

# Policy and Procedures for Work Experience Programmes

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## Introduction

Students below school leaving age are not usually allowed to work in industrial premises, and are subject to restrictions in other areas of employment. However, Section 560 of the Education Act 1996, as amended by Section 112 of the School Standards and Framework Act 1998, enables students of compulsory school age to participate in schemes of Work Experience where arrangements have been made by the Local Authorities Children's Services, or school governing body on its behalf, with a view to providing Work Experience as part of a student's education. Section 560 as amended applies to students at any time in the last two years of compulsory schooling.

The legislation is unclear as to the status of 'expressed' (under-age) Yr10 students and specific advice should be obtained before such students are considered for Work Experience placements.

This document supersedes all previous guidelines on the operation of Work Experience schemes within the Royal Borough of Greenwich. In order that the health, safety and welfare of students on work related activities is safeguarded, all Royal Greenwich institutions, including Academies, Free Schools and Independent Schools and Training Providers should operate such schemes in accordance with this policy statement. **This is to include post 16 students.**

These guidelines do not deal with the full range of work related activities. Visits to industry are covered by the normal school visits procedures.

The document describes the current practice of the Work Experience Team delivered by the Work Experience Team in the Council and used by the majority of Royal Greenwich Schools. Where a school/college is independently managing work experience placements themselves, the Governing Body assumes the statutory duty of care and should operate within the following guidelines:

- A written work experience policy detailing objectives and responsibilities and with robust systems in place conforming at least to the standard of those in this document to ensure the health, safety and welfare, so far as is reasonably practicable, of their students.
- Competent and suitably qualified staff who manage the work experience programme.
- Ensure all employers have carried out the statutory risk assessments of placements and that Employers' Liability Insurance cover is in place for the duration of the work experience placement.
- Ensure pre-placement checks are carried out on all placements for health and safety by a qualified person and that a planned re-visit programme is in place.
- Provide Royal Greenwich Work Experience Team with a list of students On Roll with the placements they attended for each Cohort.
- Have systems in place to monitor and review its work experience provision.

This document falls within the over-arching Health and Safety policy of Royal Borough of Greenwich; it should be read in conjunction with all other appropriate Health and Safety documentation issued by the authority and in particular with the Health and Safety policy statement for the Work Experience Team.

This document is due to be reviewed in September 2021 or before this date if the guidance materials on Work Experience from Department for Education and/or Health and Safety Executive are updated.

## Statement of Policy for Work Experience Programmes for Pre and Post 16 Students

Work Experience is essentially a curriculum based planned educational activity for those students in their last 2 years of compulsory schooling and for those over the compulsory school leaving age. It should be a progressive experience through the 14-19 age range.

The overall aim is for students to gain an insight into the adult working environment, its disciplines and relationships.

Work Experience should not be aimed at job selection and employers should not use it for employee selection.

Planned as an integral part of the curriculum the major objectives will be concerned with developing students' personal, social and employability skills; promoting realistic aspirations, 'understanding' the strains and rewards of employment and giving relevance to other school based learning.

All schools have a clear policy for the curriculum context of Work Experience and other work related activity.

All schools should appoint a Co-ordinator(s) for Work Experience and related activities e.g. Work Related Learning and Enterprise.

Work Experience on employer's premises may be supported and supplemented by other Work Related Learning activities such as, work simulations, work observation, work visits and enterprise activities.

On site Work Experience (normally for a maximum of 15 working days) pre-16, should be preceded by thorough preparation, planning and briefing. During placement, students should be visited by an appropriate teacher or staff member and upon return to school the experience should be de-briefed and used to add relevance to the students learning.

There are additional opportunities for individual students to engage in extended Work Experience programmes in Years 10 and 11 (Key Stage 4) if they are participating in a vocationally related course.

Monitoring and evaluation of Work Experience placements and organisational arrangements will be carried out co-operatively between students, parents, teachers, employers and co-ordinating bodies.

All placements approved by the organisers will have a clear placement description and provide a variety of tasks for the student.

The authority would advise against students being placed directly with immediate family on Work Experience, since this would prohibit a true experience of employer/employee relationship.

No student should undertake a placement which might be unsuitable on medical grounds or for reasons of Health and Safety.

All placements should be made available to all students with the required abilities and interests and there should be no discrimination on the grounds of gender, ethnicity, sexuality or disability.

The organisers will co-operate with employers and schools in the planning of placements so that objectives and arrangements are agreed and understood.

Employers will be made aware of their responsibilities under the Health and Safety at Work Act (1974), the Health and Safety (Training for Employment) regulations 1990, the Management of Health and Safety at Work Regulations 1999, the Health and Safety (Young Persons) Regulations 1997, the Employment of Women, Young Persons and Children Act 1920 and the Equality Act 2010. In addition, employers will be required to provide adequate insurance cover for students.

Employers will be made aware of issues relating to child protection i.e. protecting all young people under the age of 18 against abuse and non-accidental injury, including the requirement for DBS checks where appropriate.

- Schools which organise their own work experience programme must provide Royal Greenwich Work Experience Team with a list of students On Roll at the start of the academic year in which the work experience is to take place.

Before any placement takes place, the employer will be required to sign a Letter of Understanding with Royal Borough of Greenwich.

Individual written informed consent from parents/guardians will be obtained before a student takes up a placement.

The Education Act 1996 as amended by the School Standards and Framework Act 1998 does not allow employers to make any payment to students, schools or the authority in respect of work carried out by students.

Schools will archive records relating to individual students Work Experience programmes until the student will have reached his or her 21<sup>st</sup> birthday. This is necessary because a student will have three years from the date of his or her majority (i.e., 18<sup>th</sup> birthday) from which to sue for a personal injury claim.

Before the start of their Work Experience placement every student will be made familiar with the Health and Safety Document “**Be Safe**” or similar depending on materials available from HSE or DfE.

Travelling expenses and the cost of meals **may** be reimbursed by the employer directly to the student; however, there is no requirement for them to do so. The costs are otherwise the responsibility of parents although schools may provide a support fund for cases of hardship.

