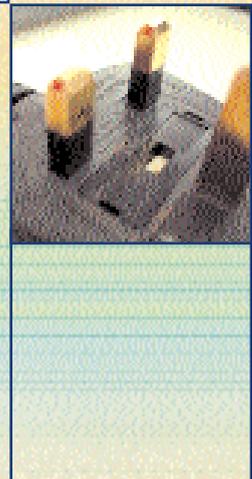


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Foreword

To improve competitiveness, it is vital for education and business to work together to ensure that young people are better prepared for the world of work, with the necessary skills and motivation.

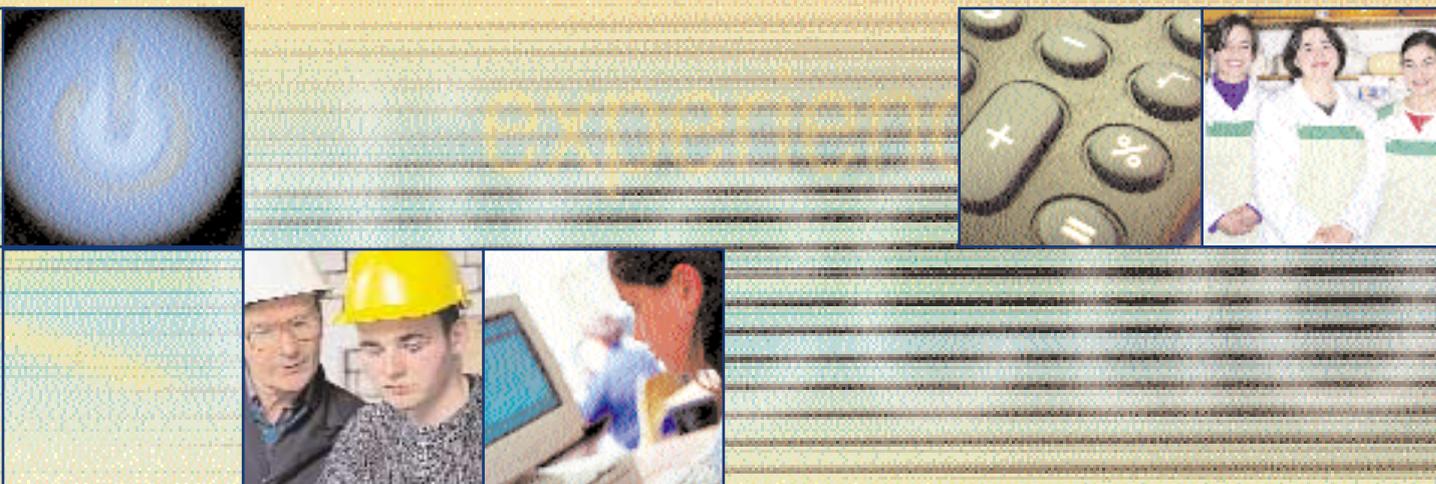
One important way in which employers can establish links with their local schools is through the provision of work experience placements. Work experience offers many benefits and opportunities. For students, it can enhance their knowledge and understanding and better prepare them for the world of work. For employers, it can provide the opportunity to help students develop an insight into the skills and attitudes required by business and to raise their awareness of career opportunities within the organisation visited.



Happily, there has been a tremendous growth in work experience placements. Currently, approximately 95 per cent of students in their last two years of compulsory schooling undertake such placements and about half of sixth formers in schools have a further period of work experience or work shadowing. This increase owes much to the investment of time and effort of both teachers and employers for which we are grateful. It is important to maintain the momentum and to improve further the quality of the experience gained through placements. This booklet suggests specific measures which can be taken to help achieve both these aims. We are most grateful to all employers who have worked so hard to develop these successful programmes.

Charles Clarke
Secretary of State
Department for
Education and Skills

Digby Jones
Director General
Confederation of
British industry



Introduction

- 1.** This booklet offers general guidance and practical advice on the main issues relating to work experience placements for students in their last two years of compulsory schooling. It is intended to assist employers in establishing structured programmes which generate the maximum benefit for both employers and students.
- 2.** Those concerned with placements for students over the school-leaving age and other education-business activities should also find this booklet helpful. Employers are advised to consult their local Education Business Link Consortia, Careers Service, Local Education Authority (LEA), Learning and Skills Council (LSC) or other education-business links organisations for more detailed and/or local guidance.
- 3.** 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 Employers* issued in 1999 by the Department for Education and Employment
- 4.** In addition to work experience placements, there are many ways in which employers can link with local schools and their students. These are discussed in Chapter 4.
- 5.** Further copies of this booklet can be obtained from the DfES Publications Centre (see Annex D for address).

