# Work Experience

# Student and Supervisor Programme

## Summary

This template will record what the student will be doing during their work experience placement and what is expected from them whilst they are here.

It is structured in a way that it can be given to the student at the start of the placement and be used to record their progress throughout the placement.

Sources which have contributed to this include

* [MBDA](http://www.mbda-systems.com/) Work Experience Logbook
* [Enabling Work Experience in the Health Sector in Wales](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCQQFjAA&url=http%3A%2F%2Fwww.skillsforhealth.org.uk%2Fcomponent%2Fdocman%2Fdoc_download%2F2108-work-experience-in-wales-english-languagepdf.html&ei=9IjkU8fpCKek0QXvsoCICQ&usg=AFQjCNG499w9CVU6AWKpVUhFLyxlmcvgWw&sig2=t6YkIf_QW9xuZXOVQmG9zA)

## Instructions

The s*tudent* will use this template as a source of information and a place to keep notes during their placement. The *supervisor* will use this template to capture the details for the student’s specific work experience placement.

*Supervisors,* please go through this document, noting and removing the text in <<purple>>, and replacing with your own information.

**Before handing the completed workbook to the student, please delete this page.**

The template has been arranged for a five day placement; however, pages and tables can be edited to fit with your programme of activities.

We would like to ask for you, where possible, to share your customised workbook along with the supporting preparation and post-activity sheets with **Tomorrow’s Engineers (**[www.tomorrowsengineers.org.uk/employertoolkit](http://www.tomorrowsengineers.org.uk/employertoolkit)) and contribute to the growing community of high quality work experience activities and best practice notes on work experience.

Other companies will be able to learn from your work experience activity, either using the activity as a worked example (perhaps they have never offered work experience before and need help identifying an activity which really benefits the student) or looking at lessons you have identified.

Work Experience Programme

## <<Project Title or Role e.g. Junior Design Engineer>>

## <<Company name and logo>>

## <<Student name>>

## <<Month and year of placement>>

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#

# Section 1: Introduction

## Overview

<<If this activity is to be shared via Tomorrow’s Engineers for other companies to use, please complete the following summary table to help others understand what the activity covers.>>

|  |  |
| --- | --- |
| **Project Title** |  |
| **Purpose/outcome** | Write a brief overview of what the project aims to do |
| **Age/suitability** |  |
| **Route** | Identify whether the activity is for students doing GCSEs, A-Levels or a vocational route |
| **Skills it will develop** | Identify the applicable skills the project is aiming to develop |
| **Knowledge it will develop** | Identify the theoretical or practical understanding of a subject the project is aiming to develop |
| **Skills it requires** | Identify the applicable skills the project needs to be successful, e.g. if it’s an electronics project do students need to be able to solder? |
| **Project Duration** |  |
| **Business Exposure** | Identify which departments the project engages with and therefore who will support be needed from? |
|  |  |
| **Process** |
| **Day 1** | Provide an overview of the day, e.g.Product analysis (what are the components, how does it work) – report |
| **Day 2** | Provide an overview of the day, e.g.Analysis of current market for product (who buys it, how often) – report |
| **Day 3** | Provide an overview of the day, e.g.Start considering countries for proposal – summary feedback to W/E manager |
| **Day 4** | Provide an overview of the day, e.g.Research into countries, gathering information, thinking about threats/ risks and opportunities |
| **Day 5** | Provide an overview of the day, e.g.Presentation to senior staff in production, marketing, and W/E manager |
| **Staff time** | Identify the number of staff members/hours to be used for this activity |

##

## Work experience placement briefing

### Project Title: […]

### Overview of the company / business unit

<<Provide an overview of the company or business unit where the work experience is taking place. What does the company do, who are its customers and how does it use science, mathematics, design, technology, engineering and English to achieve its outputs.>>

### Placement Summary

<<Provide a brief overview of the team the work experience will be with, how long is it, what project(s) the student will be working on and what the aim of the project is.

E.g. you are here for one week and will be working in the design team office where we identify new products and develop their designs. This team works closely with our marketing team to make sure our new products are something our customers want to buy and also with our production team to make sure the products can be built at our facilities. Your challenge is to develop a new product to <<…>>. We would like you to work with different people throughout your placement to develop the design and at the end of the placement we would like you to give a 10 minute presentation on your new product.>>

### Points of Contact

<<Identify who the supervising manager is and provide contact details for them in case of any problems, illness, etc. Identify any other relevant HR contacts they may need to know.>>

The following table provides the names and contact details of people you will need to work with during your placement. The table includes several blank rows so you can fill in the contact details of other people you meet during your placement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role | Name | Location | Phone Number  | Email Address |
| Work Experience Supervisor |  |  |  |  |
| Human Resources / Student Liaison |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

##

### Why do work experience?

A work experience programme at <<your company>> will give you an opportunity to gain insight into the work of an engineering company.

