

## Work Experience Policy (HR-008)

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Executive Lead (name & job title):	Steve McGowan, Director of Workforce and Organisational
Name of approving body:	EMT
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<i>Minor amendments made prior to full review date above (see appended document control sheet for details)</i>	
<i>Date approved by Lead Director:</i>	<i>Steve McGowan - 30/09/22</i>
<i>Date EMT as approving body notified for information:</i>	<i>September 2022</i>

*Policies should be accessed via the Trust intranet to ensure the current version is used*

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## 1. INTRODUCTION

As part of our commitment as an anchor employer, Humber Teaching NHS Foundation Trust is committed to providing work experience placements to students.

As a Trust, offering work experience placements provides us with an opportunity to capture the future workforce and promote careers in the Health sector generally and within the Trust more specifically.

We recognise the importance of offering work experience placements to individuals to help them to gain skills, develop their understanding of the work environment, and make informed decisions about their future careers.

Offering these placements also allows us to forge stronger links with the community and provide developmental and learning opportunities for staff.

This policy sets out Humber Teaching NHS Foundation Trust's (HTFT) commitment and approach to providing a minimum of 28 placements annually as a combination of T-Level and work experience placements across our organisation.

## 2. SCOPE

This policy applies to all Trust staff involved in accepting or supporting people undertaking work experience within Humber Teaching NHS Foundation Trust and to those who come into the organisation for a work experience placement.

This policy does not apply to student placements linked to professional registration (e.g. nursing apprentices and AMHPS).

## 3. DEFINITIONS

The Trust provides three options, work experience / placement and job shadowing

Work experience

- (1) Targeted at Key Stage 4 (14–16-year-olds), as a means to identify possible career pathways and workplace understanding.

Work placements (e.g. T-Levels, Diplomas and Certificates)

- (2) Targeted at Sixth Form College students (16 – 18 year olds). Study associated placement for students looking to develop the skills needed to gain successful employment or achieve career objectives for further education e.g. university etc.

Job Shadowing

- (3) for professional roles, someone internal or an external student/candidate may ask to shadow the practice of a substantial staff member. This facility is for the professional to agree and arrange in line with guidance in this policy. Job shadowing does not contribute towards the Trust's work experience placement targets.

## 4. DUTIES AND RESPONSIBILITIES

### Chief Executive

Provide assurance to the Board that this policy is acted upon through delegation to the appropriate areas of the Trust.

### **Executive Directors**

Ensure that this policy is acted on through policy dissemination and implementation in collaboration with senior managers.

### **Service Managers**

Ensure a provision of suitable work experience placements and pathways are available in their areas of responsibility, in line with this policy.

Every department will create a minimum number of annual relevant placements.

### **Line Managers**

Ensure all employees within their area of responsibility are informed about the contents of this and associated procedures.

Actively support and oversee work experience within their area of responsibility and identify further opportunities for potential placements, in line with this policy.

All staff have a responsibility for safeguarding young people whilst in our care.

### **Workforce & OD Team**

Facilitate, support, monitor and provide guidance regarding work placements within the Trust, maintaining relationships with placement supervisors and external providers in line with the policy and associated procedures.

Provide pre-placement checks, risk assessments and 'code of conduct for volunteers' including those on work experience placements.

Complete the National Health Service England (NHSE) quarterly returns.

Ensure information and guidance in relation to work experience is up to date and accessible within and outside of the Trust.

Track placement availability and progress against Trust work experience placement targets

Provide information, advice and guidance with regards to future career aspirations / opportunities within the Trust.

### **Placement Supervisor**

Induct work experience students, supervise activities and safety, manage behaviours, identify any potential risks associated to the work experience placement, take action to minimise these and record in line with Trust policies.

Ensure that work experience placements have a relevant role description and the work experience procedure is followed.

Complete regular and appropriate briefing and debriefing with students while on placement.

Inform concerns related to safety or behaviour to the Learning & Development Team.

### **Employees**

Comply with this policy and associated procedures and guidance.

## 5. PLACEMENT ALLOCATION, TERMS AND CONDITIONS

### Placements

The Trust commits to do a minimum number of placements in the following areas:-

Division / Directorate	Annual Placements
Childrens and Learning Disability	5
Community and Primary Care	5
Mental Health Planned Care	5
Mental Health Unplanned Care	5
Workforce and OD	2
Finance and ICT	2
Nursing Directorate	2
Medical Directorate	2

These may be a combination of T-Level or work experience placements only.

