



Sussex Cares

— A job that matters and a future that grows —



New to care



We match



Assured care providers

EAST SUSSEX • WEST SUSSEX • BRIGHTON & HOVE

Candidate Work Experience Pack

Funded by SESCA





Sussex Cares is a partnership project



PENGUIN TRAINING LTD



East Sussex Partners In Care



Great Care Employer

BUILD A REWARDING CAREER
IN CARE WITH A TRUSTED
EMPLOYER

Share your experiences of working in social care
and join our 'Social Care Debate'

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challenging extended family collaborative values
hard work innovation leadership vital
care rewarding empathy vision
love diverse caring unique career progression
happy clients making a difference job satisfaction
enjoyment supporting
teamwork compassion dedication focus
shared interests fulfilling empowering achievement
small differences fun changing lives rewarding
rewarding

Introduction

A work experience placement in care is an opportunity to learn what it is like to work in a caring environment, meet people who use care and support services, and develop an understanding of the skills and values needed to work in the sector.

For someone who has never worked in care before, a placement can be an important first step. It provides the chance to see how care is delivered in practice, ask questions, observe experienced staff and understand the different roles available within the sector.

Care is about much more than completing tasks. It is about treating people with dignity and respect, listening to what matters to them, promoting independence and helping people to live the lives you choose.

Work experience candidates should not be expected to arrive with specialist knowledge. The purpose of the placement is to learn, observe and develop confidence, with appropriate supervision and support throughout.

This booklet provides guidance for candidates and care providers on how to make work experience safe, useful and positive for everyone involved.

Purpose of Work Experience

The purpose of work experience is to give you a realistic introduction to working in care.

A placement can help you:

- Understand what working in care involves.
- Explore whether a career in care is right for them.
- Develop confidence in a professional environment.
- Observe experienced care workers and other professionals.
- Learn about the values and behaviours expected in care.
- Develop communication and interpersonal skills.
- Understand the importance of dignity, privacy, choice and independence.
- Gain experience of working as part of a team.
- Learn about safeguarding, confidentiality, health and safety and professional boundaries.

Identify future training, employment or career opportunities.

Work experience is primarily a learning opportunity. You should not be used as additional staffing and should not undertake tasks for which you have not been trained, assessed or authorised.

The experience should be appropriate to your age, abilities, confidence, learning objectives and the setting in which the placement takes place.

Benefits for Candidates

Work experience in social care can provide you with valuable insight into the sector and help you to explore whether a career in care is right for you.

A well-planned placement can:

- Explore career opportunities and gain a realistic understanding of the wide range of careers available in social care.
- Develop confidence, build confidence when communicating and working with people.
- Gain practical experience of what it is like to work within a real care environment.
- Strengthen communication, teamwork, listening, organisation and problem-solving skills.
- Develop employability skills and gain experience that can strengthen future applications, CVs and interviews.
- Identify personal strengths and interests, reflect on what types of roles and activities you enjoy.

Roles and Responsibilities

Everyone involved has a part to play in making the placement safe and successful.

You are expected to:

- Attend as agreed and arrive on time.
- Follow the provider's rules, policies and procedures.
- Treat people receiving care, staff and visitors with dignity and respect.
- Listen to instructions and ask questions if you are unsure.
- Maintain confidentiality.
- Follow safeguarding and health and safety requirements.
- Stay within the agreed boundaries of their role.
- Report concerns, accidents or incidents to their supervisor.
- Wear suitable clothing and footwear as required.
- Tell their supervisor if you are unable to attend or have a problem during the placement.

You should never feel that you have to carry out a task if you do not understand what is expected of them. you should ask for help or clarification.



SAFEGUARDING

Everyone has a responsibility
to keep people safe and respected.

CANDIDATES SHOULD KNOW:



How to recognise abuse.



Who to report concerns to.



Whistleblowing procedures.



Professional boundaries.



Respecting dignity and choice.



CANDIDATES SHOULD NEVER:



Provide intimate personal care
unsupervised.



Handle medicines.



Accept gifts.



Share personal contact
details.