The general responsibilities for work experience organisers, schools and colleges can be found in the DCSF document 'Quality Standard for Work Experience' 2008. Further advice is offered by DfES in the Booklet 'Work Experience: A Guide for Secondary Schools' and Keeping children safe in education – statutory guidance for schools and colleges 2018 (DfE) should be followed. None of these publications have been removed, replaced or updated by the Department for Education.

The Health and Safety Executive (HSE) also offers guidance online.

Royal Borough of Greenwich has a named person in the post Work Experience Programme Manager responsible for the co-ordination of Work Experience programmes operating in all maintained schools/units and training providers reporting to the **Business Engagement Manager**, Employment and Skills. The Work Experience Programme Manager is responsible for:

- Ensuring that legal and statutory responsibilities and policies for the services are delivered, regularly reviewed and updated; and for ensuring that that all necessary training of staff and providers is carried out in accordance with current legislation.
- monitoring/evaluating Work Experience programmes, to include regular audit of procedures used within schools
- providing training/briefing/written information as required for schools operating Work Experience programmes and for Royal Greenwich maintained schools receiving students on placement
- liaising on behalf of schools with legal/insurance/safeguarding other relevant agencies within Royal Greenwich
- producing annual statistical reports on Work Experience
- operating and maintenance of the Work Experience database containing details of all Work Experience placements undertaken in any one financial year, with archive records kept for a period of seven years. Records to include details of insurance, health and safety status of all employers
- ensuring appropriately trained staff carry out placement vetting including NEBOSH qualified staff member for High Risk placements in line with health and safety procurement standards (HASPS), and that placements are re-visited according to risk banding.

## Definition of Work Experience

These Guidelines deal with Work Experience as defined below by the Department for Education 2013 as:

### **Meaningful work experience**

“Our definition of meaningful work experience is:”

- Purposeful, substantial, offers challenge and is relevant to the young persons’ study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes for the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person’s performance during their time on the work placement.

“It is important to give school headteachers autonomy and freedom over the curriculum and we think schools are best placed to determine how they provide work experience and/or work-related learning at KS4. We are keen that schools with good programmes of work experience and enterprise education to continue to encourage young people to take part.

There is good evidence that both young people and employers find some form of work-related learning mutually beneficial, helping young people prepare for employment, improve their attainment and make informed decisions about their future beyond education. Employers are more willing now to provide young people with a range of opportunities that help them understand the current labour market and develop the skills and awareness that employers demand”

## What is the Purpose of Work Experience?

Work Experience has become a very popular activity with schools, employers and particularly students, increasingly so at Post-16. The following are some of the educational purposes of Work Experience.

### For the student

- To **DEMONSTRATE, DEVELOP** and have **RECOGNISED** their **KEY SKILLS**.
- To provide students with opportunities to set **INDIVIDUAL LEARNING OBJECTIVES** through **ACTION PLANNING** and **TARGET SETTING**.
- To **ENHANCE** work carried out in the classroom, so that students can apply the skills and knowledge acquired there, to another setting.
- To **MOTIVATE** young people to improve their performance by increasing the meaning and relevance of the school curriculum.
- To help students **MATURE** in their relationships with adults and thereby promote their own self development.
- To allow students to **INVESTIGATE** social relationships at work and how they are affected by the organisational activity or service.
- To **EXPAND** the range of occupations which students may wish to consider in terms of their own personal career planning and envisage their own progression.
- To enable the student to **ANTICIPATE** some of the experiences they could possibly encounter when transferring from education to employment.
- To **support** vocational courses delivered at KS4 and Post-16

Additionally, the student should be enabled to explore the wider industrial and economic dimensions thereby gaining an understanding of the structure and organisation of business and the local economy.

### For the employers

- To motivate students towards gaining a higher level of educational achievement, and increase the number of well qualified people.

- To create a better understanding of the similarities and differences between employment and education, creating a well prepared, more flexible workforce.
- To allow students to be able to make better informed decisions about career plans, thereby decreasing wastage through poor decision making.
- To foster links with educational establishments and increase understanding of changes and developments within the educational system.
- To increase their awareness of the capabilities of young people.
- To give junior staff an opportunity of managing young people.

#### For schools

- To improve communications with employing organisations and keep abreast of developments in the commercial environment.
- To use employing organisations as an additional resource, especially to support 14-19 curriculum.
- To increase employers' understanding of the school curriculum, in particular, the 14-19 reform agenda.
- To allow teachers to visit employers' premises and see their students at work in other settings.
- Promote Work Related Learning and Enterprise activities

## Possible Objectives and Learning Outcomes

From broad purposes and aims can be distilled some objectives or learning outcomes for schools to consider in planning their programmes.

At the end of the experience students should be able to:

- plan and organise their own time and travel arrangements
- record their activities during the period in a written form
- cope with the demands of working in an employer's environment
- illustrate the areas in which students work in school has some relevance
- give an account of the differing social relations at their employer's organisation, their structure and their inter-relationship
- give an account of some of the tasks and duties involved in a specified number of occupations
- demonstrate the ability to cope with the transition from an educational environment to an employing one, outline some of the potential difficulties, devise and implement strategies for overcoming them
- assess their own ability and skills to perform to the requirements of specified occupations experience during the period of their programme
- assess their ability to relate to adults and the skills required to do this and where possible, demonstrate their successful application
- give an account of the nature of gender/ethnicity relationships within their host organisation
- understand the importance of Health and Safety procedures in an employing organisation
- understand the importance of presentation, speech, behaviour and dress within the employing organisation
- demonstrate their understanding of the economic awareness programme, using real examples
- demonstrate the use, development and recognition of Key Skills

## Work Experience in Context

The curriculum for a school satisfies the requirements of section 78 of the Education Act 2002 if it is a balanced and broadly based curriculum which -

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life

A variety of publications ranging from The Schools White Paper “**Educational Excellence Everywhere**” to publications such as:

**The Wolf Report (DfE)**

**Not just making tea: a guide to work experience (DfE)**

**Making work experience work for you (DfE)**

**Work Experience : Impact and Delivery – insights from the evidence (Education and employers)**

**Quality Standard for Work Experience (DCSF)**

**Time Well Spent (CBI), Work Experience and the Law (Tony Johns with Andrew Miller)**

**Further Education Bill (DfE)**

**Participation of Young People in Education**

**Employment or Training (DfE)**

**Careers guidance and inspiration in schools (DfE)**

**Enterprise for all (DBIS)**

**Technical and Further Education Bill (DfE)**

**Corporate Report Single Departmental Plan (DfE)**

**Keeping children safe in education (DfE)**

**Getting ready for work (Ofsted)**

All emphasise that the curriculum should be taught in such a way that the applications and value in adult life are made clear. The worth of this lies not only in its direct contribution to students’ preparation for adult and working life: it is also a powerful means of motivating them in the range of their school work.

