



GUIDANCE ON UNDERTAKING WORK EXPERIENCE

Professional Guidance Series
PGS13



1. Introduction

This guidance has been produced to help those looking to undertake work experience in the UK and Ireland, whether with public, private or voluntary sector organisations, to ensure that it is a properly planned and rewarding experience that will assist you with entering the profession of ecological and environmental management. It emphasises the value and benefits of such opportunities to both those undertaking the work experience, and to the host organisation. This guidance covers work experience for people who are aged 18 years or over. It does not cover work experience for younger people or vulnerable adults where different legislative requirements apply. Some useful references are provided in the 'Sources of Further Information' section at the end of this document. Further careers information is also available on the CIEEM website: <https://cieem.net/i-want-to-be/how-to-become-an-eem/>.

2. ABOUT CIEEM

The Chartered Institute of Ecology and Environmental Management (CIEEM) is the professional body for applied practitioners of the science of ecology and management of the natural environment. CIEEM's objects ¹ are:

- To advance the understanding and standards of practice of ecology and environmental management for the benefit of the natural environment and the public good
- To further the conservation, management and enhancement of biodiversity and the maintenance of ecological processes and life support systems essential to a fully functional biosphere.

Membership of CIEEM is a recognised benchmark of professionalism within the fields of applied ecology and environmental management. We expect all our members to conduct their working lives in a way that reflects well on our profession, which includes providing help and support to those seeking to gain employment in our industry.

3. THE ROLE OF WORK EXPERIENCE IN OUR PROFESSION

The future of our profession is underpinned by the continued recruitment of high calibre, enthusiastic and committed individuals into roles across all relevant employment sectors. CIEEM's earlier research into skills gaps and skills shortages ² has highlighted the importance of ensuring that there are sufficient people with key competencies in critical areas. These include aspects of field survey, species identification, ecological/environmental impact assessment and adaptive habitat management and habitat creation. These are vital skills, acquired through practical experience, which are required to enable society to meet the challenge of managing our natural resources sustainably.

In an ideal scenario, early career entrants seeking a career in ecology and environmental management would be able to apply for jobs fully equipped with the practical skills they need and there would be plenty of entry level jobs available. The reality is very different. Pressures on degree programme timetables and the costs of field-based work mean that students may have insufficient opportunities to develop the required confidence and competence in the key skills needed by future employers. In a highly competitive job market employers are likely to be drawn to candidates who can demonstrate at least some basic level of competence in a range of routine technical and transferable activities ³.

Development of these competences through work experience can make a candidate more 'job ready'.

Undertaking well-planned, well-managed and ethically responsible work experience opportunities can help future ecologists and environmental managers in embarking on a successful and rewarding career.

Many employers will favour candidates with a good track record of practical experience in a workplace setting. Work experience can be undertaken alongside a programme of study, particularly fieldwork during the summer survey season. In many cases, early career entrants, hopefully supported by education providers, will seek an opportunity for post-study work experience to improve their job prospects.

¹ CIEEM Royal Charter and Byelaws (2013): <https://cieem.net/resource/royal-charter/>

² CIEEM's Closing the Gap: Rebuilding ecological skills in the 21st Century (2011): <https://cieem.net/resource/closing-the-gaprebuilding-ecological-skills-in-the-21st-century-ieem-2011/>

³ CIEEM's Competency Framework: <https://cieem.net/resource/competency-framework-high-res/>

4. THE BENEFITS OF WORK EXPERIENCE

Work experience requires commitment from yourself to make the most of the opportunity, as well as from the host organisation in terms of planning, training and supervision. Good work experience opportunities have distinct benefits for both the individual and the provider

For the **individual**, undertaking work experience can:

- Provide an opportunity to apply the knowledge and skills that you have gained through study and develop competence through practical experience in a genuine working environment under supervision.
- Allow interaction with ecologists/environmental managers to discover what is involved in such a role on a day-to-day basis.
- Enable you to learn and apply new and important skills which may not appear in, or be readily learnt from, text books or the internet.
- Expose you to the realities of work, including health and safety, commercial considerations, workplace etiquette, and conducting business relationships.
- Give an insight into the range of roles and opportunities within the host organisation and the wider profession.
- Improve employability and future career prospects.
- Offer experience in the reality of working in a particular career area to see if it is the right choice for you.

