



Cyngor Gofal Cymru
Care Council for Wales

Hyder mewn Gofal - Confidence in Care

WORK EXPERIENCE

in

**Social
Care**

and

**Early
Years**

A guide by:

**The Care Council for Wales,
CSSIW and Careers Wales**

A POSITIVE CAREER CHOICE

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This guide aims to clarify which workplaces, settings and tasks are suitable for those wishing to undertake work experience in social care and early years.

It provides comprehensive guidance for participants, employers and coordinators on determining suitable opportunities and on the preparations necessary to ensure the work experience is meaningful, successful and beneficial for everyone concerned.

We would like to acknowledge the following for contributing to the development of this document:

Name:	Organisation:
Ann Ferris	CSSIW
Bethan Williams	Careers Wales
Catrin Rutherford	Gwynedd Council
Delor Brown	Care Council for Wales
Diane Kurbalija	Vale of Glamorgan Council (14-19)
Elin Price	Care Council for Wales
Helen Williams	Jobcentre Plus
Jan Woods	Care Forum Wales
Jan Evans	Park House Court Nursing Home
Janice Wingett	Wrexham County Borough Council (14-19)
Jayne Kneath	Neath Port Talbot County Borough Council
Jo Finch	Bridgend County Borough Council
John Gambles	Denbighshire County Council
John Fabes	Cardiff Council
Lesley Tipping	Coleg Menai
Margaret Edwards	Jobcentre Plus
Mark Southworth	Denbighshire County Council
Marya Shamte	CSSIW
Meilir Thomas	Care Council for Wales
Sian Davies	Neath Port Talbot County Borough Council (14-19)
Sioned Williams	Care Council for Wales
Steve Elliott	Care Council for Wales
Vickie Lawday	City and County of Swansea
Vicki Neale	Care Council for Wales
Social Care in Partnership (Mid Wales) Work Experience Task Group	

Care Council for Wales, South Gate House, Wood Street, Cardiff CF10 1EW

Tel: (029) 2022 6257 Fax: (029) 2038 4764

E-mail: careers@ccwales.org.uk Website: www.ccwales.org.uk

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Introduction

The social care and early years sector is about enabling, developing and making positive differences to the lives of others, which makes it a highly rewarding career. It can be just as rewarding for those wanting to gain work experience in the sector.

Due to the sensitive nature of the work, regulations and minimum standards can impact on the kind of work experience opportunities available within the sector. These regulations and the increasing demand for work experience opportunities by people of all ages highlighted a requirement to provide comprehensive and definitive guidance to ensure such opportunities are appropriate and accessible.

The purpose of this guide is to:

- Clearly demonstrate possible opportunities
- Clarify the suitability of workplaces, settings and learning opportunities for people wishing to gain valuable experience in the sector
- Help make the process of arranging, undertaking and evaluating work experience within the sector as smooth as possible by providing resources and step-by-step guidance
- Highlight the relevant regulations and good practice guidelines to ensure high standards are maintained at all times

How to use the guide

The guide addresses the needs of everyone involved in work experience and refers to:

- **The sector:** Early years and social care services for adults and children
- **Participant:** Person undertaking work experience
- **Employer:** Company or workplace providing the experience
- **Coordinator:** Representative from an organisation responsible for coordinating the experience e.g. educational establishment, training provider or Jobcentre Plus
- **Service user:** Child, parent/carer or other person accessing early years or care services
- **Sector codes and values:** Defined good practice guidelines in the social care and early years sectors respectively

The guide is comprehensive, created with the intention of providing all the information required to conduct a successful work experience opportunity in early years and social care. To help you access the relevant information, the guide is split into sections according to the various stages of work experience; planning, undertaking and evaluating. Where information is particularly useful to a specific reader, it is highlighted with the following colours:

Employer

Participant

Coordinator

The last section features useful resources such as templates, contacts and a glossary. Templates have been provided as tools to help make certain processes easier where no prescribed documents exist. They are suggested templates and can be copied or edited to suit individual needs. If coordinators or employers already have set templates, these should be used.

Section 1:

Planning for work experience



What you need to know before work experience begins

This section will help plan a work experience opportunity, and provides information about:

- The sector and good practice
- Settings: age limits and restrictions
- Learning opportunities
- Criminal record checks
- Health and safety requirements and checks
- Planning checklists

Most importantly, it will help determine which opportunities are appropriate in different settings in-line with the National Minimum Standards (NMS). Relevant resources include:

- **Application form for participants**
- **Workplace information sheet**
- **Health and Safety Assessment template**
- **Risk Assessment template**

Step-by-step guide to planning work experience:

The steps involved in planning a work experience are highlighted below, and each step is discussed within this guide. The checklists at the end of the section can be used to ensure that all necessary steps have been undertaken.





1.1 OVERVIEW OF THE SECTOR FOR PARTICIPANTS AND COORDINATORS



Opportunities within early years and social care are broad and varied. They can involve working directly with:

- older people
- people with learning or physical disabilities
- people with sensory impairments
- people with mental health problems
- families, children and young people
- people with chronic, acute and terminal illnesses
- people who misuse alcohol and drugs

Workplaces include:

- service user's own home
- day care centres
- residential care homes and supported housing

The range of opportunities is widened further by considering other experiences within support services such as:

- Administration
- Planning
- Commissioning and contracting

These options may be particularly suitable for younger people who may not be able to work within a chosen setting due to age restrictions, but still wish to develop knowledge and understanding of the sector.

1.2 SECTOR VALUES

There are some important principles to be aware of when involved in any area of early years or social care. Safeguarding is at the heart of the agenda; both employers and participants must respect service users, adhere to standards and abide by the relevant values and good practice guidelines.

There is a Code of Practice for Social Care Workers, which sets out six key principles, summarised as follows:

Social care workers must:

1. Protect the rights and promote the interests of service users and carers.
2. Strive to establish and maintain the trust and confidence of service users and carers.
3. Promote the independence of service users while protecting them as far as possible from danger or harm.
4. Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people.
5. Uphold public trust and confidence in social care services.
6. Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills.

The full Code and an easy read version can be found on the Care Council for Wales (Care Council) website:

www.ccwales.org.uk/registration-and-conduct/confidence-in-care

Principles applicable to those working in early years:

The Seven Core Aims of the Welsh Government for the Children and Young People of Wales, based on the United Nations Convention on the Rights of the Child (UNCRC) are, that children in Wales:

- have a flying start in life;
- have a comprehensive range of education and learning opportunities;
- enjoy the best possible health and are free from abuse, victimisation and exploitation;
- have access to play, leisure, sporting and cultural activities;
- are listened to, treated with respect, and have their race and cultural identity recognised;
- have a safe home and a community which supports physical and emotional wellbeing;
- are not disadvantaged by poverty.