Preparation for adult and working life presupposes that students will be encouraged to interpret the concept of work in relation to a series of definitions; these range from work seen as paid employment to work viewed as the tasks to which human creative energies can be focused. Work Experience helps in this process.

The Wolf Report (2011) highlighted many of England’s 14-19 year olds do, at present, progress successfully into either secure employment or higher level

education and training with many of them leaving without the skills that will enable them to progress at a later date. The report made recommendations to remove the statutory duty to provide every young person at KS4 with a standard amount of “work-related learning” and increase the participation age to 18 years. It also stated that greater efforts must be made to provide access to the workplace for 16-19 year olds. The report also recognised the value and reward that employers have for employment experience and not just formal credentials.

Although the government has removed the statutory duty for a standard amount of work related learning at KS4, DfE has recognised that many schools have good programmes in place and are keen to allow them the freedom to continue to and encourage their students to take part in WRL and work experience.

In line with the Careers guidance and inspiration in schools (DfE) Statutory Guidance 2015 dictates:

“Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.

The duty on schools, to secure independent careers guidance for all year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.”

One of the recommendations to achieve this is to:

“Offer high quality work experience that properly reflects individuals’ studies and strengths, and supports the academic curriculum.”

An excerpt from Participation of Young People in Education, Employment or Training (DfE) Sept 16 states:

“Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship and traineeship providers to ensure that young people can benefit from direct, motivating and exciting experience of the world of work, to develop high aspirations and inform decisions about future education and training options.”

Work Experience is one of the vehicles within a broader framework of work related activity which can help deliver relevance to a student's total learning package. Within that framework, there can also be **work shadowing, work observation, work based projects and work simulations**. In addition, students' experience of work organised on their own initiative (e.g. Saturday jobs) can be used to enhance discussion and understanding.

Many students are likely to have the opportunity for more than one Work Experience placement. Planning of Work Experience is vital to ensure **progression** and avoid repetition. Placements should build on prior learning and extend knowledge, understanding and skills gained during previous activities.

**NB The basic principles described here apply to students of compulsory and non compulsory school age.**

## Legal Responsibilities

### Education Employer

Royal Borough of Greenwich and schools/colleges within the authority have a common law duty to look after children in their care. The Council also has a duty under section 3 of the Health and Safety at Work Act 1974 (HSWA) to carry out their undertaking in such a way as to ensure, so far as is reasonably practicable, that they do not expose students to risks to their health and safety. The Council must therefore take reasonable steps to satisfy itself of the safety of any Work Experience placement. The work which students on Work Experience may do is also regulated by the Education Act 1996 (see **Appendix I**). These conditions apply equally to cases where students have arranged their own Work Experience.

Although certain controls regulating the employment of young people were removed by the Employment Act 1989, this does not affect the obligations of the Local Authority and schools to ensure placements are suitable. This requirement entails the assessing of risks that arise from work placements and to either eliminate or minimise them.

### Placement Organisers

Where the placement organiser is an employee (such as a teacher or other member of the Council's staff) they have to take reasonable care of themselves and of other people who may be affected by their acts or omissions at work. This means that individual placement organisers must carry out their tasks in accordance with the guidelines and instructions laid down by the Local Authority.

### The Placement Employer

Provided that schools and the Local Authority take reasonable care in relation to their obligations, the primary duties once the placement is in train fall on the employer. He/she has a duty to ensure, so far as is reasonably practicable, the health, safety and welfare at work of employees. This includes assessing the risks employees are exposed to at work. "Employees" include students on Work Experience. Students on Work Experience have the same legal protection as employees.

Under **The Management of Health and Safety at Work Regulations 1999**: employers are required to:

- assess the risks **before** employing young people, under 18 years of age
- review existing risk assessments forthwith
- take into account their inexperience, lack of awareness of existing or potential risks and immaturity
- address specific factors in the risk assessment

- provide information to parents/carers of school age children about the risks and the control measures introduced
- Take account of the risk assessment in determining whether the young person should be prohibited from certain work activities; except where they are over the Minimum School Leaving Age (MSLA) and it is necessary for their training and:
  - ◆ where risks are reduced so far as is reasonably practicable
  - ◆ where proper supervision is provided by a competent person

A guidance booklet from the Health and Safety Executive (HSE) is available to assist employers in complying with this legislation (see **Appendix 2 – Young people and work experience – A brief guide to health and safety for employers & Appendix 3 - Health and safety made simple – The basics for your business & Appendix 4 - The health and safety toolbox – How to control risks at work**).

## Issues of Child Protection and Safeguarding

Child protection and safeguarding means to protect children against abuse and non-accidental injury and applies to young people under the age of 18. Employers should be asked, when preparing a programme of Work Experience for a young person, to take responsibility for their social welfare as well as their physical welfare.

Employers should do all they can to ensure their employees relationships with young people on Work Experience are appropriate to their age and gender, and do not give rise to comment or speculation. Attitude, behaviour and language all require care and thought.