1 What Employers Can Do

1. Work experience offers students of today the opportunity to prepare for the challenges of tomorrow. Students at school can become familiar with the skills and attitudes needed by modern business and recognise that the demands of working life are undergoing rapid and constant change.

2. Competitive advantage for all will best be served if students can acquire the right skills and attitudes. Employers can help students develop these qualities and influence their future career choices by providing them with first-hand work experience.

WHAT IS WORK EXPERIENCE?

3. Work experience may be defined as: a placement on employer's premises in which a student carries out a particular task or duty, or a range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.

4. Work experience is governed by the Education Act 1996, as amended by the School Standards & Framework Act 1998. The main features of work experience are:

- only students in their last two years of compulsory schooling, or students taking post-16 courses, are eligible;
- placements occur on employers' premises; and
- the vast majority of pre-16 placements last for two weeks, but post-16 placements can be more varied in length depending on the course being followed.

5. The 'hands-on' nature of work experience placements is distinct from 'work shadowing', which involves students in merely observing employees at their particular tasks (see also Chapter 4).

6. Those under school leaving age may take part only in schemes for which the arrangements have been made, as part of a student's education, by the Local Education Authority (LEA), or the school's governing body on its behalf.

7. The success of a placement relies upon an effective

partnership between the employer, the work experience organiser, the school and the student.

BENEFITS TO EMPLOYERS

8. Work experience placements provide many opportunities and benefits to both employers and students. Those most commonly cited by employers are:

a. influencing the quality of future employees:

employers can help improve the quality and preparedness of young people coming onto the labour market;

b. development of recruitment channels: building links with local schools can help to attract school leavers into jobs and can reduce recruitment costs;

c. influencing career choices: many employers have found that work experience placements are the ideal way of raising the profile of career opportunities within their organisation and, in some cases, of dispelling unwarranted stereotyped views;

d. promotion of vocational qualifications: many students are now studying towards a General National Vocational Qualification (GNVQ) pre-16. GNVQs are also widely available in several subjects in schools post-16, and are set to become even more widespread over the next few years. There is clear evidence that well-organised work experience placements enrich students' general education and help to improve the standard of their vocational work;

e. raising the community profile: many employers attach importance to raising their profile in the community. Work experience placements provide a valuable means of creating a positive image amongst students, teachers, parents and employees;

f. creation of management development

opportunities: the process of policy development, planning, implementation, monitoring and evaluation of work experience programmes gives

scope for employees to develop their management and coaching skills, and widen their experience;

g. increased motivation of employees: companies participating in education-business link activities have found that such activities increase the motivation of their employees; and

h. understanding changes in the education system: closer liaison with schools helps employers to improve their understanding of modern learning processes and current educational qualifications, and enhances their relationship with teachers.

i. monetary: students may provide fresh perspectives, as well as providing an additional resource.

WHAT EMPLOYERS CAN OFFER

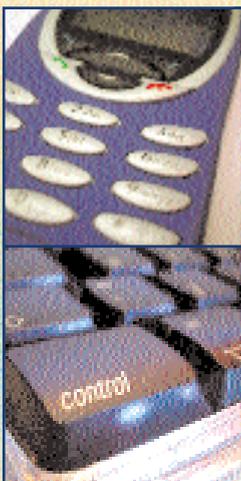
9. What employers can offer will depend on the nature and size of their organisation and the complexity of the work they do. Both employers and schools will also have to consider how the experience offered can be related to students' work at school.
10. Any programme offered needs to be efficient and effective. Anything less will be counter-productive both for the students and the employers. Employers therefore need to consider:
 - how much time and resources – both human and financial – can be devoted to the programme;
 - which departments, posts and tasks are suitable;

- the health, safety and welfare implications;
- how long it will take students to understand the task or tasks involved; and
- when students' placements will cause the least disruption to the normal routine.

11. If a work experience placement is to be worthwhile it must be well-planned. The better the activity is planned – and followed up – with the teachers, the more likely it is that students will benefit from the time they spend in a placement. Initial time spent on planning placements is an investment, as it reduces the time which needs to be spent planning subsequent placements.

