



Sussex Cares

— A job that matters and a future that grows —



New to care



We match



Assured care providers

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Provider 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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Introduction

Offering work experience is an opportunity for care providers to introduce people to the rewarding and varied world of care.

For someone who has never worked in care, a placement can provide a valuable insight into what it means to support people in a professional care environment. It allows individuals to observe experienced staff, develop an understanding of person-centred care and explore whether a career in care is right for them.

A successful placement requires more than simply allowing someone to spend time in the workplace. The care provider has a responsibility to ensure that the placement is safe, structured, supervised and meaningful.

This booklet provides practical guidance for care providers who are considering, or already offering, work experience placements. It sets out the key considerations before and during a placement and provides a framework for supporting candidates to learn about care while protecting the wellbeing, dignity, privacy and safety of people receiving care.

Purpose of Work Experience

The purpose of a work experience placement is to give a candidate a realistic and positive introduction to working in care.

Care providers should use the placement to help candidates:

- Understand what care work involves.
- Experience the values and principles that underpin good care.
- Observe person-centred care in practice.
- Develop an understanding of the different roles within a care organisation.
- Explore potential career opportunities.
- Develop confidence in a professional workplace.
- Observe effective communication and teamwork.
- Understand the importance of dignity, respect, choice and independence.
- Learn about professional boundaries.
- Develop an awareness of safeguarding, confidentiality and health and safety.
- Identify potential future training or employment opportunities.

The placement should be viewed as a learning experience rather than an additional staffing resource. A candidate must not be used to fill staffing gaps or expected to undertake tasks simply because the service is busy.

The care provider should agree clear learning objectives with the candidate before the placement begins.

Benefits for Care Providers

Providing work experience can offer significant benefits to care organisations.

Developing the future workforce

Work experience can introduce people to care who may never previously have considered it as a career. A positive experience can encourage candidates to apply for apprenticeships, care worker positions or further training.

Challenging misconceptions

People who have never worked in care may have limited or inaccurate perceptions of the sector. Allowing candidates to see the variety of roles, relationships and skills involved can provide a more realistic understanding of care work.

- Developing staff
- Supporting a work experience candidate provides existing staff with opportunities to develop:
 - Coaching skills.
 - Communication skills.
 - Leadership skills.
 - Mentoring skills.
 - Reflective practice.
- Strengthening community links
- Work experience can help providers develop relationships with:
 - Schools and colleges.
 - Universities.
 - Employment services.
 - Community organisations.
 - Local authorities.
 - Careers services.
 - Apprenticeship providers.
 - Local businesses and organisations.
- Promoting the organisation

A well-managed placement allows candidates to experience the organisation's values and culture first-hand. Candidates may become future employees, advocates for the organisation or ambassadors for careers in care.



Offering meaningful work experience guide

Making work experience work

Partnering with an employer support organisation to tackle recruitment and retention



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.

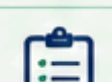


SUITABLE ACTIVITIES

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.



Roles and Responsibilities

A successful placement requires clear responsibilities for everyone involved.

The Care Provider

The care provider should:

- Appoint a named person responsible for the placement.
- Agree the purpose and learning objectives.
- Assess the suitability of the placement.
- Complete appropriate risk assessments.
- Identify activities that are suitable for the candidate.
- Ensure appropriate checks are completed where required.
- Provide a comprehensive induction.
- Explain relevant policies and procedures.
- Provide appropriate supervision.
- Maintain professional boundaries.
- Protect the privacy, dignity and wellbeing of people receiving care.
- Ensure the candidate does not undertake activities beyond their competence.
- Address concerns promptly.
- Review the placement and obtain feedback.

The Placement Supervisor

The supervisor should act as the candidate's main point of contact.

They should:

- Welcome the candidate.
- Explain expectations.
- Introduce them to appropriate staff.
- Monitor their activities.
- Provide guidance and encouragement.
- Make time for questions.
- Provide feedback.
- Ensure the candidate remains within agreed boundaries.
- Escalate any concerns appropriately.
- Review the candidate's learning at the end of the placement.

Complete the Placement agreements with the candidate

Before the Placement

Good preparation is essential.

Before accepting a placement, the provider should establish whether the organisation is able to offer a safe and worthwhile learning experience.

The provider should consider:

- Why the candidate wants the placement.
- What they hope to learn.
- Their age and level of experience.
- The length and timing of the placement.
- The type of care environment.
- The activities they may observe or participate in.
- Any additional support or reasonable adjustments required.
- Any relevant risks.
- The availability of an appropriate supervisor.