For the **host organisation**, providing well-planned and well-managed work experience can:

- Provide access to new talent.
- Expose their organisation to new ideas and fresh thinking.
- Create useful links with higher education institutes.
- Motivate staff and teach them coaching and mentoring skills.
- Demonstrate aspects of corporate social responsibility.
- Enable them to identify future employees.

BOX 1: DEFINITION OF TERMS

There is the potential for confusion around the terms used for different types of work experience. The distinction is important because, in some cases, different employment legislation applies in the different parts of the UK and Ireland.

Work experience – a period of paid or unpaid supervised work with a host organisation to better understand the role or roles available and learn/practice relevant skills.

Work placement – a period of work experience undertaken as part of a degree or other programme of study, typically between 2 and 10 weeks in duration, and taken as a block or one day a week.

Sandwich placement - a six month or one-year work placement taken as part of a programme of study, usually taken between the second and final year of study for an undergraduate degree.

Work shadowing – observing/working with an employee of an organisation to learn what their job entails. Typically, this would be for 1–2 weeks, or on an ad hoc basis for specific activities.

Volunteers/Volunteering – spending time without pay (except for travel and other out-of-pocket expenses), helping an organisation or individual with activities to benefit the environment or individuals/groups other than, or in addition to, close family members. The volunteering must be optional, with no obligation for volunteer work to be offered or carried out. It may be over a defined period or open-ended.

Apprenticeship – a nationally-recognised scheme that provides a combination of ‘on-the-job’ learning and training over a longer period (1-3 years) in order to learn a trade. Apprentices receive a wage. Usually apprentices will not have followed a relevant programme of study post-19.

Traineeship – a period of paid or unpaid work experience involving formal training in a specific role over a set time period. Trainees are expected to be trained up to a specified level of knowledge and skill and this may include day release to follow a relevant programme of study.

Internships – a period of paid or unpaid work experience where the individual has the opportunity to apply their learning and skills in a focused role following a relevant programme of study. Internships are typically 3–12 months in duration. An internship may be used to cover seasonal work but should have structured learning support in place.

Worker – an individual who works for an employer under contract and who is entitled to some employment rights, such as holiday pay, entitlement to the National Minimum Wage and protection under anti-discrimination legislation. This term usually includes employees, agency workers and short-term casual workers. The contract may be a formal written contract or a verbal agreement.

Employee – an individual who works under an employment contract. Employees generally have additional employment rights such as Statutory Sick Pay, maternity, paternity and parental leave, and statutory redundancy pay.

Zero hours contracts - a form of employment contract designed to enable employers to manage fluctuations in available work and therefore workforce requirements. Individuals subject to these contracts will always have worker rights (see above) and may also be considered an employee of the organisation, with the additional rights which that affords.

