



THE INSTITUTE OF THE MOTOR INDUSTRY

Getting organised:

A guide for organisers of
work experience placements
in the UK motor industry

Version 1: Draft 1; July 2012

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Dear Organiser

The purpose of this guide is to:

- bring together best practice from previous automotive work experience guides into one guide for organisers of placements across the UK whichever education or training programme or qualification you are delivering and regardless of the level;
- provide useful checklists and resources which will help you to organise placements for companies of all sizes;
- support you if you are new to placements or act as a refresher if you have been organising placements for some time.

A similar guide has been developed for students and for employers and you will need to download these from:

- ***Understanding the motor industry and the world of work for students*** (www.xxx)
- ***Competing for talent: A guide for employers providing work experience placements for the motor industry across the UK*** www.xxx

The main guide is in three parts and consists of easy to use checklists:

1. Part one – helps you prepare employers and students before the student arrives at the placement and a list of useful resources;
2. Part two – will help to ensure that the placement goes smoothly, that the student and employer get the most out of the placement and you can to build and sustain positive relationships with employers;
3. Part three – a list of suggestions of things to do at the end of the placement.

At the back of the Guide you will find:

- sample work experience agreement with the employer;
- work placement activity sheet;
- end of placement review form for the student and employer;
- sample student goal setting sheet;
- student diary;
- guidance if students are aged under 18.

Very best wishes

The IMI

Before the placement

Preparing employers for the work experience placement

	Preparation	Yes ✓
1.	We have discussed the work experience placement requirements with the employer and have their contact details.	
2.	We have agreed with the employer, a pre-placement visit from the student and what it will cover; Or we have agreed that the student will be interviewed.	
3.	We have agreed how many students they will take and the name(s) of the student(s)	
4.	We have agreed with the employer who will supervise the student(s) and they are clear about their responsibilities, including supervising the student(s) at all times.	
5.	We have explained the needs of any students who have support needs – e.g. learning disability, physical disability and how they can support them.	
6.	We have agreed with the employer if the safeguarding conditions apply to any of the students and if necessary, we have advised the employer how to get a CRB check before the student begins their placement.	
7.	The employer has checked its employer and public liability insurance and students on placement are covered.	
8.	A health and safety and risk assessment has been completed before the student(s) arrive.	
9.	We have agreed with the employer what activities students will do during the placement so that they understand the company and experience a taste of the world of work. <i>Refer to student goals and activity sheets.</i>	
10.	We have agreed with the employer what information they can provide to students about the company which is not commercially sensitive: e.g. policies, procedures, job descriptions, application forms. <i>Refer to the job application practice students will do after the placement and that these documents will be useful.</i>	
11.	We have a signed work experience agreement, emergency contact arrangements are in place and we have explained that the organiser/organiser representative will visit the student at least once during the placement.	
12.	The employer has informed relevant members of staff in the company when the student will be on the premises, what they will be doing and asked them to support the student as much as possible.	
13.	We have explained the sign off and follow up processes to the employer.	

Preparing students for their placement

	Preparation	Yes ✓
1.	<p>We have explained to students the following before they went on their placement:</p> <ul style="list-style-type: none"> • their rights and general responsibilities; • why health and safety is important; • hazard and risk, including some examples and the most effective ways to control risks; • the duties of the employer and their own personal responsibilities to work and behave safely; • the importance of reporting accidents, ill health and obtaining first aid treatment; • types of emergencies that can occur and the importance of observing emergency procedures in the workplace; • the main types of safety signs and notices; • proper use of personal protective equipment; • the fact that there may be prohibited or restricted activities, equipment and areas when they start their work experience placement; • that they should receive a full health and safety induction when they start their work placement. • any additional support should they need this. 	
2.	We have gone through their workbook, diary, goal setting and activity sheets with them so that they are clear about what they will need to cover during the placement, how to prepare and how to behave.	
3.	The student has agreed to undertake some research to find out about the company before they go on the placement – how long it has been in business, number of employees, type of company – sole trader, limited company - etc using the internet, local papers etc.	
4.	We have explained the purpose of the sign off sheet and what is expected of them.	
5.	We have explained the work experience agreement, that this must be signed by the student (parent or carer if under 18) and that we will ensure that the provider signs the agreement before the placement begins.	
	Optional:	
6.	We have arranged for the student(s) to visit the employer as a pre placement visit and what they can expect, how to prepare and how to behave.	
7.	We have arranged for the student(s) to have an interview and they know what to expect, how to prepare and how to behave .	

