



MANAGING HEALTH AND SAFETY ON WORK EXPERIENCE GUIDE FOR ORGANISERS

June 1999

We are seeking your views, by 2 August, on the attached health and safety guidance which is primarily aimed at organisers of work experience. It updates the previous HSE publication *Health and Safety on Work Experience*, which is no longer available. We are working in collaboration with the Department of Employment and Education, the National Assembly for Wales and the Scottish Executive on the draft guide, aiming for publication this year, as soon as the text is finalised.

The development of the new guide has been based on extensive preliminary consultation with key interests, on the basis of which we are now in a position to seek your comments. We also hope to obtain views from those who access this site on the Health and Safety Executive Home Page.

We recognise that work experience is organised by a wide variety of organisations which have developed their own arrangements for selecting work placement providers and checking the suitability of placements. Our guide is intended to build on these arrangements by outlining key principles and promoting good practice. We would like to take this opportunity to thank all the organisations who have already generously offered their time and ideas to this project.

There follows a brief proforma which you may find helpful and it will help us when we analyse responses. You are of course free to provide any comments separately by 2 August 1999 to :

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I look forward to your reply.

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PROFORMA ON PROPOSED HEALTH AND SAFETY GUIDANCE:

**"MANAGING HEALTH AND SAFETY ON WORK EXPERIENCE:
A GUIDE FOR ORGANISERS"**

We would be grateful for your comments by 2 August on the attached draft health and safety guide which is primarily aimed at organisers of work experience. The guidance on key principles and the good practice in the proposed guide are also intended to help other key players in managing work experience programmes and we would welcome their views.

Your details

Name and job title:

Address:

Type of organisation:

You may find it helpful to provide your response under the following headings which reflect those in the draft guide and to attach any further comments on additional pages, or you may choose to reply separately.

1. Introduction and Reason for this Guide (Paragraphs 1 - 7)

Intended to set the scene for the guidance with some brief background to work experience.

2. Key players (Paragraphs 8 to 25)

Introductory Paragraphs 8 - 11:

Gives examples and explains the key players involved in successful management of health and safety on work placements.

Key players' duties under health and safety law (Paragraphs 12 -25)

Sets out health and safety responsibilities of key players.

4. Your role as an organiser of work experience (Paragraphs 26 - 53)

Background (Paragraphs 26 - 28) :

Briefly summarises law in respect of employment of young people in relation to work experience.

Suitability of the placement and Preliminary enquiries (Paragraphs 29 - 43)

Provides guidance on assessing the suitability of placements and aims to help organisers to decide if a site visit, particularly an initial visit, is required.

In particular have you any comments on the following sections?

- Risk assessment
- Measures to control the risks identified in the risk assessment
- Provision of information to students and their parents/guardians
- Health and safety management at the placement

Approach to site visits (Paragraphs 44 - 45)

Gives good practice on site visits and when to make them.

Initial Visit (Examples plus Paragraphs 46 & 47)

Provides examples of when/when not to make initial visits and provides good practice in conducting them.

Examples

- The visit
- Written understandings

Review (Paragraphs 47 to 53)

Covers action after students have been placed and on their return to school.

- Periodic checks
- Feedback and Co-ordination

5. The Organiser's Competence in Health and Safety (Paragraphs 54 & 55)

Summarises requirements for competence of organisers and their staff

6. Preparing, Supporting and Debriefing Students (Paragraphs 56 to 61)

Preparation of students (Paragraphs 57 & 58)

Emphasises the importance of briefing students on health and safety in preparation for their placement, including by the organiser and the placement provider.

Support/visits (Paragraph 59)

Debriefing (Paragraph 60 to 61)

7. APPENDICES

Appendix 1: References

Appendix 2: Useful materials for placement organisers

Appendix 3: Guidance on consent in respect of health and safety

Appendix 4: Guidance on recording health and safety arrangements at work experience placements

Appendix 5: Drawing up a work experience/placement employer agreement

Added to the web site 24/06/99



MANAGING HEALTH AND SAFETY ON WORK EXPERIENCE GUIDE FOR ORGANISERS

9th Draft (June 1999)

This guidance is issued by the Health and Safety Executive (HSE), the Department for Education and Employment (DfEE), the Welsh Office, and the Scottish Office. Following the guidance is not compulsory and you are free to take other action. But if you do follow the guidance you will normally be doing enough to comply with the law. Health and safety inspectors seek to secure compliance with the law and may refer to this guidance as illustrating good practice.

Acknowledgements

The authors would like to thank those organisations and individuals who have contributed to the development of this guide. In particular, they would like to acknowledge the assistance of the Dorset County Council Placement Service and the Trident Trust in providing reference materials for the guidance on good practice in Appendices 3, 4 and 5.

[The inclusion of this good practice does not denote Government endorsement or approval of the materials produced by these organisations. The guidance is designed to help readers to draw up forms suited to their own needs.]

CONTENTS

- [Preface](#)
- [Introduction](#)
- [Reason for this guide](#)
- [Key players](#)
- [Key players' duties under health and safety law:](#)
- [Bodies implementing work experience programmes](#)
- [Education Employers](#)
- [Organisers](#)
- [Providers](#)
- [Students](#)
- [Parents/guardians](#)
- [Your role as an organiser of work experience](#)
- [Background](#)
- [Suitability of the placement](#)
- [Preliminary enquiries: key principles of health and safety law:](#)
- [Health and safety policy](#)
- [Risk assessment:](#)
- [Records](#)

- [Timing](#)
- [Nature of risk assessment](#)
- [Measures to control the risk assessment](#)
- [Provision of information to parents/guardians](#)
- [Health and safety management at the placement](#)
- [Approach to site visits](#)
- [Initial visit](#)
- [Written understandings](#)
- [Review](#)
- [Periodic checks](#)
- [Feedback](#)
- [Unsatisfactory health and safety arrangements](#)

- [Organiser's competence in health and safety](#)

- [Preparing, supporting and debriefing students](#)
- [Preparation](#)
- [Action before students take up a placement](#)
- [Support/visits](#)
- [Debriefing](#)

- [Further information](#)

- [Appendix 1 References](#)

- [Appendix 2 Useful materials for placement organisers](#)

- [Appendix 3 Guidance on consent](#)

- [Appendix 4 Guidance on recording placement suitability](#)

- [Appendix 5 Drawing up an organiser/provider written understanding for a work experience placement](#)

- [Appendix 6 Glossary](#)



Managing Health and Safety on Work Experience: Guide for Organisers

PREFACE

1. Work experience^(a) is the most important link activity between employers and secondary schools and colleges, involving more students, more employers and more days of practical experience than any other activity. This initial exposure to work is a significant step in preparing young people for adult and working life. It provides an opportunity to foster an early understanding of the importance of health and safety and to influence the attitudes of the future workforce.
2. This guide is principally for organisers of work experience for secondary school students in their last two years of compulsory education^(b). The main aim is to promote good practice in assessing health and safety arrangements when making decisions about the suitability of work experience placements (known as 'work placements' in Scotland).
3. However others involved in the delivery of work experience may also find the guidance useful as it:
 - sets out the responsibilities for health and safety of those involved in arranging work experience placements;
 - outlines the role of placement organisers and some of the issues they should consider in seeking to ensure that placements provide a healthy and safe environment for students.
4. The guide does not attempt to deal with the wide range of complex arrangements for organising placements across England, Scotland and Wales. However it does complement the range of other national guidance materials for schools and local facilitators of work experience programmes and provides information on some key examples in Appendix 3.
5. For ease of reference, the term "work experience placement" is used throughout the guide to denote both "work experience placement"(in England and Wales) and "work placement" in Scotland.