5. THE LAW AND ETHICAL CONSIDERATIONS

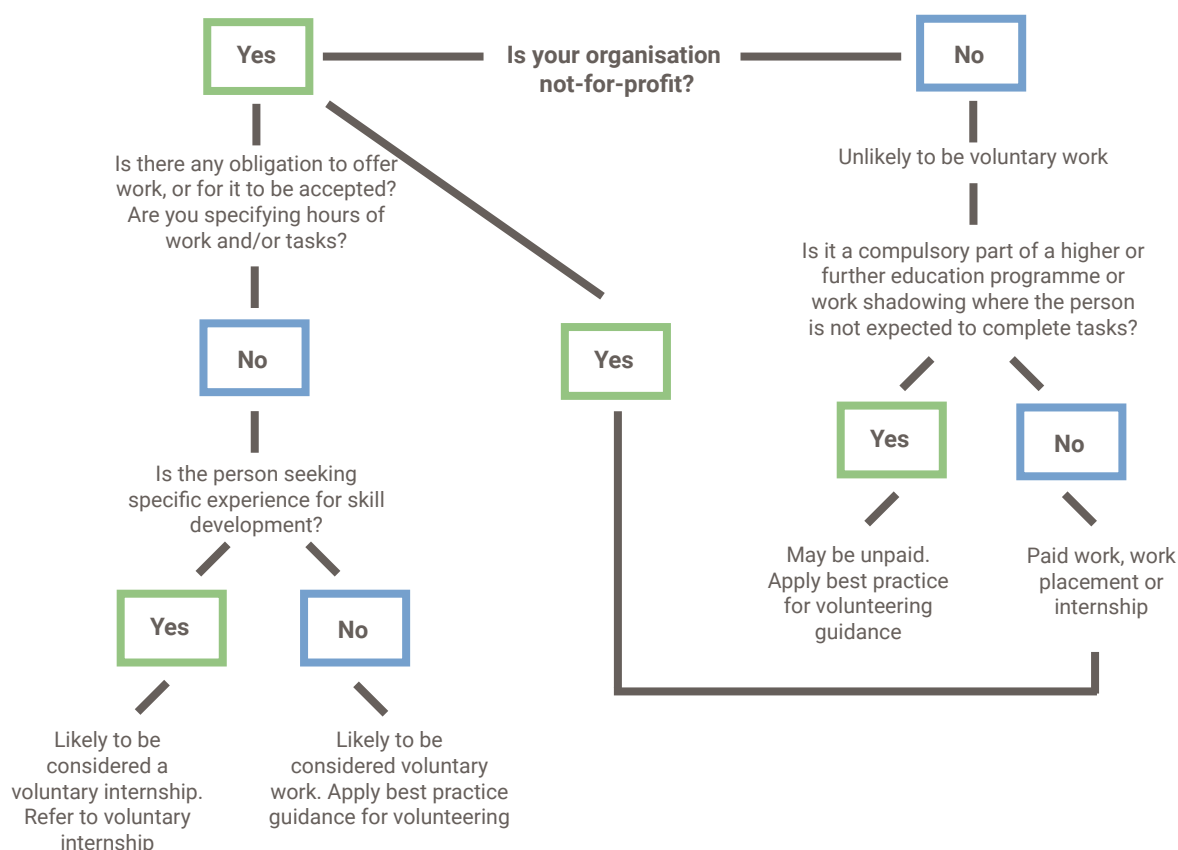
There are both legal and ethical considerations that host organisations must be aware of when providing a work experience opportunity to ensure that you are treated fairly. In addition to their legal obligations, work experience providers that are members of CIEEM should also be mindful of the Code of Professional Conduct⁴ which requires them to; 'uphold professional integrity whilst maintaining the highest standards of ethical conduct; promote equality of opportunity and support human rights in your professional activities and ensure those working for you are appropriately qualified, competent and where necessary are supervised and supported'.

Members of CIEEM are able to refer to the Good Working Practices Guidance⁵ which sets out our expectations of a good, ethical employer. If a host organisation is also a CIEEM Registered Practice⁶, it has made commitments to ensuring that any work experience opportunities it provides follow our good practice guidance.

Payment: Whilst undertaking work experience, if the work that you are asked to do means that you are performing as a 'worker' then the host must, by law, pay you at least the National Minimum Wage⁷. The only exceptions to this are:

- If you are a student undertaking a work placement, with agreed learning outcomes, for less than a year as part of a higher education or further education programme of study.
- You are a volunteer (see definition in Box 1).
- You are undertaking work shadowing only.