Useful resources:

Why should (UK) businesses recruit young people	http://www.ukces.org.uk/publications/why-businesses-should-recruit-young-people
Business and schools building the world of work together (UK)	http://www.ukces.org.uk/publications/business-and-schools-building-the-world-of-work-together
The right start: Work experience for young people and health and safety basics for employers	http://www.hse.gov.uk/pubns/indg364.pdf
Five steps to risk assessment	http://www.hse.gov.uk/pubns/indg163.pdf
Guide for employers on employers liability	http://www.hse.gov.uk/pubns/hse40.pdf
Podcast – young people at work (12 minutes)	http://www.hse.gov.uk/podcasts/2009/young-people.htm
Health and safety law poster, pocket cards and talking leaflets	http://www.hse.gov.uk/pubns/books/lawposter.htm
Work-Related Learning and the Law	http://www.teaching-resources-uk.com/lessons/WRL/?qclid=ClrBzpHXhLECFRljfAodlBo1NA
Safeguarding Children	http://www.charitycommission.gov.uk/charity_requirements_guidance/charity_governance/managing_risk/protection.aspx
Guidance on issues relating to work experience for young adults and employers	http://www.education.gov.uk/popularquestions/employersandtraining/workexperience
Applying for a CRB check	http://www.direct.gov.uk/en/Employment/Startinganewjob/DG_195811
Independent Safeguarding Authority	http://www.isa.homeoffice.gov.uk/
Safe learner blueprint for work related learning (archive material but still relevant)	http://webarchive.nationalarchives.gov.uk/20110713130612/http://www.safelearner.info/preplacement_preparation.html
Work experience in Northern Ireland	http://www.nidirect.gov.uk/work-experience
Work experience in Scotland	http://www.scotland.gov.uk/Publications/2008/11/27092915/0
World of Work on line (Scotland)	http://www.educationscotland.gov.uk/worldofworkonline/index.asp
Work experience in Wales	http://www.careerswales.com/employers/server.php?show=nav.1615

During the placement

Notes:

- **students must be supervised at all times by a responsible adult**
- **the length of the placement will vary, therefore, employers can decide how they spread the activities, although activities 1 – 5 should take place as early in the placement as possible.**
- **suggest to employers that they can combine this checklist with their normal induction procedures as long as the contents here are covered during the placement.**

	Activities	Yes ✓
1.	<p>The student has received an induction to the company which includes:</p> <ul style="list-style-type: none"> • welcome to the company and introduced them to their supervisor; • guided tour of the premises and introduced to key members of staff with whom they will come into contact with; • health and safety, risk, hazards, fire and emergency procedures have been explained and any personal protective clothing/equipment is provided; • details of any prohibited or restricted tasks, activities, areas or work equipment; • explanation about the history of the company and type (sole trader, limited company, franchise etc); • how many employees work there/UK/elsewhere and in which jobs/levels; • the main services and/or products the employer provides; • who their main customers are e.g. members of the public, dealerships, fleet management companies; • working hours, breaks and absence procedures; • company rules and standards; • the student knows who to go to in the company if there are any problems; • data protection policies and procedures; • the rights and responsibilities of paid employees e.g. holiday entitlement, complaints/disciplinary procedures, grievance, protection of wages, dismissal, redundancy, employee representation (trade unions). 	
2.	The supervisor has been through the student's work experience workbook with the student at the start of the placement, so that they understand what the student has to learn during their placement.	
3.	Students are observing staff undertaking a range of activities related to their programme/qualifications.	
4.	Students are practicing what they are learning under supervision.	
5.	Students have opportunities to talk to staff at agreed times to ask them questions related to understanding the company and/or motor industry and working life.	
6.	The student is completing the activity sheet and diary.	
7.	We have visited the student at least once during their placement.	
8.	The supervisor and the student have reviewed the student's learning at regular intervals during the placement (recommend at least twice)	

