



# Work Experience: A guide for secondary schools

## Work Experience Co-ordinators

Status: Recommended

Date of issue: 01/02/02

Ref: SPD/WES/01/02(rev)



# Contents

Foreword	2
Introduction	3
<b>1.</b> Policy	<b>4</b>
<b>2.</b> Role of Teachers, Employers and Parents	<b>6</b>
<b>3.</b> Curricular Links	<b>8</b>
<b>4.</b> Organisational Considerations	<b>12</b>
<b>5.</b> Other Work-Related Activities	<b>15</b>
<b>6.</b> Legal Background	<b>17</b>
<b>7.</b> Insurance	<b>18</b>
<b>8.</b> Health and Safety	<b>20</b>
<b>Annex A</b> – Checklist of Employers’ Risks Covered	<b>25</b>
<b>Annex B</b> – Checklist for Employers’ Briefing to Students	<b>26</b>
<b>Annex C</b> – Useful Addresses	<b>28</b>
<b>Annex D</b> – References and Resources	<b>30</b>



Work experience continues to be an important part of a young person's education. Currently, 95 per cent of students in Key Stage 4 undertake work placements and about half of sixth form students have a further period of work experience or work shadowing. The vast majority of employers, young people and their parents are positive about the experience and recognise the benefits that can come from well-organised programmes.

The Government has taken a number of steps to allow schools to use work experience for the benefit of young people. Young people are now able to undertake work experience throughout Key Stage 4. Careers education and guidance is now an entitlement for all young people and work experience is a major element of most schools' programmes of work. There is now much greater flexibility for schools to offer a range of vocational qualifications, including GNVQ Part One, GNVQs, and work experience can make an important contribution to all of them.

Young people whose motivation to succeed at school has been faltering may benefit from well-planned extended work experience. The Government's support for an expansion of work-related learning in Key Stage 4 means an increase in demands on employers for work placements and for other education-business links. This booklet provides helpful advice to ensure that all work experience placements for young people are high quality, successful and safe.

Work experience does take a lot of careful planning, monitoring and follow up if it is to be successful. I am most grateful to everyone who works so hard to develop these programmes.

Estelle Morris  
Secretary of State  
Department for Education and Skills

- 1 This booklet offers general guidance and practical advice on the main issues relating to work experience for students during Key Stage 4. It is intended to help schools in establishing well-structured programmes that generate the maximum learning benefit for students. You should also find this booklet helpful if you have responsibility for students over the school leaving age.
- 2 The Qualifications and Curriculum Authority (QCA) has issued a series of publications that offer more detailed curriculum guidance. In particular, *Learning from Work Experience: A guide to successful practical*, includes National Quality Standards for work experience and case studies of good practice (QCA, 1998).
- 3 The Department for Education and Skills (DfES) has published guidance for employers that schools will also find useful when arranging placements. *Improving Work Experience: a good practice guide for employers* contains numerous examples of innovative ideas from employers across the country (DfES, 2001). It has also produced *Health & Safety on Work Experience (KS4): A good practice guide* which work experience co-ordinators should find useful.
- 4 Organisational responsibility for co-ordinating work experience in schools varies across the country. Schools are advised to consult their Local Education Authority (LEA), Education Business Link Consortia, Careers Service, The Trident Trust, Learning and Skills Council (LSC) or other education-business links organisation for more detailed and/or local guidance.
- 5 This booklet also explains the legal background. It does not, however constitute an authoritative legal interpretation of the provisions of the relevant Acts of Parliament or other enactments and regulations: that is exclusively a matter for the Courts. It supersedes *Work Experience: A Guide for Schools* issued in 1999 by the DfES.
- 6 Further copies of this booklet can be obtained from DfES Publications (see Annex C for address and website).
- 7 In addition to work experience placements, there are many other work-related activities. Further information and guidance on these can be found in Chapter 5.



1 Work experience may be defined as:

“A placement on an employer’s premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.”

2 Work experience placements are permitted by law only for students during Key Stage 4 and beyond. All arrangements for students in maintained schools must be made by the LEA or the governing body of a school on their behalf. Further guidance on the legal background is contained in Chapter 6.

3 Many schools already have policies for work experience, often as part of a wider careers education and guidance policy. A clear policy statement can help to ensure that teachers, employers, young people and their parents are aware of the aims and processes of the work experience programme. Key elements of a policy statement should include:

- aims and objectives including arrangements for health and safety management;
- self-evaluation and review; and
- links with the curriculum and the School Development Plan.

### Aims and objectives

4 Work experience placements should be regarded as a means of achieving learning outcomes. There are five main curriculum areas to which the work experience programme can be linked (QCA, 1998). These are the school’s programme for:

- developing students’ employability and key skills;
- careers education and guidance;
- vocational courses, including General National Vocational Qualification; (GNVQ) and National Vocational Qualification (NVQ) programmes;
- personal and social education;
- National Curriculum and other subjects.

5 Schools should decide the links, aims and objectives that best meet the needs of their students. These are likely to differ between groups of students. Schools will need to take into account the views of teachers, students, employers and parents. This wider agreement and collaboration will ensure that the policy is valid, and that the aims are relevant and achievable. In addition, work experience may form part of a package of work-related activities to motivate young people struggling with the full National Curriculum at Key Stage 4.

6 Work experience placements offer many benefits and learning opportunities. Broad objectives which can be included in the policy statement include, for example:

**a. employability and key skills:** insights into skills and attitudes required by particular sectors and employers; and an opportunity to develop, practise and demonstrate key skills in a work setting, in particular, recognising hazards, assessing and controlling risks, working with others, ICT skills and improving own learning and performance;

**b. careers education and guidance:** better understanding of changes in the world of work and the implications these have for their own careers;

**c. vocational subjects:** better understanding of vocational areas being studied, the opportunity to investigate real examples for coursework and the opportunity to gather evidence of vocational skills developed;

**d. personal and social development:** development of increased maturity, with improvements in aspects such as motivation, self-confidence and interpersonal skills;

**e. general subjects:** opportunities to enhance students’ understanding of the National Curriculum, develop a practical understanding of a range of issues involving health and safety, economic and business issues, citizenship, and environment, and moral and social education.

## Self-evaluation and review

7 In conjunction with the development of policy, schools may find it helpful to undertake a review of current work experience practice, as a pre-requisite for the planning of future provision. This might consist of:

- an analysis of the extent to which the current programme is (a) meeting its declared aims and objectives and (b) meeting the QCA National Quality Standard for Schools and Colleges for some related local quality standard;
- a comparison of actual against estimated use of staff time and other resources. A stocktake of the resources available for future work experience. A schedule of the main activities, roles, responsibilities and milestones;
- an evaluation of current provision that highlights areas and specific action plans for improvement.

8 This information may then be used as a basis for the development of policy and for planning the next programme.

## Links with the School Development Plan

9 The process of devising a policy and a plan for work experience should take into account the planning cycle for the School Development Plan. Aims, objectives and learning outcomes for work experience should be linked to the school's overall

curriculum plan for raising student achievement and school improvement. Similarly, the work experience programme should take proper account of the school's overall demands on staff time, resources and staff development. The relevance of other programmes should also be highlighted. These include Professional Development Placements for teachers, mentoring programmes, careers education and guidance, vocational courses, further education link programmes and bridging schemes with training providers.

10 In order to ensure the most effective use of work experience and clarify their expectations, many employers have found it useful, in advance of such placements, to place an appropriate teacher with a company under the Professional Development Placement programme. The teacher can focus on the design and delivery of work experience, its assessment and follow up, and can subsequently act as a key link between the company and the school. The teacher can then promote an understanding of the world of work for students.

11 The policy and plan for work experience programmes should be fully incorporated into the School Development Plan. Work experience will thus be seen to be integrated into the mainstream activities of the school, as well as be seen to have the support of the governors, the headteacher, senior managers and teachers.



## 2 Role of Teachers, Employers and Parents

1 Good quality work experience can involve significant time and effort on the part of teachers and employers. In the interests of efficiency and effectiveness, the administrative burden on all involved must be kept to a minimum. The establishment of clear responsibilities, coherent structures and the involvement of a wider staff team can help to ensure that programmes are well run.

### Senior Management

2 The commitment of senior management, especially the headteacher, is of crucial importance in the development and improvement of work experience schemes. When senior managers are convinced that work experience placements are beneficial, such commitment often translates into appropriate priority being given to resourcing in the School Development Plan, and leads to due recognition of their importance throughout the school.

3 To ensure the continuing commitment of the senior management team, it is important that one of its members should take on the role of managing the schools' education for work programme, including maintaining an overview of work experience, monitoring quality and supporting those with operational responsibility. In some schools, this role is performed by a steering committee, often with additional responsibility for links with business, comprising representatives from local employers as well as from the school. Regular reports to the governing body can help to raise the status and profile of work experience.

### Designated co-ordinator

4 The practical task of organising work experience placements or liaising with the local work experience organisation requires at least one member of staff with designated responsibility for co-ordination of the programme. Co-ordinators can act as a single point of contact for teachers, students, parents and outside bodies. They can also encourage other staff and monitor, control and evaluate placements.