Managing Health and Safety on Work Experience: Guide for Organisers

INTRODUCTION

Work experience

1. Well planned and organised work experience has an important role as part of education for work as it:

- helps to develop the skills and attitudes which young people need for the world of work;
- provides important opportunities for students to learn directly about working life and the working environment.

2. Work experience therefore encompasses arranging work experience placements, fully preparing and briefing students beforehand and debriefing them afterwards. Students will be placed on an employer's premises to carry out a range of tasks defined in a job description, with an emphasis on the learning aspects of the work experience.

Work related learning in England and Wales

3. Placements, often of longer duration, can feature as part of a range of broader work related learning initiatives that the DfEE supports at Key Stage 4 under the Standards Fund and other programmes. Many schools plan to take advantage of regulations allowing them to set aside parts of the National Curriculum^(c) for some Key Stage 4 students, to give time for more work-related learning. The National Assembly for Wales similarly supports a wide range of activities linking schools and colleges. Where the programme includes extended placements, organisers may need to review health and safety arrangements more frequently, depending on the risks involved.

Education for work in Scotland

4. In Scotland, work experience is provided for the great majority of students during their last year of compulsory education and for increasing numbers post-16. Work is part of the broader process of "education for work" at all stages of school education and, as such, provides important opportunities for students to learn about working life and the working environment in the context of their studies at school.

Other work experience programmes

5. Organisers may apply the underlying principles outlined in this guide to national training schemes involving work placements. However there may be different requirements which organisers will need to check with the organisation funding the scheme or programme.



Managing Health and Safety on Work Experience: Guide for Organisers

THE REASON FOR THIS GUIDE

6. Students on work experience are given the opportunity to do a job alongside and to some extent in the same way as the other people employed at their work placement. However, these young people may be particularly at risk from:

- their possible immaturity and inexperience of work;
- being unaware of the potential risks to their health and safety; and
- being eager to impress or please other people in the placement

7. This guide has been produced mainly for organisers of work experience but the other key players involved may find it helpful in understanding their responsibilities. In particular it:

- helps work experience placement organisers select placements with proper regard to the health, safety and welfare of students; and
- provides suggestions for developing students' health and safety awareness by effective preparation, support and debriefing.



Managing Health and Safety on Work Experience: Guide for Organisers

KEY PLAYERS

8. Successful management of health and safety at work experience placements relies on close co-operation between all players e.g:-

- Training and Enterprise Councils/Chambers of Commerce Training Enterprises (TECs/CCTEs);
- Education Business Partnerships;
- local education authorities and Education Authorities (in Scotland);
- (placement) organisers;
- (placement) providers;
- participating students;
- their parents or guardians.

But there are three key players:

- education employers - this generic term is used in this guide to encompass the range of bodies which employ or contract with others to manage and organise work experience;
- organisers; and
- placement providers.

Education Employers

9. For example education employers are:

- in England and Wales: local education authorities and governing bodies
- in the case of certain categories of maintained schools such as foundation and voluntary aided schools (and those in the private sector);
- [Editors note: this will be the position when the guide is published, eg grant maintained schools will change status after 31.8.99]
- in Scotland: Education Authorities;
- in some private schools: the school proprietor.

The education employer can act as a placement organiser, usually through educational establishments such as schools and colleges, or can contract with a third party to organise placements for students on its behalf.

Organisers

10. Organisers arrange placements on behalf of education employers. An organiser might be a school or college, a local education authority or an independent placing agency e.g. an Education Business Partnership, a Careers Service or organisations such as the Trident Trust.

Providers

11. Providers are companies or other organisations which offer work experience placements. While the students are participating in work experience they are regarded as the providers' employees for

the purposes of health and safety^(d). The HSE guide *Young People at Work: A Guide for Employers* ^(e) explains employers' duties towards young workers.

Key players' duties under health and safety law

12. The key players have roles and responsibilities in ensuring, so far as is reasonably practicable, the health and safety of students on work experience, including those students who find their own work experience placements. Under the Health and Safety at Work etc. Act 1974, organisations involved in arranging placements have duties to manage the process so as not to put the health and safety of the students at risk. What they need to do will depend on the risks associated with the work experience, and the extent to which they can exercise control over those risks. The provider will be chiefly responsible for controlling the risks to students' health, safety and welfare arising directly out of or in connection with the work.

Duties of bodies responsible for implementing work experience programmes

13. In Scotland, Education Authorities are responsible for implementing programmes involving work experience through Education Business Partnerships (EBPs), school industry liaison officers and the Careers Service. In England and Wales, TECs/CCTEs, EBPs, local education authorities and governing bodies are the principle bodies involved. The DfEE, the Scottish Executive and the National Assembly for Wales require these bodies to make arrangements to ensure that the placement process is properly managed, particularly in respect of the health and safety of students. This will involve endeavouring, so far as is reasonably practicable, that their providers, contractors and sub-contractors comply with health and safety law.

14. There are a variety of management arrangements. For example, some TECs/CCTEs in England and Wales may also be regarded as organisers, depending on the level of their involvement in organising the placement. In other cases this may be limited to providing the funding, and contracting with other organisations to organise placements.

Duties of education employers

15. Education employers have duties under health and safety law to both their employees, such as teachers^(f), and to others affected by their work activity, such as students^(g). Health and safety responsibilities cannot be delegated, even where other management responsibilities have been delegated. This means that although the education employer can delegate management functions to establishments such as schools and colleges, or to individuals, they still have legal responsibilities.

16. Education employers should ensure, so far as is reasonably practicable, that they conduct their business, including organising work experience, so as not to expose non-employees, including students, to risks to their health and safety. This duty extends to considering the suitability of work experience placements taken up by their students, whether identified and arranged by organisers or by the students themselves. 'What is reasonably practicable' will depend on the risks faced by the student, but the education employer must take reasonably practicable steps to ensure that the organiser has the competence to assess the suitability of placements. However the placement provider has the chief responsibility for controlling the risks to students' health and safety arising from the work experience, and for their welfare.

17. The education employer is also responsible for providing the organiser with any relevant information known to it about, for example, a student's health. [Note: where the education employer also acts as the organiser, they will have the additional responsibilities set out in the following section.]