### **Disclosure and Barring Service (DBS) Checks**

In the vast majority of placements – as the employer / employees involved will not have regular unsupervised access to young people at work – there is no need for DBS checks to take place. However, DBS checks must be **considered** for Pre-16 students in all of the following cases:

- students identified by the school as vulnerable for educational, medical, behavioural or home circumstance reasons
- students on placements lasting more than 15 days over an extended time-frame, especially where these involve:
  - i) regular lone working with an employer over long periods (rule of thumb would suggest anything over half a day at a time)
  - ii) placements located in particularly isolated environments
  - iii) placements involving a high degree of travelling
- placements which include a residential element

The fact that a particular placement falls into one of the above categories does not necessarily mean that a DBS check will be required. Such a decision will depend on an assessment of the overall potential risks posed to a young person and will take into account any systems in place to minimise these risks.

All Work Experience Team staff undertake regular Safeguarding training and have read the DfE document *Working together to safeguard children – A guide to inter-agency working to safeguard and promote the welfare of children* and have signed to confirm this has been understood. Additionally, as Safeguarding Lead, the Work Experience Offer has DBS clearance and is responsible for investigating any reports/incidents of a child protection nature.

## Students

Students on Work Experience placements have the same duties as other employees to take reasonable care of their own health and safety and of the health and safety of other people who may be affected by their actions. They also have a duty to co-operate with the placement employer in complying with the employer's legal duties. Given the youth and inexperience of the students undertaking such programmes it is not "reasonable" to expect them always to behave as mature employees would. This reinforces the importance of effective supervision of students on Work Experience.

## Insurance

Placement organisers must satisfy themselves that employers offering Work Experience placements have suitable arrangements in place.

Although the insurance policies held by employers offering placements will cover most risks, it is important to be aware that, even where there is a relevant policy in place, it will not give automatic compensation unless the employer admits liability. Its purpose is to ensure that the money is there to pay out for proven claims in civil law.

Providing a policy is in place, Government has confirmed that the insurance industry has committed to treat work experience students as employees for the purposes of insurance against bodily injury under an Employers Liability Compulsory Insurance (ELCI) policy and that simply giving work experience opportunities to students will not impact on ELCI premiums.

The exceptional status of the crown means that, by law, it is not required to comply with certain legislation. Crown or Government establishments are not required to have insurance cover. Students may be placed in such environments; however, a Letter of Understanding (see **Appendix 5**) must still be completed by the employer with the sections referring to insurance amended appropriately.

There may be other instances of very large organisations, with good reserves or resources, who underwrite their own insurance liabilities. This alternative to Employer's and Public Liability insurance should **not** be considered a viable option unless there is significant confidence in the ability of the organisation to be able to cope with a large claim. In such circumstances, expert advice should be sought from Royal Greenwich Insurance Officer before any student takes up a placement.

Forms of indemnity (see **Appendix 6**) – It is not uncommon for employers to ask placement organisers/schools to indemnify them from potential claims arising from pupils on Work Experience. These forms should **not** be signed by anyone other than Royal Greenwich Insurance Officer or the Royal Greenwich Work Experience Programme Manager, after consultation with the appropriate officer.

Any indemnity form signed or issued will do no more than confirm that the Council will meet any claims for which it is legally liable. No indemnity form will be signed on behalf of the Council whose purpose is to disclaim an employer's legal or duty of common care responsibilities to a student or to exempt an employer from claims where they have been shown to be negligent.

Placement organisers should ensure that under-age students do not engage in substantive Work Experience in contravention of the Education Act 1996. This could invalidate any claim under Employer's liability insurance for injury to the students themselves, and might result instead in a claim against the organisers of the placement. The organisers might also be judged to be liable, or partly liable, in the case of a student with a behavioural or medical background, which rendered him or her clearly unsuitable for certain kinds of placement.

Detailed guidance on matters relating to insurance for Work Experience is to be found in **Appendix 7 Work Experience Schemes: Guide for Organisers – Insurance**

## Selection of Placements with Proper Regard to Health, Safety and Welfare of Students

### Pre-Placement Visit

The first stage in preparing for a Work Experience placement in a new workplace must be a detailed discussion between the placement organiser and the placement employer about the objectives of the placement and the implications for the placement employer of accepting school student into the workplace. For this purpose, organisers should provide the employer with information about the following documents:

- Work Experience: A guide for employers (DfES) (**see Appendix 8**)
- Young People and work experience – A brief guide to health and safety for employers (HSE) (**see Appendix 2**)
- Health and safety made simple – The basics for your business (HSE) (**see Appendix 3**)
- The health and safety toolbox – How to control risks at work (**see Appendix 4**)
- Child Protection/Safeguarding Guidance and Policy (**see Appendices 9 & 10**)

Schools/Work Experience Team should also discuss with the employer their policy statement on 'Work Related Experience/Work Related Activities' which clearly outlines the purpose of Work Experience within their establishment. These discussions should take place at the workplace to provide an opportunity for the organiser to check that the necessary management systems for ensuring occupational health, safety and welfare are in place i.e., existence of policy statements, means and methods of implementation, methods of appraisal and review.

Do these procedures presently include/will include specific arrangements for Work Experience students?

Organisers should satisfy themselves that:

- the employer has detailed a named member of the management team to have overall responsibility for Work Experience students
- understands his/her responsibilities to the student under the terms of The Management of Health and Safety at Work Regulations 1999, Health and Safety (Training for Employment) Regulations 1990, the Health and Safety (Young Persons) Regulations 1997 and the Equality Act 2010 (**see Appendix 1**)
- adequate and appropriate supervision will be given to Work Experience students at all times. The age and inexperience of students should be reinforced with the employer

- procedures exist to deal with any accidents and emergencies that may arise. In particular, that first aid equipment is provided and records of first aid treatment are kept. If required, are trained first aiders available?

Any employer of five or more people, including the Work Experience student(s), who does not have, or is unwilling to produce, a written statement of their policy on health and safety at work and arrangements for carrying that policy into effect should not be included in the Work Experience scheme.

- Similarly, employers have a responsibility to assess the risks to the health and safety of his/her employees arising from their work. If there is no evidence of such an assessment having been carried out the placement should not be included in the Work Experience scheme.