Whether the placement is suitable for the people receiving care.

The provider should agree:

- Start and finish times.
- Placement dates.
- Location.
- Named supervisor.
- Dress requirements.
- Break arrangements.
- Emergency arrangements.
- Contact arrangements if the candidate is unable to attend.
- Learning objectives.
- Activities that are permitted.
- Activities that are not permitted.

Before the first day, the candidate should be given clear information about where to go, who to ask for and what to expect.

Use the Work Experience checklist to prepare for the work experience candidate's first day

A risk assessment should be completed before the placement begins.

The candidate

Consider the candidate's:

- Age.
- Experience.
- Confidence.
- Communication needs.
- Learning needs.
- Disability or accessibility requirements.
- Ability to understand and follow instructions.

Consider whether activities could involve:

- Moving and handling.
- Personal care.
- Food preparation.
- Contact with bodily fluids.
- Medicines.
- Equipment.
- Behaviour that may present a risk.
- Working with vulnerable people.

Risk Assessment

A **HAZARD** is something that has the potential to harm you



RISK is the likelihood of a hazard causing harm



OBSERVATION ACTIVITIES

Over 60 structured observation tasks.

EXAMPLES:

- Observe communication
- Observe meal support
- Observe activity planning
- Observe infection control
- Observe safeguarding practice
- Observe dignity
- Observe documentation
- Observe teamwork
- Observe leadership
- Observe person-centred care

EACH ACTIVITY INCLUDES:

- **PURPOSE**
Why this observation is important.
- **PREPARATION**
What to know or do before observing.
- **OBSERVATION SHEET**
Structured sheet to record what you see.
- **REFLECTION**
Think about what you observed and why.
- **LEARNING OUTCOMES**
What you will learn and how it links to care.



PRACTICAL ACTIVITIES

Safe activities candidates may undertake.

EXAMPLES:

- Preparing activity resources
- Supporting games
- Setting dining tables
- Reading with residents
- Gardening
- Arts and crafts
- Life story work
- Digital inclusion
- Hydration rounds (under supervision)
- Wellbeing activities

EACH ACTIVITY INCLUDES:

- **LEARNING AIMS**
What you will learn and practice.
- **RISK CONTROLS**
How we keep you, others and the environment safe.
- **EQUIPMENT**
What you will need to complete the activity.
- **SUPERVISION LEVEL**
Who will support and supervise you.
- **REFLECTION**
What went well, what you learned and what you might do differently.

Candidate Induction

Every candidate should receive an appropriate induction before beginning activities.

The induction should introduce the candidate to:

- The organisation.
- The care service.
- The people who use the service.
- Staff roles.
- The candidate's role and boundaries.
- Their named supervisor.
- Safeguarding procedures.
- Health and safety.
- Fire procedures.
- Infection prevention and control.
- Confidentiality.
- Information governance.
- Professional boundaries.
- Equality, diversity and inclusion.
- Mobile phone and social media expectations.
- Accident and incident reporting.
- Emergency arrangements.

Supervision and Support

Candidates should never be left to work independently with people receiving care.

The level of supervision should reflect:

- The candidate's age.
- Their previous experience.
- The activities being undertaken.
- The environment.
- The needs of the people receiving care.
- The risks identified during assessment.
- The named supervisor should check in with the candidate regularly.
- Useful questions include:
 - What have you learned today?
 - Is there anything you are unsure about?
 - What have you enjoyed?
 - Is there anything you would like to understand better?
 - Have you seen anything that surprised you?
 - What have you learned about working in care?

Health and Safety

The care provider has a responsibility to provide a safe environment and ensure the candidate understands the health and safety arrangements relevant to their placement.

The induction should cover:

- Fire safety.
- Emergency procedures.
- First aid.
- Accident and incident reporting.
- Infection prevention and control.
- Hand hygiene.
- PPE.
- Safe use of equipment.
- Moving and handling restrictions.
- Food safety where relevant.
- Slips, trips and falls.
- What to do if the candidate becomes unwell.
- What to do in the event of an injury.

Candidates should not operate equipment unless they have received appropriate instruction and are authorised to do so.

The provider should also ensure that staff understand the candidate's limitations and do not ask them to undertake tasks simply because they are available.