Duties of Organisers

18 Organisers, including independent agencies, have legal health and safety responsibilities towards their own employees ^(f) and others affected by their work activity e.g. any students they place ^(g). This means that they must do what is reasonably practicable to ensure that students are not placed in a working environment where there are significant risks to their health and safety - including those circumstances where students have arranged their own placements. Although providers have the main responsibility for controlling the risks to students' health and safety ^(f), organisers must be reasonably satisfied with their arrangements for managing health and safety. 19. Organisers have no legal responsibility to ensure that providers comply with health and safety law, this is the role of the enforcing authorities: HSE and Local Authorities. But organisers will need to make a judgement about the health and safety arrangements at the placement in considering the suitability of a placement provider. 20. Organisers will need to make similar judgements about the suitability of placements which students arrange themselves. Often the student is placed within their own family business. In that case, organisers will need to inform the family member responsible for the student while they are at the placement about their health and safety responsibilities as placement providers and to explain how the work experience will be organised. 21. Organisers have particular health and safety responsibilities towards any staff they employ to make site visits, for example to monitor arrangements at placements. These employees may be teachers, other members of an education employer's staff, or employees of an independent placing agency. The organiser has a duty to:

- provide these employees with any relevant information about the provider and about site conditions which might affect their health and safety ^(f);
- ensure that they have received adequate health and safety instruction and training in relation to any risks they are likely to be exposed to in the course of their visits ^(h);
- where appropriate, provide them with suitable personal protective equipment, together with training for its use ⁽ⁱ⁾.

The organiser's employees who visit placements should take reasonable care of themselves and of others who may be affected by what they do - or fail to do.

Duties of Providers

22. Providers must ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees. This includes:

- assessing the risks to which employees are exposed at work;
- introducing and maintaining appropriate measures to eliminate or control the risks; and
- providing adequate training and supervision ^(f) (training and supervision are particularly important for new or temporary employees).

Under the Health and Safety (Training for Employment) Regulations 1990, students on work experience (including those participating on a Work-related Learning Programme) have the same protection under health and safety law as employees. 23. Under the Management of Health and

Safety at Work Regulations 1992 as amended by the Health and Safety (Young Persons) Regulations 1997 placement providers are required to:

- assess the risks to their young workers (under 18 years of age), including students on work experience, before they start work;
- make a risk assessments addressing specific factors (the outcome of the assessment will determine whether the work is prohibited (under Regulation 13d(2)); and
- before the student takes up the placement, let the parents of any students below compulsory school leaving age know the key findings of the risk assessment (and the control measures introduced to eliminate or minimise risks).

The HSE guide^(e) provides detailed advice on what is required and employers may be helped in, for example informing parents/guardians, by organisers (see Paragraphs 39 to 41)

Duties of Students

24. Students participating in work experience have the same duties as other employees in the workplace. They need to:

- take reasonable care of their own health and safety and that of other people who may be affected by their actions; and
 - co-operate with the placement provider in complying with the provider's legal duties.
-

Duties of Parents/Guardians

25. Parents/guardians have no duties under health and safety law* but can perform a helpful role by providing any relevant information relating to their child's medical or behavioural conditions. They might also usefully inform education establishments and organisers of any actual or potential health and safety problems in their child's workplace which their children or e.g. employees may tell them about. **Except when they are providers of work experience for members of their own family. In that case they will have the same health and safety responsibilities as other placement providers*



Managing Health and Safety on Work Experience: Guide for Organisers

YOUR ROLE AS AN ORGANISER OF WORK EXPERIENCE

Background

26. Employers are not allowed to employ young people below compulsory school leaving age i.e. children, in industrial undertakings. The Employment of Women, Young Persons, and Children Act 1920 prohibits a child from being employed in an industrial undertaking, including particularly mines, quarries (and other mineral extractions), factories, construction sites or work involving the transport of passengers and goods including handling goods at docks quays, wharves and warehouses.

27. Work experience arrangements must not involve students working in ways which would be illegal for young persons i.e. those over compulsory school leaving age but under the age of 18 years. The HSE guide^(e) contains helpful information on the restrictions on work of this age group.

28. In England and Wales all students at Key Stage 4 in their last two years of compulsory education can take part in schemes of work experience, including those taking advantage of the new disapplication regulations where appropriate arrangements have been made by a local education authority or governing body^{(a)(b)}. In Scotland appropriate arrangements will be made by the Education Authority.

Suitability of the placement

29. As an organiser, you have a responsibility to decide the suitability of work experience placements. You need to be reasonably satisfied that providers:

- have suitable systems in place to ensure the health and safety, so far as is reasonably practicable, of the student whilst under their control;
- are competent to manage health and safety in relation to the placement; and
- will use competent persons to supervise work experience.

Preliminary enquiries: key principles of health and safety law

30. You will need to discuss with any new potential provider the objectives of the placement and the implications of accepting students in the workplace. You will also need to ensure that the provider is aware that he/she has the same responsibility for students on work experience as for any young person who is employed. The following sections explain the particularly important areas of health and safety law which you should discuss with the provider:

- Health and Safety policy
- Risk assessment
- Measures to control the risks identified in the risk assessment
- Provision of information to students and their parents/guardians

Health and safety policy

31. Has the provider a policy on health and safety at work and arrangements for carrying that policy into effect? This must be written down if there are 5 or more employees (including work experience participants).

Risk assessment

32. Has the provider assessed the risks to the health and safety of his/her employees arising from their work (including any young people employed)? In particular, the provider should be familiar with the following aspects of risk assessment:

Records

33. Where there are 5 or more are employees (including work experience participants), the provider must keep a record of the significant findings of the risk assessment and of any groups of employees especially at risk. This includes young or inexperienced workers. The HSE has produced a simple guide to help small businesses to prepare a risk assessment: *Five Steps to Risk Assessment* (see Appendix 2).

Timing

34. Where the provider employs any young people or takes on any students for work experience, the risk assessment must be carried out before the young people start work, or take up a work placement.

Nature of risk assessment

35. The provider may consider adopting a generic risk assessment which identifies core hazards and significant risks associated with a particular job or series of tasks. This may be appropriate where a succession of students on work experience are to undertake a particular placement (job, activity or series of tasks).

36 The risk assessment should take into account the typical characteristics of a young person and the likelihood that they will be encountering the work environment for the first time.

37. While providers are responsible for carrying out the risk assessment, you will want to satisfy yourself that they will keep it under review and adjusted to reflect any changes in the work activity/tasks. You should inform providers about any individual students who may be at greater risk, for example because of any health conditions or learning difficulties. Providers will need to revise the risk assessment to reflect this.

Measures to control the risks identified in the risk assessment

38. Has the provider taken all appropriate steps to implement the findings of the risk assessment? You should assure yourself that all the measures identified in the risk assessment as being necessary to ensure the health and safety of students will be in place at the time they take up the placement. These should include any necessary arrangements for providing instruction, training and supervision.

Provision of information to students and their parents/guardians

39. Students on work experience, (like all workers), must be informed about the risks to their health and safety identified by the assessment and the measures put in place to control them. (This does not necessarily have to be in writing).

40. Where the students are below compulsory school leaving age, the provider must provide their parents/guardians with the key findings of the risk assessment and the control measures introduced to minimise, or ideally eliminate any significant risks, before the students take up the placement. Although the law requires providers to do this, they do not have to provide the information in writing and they can seek help from others in getting it to parents/guardians.