Where employers have met these requirements, placement organisers should obtain in writing:

- what specific work will be carried out by the Work Experience participants
- the health and safety risks involved in the work; steps taken to control those risks
- any health based limitations on the type of person appropriate for the placement (e.g. there may be operations involving possible exposure to sensitising agents which would not be appropriate to pupils with asthma. Another example might be a warehouse where there is a significant amount of works transport. In such a place a student with significant hearing loss may need particularly careful supervision).
- will protective equipment be needed and can the employer provide appropriate sizes?

The form entitled 'Work Experience Pre-Placement Check – Section 4 (Implementation of the Health & Safety Standards (HASPS 10) should be used to ensure that all this information is documented (**See Appendix 11**).

- it is also necessary to ensure that tasks are not prohibited by law including local bye-laws. (See **Appendix 12a** – Restricted Work and **Appendix 12b** - Prohibited Work)
- Organiser should have written confirmation that the employer holds current Employers Liability Insurance. See letter of Understanding (**Appendix 5**).
- An essential part of the individual visit to the placement employer should be a brief walk around the workplace. This provides an opportunity to look at general working conditions. Appropriate

attention should be given to occupational health, safety and welfare, i.e.:

- ◆ the general standard of housekeeping. Are there clear gangways? Is the workplace clean? Are stairways or doors obstructed by stored goods?
- ◆ the general level of lighting. Is the workplace brightly lit or dingy?
- ◆ where work is done sitting down, are suitable seats provided?
- ◆ fire precautions. Are there any fire extinguishers? Are they regularly checked?
- ◆ are there clear fire instructions displayed?
- ◆ are toilet and washing facilities adequate and kept clean?
- ◆ are any health and safety information posters displayed? Every employer should as a minimum have displayed the poster “Health & Safety Law, What You Need To Know”.

**NB All visits must be recorded on ‘Work Experience Pre-placement Check’ form (see Appendix 11).**

Students from the Royal Borough of Greenwich may attend placements vetted and certified by Local Authorities, Education Business Partnerships, Careers Services and other organisations which have vetting procedures conforming at least to the standards and procedures described within this document.

### **Student ‘Own Find’ Placements**

Placements provided by students should be vetted using the same process as described above. If a school organises its Work Experience placements through the Work Experience Team, details should be notified to WORK EXPERIENCE TEAM on ‘Own Find Placement Form’ (see Appendix 13) at least six school weeks before the start of the placement.

### **Unacceptable Placements**

Some placements found by students or schools prove to be unsuitable for a variety of reasons. **Appendices 14A, 14B, and 14C** will be issued to schools as appropriate giving reasons as to why a student should not be placed with a particular employer.

### **Reviewing of Placements**

Once a placement has been arranged and the initial judgement about health and safety issues made, there will be a continuing need to review the placement. That

does not mean that each time a student is placed with an employer that a further preliminary check needs to be made. However, it is important that placements are reviewed at reasonable intervals, according to risk, to maintain up to date information. This is to ensure, as far as is reasonably practicable, the placement continues to be fit for Work Experience.

## Risk Banding

The system of combined risk banding is designed to effectively risk band each placement used by a Work Experience Organiser in order to recognise the validity of good health and safety management standards in relation to occupational risk levels.

### **Occupational Risk Levels**

#### **Organisational Risk Levels**

High Risk – Basic/low compliance with health and safety requirements. High Risk placements should be re-visited at least every 12 months.

Medium Risk – Good standards of compliance with Health and Safety. Medium Risk placements should be re-visited at least every 24 months.

Low risk – High standard of compliance with Health and Safety. Low Risk placements should be at least every 48 months.

By balancing the Occupational Risk Level with the Organisational Risk Level using the matrix a Combined Risk Band will be established.

The matrix illustrated below should be used in order to achieve a reasonably practicable risk banded decision.

		<b>Highest Occupational Risk Level</b>		
		Low	Medium	High
<b>Organisational Risk Level</b>	Low	<b>Low</b>	<b>Medium</b>	<b>High</b>
	Medium	<b>Low</b>	<b>Medium</b>	<b>High</b>
	High	<b>Medium</b>	<b>High</b>	<b>Unsatisfactory</b>

In addition, the frequency and nature of the review will also be determined by the following:

- feedback after placements by students, parents/guardians and staff who visit students at their work placement (**see Appendix 17 Placement Assessment & Appendix 15 Student Work Experience Logbook**)
- changes in health and safety standards and new legislation
- significant changes in the employers organisation, staffing or processes being carried out in the workplace

## Classification of Activities

<u>Activity</u>	<u>Risk Level</u>
Administration	LOW
Agriculture, Hunting and Forestry	HIGH
Animal Care	MEDIUM
Care	MEDIUM
Catering	HIGH
Chemicals and Chemical Products	HIGH
Construction	HIGH
Construction Electrical	HIGH
Education	LOW
Electrical and Electronics	MEDIUM
Engineering	HIGH
Equestrian	HIGH
Fishing	HIGH
Hairdressing/Beauty	MEDIUM
Hotels and Restaurants (Non-Catering)	MEDIUM
Manufacturing/Craft	HIGH
Mining and Quarrying	HIGH
Printing	MEDIUM
Repair of Motor Vehicles, Motor Cycles	HIGH
Retail Trade	LOW
Sales	LOW
Security	MEDIUM
Sport/Recreation	MEDIUM
Textiles/Clothing	MEDIUM
Transport	HIGH
Utilities	HIGH
Wholesale and Warehousing	MEDIUM

## Feedback

Effective management of Work Experience schemes requires feedback. Where feedback indicates conditions in a placement are no longer entirely satisfactory, the placement organiser should intervene urgently either to rectify the situation or withdraw students from the workplace.

The Placement should not be used again until a full review has been carried out.

It is essential that all groups participating in Work Experience should comment on the scheme and be provided with appropriate questionnaires. Those involved in this process should include:

- students (see **Appendix 15**, student Work Experience Logbook and student debriefing)
- employer (see **Appendices 17, Placement Assessment, 18, Work Experience Evaluation Questionnaire and 19 Employer Questionnaire**)
- parents/guardians
- visiting tutor (see **Appendix 17, Placement Assessment**)

Also see sections on Communications and Evaluations.