Benefits to you:

* You will improve and learn new skills
* You may identify new interests or talents
* Understand the significance of work, and learn to adapt to a new routine and working standards
* Increase your employability for the future
* Exposure to working life will increase your awareness of different career routes and options

<<Your company>>’s expectations:

<<Outline company policy on the requirements of the student. The following is an example.>>

* You will be treated like an employee during your work experience
* You will take note of and adhere to health and safety regulations
* You will be expected to complete your log-book at the end of each day
* You will dress appropriately for work, according to the guidance provided

#

# Section 2: Security

## Security

<<Provide an overview of any Security requirements the student will need to adhere to during the placement.>>

During your work experience placement the following security rules must be obeyed at all times.

Mobile phones, iPods, tablets and radios cameras are restricted items.

Prohibited items include: cameras, camcorders, personal laptops, or any devices connected to the company IT networks.

### Security Pass

You will be given an ID badge at the start of your placement. You must wear and display your visitor pass at all times.

**Failure to adhere to these rules will result in a removal from the work experience programme.**

#

# Section 3: Health and Safety

## Health and Safety

<<Provide an overview of any Health and Safety requirements the student will need to adhere to during the placement.>>

### Why is safety important?

<<Outline to the student that there are general safety rules and in addition rules that will be appropriate to their work experience project. The below are general health and safety guidelines.>>

During your work experience placement the following health and safety rules must be obeyed at all times:

### Dress Code

<<Students may not be familiar with what the term ‘business dress’ means so it may be worth providing explicit examples of what is acceptable in your business and what is not. The following suggestions provide a good starting set to adapt to your setting:>>

|  |
| --- |
| Smart business dress – you could wear trousers/skirt/dress, a shirt/blouse. No jeans, tracksuits or hoodies |
| Casual business dress – you could wear trousers/skirt/dress, a polo shirt or smart T-shirt. No football shirts or logo tops, no jeans or tracksuits |
| Sensible shoes - school shoes are ideal, no trainers, avoid extreme heel heights |
| Jeans (if appropriate to your setting) |
| No trainers |
| No facial jewellery except where of religious significance |

Dress should be appropriate for the work placement environment.

If required, personal protective equipment such as eye protection will be provided to you by your supervisor. You will never be required to work with or handle chemicals and hazardous substances. If you are working with machinery, you will be required to tie back your hair.

### In case of an emergency

You will be informed of the emergency exits and meeting points during your induction. In the event of a building evacuation such as during a fire alarm, do not run and do remain with your supervisor.

##

# Induction Checklist

|  |  |
| --- | --- |
| ☐ | I have been given an overview of the company products, the industry, and the work carried out at this particular site. |
| ☐ | I have been told about the week’s itinerary, which departments I will be working in, and the type of work I shall be observing and learning about. |
| ☐ | I understand the start and finish times of my working day. |
| ☐ | It has been explained to me who will be the immediate supervisor of my work experience programme and who to speak to if there is a problem. |
| ☐ | I have been shown the location of the restaurant and toilet facilities, and I am aware of the break times that I can take. |
| ☐ | I have been told the areas which are restricted to me <<and that I must remain with my daily supervisor/an employee at all times, due to security reasons.>> |
| ☐ | I have been briefed on potential hazards/safety issues, if any, that I could be exposed to during the work experience programme. |
| ☐ | I have been told about safe working practices to adhere to whilst on my placement. |
| ☐ | I understand that I am not permitted to operate any machinery without the permission of my supervisor, and without first receiving the appropriate training. |
| ☐ | I have had the importance of safety equipment explained to me, such as PPE, where it is kept, which areas it must be used in and why. |
| ☐ | I have been told that I must report any injury/accident to my supervisor immediately, who will be able to locate the nearest first-aider.  |
| ☐ | I have been told what I should do in the event of a fire, and how I will know if a fire alarm has been raised. |
| ☐ | I have been told the emergency procedure and where the assembly points/emergency exits are. I understand that I should speak to my daily supervisor if I am unclear which emergency exit to use on the site, in case of an emergency. |
| ☐ | I know that I should not run during an evacuation. |

**ALL STUDENTS AND SPONSORS MUST READ AND AGREE THIS CHECK LIST**

Signed sponsor: Signed student: Dated:

.................................. ......................................... .................................