Use personal phones to
photograph people.



If you see or suspect something isn't right,
speak up. Report it. You could make a difference.

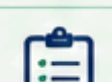


SUITABLE ACTIVITIES

Know what you can do – and what you should not do.



CANDIDATES MAY:

-   Observe care delivery
-   Assist with activities
-   Support social interaction
-   Help prepare activities
-   Support meal preparation
-   Observe documentation
-   Attend staff meetings (where appropriate)
-   Participate in wellbeing activities



Always follow guidance and ask if you are unsure.

CANDIDATES SHOULD NOT:

-   Administer medication
-   Undertake moving and handling without training and authorisation
-   Be left alone with people receiving care
-   Access confidential records unnecessarily



Work within your role. Stay safe. Protect others.
Ask, listen, report.



Before you arrive at the placement

Good preparation helps ensure that the placement is safe, organised and worthwhile.

Before you start, the care provider should establish:

- The dates, times and expected duration of the placement.
- Your age and relevant circumstances.
- Your learning objectives.
- The name of the placement supervisor.
- The activities you will be able to undertake.
- Any activities that are prohibited.
- Whether additional support or reasonable adjustments are required.
- Any relevant health, safety or accessibility considerations.
- Whether required checks have been completed.
- What information can and cannot be shared with the you.
- What to do in an emergency.
- How concerns or safeguarding issues should be reported.
- The provider should consider the setting carefully. A placement in a residential home, domiciliary care service, supported living environment or day service may involve different risks and learning opportunities.

You should receive clear information before their first day, including:

- Where and when to arrive.
- Who to ask for.
- What to wear.
- What to bring.
- Expected standards of behaviour.
- What you should do if you are unwell or unable to attend.
- Basic information about the type of care setting you will be visiting.

People receiving care

The provider should also consider the impact of the placement on people using the service. Some people may not wish to have a work experience candidate present or involved in their care.

Their wishes, privacy, dignity and consent must be respected.

Risk assessments should be proportionate and should be reviewed if there is an incident, a change in circumstances or a concern about the suitability of an activity.

Candidate Induction

You should receive an induction before taking part in activities.

The induction should explain:

- What the organisation does.
- Who the people receiving care are and the type of support provided.
- Your role and limitations.
- Who their supervisor is.
- What you can and cannot do.
- How to raise a concern.
- Safeguarding responsibilities.
- Confidentiality requirements.
- Health and safety procedures.
- Infection prevention and control.
- Emergency and fire procedures.
- Professional boundaries.
- Appropriate use of mobile phones and social media.
- Dress and appearance requirements.
- Breaks, attendance and reporting sickness.

You should have the opportunity to ask questions and should be encouraged to say if you do not understand something.

Induction should be recorded so that the provider can demonstrate that the you received the necessary information.

Supervision and Support

You should have a named person you can approach throughout the placement.

The supervisor should:

- Check in with the you regularly.
- Explain activities before you take place.
- Observe you where appropriate.
- Answer questions.
- Provide constructive feedback.
- Encourage reflection and learning.
- Identify and address concerns early.

Make sure you do not undertake activities outside their agreed role.

You should never be left responsible for the care or safety of a person receiving care.

Regular informal conversations can be just as valuable as formal supervision. Asking questions such as "What have you learned today?", "Was there anything you were unsure about?" and "Is there anything you would like to see or understand better?" can help you get more from their experience.

My Behaviours & Values

— My commitment during my work experience placement —



PROFESSIONALISM

- ☐ Arrive on time each day.
- ☐ Dress appropriately for the workplace.
- ☐ Let my supervisor know if I am unable to attend.
- ☐ Be polite, respectful and professional at all times.
- ☐ Follow instructions and ask if I am unsure.



RESPECT

- ☐ Treat everyone with kindness and dignity.
- ☐ Respect people's privacy.
- ☐ Value people's choices and independence.
- ☐ Respect differences and treat everyone equally.
- ☐ Be patient and understanding.



COMMUNICATION

- ☐ Listen carefully.
- ☐ Speak respectfully.
- ☐ Introduce myself confidently.
- ☐ Ask questions when I want to learn.
- ☐ Thank people for their help and support.