1.3 DETERMINING SUITABILITY AND LEARNING OPPORTUNITIES

Due to the nature of the services provided, different settings are governed by their own National Minimum Standards (NMS). Appropriate opportunities will differ according to setting and participants' age, ensuring that participants are not expected to carry out tasks that they are not trained to do or not comfortable with, as well as to safeguard.

The NMS specify that no-one of 17 years old or under can provide personal care to individuals unless they are fully supervised and are supernumerary. This should not be interpreted that no-one under 18 years old can work or learn within the sector, but rather that they are limited in terms of providing personal care.

According to the Welsh Government, personal care includes:

Assistance with bodily functions such as helping people to eat, helping people to bathe, helping people to move around and helping people to go to the toilet.

It also includes:

Care which falls just short of assistance with bodily functions, but still involving physical and intimate touching.

In general, the two guiding principles should be the safety of the participant and the needs, wishes and capacity of those using the services. In some instances, employers will communicate wishes on behalf of service users, for example if they are too young to voice their opinion, or to comply with the Mental Capacity Act.

The NMS and limitations on providing personal care can cause confusion on appropriate settings and opportunities. For clarity, use the **Determining Suitability** table to reference participants' age against different settings to check suitability and identify learning opportunities.

The table outlines age restrictions within different settings in the sector. It can be used to determine whether a placement is appropriate and to help identify suitable learning opportunities. The restrictions are based on the relevant NMS for each setting.

REFERENCE TABLE: Determining suitability for work experience in terms of settings, opportunities, age limits and restrictions:

Setting:	Age:	Guidance / Restrictions:	Suggested learning opportunities:
Guidance that applies for all settings:	Age 14-17: NOT undertaking competence based training or qualification	No-one of 17 years old or under can provide care to individuals in an establishment on a work experience project, unless they are fully supervised and are supernumerary. <ul style="list-style-type: none"> • Not to be asked to perform personal care i.e. assisting with dressing, assisting people to use the toilet. • Not to be left unsupervised with service users. 	<p>Suggested opportunities across settings include:</p> <ul style="list-style-type: none"> • Work shadowing / observation. • Communicating with service users. • Administrative tasks. • Discussions with mentor. <p>The most important considerations are that:</p> <ul style="list-style-type: none"> • Opportunities fall within the remit of the risk assessment. • Both participants and service user are comfortable with the opportunities. • The participant is able to spend time in structured, meaningful work. • The participant is aware of and complies with good practice guidelines.
	17 or over: AND undertaking competence based training or qualification	Can perform personal care, but only with the express agreement of the service user. Careful consideration should be given to the nature of these tasks and to the capacity of the person using the service to agree.	
	All ages:	<ul style="list-style-type: none"> • Only conduct tasks that comply with the wishes of service users. • Participants should only conduct tasks that they are comfortable with. 	
Day Care Services for Adults:	All ages:	No NMS are currently in place; however it should be assumed that the same restrictions as the general guidance in this booklet apply.	<ul style="list-style-type: none"> • Communicating with service users. • Administrative tasks.

Setting:	Age:	Guidance / Restrictions:	Suggested learning opportunities:
Domiciliary Care: [NMS Domiciliary Care]	Age 14-17:	The NMS state that people under 18 years old should NOT undertake work experience in Domiciliary care.	Consider alternative work experience pathways, such as: <ul style="list-style-type: none"> • Working with the same service user groups in a day care or residential setting. • Support services or administration. Knowledge can be developed through experiencing support services and assisting with administrative tasks such as rota setting.
	Age 18 and over:	<ul style="list-style-type: none"> • Participants should be with a member of staff at all times. • Participants working directly with service users alone are at least 18 years old; the registered manager of the agency is at least 21 years old. 	<ul style="list-style-type: none"> • Work shadowing / observation. • Communicating with the service user. • Assisting the member of staff with duties such as light domestic work or meal preparation.
Residential Services for Adults: [NMS Care Homes for Older People]	Age 14-17:	<ul style="list-style-type: none"> • May undertake tasks on a one-to-one basis provided they are supernumerary and appropriately supervised. • Cannot perform personal care. 	<ul style="list-style-type: none"> • Communicating with service users, conducting general discussions with them. • Encourage service users to interact with each other. • Reminiscence through conversation. • Light domestic work - helping with general tasks such as tidying or helping residents tidy possessions / rooms.
	18 and over:	Those providing personal care must be at least 18 years old.	<ul style="list-style-type: none"> • Helping at mealtimes – taking food orders, serving. • Helping to prepare materials for activities. • Taking part in activities.
	All ages:	There must be a member of staff in charge of the home at all times. The person in charge must be at least 21 years old.	<ul style="list-style-type: none"> • Clearing away equipment and storing it safely. • Appropriately supervised community access activities such as shopping or entertainment.

Setting:	Age:	Guidance / Restrictions:	Suggested learning opportunities:
Residential Services for Young People: [NMS Care Homes for Younger Adults]	Age 14-16:	The NMS state that people of this age group should NOT undertake work experience in Residential Services for young people.	Consider alternative work experience pathways that will increase knowledge and awareness, such as: <ul style="list-style-type: none"> • Working with the same groups in a day care setting. • Support services or administration Knowledge can be developed through experiencing support services and assisting with administrative tasks such as rota setting.
	17 and over:	17 year old participants, who are supernumerary, may work on a one-to-one basis with service users only if they are supervised by an adult care worker until they reach the age of 18 years old.	<ul style="list-style-type: none"> • Communicating with service users. • Identify shared lifestyle interests to encourage communication with service users e.g. music. • Encourage service users to interact with each other. • Helping at mealtimes – laying the table, serving. • Helping to prepare for activities. • Taking part in activities. • Clearing away equipment and storing it safely. • Light domestic work – helping with general tasks e.g. tidying or helping residents to tidy possessions / rooms. • Appropriately supervised community access activities such as shopping or other recreational activities. • Life skills (where appropriate).
	18 and over:	Those working directly with service users must be at least 18 years old; staff left in charge of the home are at least 21 years old.	
Residential Childcare:	Age 14-17:	The NMS state that people under 18 years old should NOT undertake work experience in Residential Childcare.	Alternative work experience pathways that will increase knowledge and awareness could be considered, such as: <ul style="list-style-type: none"> • Working with the same groups in day care centres or crèches. • Support services or administration.