## Accident Procedures

In the event of an accident involving the injury of a student;

The employer should:

- Inform the school and parent by telephone immediately. The necessary information will be provided for each employer by the document 'Student Profile' (**see Appendix 20**)
- Obtain medical attention if needed

The School/College should:

- Inform the Council Work Experience Officer/Work Experience Team
- Inform the Council – Insurance Section
- Comply with the school/Council accident procedure/reporting systems

The Work Experience Team/Council should:

- Comply with Local Authority accident procedure/reporting systems

Where a student on Work Experience has an accident or contracts a disease which is reportable to HSE under Reporting of Injuries, Diseases or Dangerous Occurrences Regulations (RIDDOR) 2013 The Work Experience Team, on behalf of Royal Borough of Greenwich shall complete the relevant sections of the Work Experience – Incident Report Form (**see Appendix 21**). This will be forwarded to Royal Greenwich Health, Safety and Wellbeing Management Team, who have necessary competence to discharge the task. During an investigation, interviews will be conducted and statements taken to verify events.

## Work Experience Agreements

Placement organisers and placement providers should enter into a formal agreement about any Work Experience scheme. Such agreements have the role of ensuring the maximum educational benefit from the experience, but also have a role in ensuring health and safety (**see Appendix 5, Letter of Understanding**).

Therefore, before any placement takes place, the Council requires the placement provider to agree and sign the Letter of Understanding (**see Appendix 5**).

### **Duty of Care**

Before any student can proceed with Work Experience the organisers must be satisfied with the points listed in the document entitled “Obligations of Organisers” (**see Appendix 22**).

Similarly, employers offering students Work Experience accept responsibility for them during the period of placement. Some steps that employers can take to reasonably discharge that duty of responsibility are listed in the document entitled “Obligations of Employers” (**see Appendix 23**).

### Marking of Registers

The marking of registers during Work Experience is covered by The Education (Pupil Registration) (England) Regulations 2006.

In addition, the Courts Officer, Greenwich Education Social Work Service, has issued guidance on the marking of school registers for students undertaking Work Experience. In summary it is required that during periods of Work Experience, at the end of each week, school registers should be completed with details of students' attendance at the work placement. The attendance register should be completed and information made available to any authorised local authority officer on request. It is unacceptable for details to be recorded anywhere other than in the main attendance register.

The student Work Experience Logbook contains an "attendance register" to be completed by the host employer. This should be checked by the students' tutor during the monitoring visit. If there is concern as to the likely attendance pattern of an individual student whilst on placement, a school should make additional checks with the employer as to the attendance of the student. In particular, the school should confirm the arrival of the student with the employer on the first day of placement.

If parents wish to send their children on placements unauthorised by the Local Authority, the absence from school will not be authorised and should not be marked as such on the school register.

## Communications

It is essential that all participants of Work Experience have information relevant to them in writing before the start of any placement. This should include the following:

- employer has received all relevant information about the student especially any special needs or requirements. This should be done by the completion of the form “Student Profile” (see **Appendix 20**).
- placement organiser must be in written possession of the name/title of the person within the employer’s organisation who has overall responsibility for Work Experience participants’ health, safety and welfare and the person who will be directly supervising the student while at work. This should be provided by completion of forms “Job Description and Risk Assessment” (see **Appendix 24**), “Work Experience Pre-placement Check – Section 4” (see **Appendix 11**) or “Own Find Form” (see **Appendix 13**).
- placement organiser should have details of the specific work to be carried out; any health and safety risks or special conditions which exist. This should be done by completion of forms “Job Description and Risk Assessment Form” (see **Appendix 24**) or “Work Experience Pre-placement Check – Section 4” (see **Appendix 11**). Similarly this information should be made available to both the student and parent/guardian **before** either sign the form “Work Experience Agreement/Consent Form” (see **Appendix 26**).
- placement organiser should obtain information from the student and parent/guardian concerning any health and safety risks or special conditions which exist. This should be done by the parent/guardian completing the form “Information for Parents” (see **Appendices 25 & 26**).
- provide the employer, student and parent/guardian with the name of the person to contact in school together with a telephone number in case of emergency
- in the case of employers this should be done via form “Student Profile” (see **Appendix 20**)
- in the case of students this information should be included in either the Work Experience diary/logbook or other briefing material used by the school
- in the case of parents/guardians this information should be included on the form entitled “Work Experience Agreement/Consent Form” (see **Appendix 26**)

Parents or guardians need to be fully informed of the nature and purpose of Work Experience and should be issued with the form “Work Experience Information for Parents” (see **Appendix 25**).

Under the terms of the Management of Health and Safety at Work Regulations 1999 as amended by the Health and Safety at Work (Young Persons) Regulations 1997 employers are required to provide parents/carers with a placement risk assessment appropriate to the student. This information does not have to be conveyed to the parent/carer in a written format. The conveyancing of the details of the risk assessment is the sole duty of the employer and not of the Local Authority or school.

Before any student engages in Work Experience a parent or guardian must sign and return the form “Work Experience Agreement/Consent Form”. (see **Appendix 26**)

Parents evenings can provide a valuable exchange of ideas and dispel a number of concerns and possible misunderstandings. The Work Experience Team is available to help with presentations for these evenings.

Parents have proved to be a very valuable resource in the past. Many placements have been found by them. However, all placements found by parents must be approved in line with the authority’s policy statement.

## Preparation of Students

Maximum benefit comes from Work Experience when students have been properly prepared beforehand, effectively supported during the placement and effectively debriefed afterwards. Health and Safety is an essential and integral part of this process.

Preparation should include briefing about the student's own responsibilities for health and safety. Students should be given an indication of what they should do if they are asked or expected to do work that they consider dangerous or beyond their physical capability e.g. heavy lifting. It is recommended that the member of staff responsible for briefing the students on health and safety has undertaken training/accreditation in I.O.S.H. or similar as a minimum standard.