HOW TO START

12. In the first instance, employers are advised to contact the Education Manager of the local Learning and Skills Council or their local Education Business Link Consortia about the arrangements in place in their area. Thereafter, the establishment of direct contact with the school or local co-ordinating agency should follow as quickly as possible.
13. In every area, there will be schools wanting to find placements for their students. In many areas, the Education Business Link Consortia, the Careers Service, Trident organiser or other education-business links organisations act as a broker between local schools seeking placements and companies offering them. These organisations can also help to ensure that placements, which may be in short supply, are distributed equitably amongst local schools and that appropriate matches are made.



2 How to Ensure Quality Placements

1. Business depends for its success upon quality. This means investing in quality products, services and staff. Similarly, for work experience placements, employers and schools will need to invest time and effort in planning their programmes in order to reach the desired standard and gain the maximum benefits. If the placement is to be a success, due account must be taken of the following elements:

- aims and objectives;
- planning;
- preparation and briefing;
- induction; and
- debriefing and evaluation.

AIMS AND OBJECTIVES

2. A clear rationale is a pre-requisite for good quality programmes. Companies are advised to develop an overall policy for their links with local schools and to consider the reasons why they want to become, or remain, involved in work experience placements. These should be stated clearly and developed into broad aims and specific objectives for their programmes. This will enable employers to assess their value properly.

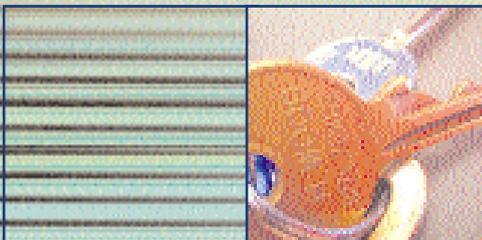
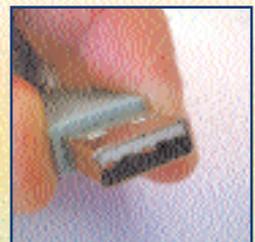
3. A meeting with teachers is often helpful as it will clarify mutual aims and objectives. Possible objectives might include:

- to undertake a range of tasks as would an employee;

- to develop and show good understanding of the purpose of the post and how it relates to the work of the company;
- to help prepare for working life by learning to meet the appropriate standards of company behaviour, for example, time keeping, dress sense, conduct; and
- to appreciate the importance of good health, safety and welfare policy and practice.

4. Wherever possible, objectives should be supported by appropriate performance targets, as this will assist assessment. Education Business Link Consortia, the Careers Service, Trident organiser or other education-business links organisations should be able to offer useful advice on the formulation of specific objectives and performance targets.

5. Staff at all levels in the organisation should be given the opportunity to be involved in the development of the programme and demonstrate their commitment to it. Senior management will need to give it their positive backing, and all those likely to be directly concerned with the students must understand the purpose of the exercise. Supervisors should be clear about their roles and what is expected of them. Consultation with trades unions will ensure that the programme has their support and encouragement.



6. Monitoring and evaluation of progress towards objectives is a key requirement for successful programmes. Feedback on outcomes should be given to senior management and employees to indicate the achievements of the programme. Employers are also advised to compare their estimated use of resources, particularly staff time, with actual use and outcomes. This should help the planning process and evaluation of programmes.

PLANNING

7. Thorough planning and preparation will ensure that work experience programmes operate smoothly and efficiently. Employers are encouraged to meet a representative of the school to agree on policy, organisational and managerial matters. Good planning will normally mean that the details of placements are confirmed in writing to the school or college. Such details might include:

- dates and duration;
- location and hours of work;
- duties and responsibilities of the post;
- dress and conduct;
- arrangements for transport and meals;
- position regarding Employers' Liability and Public Liability policies;
- significant risks and control measures;
- confirmation of any mid-placement visit by a representative of the school;
- name and telephone number of the student's line manager; and
- name and telephone number of the contact at the workplace in case of difficulties.

EDUCATIONAL FRAMEWORK

8. When arranging work experience placements, employers need to bear in mind that such placements should focus directly on students' education. Schools and colleges will be concerned to show that a placement contributes to students' educational attainment and development in, for example:

- specific National Curriculum and other subjects;
- vocational courses;
- personal and social development and general maturity; and
- general learning about the world of work.