### Work experience and placement students

Work experience and placement students are restricted from undertaking certain activities whilst working with the Trust; these are:

Work experience students (14-16)

- Any activity for which specialised training is required (e.g., manual handling)
- Any personal care including feeding patients - this is a qualifier for an enhanced DBS check and often requires additional training such as textured diets. Serving and cutting up food may be permissible.
- Inappropriate / unsupervised access to medical / staff records or computers
- Any unsupervised contact with patients
- Most active therapeutic assessment or intervention – however, skills teaching interventions could be potentially appropriate because they are not interventions with assessment involved and are directive. There may also be observer opportunities.
- Any activity involving contact with clinical waste products

Work placement students (16-18):

- Must not undertake any lone working with patients
- Must not go into people's homes unaccompanied
- Must not undertake any personal care

Certain clinical settings are not appropriate for Work experience students.

### Insurance

The Trust is a member of the NHS litigation authority's liabilities to third parties scheme, which provides indemnity for employer and public liabilities. Students have the same indemnity as employees.

### Wages, Expenses and Travel

Students are not paid a wage and do not accrue annual leave or entitled to any sick and other pay.

### **Confidentiality**

Students are required to complete the information governance assessment, the data protection agreement and the confidentiality code of conduct.

### **Risk Management**

A risk assessment for placements must be carried out, coordinated by work experience partner organisations, and supported by placement supervisor. Risk assessments must include a description of the environment as well as the security and exposure to traumatic experiences

### **Safeguarding Children and Young People**

If a student will be travelling alone with a member of staff the driver must have an enhanced DBS check.

Students must not have unsupervised access to children and must have direct line of sight supervision at all times when in contact with service users or children.

Students will not undertake, participate in or observe any intimate or personal care of service users.

All employees of the trust will maintain a solely professional relationship with students. As per the requirements in the Managing concerns against individuals in a position of trust Policy

## **6. MONITORING & AUDIT**

This policy will be monitored by Workforce and OD Directorate

## **7. REFERENCES/EVIDENCE/GLOSSARY**

Humber Teaching NHS Foundation Trust – Confidentiality Code of Conduct Policy

Humber Teaching NHS Foundation Trust – Health and Safety

Humber Teaching NHS Foundation Trust – Safeguarding Children Policy

Humber Teaching NHS Foundation Trust – Safeguarding Adults Policy

Humber Teaching NHS Foundation Trust – Managing concerns against individuals in a position of trust Policy

## APPENDIX 1: WORK EXPERIENCE PROCEDURE AND GUIDANCE

This document describes the process and guidance for providing a work experience placement at Humber Teaching NHS Foundation Trust.

In order for this process to work, service managers will have a selection of templates for work experience placements; these templates will form the framework for a suitable placement over a suitable time period.

High level procedure for providing a student with their work experience or work placement:

Scoping placement impact on our Trust

1. Work experience/placement request received

Requests for work experience or work placements will come from one of three sources:

- i. Directly from the respective school, college or university
  - ii. Directly from the respective employment co-ordinator,
  - iii. Directly from a respective candidate or
  - iv. representative (e.g., Parent or guardian)
2. All placement requests to be directed to the HTFT Work Experience Inbox
  3. Requests for work experience are typically received from the schools between October and December.

For requests for ad hoc work placements made throughout the year:

1. L&D to respond and confirm receipt of placement request and make respondent aware of HTFT process (generic email).
2. L&D to facilitate student selection and placement.

Placing students

At the end October WO&D will review the split of work experience or work placements (T-Level), we will facilitate as a Trust to meet our target of a minimum of 28 per annum.

1. L&D to contact Service Managers and inform them of placement numbers
2. Hull CC placement coordinator to use up-to-date list of service areas to identify relevant sectors and numbers etc.
3. Service Manager allocates placement supervisor and relevant role description
4. Risk assessments completed by the departments that have offered the placement and overseen by Career Development Specialist and respective education establishment.
5. Work experience/placement student receives role outline and welcome pack from the Career Development Specialist
6. Placement Supervisor complete induction checklist on first day
7. Placement supervisor manages activities and behaviours whilst on placement
8. Placement comes to an end – L&D review experience and provide further career information for the Trust.

## Appendix 2: Document Control Sheet

This document control sheet, when presented to an approving committee must be completed in full to provide assurance to the approving committee.