At the end of the placement

	Activities	Yes ✓
1.	We have received a signed copy of the placement sign off sheet from the employer.	
2.	We have agreed a follow up appointment with the employer to review improvements to the work placement process if necessary.	
3.	We are exploring with the employer other ways in which they can support students – e.g. guided tour of their premises, talks in schools/college, mock job interviews, providing materials for learning resources etc	
4.	We have discussed the work experience placement, goal setting, diary and contents of the sign off sheet with the student.	
5.	We are monitoring the student to ensure that action agreed following the placement is carried out.	
6.	We have ensured that students write a good quality letter to the employer thanking them.	
7.	We are giving students an opportunity to practice writing a job application based on information provided by the company or a sample job(s).	

Work Experience Agreement for the Motor Industry

Placement organiser	
School, college or training provider name:	
Address	
Telephone	
Contact name:	

Student details	
Full name	
Date of birth	
Emergency contact name	
Emergency contact telephone number	

Placement information	
Company name:	
Company contact name and job title	
Address	
Telephone number	
Dates of placement	
Hours of work	
Dress code	

1. Student responsibility

- I agree to go on the work experience placement.
- I shall attend my placement for the full work experience period.
- I will ensure the organiser and the placement company are notified if I am unable to attend the placement.
- My dress and behaviour will follow the company rules.
- I shall perform my duties to the best of my ability.
- I will follow the health and safety, first aid and emergency procedures at all times.

Student signature		Date:	
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2. Parent/Guardian Consent: If student under 18.

I consent to the above named student participating in the work experience placement detailed.

Parent/guardian signature		Date:	
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3. Placement providers responsibility:

I agree for the named student to be placed with me for the purpose of work experience. I shall ensure the:

- Student is informed of health and safety arrangements in the workplace
- The organiser is informed of any accidents involving the student
- The organiser is informed of any unexplained absence by the student
- The student will not carry out any work which is prohibited by law.

Placement provider signature		Date:	
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4. Placement organiser

I agree for the above student to be placed for the purpose of work experience with the named placement for the period stated

Placement Organiser signature		Date:	
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5. Student goals

I would like to use the work experience placement to learn more about the following:

Goal 1	Goal 2	Goal 3

Work experience activity sheet

Student's name	Name of placement company	Dates of placement

Work Experience allows you to apply the knowledge and skills learned at college/school to a real working environment and gain an appreciation of the world of work. Working in the motor industry can offer many exciting and rewarding challenges. This activity sheet will help you find out about your work experience company and the jobs within it.

- **The questions can be done in any order but try to answer all of them.**
- **If you are unsure about any question, ask for help.**
- **Answer in complete sentences unless constructing a list.**
- **Use additional material if you can e.g. photos (remember to ask permission first), brochures, company information sheets.**

1. Type of business

- | | | |
|---|--|--|
| <input type="checkbox"/> Private Owner | <input type="checkbox"/> Franchised Dealership | <input type="checkbox"/> Public body(Police, local authority) |
| <input type="checkbox"/> Partnership | <input type="checkbox"/> Non Franchised Garage | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Dealership Group | <input type="checkbox"/> Rapid Fit Outlet | |

2. Who owns the company and when was it started?

3. If the company has more than one site, how many and where are they?

4. How many people work for the company – as a whole and at your location?

5. Briefly describe the products and services the company provides and to whom.

6. Draw a chart showing the structure of your placement company starting with the lower level jobs such as technician and ending with the highest level jobs such as manager, owner, director.

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7. Describe any areas in the company you are not allowed to go unsupervised and why.