41. Providers may find it difficult to contact the parents/ guardians of students taking up placements they offer. In the course of organising work experience you will be in contact with the student's educational establishment and you may wish to consider using this contact, on the provider's behalf, to forward risk assessment information to parents or guardians of any student seeking a placement. There is no legal requirement for you to do this, but if you wish to offer this service you must not edit, alter or summarise the information without the provider's consent and you must ensure that the information reaches the parents or guardians before work experience starts. It might usefully accompany the job description or other information about the placement. Appendix 3 gives guidance on drawing up a form that might be used for this purpose.

Health and safety management at the placement

42. There are a number of other issues you might also discuss with the provider to help you to judge the employer's general approach to managing occupational health and safety and to assess the organisation's overall suitability as a placement provider. For example you might check whether the provider has: (a) *registered with the appropriate authority* - this will be the HSE or Local Authority according to the nature of the business at the placement, where this is a legal requirement. The free leaflet *Health and Safety for Small Firms* gives useful guidance on registration (see Appendix 2); (b) *made appropriate arrangements for consulting employees on health and safety* and for the appointment of employee health and safety representatives; (c) *appointed someone to have overall responsibility* for work experience students. (d) *clearly defined the nature of the work* the student will be experiencing; (e) *made arrangements to give work experience students appropriate supervision* and to provide them with health and safety training; You might also check if the provider has: (f) *procedures to deal with any accidents and emergencies* (including evacuation) that may arise:

- Is first aid equipment provided and are records of first aid treatment kept?⁽ⁱ⁾
- If required, are trained first aiders available?⁽ⁱ⁾
- Is an accident book available and is the provider familiar with accident reporting requirements*?
- [**Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1998/2306 (RIDDOR), all fatal and major accidents must be reported to HSE*]
- The particular body with overall responsibility for the work experience/placement programme

may specify additional requirements. [For example, in England and Wales, organisers contracted by TECs/CCTEs are required to report accidents to them and to DfEE. Organisers in Scotland can confirm if there are any additional requirements with their Education Authority.]

(g) *adequate insurance*, including Employer's Liability (Compulsory Insurance) where required^(k), and that cover extends to work experience students and non-employed trainees? (see Paragraph 5 above concerning the law relating to the employment of children) (h) *appropriate arrangements for students with disabilities or learning difficulties* - where special arrangements are necessary you should ensure that the provider is given full information and any necessary advice well in advance of the placement. (Providers may need to adjust the risk assessment to take account of this information, once it is brought to their notice.)

43. Appendix 4 gives guidance on recording the outcome of your enquiries. You will wish to review the position regularly, and as new information comes to your notice. If you are not satisfied with the provider's standard of health and safety management, then the provider's business should not be included in the work experience scheme.

Approach to site visits

44. In the course of this discussion with the provider you will need to consider whether an initial site visit will be appropriate. Site visits represent good practice and are valuable in:

- providing a 'snapshot' of a potential provider's approach to health and safety management;
- identifying any hazards those taking up placements might face;
- discussing health and safety issues with the provider at the work place as part of wider discussion of, for example, the nature of the work experience;
- seeing the practical application of the provider's management systems for ensuring occupational health, safety and welfare;
- observing physical conditions and working environment and practice;
- making contact with employee safety representatives who can also be a useful source of information.

A site visit might be particularly helpful where the work activity is peripatetic.

45. The frequency of your subsequent visits to the placement will depend on factors you have noted such as the hazards at the workplace and the standards of health and safety management.

Initial visit

Examples of when or when not to make an initial visit

Example 1

A local high street baker phones the work experience placement organiser to offer a new placement. The organiser has no experience of this employer but questions the baker on the topics in paragraphs 7 to 9 of this guidance and finds:

- they have a shop and a small bakehouse and are registered with the local

- authority;
- there are 7 employees, 3 plus the owner in the bakehouse and 4 in the shop, one of which is the manager;
- students' work experience would take place only in the shop, not in the bakery, but they would be expected to take products from one to the other on occasion;
- work experience involves serving customers, handling food, filling shelves and cleaning;
- the manager would be responsible for training and supervising the student.

When talking about health and safety the provider says the main risks are in the bakehouse - they have to be careful about 'bakers lung' from flour, and there are machines that need guarding. She makes sure all the bakehouse staff see the doctor every year to check their chests, and she checks all the guards herself every morning. There are fewer problems in the shop but she has bought a trolley to help the staff move the heavy trays of products between the shop and the bakehouse, and has made sure that the cleaning solutions they use are not hazardous.

When asked about basic things like electrical safety, accident reporting and welfare arrangements the owner gives confident sensible replies describing reasonable arrangements on the basis of a risk assessment she has carried out using guidance material published by HSE.

The placement organiser decides to accept this placement without making a visit, because the owners' responses to his questions have given him sufficient confidence in her ability to manage the risks involved. He then arranges for the written agreement to be made by post.

Example 2.

Placements have been offered by local branches of a national bank. Based on past knowledge of the provider and the type of working environment, initial visits may not be necessary to assess the suitability of the placements. The organiser has placed students with the bank for the last three years and there have been very few minor reported accidents eg paper cuts. The bank has a standard pack of information it provides to organisers which includes information about typical work students will carry out, how they will be supervised and details of induction training. In addition there is historical information from visits to students during work experience on previous placement with the bank and from their feedback on return to school.

Example 3.

A new placement has been offered at a local factory where the students will be involved in preparation of articles for manufacturing. They will not be using any machinery but will be working in an environment involving metal-working. In addition to the normal slips and trips likely in this type of workplace, the hazards associated with the placement include noise, use of some 'irritant' substances and manual handling. In these circumstances, an initial visit would provide the organiser with useful information on

which to judge the placement provider's ability to offer a well managed placement for students.

The visit

46. A brief walk round the workplace of a potential provider during your initial visit is likely to prove useful. It provides you with an opportunity to look at general conditions in the areas where the students will work. You should arrange this with the potential provider so that he is aware of your presence, can acquaint you with any specific safety rules, and make available any necessary personal protective equipment (PPE). Some useful indicators of appropriate attention to occupational health, safety and welfare are:

- housekeeping: Is the workplace clean? Are gangways clear? Are stairs or doors obstructed by stored goods? [\(l\)](#)
- lighting: Is the workplace brightly lit or dingy? [\(l\)](#)
- seating: Where work is done sitting, are suitable seats provided? [\(l\)](#)
- guarding: Are machines guarded? [\(m\)](#)
- fire precautions: Are there any fire extinguishers? Is there a system for checking them? Are fire exits clearly marked, unobstructed and unlocked? Are clear fire instructions displayed? Is there a fire alarm, where required? [\(n\)](#)
- electrical wiring: are there any Loose, bare, damaged or disorganised wires or broken plugs or switches which indicate unsatisfactory installation and maintenance? [\(o\)](#)
- toilets and washing facilities: Are they suitable and sufficient and kept clean? Are soap and drying facilities provided? [\(l\)](#)
- personal protective equipment (PPE): Is this required for the work to be done by the students? Is it available in appropriate sizes? Will the participants be trained in its use? [\(i\)](#) Will its use be monitored?
- safety signs: Are appropriate safety signs displayed to indicate prohibited areas and to warn that special precautions are necessary? Appendix 2 gives details of a helpful free leaflet on health and safety signs.
- (This is not however a comprehensive list and **there may be other important indicators at some workplaces**)

Written understandings

47. If, as a result of your enquiries you decide that a placement is suitable, you are likely to want to enter into a written understanding with the provider. This can be beneficial to both parties in clarifying and agreeing their respective roles and minimising the potential for misunderstandings about responsibility for health and safety and other matters. For example, a written understanding could set out how the students' work will be planned in the placements, how they will be instructed and trained before the work starts and supervised during it and clearly identify who will be responsible for this. Appendix 5 gives some suggestions on what you might usefully include on health and safety.

Review

Periodic Checks

48. Once you have arranged a placement you will need to check that your initial assessment of the suitability of the placement is still valid. This will not necessarily require further visits to the provider. Nor is it necessary to make further checks every time a new student is placed with a particular provider. In determining the frequency of checks you will want to take into account the following factors:

- the outcome of your preliminary enquiries, initial visit etc.;
- the nature of the work activity and the level of risks identified at the placement;
- your confidence in the provider's ability to manage health and safety;
- any changes or variations in the work undertaken by the students;
- feedback from the students via their schools (see paragraphs 51 - 53).

49. Where there is a higher risk (e.g. because of the processes carried on), you will need to make contact more often. It is important that you maintain regular contacts - perhaps once a year - with the provider, but these need not always involve visiting. For multi-site organisations, the contact might be with the Head Office and you might agree a visiting programme to a sufficient sample of sites to enable you to form a judgement about likely general standards.

Feedback

50. Successful management of work experience schemes depends on feedback. You should encourage providers to comment on the schemes and their role in them. Similarly, the views of teachers who have visited students during placements can provide useful information, as can what the students say themselves or their parents or guardians.

51. *Where feedback indicates that health and safety arrangements at a placement are no longer satisfactory:*

- you should raise your concerns with the placement provider immediately;
- you will need to establish what the provider will do to rectify the situation, and by when;
- you will also need to consider whether the student should be withdrawn from the placement; and
- where you have identified significant health and safety risks you may also consider reporting the matter to the relevant enforcing authority (HSE or Environmental Health Department of your local council). The contact details can be found in the phone book.

52. Effective debriefing of students at the conclusion of their placements can provide useful and specific information about health and safety issues (see paragraph 22). Co-ordination 53. You might also exchange information with other organisers in your locality. This has the potential advantage of increasing or updating your knowledge of a particular provider's standards of health and safety and enabling you to reduce the number or frequency of visits/checks you need to make.



Managing Health and Safety on Work Experience: Guide for Organisers

THE ORGANISER'S COMPETENCE IN HEALTH AND SAFETY

54. In order to meet your legal duties towards the students you place you should:

- be competent yourself, have competent staff, or have access to competent help^(h) to enable you to decide on the suitability of a placement with regard to health and safety; and
- assess your staff's training and development needs and arrange any necessary training.

55. Competent staff should:

- have a working understanding of health and safety law relevant to the nature of the work they are assessing;
- be able to identify basic health, safety and welfare defects;
- be familiar with, and fully understand their employer's (i.e. the organiser's) policy, organisation and arrangements for health and safety on work experience;
- be aware of their own limitations and know where to get advice or information about health and safety issues.

Further guidance can be obtained from the Approved Standards in Health and Safety for People at Work^(p) Appendix 2 gives list of materials which may help those advising you on health and safety at placements.



Managing Health and Safety on Work Experience: Guide for Organisers

PREPARING, SUPPORTING AND DEBRIEFING STUDENTS

56. Much of this is done at the education establishment (school, college). Students participating in work experience and work-related learning projects should have regular liaison meetings, as appropriate, involving the placement provider, their work placement mentors, their parents and a representative of the education establishment. As an organiser, you will want to establish a clear understanding with the education establishment about what health and safety information is provided to students about work experience. This pre-briefing is generally undertaken by teachers in a classroom environment but you might assist with this. In the interests of maintaining high standards of health and safety on a work experience scheme it is important that students are:

- properly prepared beforehand;
- effectively supported during the placement;
- fully debriefed afterwards.

Preparation of students

57. Preparation needs to include briefing about the students' own responsibilities for health and safety. The DfEE booklet "Be Safe" is a useful introduction (see Appendix 2).

Action before students take up a placement

58. Students should understand the necessity for health and safety controls in the workplace. General principles might usefully be introduced as part of the pre-briefing by the education establishment, but this should be explained in more detail by the provider as part of the student's induction training at the placement. In particular the provider should:

- make the students aware of the work activities to be undertaken and any associated significant risks;
- give the student any necessary health and safety instruction and training. Where it is not possible to provide training in advance of the placement it should have been provided as soon as possible afterwards;
- ensure that students know who has day to day responsibility at the workplace for supervising them, and who (if different) has overall responsibility for their health and safety while they are carrying out their work experience.

The organiser should:

- ensure that the students know who to contact if they, or their parents or guardians have serious concerns about their health and safety while on the placement - this might be someone at the education establishment or someone in your own organisation.

These points are particularly important where work experience is extended beyond the usual one or two weeks.

Support/visits

59. Guidance produced by DfEE, the National Assembly for Wales and the Scottish Executive

recommends that teachers (or other suitably experienced staff) visit students whilst on their work experience placement in order to monitor and review their progress (see Appendix 2). These visits can reinforce health and safety messages by providing an opportunity to discuss health and safety in the workplace with the students and the practical ways in which risks are controlled. Staff should discuss and agree visits with you and the provider. If site visitors find that conditions are unsatisfactory, they should tell you at once, so you can take action to ensure the situation is improved or the students withdrawn.

Debriefing

60. Students can further benefit from their work-related learning if they are

effectively debriefed following their work experience. It provides a further chance to reinforce students' knowledge about health and safety and to find out about possible health and safety problems at a placement. Debriefing discussions are usually organised by the education establishments once the students return to the classroom. They are best conducted in groups where students from different placements exchange experiences. Students' work diaries can be used to compare health and safety issues on their placements.

61. Students can be asked about any risks they found and what precautions were taken in practice to control them. This might provide you with useful feedback on health and safety standards. If the students report that serious risks were apparently not properly controlled, then the education establishment should alert you at once, so that the matter can be taken up with the provider. (If the students have been properly briefed prior to taking up a placement they may have brought such concerns to your attention, possibly via their teacher, at an earlier stage.)

FURTHER INFORMATION

62. Useful materials are listed at Appendix 2. Advice and guidance is also available through the Local Education Authority, from Regional Safety Advisers based at Government Offices and from HSE local offices. TECs/CCTEs In England and Wales and Education Authorities in Scotland will give advice and also produce their own guidance materials.



Managing Health and Safety on Work Experience: Guide for Organisers

APPENDIX 1

REFERENCES

- (a) The Education Act 1996, Section 560 (England & Wales) and The Education (Scotland) Act 1980, Section 44.
- (b) .The School Standards and Framework Act. Section 112.
- (c) The Education (National Curriculum) (Exceptions at Key Stage 4) Regulations 1998 SI No. 2021
- (d) The Health and Safety (Training for Employment) Regulations 1990. SI No 1990/1380
- (e) Young People at Work: A guide for employers. HSG 165 HSE Books 1997 ISBN 0 7176 1285 6
- (f) The Health and Safety at Work etc Act 1974, Section 2
- (g) The Health and Safety at Work etc Act 1974, Section 3
- (h) The Management of Health and Safety at Work Regulations 1992. SI No 1994/2865 and the Approved Code of Practice to the Regulations ISBN 0 7176 0412 8 (from HSE books)
- (i) Personal Protective Equipment at Work Regulations 1992. SI No 1992/2966
- (j) The Health and Safety (First Aid) Regulations 1981 SI No 1981/917 and Approved Code of Practice. Free leaflet IND (G) 3(L) (from HSE Books) gives guidance particularly aimed at small workplaces.
- (k) The Employers Liability (Compulsory Insurance) Act 1969 and the Employers' Liability (Compulsory Insurance) Regulations 1998. SI No 1998/2573. Free guide for employers HSE4 11/98 (from HSE books).
- (l) Workplace (Health, Safety and Welfare) Regulations 1992. SI No 1992/3004 (Regulations 8,9,12, 20, 21 & 25)
- (m) Provision and Use of Work Equipment Regulations 1998/2306.SI No 1998/2306
- (n) The Fire Precautions (Workplace) Regulations 1997 (will be amended by July 1999)
- (o) Electricity at Work Regulations 1989. SI No 1989/635
- (p) Approved Standards: Health and Safety for People at Work ISBN 1 9023

58082.



Managing Health and Safety on Work Experience: Guide for Organisers

APPENDIX 2

USEFUL MATERIALS FOR PLACEMENT ORGANISERS

1. Essentials of Health and Safety at Work (HSE Booklet ISBN 0-7176-0716-X) 1997

Comments: Covers basic health and safety management issues and provides pointers on typical health and safety problems. Designed primarily for people running small businesses but should prove a useful resource for placement organisers.

Available: HSE Books, PO Box 1999, Sudbury, Suffolk CO10 6FS.

Telephone: 01787 881165; FAX 01787 313995.

Price: £5.95.

2. Five Steps to Risk Assessment (HSE Booklet INDG163(rev1) 5/98

Comments: Quick guide to risk assessment for small firms.

Available: HSE Books.

Price: Single copies free.

3. Health and Safety in Small Firms (HSE Booklet MISC071)

Comments: Short guide to HSE's services for small firms, including a helpful flow-chart on registration

Available: HSE Books

Price: Single copies free

4. Be Safe! A guide to health and safety in training. DfEE Booklet HSL9 (Rev 4)

Comments: Booklet for young employees/work experience participants with graphic illustrations of basic health and safety hazards.

Available: DfEE Distribution Centre, PO Box 5050, Sudbury, Suffolk CO10 6ZQ.

Telephone: 0845 6022260 FAX 0845 6033360.

Price: Free.

5. (i) Work Experience. A Guide for Schools (DfEE booklet EBLD 012)

(ii) Work Experience. A Guide for Employers (DfEE booklet EBLD 013)

Comments: Information and guidance on legal responsibilities, planning and roles of staff, and the relationship between work experience and the National Curriculum.

Available: The DfEE Distribution Centre

Price: Free.

6. Disapplication of the National Curriculum at Key Stage 4 using Section 363 of the 1996 Education Act for a wider focus on work-related learning. Guidance for Schools (Qualifications and Curriculum Authority publication QCA/98/215)

Comments: Guidance to assist schools in developing work-related learning in relation to

specific elements of Key Stage 4.

Available: QCA Publications (non-priced list), PO Box 99, Sudbury, Suffolk, CO10 6SN.

Telephone: 01787 884444 Fax: 01787 312950

Price: Free

7. The TEC National Health and Safety Code of Practice (produced by the TEC National Council)

Comments: A guide for practitioners and others involved in ensuring that trainees, including those on work experience, work in safe and healthy environments. It consists of a framework containing common standards to enable DfEE, TECs/CCTEs and suppliers work together more effectively and to reduce bureaucracy

Available: Contact your local TEC/CCTE for local arrangements for availability

Telephone: TEC/CCTE telephone numbers in local telephone directories

Price: Free of charge to TEC/CCTE contractors [contact local TEC/CCTE for further price details]

8. The Scottish Quality Management System (SQMS)

Comments: Comprises a national quality framework of 14 Standards, including 11 for careers service providers, which describe quality features or characteristics of management systems for education and training services in Scotland. Standard 7 provides information and guidance on the provision of a health and safety environment for learners, clients, staff and visitors.

Available: Mr Alan Owenson, Scottish Office, Victoria Quay, Edinburgh EH66 6QQ

Telephone: 0131 244 0960

Price: Free

9. Education Industry Links - A National Framework (SCCC1999 ISBN 1 85855 657 4)

Comments: This paper provides a national framework for local action by all those with an interest in the education of young people.

Available: Scottish Consultative Council on the Curriculum (SCCC), Gardyne Road, Broughty Ferry, Dundee DD5 1NY

Telephone: 01382 455053 Fax: 01382 455046

Price: £3.50

10. Curriculum Design for the Secondary Stages - Guidelines for Schools (SCCC 1999 ISBN 1 85955 668X)

Comments: These guidelines reflect a continuing commitment to the entitlement of all students to a broad and balanced curriculum which develops their knowledge and understanding of skills across a variety of valuable areas of learning.

Available: Scottish Consultative Council

Price: £5.00

11. Work Experience: A Guide to Promoting Quality (SCCC1999 ISBN 1 85955 671 X)

Comments: The Guide promotes work experience as a major contribution to Education for Work by helping schools and work placement providers to evaluate their current provision and to develop it further.

Available: Scottish Consultative Council

Price: £5.00

12. Approved Standards: Health and Safety for People at Work produced by the Employment National Training Organisation.

Comments: Stand alone units of competence in health, safety and the environment They are designed for people who need to fulfill certain health and safety responsibilities, but who are not health and safety practitioners.

Available: Cambertown Ltd, Unit 8, Goldthorpe Industrial Estate, Goldthorpe, Rotherham, S63 9BL

Telephone: 01709 881276 Fax: 01709 8881673

Price: £20.00

13. Preventing accidents to children in agriculture. (HSE L116) 1999

Comments: HSE Approved Code of Practice: provides practical advice and guidance on complying with the law and reducing the risk of accidents to children and young people on farms.

Available: HSE Books.

Price: £5.50

14. Accidents to children (HSE leaflet AS 10(rev1)) 3/99

Comments: Short leaflet including checklist for employers, managers and supervisors in reducing the risk of accidents to children on farms. It also provides details of HSE's advisory/information services and a list of agricultural safety leaflets (including a leaflet order form).

Available: HSE Books.

Price: Free

15. Safe use of power presses. (HSE L112). 1998

Comments: HSE Approved code of practice and guidance on the Provision and Use of Work Equipment Regulations 1998 as applied to power presses services, includes advice on the safe use of power presses in relation to young persons .

Available: HSE Books

Price: £6.00

16. Safe use of woodworking machinery. (HSE L114) 1998

Comments: HSE Approved code of practice and guidance on the Provision and Use of Work Equipment Regulations 1998 as applied to woodworking machinery, includes advice on the safe use of woodworking machinery in relation to young persons .

Available: HSE Books

Price: £8.00

17. Safe use of lifting equipment. (HSE L113) 1998

Comments: HSE Approved code of practice and guidance on the Lifting Operations and Lifting Equipment Regulations 1998 as applied to woodworking machinery, includes advice on the safe use of lifting equipment in relation to young persons.

Available: HSE Books

Price: £8.00

18. Signpost to the Health and Safety (Signs and Signals) Regulations 1996 (INDG 184L) 5/97

Comments: Short illustrated guide to safety signs and signals.

Available: HSE Books

Price: Free



Managing Health and Safety on Work Experience: Guide for Organisers

APPENDIX 3

GUIDANCE ON CONSENT in respect of health and safety

1. Introduction

You will need to obtain the consent of each of the key partners in the work experience arrangement: the parent/guardian, the placement provider and the student. The following guidance is based on basic good practice among current organisers of work experience. However, you may consider that you need to obtain consent on other matters. Just as there are a variety of systems operating across the UK to deliver work experience, there are a range of organisational needs in observing the requirements for agreement from key partners.

It is usually practicable to combine all the consenting agreements on one form so that each partner has the relevant information on which to base their consent. For instance, the placement provider will be signing up to the risk assessment and control measures they have provided to the parent/guardian and at the same time will be able to see information on the health of the student. You will also need to provide each of the signatories with a copy of the fully signed form (or copies of signed separate forms, if you use that method).

2. Identity of student and placement details.

All parties will find contact details at the start of the agreement helpful eg:

STUDENT DETAILS		
(a)	Students Name	School/college
	Date of birth	School/college telephone number
	Home Address	Teacher responsible
	Home telephone number	
PLACEMENT DETAILS		
(b)	Company name	Start date
	Address	Finish date
	Telephone	
	Contact name	
		Working hours
	Working days of the week	
OUTLINE/DESCRIPTION OF WORK EXPERIENCE:		

	[this may cross-refer to an attached full description or annex]
--	---

- [In accordance with the Data Protection Act, if you intend to store electronically any personal data provided on the consent form(s), you will need to obtain the consent of each of the signatories concerned.]

3. Parent/guardian

(a) Health

You will need to establish that the student has no medical history which would make the placement unsuitable for them and obtain consent for any necessary approach to the School Medical Service. When the parent or guardian signs this declaration, you will also need to explain (or include on the consent form) that it will be shown to the employer.

These are the sort of questions you might ask:

Does He/She:	
Have any restrictions of normal physical activity or games?	
Have skin allergies or eczema?	
Have bronchitis, asthma or chest complaints?	
Have a hearing disability or discharging ears?	
Have heart disease affecting capacity for physical tasks?	
Have diabetes?	
Experience fits or fainting attacks?	
Have significant colour vision defect or other visual disability?	
Have a learning disability which might affect their ability to understand or act on instructions?	
Have any other health problems (including the need for regular medication? If so please state.	

(b) Risk Assessment

The parent/guardian must be informed of the results of the provider's risk assessment of the work placement and of the control measures to eliminate/control the identified risks, eg:

Duties to be undertaken at..... (Company name)	
[This might include details of work equipment to be used]	
Significant Risks	Control Measures
Refer to and attach risk assessment	Refer to and attach information on control

from the placement provider	measures from the placement provider
-----------------------------	--------------------------------------

(c) **Insurance**

At the same time parental consent is required on cover for the student should an accident occur. It would be helpful to include information on any relevant insurance arrangements, eg Employers' Liability Compulsory Insurance cover.

The parent/guardian will need to be aware that it is a condition of work experience that students do not receive payment and will therefore not be entitled to the industrial injuries benefits of the Social security Act 1975 in the event of an accident while taking part in work experience.

The parent/guardian of the student will normally sign to the effect that they have read and understood the form and agree to him/her taking part in the work experience.

4 Placement provider

You will also need the placement provider to sign a declaration agreeing to take on the student for work experience on the basis of the information provided in the parental consent and any other relevant information. The declaration of consent signed by participating employers usually includes a statement that they:

- will fully discharge their legal duties in managing the health and safety of the student; and
- that they have the necessary insurance cover for a student on work experience.

You might also include in the declaration that the provider will indemnify the student in respect of any damage or accident he/she might cause to the provider's property, other employees or third party, in the same way as for employees.

Some organisers include other terms and conditions concerning the nature of the work experience in the declaration here, for example relating to equal opportunities or any further significant details of the description of the work experience.

5. Student

It is important that students sign up to their own health and safety responsibilities and that they see the information in both the provider's and parental declarations of consent. For instance they will agree:

- to take part in the work experience as described before;
- to all safety, security and other regulations laid down by the employer, either through instructions and training or displayed;
- to take reasonable care for their own health safety and welfare and anyone else who may be affected by their actions or omissions;
- to hold in confidence any information about the employer's business which he/she may obtain during the work experience and not to disclose such information to another person without the employer's permission.



Managing Health and Safety on Work Experience: Guide for Organisers

APPENDIX 4

Guidance on recording health and safety arrangements at work experience placements

The following good practice suggestions are designed to help you in assessing and recording placement providers' health and safety arrangements. You might gather this information in preliminary discussions with potential providers, at initial visits or at subsequent visits to the placement.

Although this provides a basis for recording health and safety arrangements, you may choose to add other information concerning the placement, according to your organisational needs. For instance if you deal with more than one programme involving work experience, you may wish to cross-refer or incorporate information about the other types of trainee at the placement.

Although you might draw up useful checklists under some of the following headings, you will need to record more specific detail in key areas such as risk assessment, supervision and training.

GENERAL

1. It is good practice to keep regularly updated details of the particular placement eg:

Placement Provider	Head Office/other contact
Business name:	Business name:
Address:	Address:
Telephone:	Telephone:
Fax:	Fax:
Contact name:	Contact name:

Name of contact* responsible for health and safety management (if different from above):

[*It would also be useful to establish contact with employee safety representatives]

Occupational Area eg Agriculture, Office Work	Type of business eg private or public sector	Number of employees (at placement)	Normal working hours

Number of work experience places offered:

Reference to job descriptions/types of work experience offered:

Number of places occupied:

Record (and date) how the information was gathered eg

- through preliminary discussion with/questionnaire to the employer
- information supplied by HQ of employers offering multiple placements/locations
- at an initial visit
- during monitoring visit

2. General legal requirements

You will need to check certain general legal responsibilities of the provider before the student is placed;

Insurance	
<ul style="list-style-type: none"> • Current Employers' Liability Insurance Certificate (covering students on work experience) 	
<ul style="list-style-type: none"> • Current Public Liability Insurance Certificate (where appropriate) 	
Registration	
<ul style="list-style-type: none"> • Placement premises registered with appropriate authority: HSE or Local Authority (where this is a legal requirement, see page x, paragraph x of the Guide for Organisers of Work Experience) 	
Health and safety policy	
<ul style="list-style-type: none"> • Health and safety policy and date of issue (where there are 5 or more employees) 	
Health and safety poster	
<ul style="list-style-type: none"> • Health and safety law - what you should know: - poster displayed or - leaflet will be provided to student. 	