Figure 1 provides guidance on how to determine whether you are a genuine volunteer.



⁴ CIEEM's Code of Professional Conduct (2019): <https://cieem.net/resource/code-of-conduct/>

⁵ CIEEM's Good Working Practices (2019): https://events.cieem.net/Portal/Publications/Professional_Guidance_Series.aspx

⁶ Registered Practices: <https://cieem.net/i-am/registered-practices/>

⁷ National Minimum and Living Wage: <https://www.gov.uk/national-minimum-wage-rates>

CIEEM strongly recommends that, with the exception of genuine volunteering and work shadowing, all work experience should be paid and that this should be no less than the National Living Wage.

All those engaged in work experience activities, including volunteering, should be offered reimbursement of expenses, such as travel and subsistence.

In the voluntary sector, some organisations may provide access to a structured programme of training in lieu of a salary. Other benefits could include free or subsidised accommodation and access to equipment.

Good practice dictates that those on work experience should be provided with both a salary and appropriate training and support. Where payment of a salary is not possible, and provided you are not classed as a worker, training should be of sufficient quantity and quality as to enrich your work placement experience. Training should be planned at the start of the work experience and, if the work experience period is of sufficient duration, should normally include structured training in addition to 'on-the-job' learning.

Working conditions: All those undertaking work experience or volunteering, are entitled to a safe and healthy working environment and should be covered by the appropriate insurance cover (Employment Liability and Public Liability insurance) by the host. Appropriate risk assessments must also be undertaken by the host and you should be provided with adequate training and Personal Protective Equipment (PPE), where required. Your work should be properly supervised, and any essential training needed to undertake your tasks safely must be provided.

Those on work experience are covered by the restrictions of maximum working hours and you are entitled to minimum rest breaks as set out in the Working Time Directive ⁸

Organisations should provide reasonable time off if you are undertaking longer term work experience (6 weeks or more) in line with the time off provided to employees.

6. PLANNING YOUR WORK EXPERIENCE

When planning your work experience there are a number of things that you will need to consider.

Firstly, think about your goals - what type of role would you like to work in in the future, for what type of organisation, and what you would like to gain from the work experience?

Secondly, you should give thought to the key criteria that you would like the work experience opportunity to fulfil.

Possible criteria:

Type of organisation - Consider what type of organisation you would like to work for:

- a non-governmental organisation e.g. RSPB, Wildlife Trusts, National Trust etc.
- the government and statutory sector e.g. Natural England, Scottish Natural Heritage, Environment Agency, Defra, a local planning authority etc.
- a consultancy e.g. Jacobs, AECOM, ARUP etc.
- science education e.g. schools, field study centres etc.
- science and research e.g. universities, UK Research Councils etc.
- someone else?

Type of work/role - The host organisation must be clear as to why it is providing the work experience opportunity and what it will entail. Does the role description align with the type of opportunity that you are looking for? Consider the amount of time that will be spent in the office/field/lab. What type of activities will you be undertaking and what will you learn from these?

Diversity of experience - It is good practice that the work experience host ensures that the work experience provides you with the opportunity to apply your knowledge and improve your skills. Will you be involved in one main project or several smaller projects? Will you get the opportunity to work with other teams/departments? How varied will the tasks be that you will undertake?

Salary offer - Does the opportunity include a salary? Will you be able to support yourself during the work experience placement on the offer that is being made?

Training offer - The host organisation should also provide you with training during your work experience. What training will be included? Does this build on existing skills? Will it provide you with new skills? Will you be able to demonstrate a basic level of competence in certain competencies that will support your continued professional development (please refer to CIEEM's Competency Framework)

Approach to induction - Will an induction plan be drawn up for you? Is a clear role description provided which outlines the activities that you will be expected to undertake? Will a learning contract be drafted which sets out what you can expect to learn during your time with the organisation? Is there a lead person that is responsible for your induction and who will provide any support that you may need?