5 In consultation with relevant individuals or groups, co-ordinators can also take on the task of devising the strategic plan (see Chapter 1) and obtaining approval from senior management. Provided suitable systems are in place, the knowledge gained and lessons learnt can be disseminated and ensure continuity.

6 Many schools find it helpful to designate work experience co-ordination to the person with responsibility for careers education and guidance. This type of arrangement allows for continuity and effective use of resources. It also offers employers, local work experience organisers and the Careers Service a common point of reference.

### Professional support

7 Schools should make full use in their planning of the substantial body of professional expertise available in the various education-business links organisations. In particular, Trident and Education Business Link Consortia, supported by local Learning and Skills Councils (LSCs) and LEAs, offer a valuable source of advice and guidance on work experience. Schools can take advantage of in-service and networking opportunities provided by their local work experience organisers, and share good practice and experiences with neighbouring schools.

### Employers

8 Schemes benefit when there is employer involvement in aspects of work experience organisation. Schools might usefully establish a focus group of employers to:

- agree learning outcomes and identify benefits to employers;
- review literature being sent to employers;
- clarify health and safety, and insurance requirements;
- agree monitoring and evaluation procedures; and
- review outcomes, areas for improvement and action plans.

## Parents

9 Work experience programmes will be strengthened when parents have an understanding of what the school is doing and why it is doing it. Schools are, therefore, advised to provide parents with information about the placement before it occurs, including:

- Purposes and aims of work experience, including links to the curriculum;
- Learning benefits for the student, including skills to be developed;
- When and where it will take place;
- Travel arrangements and any associated costs;
- Nature of the work involved;
- Working hours;
- Any significant risks to health and safety and the control measures in place to protect the young person as identified by the placement provider's risk assessment. (The school will be helping employers who have a legal duty to provide this information to parents);
- The name of the work experience co-ordinator in case of emergency or complaint;
- How they can support their child during the placement period; and
- The name and contact details of the person responsible for them in the workplace.

10 Many schools also use parents as a resource, for example, in finding placements. However, this does not absolve the school from ensuring that appropriate checks for health and safety and insurance have been undertaken, and that related documentation is completed.

## Staff development

11 Schools should take account of training needs when appointing co-ordinators. The nature and extent of this training will be influenced by the division of responsibilities between the school and the local work experience organiser. However, as a minimum, school co-ordinators should receive the following training:

- an introduction to legal liability, child protection and insurance issues;
- a basic grounding in health and safety, preferably on an accredited short course;
- some practical experience with an experience workplace assessor; and
- access to specialist advice.

12 Advice on available training and workshops can be obtained from the local Education Business Link Consortia, the Careers Service, The Trident Trust or other education-business links organisations. Teacher appraisal procedures should include reference to the co-ordination of work experience placements, to ensure that this is given due recognition as a valuable means of staff development. Experienced school co-ordinators should seek to pass on their knowledge and skills to colleagues in the wider work experience team.



- 1 It is important that work experience provides worthwhile learning outcomes. It needs, therefore, to be properly integrated into the curriculum with clear aims and objectives. An important aspect of the quality of work experience placements is the extent to which it enhances the knowledge, understanding, skills and attitudes of students. This cannot be left to chance. Schools should provide a clear focus on the quality of students' learning through work experience. This includes important aspects such as the recognition of hazards and assessing risks to health and safety. The Health and Safety Executive (HSE) and QCA have issued a statutory statement on the general teaching requirement for health and safety in 5 curricular subjects. See annex D for details.

### Careers education

- 2 Work experience offers many opportunities for good careers education. In particular, it provides opportunities for self-development, career exploration and developing career management skills. Among other things, mock interviews, job application procedures and presentations by a personnel manager can be incorporated into preparation programmes.

### Connexions Service

- 3 Connexions is a new advice and guidance service in England for all 13 to 19 year olds. It will improve and enhance a range of services, including modernising the way that young people get careers advice. Teenagers will be able to get the help and support they need to reach their full potential, and make an effective transition to work and adult life. Its key objective is to encourage more young people to stay in education or training, so that an increasing number have the qualifications they need for further education or the world of work. All teachers will have access to Connexions – whether they are at school, in further or higher education, in or out of work. There will be a special emphasis on those young people who feel excluded and find it difficult to use the usual sources of advice.

### Vocational Subjects

- 4 Students' work experience and schools' links with employers can be developed through vocational courses. Good quality work experience is an important part of vocational education because it provides an opportunity for students to demonstrate their strengths, abilities and aptitudes in the subject. OFSTED evidence suggests that this approach can contribute to high standards in vocational subjects and can improve students' understanding of the relevance of what they study in school and how it is applied in the workplace.

### Extended work-related learning

- 5 Extended work experience may be offered to students as part of an extended programme of work-related learning, seeking to re-motivate those who have grown disillusioned with their current curriculum. Students following vocational courses at Key Stage 4 may also benefit from extended placements. Schools are now able to set aside, for individual students, up to two of the following National Curriculum subjects in Key Stage 4: modern foreign languages, design and technology, and science, and offer them wider opportunities for work-related learning.
- 6 Schools should study the guidance from QCA that sets out a number of quality criteria for schools wishing to offer wider opportunities for work-related learning that are not compatible within the existing statutory requirements (*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, July 1998* [www.qca.org.uk/ca/14-19/disapplication](http://www.qca.org.uk/ca/14-19/disapplication)) (see annex 4 for details). Work experience should form part of an overall education-for-work programme for all students, although it is not a panacea for tackling disaffection. Schools, employers, colleges and local link agencies need to collaborate closely in building successful programmes for students who may benefit from further provision. Much

depends on the attitudes of those in the workplace, the quality of briefing of supervisors by the teacher and close monitoring of the placement. However, work-related learning can be beneficial for all students.

### Assessment of students' learning achievements

7 Explicit criteria should be devised to assess students' learning achievements. Some students are frustrated by the limited contribution made by their work experience to school work because curricular objectives of work experience are not always clear to them. As OFSTED highlighted in a recent report \*, teachers, employers, students, and their parents need to be more explicit about the purposes of the work placement and how they are to be achieved.

(\* *Work-related aspects of the curriculum in secondary schools – OFSTED 1998*).

8 A useful formula for assessing students might include:

- what is to be learned;
- how it is to be learned;
- evidence of learning to be presented; and
- assessment measures.

9 At the planning stage, a common formula will be useful in developing aims and objectives. This will also help schools to improve upon past performance, as the learning objectives and means of delivery can be fine-tuned over time. DfES has supported the development of a classroom tool to help students identify learning outcomes from placements in most of the popular areas of work in pre- and post-16 work experience. *Work Experience: Learning Frameworks* has been made widely available through local work experience organisers (Centre for Education and Industry 1997/99). These frameworks help students, their teachers and employers to identify general work-related skills and key skills that can be developed on the work experience placement. They can be used in preparation, during a pre-interview with the employer,

during the placement for recording learning, and in debriefing sessions.

10 During the preparation of students for their work placements many schools ensure that they develop individual action plans. These plans are often based on a self-evaluation process of strengths and weaknesses and the identification of targets for improvement.

### Progress Files

11 These can support students in a number of ways:

- providing opportunities for self-assessment;
- recording pre-placement arrangements such as company contact and profile;
- travelling arrangements;
- health and safety responsibilities;
- aims and plans for the placement;
- target setting; and
- review progress during the placement.

They can also provide records of learning achievements and feedback, as well as providing documentary evidence. This, in turn, can assist schools in making reports on the progress made during the students' placement, together with recommendations for improvement. Such information can also help monitor the quality of schools' programmes.

### Briefing

12 Briefing sessions can provide the ideal opportunity for teachers and students to agree precisely what outcomes are expected from placements. The outcomes should be based on the needs of individuals and their previous experience of work. The sessions can also be used to explain the relevance of the placements to the wider curriculum including specific requirement on such things as the assessment of health and safety risks and the arrangements for debriefing, assessment and recording. QCA guidance provides a comprehensive list of appropriate preparation activities linked to different curriculum areas (QCA 1998).

13 Briefing sessions can also provide full details of what each individual placement entails. Such details should include the name and position of the person to whom the student will be responsible in the workplace and whom they should contact in the school, if any problems occur. Health and safety should be covered, including the responsibilities of the students themselves. This is essential, not only to avoid accidents, but also to engender health and safety consciousness in the minds of students (see Checklist at Annex B). The Health and Safety Executive (HSE) gives further advice on this aspect of student preparation, in *Managing Health and Safety on Work Experience – A guide for Organisers* (see Annex D).

### Visits to the workplace

14 It is strongly recommended that the teacher or other competent and responsible agent should visit the workplace to establish a proper partnership with the company before work experience placements are settled. An initial visit should prove valuable in providing a snapshot of a potential provider's approach to health and safety and identifying any hazards those taking up the placement might face. A site visit might also be particularly helpful where the work activity involves travelling between a number of sites. It should be noted that contractual arrangements linked to work experience funding can stipulate a requirement for all placements to be pre-visited for health and safety vetting. There may also be requirements for periodic re-visits to placements depending on their risk banding as high, medium or low.

15 During the initial visit, a discussion should explore what opportunities might be offered through the placement and how these could be best matched to the needs of the student. All employers, or their representatives responsible for supervising work experience, should be clearly briefed about what is expected from them and what they can expect from students. It is good practice for

students to meet their immediate supervisor in advance of the actual placement, and to be informed of the key findings of the employer's risk assessments (see the Management of Health and Safety at Work Regulations 1999).