3. Working conditions

You will find it helpful to record the results of preliminary discussion with the provider about working conditions in the placement and also the results of your observation of the workplace when you visit, these might include:

	Points to note about conditions	Provider's action (if required)
• Lighting, heating and ventilation.		
• Toilet and hand washing facilities.		
• Drinking water		
• Rest/eating arrangements		
• Gangways and stairways clear of obstructions		
• Out-of-reach storage safely managed		
• Standards of housekeeping (including outside areas if applicable)		

4. Fire Precautions

- Current fire certificate (if required)
- Fire drills
- Appropriate signs
- Fire extinguishers
- Unobstructed fire doors and exits
- Arrangements to train staff/students in fire procedures

5. First Aid

- Qualified first-aiders
 - First aid boxes
-

6. Accident procedures

- How accidents are recorded
 - Provider can explain accident reporting procedures - statutory duties and work experience requirements
 - Name of person designated to report accidents
-

7. Supervision

You will need to check arrangements for supervising the work experience student:

- Name of supervisor(s):
 - How will the student be supervised?
 - Is the supervisor aware of their health and safety responsibilities?
 - Can the provider confirm that they have informed/instructed them on health and safety?
-

8. Training

These are some key areas to note about the provider's arrangements for providing health and safety training:

<ul style="list-style-type: none">• How will health and safety induction be delivered at the placement?	
<ul style="list-style-type: none">• How will the student receive health and safety training to cover all work activities?	
<ul style="list-style-type: none">• Does the provider keep records of training and other health and safety issues associated with work activities?	
You might also record feedback from returning students	

RISK ASSESSMENT AND HAZARDS

9. Risk assessment

(a) You will find it helpful to record the answers to these key questions:

- Has the provider carried out a risk assessment, taking account of the student's inexperience and immaturity?
- Has the provider recorded the risk assessment?
- Has the provider taken steps to provide the appropriate control measures linked to this risk assessment?
- Have the parents of the student been informed of the results of the risk assessment and the provider's responding measures (before they start work experience)?
- Are any health surveillance checks required?
- When will they/have they been carried out?

(b) The risk assessment should include the provider's arrangements for the protection of the student from harm from significant hazards present in the workplace, even if the student's work experience is not directly affected by them. This might also be established in your preliminary discussion with the provider. The HSE publication *Essentials of Health and Safety at Work* provides a useful source of information on significant hazards (see Appendix 2).

(c) Machinery and equipment may be significant hazards present in the placement. The placement provider is responsible for ensuring the correct and legal use of machinery and equipment* but before students start their work experience you will need to establish:

- What tools, equipment, machinery and processes will the trainee will use (if eligible to use it and after suitable training)?
- What prohibitions on use of machinery and equipment are present in the workplace?

*The following publications will assist you in assessing the response to questions on machinery and equipment:

- The Health and Safety (Young Persons) Regulations 1997
- the Approved Codes of Practice to the Provision and Use of Work Equipment Regulations 1998 on: *Safe use of woodworking machinery*, *Safe use of power presses*; and to the Lifting Equipment Regulations 1998: *Safe use of lifting equipment*;
- for placements on farms: *the Approved Code of Practice; Preventing accidents to children in agriculture*.

12. Protective clothing

The provider's risk assessment may identify specific needs for protective clothing, you will also need to record:

- What protective clothing, footwear and equipment is provided

- Whether it is available in sizes suitable for students
- Who is responsible for its provision, maintenance and replacement



Managing Health and Safety on Work Experience: Guide for Organisers

APPENDIX 5

DRAWING UP AN ORGANISER/PROVIDER WRITTEN UNDERSTANDING FOR A WORK EXPERIENCE PLACEMENT

Introduction

1. Most organisers find it helpful to draw up a standard form or letter setting out essential issues relating to the treatment and well being of the student for agreement with the employer providing the work experience. In addition to health and safety, the agreement may cover other significant issues such as how the students' work will be planned in the placements, how they will be instructed and trained before the work starts and supervised during it and clearly identify who will be responsible for this.
2. The agreement cannot replace or undermine the placement providers' responsibilities to properly assess risks to the student's health and safety at the work placement and to provide students and parents/guardians with information on the identified risks and the measures in place to control them. However organisers find it helpful to underpin their discussion and verbal agreement with the provider by asking them to sign up to this and some basic principles concerned with the student's health and safety.

Agreement

3. The following suggestions are not intended for use as terms in a legal agreement, however they provide examples of good practice for health and safety issues commonly agreed with providers. For example, providers might be asked to agree:

(a) Duties under health and safety law

- their responsibility for the health, safety and welfare of students during the period of work experience;
- that they comply with the provisions of Health and Safety at Work Act etc 1974 and its relevant statutory provisions, including the Management of Health and Safety at Work Regulations 1992, and the Health and Safety (Young Persons) Regulations 1997, the Education Act 1996, the Children and Young Persons Act 1933 and any other relevant statutory obligations, or official guidance;

(b) Risk Assessment

- that they have undertaken a risk assessment in relation to the health and safety of the student while at the work placement, taking into account their inexperience, immaturity and lack of awareness of risks;
- that they have instituted measures to eliminate or control the risks identified by the risk assessment;

(c) Prohibitions

- that students will not do work prohibited by law, operate dangerous machinery, carry out

manual handling tasks (identified as being a risk to the student's health and safety in the risk assessment) or be exposed to dangerous substances, radiation, extreme hot or cold, noise or vibration that may endanger their health or safety;

(d) Supervision/training

- a competent person will be designated for the welfare and supervision of each student in the workplace;
- that work experience is planned by a responsible person and students will be given appropriate instruction before, and supervision whilst, operating machinery or equipment;
- at the commencement of their placement students will be given health and safety induction into the workplace which includes: hazards in the workplace and control measures, fire, emergencies, first aid, accident reporting and security arrangements;
- students will be provided with and instructed on the correct use of appropriate personal protective clothing/equipment and its use will be enforced;

(e) Accident procedures/First aid the student's school will be informed without delay of any case of sickness or accident to the student;

- students will have access to adequate first aid facilities as required under the Health and Safety First-Aid Regulations;

(f) Insurance

- students are covered, for the period of work experience by their employer's Public Liability and motor vehicle (where appropriate) insurance and that the insurer/s have been notified;

(g) Health

- that they will take into account any information, supplied by parents/guardians relating to medical conditions, physical and learning disabilities so as not to create a hazard either to the students or employees.



Managing Health and Safety on Work Experience: Guide for Organisers

APPENDIX 6

Glossary of abbreviations

CCTE	Chamber of Commerce Training and Enterprise
DfEE	Department for Education and Employment
EBP	Education Business Partnership
EFW	Education for Work
HSE	Health and Safety Executive
PPE	Personal Protective Equipment
TEC	Training and Enterprise Council