There are several materials available that can be used with students to cover these topics in addition to the Work Experience Handbook (Appendix I5) which accompanies the student Logbook. A teachers' copy of the Handbook is also available (see **Appendix I6**):

- “Be Safe” guide to health and safety (LSC)  
(<http://dera.ioe.ac.uk/4087/1/be-safe-intro-booklet.pdf>)
- “Be Safe” workbook (LSC)  
(<http://dera.ioe.ac.uk/4087/2/be-safe-workbook.pdf>)
- Speak Up Stay Safe (British Safety Council)  
(<https://www.britsafe.org/speakupstaysafe>) BSC
- Health & safety – Be a safe learner (Education & Training Foundation)  
(<https://api.excellencegateway.org.uk/resource/etf:1903>)
- “Virtual Work Placement” A CD ROM available on loan from the Skills Team.
- Looking out for work hazards – advice for young people (see **Appendix 27**) (European Agency for Safety and Health at Work)  
(<http://osha.europa.eu/en/publications/factsheets/66>)

Students should know who in school will deal with problems on Work Experience placements. Each student should be told which of the placement employer's staff is responsible for supervising them and ensuring their safety. This should be done by discussion of form “Placement Description” (see **Appendix 28**).

Students should be provided with information about the type of work they will be carrying out, the hazards and risks and any special conditions which may apply. Again this should be done by referring to the form “Placement Description” (see **Appendix 28**).

Students should understand about the statutory basis for general health and safety controls in the workplace. They should expect, for example, to be given adequate health and safety instruction and training by the placement employer.

## Student Support/Visits

“Work Experience – A Guide for Secondary Schools (DfES)” (see **Appendix 29**) booklet suggests that where possible, teachers, local organisers, governors and/or senior staff should seek to visit all their students at least once during the course of the placement. Royal Borough of Greenwich would expect all students to be visited at least once during the course of the placement. In some exceptional circumstances this is not always possible e.g. due to high levels of security at organisations such as the Bank of England or B.B.C. In such cases the school should contact the employer, parent/guardian and student during the placement to ensure that no problems have arisen. However, the fact that the student cannot be visited should be discussed with the Work Experience Team.

Work Experience is often a new experience for students, many of whom will need help and support throughout the period. It is therefore essential that during their placement students are visited by a member of staff known to the student e.g. a form/subject teacher.

Reasons for monitoring students whilst on Work Experience:

- It is important for students to know that Work Experience is being monitored. A familiar face gives a sense of purpose and interest. Any problems and issues that may have arisen may be shared with the teacher.
- Once at a placement, difficulties between student and placement may develop. The student and employer may be incompatible, the situation may be inappropriate, problems of transportation could occur. Such issues could be discussed and rectified following a monitoring visit. Students following non-traditional work placements should be more closely monitored.
- The opportunity to meet students in a different setting is advantageous to teaching staff who may wish to use the learning experience back in school, particularly in relation to the individual and Records of Achievement.
- Exposing teachers to employers helps to encourage ways of drawing industry into the curriculum and thus furthering the development of school/industry links.
- Visits should be used to reinforce health and safety messages. The visitor should apply their perception to the workplace to discuss the health and safety risks and the way they are being controlled.

The student and employer need to be aware of the time and purpose of visits which should be planned in advance.

Equally, staff undertaking visits should receive adequate briefing to allow them to complete the “Placement Assessment Form” (see **Appendix 17**) and be able to deal with any problems that might arise. Staff should also be issued with form entitled “Guidelines for Staff Visiting Students on Placement” (see **Appendix 30**).

The visitor should complete the form entitled “Placement Assessment” (see **Appendix 17**). The form should be sent to the Work Experience Team immediately the Work Experience programme has ended.

Ideally the tutor should talk to the student alone, the employer alone and then the employer and student together. If this is not possible it is essential that the student should be seen in the circumstances where he/she would feel able to discuss any problems they may have with the placement.

In the rare cases where working conditions are found to be unacceptable, immediate steps should be taken to withdraw the student.

## Debriefing of Students

Effective debriefing provides a further opportunity to reinforce students' knowledge about health and safety and to find out possible health and safety problems in a placement. It is essential that pupils are debriefed immediately after their placement.

Student's Work Experience Logbooks can be used as a basis for comparing health and safety issues in their different placements. They can be asked about any dangers they found, and what precautions were taken to control them. These discussions are often best conducted in groups, possibly involving employers as well.

Class teachers need to be alert for any signs that dangers were not controlled. The placement organiser should be told as soon as possible. (A written account of the problem should be forwarded to Work Experience Team). The information will be relayed to the employer and Work Experience Team will make appropriate decisions as to future use of the placement, additional site visits etc.

## Special Educational Needs

The guidelines in this document are appropriate for all students but the following additional considerations would be appropriate for students with special needs.

- More flexibility may be needed when arranging the length placements as a two or three-week block may be too long. For some students one day per week for half a term leading up to a block placement of a week may be more appropriate, as this will give time for the student to feel comfortable in the new situation.
- Placements should be tailored to the needs of students and careful negotiation will be needed between the teacher, employer, student and parents to ensure the student gains maximum benefit from the placement.
- Transport arrangements to and from the placement will need to be given extra consideration. If students are capable of making their own way to placements this should be encouraged. Alternatively, it may be possible for students who are provided with transport to and from school to be taken to their placement. This may mean that students will have to work school hours while on placement but most employers are sympathetic to this.
- Additional help may need to be negotiated with the employer, so that the student has someone with them at meal times and breaks.
- Parents may have concerns about their son/daughter going on Work Experience and will sometimes need reassuring that the student will be able to cope.
- Special attention ought to be given by Work Experience organisers and employers to health and safety aspects when taking students with special needs.
- Teachers and Work Experience organisers should ensure that supervision is adequate. The supervisor should also be aware of any difficulty the student may have coping with any aspect of Work Experience.