TEAMWORK

- ☐ Be willing to help where appropriate.
- ☐ Work positively with staff and other volunteers.
- ☐ Support group activities.
- ☐ Be friendly and approachable.
- ☐ Accept feedback positively.



LEARNING

- ☐ Be open to new experiences.
- ☐ Show enthusiasm and curiosity.
- ☐ Observe how experienced staff provide care.
- ☐ Reflect on what I have learned each day.
- ☐ Take opportunities to build my confidence.



CONFIDENTIALITY

- ☐ Keep information about people receiving care private.
- ☐ Never share confidential information outside the workplace.
- ☐ Never take photographs or videos without permission.
- ☐ Follow the organisation's confidentiality and social media policies.



HEALTH, SAFETY AND SAFEGUARDING

- ☐ Follow health and safety guidance.
- ☐ Practise good hand hygiene.
- ☐ Wear PPE when instructed.
- ☐ Report any concerns to my supervisor immediately.
- ☐ Never attempt tasks I have not been asked or trained to do.



POSITIVE ATTITUDE

- ☐ Be reliable.
- ☐ Be respectful.
- ☐ Be compassionate.
- ☐ Be honest.
- ☐ Be willing to learn.
- ☐ Enjoy the experience and make the most of every opportunity.
- ☐ Be approachable.
- ☐ Show empathy.
- ☐ Be professional.
- ☐ Be positive.



Confidentiality and Information Governance

People receiving care have a right to privacy.

You may see or hear personal information during their placement. This information must be treated as confidential.

You should:

- Only access information you need for an agreed learning activity.
- Never take photographs or recordings of people receiving care.
- Never share personal information with friends, family or others.
- Never post information about the placement or people receiving care on social media.
- Avoid discussing people receiving care in public places.
- Keep paperwork and information secure.
- Follow the provider's information governance policies.
- Ask their supervisor if you are unsure whether information can be shared.
- You should understand that confidentiality continues after the placement ends.

For example, you should not tell friends, "I met someone at the care home who has..." if this could identify the person or reveal private information.

When in doubt, the safest approach is to ask before sharing.

Health and Safety

Everyone has a responsibility to work safely.

You should receive appropriate information about:

- Fire safety and evacuation procedures.
- Accident and incident reporting.
- First aid arrangements.
- Infection prevention and control.
- Hand hygiene.
- Personal protective equipment (PPE).
- Slips, trips and falls.
- Safe use of equipment.
- Moving and handling restrictions.
- Food safety where relevant.
- Emergency procedures.
- What to do if you become unwell or are injured.

You should not use equipment unless you have been shown how to use it and are authorised to do so. you should also understand that you must report hazards, accidents, near misses or concerns to their supervisor.

Equality, Diversity and Inclusion

Care should be provided in a way that respects every person's identity, rights, preferences and individual circumstances.

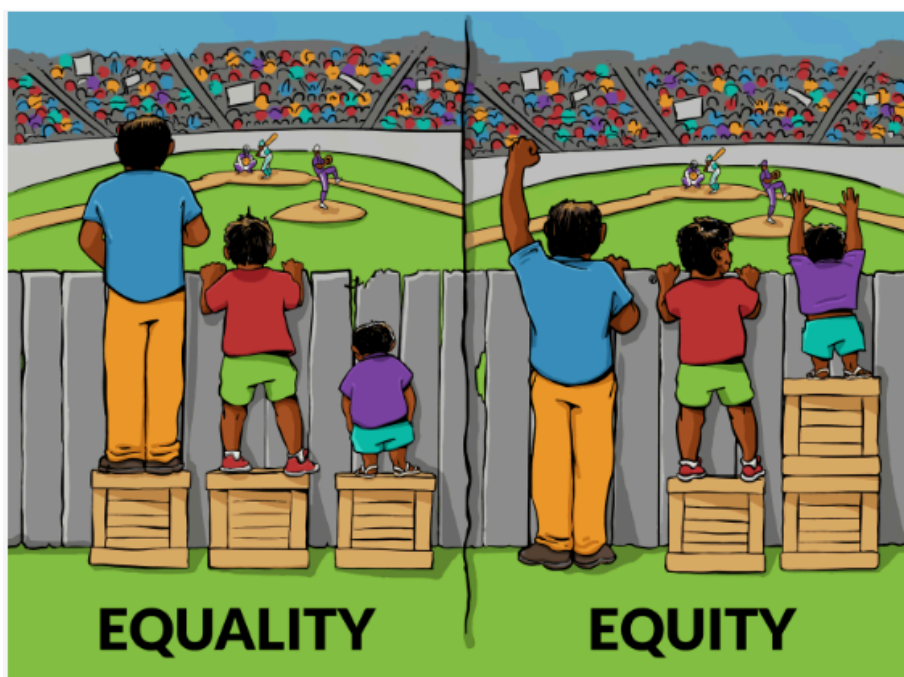
should understand that people receiving care and colleagues may have different:

- Ages.
- Disabilities.
- Cultural backgrounds.
- Languages.
- Family circumstances.
- Personal beliefs.
- Communication needs.
- Life experiences.
- Preferences and ways of living.
- Everyone should be treated fairly, respectfully and with dignity.

You should avoid making assumptions about people. you should listen to individuals and respect their choices wherever possible.

Care providers should also consider equality, diversity and inclusion when planning placements. This includes making reasonable adjustments where appropriate so that you are able to participate meaningfully in the experience.

An inclusive placement benefits everyone. It helps you understand that person-centred care means recognising the individual, rather than treating everyone in the same way.



8 Week Placement Structure

Build skills. Gain experience. Make a difference.



WEEK	PLACEMENT OBJECTIVES	TRAINING OBJECTIVES
1 Induction and Shadowing 	- Attend workplace induction and orientation. - Learn workplace policies, procedures, and health & safety requirements. - Meet staff members and understand their roles. - Shadow experienced staff during daily routines. - Observe professional interactions with service users. - Familiarise yourself with the environment and equipment.	- Understand workplace policies and procedures. - Identify key staff roles and responsibilities. - Recognise health & safety requirements. - Develop an understanding of professional conduct. - Begin to observe and learn from experienced staff.
2 Communication & Observation 	- Introduce yourself confidently to service users. - Observe different communication techniques used by staff. - Practise active listening during conversations. - Report observations to your supervisor. - Maintain professional and respectful communication. - Observe individual needs and preferences.	- Develop effective communication skills. - Practise active listening. - Recognise individual needs and preferences. - Understand the importance of professional communication. - Build confidence in interacting with others.
3 Supporting Daily Living 	- Assist with meal preparation or serving (where appropriate). - Support individuals with activities and social engagement. - Help prepare activity areas or resources. - Encourage independence while offering appropriate support. - Follow guidance when assisting with daily routines. - Promote dignity and respect throughout interactions.	- Learn how to support daily living activities safely. - Promote independence and wellbeing. - Understand the importance of dignity and respect. - Develop skills to engage and motivate individuals. - Work within guidance to provide appropriate support.
4 Person-Centred Care 	- Learn about individual care plans. - Support people according to their preferences and choices. - Respect privacy, dignity, and cultural differences. - Encourage service users to make their own decisions where possible. - Observe how personalised care improves wellbeing. - Reflect on person-centred values in practice.	- Understand principles of person-centred care. - Respect diversity, privacy, and individual choices. - Recognise how personalised care improves outcomes. - Apply person-centred values in daily practice. - Reflect on experiences and their impact.