8. What is the procedure for checking in and out of the workplace?

9. What is the dress code at the workplace and why is this important?

10. If you have to wear protective clothing why is this important?

11. How many fire extinguishers are there, where are they located?

12. Where are the fire exits and what do you do if the fire alarm goes off?

13. List all the hazard signs you can find in the workplace and what they mean.

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14. How does the company recruit for jobs? (advert, job centre, CV etc)

15. What training does the company provide for new staff in jobs you are interested in?

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Work experience sign off sheet for employers in the motor industry

Name of company providing this placement:	
Supervisor name:	
Name and position of person signing this placement off for the company:	
Student name:	
Placement organisation and contact name:	
Dates of placement:	

PART ONE: Feedback from the company.

How satisfied is the company with the placement overall?		
Very satisfied	Satisfied	Not very satisfied

What do you see as the main benefits of the placement are to the company?

In what ways, if any, can future placements be improved?

Will your company continue to offer work experience placements? Yes/No

If not, what would encourage you to do so?

Is your company willing to help promote the motor industry to students in other ways, such as talks in schools, guided tours of your premises etc?

Signature of company representative authorised to sign off the placement:

Date:

PART TWO: Feedback from the student and supervisor:

(attach a copy of the student/supervisor sign off sheet – example included overleaf)

Work experience sign off sheet for student in the motor industry

Student name:	
Programme or qualification being taken and the level	
Name of placement organiser:	
Name of placement company:	
Work experience provider name:	
Dates of placement:	

Feedback from the student:

How satisfied are you with the placement overall?		
Very satisfied	Satisfied	Not very satisfied

What I learned from the placement and what went well.

Things that I might have done differently, if anything.

How I will put what I have learned into practice

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Feedback from the supervisor:

What has gone well about the placement and why

What has not gone so well and how it could have been improved

Signature of student	
Signature of supervisor	
Date:	

Name:

Placement company:



Record of my goals for the work experience placement

Goal 1:	How this has been achieved
Goal 2:	
Goal 2:	

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Name:

Placement company:



Work experience placement diary for the Motor Industry

Use this form to record the daily tasks and activities you carry out during your placement. Use one sheet for each day.

Day/date	Activities	The main things I learned today (examples) <ul style="list-style-type: none">• putting technical knowledge into practice• observing, listening and communicating at work• being part of a team• the differences between school/college and the workplace• jobs/careers in the motor industry

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Work experience placements for students aged under 18

This is a short summary of what is expected, to help you advise employers and young people, however, you must refer to the resources in Part 1 to ensure that young people are protected.

Definitions of young people and children

It is helpful to know how people are defined by age in health and safety law, especially when working out what the learner is allowed to do:

- anyone under 18 years old.
- anyone who has not yet reached the official age at which they may leave school, just before or just after their 16 birthday (this is often referred to as the minimum school leaving age).
- defined as anyone under the age of 18 in the case of safeguarding guidelines – see safeguarding young people below.

Risk assessments in the workplace

All work placements need to undergo a risk assessment before a learner can start. Under health and safety law, employers must assess the risks to young people **before** they start a work placement and tell them what the risks are as required by the 'Management of Health and Safety at Work Regulations' 1999.

The purpose of the risk assessment is to identify significant risks and then reduce or eliminate such hazards in the workplace prior to the activity. A risk assessment is the responsibility of the employer.

Safeguarding young people

In the vast majority of placements there will be no need for CRB checks (as the employer/employees involved will not have regular unsupervised access to young people at work).

However CRB checks must be **considered** in the following cases:

- 1) Learners identified by the school/college as vulnerable for educational, medical, behavioural or home circumstance reasons;
- 2) Placements which include a residential element;
- 3) Learners on placements lasting more than 15 days;
- 4) Placements located in particularly isolated environments with 1:1 working
- 5) Placements involving a high degree of travelling on a 1:1 basis with one employee over long periods (rule of thumb would suggest anything over half a day at a time).