16 In some schools, pre-placement visits have been established as an important means of helping to match the interests and capabilities of the student to the requirements and possibilities of the placement. It is important for the matching process to take account of any limitations on the part of the student, which might be identified as a result of the employer's risk assessment. Pre-placement visits can help students develop individual learning objectives and targets with the employer and thus to develop their career management skills.

17 The way in which work experience is organised may differ from area to area but, where possible, teachers, local organisers, governors and/or senior staff should seek to visit all their students at least once during the course of the placement. Mid-placement visits may be used to discuss, monitor and evaluate the placement in order to check on students' progress. Employers should also be included in this process, as feedback from them is an important way of helping to develop young people's employability. Due account will, however, need to be taken of the potential disruption such visits may cause employers.

18 In the case of extended placements, pre-placement vetting may need to be more extensive. Arrangements will need to be made to monitor the placement at intervals to ensure the work being undertaken remains appropriate to the students' abilities and the supervision is adequate to prevent injury or ill health.

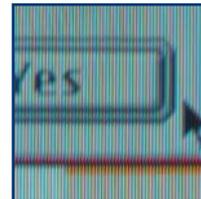
### Debriefing and evaluation

19 Organised debriefing sessions provide students with opportunities to identify and evaluate what they have learned and how

their placement relates to the curriculum and career choice. They can review their diary and individual action plan and discuss key skills that have been developed. It is also good practice to discuss with students their experience of health and safety at the placement. Debriefing – with, for example, oral and written presentations by the students – not only provides an important curricular opportunity, but also presents an occasion for parental and employer involvement. In best practice, employers contribute during students' evaluation and review of the work experience and careers or subject teachers build on the insights gained by their students. This can also provide an opportunity for students to give feedback on the type and organisation of their placement.

20 Schools should seek to obtain some form of employer assessment at the end of placements. Such assessment provides useful feedback for debriefing. It can also form a valuable element of the student's Record of Achievement/ Progress File, especially if references to work experience are given special value by prospective employers.

21 Schools should consider carefully the time that should be made available for debriefing and evaluating placements. Overall, OFSTED note that work experience is not well used to support other courses in schools or built upon in subsequent class work. Opportunities for specific follow-up are generally not taken when debriefing only occurs in tutor groups or PSE lessons. It is for individual schools to determine how this should be timetabled. Some schools, for example, provide discrete one day or half-day slots and others debrief in subjects such as English, drama, business studies, modern foreign languages and/or timetabled careers lessons.



## 4. Organisational Considerations and issues

### Duration of placements

- 1 The Government's White Paper encourages schools to provide two weeks' high quality work experience for all students during Key Stage 4. Funds have been made available to LSCs for improving quality, encouraging and maintaining local co-ordination, and ensuring health and safety support and monitoring systems are in place.

### Students' needs

- 2 Care must be taken to ensure that work experience placements are appropriate to students' needs. Good placements take account of students' choices, as well as an assessment of what is desirable for each student. OFSTED notes that about three-quarters of placements are well matched to students' interests and capabilities, and two-thirds provide an appropriate level of challenge for them. Schools and local organisers, working in partnership with placement providers, have a responsibility to try to increase these proportions. Regular networking of schools, colleges, employers and work experience organisers may be useful in raising and monitoring quality standards. Organisers should also be aware of the local labour market trends and for placements to reflect the local labour market

### Continuity and progression

- 3 Learning outcomes can be best achieved if work experience builds upon students' prior experience of work. It is helpful if teachers check on students' previous work-related activities before negotiating placements with them and agreeing learning outcomes. For example, many students have experience in retail through Saturday jobs or family businesses and their work placement should seek to broaden their experience beyond this sector. This calls for careful monitoring and recording by teachers of individual students' work-related activities and reference to them in the Record of Achievement/ Progress File.

- 4 Continuity can be achieved by building solid and lasting partnerships with employers. Work experience will then form the culmination of a student's links with a particular company in which talks, visits and curricular projects have already been undertaken. The student's understanding of the processes and relationships within the workplace should be that much clearer as a result.

### Equal opportunities

- 5 Schools should pursue a policy of equal opportunities in their work experience programmes. The programme should be considered within the context of the school's own equal opportunities policy, particularly in areas such as countering gender stereotyping, increasing students' confidence and challenging under-achievement. Students should be encouraged and given extra support when choosing non-stereotyped placements for example girls choosing engineering.
- 6 As a minimum, schools should check that their programmes are free from both overt and covert stereotyping. Whilst schools will clearly need to be sensitive to the risk that placing students into areas of work in which they feel uncomfortable may be counter-productive, they should, nevertheless, consider how far they should allow their students free choice of placements. Schools should pay particular attention to equal opportunities aspects when briefing students. Students taking up non-traditional placements may need special preparation for the reactions they may encounter and even more careful monitoring during the placement. Where possible, schools should also pay attention to the importance of explaining the policy to employers.

### Timing

- 7 Schools should consider the timing of placements when planning their programmes. In particular, they should take account of the

exact ages of the students, as some, particularly high and medium risk placements may be wholly unsuitable for younger students. In addition, age differentials in a class of students may be wide and employers may not take this into account sufficiently when allocating tasks or duties, or comparing students' achievements. This is especially important when making judgements about the health and safety risks associated with particular types of placement.

8 It is recommended that employers are informed prior to the placement of a student's age, in years and months, on the first day at work. This avoids confusion over relating dates of birth to actual ages. This information may be essential to an employer in recognising work prohibitions related to age, and reinforcing additional risks arising from the inexperience and immaturity of the student.

9 Provided that employers are made aware of significant age differentials, schools may find it beneficial to organise placements on a whole year group basis (which may give teachers more opportunity to visit students undertaking placements). There has been a trend for schools to place all students in the last term of Year 10. This has tended to reduce the choice of placements available to students and to impede the integration of assignment work into the curriculum. Employers may also resist such a concentration of demand for places. Programmes that run up to the end of term do not allow time for student reflection and debriefing and, as a consequence, many of the learning benefits are lost. Schools should bear in mind that effective placements can also be undertaken at other times and that programmes can operate any time during Years 10 and 11.

### **Attendance Register**

10 Since 1 January 1998 students who are engaged in supervised educational activities, including work experience, do not need to be marked as authorised absent. A new

registration band "approved educational activity" is now used. The suggested register code for approved work experience is "W". Arrangements should be made with employers to report absence from the workplace to the school concerned. If absence occurs without good reason, then it should be treated as unauthorised.

### **Placements lasting longer than two weeks**

11 *The Excellence in Schools* White Paper set out the Government's policy for extending the range and quality of work-related learning for 14-to-16 year olds. As part of that policy the Secretary of State has used his powers under Section 363 of the Education Act 1996 to make regulations allowing schools to set aside aspects of the National Curriculum at Key Stage 4 for individual students, in order to offer them work-related learning programmes (see Chapter 3, paragraph 4, page 9). Such programmes may include extended work experience for perhaps one day per week, in addition to other features, such as workplace mentoring. Schools wishing to take advantage of the new regulations must ensure that they comply with the criteria that are designed to safeguard students' entitlement to a broad and balanced curriculum. It is unlikely that extended work experience of more than two days a week will meet this requirement. Schools should also ensure that extended work experience meets as a minimum, the same health and safety, insurance and other requirements as the school's block work experience programme. It is particularly important that the teacher responsible for work-related learning works closely with the work experience co-ordinator, the careers teacher and the school's careers adviser.

### **Co-ordinated approaches to employers**

12 Schools are advised to consult the local LEA, LSC, Education Business Link Consortia, Careers Service, Trident or other education-business links organisations when planning their programmes. These organisations should be able to offer advice on co-

ordinated approaches to employers and help to ensure that a constant stream of requests does not reduce employers' goodwill from individual schools, operating without reference to other schools in the area. They can also help schools to work with the broadest range of local employers and to offer students the widest possible choice of placement opportunities. Liaison among schools can also deliver substantial benefits in terms of economies of scale and avoidance of duplication. Although some schools are hesitant to pool 'their' placements in a co-ordinated local scheme, the benefits to the school, to other schools, to students and employers far outweighs the drawbacks.

- 13 Where good quality placements are in short supply, schools need to consider the overall demands they make on employers. They also need to set out their priorities. In cases where choices have to be made, one-to-one attachments for younger students, for example, might be viewed as lower priority than work experience or work shadowing for older ones.

### Transport and meals

- 14 Schools should consider whether any arrangements for transport or meals are needed. The LEA might be providing students with either free home to school transport or assistance with transport to school. In addition, students whose parents are in receipt of Income Support must be provided with a free school meal. It is open to

employers to assist with such expenses, if they wish to do so. Transport provided by schools and LEAs to take students to activities in school-time must be free. However where a student makes use of transport not provided by the LEA or school to travel direct from home, parents may be asked to meet the cost. LEAs and schools retain the discretion to provide a subsidy where they consider it appropriate and where resources allow. It is important for schools, students, employers and parents to know beforehand exactly what the arrangements are to be.