Document Type	Policy		
Document Purpose	To make sure work experience and work shadowing are managed appropriately and in line with best practice and that all appropriate checks are carried out, any risks identified and mitigated		
Consultation/ Peer Review:	Date:	Group/Individual	
<i>List in right hand columns consultation groups and dates</i>	04/06/2020	Volunteer Lead	
	August 2021	TCNC	
	September 2021	ODG	
	September 2022	Steve McGowan Director of WOD	
Approving Committee:	EMT	Date of Approval:	
Ratified at:	Trust Board	Date of Ratification:	
Training Needs Analysis: <i>(please indicate training required and the timescale for providing assurance to the approving committee that this has been delivered)</i>	None required	Financial Resource Impact	
Equality Impact Assessment undertaken?	Yes [ <input checked="" type="checkbox"/> ]	No [ <input type="checkbox"/> ]	N/A [ <input type="checkbox"/> ] Rationale:
Publication and Dissemination	Intranet [ <input checked="" type="checkbox"/> ]	Internet [ <input type="checkbox"/> ]	Staff Email [ <input type="checkbox"/> ]
Master version held by:	Author [ <input checked="" type="checkbox"/> ]	HealthAssure [ <input checked="" type="checkbox"/> ]	
Implementation:	<i>Describe implementation plans below - to be delivered by the author:</i>		
Monitoring and Compliance:			

<b>Document Change History:</b>			
Version Number/Name of procedural document this supersedes	Type of Change i.e. Review/Legislation	Date	Details of Change and approving group or Executive Lead (if done outside of the formal revision process)
2.0	Review	Jan 2014	Replaces previous work experience legacy policy
2.1	Minor amends	Sept 2014	Minor amends for clarity
2.2	Minor amends	May 2015	Minors amend for clarity
2.3	Minor amends	July 2015	Minor amend to induction checklist
2.4	Minor amends	Aug 2017	Under review continue to use added to



			front sheet
3.0	<i>Review</i>	June 2020	Replaces previous work experience, placement, and shadowing legacy policy
3.1	<i>Minor amends</i>	September 2022	Minor amendment to responsible person in process since we manage work experience in house. Inclusion of reference to job shadowing. Approved by Director of WOD

### APPENDIX 3: Equality Impact Assessment (EIA)

For strategies, policies, procedures, processes, guidelines, protocols, tenders, services

1. Document or process or service name: Work Experience Policy
2. EIA reviewer (name, job title, base and contact details): Pete Cook
3. Is it a policy, strategy, procedure, process, tender, service or other? Policy

<b>Main Aims of the Document, Process or Service</b>
Please indicate in the table that follows whether the document or process has the potential to impact adversely, intentionally or unwittingly on the equality target groups contained in the pro forma

<p>Equality Target Group</p> <ol style="list-style-type: none"> <li>1. Age</li> <li>2. Disability</li> <li>3. Sex</li> <li>4. Marriage/Civil Partnership</li> <li>5. Pregnancy/Maternity</li> <li>6. Race</li> <li>7. Religion/Belief</li> <li>8. Sexual Orientation</li> <li>9. Gender re-assignment</li> </ol>	<p>Is the document or process likely to have a potential or actual differential impact with regards to the equality target groups listed?</p> <p>Equality Impact Score  <span style="color: green;">Low = Little or No evidence or concern (Green)</span>  <span style="color: orange;">Medium = some evidence or concern (Amber)</span>  <span style="color: red;">High = significant evidence or concern (Red)</span></p>	<p>How have you arrived at the equality impact score?</p> <ol style="list-style-type: none"> <li>a) who have you consulted with</li> <li>b) what have they said</li> <li>c) what information or data have you used</li> <li>d) where are the gaps in your analysis</li> <li>e) how will your document/process or service promote equality and diversity good practice</li> </ol>
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Equality Target Group	Definitions	Equality Impact Score	Evidence to support Equality Impact Score
<b>Age</b>	<p>Including specific ages and age groups:</p> <p>Older people Young people Children Early years</p>	Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.
<b>Disability</b>	<p>Where the impairment has a substantial and long term adverse effect on the ability of the person to carry out their day to day activities:</p> <p>Sensory Physical Learning Mental health</p> <p>(including cancer, HIV, multiple sclerosis)</p>	Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.
<b>Sex</b>	<p>Men/Male Women/Female</p>	Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.
<b>Marriage/Civil Partnership</b>		Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.

<b>Pregnancy/ Maternity</b>		Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.
<b>Race</b>	Colour Nationality Ethnic/national origins	Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.
<b>Religion or Belief</b>	All religions  Including lack of religion or belief and where belief includes any religious or philosophical belief	Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.
<b>Sexual Orientation</b>	Lesbian Gay Men Bisexual	Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.
<b>Gender reassignment</b>	Where people are proposing to undergo, or have undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attribute of sex	Low	There is no evidence that this protected characteristic is negatively affected by the implementation of this policy.

### Summary

Please describe the main points/actions arising from your assessment that supports your decision above	
There is no evidence to suggest that any of the protected characteristic groups are negatively impacted by the implementation of this policy	
EIA Reviewer: Pete Cook	
Date completed: 30/09/22	Signature: P Cook