WEEK	PLACEMENT OBJECTIVES	TRAINING OBJECTIVES
5 Record Keeping 	• Observe how staff complete care records. • Learn the importance of confidentiality and data protection. • Practise accurate and factual note-taking under supervision. • Report any concerns promptly to your supervisor. • Understand the importance of timely documentation. • Follow workplace record-keeping procedures.	• Understand confidentiality and data protection. • Learn accurate and factual record-keeping. • Recognise the importance of timely documentation. • Follow record-keeping procedures. • Understand legal and ethical responsibilities.
6 Building Confidence 	• Take a more active role in supporting daily activities. • Communicate confidently with staff and service users. • Complete routine tasks with less supervision. • Ask questions and seek constructive feedback. • Demonstrate improved time management and organisation. • Reflect on strengths and areas for improvement.	• Build confidence in skills and abilities. • Develop time management and organisational skills. • Seek feedback and use it for improvement. • Strengthen independence within supported boundaries. • Reflect and set personal development goals.
7 Greater Responsibility (within limits) 	• Carry out agreed tasks independently where appropriate. • Prioritise simple daily responsibilities. • Demonstrate reliability and professionalism. • Recognise when to seek help or guidance. • Follow safeguarding and health & safety procedures consistently. • Support the team while working within your level of competence.	• Take responsibility within agreed limits. • Demonstrate reliability and professionalism. • Understand safeguarding and health & safety. • Work effectively as part of a team. • Know when and how to seek support.
8 Review & Career Planning 	• Meet with your supervisor to review progress. • Reflect on skills gained during the placement. • Identify strengths and areas for future development. • Set personal and career goals. • Update your CV or portfolio with placement experience. • Discuss potential career pathways and further training opportunities.	• Review learning and achievements. • Identify skills and areas for development. • Set achievable personal and career goals. • Plan next steps for career progression. • Explore further training and career opportunities.



Every step you take brings you closer
to a rewarding career.

WORK EXPERIENCE INDUCTION CHECKLIST

A guide for a safe, supportive and successful placement



ON ARRIVAL & WELCOME

		COMPLETED	NOTES
	Provider welcome	☐	
	Meet the team	☐	
	Tour	☐	
	Issued visitor/ID badge (if applicable)	☐	
	Dress code Uniform checklist	☐	
	IT access form	☐	
	Attendance procedures	☐	
	Sickness reporting	☐	
	Complete Placement agreement	☐	
	Complete individual risk assessments	☐	



PLACEMENT EXPECTATIONS

		COMPLETED	NOTES
	Expected conduct	☐	
	Communication	☐	
	Professional behaviour	☐	
	Mobile phone policy	☐	
	Social media policy	☐	
	Break arrangements	☐	
	Smoking/vaping policy	☐	



HEALTH & SAFETY

		COMPLETED	NOTES
	Fire safety	☐	
	Fire procedures	☐	
	Fire exits and assembly point	☐	
	First Aid arrangements	☐	
	Infection Prevention & Control	☐	
	Hand hygiene demonstrated	☐	
	PPE explained	☐	
	Manual handling awareness	☐	
	Accident and Incident reporting	☐	
	Accident reporting	☐	
	Lone working arrangements	☐	



SAFEGUARDING

		COMPLETED	NOTES
	Safeguarding Adults overview	☐	
	How to report concerns	☐	
	Confidentiality explained	☐	
	GDPR/Data Protection	☐	

IMPORTANT

If you are unsure about anything or have any concerns during your placement, speak to your supervisor immediately.

Induction completed by

Name: _____
 Role: _____
 Signature: _____
 Date: _____



**Thank you and
welcome to our team!**

Candidate

Name: _____
 Signature: _____
 Date: _____



We hope you have a positive and rewarding work experience with us.



Reflective Notes

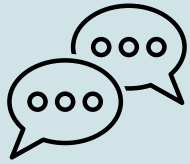


What did I observe today?



What values did I see demonstrated?

What communication skills did I notice?



What have I learned?



How will this help my future career?

Reflective Notes

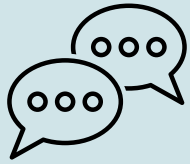


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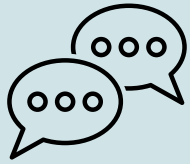


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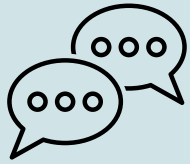


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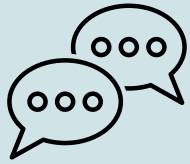


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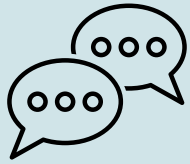


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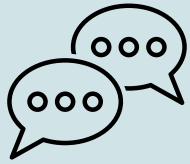


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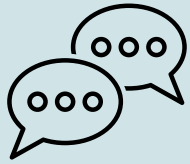


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What have I learned?