### Hours and payments

- 15 During a work placement, the number of hours worked and the pattern of work is normally a matter of agreement by employer, school, parents and students. In keeping with their common law duty to look after the students in their care, LEAs and schools should take steps to ensure that students on a placement are not asked to work excessively long hours or unnecessarily unsocial hours. Unless there are strong reasons to the contrary, it is recommended that students should not work more than a standard eight-hour day. Students should not work for more than five days in any consecutive seven-day period.
- 16 Work experience is part of students' education and employers should make no payment for work performed, whether to the students, the school or the LEA.



## 5. Other Work-Related Activities

1 Work related learning (WRL) is planned activity that uses work as a context for learning. So, learning ‘through work’, on work experience for example can help raise pupil attainment by improving motivation. Learning ‘about work’, through vocational courses, can improve their understanding and knowledge. Learning ‘for work’, through the development of key skills can improve pupils’ transition to adult and working life.

2 It can help pupils to

- improve motivation and raise levels of achievement
- develop the skills, knowledge and attitudes needed for adult and working life
- recognise the importance of learning in school to their future lives as employees
- broaden career aspirations

3 In addition to work experience, there is a range of work-related activities that can take place on employers’ premises as with work. These activities may, be related to specific programmes of study within the National Curriculum, be designed to increase awareness of the working environment and/or have significant personal and social benefits for individual students. Such activities need to have expressly identified objectives, be properly planned and be determined with the needs of the individual student in mind, taking due account of age and maturity.

4 In contrast with work experience placements, however, there is no statutory lower age limit for these activities. Students who have not reached Key Stage 4 must not, though be involved in any ‘hands-on’ activities. Younger students must, by law, only watch. It should also be noted that there are certain age restrictions regulating access to certain premises, and proximity to specific work processes and machinery. Insurance cover for off-site activities will need to be checked.

5 Work related activities include:

- a. **work shadowing:** in which an individual student is assigned to ‘shadow’ an individual employee going about his or her normal activities, allowing close observation of jobs which for reasons of complexity, safety or security cannot be actively undertaken by the student;
- b. **work observation:** in which individuals or groups of students are guided round the workplace to watch a range of employee activities or work processes;
- c. **work-based projects:** in which individuals or groups of students carry out projects on employers’ premises, for example, work-related problem solving exercises set by employers or coursework assignments; and
- d. **mock interviews:** in which students are given experience of interviews.

6 Many work-related activities can be undertaken without the need for students to spend time in the actual workplace. These include:

- work simulation and work practice – either in schools, colleges or other training institutions;
- enterprise projects – based in schools with help from local employers;
- careers education and guidance; and
- mentoring by an adult from business or the local community.

7 Primary schools can use visits and work observation to form the starting point for relevant innovative projects, such as work simulation and enterprise activities. The introduction of such work in the primary school can lay solid foundations for the development of work-related activities in the secondary school.

8 Work shadowing might be considered as a possible complement to work experience. Although younger students, including those in primary schools, may benefit from short spells of attachment to individual employees, in general few students before the later secondary years have the maturity or insight to gain much from periods of more than a day or so of one-to-one work shadowing. Many schools have, therefore, tended to concentrate such activities on students in Years 12 and 13. According to OFSTED about half of sixth formers in schools undertake some further work experience or work shadowing. Work shadowing, when well planned, can successfully build upon and extend students' prior experiences of work.

9 European work experience for post-16 students is well established in many schools. The opportunity to repeat the programme over a number of years has given schools the opportunity to eliminate health and safety and insurance issues. Specialist advice is available on organising work experience abroad. Some schools are also arranging work shadowing and work experience for pre-16 students. Given the language difficulties faced by students, the risks associated with workplaces and the varying approaches to health and safety and insurance in the European member states and internationally, it is advisable to restrict work experience abroad to students in year 12 and 13.

10 The essence of a good programme of work-related activities is that it gives full consideration to the range of activities, matching them to local circumstances and to an assessment of what is a desirable programme for each student over a period of time.

11 Further information and guidance on work-related activities can be found on page 11 and in the reference material in Annex D.

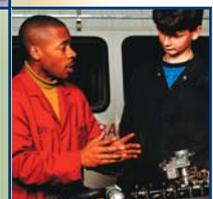
### GCSEs in vocational subjects and increased flexibility for 14 – 16 year olds.

12 The Secretary of State announced the GCSE in vocational subjects initiative in June 2000. The purpose is to radically improve the education and training available to pupils. These particular initiatives are part of the wider vision of creating an excellent system of technical and vocational education as outlined in the 'Building on Success' White Paper, published September 2001. QCA are charged with developing the qualifications. Planning for the 'Increased Flexibility' programme is underway.

13 The new GCSEs are general vocational courses of study that introduce students to a broad sector of industry or business. They encourage understanding and knowledge of the sector and develop some capability in the skills used within it. They will be designed to provide a more hands-on approach to learning. They will emphasise practical skills and the application of knowledge and understanding. They will have the same standards and rigour as academic GCSEs. They will be the equivalent of two GCSEs. They will be made available from September 2002.

14 Further information and guidance on GCSEs in vocational subjects can be obtained from QCA. See annex D.

**experience** (ɪk'spɪəriəns) *n*  
tion or observation that a person has  
esp. of practical n  
(tr.) 4. to participa  
[C14: from L. *exper*  
—*ex*'perienceabl  
**experienced** (ɪk'spɪəriənsɪd) *adj*



## 6. Legal Background

1 Section 560 of The Education Act 1996 as amended by section 112 of the School Standards and Framework Act 1998, enables students of compulsory school age to participate in schemes of work experience where arrangements have been made by the LEA, or school governing body on its behalf, with a view to providing work experience as part of a student's education. Section 560 as amended applies to students at any time in the last two years of compulsory education.

2 The arrangements for work experience can be made by the governing body on behalf of the LEA. If the LEA permits the governing body of a school to make arrangements on its behalf the LEA will need to satisfy themselves that adequate arrangements are in place to ensure that the obligations placed upon the LEA are being met. Their health and safety responsibilities cannot be delegated even where other management responsibilities have been delegated. LEA responsibilities include ensuring that the following are in place:

- support, guidance, policies and procedures to ensure safe and healthy systems;
- competent persons involved in arranging or approving placements;
- clear insurance advice that is communicated to schools, parent and employers;
- arrangements for LEA monitoring and review
- compliance advice relating to contracts involving government support funding, e.g. health and safety vetting requirements under contracts with the local LSC.

3 The Education Act 1996 places certain limitations on the sorts of work in which students can be employed. The Act prohibits work experience placements where the work concerned is subject to a statutory restriction based on age limits expressed as a number of years. This preserves the effect of certain byelaws which contain specific provision expressed in this way, for example prohibiting certain work for anyone under 16 years old. The Act also makes it clear that restrictions applying to work on ships still applies (specialist advice should be sought if in doubt). The Act forbids the making of arrangements for work experience for children in circumstances where it would be unlawful to employ young persons aged between 16 and 18, and applies to students employed in schemes of work experience any restrictions relating to the employment of such young persons. However young people can do work otherwise prohibited by age under the Employment of Women, Young Persons and Children Act 1920, provided they are on approved programmes of work experience. The Education Welfare Officer in the LEA will be able to clarify which employment is allowable.

4 There are additional opportunities for individual students to engage in extended work experience programmes in Key Stage 4. Aspects of the National Curriculum can be disapplied, using Section 363 of the 1996 Education Act, to enable a wider focus on work-related learning, including opportunities in the workplace. It is a requirement that programmes of work experience offered under disapplication meet the quality criteria set out in QCA's guidance (QCA, July 1998). See annex D.  
[www.qca.org.uk/ca/14-19/disapplication](http://www.qca.org.uk/ca/14-19/disapplication)

## 7. Insurance

- 1 Schools must check that employers offering work experience placements have suitable arrangements in place. Although circumstances giving rise to insurance claims occur infrequently, it is important to ensure that the main risks are covered.

### Notification to insurers

- 2 Most employers will carry insurance policies<sup>1</sup>, which will cover most risks arising from student visits, provided that the insurers have been informed in advance of the kind of activity planned. This is a matter of conforming to the basic principle of disclosing to insurers material facts that may affect the terms of the policy. Employers should, therefore, notify their insurer or insurers of the proposed types of activities involving school students. The companion to this booklet, *Work Experience: A Guide for Employers*, sets out details and offers a form for employers to notify insurers. The Association of British Insurers (ABI) has recommended the booklet to its member companies.

### Types of insurance

- 3 A range of risks may arise in the context of student visits to the workplace. The principal ones are:

- a. injury to the students themselves;
- b. injury to others on the premises (employees, visitors, customers, etc);
- c. injury to others not on the premises (including customers and members of the general public);
- d. damage to, or loss of, employers' property; and
- e. damage to, or loss of, other property.

- 4 The ABI, the British Insurance and Investment Brokers Association and Lloyd's of London have agreed as a matter of convention that students on work experience programmes that meet the requirements of the Education

Act 1996, and teachers on placements should be treated as employees for the purposes of insurance against personal injury (that is, they will be covered by the Employers' Liability policy), provided that the insurer has had notification, as advised in paragraph 2 above.

- 5 There has been some concern that employers' insurance policies may not cover students on extended work experience placements. The agreement described in the previous paragraph was based on an assumption that placements last for about two weeks. However, the ABI has confirmed that there should be no problem with extended work experience placements, as long as the insurer has been notified of the placement details, including the duration.
- 6 Student injury arising from other forms of attachment would normally be covered – like all injuries to visitors etc – by the employer's Public Liability policy.
- 7 Any injuries etc caused to employees or students, provided that they arise out of activities undertaken in the employer's name, should normally be covered by the employer's Public Liability policy or the Employers' Liability policy.
- 8 Damage etc to the employer's property should normally be covered by the Material Damage policy. Damage to the property of others on the employer's premises should normally be covered by the Public Liability policy.

### Responsibilities of organisers

- 9 Although the insurance policies held by employers offering placements will cover most risks, it is important to be aware that, even where there is a relevant policy in place, it will not give automatic compensation unless the employers is legally responsible for the

<sup>1</sup> The Employers' Liability Compulsory Insurance Act 1969 requires all employers (subject to specified exceptions – principally the Crown and family businesses unincorporated as limited companies, whose employees are close family relatives) to carry insurance for employees, though not for non-employees.

injury or damage. Its purpose is to ensure that the money is there to pay out for proven claims in civil law. LEAs and schools should, therefore, consider whether their policies need extending to cover any residual liabilities, for example:

- a. those arising in the course of transport to the workplace; and
- b. those arising from negligence etc, for example, in matching students to placements or in ensuring adequate supervision.

10 The LEA, school or local organiser of the placement should ensure that under-age students do not engage in substantive, hands-on work experience in contravention of the Education Act 1996 (see Chapter 6). This could invalidate any claim under Employers' Liability insurance for injury to the students themselves, and might result instead in a claim against the organisers of the placement. The organisers might also be judged to be liable, or partly liable, in the case of a student with a behavioural or medical background, which rendered him or her clearly unsuitable for certain kinds of placement (see Chapter 8, paragraph 15).

11 It is nevertheless important for schools to seek assurances from employers that relevant cover is in place, not least because the refusal of cover to a particular employer (for example, on account of its safety record) may be relevant to a decision on placing a student in that workplace.

12 A suggested checklist which schools might send to employers before placements take place is provided in Annex A. In the event of it being returned with omissions, the school should consider whether or not to use the employer in question. In doing this, the school may wish to ask the advice of the LEA or governing body where appropriate and to consider whether any supplementary indemnity might be arranged to cover risks.

## Additional insurance

13 Schools also have the option of taking out separate insurance to give higher levels of cover for their students. Personal Accident Insurance cover can be arranged through most insurance companies. This type of insurance can be provided at a level that allows the students to obtain reasonable compensation for permanent injury, without negligence having to be established. Schemes are available either on an individual or a group basis. It is also open to schools to ask parents to contribute towards part or all of the costs of such schemes, though schools should be sensitive to equal opportunities issues.

14 There is currently no obligation on schools or LEAs to provide or to arrange Personal Accident Insurance. It should be noted that students on work experience are not entitled to compensation under Industrial Injury Compensation schemes. This is because they do not have a contract of employment and do not make National Insurance contributions, or qualify for exemptions. Consequently, many schools and some LEAs have introduced schemes for covering students while on work experience and other out-of-school trips, such as field visits and residential.

## Indemnities

15 It is not uncommon for employers to ask schools to indemnify them from potential claims relating to students on work experience. These forms normally do no more than confirm that the school will meet any claims for which it is legally liable. They do not exempt the employer from claims where the employer has been shown to be negligent. There seems little value in the use of indemnity forms, which have been worded by the employer to disclaim any responsibility. In the last analysis, the party, or parties, legally liable and found to be negligent, will have to meet any claim.

## 8. Health and Safety

1 Much of the guidance in this section is based upon *Managing Health and Safety on Work Experience – A Guide for Organisers* published by the Health and Safety Executive (HSE, 2000). For the latest guidance, contact HSE at [www.hse.gov.uk](http://www.hse.gov.uk). Following the HSE guidance will normally be enough to comply with the law. Up to date guidance can be obtained from the Health and Safety Executive. See annex D for details. Health and safety inspectors seek to secure compliance with the law and may refer to DfES and/or HSE guidance as illustrating secure practice. Local organisers, LEAs and schools may find that they are also contractually required to follow certain procedures, for example in relation to pre-visits and monitoring. The DfES has published *Health & Safety on Work Experience (Key Stage 4) – A good practice guide* (DfES 1999). The guide is aimed at all partners in the work of experience process. The LSC will also be publishing health and safety guidelines to replace the TEC Code of Practice.

2 LEAs and schools have a common law duty to look after the children they educate. In addition education employers, that is the LEA in the case of community and voluntary controlled schools and the governing body in the case of foundation and voluntary aided schools, also have a duty under Section 3 of the Health and Safety at Work etc Act 1974 (HSWA) to carry out their undertaking in such a way as to ensure, so far as is reasonably practicable, that they do not expose students to risks to their health and safety. They must, therefore, take reasonable steps to satisfy themselves that the placements they arrange will be safe. The work which students on work experience do is also regulated by the Education Act 1996 (see Chapter 6). These considerations apply equally to cases where students have arranged their own work experience. A checklist covering the health and safety issues that most commonly occur is given at Annex B.

3 There is a duty on local organisers, LEAs and schools to ensure that placements are

suitable. The local office of the HSE or the Education Welfare Officer within the LEA should be consulted if there are any doubts about whether an activity is permitted for students of a particular age.

4 It is essential that:

- a. students are properly prepared and briefed on the hazards of the workplace and the control measures provided to reduce or eliminate risk of injury, before they start work;
- b. employers, workplace supervisors and other employees know exactly what is expected of them and are aware of their legal responsibilities; and
- c. the school is clear about its responsibilities in arranging placements for students and introducing them to health and safety at work issues, prior to their placement.

5 Local organisers, LEAs and schools need to consider how to meet the relevant legal requirements, bearing in mind the local circumstances and the type of activity. The following sections are offered as general guidance.

### Visits to the workplace

6 Although not a legal requirement under health and safety law it is strongly recommended that before students are placed with an employer the premises have been visited, by a competent person, in order to be reasonably satisfied that the work experience provider is:

- competent to manage health and safety in relation to the placement; and
- will use competent persons to supervise work experience.

7 Child protection issues are also important. The visit will enable an assessment of the general suitability of the adult role models in the workplace, particularly those likely to have substantial contact with the student. When

planning the frequency of visits, consideration should be given to situations where workplace supervisors change quite frequently. Further re-assurances will also be required where a student may be working for long periods with only one adult. Assistance on these matters can normally be obtained from your local authority's social service. Further in-depth details on child protection may be found in paragraph 23. It is the schools' responsibility for determining whether a particular child is suitable for a placement, in addition to whether the placement is suitable for children. Hence if a child is considered vulnerable, perhaps to bullying or abusive behaviour, or is considered unsuitable, due to emotional or behavioural difficulties, the school needs to take this into consideration when finding a work placement. Organisers need to consider carefully what they should disclose in relation to individual students.

8 The health and safety visit can usefully be combined with the initial visit to explore curriculum opportunities, as recommended in Chapter 3 paragraph 10. However, staff undertaking health-and-safety visits needs to be appropriately trained and competent (see page 10, para 11). Further information about the competencies required of work experience organisers can be found in *Managing Health and Safety on Work Experience – A Guide for Organisers* (HSE, 2000).

9 Monitoring is essential to ensure that health and safety and other standards have not altered over time. The frequency of such re-visits will depend on a balance of the hazards/risks posed by the placement set against the administrative burden involved. Risk banding (as described in para 10 below) may be the most appropriate means of determining their frequency. Where employers provide placements on a regular basis, and it has been established that their premises and the work tasks to be undertaken are considered a low risk, it may be sensible to lower the frequency of visits and, through correspondence, to establish that standards

have not altered. In the case of employers who are providing placements for the first time, organisers or their representatives will need to assess the degree of likely risks/hazards in determining the frequency of future visits. In this way, resources can be targeted at higher-risk premises, for example, construction sites, whilst keeping to the minimum visits to lower-risk premises.

10 *The TEC National Health and Safety – Code of Practice* (new LSC guidance is being developed), gave detailed guidance on how to risk band placements. It recommended the following frequency of revisits to check health and safety standards:

- High Risk – at least every 12 months (1 yr)
- Medium Risk – at least every 24 months (2 yrs)
- Low Risk – at least every 48 months (4 yrs)

The risk banding may need to be modified in the event of an accident, incident, concerns raised by visiting teachers, or feedback from students and/or their parents.

11 Schools should consider the cost-effectiveness of using teachers to check the health and safety of placements. Centrally co-ordinated schemes reduce these costs, avoid duplication of visits and generally have greater consistency. There is already extensive collaboration in many areas between local LSCs, Education Business Link Consortia, Careers Service, and Trident. It is also possible for schools to make joint arrangements to visit premises through several mechanisms:

- an outside expert might be used;
- a centrally co-ordinated scheme may be available; or
- a specialist agency can be contracted.

