation
- enthusiasm and commitment
- communication and literacy, and
- time management and organisation

While on their placement, students will record their learning in a work experience log and we would appreciate your support in helping them to complete this. Towards the end of the log is an employer assessment form and it would be very helpful to the student if you could complete this at the end of the placement.

Staff from school may visit or telephone during the placement to ensure that everything is going well. We would also value any feedback about the administrative arrangements which would help us in planning in the future.

Thanks again for your help and support with this.

Yours sincerely,

(Print name)  
Work experience coordinator

## 3. During the placement

### Monitoring visits

One thing that employers often complain about is that they have no contact from the school during the placement itself. Monitoring visits are important for many reasons, including:

- they acknowledge the value the school puts on work experience
- they provide an opportunity for the school to check on student safety during the placement
- they provide an opportunity to address any problems that the employer or student has
- they show appreciation for the time and commitment given by the employer
- they strengthen links and open the door to future work between the school and employer.

It will, however, not be possible for you to visit every placement, so enlist the support of other members of staff. It will help both you and them if you provide a form to enable them to easily feed back to you. This also provides an opportunity to explain the purpose of the work experience and the value of the monitoring visit.

### Suggested content for feedback form for staff visiting a work experience placement

Student name:	Tutor Group:
Company:	
Employer name:	
Is the employer happy with the student?	

What sort of tasks is the student doing?

Is the student happy with the placement / finding it useful?

Has the student had a health and safety briefing? When?

Do you feel there are any health and safety issues?

Would the employer offer work experience placements in future?

Any other comments:

Signed:

Date:

## 4. Debriefing students

---

### The purpose of debriefing

Debriefing is as important as the placement itself as it gives the young person the opportunity to reflect, consolidate the learning and apply it to their future career planning and goal setting. To be most effective it should take place as soon as possible after the placement, while the memories are still fresh. (This is a problem if work experience takes place at the very end of term and so this may influence your decision on timing.)

### Strategies for debriefing

Debriefing could take place in:

- PSHE / careers lessons, tutorial sessions (or the equivalent in your school)
- other subjects
- whole school events.

Wherever it takes place, encourage students to use their work experience log as this will help them to recall what happened. It could include a mix of the following sorts of activities:

- discussions with peers, teachers, parents / carers, mentors
- written reports and thank you letters
- presentations.

### Ideas for debriefing activities

- in PSHE / careers lessons students could select the employability skills they developed the most effectively, along with other things from their log and use these as a basis to write or update their CV
- students could review their career aspirations and plans for post-16 learning on the basis of what they learned. Using the Daily Diary and Work Experience Assessment pages of the log may help them to do this
- they could write a report about their workplace or sector for the younger students (e.g. for students making choices about their next steps in learning)
- writing thank you letters to employers could be done in PSHE or English lessons
- producing a 'dos and don'ts of work experience' checklist for next year's work experience students in PSHE / careers lessons
- writing and delivering presentations about their placement, either in English or PSHE. This could be used as the presentation element of the speaking and listening aspect of English courses
- building on the experience to enhance career management, e.g. as part of a whole school interview day event with employers.

## Student's thank you letter to employer

---

Name

School address

Date

Dear (employer name)

Thank you very much for giving me the opportunity to do my work experience placement at [name of workplace]. I thoroughly enjoyed my time especially [write about the best part of the experience for you].

I feel that it will help me with my future career plans as it helped me to understand what working life is like and I was able to show my [write about one or two of the employability skills].

I found the staff very helpful and friendly but would particularly like to thank [insert name of person you worked most closely with] for all of the help and support [she/he] gave me.

Yours sincerely

[sign]

[print name]

## 5. Evaluation

Evaluation is an important aspect of continuous improvement of your work experience programme. It enables you to learn from things that have not worked well and build on your successes. It is not the same as the assessment of the outcomes for students that employers and students have already done, but rather it is about how well the administration and preparation has worked.

The evaluation should include students and employers. You should also use the feedback forms from staff who took part in monitoring visits.

### Work experience employer evaluation form

Thank you for providing a work experience placement. Your support is very valuable to us. In order to ensure we get the most out of work experience in future, we would be grateful if you could complete this form.

Name:	Position:
Name of company:	Date of placement:
Name of student:	

	Yes	No	Comments
Were you happy with the information about work experience you received from [.....] School?			
Were you happy with the information provided about the student?			
Did you feel that the student was well prepared for the placement?			
Was the visit / phone call during the placement professional and helpful?			
Was the student able to communicate well with staff?			
Did you find the student's work experience log helpful?			
Did you find the employer assessment form useful?			
Is there anything more that we could do to improve our support for you?			

Would you like to make any other comments about the placement?

Signed:

Date:

[www.educationandemployers.org/media/15807/work\\_experience\\_report\\_\\_april\\_2012\\_.pdf](http://www.educationandemployers.org/media/15807/work_experience_report__april_2012_.pdf)

## Work experience student evaluation form

We hope you enjoyed your work experience placement and learnt a lot from it. However, we would like to make sure that we continue to provide a good work experience programme in the future, so we would be grateful if you could complete this form to tell us how it was for you.

Name:
Form:
Name of company:

What type of work did you do on your placement?

	Excellent	Good	Fair	Poor
Did you feel you had enough information about the placement?				
How helpful was the preparation you did in school before your placement?				
How helpful was the information given about the placement by the company beforehand?				
What did you feel about the information given by the company on your first day (including health and safety?)				
Overall, how did you feel about your placement?				
How do you feel about the tasks you did?				
How helpful did you find the work experience log?				
How helpful did you find the activities relating to your placement when you returned to school?				

continued overleaf...

## Work experience student evaluation form continued

---

If you were not happy about any aspect of your work experience can you explain why?

If you have taken part in any of the LifeSkills programme in school or online, how do you think this helped to prepare you for your work experience placements?

Could your placement have been improved? If so, in what way?

## Notes

---