Assessment - Will there be an assessment of the learning acquired from the experience?

Once you begin to form answers to these questions, you will be able to begin to compile a suitable list of organisations which you can begin to research and enquire as to possible work experience opportunities that they might offer.

Do be open minded and don't make your criteria too rigid – you may discover a role / organisation outside of your 'consideration list' that you really enjoy! Undertaking a work experience opportunity is not only an opportunity to develop your skills and to experience a real workplace, but it will begin to adjust and mould your 'key criteria'.

If you are undertaking work experience as part of your formal studies, your HEI should help to match students to the placements that are available. For such placements the HEI will have an academic member of staff who will be the named contact for both yourself and your host organisation. There is usually a form of assessment linked to such work experience which may include a formal evaluation of your placement⁹.

It is still worth thinking about your goals and key criteria as these will help your HEI to match you to the best placement opportunity available.

7. FINDING A WORK EXPERIENCE OPPORTUNITY

Work experience opportunities should ideally be openly advertised and filled in accordance with legislation and fair working practices, including relating to equal opportunities. There must be no suggestion that you may be discriminated against on the grounds of race, colour, nationality, ethnic or national origin, sex, pregnancy, disability, religion or religious belief, sexual orientation, gender reassignment, marital or civil partner status or age.

Advertisement of the work experience opportunity should include the information normally given in any job advert, including details of:

- The type of experience being offered (e.g. placement, traineeship, internship).
- The duration of the opportunity.
- The working hours and pattern of work, including amount of travel involved.
- Remuneration, if any, including reimbursement of expenses.
- Role description and a summary of training to be provided.
- The knowledge and skills which are looked for in applications – both essential and desirable.

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The Higher Education Academy produced a guide to sandwich placements, this is focused at engineering placements, but the basic principles are transferable to environmental students:
<https://www.heacademy.ac.uk/knowledge-hub/guide-to-industrial-placements-higher-education-academy-engineering-subject-centre-and>



If this information is not available, these are reasonable questions to ask of the work experience provider before you apply. Once the selection process has been concluded and it is confirmed that you have been successful, you should receive from the host organisation an agreement which sets out in writing the terms which apply to the arrangement.

8. INDUCTION

Your host is responsible for arranging an appropriate induction, which should cover:

- Introductions to colleagues
- A tour of the office premises
- Arrangements for remuneration (if appropriate) and payment of expenses
- Health and safety including provision of PPE, if relevant
- A training needs analysis
- The learning contract
- A written agreement covering the terms and conditions of the work experience, including an exchange of expectations regarding what will and will not be covered during the work experience period
- Organisational policies and procedures
- Arrangements for rest breaks

Towards the end of the first week they should, with your input, review your training and development plan or learning contract and make any appropriate adjustments. It is also beneficial to agree some SMART¹⁰ objectives for the work experience period. It is strongly advisable to keep a reflective record of your experience, including any structured and unstructured training, highlighting what you have learnt and how this is being applied.

9. MANAGEMENT OF THE WORK EXPERIENCE

Regular meetings should be held with your mentor/supervisor to review your progress against your objectives and the training and development plan. This is an opportunity for you to give your view on how things are going, as well as for them to give theirs. It is also an opportunity to raise any issues or concerns that you may have so that the host can address these.

10. WHAT TO DO IF IT STARTS TO GO WRONG

Most properly planned and well-supported work experience opportunities are successful for both yourself and the host organisation. Good communication and transparency prior to the work experience ensures that expectations are clear on both sides. Nevertheless, it is important to have processes in place to manage the situation if it starts to go wrong¹¹.