## Training of Placement Organisers

Royal Borough of Greenwich has a duty to ensure that placement organisers are able to make informed decisions on health and safety issues. This does not require placement organisers to be health and safety 'experts' but they need to be competent to:

- identify basic health, safety and welfare defects in a workplace
- assess the adequacy of management systems to ensure health, safety and welfare in the workplace including the employer's documentation and written arrangements
- know where to obtain help and information about health and safety issues
- know and understand the Royal Greenwich policy and arrangements for health and safety on Work Experience

Therefore, any person carrying out pre-placement audits of employers for Royal Greenwich students undertaking Work Experience placements should have the following training/accreditation or similar as a minimum standard:

- N.E.B.O.S.H. General Certificate (High Risk Placements) / I.O.S.H. – 'Working Safely' certificate or similar as a minimum standard
- Completed training courses in all of the following: C.O.S.H.H.; Manual Handling; Risk Assessment; Fire Regulations D.S.E.
- Accompanied a trained qualified assessor on at least eight pre-placement audit visits covering a full range of occupational and organisational risks levels.
- Carried out a number of pre-placement audits whilst observed/supervised by a suitable competent person before undertaking pre-placement audits independently.

At present all schools within the authority may have placements assessed for them by the Work Experience Team. Schools which choose to carry out their own vetting of placements should be able to demonstrate that the person has training at least equal to the standard specified above.

The authority will provide one day of in-service training per academic year for those teachers with specific responsibility for the management of Work Experience within institutions as part of the work experience service. This training will include such items as:

- procedures for visiting students on placement
- management of Work Experience schemes
- updating on matters of health and safety
- provision of materials suitable for briefing and debriefing of students
- reviewing/monitoring of policy and guidance documents

In addition, the authority will provide the equivalent of one day's training for any teacher taking up the post of Work Experience Co-ordinator for the first time within the authority.

**NB** This training should not be seen as preparation for the assessment of places.

This training will also be available to schools choosing to run 'in house' work experience programmes. Prices are available on request.

## Monitoring and Compliance

In order that Royal Greenwich Work Experience Team may review and monitor the policy and guidance given to all schools on Work Experience schemes the following procedures will be followed:

- school based Work Experience Co-ordinators will be expected to attend the co-ordinators meetings held bi-annually.
- institutions will be asked to produce samples of all the mandatory forms used on Work Experience programmes
- school based co-ordinators will be asked to complete an annual Work Experience Monitoring Form on all Work Experience programmes in operation within their institution (See section on 'Evaluation of the Work Experience Scheme' below) (**see Appendix 31**)
- the Placement Assessment form (**see Appendix 17**) will be returned to the Work Experience Team for each workplace used
- the Royal Greenwich Work Experience Officer will amend the database of placements in the light of any adverse reports
- the Royal Greenwich Work Experience Officer will produce an annual report on the Work Experience within all the authorities institutions

## Evaluation of the Work Experience Scheme

### Suitability of Work Experience Placement

- tutor and student evaluate the suitability of the place for that particular individual and will feed back general suitability to the Work Experience Team
- students will ask the employers to complete an Employer Assessment from their Work Experience Logbook at the end of the work experience placement (**see Appendix 32, Work Experience Employer Assessment Form**)
- Work Experience Team and others trained in health and safety requirements vet all potential placements before use by students and review in light of visiting tutors report

### Function of Work Experience Team

- monitoring letters sent out to a random selection of recently visited employers requesting feedback on the Work Experience Team and knowledge (**see Appendix 33, Pre-placement Monitoring Letter and Appendix 34, Pre-placement Visit Monitoring Form**)
- the Assistant Director for Regeneration Employment & Skills evaluates the programme based on the Annual Statistical Report and Financial Budgets

### Development of Curriculum

- it will be of benefit to the development of relevant and beneficial work experience placements if Schools Work Experience Co-ordinators evaluate the relevance of the programme to the school curriculum and feedback relevant findings to the Royal Borough of Greenwich's Work Experience Team.

### Criteria used for Assessment and Quality Control

All Work Experience Programmes will be monitored and evaluated against:

- “Quality Standard for Work Experience” DCSF 2008 (**see Appendix 35**).  
Work Experience programmes should be evaluated in conjunction with the Work Experience Team where applicable using the “Quality Standard for Work Experience” document as tool to highlight good practice and areas in need of improvement.
- Royal Greenwich Council’s Policy Statement and Guidance Document for the implementation of Work Experience programmes for all pre and post 16 students.

## Appendices

Appendix 1	Legal Acts and Legislation
Appendix 2	Young people and work experience: A brief guide to health and safety for employers
Appendix 3	Health and safety made simple: The basics for your business
Appendix 4	The Health & safety toolbox: How to control risks at work
Appendix 5	Letter of Understanding
Appendix 6	Form of Indemnity
Appendix 7	Work Experience Schemes Guide for Organisers - Insurance
Appendix 8	Work Experience: A guide for employers
Appendix 9	Safeguarding/Child Protection Guidance
Appendix 10	Safeguarding/Child Protection Exemplar Policy for Work Experience Providers
Appendix 11	Pre-placement Check Form
Appendix 12A	Restricted Work
Appendix 12B	Prohibited Work
Appendix 13	Own Find Placement Forms
Appendix 14A/B/C	Health and Safety Visit Letters
Appendix 15	Work Experience Logbook & Handbook
Appendix 16	Teachers' Work Experience Handbook
Appendix 17	Placement Assessment
Appendix 18	Work Experience Evaluation Questionnaire
Appendix 19	Employer Questionnaire
Appendix 20	Student Profile Form
Appendix 21	Work Experience – Incident Report Form
Appendix 22	Obligations of Organisers
Appendix 23	Obligations of Employers

Appendix 24	Job Description and Risk Assessment Form
Appendix 25	Information for Parents
Appendix 26	Work Experience Agreement/Consent Form
Appendix 27	Looking out for work hazards – advice for young people
Appendix 28	Placement Description
Appendix 29	Work Experience: A guide for secondary schools
Appendix 30	Guidelines for Staff Visiting Students on Placement
Appendix 31	Work Experience Monitoring Form
Appendix 32	Work Experience Employer Assessment Form
Appendix 33	Work Experience Pre-placement Monitoring Form
Appendix 34	Work Experience Pre-placement Visit Monitoring Form
Appendix 35	Quality Standard for Work Experience (DCSF 2008)