# Section 4: Work Experience Programme

## Your Itinerary

<<In this section, provide a timetable for the placement. You can fill in some sections if you have already made plans for the student, but if you want them to build their own itinerary, perhaps as part of the project determining who they need to talk to, leave blanks that can be completed.

This section also provides an opportunity to discuss the student’s own objectives, which need to be reviewed with the supervising manager on the first and last day to ensure, where possible, that they can be achieved. See section below on key skills.>>

This table sets out your diary for your placement. We have filled in a couple of meetings for you but you will need to work with your supervisor to plan the rest of your placement to fulfil the project brief we have set you.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Day** | **Date** |  | **Timings** | **Department/****Project** | **Supervisor** |
| **1** |  | **Morning** | 9am - Induction |  |  |
| **Afternoon** | 4pm - Work diary |  |  |
| **2** |  | **Morning** |  |  |  |
| **Afternoon** | 4pm - Work diary |  |  |
| **3** |  | **Morning** |  |  |  |
| **Afternoon** | 4pm - Work diary |  |  |
| **4** |  | **Morning** |  |  |  |
| **Afternoon** | 4pm - Work diary |  |  |
| **5** |  | **Morning** |  |  |  |
| **Afternoon** | * 3pm Student Presentation
* Work diary
* Exit interview with student
 |  |  |

##

What key skills would you like to develop during your work experience?

<<During their application for this work experience placement, you will have asked the student to think about what key skills they hope to develop. Copy and paste this discussion into the section below.>>

Before today, you specified that you would like to improve these key skills:

* <<Working with others
* Communication
* Problem solving
* Planning and organising
* Time management>>

Employers look for a range of skills when recruiting, and through continued professional development, they help their staff become highly valued employees.

<<In this section outline the key skills that are valued in an employee at your engineering company. You could go through an early career engineer/technician job description as a discussion point to help the student understand the context of their experience.>>

* <<Verbal communication
* Teamwork
* Analysing & investigating
* Initiative & self-motivation
* Written communication
* Planning & organising
* Time management
* Independence
* Professionalism
* Action planning
* Decision-making
* Creativity>>

Recording your efforts to improve your skills during this work experience could be advantageous for your future career. During your time at <<*your company>>* make a note of where you have demonstrated your skills and how in the text boxes below:

|  |  |  |
| --- | --- | --- |
| **Key skills at <<your company>>** | **Which department?** | **Comments** |
| **<<Working with others>>** |  |  |
| **<<Communication>>** |  |  |
| **<<Problem solving>>** |  |  |
| **<<Planning and organising>>** |  |  |
| **<<Time management>>** |  |  |

##

## Work Experience Programme

### Day 1

<<Each work experience day can be a self-contained programme of activities linked to different aspects of their project or your business. This page can also be used by each particular department or employees who will be supervising the student.

Repeat this format for each additional day of activities>>

### <<Title of day’s events, e.g. Materials & Processes>>

### Induction

<<The work experience student will be:

1. Informed of the structure and role of the department
2. Introduced to staff members
3. Informed of the safety and security aspects, fire and evacuation procedures
4. Be assigned to a supervisor to work shadow>>

### Programme

<<The day of activities will include:

* Manufacturing of orthopaedic implants and surgical instrumentation
* Shop floor – production in cup/head cell
* Supervised use of the programme of blasting
* Supervised observation of plastics polishing
* Review/questions/answers>>

### Training Objectives

<<By the end of the day, the work experience student will have experience in and will be able to:

1. Understand use of shop floor programmes
2. Explain the need for health and safety
3. Describe the work undertaken by the department or site
4. Describe the different roles in the department>>

## Work Experience Programme

### Day 2

<<Each work experience day can be a self-contained programme of activities linked to different aspects of their project or your business. This page can also be used by each particular department or employees who will be supervising the student.

Repeat this format for each additional day of activities>>

### <<Title of day’s events, e.g. Computer aided design (CAD)>>

### Induction

<<The work experience student will be:

1. Informed of the structure and role of the department
2. Introduced to staff members
3. Informed of the safety and security aspects, fire and evacuation procedures
4. Be assigned to a supervisor to work shadow>>

### Programme

<<The day of activities will include:

Completing a project that introduces them to the core business using CAD:

* CAD training using a workbook
* Hands-on activity using computer aided design
* Paper bridge task – research bridge design and then build your own
* Review/questions/answers>>

### Training Objectives

<<By the end of the day, the work experience student will have experience in and will be able to:

1. Use and implement CAD
2. Describe the work undertaken by the department or site
3. Describe the different roles in the department>>

## Work Experience Programme

### Day 3

<<Each work experience day can be a self-contained programme of activities linked to different aspects of their project or your business. This page can also be used by each particular department or employees who will be supervising the student.