How will this help my future career?

Video Questions

Watch the videos by clicking on the titles to answer the following questions

An introduction to Jean and her work in Residential Care:

Scenario 1

Scenario 1 Question 1

What do you think about Adam's request for help?

Select from these 4 options

1. Adam is new and it's reasonable to require help. However, Jane has her own work to do, so someone else should sort this out.
2. Adam is new, but he needs to learn as soon as possible that he has to work things out for himself. People can't leave their own work whenever he needs help.
3. Adam is new and it may take him longer, but he should go through Mr Brown's notes again to try to work out for himself what to do.
4. Adam is new and it's reasonable to require help. As Jane knows the work very well, she should be willing to provide Adam with some assistance.

Why did you choose this answer:

Scenario 1 Question 2

What would you hope would happen about Mr Brown getting dressed?

Select from these 4 options:

1. Adam should just leave Mr Brown to it if he wants to get himself dressed, as he's taking so long.
2. Adam should get Mr Brown dressed as quickly as possible, regardless of what Mr Brown says. He can then get on and support the other gentlemen who are waiting.
3. Adam should explain to the other gentlemen that he will be with them to provide support once he has assisted Mr Brown.
4. Adam should give Mr Brown time to get himself dressed but be on hand in case he asks for any support. If time allows and it is safe, he could start to help one of the others while Mr Brown is doing this.

Why did you choose this answer:

Scenario 1 Question 3

In her break, Jane sees a message on her mobile. It's from Karen, the team member who didn't arrive for work this morning:

"Had a late night and really hung over this morning so not coming in. Sorry!"

How would you feel about this if you were Jane?

Select from these 4 options:

1. This is OK. Karen has the right to take the day off if she wants to - everyone needs a rest occasionally.
2. This is unfair, as it means that Jane and the rest of the team have to work even harder than usual.
3. This is not acceptable. The residents may not be properly supported because Karen hasn't turned up.
4. This is the manager's problem. you need to plan for the fact that staff might not feel like turning up sometimes.

Why did you choose this answer:

Scenario 2

It is another busy day at the care home. Jane comes out of Eva's room. Eva is a resident who has dementia. Jane calls Adam, the new team member, over.

Scenario 2 Question 1

What would be your main concern about Eva's behaviour?

Select from these 4 options:

1. Eva is not taking her tablets when she is meant to, and she is not explaining why to Jane.
2. Eva is just trying to get extra attention from Jane.
3. Eva is upset and needs support. Also, if she doesn't take her tablets, this could affect her health.
4. Eva is making work more difficult than it needs to be for Jane.

Why did you choose this answer:

Scenario 2 Question 2

What do you think would be a good thing for Jane to say to Eva?

Select from these 4 options

1. "Eva, you need to calm down now, otherwise I won't be able to help you."
2. "Is there something wrong Eva? Let me sit down with you and you can tell me about it if you want to."
3. "Eva, you really are being very difficult with your tablets you know. You need to stop behaving like this."
4. "Eva, you're clearly not happy. I'll just sit here with you until you feel better."

Why did you choose this answer:

Scenario 2 Question 3

Jane is now sitting with Eva and you are talking quietly together. Eva is holding Jane's hand. There is a knock at the door and Adam walks in. He asks Jane if he can have a word about Mr Brown at some point. What would you want Jane to say?

1. "Oh not Mr Brown again! Tell me all about it. You don't mind do you Eva?"
2. "Sorry Eva, I just need to go and talk to Adam now, but I'll be back as soon as I can."
3. "What's the matter with Mr Brown? Tell me all the details and we'll work out what to do for the best."
4. "Sorry Adam, but we can't discuss other residents while I'm talking with Eva. I'll come and find you when we're finished"

Why did you choose this answer: