

Managing health and safety on

# WORK EXPERIENCE

A guide for organisers



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Cynulliad Cenedlaethol Cymru  
The National Assembly for Wales



Department for  
Education and Employment



SCOTTISH EXECUTIVE

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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.

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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

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**Preface** *iv*

**Introduction** *1*

Work experience *1*

Work-related learning in England and Wales *1*

Education for work in Scotland *1*

Other work experience programmes *1*

**The reason for this guide** *2*

**Key players** *3*

Education employers *3*

Organisers *3*

Placement providers *4*

Key players' duties under health and safety law *4*

**Your role as an organiser of work experience** *8*

Work students are allowed to do on work experience *8*

Working time *8*

Suitability of the placement *8*

Preliminary enquiries: Key principles of health and safety law *9*

**The organiser's competence in health and safety** *18*

**Preparing, supporting and debriefing students** *19*

Preparation of students at school or college *19*

Action before students take up a placement *19*

Support/visits *20*

Debriefing *20*

**Appendix 1** Guidance on consent in respect of health and safety *21*

**Appendix 2** Guidance on recording health and safety arrangements  
at work experience placements *25*

**Appendix 3** Drawing up an organiser/provider written understanding  
for a work experience placement *32*

**Appendix 4** Useful materials for placement organisers *34*

**References** *38*

**List of abbreviations** *40*



## Preface

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Work experience<sup>1</sup> is one of the most important link activities between employers and secondary schools and colleges. It involves more students, more employers and more days of practical experience than any other activity. This 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.

This guide is principally for organisers of work experience for secondary school students below minimum school leaving age.<sup>2</sup> The guidance will also prove helpful for those organising work experience for students between the ages of 16 and 18 who are in Sixth Form Colleges or Colleges of Further Education. 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).

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.

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.

The superscript numbers in this guidance refer to the relevant legislation which is listed in the 'References' section, along with HSE guidance on the regulations where it exists. Appendix 4 contains details of a range of key guidance materials produced by HSE, the Qualifications and Curriculum Authority (QCA), DfEE and the Scottish Executive.

Advice and guidance is also available through the local education authority, from regional safety advisers based at government offices and from HSE local offices. Training and Enterprise Councils/Chambers of Commerce Training Enterprises (TECs/CCTEs) in England and Wales and education authorities in Scotland will give advice and also produce their own guidance materials.



# Introduction

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## WORK EXPERIENCE

- 1 In England and Wales, all students at Key Stage 4 in their last two years of compulsory education can take part in work experience schemes. In Scotland, young people can take part in work experience from the final term of Year 3 of secondary education.
- 2 Well-planned and well-organised work experience has an important role as part of education for work as it:
  - helps to develop students' personal and social skills;
  - helps to develop the attitudes and key skills they need for the world of work, for example communication, working with others and problem solving;
  - gives them important opportunities to learn directly about working life and the working environment at first hand.
- 3 Work experience involves arranging work experience placements, fully preparing and briefing students at school before they are placed, and debriefing them afterwards. Students will be placed with an employer 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

- 4 Schools in England and Wales can now set aside parts of the National Curriculum<sup>3</sup> for some Key Stage 4 students, to give time for more work-related learning where a local education authority or governing body has approved the arrangements. This means that students can spend varying periods of time on work experience according to their individual educational needs.
- 5 Work-related learning may result from any planned activity which uses work as a context for learning or to illustrate aspects of working life. The aim is to promote learning about work through, for example, vocational courses and careers education and guidance as well as through work experience. The DfEE and the National Assembly for Wales support a range of work-related learning initiatives under the Standards Fund and other programmes.

## EDUCATION FOR WORK IN SCOTLAND

- 6 In Scotland, work experience is provided for most students during their last year of compulsory education and for increasing numbers of those over 16. This 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

- 7 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.



## The reason for this guide

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- 8 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 will find themselves outside the disciplined school environment, in the company of adult strangers and with unfamiliar chains of command. They may be particularly at risk from:
- their possible physical and psychological immaturity and inexperience of work;
  - being unaware of the potential risks to their health and safety - both from the tasks they will be doing and from the working environment, for example from the presence of powerful chemicals or machinery;
  - being eager to impress or please other people in the placement.
- 9 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;
  - emphasises the importance of developing students' health and safety awareness by effective preparation, support and debriefing by organisers and schools.

## Key players

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- 10 Successful management of health and safety at work experience placements relies on close co-operation between a range of potential players, for example:
- local education authorities in England and Wales and education authorities in Scotland;
  - school and college governing bodies;
  - head teachers and teachers in schools and colleges;
  - Training and Enterprise Councils/Chambers of Commerce Training Enterprises (TECs/CCTEs);
  - Education Business Partnerships (EBPs);
  - Careers Service Companies;
  - specialist work experience organisations, eg the Trident Trust;
  - organisers;
  - placement providers;
  - participating students;
  - their parents or guardians;
  - community groups (eg those involved with refugees).

- 11 But the three key players are:

- **education employers;**
- **organisers;**
- **placement providers.**

### EDUCATION EMPLOYERS

- 12 The term 'education employers' is used in this guide to encompass the range of bodies which employ, or contract with, others to manage and organise work experience. For example, education employers are:

- in England and Wales:
  - local education authorities;
  - governing bodies of certain categories of maintained schools such as foundation and voluntary aided schools (and those in the private sector);
- in Scotland: education authorities;
- in some private schools: the school proprietor.

- 13 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. Clearly defined responsibilities and good communications between the partners in this type of arrangement are essential to ensure that all the necessary aspects of the work experience programme are covered.

### ORGANISERS

- 14 Organisers arrange placements on behalf of education employers. An organiser might be a school or college or an independent placing agency, for example an EBP, a Careers Service Company, a specialist work experience organisation such as the Trident Trust, or in some cases a local education authority.

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## PLACEMENT PROVIDERS

- 15 Placement providers are companies or other organisations which offer work experience placements.

## KEY PLAYERS' DUTIES UNDER HEALTH AND SAFETY LAW

- 16 Under the Health and Safety at Work etc Act 1974, the key players have roles and responsibilities for 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. In health and safety law, the term 'so far as is reasonably practicable' means a balance between the degree of risk in a particular job or workplace against the time, cost and physical difficulty of taking measures to avoid or reduce that risk. However, except where these factors are out of proportion compared to the degree of risk, the measures should always be taken.

### Duties of bodies responsible for implementing work experience programmes

The DfEE, the Scottish Executive and the National Assembly for Wales require the bodies responsible for implementing work experience to make arrangements to ensure that the placement process is properly managed, particularly in respect of the health and safety of students. Implementing bodies should aim to ensure, so far as is reasonably practicable, that all their **placement** providers, contractors and sub-contractors comply with health and safety law.

- 17 In Scotland, education authorities implement work experience programmes through EBPs, school industry liaison officers and the Careers Service. In England and Wales, TECs/CCTEs, EBPs, local education authorities and governing bodies are the principal bodies involved.

### Duties of education employers

Education employers have duties under health and safety law both to their employees, such as teachers,<sup>4</sup> and to others affected by their work activity, such as students.<sup>5</sup> They should ensure, so far as is reasonably practicable, that non-employees, including students on work experience, are not exposed to risks to their health and safety.

- 18 Education employers should have a clear policy on health and safety, including work experience. **Their legal health and safety responsibilities cannot be delegated**, even where other management responsibilities have been delegated, for example to schools and colleges, or to individuals.
- 19 'What is reasonably practicable' will depend on the risks faced by the student, but the education employer must take reasonably practicable steps to:

- 
- ensure the suitability of work experience placements taken up by their students, whether identified and arranged by organisers or by the students themselves;
  - ensure that the organiser has the competence and will make the necessary arrangements for assessing the suitability of placements.

20 Education employers are also responsible for ensuring that schools and colleges provide organisers with relevant information about students, for example about their health. Organisers also need to be informed of any factors which might be expected to affect their ability to understand and respond to information and instructions about health and safety at work. This might, for example, include information about any learning disabilities or language problems. Where the education employer also acts as the organiser, they will have the additional responsibilities set out in paragraphs 21 to 25.

### **Duties of organisers**

21 Organisers have the following legal health and safety responsibilities towards their own employees<sup>4</sup> and others affected by their work activity, eg any students they place.<sup>5</sup>

#### *Organisers' duties towards students*

Organisers 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.

22 Organisers need to take reasonably practicable measures to arrive at an informed opinion about the health, safety and welfare arrangements at the placement and to assess the suitability of a placement provider. These measures depend on the risks associated with the work experience. Organisers have the same duties towards students who find their own placements or are placed with their own family business.

23 However, placement providers have the main responsibility for controlling the risks to the health and safety of students<sup>4</sup> (see the section on 'Duties of placement providers'). **Organisers have no legal responsibility to ensure that placement providers comply with health and safety law - this is the role of the enforcing authorities, ie HSE and local authorities.**

#### *Organisers' duties towards their employees*

Organisers have particular health and safety responsibilities towards any staff they employ to make site visits, for example to check arrangements at placements. These employees may be teachers, other members of an education employer's staff, or employees of an independent placing agency.

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24 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;<sup>4</sup>
- 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;<sup>4, 5</sup>
- where appropriate, provide them with suitable personal protective equipment, and train them to use it.<sup>6</sup>

25 **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 placement providers**

Under the Health and Safety (Training for Employment) Regulations 1990,<sup>7</sup> **students participating in work experience are regarded as the placement providers' employees for the purposes of health and safety.** Providers must ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees.

26 Placement providers have a duty to:

- assess the risks to which employees are exposed at work;
- introduce and maintain appropriate measures to eliminate or control the risks; and
- provide adequate training and supervision<sup>4</sup> (which are particularly important for new or temporary employees).

27 Under the Management of Health and Safety at Work Regulations 1992<sup>8</sup> as amended by the Health and Safety (Young Persons) Regulations 1997,<sup>9</sup> placement providers have particular duties to:

- assess the risks to their young workers (ie under 18 years of age), including students on work experience, **before** they start work;
- ensure that the risk assessment takes into account specific factors such as their immaturity, inexperience and lack of awareness. This will determine whether the work is prohibited under regulation 13d(2);
- introduce control measures to eliminate or minimise the risks;
- **before** the student takes up the placement, let the parents/guardians of any students below minimum school leaving age know the key findings of the risk assessment and the control measures (see paragraphs 45 and 46).

28 The HSE guide *Young people at work: A guide for employers* provides detailed advice on what is required and how employers may be helped by organisers in informing parents/guardians (see Appendix 4).

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### **Duties of students**

Students participating in work experience have the same duties as other employees in the workplace.<sup>8</sup>

29 Students have a duty to:

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

### **Duties of parents/guardians**

Parents/guardians have no specific responsibilities under health and safety law, except when they provide work experience for members of their own family. In that case they will have the same health and safety responsibilities as other placement providers.

30 Parents/guardians can help by providing any relevant information about 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 the placement which their children may tell them about.



# Your role as an organiser of work experience

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## WORK STUDENTS ARE ALLOWED TO DO ON WORK EXPERIENCE

- 31 Under the Employment of Women, Young Persons, and Children Act 1920, employers are not allowed to employ children below minimum school leaving age in industrial undertakings such as factories or construction sites, except when on work experience programmes approved by local education authorities (or governing bodies in the case of private, foundation and voluntary-aided schools). The Education Act 1996<sup>1</sup> places certain limitations on the type of work which students can experience, including those laid down in local bye-laws. You will need to check with your local authority which restrictions apply in your area.
- 32 Work experience arrangements must **not** involve students of any age working in ways which are specifically prohibited for young people under the age of 18 years. HSE's *Young people at work: A guide for employers* contains helpful information about the restrictions on work for this age group.

## WORKING TIME

- 33 The Working Time Regulations 1998<sup>10</sup> apply to students at work experience placements, for example they should not work for more than five days in any consecutive seven-day period. The Department of Trade and Industry's booklet *A guide to the Working Time Regulations* explains the requirements relating to hours of work, periods of rest and annual leave (see Appendix 4).
- 34 However, the number of hours worked and pattern of work is normally a matter for agreement by the placement provider, school and students. Local education authorities (education authorities in Scotland) and schools should take steps to ensure that students at work experience placements are not asked to work excessively long hours or unnecessarily unsocial hours. It is strongly recommended that students should not be asked to work more than a standard eight-hour day.

## SUITABILITY OF THE PLACEMENT

- 35 As an organiser, you have a responsibility to decide the suitability of work experience placements. You need to be reasonably satisfied that placement providers:
- have suitable systems in place to ensure the health, safety and welfare, so far as is reasonably practicable, of the student while under their control;
  - are competent to manage health and safety in relation to the placement;
  - will use competent people to supervise work experience.
- 36 In England and Wales, the contractual arrangements of many organisers, for instance with TECs/CCTEs, prescribe particular systems for assessing and monitoring the suitability of placements. Organisers are advised to check any contractual requirements such as those specified in the TEC Code of Practice (see Appendix 4).

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## PRELIMINARY ENQUIRIES: KEY PRINCIPLES OF HEALTH AND SAFETY LAW

You will need to discuss with any potential placement provider the objectives of the placement and the implications of accepting students in the workplace. You will also need to ensure that providers are aware that they are just as responsible for students on work experience as they are for any other young person they employ.

- 37 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 management at the placement.**

### **Health and safety policy**

Has the placement 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 five or more employees (including work experience participants).

### **Risk assessment**

Has the placement provider assessed the risks to the health and safety of his/her employees arising from their work, including any young people employed?

- 38 In particular, the provider should be familiar with the following aspects of risk assessment.

### **Records**

- 39 Where there are five or more employees (including work experience participants), the placement 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. HSE has produced a simple guide *Five steps to risk assessment* to help small businesses to prepare a risk assessment (see Appendix 4).

### **Timing**

- 40 Where the placement 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.

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### *Nature of risk assessment*

- 41 While placement providers are responsible for aiming out the risk assessment, you will want to satisfy yourself that they will keep it under review and adjust it to reflect any changes in the work activity/tasks. You should inform providers in advance about any individual students who may be at greater risk, for example because of any health conditions or any learning difficulties identified by their teachers. (Schools/colleges should supply this information - see paragraph 20). Providers will need to revise the risk assessment to reflect this.

### *Risk assessment framework*

- 42 The placement provider may consider adopting a risk assessment framework which identifies core hazards and significant risks associated with a particular job or series of tasks. This may be appropriate where a particular placement hosts a succession of students who will undertake work experience under the same job description. Nevertheless, the risk assessment should take into account the typical characteristics of a young person and the likelihood that they will be entering a work environment for the first time.

### **Measures to control the risks identified in the risk assessment**

- 43 Has the placement provider taken all appropriate steps to implement the findings of the risk assessment? The provider will need to satisfy you that all the measures identified in the risk assessment as being necessary to ensure the health and safety of students will be in place when they take up the placement. These should include arrangements for supervision and any necessary provision of instruction and training.

### **Provision of information to students and their parents/guardians**

- 44 Providers must inform all workers, including students on work experience, about the significant 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 but it should be explained or expressed in language they can easily understand.
- 45 Where the students are below minimum school leaving age, **before they take up the placement,**<sup>9</sup> the placement 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. Although the law requires placement providers to do this, there are various ways in which they can provide the information. It does not have to be in writing and they can seek help from others in getting it to parents/guardians.
- 46 Placement 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 looking for 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

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experience starts. It could usefully accompany the job description or other information about the placement. Appendix 1 gives guidance on drawing up a form that you could use to do this.

### Health and safety management at the placement

There are a number of other key indicators for assessing the provider's general approach to managing occupational health and safety and overall suitability as a placement provider.

47 For example you could check whether the provider has:

- **appointed someone to have overall responsibility** for work experience students;
- **made arrangements to give work experience students appropriate supervision** and health and safety induction and training;
- **clearly defined and planned the nature of the work** the student will be experiencing, including for example a commitment to provide any necessary personal protective equipment;<sup>6</sup>
- **made arrangements for students with special needs such as disabilities or learning difficulties** - if special arrangements are necessary, you should ensure the provider is given full information and any necessary advice well in advance of the placement. (Placement providers may need to adjust the risk assessment to take account of this information, once it is brought to their notice.)

48 You could also check if the provider has:

- **registered with the appropriate authority** - this will be HSE or the local authority according to the nature of the business at the placement, if this is a legal requirement. The HSE publication *Essentials of health and safety at work* and the free leaflet *Health and safety for small firms* give useful guidance on registration (see Appendix 4);
- **procedures to deal with any accidents and emergencies** (including evacuation) that may arise:
  - Are there arrangements to train staff and students in fire procedures?
  - Is first-aid equipment provided and are records of first-aid treatment kept? <sup>11</sup>
  - Are trained first aiders available, if required?
  - Is an accident book available and is the provider familiar with accident reporting requirements? (Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR),<sup>12</sup> all fatal and major accidents must be reported to the relevant authority: either HSE or the local authority.)
  - 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.
- **carried out an assessment of substances which might cause ill health**, under the Control of Substances Hazardous to Health Regulations 1999?<sup>n</sup>

- 
- **adequate insurance**, including Employer's Liability Insurance<sup>14</sup> and Public Liability Insurance and motor vehicle insurance where required, and that cover extends to work experience students and non-employed trainees?
  - **made appropriate arrangements for consulting employees on health and safety** and for the appointment of employee health and safety representatives.<sup>15, 16</sup>

49 Appendix 2 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.

50 **If you are not satisfied with the provider's standard of health and safety management, the provider's business should not be included in the work experience scheme.**

### Approach to site visits

In the course of this discussion with the provider you will need to consider whether an initial site visit will be appropriate.

51 Such site visits are valuable and represent very good practice in:

- providing a 'snapshot' of a potential provider's approach to health and safety management;
- identifying any hazards those taking up placements might face;
- exploring health and safety issues with the provider at the workplace as part of a 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.

52 Where the work activity is peripatetic, it may not be possible to visit all the sites to be used for the student's work experience. Once you have established that the provider has good health and safety management systems, a useful approach might be to visit a typical sample of sites. In these circumstances the provider must ensure that health, safety and supervision arrangements for the student are in place at all placement sites.

53 The frequency of any 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.

54 If you are contracted to organise work experience in England and Wales, for instance with a TEC/CCTE or an EBP, you will need to check the requirements for visiting placements in the terms of your agreement.

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## 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 work placement. The organiser has placed students with the baker in the past and there have been very few minor reported accidents. Based on past knowledge of the provider, an initial visit may not be necessary to assess the suitability of the placement. However, the organiser questions the baker on the topics in paragraphs 47 and 48 of this guidance and confirms the following information held on record:

- the baker has a shop and a small bakehouse and is registered with the local authority;
- there are seven employees, three plus the owner in the bakehouse and four in the shop, one of whom is the manager;
- students' work experience would take place only in the shop, not in the bakery;
- work experience involves serving customers, handling food, filling shelves and cleaning;
- the manager would be responsible for training and supervising the student.

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 review of a risk assessment she has recently carried out using guidance material published by HSE. The owner will of course be required to confirm this in writing before the student is placed. The placement organiser decides to accept this placement without making a visit, because the owner's responses to his questions have given him sufficient confidence in her ability to manage the risks involved. In addition there is historical information from visits to students during work experience on previous placements with the bakery and from their feedback on return to school.

### Example 2

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 metalworking. In addition to the normal slips and trips likely in this type of workplace, the hazards associated with the placement include noise, using some 'irritant' substances and manual handling. In these circumstances, an initial visit would give the organiser useful information on which to judge the placement provider's ability to offer a well-managed placement for students.

### Example 3

Placements have been offered by local branches of a national bank. Based on the type of work and the working environment, initial visits may not be necessary to assess the suitability of the placements. The bank has provided the following comprehensive information:

- a detailed description of the work the students will perform which will be clerical in nature and will not involve the use of any office machinery other than a photocopier;
- a full risk assessment taking into account the inexperience and immaturity of the students;
- details of the precautions that will be in place to control the risks, eg there will be full training on the use of a VDU terminal and a display screen equipment assessment will be provided for the students and their workstations;
- an undertaking that the students will be directly supervised at all times.

- 55 A brief walk round the workplace of a potential provider during an initial visit provides a useful opportunity to look at general conditions in the areas where the students will work. You should arrange this with potential providers to make them aware of your presence, so they can acquaint you with any specific safety rules, and tell you about any necessary personal protective equipment (PPE).
- 56 The following indicators will give you a good idea of the standard of attention paid to occupational health, safety and welfare:
- **Housekeeping:** Is the workplace clean? Are gangways clear? Are stairs or doors obstructed by stored goods?<sup>17</sup>
  - **Lighting:** Is the workplace brightly lit or dingy?<sup>17</sup>
  - **Seating:** Where work is done sitting, are suitable seats provided?<sup>17</sup>
  - **Guarding:** Are machines guarded?<sup>18</sup>
  - **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? Have there been any fire drills? Is there a fire alarm, where required?<sup>19</sup>
  - **Electrical wiring:** Are there any loose, bare, damaged or disorganised wires or broken plugs or switches which indicate unsatisfactory installation and maintenance?<sup>20</sup>
  - **Toilets and washing facilities:** Are they suitable and sufficient and kept clean? Are soap and hand-drying facilities provided?<sup>17</sup>
  - **Personal protective equipment (PPE):** Is this required for the work to be done by the students? Is it available in appropriate sizes? Will the students be trained in its use?<sup>6</sup> Will its use be monitored?
  - **Safety signs:** Are appropriate safety signs displayed to indicate prohibited areas and to warn that special precautions are necessary?<sup>21</sup> Appendix 4 gives details of a helpful free leaflet on health and safety signs.
  - **Health and safety poster:** Is the poster *Health and safety law: What you should know* displayed or will students be given the leaflet (see Appendix 4)?

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- 57 This is not, however, a comprehensive list and there may be other important indicators at some workplaces such as the level of noise.
- 58 You could also clarify any issues which you may have identified in your preliminary enquiries, for example arrangements for covering the absence of the designated supervisor or who is responsible for reporting accidents.

### **Written understanding**

- 59 If, as a result of your enquiries, you decide that a placement is suitable, it would be beneficial to enter into a written understanding with the provider. This is especially helpful to both parties in clarifying and agreeing their respective roles. It can also minimise 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;
  - how they will be supervised, and clearly identify who will be responsible for this.
- 60 Appendix 3 gives some suggestions on what you might usefully include on health and safety.

### **Review**

#### *Periodic checks*

Once you have arranged a placement you will need to check that your initial assessment of its suitability is still valid. You do not necessarily have to make further checks every time a new student is placed with a particular provider.

- 61 In deciding how frequently to check your initial assessment you will want to take into account all 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;
  - whether the student has any specific needs relating, for example, to health, disability or learning difficulties;
  - 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 77 to 79).
- 62 **However where there is a higher risk (for example because of the processes carried on), you will need to make contact more often.** It is important that you maintain regular contact - perhaps once a year - with the provider, but this need not always involve visiting. For multi-site organisations, the contact might be with the head office and you could agree a visiting programme to enough sites to enable you to form a judgement about their general standards.

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## **Feedback**

Successful management of work experience schemes depends on feedback. You should encourage placement 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. Effective debriefing of students at the conclusion of their placements can also provide useful and specific information about health and safety issues.

### **63 If 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 to withdraw the student from the placement;
- if you have identified significant health and safety risks you may also consider approaching the relevant enforcing authority (HSE or Environmental Health Department of your local council) for further advice. You can find their details in the phone book.

## **Co-ordination**

You could also exchange information with other organisers in your locality. This has the potential advantage of increasing or updating your knowledge of a particular placement provider's standards of health and safety and enabling you to reduce the number or frequency of visits/checks you need to make.

### **64 If students are placed outside your locality, you may also find it helpful to contact organisers in that area - but you will need to consult your local education authority on the procedures for administering these arrangements.**

## **Work experience abroad**

You are advised to restrict work experience abroad to students over 16, particularly in view of the language difficulties they will face and the varying approaches to health and safety and insurance in the European Union Member States and elsewhere.

### **65 UK health and safety law does not apply to overseas work experience placements; they will be subject to the health and safety regulations of the country in question and you will need to find out in advance what rules apply. However, you will be responsible for the planning and organisation of the placement with particular emphasis on:**

- 
- the assessment of the risks involved in both the travel and the work experience;
  - good preparation of students so that they know what to expect and what is required of them;
  - who to contact if they have any problems or worries and what to do in an emergency.
- 66 You can obtain further guidance on good practice in *Health and safety guidance when working overseas*, produced by the Universities and Colleges Employers' Association, and the DfEE publications listed in Appendix 4.



## The organiser's competence in health and safety

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- 67 To meet your legal duties towards the students you place you should:
- be competent yourself, have competent staff, or have access to competent assistance<sup>8</sup> to enable you to decide on the suitability of a placement with regard to health and safety;
  - assess your staff's training and development needs and arrange any necessary training;
  - evaluate the effectiveness of these arrangements.
- 68 Competent staff should:
- have a reasonable 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 (ie 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.
- 69 Further guidance can be obtained from the Approved Code of Practice to the Management of Health and Safety at Work Regulations 1992<sup>8</sup> and the Approved Standards in health and safety for people at work (see Appendix 4). There is a further range of materials in Appendix 4 which will help those advising you on health and safety at placements.



## Preparing, supporting and debriefing students

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70 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.**

71 Much of this is done at the education establishment, eg the school or college. Students participating in work experience and work-related learning projects should have liaison meetings, as appropriate, involving the placement provider, their work placement mentors, their parents and a representative of the education establishment such as their teacher.

### PREPARATION OF STUDENTS AT SCHOOL OR COLLEGE

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.

72 This pre-briefing is generally done by teachers in a classroom environment, for example during Personal and Social Education lessons, but you could help with this. Preparation also needs to include briefing about the students' own responsibilities for health and safety. The DfEE booklet *Be safe* is a useful introduction (see Appendix 4).

### ACTION BEFORE STUDENTS TAKE UP A PLACEMENT

Students should understand the necessity for health and safety controls in the workplace. General principles could be introduced as part of the pre-briefing by the education establishment, or at a pre-placement visit by the student. But this should be explained in more detail by the provider as part of the student's induction training at the placement.

73 In particular the provider should:

- make the students aware of the work activities involved and any associated significant risks;
- give the students any necessary health and safety instruction and training. If it is not possible to do this before the placement, it should be 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 during their work experience. Students will also need to know who their health and safety representative is.

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74 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.

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

### SUPPORT/VISITS

Guidance produced by DfEE, the National Assembly for Wales and the Scottish Executive (via the Scottish Consultative Council on the Curriculum) recommends that teachers (or other suitably experienced staff) visit students during their work experience placement to monitor and review their progress (see Appendix 4).

76 These visits can provide a useful opportunity to ask students if they have any health and safety concerns and to discuss 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 are withdrawn.**

### DEBRIEFING

**Students can gain more benefit from their work-related learning if they are effectively debriefed as soon as possible following their work experience.**

77 Debriefing gives you another chance to reinforce students' knowledge about health and safety and to find out about possible health and safety problems at a placement. If the students have been properly briefed before they begin their placement they may bring health and safety concerns to your attention, possibly via their teacher, at an early stage.

78 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. Various tools such as health and safety questionnaires and students' diaries can form a useful basis for discussion.

79 You could ask students about any risks they found and what precautions were taken in practice to control them. This might give you useful feedback on health and safety standards. **If the students report that serious risks were apparently not properly controlled, the education establishment should alert you at once, so that the matter can be taken up with the provider.**

# Appendix 1

## Guidance on consent in respect of health and safety

### INTRODUCTION

- 1 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 need to consider whether to obtain consent on other matters. Just as there is a variety of systems operating across the UK to deliver work experience, there is a range of organisational needs to be observed in meeting the requirements for agreement from key partners.
- 2 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 example, the placement provider will be signing up to the risk assessment and control measures they have given to the parent/guardian and at the same time they 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).

### IDENTITY OF STUDENT AND PLACEMENT DETAILS

- 3 All parties will find contact details at the start of the agreement helpful, for example:

STUDENT DETAILS	
Student's name:	School/college:
Date of birth:	School/college telephone:
Home address:	Teacher responsible:
Home telephone:	
PLACEMENT DETAILS	
Business name:	Start date:
Address:	Finish date:
Telephone:	Working hours:
Contact name:	Working days of the week:
OUTLINE/DESCRIPTION OF WORK EXPERIENCE: (this may cross-refer to an attached full description or annex)	

- 
- 4 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.

**PARENT/GUARDIAN**

**Health**

- 5 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 (see Appendix 4 for details of the DfEE guide *Supporting pupils with medical needs*). 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.
- 6 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? (or any other allergies, eg to nuts?)	
have bronchitis, asthma or chest complaints?	
have a hearing disability or discharging ears?	
have heart disease affecting their 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 - see Appendix 4 for details of the DfEE guide <i>Supporting pupils with medical needs</i> )? If so, please state.	

**Risk assessment**

- 7 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, for example:

<p>Duties to be undertaken at.....(company name)          (This might include details of work equipment to be used)</p>	
<b>Significant risks</b>	<b>Control measures</b>
<p>Refer to and attach risk assessment from the placement provider</p>	<p>Refer to and attach information on control measures from the placement provider</p>

**Insurance**

- 8 At the same time, parents need information on insurance cover for the student in case of an accident. It would be helpful to include information on any relevant insurance arrangements, for example Employers' Liability Compulsory Insurance cover.
- 9 The Association of British Insurers, the British Insurance and Investment Brokers Association and Lloyds of London have agreed the convention that students on work experience placements which conform with the Education (Work Experience) Act 1973 should be treated as employees for the purposes of insurance against personal injury, provided that the insurer has been notified. It is advisable to check what cover has been arranged where the student is placed in their family business.
- 10 The parent/guardian will need to be aware that it is a condition of work experience that students do not receive payment. They will therefore not be entitled to the industrial injuries benefits of the Social Security Act 1975 if they are involved in an accident while taking part in work experience.
- 11 The parent/guardian of the student will normally sign to the effect that they have read and understood the form, in particular the risk assessment and control measures, and agree to him/her taking part in the work experience.

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## **PLACEMENT PROVIDER**

- 12 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 under the Health and Safety at Work etc Act 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. This includes self-employed providers who are deemed to be employers of the students they host;
  - 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;
  - have the necessary insurance cover for a student on work experience.
- 13 You could also include in the declaration that the provider will indemnify students in respect of any damage or accident they might cause to the provider's property, other employees or third party, in the same way as for employees.
- 14 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.

## **STUDENT**

- 15 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 example 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 as displayed;
  - to take reasonable care for their own health, safety and welfare and for that of anyone else who may be affected by their actions or omissions;
  - to hold in confidence any information about the employer's business which they may obtain during the work experience and not to disclose such information to another person without the employer's permission.

## Appendix 2

### Guidance on recording health and safety arrangements at work experience placements

- 1 The following good practice suggestions are designed to help you in assessing and recording placement providers' health and safety arrangements. You could gather this information in preliminary discussions with potential placement providers, at initial visits or at subsequent visits to the placement.
- 2 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 example 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.
- 3 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. This will include taking account of any specific needs of students relating to their health or learning.

#### GENERAL

- 4 It is good practice to keep details of the particular placement regularly updated, for example:

Placement provider	Head office/other contact
Business name: Address: Telephone: Fax: E-mail Contact name:	Business name: Address: Telephone: Fax: E-mail 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 description/types of work experience offered:			
Number of places occupied:			

5 Record (and date) how the information was gathered, for example:

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

**General legal requirements**

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

<b>Insurance</b>	
<ul style="list-style-type: none"> <li>■ Current Employers' Liability Insurance Certificate (covering students on work experience)</li> <li>■ Current Public Liability Insurance Certificate (where appropriate)</li> <li>■ Where the student will be a vehicle passenger:               <ul style="list-style-type: none"> <li>- current business vehicle insurance certificate</li> </ul> </li> </ul>	
<b>Registration</b>	
<ul style="list-style-type: none"> <li>■ Placement premises registered with appropriate authority: HSE or local authority (where this is a legal requirement, see paragraph 48 of <i>Managing health and safety on work experience: A guide for organisers</i>)</li> </ul>	
<b>Health and safety policy</b>	
<ul style="list-style-type: none"> <li>■ Health and safety policy and date of issue (where there are five or more employees)</li> </ul>	
<b>Health and safety poster</b>	
<ul style="list-style-type: none"> <li>■ <i>Health and safety law: What you should know</i> poster displayed or leaflet will be given to student</li> </ul>	

**Working conditions**

- 7 You will find it helpful to record the results of preliminary discussions 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)		

**Fire precautions**

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

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### First aid

■ Qualified first-aiders if required, or appointed person	
■ First-aid containers	

### 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	

### Supervision

8 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?	

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## Training

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

■ How will health and safety induction be delivered at the placement?	
■ How will the student receive health and safety training to cover all work activities?	
■ 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

### Risk assessment

- 10 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 control measures (before they start work experience)?	
■ Are any health surveillance checks required?	
■ When will they be/have they been carried out?	

- 11 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 4).

<ul style="list-style-type: none"> <li>■ What significant risks has the provider identified as present in the workplace?</li> </ul>	
<ul style="list-style-type: none"> <li>■ Has the provider carried out an assessment of substances hazardous to health?</li> </ul>	
<ul style="list-style-type: none"> <li>■ Are there any prohibited activities at the placement?</li> </ul>	
<ul style="list-style-type: none"> <li>■ Are there any areas prohibited to students?</li> </ul>	

- 12 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. However, before students start their work experience you will need to establish:

<ul style="list-style-type: none"> <li>■ What tools, equipment, machinery and processes will the trainee use (if eligible to use it and after suitable training)?</li> </ul>	
<ul style="list-style-type: none"> <li>■ What prohibitions on use of machinery and equipment are present in the workplace?</li> </ul>	
<ul style="list-style-type: none"> <li>■ Does the risk assessment identify any specific needs for training and supervision?</li> </ul>	

- 13 The following publications will help you to assess the response to questions on machinery and equipment (full details can be found in Appendix 4 and the 'References' section):

- the Health and Safety (Young Persons) Regulations 1997;<sup>9</sup>
- the Approved Codes of Practice to the Provision and Use of Work Equipment Regulations 1998: *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*.

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### **Protective clothing**

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

■ What personal 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	

## Appendix 3

### 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 may 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 placement providers. For example, providers might be asked to agree:

##### 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 the 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 and any other relevant statutory obligations, or official guidance;

##### Risk assessment

- that they have undertaken a suitable and sufficient 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;
- that they have informed the parent/guardian of the significant findings of the risk assessment and control measures in place when the student is below minimum school leaving age;

##### 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;

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### **Supervision/training**

- that 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 while, operating machinery or equipment;
- that at the start of their placement, students will be given health and safety induction into the workplace, including hazards in the workplace and control measures, fire, emergencies, first aid, accident reporting and security arrangements;
- that students will be provided with and instructed on the correct use of appropriate personal protective clothing/equipment and its use will be enforced;

### **Accident procedures/first aid**

- that the student's school will be informed without delay of any case of sickness or accident to the student;
- that students will have access to adequate first-aid facilities as required under the Health and Safety First-Aid Regulations 1981;

### **Insurance**

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

### **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.

## Appendix 4

### Useful materials for placement organisers

#### Health and Safety Executive publications

Available from HSE Books (see inside back cover for details)

*Young people at work: A guide for employers* HSG165 USE Books 1997 ISBN 0 717b 1285 6 £7.95

Describes general legislation for protecting the health and safety of young people at work, explains which risks particularly apply to young workers and gives guidance on complying with the law.

*Essentials of health and safety at work* HSE Books 1994 ISBN 0 717b 071b X £5.95

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.

*5 steps to risk assessment* INDG1b3(rev1) HSE Books 1998

Quick guide to risk assessment for small firms.

*Health and safety in small firms* MISC071 HSE Books 1997

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

*COSHH essentials: Easy steps to control chemicals* HSC, 193 HSE Books 1999 ISBN 0 717b 2468 4 £15.00

A guide using a checklist approach to assessing the risks associated from working with chemicals in firms of all sizes and across many sectors - and to identify action to protect workers.

*Preventing accidents to children in agriculture. Approved Code of Practice* L116 HSE Books 1999

ISBN 0 717b 1690 8 £5.50

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.

*Accidents to children* AS10(rev1) HSE Books 1999

Short leaflet including checklist for employers, managers and supervisors in reducing the risk of accidents to children on farms.

*Safe use of power presses* L112 HSE Books 1998 ISBN 0 7176 1627 4 £6.00

Approved Code of Practice and guidance on the Provision and Use of Work Equipment Regulations 1998 as applied to power presses, including advice on the safe use of power presses in relation to young people.

*Safe use of woodworking machinery. Provision and Use of Work Equipment Regulations 1998 as applied to woodworking machinery. Approved Code of Practice and guidance* L114 HSE Books 1999

ISBN 0 7176 1630 4 £8.00

HSE Approved Code of Practice and guidance on the Provision and Use of Work Equipment Regulations 1998 as applied to woodworking machinery, including advice on the safe use of woodworking machinery in relation to young people.

*Safe use of lifting equipment. Lifting Operations and Lifting Equipment Regulations 1998. Approved Code of Practice and guidance* L113 HSE Books 1998 ISBN 0 7176 1628 2 £8.00

HSE Approved Code of Practice and guidance on the Lifting Operations and Lifting Equipment Regulations 1998, including advice on the safe use of lifting equipment in relation to young people.

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*Signpost to the Health and Safety (Safety Signs and Signals) Regulations 1996* INDG184 HSE Books 1996  
Short illustrated guide to safety signs and signals.

*Health and safety law: What you should know* HSE Books 1999 ISBN 0 7176 2493 5 £7.50  
Poster giving a brief guide to health and safety law. There is also a leaflet which employers must give to employees if the poster is not displayed in the workplace. They both list the key points of the law.

### **DfEE publications**

Available from DfEE Distribution Centre, PO Box 5050, Sudbury, Suffolk CO10 6ZQ.  
Tel: 0845 6022260 Fax: 0845 6033360

*Be safe! A guide to health and safety in training* DfEE Booklet HSL9 (Rev 4)  
Booklet for young employees/work experience participants with graphic illustrations of basic health and safety hazards. Available free from the DfEE Distribution Centre.

DfEE booklets SPD/WES/01/1199 *Work experience: A guide for schools* and SPD/WEE/01 /1199 *Work experience: A guide for employers*  
Information and guidance on legal responsibilities, planning and roles of staff, and the relationship between work experience and the National Curriculum. Available free from the DfEE Distribution Centre.

*Improving work experience: A good practice guide for employers* DfEE guide EG1G  
Good practice guidance to help employers provide placements which develop knowledge, skills and increase students' motivation. Available free from the DfEE Distribution Centre.

*Supporting pupils with medical needs and supporting pupils with medical needs in school* DfEE guide and circular 14/96  
Good practice guidance for authorities, schools and governing bodies to help draw up policies on managing medication in schools and to put in place effective management systems to support individuals with medical needs. Available free from the DfEE Distribution Centre.

### **QCA publications**

Available from QCA Publications, PO Box 99, Sudbury, Suffolk CO10 6SN. Tel: 01787 884444  
Fax: 01787 312950.

*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* QCA/98/215  
Guidance to help schools to develop work-related learning in relation to specific elements of Key Stage 4. Available free from QCA Publications.

*Learning from work experience* QCA/97/008  
Guidance exploring the purpose of work experience in the curriculum and provides quality standards for schools/colleges, employers and central work experience organisers. Available from QCA Publications, price £4.00.

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*Preparation for working life* QCA/99/384

Guidance to help schools co-ordinate the range of work-related learning activities currently available and to relate them effectively to other priorities and aims of the school. Available from QCA Publications, price £4.00.

### **Scottish publications**

*The Scottish Quality Management System (SQMS)*

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 free from Alan Owenson, Scottish Executive, Victoria Quay, Edinburgh EH66 6QQ Tel: 0131 244 0960.

*Education for work: Education industry links in Scotland - A National Framework*

SCCC 1999 ISBN 1 85855 657 4

This paper provides a national framework for local action by all those with an interest in the education of young people. Available from Scottish Consultative Council on the Curriculum (Scottish CCC), Gardyne Road, Broughty Ferry, Dundee DD5 1NY Tel: 01382 455053 Fax: 01382 455046, price £3.50.

*Curriculum design for the secondary stages: Guidelines for schools* SCCC 1999 ISBN 1 85955 668 X

These guidelines, issued by the national curriculum authority for Scotland with government endorsement, provide the basis for planning and organising the curriculum in Scottish secondary schools. The guidelines emphasise that there is an expectation that all students will participate in a period of work experience before leaving school. Available from Scottish CCC, price £5.00.

*Work experience: A guide to promoting quality* SCCC 1999 ISBN 1 85955 671 X

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 from Scottish CCC, price £5.00.

### **Other publications**

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

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. Contact your local TEC/CCTE for local arrangements for availability (see local telephone directory). Free of charge to TEC/CCTE contractors.

*Approved Standards: Health and safety for people at work* produced by the Employment National Training Organisation.

Stand-alone units of competence in health, safety and the environment. They are designed for people who need to fulfil certain health and safety responsibilities, but who are not health and safety practitioners. Available from Cambertown Ltd, Unit 8, Goldthorpe Industrial Estate, Goldthorpe, Rotherham S63 9BL Tel: 01709 881276 Fax: 01709 8881673, price £20.00.

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*A better way to work* TUC 1997 ISBN 1 85006 3907

TUC Educational Resource for Work Experience and Careers Education. The resource pack consists of five units on Trades Unions, rights and responsibilities, equal opportunities, health and safety and the future of work. A book of simulation exercises accompanies the units. Available from SCIP at CEI, University of Warwick, Coventry CV4 7AL Tel: 01203 524 372 Fax: 01203 524 533. Resource pack: £20.00 Simulations: £15.00.

*Work, risk and play*

Teachers' video pack to assist in the briefing of students before work experience. Includes video, teaching notes, handouts, student worksheets and relevant HSE publications. Available from David Bryant, Tyneside TEC, Moorgate House, 5th Avenue Business Park, Team Valley, Gateshead NE11 0HF Tel: 0191 491 6224 Fax: 0191 491 6159, price £65.00.

*Health and safety guidance when working overseas* ISBN 0 9532431 0 9

Step-by-step practical guidelines on how to plan and manage work overseas encompassing good practice which can be applied to work experience in similar situations. Available from Universities and Colleges Employers Association, Woburn House, 20 Tavistock Square, London WC1H 9HU Tel: 0171 383 2444 Fax: 0171 383 2666, price £9.00.

*A guide to the Working Time Regulations* DTI URN 98/894

Booklet providing guidance on the limits on working time and the entitlements provided for in the Working Time Regulations 1998. Available free from the Department of Trade and Industry Hotline, Tel: 0845 6000 925.



## References

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Where there is HSE guidance supporting the Regulations, it is included after the SI in each reference.

- 1 The Education Act 1996, section 560 (England and Wales) and The Education (Scotland) Act 1980, section 44
- 2 The School Standards and Framework Act 1998, section 112
- 3 *The Education (National Curriculum) (Exceptions at Key Stage 4) Regulations 1998* SI 1998/2021
- 4 The Health and Safety at Work etc Act 1974, section 2
- 5 The Health and Safety at Work etc Act 1974, section 3
- 6 *Personal Protective Equipment at Work Regulations 1992* SI 1992/2966 and *Personal protective equipment at work. Personal Protective Equipment at Work Regulations 1992. Guidance on Regulations L25* HSE Books 1992 ISBN 0 7176 0415 2
- 7 *The Health and Safety (Training for Employment) Regulations 1990* SI 1990/1380
- 8 *Management of Health and Safety at Work Regulations 1992* SI 1994/2865 and *Management of health and safety at work. Management of Health and Safety at Work Regulations 1992. Approved Code of Practice L21* HSE Books 1992 ISBN 0 7176 0412 8 (to be replaced)
- 9 *The Health and Safety (Young Persons) Regulations 1997* SI 1997/135
- 10 *The Working Time Regulations 1998* SI 1998/1883
- 11 *The Health and Safety (First Aid) Regulations 1981* SI 1981 /917 and *First aid at work. The Health and Safety (First Aid) Regulations 1981. Approved Code of Practice and guidance* HSE Books 1997 ISBN 0 7176 1050 0. Free leaflet *First aid at work: Your questions answered* INDG214 HSE Books 1997 gives guidance particularly aimed at small workplaces.
- 12 *The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995* SI 1995/316.3 and *Guide to the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995* L73 HSE Books 1995 ISBN 0 7176 2431 5
- 13 *Control of Substances Hazardous to Health Regulations 1999* SI 1999/437 and *General COSHH ACOP, Carcinogens ACOP and Biological Agents ACOP. Control of Substances Hazardous to Health Regulations 1999. Approved Codes of Practice L5* HSE Books 1999 ISBN 0 7176 1670 3 and *COSHH: A brief guide to the Regulations* INDG136(rev1) HSE Books 1999
- 14 The Employers Liability (Compulsory Insurance) Act 1969 and the *Employers' Liability (Compulsory Insurance) Regulations 1998* SI 1998/2573.  
Free guide for employers *Employers' Liability (Compulsory Insurance) Act 1969: A guide for employers* HSE4 HSE Books 1998

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- 15 *Health and Safety (Consultation with Employees) Regulations 1996* SI 1996/1513 and *A guide to the Health and Safety (Consultation with Employees) Regulations 1996* L95 HSE Books 1996 ISBN 0 7176 1234 1
  - 16 *Safety Representatives and Safety Committees Regulations 1997* SI 1977/500 and *Safety representatives and safety committees* L87 HSE Books 1996 ISBN 0 7176 1220 1
  - 17 *Workplace (Health, Safety and Welfare) Regulations 1992* SI 1992/3004 (regulations 8, 9, 12, 20, 21 and 25) and *Workplace health, safety and welfare. Workplace (Health, Safety and Welfare) Regulations 1992. Approved Code of Practice and guidance* L24 ISBN 0 7176 0413 6
  - 18 *Provision and Use of Work Equipment Regulations 1998* SI 1998/2306 and *Safe use of work equipment. Provision and Use of Work Equipment Regulations 1998. Approved Code of Practice and guidance* L22 HSE Books 1998 ISBN 0 7176 1626 6
  - 19 *The Fire Precautions (Workplace) Regulations 1997* SI 1997/1850 (The Fire Precautions (Workplace)(Amendment) Regulations 1999 SI 1999/1877 came into force on 1 December 1999)
  - 20 *Electricity at Work Regulations 1989* SI 1989/635 and *Memorandum of guidance on the Electricity at Work Regulations 1989. Guidance on Regulations* HSR25 HSE Books 1989 ISBN 0 7176 1602 9
  - 21 *Health and Safety (Safety Signs and Signals) Regulations 1996* SI 1996/341 and *Safety signs and signals. Health and Safety (Safety Signs and Signals) Regulations 1996. Guidance on Regulations* L64 HSE Books 1997 ISBN 0 7176 0870 0

Statutory Instruments (SIs) are available from The Stationery Office, The Publications Centre, PO Box 276, London SW8 5DT. Tel: 0870 600 5522.

HSE publications are available from HSE Books. See inside back cover for details.

While every effort has been made to ensure the accuracy of the references listed in this publication, their future availability cannot be guaranteed.



## List of abbreviations

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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
QCA	Qualifications and Curriculum Authority
TEC	Training and Enterprise Council



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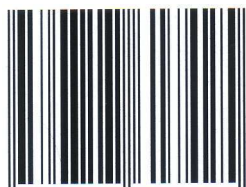
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