Setting:	Age:	Guidance / Restrictions:	Suggested learning opportunities:
Residential Childcare:	Age 18 and over:	At no time should a person work in a children's home unless they are at least four years older than the oldest child accommodated. However, most employers recommend that workers and work experience participants in this setting are at least 21 years old.	<ul style="list-style-type: none"> • Helping to plan activities. • Participating in leisure activities within the home. • Participating in talking and listening activities. • Cleaning and maintaining equipment. • Clearing away equipment and storing it safely. • Interacting with children, young people and members of staff. • Involvement with household chores. • Helping with the preparation of meals. • Participating in supervised community access activities. • Life skills (where appropriate).
Early Years and Childcare: [NMS for Regulated Child Care, March 2012]	Please note that the NMS for this setting have changed since the guide was first published. The guidance below reflects the revised guidance published in March 2012.		
	All ages:	Participants on training placements of 12 weeks or less are not to be included in the adult:child ratio.	<ul style="list-style-type: none"> • Planning activities for children. • Setting up activities for children. • Assist in delivering activities. • Helping to ensure needs of young children are met. • Engaging in talking and listening activities. • Clearing away equipment and storing it safely. • Maintaining the cleanliness of the workplace. • Interacting with children and members of staff.
	Additional standards for child minders:	<p>The child minder should maintain on a daily basis the names of people present, or likely to be present in the home, when child minding takes place.</p> <p>The child minder is accountable for, and supervises the work of any participant.</p>	
	Additional standards for day care:	The registered person/ employer ensures that all participants work under close supervision at all times.	

1.4 CRIMINAL RECORD CHECK

What is a 'CRB' check and why is it necessary?

The CRB, or Criminal Records Bureau, service enables public, private and voluntary sector organisations to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, in particular work involving children or vulnerable adults. Every single person working in the sector must undergo a CRB check before they can start work.

Are CRB checks compulsory for those undertaking work experience?

This depends on the type of work undertaken and on the nature of the work experience. CRB checks cannot be undertaken on participants who are under 16 years of age, as they are not classed as adults under criminal law. Guidance about specific settings can be found in the table below. This should be used in conjunction with the 'Determining Suitability' table on the previous page which identifies suitable opportunities, limitations and supervision requirements in line with the relevant NMS.

Setting	Age	Type of placement	CRB required?	Is there a charge?
Residential Services for Adults	14-18	Less than two weeks.	At employer's discretion.	No.
	16+	More than two weeks.	Yes.	Normally yes, but can vary according to circumstance.
	18+	Any.	Yes.	Normally yes, but can vary according to circumstance.
Early Years and Child Care	14-18	Less than two weeks.	At employers discretion.	No.
	18+	Any.	Yes.	Normally, yes.
Residential Services for Children and Young People	14-18	Placement not available for this age group.	Placement not available for this age group.	N/A.
	18+	Any.	Yes.	Normally, yes.
Day Care Services	14-18	Any.	At employer's discretion.	No.
	18+	Any.	Yes.	Normally, yes.
Domiciliary Care	14-18	Placement not available for this age group.	Placement not available for this age group.	N/A.
	18+	Any.	At employer's discretion.	Normally yes, but can vary according to circumstance.

For more information, visit www.cssiw.org.uk or telephone 01443 848450.

Please note: As this guidance went to press, changes were announced to the CRB process likely to come into force in 2012. Go to www.crb.homeoffice.gov.uk for current information.

1.5 HEALTH AND SAFETY – EVERYONE’S BUSINESS

A workplace in this sector is another person’s home, or a place where the person is spending time because he or she is in need of additional support. All of us will need support at some time in our lives and at these times we will be more vulnerable. Service users as well as those offering support expect to be safe at all times. It is very important to comply with the relevant health and safety regulations otherwise you could put yourself and others in danger.

In accordance with the Department for Children, Education, Lifelong Learning and Skills’ (DCELLS) Health and Safety Code of Practice, **all** workplaces offering work experience should be subject to Health and Safety workplace vetting before any placement begins. This will normally be conducted by coordinators or organisations contracted by DCELLS to undertake this work on their behalf.

Health and safety is everyone’s business, individual responsibilities are highlighted below:



Coordinators Responsibilities:

- **Schools and colleges (non-vocational courses):** are responsible for ensuring that health and safety workplace vetting has taken place before work experience begins.
- **Colleges (vocational courses):** are responsible for undertaking the health and safety workplace vetting for their vocational courses.
- **Training providers:** are responsible for undertaking the health and safety workplace vetting for all their work experience and training placements.
- **Jobcentre Plus:** will provide employers with a health and safety declaration form asking them to confirm that they meet the necessary standards. Jobcentre Plus may visit the employers’ premises to conduct checks. The process may vary slightly across Wales; customers referred to Work Experience will be advised accordingly.

Resource 3 provides a Workplace Health and Safety Assessment Form to give to employers to complete

All education establishments and training providers work within the realms of the DCELLS Health and Safety Code of Practice which outlines the criteria, method and standard for vetting an employer and their workplace, prior to placing a participant. Contact the Careers Wales ‘Health and Safety Vetting Team’ if unsure who is responsible for these arrangements.

Employer Responsibilities:

As an employer you have a legal obligation to ensure a safe and healthy workplace. You are responsible for completing a generic health and safety risk assessment as well as any other relevant assessments such as a young people's risk assessment, before the work experience period starts. This assessment should note clearly the opportunities or areas of work deemed unsuitable for the participant, as well as the duties to be carried out and details of supervision and training to be provided.

The participant should be provided with a full health and safety induction on the first day.

Resource 4 provides a Health and safety assessment form

Resource 6 provides a First day checklist

Participants Rights and Responsibilities:

As a participant undertaking work experience you have rights and responsibilities for your own well being and the well being of your colleagues and those you support.

Your rights:

Your rights to undertake work experience in a safe and healthy environment are given to you by law, and generally can't be changed or removed by the employer. They include:

- as far as possible, to have any risks to your health and safety properly controlled
- to be provided, free of charge, with any personal protective and safety equipment
- if you have reasonable concerns about your safety, to stop work and discuss with your employer
- to tell the employer about any health and safety concerns you have
- if the employer won't listen to your concerns, contact the health and safety executive
- to have rest breaks during the working day

Your responsibilities are:

- to take reasonable care of your own health and safety
- to avoid wearing jewellery and ensure you are wearing appropriate clothing, long hair should be tied up
- to take reasonable care not to put other people at risk
- to co-operate with the employer, making sure you get training, advice and support you need and that you understand and follow the company's health and safety policies
- not to interfere with or misuse anything that is provided for your or others health, safety or welfare
- to report any injuries, strains or illnesses you suffer as a result of undertaking work experience
- to tell the employer if something happens that might affect your ability to work (e.g. becoming pregnant or suffering an injury)

1.6 FINAL PREPARATIONS

Once suitability has been determined, CRB application submitted (if necessary), and health and safety vetting / relevant Risk Assessments undertaken, the focus can be shifted to planning the actual experience and learning opportunities.

Before the experience begins, it is good practice to undertake the following:

Employers:

- Devise a timetable for the participant, based around the suitable learning opportunities for their age group and interests.
- Assign a mentor for the participant (more in Section 2).

Participants:

- Learn about the workplace and people using the services by reading the workplace information sheet provided by the employer.
- Find out about the Code of Practice for Social Care Workers:
www.ccwales.org.uk/registration-and-conduct/confidence-in-care/the-codes-of-practice
- Find out when to arrive on your first day, and what to wear etc.