Repeat this format for each additional day of activities>>

### <<Title of day’s events, e.g. Applications of computer aided design>>

### Induction

<<The work experience student will be:

1. Informed of the structure and role of the department
2. Introduced to staff members
3. Informed of the safety and security aspects, fire and evacuation procedures
4. Be assigned to a supervisor to work shadow>>

### Programme

<<The day of activities will include:

* Where possible, taking the student to a site visit
* Geotechnics – examine the history of a site and its surroundings to determine site conditions and risks from pollution, flooding and past mining
* Surveying – Use of level on site, or in car park
* Topographical sections – create section drawings using topographical level information using CAD
* Review/questions/answers>>

### Training Objectives

<<By the end of the day, the work experience student will have experience in and will be able to:

1. Observing how office based activities with CAD have an impact on company projects
2. Explain the need for health and safety
3. Describe the work undertaken by the department or at the site>>

## Work Experience Programme

### Day 4

<<Each work experience day can be a self-contained programme of activities linked to different aspects of their project or your business. This page can also be used by each particular department or employees who will be supervising the student.

Repeat this format for each additional day of activities>>

### <<Title of day’s events, e.g. Control systems software – programming>>

### Induction

<<The work experience student will be:

1. Informed of the structure and role of the department
2. Introduced to staff members
3. Informed of the safety and security aspects, fire and evacuation procedures
4. Be assigned to a supervisor to work shadow>>

### Programme

<<The day of activities will include:

* Introduction to basic control systems and an overview of the types of software that the company produces and the hardware utilized
* Helping to produce software design manuals and test procedures
* Producing basic graphics from the software and hardware above
* Where possible, visiting a site to observe where a control system is being installed and commissioned
* Review/Questions/Answers>>

### Training Objectives

<<By the end of the day, the work experience student will have experience in and will be able to:

1. Use software developed for industrial applications
2. Describe the work undertaken by the department or site
3. Describe the different roles in the department>>

## Work Experience Programme

### Day 5

<<Each work experience day can be a self-contained programme of activities linked to different aspects of their project or your business. This page can also be used by each particular department or employees who will be supervising the student.

Repeat this format for each additional day of activities>>

### <<Title of day’s events, e.g. Marketing, communications and presentation>>

### Induction

<<The work experience student will be:

1. Informed of the structure and role of the department
2. Introduced to staff members
3. Informed of the safety and security aspects, fire and evacuation procedures
4. Be assigned to a supervisor to work shadow>>

### Programme

<<The day of activities will include:

* Introduction to the marketing and communications work of the company
* Creation of a branded presentation by the student to review what has taken place during the work experience placement
* Practice with a marketing or communications team member
* Presentation to supervisor and other team members on their placement
* Review/questions/answers.>>

### Training Objectives

<<By the end of the day, the work experience student will have experience in and will be able to:

1. Understand the importance of communications for the company
2. Understand the business values of the company
3. Describe the work undertaken by the company
4. Use company images and information in a clear and informed manner
5. Prepare a PowerPoint presentation for parents, students and staff on return to the school from the placement>>

## Work Experience Diary

<<This section provides space for the student to record their progress that day. Make sure to repeat this page for each day during the placement period.>>

### Day <<x>>

What new skills did you learn today?

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How were you able to adapt/utilise any skills learnt at school into the work environment? (e.g. teamwork/engineering knowledge/interpersonal skills)

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What was the highlight of your day, and why?

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What part of the day did you find most challenging/least enjoyed?

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Do you want to raise anything with the supervisor? (E.g. reflections on today’s activities)

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**Find out more about careers in engineering and watch video case studies at:** [**www.tomorrowsengineers.org.uk**](http://www.tomorrowsengineers.org.uk)

# Section 5: Evaluation

<<It is recommended that the evaluation process includes an interview with the student with supervisor feedback. This will provide the student with another tangible experience and transferable skill.>>

##

## Attendance Register

Please put a tick in the appropriate box for attendance or an A for absence.

Week Commencing .............................

|  |  |  |
| --- | --- | --- |
| **Day** | **AM** | **PM** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |

Signed supervisor: ..................................................... Date: .............................

Signed student: .......................................................... Date: .............................

## Student Self-Evaluation Form

Name ........................................................

School or college ................................................................................

Work experience dates .................................