Confidentiality and Information Governance

Work experience candidates may see or hear personal information about people receiving care. The provider must ensure that candidates understand their responsibilities regarding confidentiality and information governance.

Candidates should be instructed to:

- Only access information necessary for their agreed learning activities.
- Keep personal information confidential.
- Never photograph or record people receiving care.
- Never post information about the placement on social media.
- Never share identifiable information with friends or family.
- Keep paperwork secure.
- Avoid discussing people receiving care in public areas.
- Follow the provider's information governance requirements.

Ask the candidate to sign the confidentiality agreement

Equality, Diversity and Inclusion

Care providers should ensure that work experience opportunities are accessible, fair and inclusive.

Candidates should be treated with dignity and respect regardless of their background, circumstances, disability, communication needs or personal characteristics.

Providers should consider whether reasonable adjustments are needed to enable a candidate to participate fully in the placement.

This may include adjustments to:

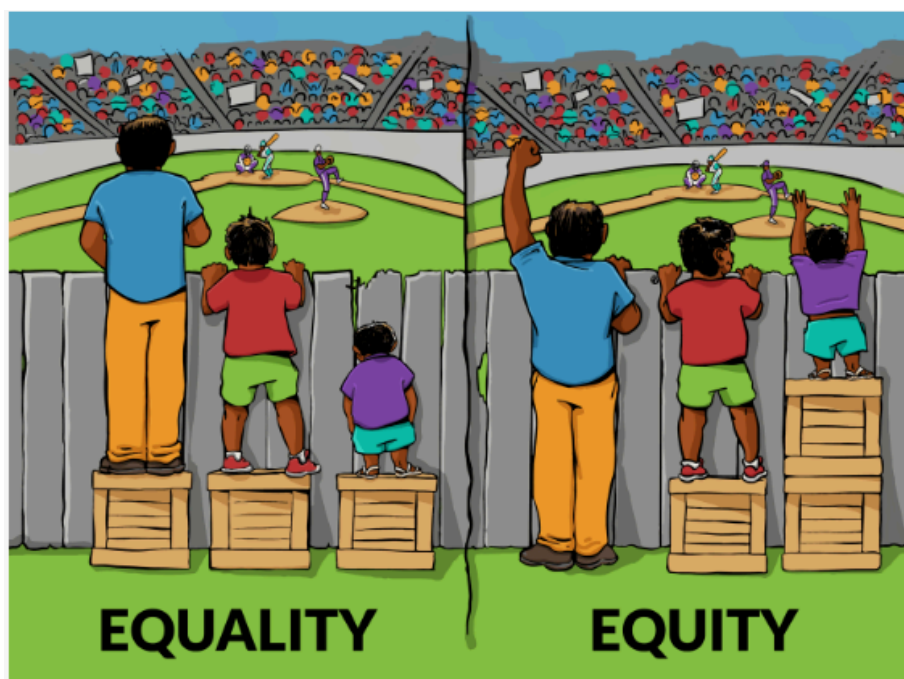
- The physical environment.
- Communication.
- Written information.
- Working arrangements.
- Breaks.
- Supervision.
- Learning activities.

The same principles of inclusion should be demonstrated in the way candidates observe and interact with people receiving care.

Providers should encourage candidates to recognise that person-centred care means understanding the individual rather than making assumptions based on a person's age, diagnosis, disability, culture, background or circumstances.

A work experience placement is an opportunity to demonstrate inclusion in practice.

The provider should create an environment where candidates feel welcome, valued and able to ask questions.



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.



WORK EXPERIENCE PLACEMENT AGREEMENT

This agreement sets out the expectations of everyone involved in a Sussex Cares Work Experience Placement.



PARTICIPANT DETAILS

Name: _____
Address: _____
Telephone: _____
Email: _____
Emergency Contact: _____



PLACEMENT DETAILS

Care Provider: _____
Placement Address: _____
Supervisor: _____
Placement Start Date: _____
Placement End Date: _____
Working Days/Hours: _____



PURPOSE OF THE PLACEMENT

The placement is designed to:



Introduce participants to careers in adult social care.



Develop confidence and employability skills.



Provide meaningful workplace experience.



Support participants to make informed career choices.



Offer insight into compassionate, person-centred care.



This placement is voluntary and is not a contract of employment.



THE CARE PROVIDER WILL

- ✓ Produce a safe and welcoming environment.
- ✓ Deliver an induction.
- ✓ Allocate a named supervisor.
- ✓ Ensure appropriate supervision.
- ✓ Provide suitable learning opportunities.
- ✓ Give regular feedback.
- ✓ Maintain health and safety standards.
- ✓ Treat participants with dignity and respect.