Coordinators:

- Ensure parental consent has been gained, if necessary.
- Ensure participants are aware of all record keeping requirements and projects to complete whilst on work experience and have received the necessary documentation.

Planning checklists are provided on the next page to help ensure all necessary steps have been completed.

The next section provides guidance on undertaking the experience, such as tips for a successful first day, induction and the use of mentors.

1.7 CHECKLIST 1: PLANNING FOR WORK EXPERIENCE

Help plan for the work experience with the relevant checklist:

	Completed ✓	Refer to Page
Participants checklist:		
1. Discover suitable settings and opportunities for your work experience (See Determining Suitability table in Section 1)		7
2. Apply for work experience (Resource 1 – Applying for work experience)		4
3. If a CRB check is necessary, complete a CRB application at least 6 weeks before work experience is due to begin		12
4. Contact your workplace to find out what time to arrive and what to wear		4
5. Find out some basic information about the employer to help prepare for your first day		15
6. If you have been referred by Jobcentre Plus, contact your Personal Adviser for support		N/A
Employer checklist:		
1. Upon receipt of application, check to see if the participant is suitable for your setting in-line with the NMS (See table in Section 1)		7
2. Determine if a CRB check is necessary		12
3. Conduct Health and Safety Assessment, if advised by coordinator		14
4. Complete all relevant Risk Assessment forms		4
5. Provide the participant with a brief description of the workplace (Resource 2)		14
6. Devise a timetable for the participant (Resource 8)		4
7. Assign a mentor for the participant		15
8. Brief the assigned mentor on their responsibilities		19
Coordinator checklist:		
1. Determine suitability of chosen workplace for participant (See Determining Suitability table in Section 1)		7
2. Guide participant through application process (Resource 1 – Participant - Applying for work experience)		4
3. Ensure participant is aware of good practice guidelines		6
4. Workplace Health and Safety Assessment undertaken (Resource 3 – Health and Safety Assessment Form)		13
5. Ensure all relevant Risk Assessments have been undertaken (Resource 4 – Risk Assessment Form)		4
6. Ensure parental consent has been acquired, if necessary		15
7. Ensure participant is aware of the work experience recording requirements and that all relevant guidance and forms have been made available to them		15

Section 2:

Undertaking work experience

What will happen whilst work experience is being undertaken:

- Orientation and induction
- Suggested opportunities and timetabling
- The use of mentors
- Monitoring progress
- Checklists to help ensure work experience is undertaken successfully



2.1 THE FIRST DAY

As the first day sets the tone for the duration of the experience, it is good practice to establish clear goals and expectations from the very beginning. This process can be aided with the introduction of a work experience agreement or pledge between the participant and employer, such as the example provided in **Resource 5**. Having an agreement in place can also help the process of performance evaluation and monitoring, by establishing basic but key points such as punctuality, attendance and responsibilities to adhere to.

The most important aspect of the first day is that the participant is welcomed and time is allocated for orientation. Having a mentor in place, where another employee is 'assigned' to look after the participant can help both develop confidence.

Another example of good practice for employers is to provide an induction plan covering essential topics and laying a solid foundation for a successful experience. Employers should discuss health and safety requirements and other company policies (e.g. confidentiality, acceptable use of mobile phones) in detail to ensure compliance. All of these points can be covered in an induction session on the first day.

Useful resources include:

Resource 5 – Work experience pledge

Resource 6 – First day checklist

Resource 8 – Devising a timetable and workshadowing schedule

2.2 INDUCTION

Induction is a crucial part of orientation within any sector or setting. It is particularly relevant in social care and early years as all workers must undertake and complete either a Social Care Induction Framework or Early Years and Childcare Induction Framework when they start work.

It is used as a tool for managers to audit the skills, knowledge and experience of new staff, and to help identify development needs. The same principles should be applied with work experience to ensure participants are aware of the key values. It will also help them prepare if a career in the sector is pursued.

2.3 WORK EXPERIENCE OPPORTUNITIES

There are many opportunities in the working day to allow participants to experience first-hand the duties and tasks involved in being a practitioner. It is however necessary to ensure that agreed tasks are meaningful for both the participant and the setting.

The **Determining Suitability** table in Section 1 outlines some proposed learning opportunities that are available to people of different ages in different settings, as well as alternative pathways to consider if the preferred setting is unsuitable. Please refer to this table for setting specific information.

Suitable opportunities within all settings include:

- Completing an induction
- Planning and carrying out activities
- Socialising/communicating
- General discussions
- Encouraging interaction
- Light entertainment
- Light domestic work
- Administrative tasks

The participant may also have tasks or projects to complete for their school, college or training provider as well as a diary. They may need to ask questions of staff and/or have access to some information about the workplace. The learning opportunities allocated should be considered carefully and wherever possible, enable the participant to develop some of the key values of social care and early years.

Section 4 provides useful tools to encourage opportunities, such as:

Resource 7 – Allocating suitable opportunities

Resource 11 - Questions to ask service users - for participants in a care setting



2.4 THE USE OF MENTORS

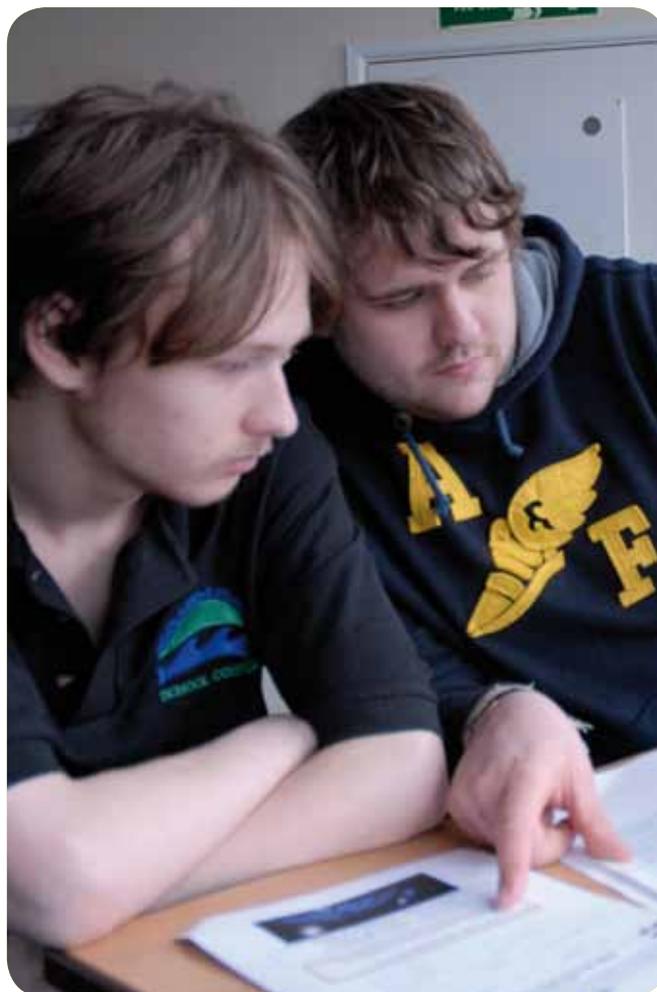
What is a mentor?

