

Workplace Conditions and Requirements

60 minutes

Strand 2.2: Engaging with the Workplace

Participating

Outcome LCW.M2.S2.ENG.4

WHAT THIS LESSON DOES

Prepare for your workplace placement by building a Workplace Conditions checklist covering health and safety, dress code, working hours and transport. Note whether Garda Vetting is likely required, why, who starts it, and what you must supply next.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.4	investigate any relevant conditions or requirements necessary before engaging with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Build a before-day-one conditions checklist for a named target organisation
- Record checkable detail on health and safety, dress code, hours and transport
- State whether Garda Vetting is likely required, why, who starts it, and what you or the organisation must do next

KEY TERMS

Term	What it means here	For example
Garda Vetting	The formal check run through the Garda National Vetting Bureau. It discloses criminal-record and specified information so the organisation can decide whether you are suitable to work with children or vulnerable adults.	Placements with regular contact with children or vulnerable adults (primary school, creche, many care and health settings, sports clubs with under-18s) usually need vetting arranged before day one; confirm with the host and your school, do not assume
Dress code	What you are expected to wear at work, from full uniform to smart-casual, including footwear, jewellery and hair rules.	Closed shoes and no dangling jewellery on a kitchen placement; a branded polo shirt in a retail store
Health and safety	The rules, training and equipment that keep you and the people around you safe while you work.	A site induction, fire exits, first-aid point, PPE such as gloves or a high-vis vest

BEFORE THE BELL

- Confirm each student has a named target organisation from earlier Strand 2.2 work, or prepare a short backup sector list (retail, café/kitchen, primary school, sports club, office/admin, care setting).
- Have a one-page fallback template ready: five headings only, filename S2.2/Workplace Conditions[Organisation].docx, so Monday morning does not need reverse-engineering.
- Expected prior work: a named target organisation from earlier Strand 2.2 lessons. Have a short backup sector list ready (e.g. retail, café/kitchen, primary school, sports club, office/admin, care setting) for anyone still deciding. Fallback template: if students have no existing file, they create S2.2/Workplace Conditions[Organisation].docx with the five list builder headings as section titles and work from the starter lines. One blank document with those five headings pre-typed is enough to hand out or project.
- On screen this lesson: list builder.

Workplace Conditions and Requirements

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Your Conditions Checklist
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who already knows start time, dress code and how they will travel to their target placement. Most will know one of the three. Frame today's work as closing the gaps before contact hardens into a confirmed placement.

If students still have no named target, they complete the checklist against a realistic backup organisation from the sector list you name, so the skill still lands.

5 min Key Terms

The three terms only need enough airtime that students can use them accurately on the checklist, so a couple of minutes each is plenty. The short process box sets the limit on Garda Vetting detail for this lesson: when it applies, who starts it, how long it can take, the ID a student may need, and who in the school they go to. Do not expand it into a legal lecture, because the students only need enough to fill in their own note accurately today.

Follow the school's own placement and pastoral procedures for any student whose placement raises safeguarding questions.

35 min Build Your Conditions Checklist On screen: list builder

SUGGESTED TIMING

- **0-10 mins:** list builder on the board using the starters as defaults; only contest and lock 2-3 lines per heading that need local wording. Push back on vague items such as "be professional".
- **10-30 mins:** students complete Workplace Conditions for their own target (or backup). Four parts have to be finished in class, because they are the ones a student cannot chase from home: contact and travel, hours, dress, and the Garda Vetting note. Remaining safety and training rows may finish as homework with a clear due checkpoint.
- **30-35 mins:** spot-check Garda Vetting notes and any blank transport or hours rows.

TEACHING TIPS

The transferable test is: *could you verify this before day one?* "Dress smartly" fails; "black trousers, closed black shoes, no hoodies" passes.

On Garda Vetting: students do not need a full legal lecture. They need required / not required / unsure, with a reason; that the host organisation usually starts it; that it can take time; and that the school placement contact is who they go to if unsure. Follow school placement and pastoral procedures rather than improvising process advice.

LOOK-FORS

- Named organisation, not a vague sector (or a named backup from your list)
- Hours, transport and dress filled with checkable detail
- Garda Vetting note that says required / not required / unsure, with a reason and a next step
- At least one blank turned into a next step with a person to ask and a by-when
- File saved at S2.2/Workplace Conditions[Organisation].docx

10 min Think About It

Keep the pair talk to about five minutes, then take two or three examples to the board. Press for a named next step with a by-when, not a general intention to "find out more".

The two-line close is mandatory portfolio evidence on the Workplace Conditions document, not optional. Spot-check that both lines are present before students pack up.

Where a placement clearly needs Garda Vetting, help the student identify the school contact and the host organisation contact so ownership is clear. Follow school placement procedures rather than improvising process advice.

5 min What you covered

Quick scan as students pack up: every student should leave with a saved **S2.2/Workplace Conditions[Organisation].docx** that includes the two-line highest-risk close. Note anyone whose Garda Vetting status is still "unsure" and chase that with the school placement contact before placements lock in. Set a clear due point for any homework rows left on health and safety.

TEACHING MOVES

- Verifiable-line rule: every checklist line must be something a student could check with a named contact before day one.
- Chase any Garda Vetting status still marked "unsure" with the school placement contact before placements lock in.
- Keep Garda Vetting practical: when it applies, host usually starts it, time lag, ID, school contact path. No legal lecture.

WHAT TO WATCH FOR

- Lines that cannot be checked ("be professional"). Require plain, shop-for-able or ask-able detail.
- Blank transport or hours rows. Treat those as part of the in-class minimum.
- Assuming vetting is not needed without a reason. Every student writes required / not required / unsure with a why.

DIFFERENTIATION

- Support: give the five headings pre-filled with two starter lines each so the student edits and personalises rather than inventing structure.
- Support: pair students with similar placements for the Think About It talk.
- Extension: research one sector-specific health and safety requirement (e.g. kitchen PPE or site induction) and add it as a verified line with source.

WHAT STUDENTS ARE LEFT WITH

- Workplace Conditions checklist including Garda Vetting note