Regular supervision meetings are an opportunity to resolve minor problems or issues. Major issues should be managed according to the written agreement in place and, if you are an employee, with reference to the organisation's Human Resources policies. If the work experience opportunity is a student work placement, involve your HEI at an early stage as they may be able to help resolve difficulties

11. EVALUATING THE WORK EXPERIENCE

Towards the end of the work experience period, time should be set aside for evaluation. Your supervisor/mentor should prepare constructive feedback (having possibly gathered examples from colleagues) highlighting what you have achieved, your strengths, and any areas for development. Work experience should be evaluated by both parties; you too should provide feedback to the host organisation detailing what has worked well and what has worked less well. For work experience undertaken in partnership with an HEI there is normally a formal evaluation assessment process. In some cases, your work experience can form part of your formal education award and the outcome can affect the grade you achieve.

If the work experience opportunity was offered with the potential of a permanent post being available at

¹⁰ SMART – Specific, Measurable, Achievable, Realistic and Timebound

¹¹ For useful advice on what to do in this situation: <https://joe.org/joe/2011october/tt3.php>

its conclusion, this should be discussed in good time before the end of the period.

CASE STUDY 1 - VOLUNTEERING

A Wildlife Trust offered an 11-month Volunteer Land Management Traineeship where a trainee is able to gain useful work experience working alongside Land Management Advisors within the Conservation Team. They were a volunteer, so no wages are paid but travel expenses and subsistence were covered.

The trainee completes a training needs analysis at the start of the traineeship which results in an individual training plan being produced. Training is provided through a combination of external providers and in-house staff.

The trainee is recruited via an application and interview process in line with the organisation's usual recruitment practices. They were mentored and supervised by a Land Management Advisor who, in turn, was supported by other staff.

The trainee worked on a well-defined project with clear outcomes. This gave structure to the volunteering experience. The trainee has remained with the organisation having successfully applied for a maternity leave cover post before moving on to another post within the organisation.

CASE STUDY 2 – INTERNSHIP

An ecological consultancy offers an internship at an entry-level position aimed at graduates with no consultancy experience, although they may have some relevant field skills from courses or voluntary work. The successful candidate is paid the minimum wage in addition to travel and subsistence for internship-related activities.

The consultancy aims to provide as wide a range of experience as possible. Certain survey experience is guaranteed, such as Phase 1 habitat, Great Crested Newts and bats, but opportunities vary from year to year and outside of those 'certainties'. The experience gained depends on the nature of projects that are commissioned at that time and the individual's specific interests.

An induction meeting at the start provides an opportunity for the training plan to be tailored to the individual and take account of any particular areas of interest they may have. Interns receive structured training via a programme of in-house workshops and presentations run by the company's more experienced staff. They also receive on-the-job training by accompanying staff or assisting with fieldwork on as wide a variety of projects as possible. The structured and documented training plan incorporates the company's commitments to the intern and its expectations of them.

Going forwards the consultancy has decided to assign a specific mentor who will support the intern, particularly during their first few weeks with the company. This is in addition to the mentoring they receive from all members of the team on the industry in general and in particular fields of technical expertise.

The intern is required to keep a structured work experience diary and they are also encouraged to write a blog, providing an opportunity to describe their experiences in their own words throughout the duration of the placement.

In addition to at least one interim review meeting during the placement, the intern will have a final review meeting at the end of the placement which includes constructive feedback on the intern's progress, discussion of ongoing training requirements, advice on career development and updating their CV. This also provides an opportunity for the intern to provide feedback on their experience in order to help the consultancy improve the internship scheme each year.

CASE STUDY 3 – WORK PLACEMENTS, TRAINEESHIPS AND VOLUNTEERING

A local authority provides a range of paid work placements for a minimum of 4 weeks for those still exploring their potential career path through to 1- and 2-year traineeship opportunities where full training is provided. The local authority also provides work shadowing opportunities and apprenticeships as well as volunteering opportunities. Volunteers only carry out tasks that the local authority is not being paid to deliver.

Recruitment for paid roles is through publicised campaigns whilst volunteering opportunities can be found on a permanent webpage.

Work placements and trainees through to contracted staff are paid at the appropriate grade and scale point. All travel to sites is paid for (or refunded to volunteers).