A mentor (can also be called a 'buddy') is someone who advises and guides a less experienced person. Assigning a member of staff to mentor the participant is beneficial to:

- help the participant to gain an understanding of the workplace and setting
- ensure they know who to turn to for advice
- monitor and regularly update the participant on their progress

It also means they have someone to talk to about any concerns if the person in charge is not available. Mentors will not necessarily be the manager or supervisor, but they should be responsible for overseeing the participants' welfare and progress throughout the experience.

According to the NMS, participants need to be supervised at all times when dealing with service users. A mentor doesn't have to personally supervise the participant, but should ensure that a member of staff is available to supervise at all times.



Mentors should be:

- Experienced - in post for at least six months
- Someone who has the ability and seniority to be a mentor
- Motivated and enthusiastic
- Supportive and patient
- Available for the duration of the work experience

Undertaking this role is beneficial for the assigned mentors' personal development, enabling them to develop skills in communicating, supporting and reflection. It could also contribute to the attainment of recognised qualifications or Continuing Professional Development such as the Mentor Award.

Useful resources for both mentors and participants include:

Resource 9 – Activity for mentors and participants – Learning about roles and tasks in the workplace

Resource 10 – Suggested Questions to ask mentors for the participant

2.5 MONITORING AND REVIEWING PROGRESS

Work experience is a valuable method of discovery and learning and as with any development opportunity, monitoring progress is a crucial part of the development process.

Participants will record and review progress, ideally at the end of each day and most definitely at the end of the work experience. Mentors play a key role here and should regularly monitor skills such as listening and communication. During longer work experience placements, monitoring or progress review meetings should be scheduled between participants and mentors to provide face to face feedback. This will motivate and help identify areas of strengths and weaknesses that can be developed through the course of the experience.

Both participants and employers have a responsibility to adhere to relevant regulations and good practice guidelines. Monitoring will help ensure compliance, and allocating time for review and reflection will provide the opportunity to feedback and report any concerns, should they arise.

Work experience gives participants the opportunity to develop their understanding of the sectors values, and also to implement them. It is a good idea therefore to discuss with participants the development of their understanding of the values that underpin work in the sector.

Resource 12 – Reviewing progress template

2.6 KEEPING A WORK EXPERIENCE DIARY

The participant will keep a work experience diary for their own use, as a tool for reflection and perhaps as evidence for assessment. This will be updated daily to record:

- Opportunities undertaken
- Strengths and weaknesses
- Skills and knowledge gained
- Feedback from staff and those using the services
- How the opportunity links in with school / college work, if relevant

A really important part of keeping the diary is to reflect on the experience and evaluate performance. Other benefits include:

- Evidence for future qualification attainment, such as Induction Framework or Qualification and Credit Framework Diploma
- Support when going to job interviews
- Help jog the memory when writing a CV

Most coordinators will provide a diary template. If not, **Resource 13** provides a template.

2.7 CHECKLIST 2: UNDERTAKING WORK EXPERIENCE

Ensure that the following are implemented during work experience:

	Completed ✓	Refer to Page
Participants checklist:		
1. Ensure that you are appropriately dressed for the work setting		
2. Ensure that you arrive promptly on the date and time specified and introduce yourself upon arrival		
3. Be prepared for an induction on the first day. Your employer should cover the following points with you:		18
• Introductions to colleagues, mentor and people using services		17
• Work experience pledge (Resource 5)		31
• Core organisational policies and procedures		17
• Health and Safety requirements		13
• Other recommended activities – see first day checklist, (Resource 6)		32
4. Keep a work experience diary to record what you have learnt (Resource 13)		20
5. Familiarise and adhere to sector good practice guidelines: e.g. Codes of Practice, 7 Core Aims for Children in Wales		6
6. Hold regular discussions with your mentor and be prepared to review your progress during the experience		19
7. Enjoy the experience and make the most of the learning opportunities presented		
Employer checklist:		
1. Provide a warm welcome for the participant, introduce them to colleagues, mentor and people using the services		17
2. Provide a thorough induction on the first day		18
3. Introduce and agree to the work experience pledge (Resource 5)		17
4. Cover all points on the first day checklist (Resource 6)		32
5. Ensure the work experience timetable is implemented (Resource 8)		34
6. Ensure that the people using your services are happy to interact with the participant and with any learning opportunities undertaken which may involve them, considering their capacity to agree		7
7. Provide learning opportunities that are meaningful for the participant and people using the services		18
8. Ensure participants are supervised at all times when working directly with service users		7
9. Monitor the participants progress		20
10. Reinforce the sector codes and values throughout the experience		6
Coordinator checklist:		
1. Ensure participants are aware of recording / monitoring requirements whilst on work experience and have access to the relevant forms / templates		20
2. Most coordinators will have established procedures to follow in terms of monitoring the work experience placement and arranging any site visits. Please refer to your organisations guidelines.		

Section 3:

Ending the experience and reflection

As the work experience period comes to an end it is important to reflect upon the experience and the learning that has taken place. Participants should be encouraged to think about what they have learnt and how it can be applied to their future working career.



3.1 FINAL REVIEW

If the placement is for a substantial time, a final review meeting should be held on the last day, giving the opportunity for both participant and employer to summarise what's been learnt, reflect on performance and progress and to evaluate and give feedback about the experience as a whole. This may not be practical for shorter placements, so feedback should be provided as the placement goes forward. The mentor should be involved in this process, as they will have monitored and motivated the participant during the experience. It is recommended that this meeting takes place,

even in instances where the experience has not run its full course. It is also valuable for the employer to seek feedback from the participant to see if there are ways of improving the opportunities offered to future participants.

Resource 14 - Work experience feedback and evaluation

Resource 15 - Final review meeting record

3.2 WHAT IF THINGS DON'T GO AS PLANNED?

In rare instances, the participant or employer may feel that the work experience is not running as successfully as anticipated. If this is the case, a progress meeting can be called to discuss this and actions should be jointly identified on how any difficulties can be resolved. In extreme cases where no appropriate solution can be found, or the responsibilities outlined in the work experience pledge have been seriously breached, it may be necessary to terminate the experience early.

If the participant is uncomfortable with a situation or with something they have encountered in the workplace, it should be

discussed with their mentor or employer in the first instance. If this does not feel appropriate or if concerns are not addressed, the coordinator should be informed and they will advise on the relevant course of action.

If termination occurs due to the participant behaving unacceptably, they must be aware that this could impact on qualification attainment or other consequences implemented through their coordinator. Unacceptable behaviour can include inappropriate dress or language or breaching Health and Safety regulations.