12 In some schools, governors with a suitable background have volunteered to carry out such visits and this may be extended to other personnel, provided they adhere to employers' guidelines and:

- are properly prepared for the task – including awareness of their own health and safety;
- can be considered competent to make the arrangements; and
- the school's insurers are prepared to extend their cover to include this risk
- where appropriate, are provided with suitable personal protective equipment, together with training for its use.

13 By law, any employer with five or more employees must have a written safety policy. If available for examination, this should provide a useful pointer to the employer's general attitude to safety. Where appropriate, for example where the placement provider has employees, confirmation can also be sought that the premises have been registered with the relevant enforcing authority for health and safety legislation (HSE, or the local authority).

14 The main purpose of discussion with the employer and of any visit to the placement should be to establish the:

- a. main processes taking place and the associated hazards, and whether, in the light of these, the premises and the work tasks are suitable;
- b. general adequacy of health and safety standards. While some examples of poor practice – trailing wires, locked fire exits, excessive noise – may be self-evident, others (for example, inadequate machinery guarding or dangerous substances) may need to be referred for specialist advice; and
- c. suitability of adult role models in the workplace and their competency to supervise the young people you will be placing with them.

### Role of employers

15 Once agreement is reached in principle, there needs to be more detailed discussion to ensure a clear understanding between the

school and the employer on respective responsibilities – in particular on:

- a. the activities which students are to undertake; whether there are any areas which should be denied to all, or particular, students; and what needs to be done to ensure that students do not stray into such areas, or engage in unsuitable processes;
- b. whether there are any students who need special arrangements, for example, on medical grounds such as asthma, colour blindness, epilepsy, hearing impairment or other special needs, for example maturity/behavioural difficulties; and, if so, what information and advice the school will give to the employer following agreement with the student and parents; and
- c. arrangements to be made for briefing, instruction, training and supervision – including supervision during mealtimes, breaks etc. Broadly speaking, the employer can best advise on precautions specific to the work location, or to the particular work activity, or both. In particular, the employer should ensure that the student's line managers are properly briefed. The school representatives should stress to students the importance of following safety instructions, and generally behaving in a disciplined and responsible way, while in the workplace. They should also remind the students that inexperience may expose them to particular risks and that initial briefing (induction) by the employer essential (DfES, *Be Safe* see also Annex D);
- d. the employer's compliance with the Management of Health and Safety at Work Regulations 1999.

16 In the case of several consecutive placements, it may be sensible to draw up a formal agreement with the employer. In all circumstances the aim must be clarity about respective tasks and responsibilities. Whether or not there is a written contract, the school should ask the employer to specify any areas

of process or machinery students should be excluded from and provide written undertakings that:

- a no student will be allowed to do work which is either prohibited by law or too hazardous for the young and inexperienced and hence is also prohibited by law;
- b the employer will conduct a health and safety risk assessment before the student takes up the placement and put suitable measures in place to control or eliminate the risks; and
- c. the employer will give students the full range of health and safety protection which should be available for young employees, including, for example, legal requirements such as protective clothing or equipment.

17 Provided that local organisers, schools and LEAs take reasonable care in relation to their obligations, then the primary responsibilities once the placement has begun fall on the employer. The Health and Safety (Training for Employment) Regulations 1990 extended the meaning of the term 'employee' to include those receiving 'relevant training'.

Consequently, students on work experience have the same status as employees under HSWA, and employers have a general duty (under Section 2) to ensure their health, safety and welfare. Section 7 of the Act places a duty on employees, including students on work experience, to take reasonable care for the health and safety of themselves and anyone else who may be affected by their acts or omissions. They should also co-operate with their employer and others to ensure that obligations imposed on the employer by health and safety legislation can be complied with.

### Accidents on work experience

18 Employers should be reminded that duties include reporting accidents to the HSE/Local Authority under the Reporting of Injuries, Diseases and Dangerous Occurrences

Regulations (RIDDOR) 1995. Schools should make arrangements to ensure that they are notified immediately if feedback from students or the results of monitoring indicate that health and safety arrangements at a placement are no longer satisfactory; decisions can then be made about whether to continue the placement and/or whether to use the premises in the future. In particular, employers should be asked to report immediately (to a previously agreed contact) full details of any accident involving a student. Schools and central organisers under contractual arrangements with their local LSC have a responsibility to complete form AF1(WE) for all accidents to students that would be reportable under RIDDOR. Advice should be sought from your local LSC safety department on the procedures for investigating the accident using competent persons and completing form AF1 (WE). Schools, LEAs and local organisers should keep supplies of this form, which is available from the local LSC, Government Office, or DfES in Moorfoot.

19 Schools and LEAs must ensure that all assaults, and serious and fatal accidents on work experience are reported immediately by telephone or fax to the:

- Health and Safety Policy Team at the Department for Education and Skills in Moorfoot, Sheffield (tel: 0114 259 4376, fax: 0114 259 3649); and
- The regional Government Office (details available from your local LSC).

The Management of Health and Safety at Work Regulations 1999

20 These regulations apply to all young people under 18, including students on work experience from schools. Information on the requirements of these regulations relating to young people is contained in the HSE publication *Young People at work, A guide for employers* (HSE 2000). *Managing Health and Safety on Work Experience, a guide for organisers* (HSE 2000) also provides guidance on the application of the regulations to work experience. These publications give

information on what the employer has to do to comply with the 1999 Regulations and how central organisers and schools can help.

21 Where a provider (employer), employs young people or takes any on work experience employers must inform the young people they employ, or provide with work experience, about the risks to their health and safety identified in the risk assessment, and the measures put in place to control them. Where 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. Whilst there is no requirement to provide any of this information in writing, employers are advised to convey this information in printed or written form in order to protect themselves against any subsequent dispute arising from an accident.

22 Although the law places duties on providers, there is no reason why they cannot seek the assistance of others to help them fulfil it. Providers may face logistical difficulties in contacting parents or guardians of students seeking a placement. However, schools or local organisers may offer to undertake this task for the placement provider. If a work experience organiser wishes to offer this service, then they must not edit, alter or summarise the information without the provider's consent. In addition to being a legal duty (on the provider), it is important that the information reaches the parents or guardians before work experience starts, if it is to serve any useful purpose. Ideally it should accompany a job description or other information about the placement. The absence of such information may provide those vetting placements for health and safety with further indications as to a placement's suitability.

## Child protection

23 There are many references in this document to child protection issues. Child protection means protecting children against all forms of abuse, including sexual abuse, physical abuse, emotional abuse, and neglect, and applies to all young people under 18. Employers are asked, when preparing a programme of work experience for a young person, to take responsibility for their social welfare as well as their physical welfare. Employers should do all they can to ensure their employee's relationships with young people on work experience are appropriate to their age and gender, and do not give rise to comment or speculation. Attitude, behaviour and language all require care and thought.

24 Section 36 of the Criminal Justice and Court Services Act 2000 (CJCSA), bans disqualified persons from working in regulated positions. As defined in the CJCSA, disqualified persons are those individuals who have a disqualification order against them as a consequence of committing an offence against a child; regulated positions in this context are 'positions whose normal duties either involve either caring for, training, supervising, or being in sole charge of children' or 'involve unsupervised contact with children under arrangements made by a responsible person. Such a ban would only apply in certain work placements, however organisers should be aware.

25 There is also a new offence of Abuse of Trust, as specified in the Sexual Offences (Amendment) Act 2000, which states that it is illegal for a child of 16 or 17 to have a relationship with someone who holds a position of trust over them.

26 The NSPCC will shortly be producing detailed guidance on the subject of child protection within work experience.

**Insurance Checklist of Employer's Risks Covered**

In connection with proposed placements of students from ..... [school]  
to ..... [name of organisation], the school needs confirmation that the organisation  
has the necessary insurance covers and that insurers have confirmed their acceptance of this risk.

Please confirm this by ticking the boxes below:

**1. Accidental injury etc**

- i. to students
- a. on Work Experience (Employers' Liability)
- b. other (Public Liability)
- ii. to employers (Employers' Liability)
- iii. to others (Public Liability)

**2. Loss or damage to property**

- i. employers' property (Material Damage)
- ii. other property (including students') (Public Liability)

This form should be returned to [name of contact and address of school]

.....  
.....  
.....  
.....  
.....

Signed: .....

Date: .....

### Checklist for Employer's Briefing to Students

This checklist contains some of the points that most commonly arise. It can also be used as an aide-memoire for representatives of the school when determining the general suitability of the placement. It may need to be modified for individual programmes, for different areas of work and/or for students of differing ages. Briefing can often best be done while students are being conducted around the areas that they are going to be visiting, or in which they will be working.

Management of Health and Safety at Work Regulations 1999 require that young people are informed of the key findings of the employer's risk assessment before they start work. These findings should also be communicated to the parents of those under the minimum school leaving age. Information on how employers can comply with these regulations are contained in *Young People at Work, a guide for employers HSG165* (HSE, 2000) and the main points are summarised in Chapter 8.

#### General

**Line Manager.** Explain who will be in immediate charge of the student in the workplace and ensure that line managers are aware of their responsibilities under health and safety legislation.

**Safety policy.** Explain the policy and point out any aspects that apply to students in particular. Emphasise the students' – personal responsibilities.

**Safety literature.** Distribute and explain any relevant safety literature, taking into account the students' ages, the length of their stay and their likely exposure to hazards. Further guidance can be found in the DfES booklet, *Be Safe*, obtainable free of charge from the DfES Publications Centre (See Annex C for address).

**Key safety people.** Introduce them to students or give them their names, locations and responsibilities.

**Prohibited areas.** Describe any areas which students must not visit for safety reasons. Tell them why this is so.

### Workplace hazards

**Machinery.** Explain to students that they must never operate any machine without the permission of the supervisor and unless trained to do so. Stress that they must not attempt to repair any machine on their own and that all faults must be reported to the supervisor.

**Dangerous substances.** Explain the importance of complying with the rules on the handling of chemicals (including risk assessments made under the Control of Substances Hazardous to Health Regulations 1999) and the advice given on container labels. Stress that students must ask the supervisor if they are unsure of precautions to be taken.

**Lifting heavy and awkward objects.** Such work should have been assessed under the Manual Handling Operations Regulations 1992. Where appropriate, arrange for students to be shown the right way to lift objects and explain why it is important. Correct posture, automation and lifting appliances are ways of avoiding injury.

**Housekeeping.** Explain the importance of, for example, keeping drawers and cupboard doors shut; safe positioning of loose telephone or computer leads and cables; safe storage of material; keeping the work area clean and tidy.

#### Safety precautions

**Safe systems of work.** Briefly describe any hazards associated with the work the students are to do or watch and explain the importance of safe working practices. Make sure students get any necessary further briefing they need before they move on to something new.

**Protective clothing.** Where applicable, describe what is provided, when and why it must be used and how to make any necessary adjustments.

**Safety equipment.** Explain when and why it must be used where it is kept and how to use it.

**Hygiene.** Tell students where the lavatories and washing facilities are. Where applicable, explain the use of barrier creams etc and tell students where they can be found.

## Emergency procedures

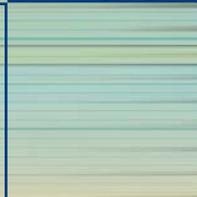
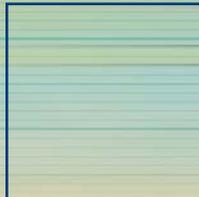
**First aid.** Explain the first aid facilities.

**Accident procedure.** Explain that all accidents must be reported; that all injuries, no matter how small, must be entered in the accident book; where the accident book is kept and to whom students should report in the event of any accident.

**Fire alarm.** Explain what students should do if they discover a fire. Describe how they will know if the alarm has been raised.

**Emergency evacuation.** Explain the procedure for emergency evacuation, including the route to be taken, the use of emergency exits, assembly points and reporting procedures. Stress that there should be no running during the evacuation.

**Finally:** check that students understand the importance of following the health and safety rules and the possible consequences of disobeying them. Stress that students who are unsure about aspect should ask the supervisor. Tell them who else should be contacted if the supervisor is not readily available.



### Useful Addresses

Schools Plus Division  
Department for Education and Skills  
E3b  
Moorfoot  
Sheffield S1 4PQ  
Tel: 0114 259 4754  
Fax: 0114 259 3847

School Business Links team  
Department for Education and Skills  
2.41 Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT  
Tel: 0207 925 5725  
Fax: 0207 925 5629

Qualifications & Curriculum Authority Publications  
PO Box 99  
Sudbury  
Suffolk CO10 6SN  
Tel: 01787 3129950  
Fax: 01778 312950

Trident  
Saffron Court  
14B St Cross Street  
London EC1N 8XA  
Tel: 020 7440 9170

Association of British Insurers (ABI)  
51 Gresham Street  
London EC2V 7HQ  
Tel: 020 7600 3333  
Fax: 020 7696 8999

DfES Publications  
Prolog  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ  
Tel: 0845 60 222 60  
Fax: 0845 60 333 60  
Email: DfES@proglagnostics.co.uk

Confederation of British Industry (CBI)  
Centre Point  
103 New Oxford Street  
London WC1A 1DU  
Tel: 020 7379 7400  
Fax: 020 7240 0988  
Email: enquiry.desk@cbi.org.uk  
Website: <http://www.cbi.org.uk>

Royal Society for the Prevention of Accidents (ROSPA)  
Edgbaston Park  
353 Bristol Road  
Edgbaston  
Birmingham  
B5 7ST  
Website: [www.ROSPA.co.uk](http://www.ROSPA.co.uk)  
Website: [www.youngworker.co.uk](http://www.youngworker.co.uk)

National EBP Network  
c/o SmithKline Beecham  
11 Stoke Poges Lane  
Slough SL1 3NW  
Tel: 01753 502370  
Fax: 01753 502022

Health & Safety Executive (HSE)  
Rose Court  
2 Southwark Bridge  
London SE1 9HS  
Tel: 020 7717 6000  
Fax: 020 7717 6417

HSE Books  
PO Box 1999  
Sudbury  
Suffolk  
CO10 6FS  
Tel: 01787 881165  
Fax: 01787 313995

Trades Union Congress (TUC)  
Trades Union Congress House  
Great Russell Street  
London WC1B 3LS  
Tel: 020 7636 4030  
Fax: 020 7636 0632

### Health & Safety Executive Regional and Local Offices

#### London and South East region

St Dunstons House  
201-211 Borough High Street  
London SE1 1GZ  
Tel: 0207 556 2100

3 East Grinstead House  
London Road  
East Grinstead  
West Sussex  
RH19 1RR  
Tel: 01243 334200

International House  
Dover Place  
Ashford  
Kent  
TN23 1HU  
Tel: 01233 624658

Brunel House  
2 Fitzalan Road  
Cardiff  
CF2 1SH  
Tel: 02920 263000

#### Home Counties Region

14 Cardiff Road  
Luton  
Bedfordshire  
LU1 1PP  
Tel: 01582 444200

Priestley House  
Priestley Road  
Basingstoke  
Hampshire  
RG24 9NW

39 Baddow Road  
Chelmsford  
Essex  
CM2 0HL  
Tel: 01245 706200

Kiln House  
Portergate  
Norwich  
NR2 1DA  
Tel: 01603 615711

14 New Fields  
Stinsford Road  
Nuffield Industrial Estate  
Poole  
Dorset  
BH17 0NF  
Tel: 01202 667219

### **Midlands Region**

McLaren Building  
35 Dale End  
Birmingham  
B4 7NP  
Tel: 0121 607 6200

5th Floor  
Belgrave House  
1 Greyfriars  
Northampton  
NN1 2BS  
Tel: 01604 738300

1st Floor  
The Pearson Building  
55 Upper Parliament Street  
Nottingham  
NG1 6AU  
Tel: 0115 9172800

National Agricultural Centre  
Stoneleigh  
Kenilworth  
Warwickshire  
CV8 2LZ  
Tel: 01203 696518

Mitchell Lane  
Victoria Street  
Bristol  
BS1 6AN  
Tel: 0117 988600

The Marches House  
Midway  
Newcastle Under Lyme  
Staffordshire  
ST5 1DT  
Tel: 01782 602300

### **Yorkshire & North East Region**

Woodside House  
261 Low Lane  
Horsforth  
Leeds  
LS18 5TW  
Tel: 0113 283 4200

Marshall Street  
Leeds  
LS11 9YJ  
Tel: 0113 283 4200

Sovereign House  
110 Queen Street  
Sheffield  
S1 2ES  
Tel: 0114 291 2300

Broad Lane  
Sheffield  
S3 7HQ  
Tel: 0114 289 2000

Royal Exchange Buildings  
Garden Street  
Sheffield  
S1 4BJ  
Tel: 0114 289 2000

Arden House  
Regent Centre  
Gosforth  
Newcastle  
NE3 3NJ  
Tel: 0191 202 6200

Festival House  
Jameson Street  
Hull  
HU1 3JR  
Tel: 01482 223487

### **North West Region**

Grove House  
Skerton Road  
Manchester  
M16 0RB  
Tel: 0161 952 8200

The Triad  
Stanley Road  
Bootle  
Merseyside  
Tel: 0161 952 8000

Marshall House  
Ringsway  
Preston  
PR1 2HS  
Tel: 0161 952 8000

2 Victoria Place  
Carlisle  
CA1 1ER  
Tel: 01228 539321

### **Scotland Region**

Belford House  
59 Belford Road  
Edinburgh  
EH4 3UE  
Tel: 0131 247 2000

375 West George Street  
Glasgow  
G2 4LW  
Tel: 0141 275 3000

Lord Cullen House  
Fraser Place  
Aberdeen  
AB25 3UB  
Tel: 01224 252500

28 Longman Road  
Longman Industrial Estate  
Inverness  
IV1 1SF  
Tel: 01463 718101

## References and Resources

There have been many requests for a resources list to accompany this guidance. The following short list comprises an annotated bibliography of some of the more recent materials published for students and teachers that were identified by practitioners. Appearance on the list does not signify particular DfES endorsement. Similarly absence from the list does not indicate that materials are not useful. The contact details of suppliers are given at the end of the list. These can be identified by the reference letter at the end of each item.

### Student materials

#### ***A better way to work***

A pack of short classroom activities for schools or colleges for careers education and work experience preparation published by the TUC. Topics covered include: Trade Unions at Work; Equal Opportunities at Work; Rights and Responsibilities at Work; Health and Safety at Work; The Future of Work. An accompanying Simulations book is available from SCIP/CEI. TUC, 1997. **C E**

#### ***Be Safe***

A booklet recently updated. A useful reminder for students to supplement their basic health and safety preparation. HSE, 1993. **F**

#### ***Why Trade Unions II***

A video pack upgrade of this very popular learning resource produced with the TUC and now extended to 60 mins. Issues covered in eight units include: democracy in the workplace, management and trade union perspectives, role of the personnel manager, collective bargaining and fairness at work. TUC, 1998. **C**

#### ***Work Experience: The learning frameworks***

A collection of A3 photocopiable cards which cover all the main placements areas: e.g. retail, offices, garages, performing arts etc. The frameworks help students, teachers and employers to identify the learning possibilities and outcomes from work experience. There are pre- and post-16 sets that contain, either, questions for investigation, or key-skill linked assignments respectively. CEI 1997/99. **E**

### Teacher materials

#### ***Building Effective School-Business Links***

The major DfES guide for schools on links with business. It provides case studies and a distillation of good practice that will help schools in developing a whole institution approach to links. DfES/Esso 1993. **F**

#### ***Developing Skills for Career Management***

A booklet that contains practical ideas and teaching strategies to develop and improve the skills young people require in order to manage their careers. QCA ref: QCA/01/751. **D**

#### ***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***

Published in 1998 this booklet explains the criteria which accompany the regulations allowing schools to set aside aspects of the National Curriculum for some Key Stage 4 pupils, in order to give them wider opportunities for work-related learning. QCA ref: QCA/98/215. **D**

#### ***Hazards at Work, TUC Guide to Health and Safety***

A comprehensive guide to hazards in the workplace presented in a ring binder and updated each year. TUC 1998. **C**

#### ***Health and Safety on Work Experience (key stage 4) – A good practice guidance***

This guide highlights good practice which all partners in the work experience process can use to improve the health and safety aspects of work experience. DfES 1999. **F**

#### ***Health and Safety in European Work Experience: A Teacher's Guide***

This is an essential guide for schools placing students on European work experience programmes. It contains a summary of practice around the European Union. CEI 1997. **E**

### ***Health and safety on Work experience***

A video and teachers' notes to introduce students to the dangers of work in six areas of employment commonly used for work experience placement. Liverpool City Council 1998. **B**

### ***Improving Work Experience – A good practice guide for employers***

Written by DfES Education Adviser on work experience, this publication highlights ways in which employers can improve the quality of placements. ISBN: 0 85522 661 7 Please quote reference: EG1. **F**

### ***Key Skills for Developing Employability***

A booklet designed to help teachers adopt teaching styles that promote key skills and enable students to see the relevance of their studies to the world of work. QCA ref: QCA/01/752. **D**

### ***Learning From Work Experience – A guide to successful practice***

The curriculum guidance on pre- and post-16 work experience from the Qualifications and Curriculum Authority. Published in 1998 the guidance also incorporates the National Quality Standards. QCA ref: QCA/97008, ISBN: 1 85838 293 9. **D**

### ***Learning from careers education and guidance***

Curriculum Guidance on setting and using learning outcomes from careers education and guidance. QCA, 1999. **D**

### ***Learning through work-related contexts***

A set of materials showing the links between various curriculum subjects and the world of work. QCA, 1998. **D**

### ***Managing health and safety on work experience – A guide for organisers***

Essential reading for everybody with responsibility for placing students in workplaces. It is wise to follow HSE guidance in managing and running work experience schemes. HSE, 2000. **A**

### ***Preparation for working life – A guide to managing work-related teaching and learning in schools and colleges.***

Guidance showing how the many QCA publications on work-related learning and careers

education and guidance can be made coherent at the level of the school. QCA, 1998. **D**

### ***A Teachers' Guide to Insurance and European Work Experience***

This guide covers insurance issues facing schools and colleges undertaking European work experience. It was produced in association with ABI and the Comite European des Assurances. CEI, 1995. **E**

### ***TEC National Health and Safety Code of Practice***

This includes guidance for TECs on health and safety on training programmes and short term work experience contracts. It gives advice on the risk banding of occupational areas. TEC National Council, 1998. **G**

### ***Work-related Aspects of the Curriculum in Secondary Schools***

An overview of work-related learning undertaken by OFSTED following an analysis of over 900 inspection visits during 1997/98. A chapter deals with work experience. OFSTED, 1998. **H**

### ***Work Experience and the Law***

Written by Anthony Johns (A4, 166 pages) sponsored by the DfES and published by the Work Experience Development Unit of the Centre for Education and Industry (CEI). This includes the latest guidance on the Young Persons regulations and is regularly updated on the website. [www.workexperience.co.uk](http://www.workexperience.co.uk) CEI, 1997. **B E** (Currently being revised. Available Spring 2002).

### ***Work experience challenge: developing Key Skills through work experience***

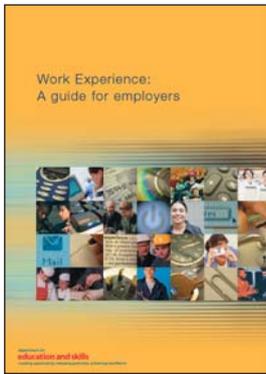
Two publications from ASDAN providing background information and curriculum materials to accredit key skills learning acquired through work experience. ASDAN. 1998. **E**

### ***Young People at Work – A guide for employers***

Guidance for employers on the Young Persons Regulations. The foundation on which HSE work experience guidance for schools is based. Ref: HS165 ISBN 0-7176-1889-7 HSE, 2000. **A**

## Suppliers

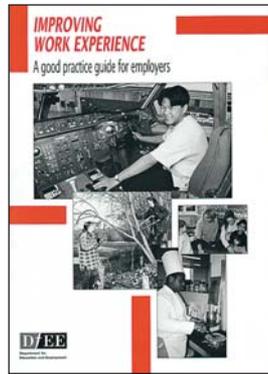
- A HSE Books,  
PO Box 1999  
Sudbury  
Suffolk CO10 6FS  
Tel: 01787 881165  
Fax: 01787 313995
- B Simulus Education Services Ltd  
12 Dickerage Road  
Kingston upon Thames  
Surrey KT1 3SP  
Tel/Fax: 0208 942 0308  
Website: [www.workexperience.co.uk](http://www.workexperience.co.uk)
- C TUC Publications  
Congress House  
Great Russell Street  
London WC1 3LS  
Tel: 0207 636 4030  
Fax: 0207 636 0632
- D QCA Publications  
PO Box 99  
Sudbury  
Suffolk CO10 2SN  
Tel: 01787 884 444  
Fax: 01787 312 950
- E Centre for Education and Industry  
Publications, University of Warwick  
Coventry CV4 7AL  
Tel: 01203 523948
- F DfES Publications  
Prolog  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ  
Tel: 0845 6022260  
Fax: 0845 6033360
- G OFSTED Publications Centre  
PO Bo 6927  
London E3 3NZ  
Tel: 0207 510 0180  
Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



### **Work Experience: A guide for employers**

DfES publication which provides practical advice and guidance to employers on the organisation of work experience. It includes information on their legal responsibilities, insurance and health and safety issues of work experience.

For ordering  
quote reference:  
SPD/WES/01/1199(rev)



### **Improving Work Experience: A good practice guide for employers**

Written by DfEE Education Adviser on work experience, this publication provides good ideas for school co-ordinators to use when discussing placements with employers.

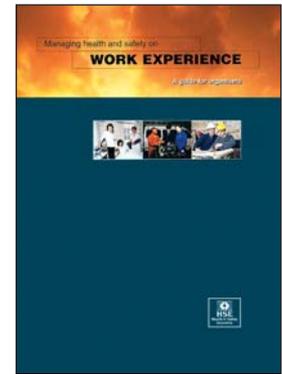
For ordering  
quote reference:  
EG1



### **Health and Safety on Work Experience**

This guide highlights good practice which all partners in the work experience process can use to improve the health and safety aspects of work experience.

For ordering  
quote reference:  
GPS/RS/2



### **Managing health and safety on Work Experience: A guide for organisers**

This guide covers points for Work Experience organisers, employers and other parties that may be involved in the selection process. It gives a basic understanding of their responsibilities and helps the work experience placement organisers select placements with proper regard and knowledge to the health and safety aspects of arranging work places.

The guide will help organisers to gain an understanding on the basic welfare of students involved. The guide also has useful chapters on how to raise a students' awareness regarding the importance and reasons for health & safety guidance in place.

For ordering  
quote reference:  
HSG199

Copies of this publication can be obtained from:

DfES Publications  
PO BOX 5050  
Sherwood Park  
Annesley  
Nottingham  
NG15 ODJ

Tel: 0845 6022260  
Fax: 0845 6033360  
E-mail: [dfes@prologistics.co.uk](mailto:dfes@prologistics.co.uk)

Please quote the ref: SPD/WES/01/02(rev)

© Crown copyright 2002

Produced by the Department for Education and Skills

Extracts from this document may be reproduced for non-commercial education or training purposes on condition that the source is acknowledged.

ISBN 1 84185 716 5

PP62D10/PUB020004/0402/44