THE PARTICIPANT AGREES TO

- ✓ Attend as agreed.
- ✓ Arrive on time.
- ✓ Notify the supervisor if unable to attend.
- ✓ Follow all workplace policies.
- ✓ Respect confidentiality.
- ✓ Maintain professional behaviour.
- ✓ Wear appropriate clothing.
- ✓ Follow instructions.
- ✓ Ask for help when unsure.
- ✓ Respect people receiving care, families and colleagues.



CONFIDENTIALITY

During the placement, the participant may hear or see confidential information.

The participant agrees that they will:

- Keep all personal information confidential.
- Not discuss people receiving care outside the workplace.
- Not take photographs or videos.
- Not post information about the placement on social media without permission.

This obligation continues after the placement has ended.



HEALTH & SAFETY

The participant agrees to:

- Follow all safety instructions.
- Use equipment only when authorised.
- Report hazards immediately.
- Report accidents or near misses.
- Wear PPE where required.



SAFEGUARDING

The participant understands they have a responsibility to report any concerns about the safety or wellbeing of an adult receiving care immediately to their supervisor.



EQUALITY, DIVERSITY AND INCLUSION

Everyone involved in the placement will be treated fairly, respectfully and without discrimination.



INSURANCE

The placement is covered by the care provider's Employer's Liability and Public Liability Insurance, subject to the terms of those policies.



ENDING THE PLACEMENT

The placement may be ended at any time if:

- Health and safety is compromised.
- Confidentiality is breached.
- Behaviour is inappropriate.
- Attendance is unsatisfactory.
- Either party feels the placement is no longer suitable.



DECLARATION

I have read and understood this agreement and agree to comply with its contents.



PARTICIPANT

Name: _____
Signature: _____
Date: _____



PLACEMENT SUPERVISOR

Name: _____
Signature: _____
Date: _____



Thank you
for being part of
Sussex Cares.



Working together to build a better future in adult social care.

www.sussexcares.org



PLACEMENT AGREEMENT

Working together for a safe and successful placement



Organisation	
Service Address	
Candidate Name	
School/College	
Placement Dates	From: _____ To: _____
Mentor	
Department	



PURPOSE

The purpose of this placement is to provide the candidate with a safe learning experience within an adult social care setting.



ORGANISATION RESPONSIBILITIES

The organisation agrees to:



Provide a suitable induction

☐

Allocate a workplace mentor

☐

Complete a risk assessment

☐

Supervise the candidate

☐

Maintain health and safety

☐

Report concerns immediately

☐

CANDIDATE RESPONSIBILITIES

The candidate agrees to:



Arrive on time

☐

Follow instructions

☐

Wear appropriate clothing

☐

Respect confidentiality

☐

Maintain professional behaviour

☐

Follow health and safety guidance

☐

Candidate Signature

Date



Mentor Signature

Date



Manager Signature

Date



Thank you for supporting learning and development
in adult social care.





PLACEMENT AGREEMENT



CANDIDATE AGREEMENT

I understand that during my placement I will:

- ☐  Respect people receiving care
- ☐  Respect staff
- ☐  Maintain confidentiality
- ☐  Follow instructions
- ☐  Ask questions if unsure
- ☐  Report concerns immediately
- ☐  Wear appropriate clothing
- ☐  Follow infection prevention procedures
- ☐  Maintain professional behaviour
- ☐  Not use my mobile phone during placement unless authorised

Candidate Name

Signature

Date



CONFIDENTIALITY AGREEMENT

Confidentiality Statement

During my placement I may see or hear confidential information.

I agree that I will not disclose information about:

- ☐  People receiving care
- ☐  Families
- ☐  Staff
- ☐  Organisation records
- ☐  Care plans
- ☐  Medical information



I understand this responsibility continues after my placement ends.

Candidate Signature

Date

Witness





EMERGENCY CONTACT FORM



CANDIDATE DETAILS



Name



Date of Birth



Address



Telephone



Email



EMERGENCY CONTACT 1



Name



Relationship



Telephone



Mobile



Email



EMERGENCY CONTACT 2



Name



Relationship



Telephone



Mobile



Email



GP DETAILS



Practice



Telephone



MEDICAL INFORMATION



Medical Conditions



Medication



Allergies



Emergency Instructions