3.3 NEXT STEPS

The work experience has come to an end. The anticipated outcome is that the participant has had an opportunity to make a positive difference, gain valuable experience and learn new skills. If the participant wishes to find out the next steps to a job worth caring about, they can contact one of the following organisations for careers advice:

- Care Council for Wales Careers Team
- The local Careers Wales office
- Jobcentre Plus

Please refer to the **contacts directory in Section 4** for details and more useful contacts.



Section 4:

RESOURCES

E Employer
P Participant

This section includes the following resources and templates:

		Pages	
Section 1:			
1	Application form for participants	25	P
2	Workplace information sheet	26	E
3	Health and Safety Assessment template	27	E
4	Risk Assessment template	30	E
Section 2:			
5	Work experience pledge	31	E P
6	First day checklist	32	E
7	Allocating suitable opportunities	33	E
8	Devising a timetable and workshadowing schedule	34	E
9	Participant activity 'Learning about the workplace'	35	P
10	'Questions to ask mentors' (for participant)	36	P
11	'Questions to ask service users in a care setting' for participants	37	P
12	Reviewing Progress	38	E
13	Work experience diary template	39	P
Section 3:			
14	Work experience feedback and evaluation	40	P
15	Final Review Meeting record	41	E
16	Directory	42	
17	Glossary	43	

Resources can be detached, photocopied and edited.

Templates are also available to download from the [Care Council for Wales' website](#).

RESOURCE 1: APPLYING FOR WORK EXPERIENCE (PARTICIPANT)

This form can be used to present information about yourself to your chosen workplace when applying for work experience:

WORK EXPERIENCE APPLICATION FORM:			
Name:			Age:
Address:			
Contact details:			
Name of work experience coordinator:			
Contact details of coordinator:			
Dates work experience is required:			
What is your experience and understanding of the sector?			
What do you hope to gain from work experience?			
What benefits do you think the setting will gain from your work experience?			
What are your main interests / hobbies and which languages do you normally speak?			
If at school or college:			
Name of your School/College:			
Subjects you are studying:			

RESOURCE 2: WORKPLACE INFORMATION SHEET (EMPLOYERS)

Providing the participant with the following information about your workplace will help them to develop an understanding of the work before they arrive. It will also help ensure that the first day runs smoothly for everyone.

WORKPLACE INFORMATION SHEET:	
Name of establishment:	
Address:	
Telephone number:	
Email:	
Directions / How to find us:	
Name of organisation:	
Name of manager:	
Name of participants' mentor:	
Type of setting – e.g. Residential Home for older people, Crèche:	
Number of people/children using the services:	
Number of staff:	
Brief description of the workplace:	
Types of activities undertaken with service users:	
Types of opportunities available to the participant:	

RESOURCE 3: HEALTH AND SAFETY ASSESSMENT TEMPLATE (COORDINATORS TO GIVE TO EMPLOYERS TO COMPLETE)

Guidance notes

The health and safety of participants is paramount and employers must be able to demonstrate that they comply with all relevant health and safety legislation, including Health and Safety (Training for Employment) Regulations 1990. Where you are not responsible for health and safety on the participants premises, because they are based in a third party employers premises, you must have in place a system to check the third party employer is meeting their own health and safety obligations.

Completing the questionnaire:

The person with responsibility for health and safety should complete the declaration. 'You' refers to your organisation. If you answer 'NO' to any of the questions, please state your reasons why in the 'Further Information' box provided at the end of this form. This box can also be used for any other additional information you may feel appropriate.

ORGANISATION DETAILS:

Name:	
Address:	
Tel No:	

GENERAL LEGAL REQUIREMENTS

1	Do you have current and adequate insurance cover for the following areas which extends to cover the participant:-	
	a. Employers' Liability Compulsory Insurance?	YES / NO
	b. Public Liability Insurance?	YES / NO
	c. Motor Vehicle Insurance?	YES / NO/ N/A
2	Are you registered with the appropriate Enforcing Authority e.g. HSE, Local Authority (where this is a legal requirement)	YES / NO/ N/A
3	Do you have a policy on health and safety at work? (Where there are 5 or more employees, the Health and Safety Policy and the Risk Assessments must always be in writing).	YES / NO
4	Do you have health and safety arrangements in place to put the policy into practice?	YES / NO

5	Do you have either (a) The ' Health and Safety Law – what you should know' poster displayed, or; (b) Provide a Health and Safety leaflet for each participant (this can be your own leaflet or the HSE ' Health and Safety Law ' leaflet which can be downloaded from the HSE website)	YES / NO
6	Are you, or do you have a person(s) competent in health and safety issues?	YES / NO
7	Will you or someone in your organisation, make the participant aware of who the employee health and safety representative is and what their role and responsibilities entail?	YES / NO
RISK ASSESSMENTS		
8	Have you assessed the risks to the health and safety of any employees and others affected by your work including arrangements for the safety and protection of the participant whilst in your work environment?	YES / NO
9	Have you taken all appropriate steps to implement the findings of your risk assessments?	YES / NO
10	Do you have a process in place to review risk assessments periodically or as changes occur i.e. accidents, changes in work practices etc?	YES / NO
11	Do you have a current fire risk assessment for the premises?	YES / NO
SUPERVISION OF PARTICIPANTS		
12	Do you ensure participants receive effective information, instruction, training and supervision?	YES / NO
13	Will you have or appoint someone to have overall responsibility for the supervision of participants?	YES / NO
14	Will supervisory standards take into account the experience and / or ability of participants and the hazards associated with the tasks or learning undertaken?	YES / NO
15	Will the supervisor(s) be aware of their health and safety role and responsibilities?	YES / NO
TRAINING		
16	Where appropriate will you make arrangements to provide participants with Health and Safety Induction and Training or ensure that they have received an induction?	YES / NO
17	Will each participant receive the appropriate health and safety training to cover all activities they will undertake during the experience?	YES / NO
18	Will each participant be made aware their responsibilities in respect of health and safety?	YES / NO

ACCIDENTS AND EMERGENCIES		
19	Do you have procedures in place to deal with any accidents or emergencies which may occur?	YES / NO
20	Will you ensure that the participant is made aware of the procedures and personnel?	YES / NO
21	Do you have adequate and appropriate equipment and facilities for first aid?	YES / NO
22	Are you or do you have someone appointed to take charge of first aid arrangements?	YES / NO
23	Do you record accidents using the approved accident report form?	YES / NO
24	Are you familiar with the accident reporting requirements within the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations of 1995 (RIDDOR)?	YES / NO
PERSONAL PROTECTIVE EQUIPMENT AND WELFARE		
25	Where necessary, will you ensure that the participant is provided with and uses the appropriate personal protective equipment and clothing?	YES / NO/ N/A
26	Do you comply with the requirements of The Workplace (Health and Safety) Regulations, i.e. toilets, washing facilities etc?	YES / NO/ N/A
FURTHER INFORMATION WHERE APPLICABLE		
RESPONSIBILITY FOR HEALTH AND SAFETY		DECLARATION
Please supply contact details of the person within your organisation with responsibility for health and safety matters, including programme participants.		I hereby confirm the information supplied on this questionnaire is correct and I undertake to inform immediately the Coordinator of any changes.
Name:		Signed:
Contact Address:		On behalf of:
Telephone No:		Position in Company:
Mobile:		
Fax No:		Date:
E-Mail:		

RESOURCE 4: RISK ASSESSMENT FORM (EMPLOYERS)

HEALTH AND SAFETY RISK ASSESSMENT

Workplace Location:		Date:		Review Date:	
Task/Activity/Person:		Assessed by:			
List hazards here:	Who may be harmed and how?	List existing control measures:	Risk Ranking:	Actions needed to do more to control risks:	Action Plan
					Whom: When: Done:

VL	Very Low = Acceptable. No further action required.	L	Low = No additional control needed unless low cost.	M	Medium = Considerable effort needed to lower risks.	H	High = Urgent reduction of risk - interim control measures needed.	VH	Very High = Unacceptable. Work activity halted until risk levels reduced.
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RESOURCE 5: WORK EXPERIENCE PLEDGE (PARTICIPANT AND EMPLOYER):

As a participant on work experience, I agree to:

- Turn up on the agreed days and be punctual
- Dress appropriately
- Respect the needs and wishes of the people or children I am helping to support
- Adhere to the company's policies and procedures
- Follow health and safety guidelines and look after my safety and the safety of others in the workplace
- Be an ambassador for the organisation coordinating the experience
- Maintain confidentiality at all times

Signed:

Print name:

Date:

As a company providing work experience, I agree to:

- Provide a safe and healthy working environment
- Provide a named person who will mentor and be available to talk to the participant about any queries or concerns
- Ensure the participant is aware of all company policies and procedures that must be adhered to
- Regularly monitor the participants' progress and provide feedback

Signed:

Print name:

Date:

RESOURCE 6: FIRST DAY CHECKLIST (EMPLOYERS)

To ensure a good first day, cover the following with the participant:

First Day Checklist:	Completed: ✓ / ✗
• Ensure the participant receives a warm welcome	
• Introductions to colleagues, people and / or children using services	
• Completion of necessary paperwork and documentation, including:	
– Core policies and procedures e.g. confidentiality	
– Emergency contact details	
– Work experience pledge	
• Basic health and safety information e.g. accessing the building, signing in and out requirements	
• Information on length of work experience, appropriate dress, proposed activities, when to arrive and leave	
• Mentor and monitoring arrangements	
• Familiarisation of the work environment e.g. toilets, staff room	
• Organisational documents and routines e.g. a copy of the staff handbook, staff structure, dress code etc.	
• Information on regulations and standards e.g. National Minimum Standards	
• Familiarisation with expectations and responsibilities	

RESOURCE 7: ALLOCATING SUITABLE OPPORTUNITIES (EMPLOYERS)

Try to think about the most useful and meaningful tasks that a participant can undertake. There may be limitations because of the restrictions on their ability to offer personal care, but there are still several opportunities available that can make the experience worthwhile for the participant and people using the services.

You can use this sheet to suggest possible opportunities which could reinforce the participants' awareness of the principles and values of the sector.

e.g.	Helping to prepare for activities
e.g.	Communicating with people or children using the services
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

RESOURCE 8: DEVSING A TIMETABLE AND WORKSHADOWING SCHEDULE (EMPLOYERS)

Some work experience participants will be with you for one day a week over a number of weeks, other will perhaps spend a week or two in your workplace. Try to think how the time they spend with you can be as varied as possible. In the first few days organise a work shadowing period to allow them to gain insight into the way a competent and experienced practitioner carries out their role. Here is a suggested timetable including possible opportunities:

	Day 1	Day 2	Day 3	Day 4	Day 5
AM	Induction and Introduction to mentor Including: Values and ethos of organisation / Health and Safety / confidentiality / arrival and finish / Housekeeping	Work shadowing: Name of member of staff: Job title: Usual duties:	Duties to be undertaken:	Duties to be undertaken:	Duties to be undertaken:
PM	Work shadowing: Name of member of staff: Job title: Usual duties:	Duties to be undertaken:	Duties to be undertaken:	Duties to be undertaken:	Duties to be undertaken:
	Review and Reflection	Review and Reflection	Review and Reflection	Review and Reflection	Review and Reflection
Hours:					

RESOURCE 9: PARTICIPANT ACTIVITY: LEARNING ABOUT ROLES AND TASKS IN THE WORKPLACE

Complete the following pro-forma about the roles and tasks undertaken by different staff within the setting:

Name of staff member	Job title	Main responsibilities	Duties undertaken in course of day

RESOURCE 10: QUESTIONS TO ASK MENTORS (PARTICIPANTS)

Here are some questions you may wish to ask your mentor on your first day to help you settle in and develop an understanding of the workplace:

1. How many people or children are there using the services?
2. What are their needs?
3. What kinds of activities take place?
4. What sort of activities will I be doing?
5. How do you think I can best work with them?
6. When will you be available for me to talk to?
7. What do you consider are the things that make a good practitioner?
8. What do you enjoy most about your job?
9. What are the main benefits of working in early years and social care?

RESOURCE 11: QUESTIONS TO ASK SERVICE USERS IN A CARE SETTING (PARTICIPANTS)

Communicating is a very important part of work experience. Here are examples of questions you can ask service users in any adult setting to strike up a conversation and to build a rapport:

How are you feeling today?

Would you like me to talk to you?

What sort of things do you do here during the day?

What things do you enjoy the most?

What's the food like here?

In addition, the service users may have pictures or hobbies that can be used as prompts to conversation.

Points to remember:

- Speak clearly and in an appropriate way;
- Keep eye contact;
- Be polite but not patronising;
- Show you are interested in the conversation;
- Discuss with your mentor other forms of communication and the individual needs of service users.

RESOURCE 12: REVIEWING PROGRESS (EMPLOYERS)

This sheet can be used to review participants' progress at the end of a day or week:

Participants' name:				
Work experience dates:	From:		To:	
Your name:				
Establishment:				
Name of mentor:				
Job title:				
Overview of duties undertaken by the participant:				
1				
2				
3				
Views on the participant:				
Application of values:				
Understanding of confidentiality:				
Communication:				
Relationship with people using the services:				
Mentor's comments:				
Recommendations / Actions:				
Signed:			Date:	
Participants' comments:				

RESOURCE 13: WORK EXPERIENCE DIARY TEMPLATE (PARTICIPANTS)

Day 1 - Date				
Time arrived:		Time left:		Total hours:
First Impressions:				
Today, I did...				
I think I performed...				
The people using the services / staff responded to me...				
The skills and knowledge I have gained are:				
How does what I'm doing link in with my school/college course? (if studying)				
So far, the experience has made me think in this way about working in the sector...				
What other things do I need to know or learn?				