Self-evaluate your progress over the work experience programme and then compare your evaluation with your supervisor’s comments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Below Average** | **Satisfactory** | **Good** | **Excellent** |
| **Time Keeping** |  |  |  |  |
| **Dress Code** |  |  |  |  |
| **Conduct / Behaviour** |  |  |  |  |
| **Communication** |  |  |  |  |
| **Working with others** |  |  |  |  |
| **Initiative** |  |  |  |  |
| **Listening / responding to instruction** |  |  |  |  |
| **Enthusiasm** |  |  |  |  |
| **Understanding of the sector/business** |  |  |  |  |

Reasons for particular ratings/additional feedback on progress.

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Overall, did you enjoy your work experience placement? If so, please give reasons.

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How could the placement have been improved?

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Signed sponsor: Signed student: Dated:

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## Evaluation by Supervisor

Name of Student ..................................................................................................................................................

Name of Supervisor .............................................................................................................................................

Work experience dates ........................................................................................................................................

Please evaluate the student’s progress on the work experience programme by providing the following information.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Below Average** | **Satisfactory** | **Good** | **Excellent** |
| **Time Keeping** |  |  |  |  |
| **Dress Code** |  |  |  |  |
| **Conduct / Behaviour** |  |  |  |  |
| **Communication** |  |  |  |  |
| **Working with others** |  |  |  |  |
| **Initiative** |  |  |  |  |
| **Listening / responding to instruction** |  |  |  |  |
| **Enthusiasm** |  |  |  |  |
| **Understanding of the sector/business** |  |  |  |  |

Additional comments:

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Signed sponsor: Signed student: Dated:

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# Section 6: Next Steps

We hope you have enjoyed your work experience here at [your company]. If you would like to find out more about careers in engineering, speak to your school, college, or university careers adviser and any teachers or family friends who have knowledge of the engineering sector.

There is a lot of information and inspiration online which can also help you explore engineering careers and find out about the different routes into engineering.

[**Tomorrow's Engineers**](http://www.tomorrowsengineers.org.uk/) has lots of information on engineering careers for 11-19 year olds, including career route maps and short video case studies featuring many different types of engineers and technicians.

The following booklets may be useful:

*Make a Difference to the World: Engineering at University* [www.tomorrowsengineers.org.uk/university](http://www.tomorrowsengineers.org.uk/university)

*Make a Difference to the World: Vocational and Apprenticeship Routes into Engineering* [www.tomorrowsengineers.org.uk/vocational](http://www.tomorrowsengineers.org.uk/vocational)

If you know what kind of engineering you are interested in – for example aerospace, building services, chemical, civil, electronic, electrical, engineering construction, mechanical, nuclear, software or one of the many other fields – many of the Professional Engineering Institutions and other bodies have **specific careers information** on their discipline, e.g.

Aerospace: [www.careersinaerospace.com](http://www.careersinaerospace.com)

Building Services: [www.cibse.org/building-services/becoming-a-building-services-engineer](http://www.cibse.org/building-services/becoming-a-building-services-engineer)

Chemical: [www.whynotchemeng.com](http://www.whynotchemeng.com)

Civil: [www.ice.org.uk/careers-and-professional-development](http://www.ice.org.uk/careers-and-professional-development)

Electronic/Electrical/Software: [www.theiet.org](http://www.theiet.org)

Engineering Construction: [www.engineeringconstructioncareers.org.uk](http://www.engineeringconstructioncareers.org.uk)

Mechanical: [www.imeche.org](http://www.imeche.org)

Nuclear: [www.nei.org/careers-education](http://www.nei.org/careers-education)

Physics careers: [www.physics.org/careers](http://www.physics.org/careers)

**A full list of professional engineering institutions** can be found at: [www.engineeringuk.com/institutions](http://www.engineeringuk.com/institutions)

**General careers and routes** information can be found on the following websites:

National Careers Service: <https://nationalcareersservice.direct.gov.uk>

Plotr: [www.plotr.co.uk](http://www.plotr.co.uk)

Prospects: [www.prospects.ac.uk](http://www.prospects.ac.uk)

Apprenticeships: [www.findapprenticeship.service.gov.uk/apprenticeshipsearch](http://www.findapprenticeship.service.gov.uk/apprenticeshipsearch)

Higher Education: [www.ucas.com](http://www.ucas.com) and [www.unistats.com](http://www.unistats.com)

Post-16 options: [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

Many companies also have information about careers on their websites, which include examples of typical career paths in their company, recruitment tips and general information about working for the company.

For other useful links, visit:

[www.tomorrowsengineers.org.uk/14-16](http://www.tomorrowsengineers.org.uk/14-16)

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