All work experience opportunities, except volunteers, have access to the local authority's training schemes and formal training on agreement with their line manager, supervisor or mentor. Volunteers have tailored training according to their volunteering activity.

Trainees follow Individual Learning Plans that are prepared with a dedicated Ecologist mentor. These are monitored and appraised regularly throughout their placement. The Learning Plans are mapped against the CIEEM competency framework as well as any NVQ or OCN requirements. All trainees have a dedicated mentor to support them.

Areas of training include: Phase 1 and extended Phase 1 surveying; record data management; protected species surveying, Development Management (planning) responses, project report preparation and management plan preparation.

Work placement candidates have a meeting with the supervisor prior to the placement to identify areas of mutual benefit. They are monitored and appraised regularly throughout the placement.

BOX 2: CIEEM'S 10 GOOD PRACTICE PRINCIPLES FOR PROVIDING WORK EXPERIENCE

CIEEM's Training, Education and Careers Development Committee (TECDC) has identified 10 Good Practice Principles which it expects members to adhere to when offering work experience opportunities.

- 1. Be clear on their motives.** Providing quality work experience opportunities is a responsible way to support your profession and those seeking to enter it. Work experience is not a means of sourcing free or cheap labour during periods of heavy work demand.
- 2. Understand the law.** It applies to them and the type of work experience that they are providing. There is a lot of guidance available (see 'Sources of Further information' section) for both parties to familiarise themselves with.
- 3. Be open and transparent.** About the nature of the work experience opportunity that they are offering and the prospects of employment at the end of the work experience. They must not make vague promises or suggestions of a permanent position if they are theoretical rather than actual.
- 4. Pay at least the recognised Living Wage.** Unless you are genuinely undertaking voluntary work. In all instances travel and subsistence expenses should be covered. We want our profession to be respected so those undertaking work experience should be respected. If you are in receipt of a grant, scholarship, bursary, or are volunteering you should still receive reimbursement of your travel and subsistence expenses.
- 5. Be fair.** The work experience opportunity should be as accessible as possible by the host making proper provision for those with disabilities or responsibilities, giving thought as to how and where the opportunity is advertised, offering a wage and providing a supportive and enabling workplace environment for all.
- 6. Plan well.** The work experience opportunity should be planned carefully and thoroughly to ensure that you get the most out of it and it is successful for your host organisation. They must be clear as to the competences, both technical and transferable, that you will have the opportunity to develop during your time with them and how they will do so. They should monitor progress and adapt.
- 7. Take responsibility for health and safety.** They must be mindful that the working environment may be very new to you so should take extra care with welfare, as well as health and safety issues. They must ensure adequate training and that PPE and insurance are provided.
- 8. Be generous with your time, resources and access to relevant training.** You are there to learn, they should invest in you to help you succeed.

9. Be caring. Treat any concerns or any problems that you have seriously. Provide proper support mechanisms, including those that enable you to ask for help or raise any concerns.

10. Aim for a positive outcome. Help you to take something tangible away from the experience. A portfolio, evidence of training, endorsement of skills acquired, careers advice and/or the offer of a reference.

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SOURCES OF FURTHER INFORMATION

There is a wealth of information online which is continually being updated. Here are some useful links which will help you plan your work experience opportunity.

*some online help is free but other advice may be charged for.

Volunteering

National Council for Voluntary Organisations (NCVO): <https://knowhownonprofit.org/people/volunteers-and-your-organisation>

Investing in Volunteers: <https://iiv.investinginvolunteers.org.uk/>

Volunteer Now: <https://www.volunteernow.co.uk/volunteering/>

Trades Union Congress (TUC), A Charter for Strengthening Relations Between Paid Staff and Volunteers: <https://www.tuc.org.uk/public-sector/workplace-issues/volunteering/charter-strengtheningrelations-between-paid-staff-and>

Save the Student, Volunteering guide for beginners: <http://www.savethestudent.org/student-jobs/the-ultimate-guide-to-volunteering.html>

Voluntary Worker, Becoming a Voluntary Worker: <http://www.voluntaryworker.co.uk/becomingvoluntary-worker-frequent-questions.html>

Country Specific

England - Gov.UK, employment rights and pay for interns: <http://www.gov.uk/volunteering/pay-and-expenses>

Scotland - Volunteer Scotland: <https://www.volunteerscotland.net/>

Wales - Wales Council for Voluntary Action: <https://www.wcva.org.uk/advice-guidance/volunteers> and Volunteering Wales: <https://volunteering-wales.net/>

Northern Ireland - Northern Ireland Government: <https://www.nidirect.gov.uk/articles/workexperience>

Republic of Ireland - <http://skillsforwork.ie/> and <https://www.volunteer.ie/>

Internships

Gov.UK, Providing quality internships: guidance for employers and interns:

<https://www.gov.uk/government/publications/providing-quality-internships-code-and-guidancefor-employers>

Gov.UK, Employment rights and pay for interns: <https://www.gov.uk/employment-rights-forinterns>

Gov.UK, Minimum Wage: work experience and internships:

<https://www.gov.uk/guidance/nationalminimum-wage-work-experience-and-internships>

Apprenticeships

England - Gov.UK, Apprenticeships: <https://www.gov.uk/topic/further-education-skills/apprenticeships>

Scotland – Skills Development Scotland: <https://www.skillsdevelopmentscotland.co.uk/what-wedo/apprenticeships/modern-apprenticeships>

Wales - Welsh Government: <https://gov.wales/welsh-government-apprentices>

Northern Ireland - Creative and Cultural Skills, Apprenticeships and Resources: <https://ccskills.org.uk/index.php?/supporters/funding/northern-ireland/apprenticeships-and-internships-foryoung-people>

Republic of Ireland - <http://www.apprenticeship.ie/en/SitePages/Home.aspx>

Guidance on University / HEI work placements:

University of Birmingham, National HE STEM Programme: http://www.hestem.ac.uk/sites/default/files/an_introduction_to_work-based_learning.pdf

Scottish Government, Work-related learning in Scottish universities: <https://www2.gov.scot/Topics/Education/UniversitiesColleges/16640/hetaskforce/minutes/learning>

Specific Aspects of Work Experience:

ACAS, Recruitment and Selection:

http://www.acas.org.uk/media/pdf/p/9/Getting_it_right_factsheet_-_Recruitment_and_selectionaccessible-version-July-2011.pdf

National Council for Voluntary Organisations (NCVO), Training Needs Analysis: https://www.hlcvol.org/assets/uploads/hlc/files/publications/learning-skills/Training_Needs_Analysis_2010-ncvo.pdf

National Council for Voluntary Organisations (NCVO), Recruiting and managing volunteers: <https://knowhownonprofit.org/people/volunteers>

Gem, useful volunteer management resources: <https://gem.org.uk/resource/useful-volunteermanagement-resources-for-heritage-professionals/>

Volunteer Now, Volunteer Induction checklist: <https://www.volunteernow.co.uk/publication/volunteer-induction-checklist/>

APPENDIX A

MODEL LEARNING PLAN

Name	
Date	
Supervisor	
Current qualifications and achievements	
Current job aspirations	
Priority learning objectives	How will these be achieved (e.g. hands-on experience, training course, desk study)
Additional support to be provided	
Frequency of review: Signed (Trainee): Date: Signed (Supervisor):	Date Date



Raising the profile of professional ecological and environmental management and promoting the highest standards of practice for the benefit of nature and society.



**Chartered
Institute of
Ecology and
Environmental
Management**

43 Southgate Street
Winchester, Hampshire SO23 9EH

t: 01962 868626
e: enquiries@cieem.net
www.cieem.net