RESOURCE 14: WORK EXPERIENCE FEEDBACK AND EVALUATION (PARTICIPANTS):

Please complete the following, which will be helpful for us to see how you enjoyed your work experience.

Name:		Employer Name:				
What task did you enjoy the most? Why?						
What task did you enjoy the least? Why?						
What new skills have you learnt?						
This section is for you to reflect on your experience						
My work experience placement has:		Score 1 – 5 (1= low, 5 = high)				
• Been a useful experience		1	2	3	4	5
• Been an enjoyable experience		1	2	3	4	5
• Improved your confidence		1	2	3	4	5
• Improved your ability to work with others		1	2	3	4	5
• Helped you consider further career opportunities		1	2	3	4	5
• Been helpful in improving your understanding of skills needed for work and employability		1	2	3	4	5
Signature:		Date:				

RESOURCE 15: FINAL REVIEW MEETING RECORD

This sheet can be used to review participants' progress at the end of the work experience, and can be linked to [Resource 12: Reviewing Progress](#):

Participants' name:			
Work experience dates:	From:		To:
Establishment:			
Overview of duties undertaken by the participant:			
1			
2			
3			
Views on the participant:			
Has the participant demonstrated an understanding of the principles and values of the sector:			
Which areas of development has the participant demonstrated:			
What have you identified as the participants strengths and weaknesses:			
What has been the participant's main contribution to your company:			
Mentor's comments:			
Recommendations / Actions:			
e.g. Any areas to develop?			
Would you recommend that the participant pursues a career in your setting?			
Signed:			Date:
Participants' comments:			

RESOURCE 16: WORK EXPERIENCE CONTACTS DIRECTORY:

Care Council for Wales

The Care Council for Wales is the social care workforce regulator in Wales, responsible for promoting and securing high standards across the social care workforce. It is also the sector skill council for social care, children and young people work force.

Website: www.ccwales.org.uk

Careers Information: www.ccwales.org.uk/qualifications-and-careers/careers

Code of Practice: www.ccwales.org.uk/registration-and-conduct/confidence-in-care

Careers Wales

Careers Wales provides free, bilingual, impartial careers information, advice and guidance for all ages – bringing education and business together. Details of services and six regional offices are available on www.careerswales.com; Learning & Careers Advice National Help Line - 0800 100 900.

Website: www.careerswales.com

CSSIW – Care and Social Services Inspectorate Wales

CSSIW was set up in 2007 as an operationally independent division of the Welsh Government. They:

- Register services before they start.
- Keep people safe, helping with investigations.
- Deal with complaints concerning adult and children's services.
- Work towards improving social care services.

Their aim is to:

- Make social care fit together so that people get the right help at the right time.
- Clearer rules about who will get help.
- Encourage providers to run better services.

Website: www.cssiw.org.uk

DCELLS - Department for Children, Education, Lifelong Learning and Skills

The Department aims to improve children's services, education and training provision to secure better outcomes for learners, business and employers.

Website: http://wales.gov.uk/contact_us/bydept/dcells/?lang=en

Jobcentre Plus

Jobcentre Plus is a government agency supporting people of working age from welfare into work, and helping employers to fill their vacancies.

Website: www.direct.gov.uk/en/Employment

Here are some more useful links:

Careers Wales – work experience guidance for employers:

www.careerswales.com/employers/server.php?show=nav.1615

Health and Safety Executive: www.hse.gov.uk

Information for Job Seekers: backtowork.direct.gov.uk

National Council for Work Experience: www.work-experience.org

Placement Survival Guide (for those in education, coordinators and employers):

www.placementsurvivalguide.com

Work Experience Scheme - Jobcentre Plus:

www.direct.gov.uk/en/NI1/Newsroom/DG_193833

Work Experience in Year 9 & 10:

www.direct.gov.uk/en/EducationAndLearning/14To19/Years10And11/DG_10013569

RESOURCE 17: GLOSSARY

A	Adult:child ratio	In early years and childcare, this refers to guidelines specifying the minimum number of staff required for each child receiving services.
C	Capacity	Relates to the Mental Capacity Act 2007 and refers to the capacity of service users to make decisions and express wishes.
	Codes of Practice for Social Care Workers	A list of statements that describe the standards of professional conduct and practice required of social care workers as they go about their daily work. The intention is to confirm the standards required in social care and ensure that workers know what standards of conduct employers, colleagues, service users, carers and the public expect of them.
	CRB Criminal Records Bureau	The CRB service enables public, private and voluntary sector organisations to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, in particular work involving children or vulnerable adults.
	CSA Care Standards Act 2000	The Care Standards Act 2000 – a regulatory framework for social care to ensure high standards of care to improve protection of vulnerable people.
D	Day Care Services	Day Care centres offer a valuable service to people with a wide range of needs, including adults and children.
	DCELLS Department for Children, Education, Lifelong Learning and Skills	DCELLS is an executive body of the Welsh Government , responsible for education, training and children’s services in Wales.

	Domiciliary care	When service users receive care services in their own homes.
H	Health and Safety vetting	A careful examination of health and safety procedures to determine the suitability of the workplace to conduct work experience.
J	Jobcentre Plus Work Experience Scheme	Under the scheme, unemployed young people between 18 and 24 will be matched by Jobcentre Plus with employers looking for people to do work experience. www.direct.gov.uk/en/N11/Newsroom/DG_193833
L	Learning opportunity	An opportunity, or task, that can be undertaken by a participant whilst on work experience.
N	NMS National Minimum Standards	The national minimum standards constitute the minimum expectations the state sets for English and Welsh care providers in the services they deliver. The existing standards have been brought in progressively since the passage of the Care Standards Act 2000 , which totally overhauled the system of regulating and assessing the quality of social care services in the two countries.
	NVQ	National Vocational Qualification, framework for work-based qualifications, replaced by the QCF in January 2011.
P	Personal Care	Assistance with bodily functions such as helping people to eat, helping people to bathe, helping people to move around and helping people go to the toilet. Also includes care which falls just short of assistance with bodily functions, but still involving physical and intimate touching.
Q	QCF Qualification and Credit Framework	Framework for work-based qualifications relevant to social care and early years – replaced NVQs in January 2011. See www.ccwales.org.uk/qualifications-and-careers/qualifications-and-credit-framework
R	Residential Services	Residential services provide care within a safe and comfortable environment for people who are unable to live at home.
S	Setting	Different social care workplaces are categorised according to the type of service provided and the type of service group, each category is known as a 'setting' e.g. Residential Services, Domiciliary Care, Day Care. www.ccwales.org.uk/qualifications-and-careers/careers/social-care-as-a-career,5
	Supernumerary	Additional to requirements i.e. not to be included in the minimum staff requirement.
	Supervise/supervision	To watch over an activity or task being carried out by somebody and ensure that it is performed correctly.

PLACE YOUR RESOURCES HERE

Resources are available to download from
www.ccwales.org.uk/qualifications-and-careers/careers/work-experience