9. Employers should also be aware that, to derive full value from work experience placements, schools are encouraged to take account of the following basic principles:

- a. the contribution of the placement to the student's education should be clear;
- b. the nature of the placement and its timing should be determined with the needs of the individual student in mind;
- c. the individual student should play an active role in the preparation, planning and evaluation of the placement;
- d. the experience should build on, and carry forward, the student's previous experience of business;
- e. all placements should be open equally to young men and young women, whatever their background. Schools and colleges will welcome help from employers in encouraging equal opportunities and breaking down stereotypes; and
- f. all students should be properly prepared and briefed before the exercise and debriefed towards the end of their placement.

PREPARATION AND BRIEFING

10. Before students begin their workplace activities they need proper preparation and briefing. This is a vital stage in the process and it is extremely useful if employers can be involved in it. An opportunity might be offered for students and teachers to visit the organisation to discuss their programme beforehand. It would also be helpful if students were able to meet their immediate supervisor in the workplace, in advance. This is especially desirable with the introduction of the Management of Health and Safety at Work Regulations 1999, which require employers to identify the key hazards/risks to the young person and how they will endeavour to reduce or eliminate these risks, before they start work.

11. *Work Experience: Learning Frameworks* have 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, during the placement for recording learning, and in debriefing sessions.

INDUCTION

12. The adult world of work will be unfamiliar to many school students and it is important that they have an introduction which helps them to make the most of the work experience placement. In addition to more general information on the organisation and its work, the introduction should cover details of who in the workplace will be responsible for the students' health and safety and any specific rules and regulations which must be followed (see Checklist at Annex C). The supervisor should be made aware of any visits from representatives of the school and of the telephone number of a contact at the school in case of accident or emergency. Mid-placement visits can be used to monitor and review the placement and to check on students' progress, to which process employers can make a valuable contribution.

DEBRIEFING AND EVALUATION

13. Reviewing the results of the exercise with the students emphasises its importance to their education. It also provides the opportunity to recognise the strengths and aptitudes they have shown. Employers can give feedback to the school's staff and help them make use of students' experience in the classroom.
14. Some schools ask for a brief report from the employer, signed jointly with the student. Some schools ask for an assessment on individual students for inclusion in, for example, their Record of Achievement/Progress File – a nationally recognised document which individuals can use to record their achievements and to plan their career. Some employers also ask to see a written report from the students. This gives useful feedback which can be used to measure the value of the programme and to find out how best to make it more effective.
15. The report by the host company on the performance of the student during the placement provide an excellent first step towards the building up of a portfolio of evidence of work-readiness in the National Record of Achievement/Progress file. This evidence is extremely useful to future employers and should include the name of the student, the dates of the placement, a brief description of the type of work undertaken, and comments on the key skills, personal qualities and positive attitudes evidenced by the

student. Particular examples of such things as the use of initiative are very useful, as are positive comments on the student's suitability for employment. The report should be printed on company headed paper and given to the student or sent to the school at the conclusion of the placement.

16. When considering the overall value of the programme, employers will wish to take into account the extent to which aims and objectives were achieved, the actual use of resources and the cost implications. Costs in staff time will take up the majority of the resources, especially in respect of liaison with the school and supervision of students. These costs should, however, be offset by benefits to the company (see Chapter 1).

PROFESSIONAL DEVELOPMENT PLACEMENTS FOR TEACHERS

17. In order to ensure the most effective use of work experience placements 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 (PDP). The teacher can focus on the design and delivery of work experience, its assessment and follow up. They are an excellent way of establishing positive links between employers and schools, and in turn help to develop good quality placements. Further details about PDPs can be obtained from the local LSC, Education Business Link Consortia or the National EBP organisation, which has an overall co-ordinating role (see Annex D for addresses).
18. Further information, including many good practice case studies from employers across the country, can be found in *Improving Work Experience: A good practice guide for employers*, published in 1997. This is available free of charge from DfES Publications Centre (see Annex D). Local case studies of good practice will be available from your local Education Business Link Consortia, Careers Service, Trident organiser or other co-ordinating agency.

3 Organisational Considerations

1. There are many organisational considerations which employers will wish to bear in mind when planning work experience placements. These are dealt with below.

HOURS

2. The number of hours worked is generally for agreement by employer, school, parents and students. Unless there are strong reasons to the contrary, it is recommended that students should not be asked to work more than a standard eight hour day. Good employers will take steps to ensure that students on a placement are not asked to work excessively long or unnecessarily unsocial hours. The Working Time Regulations 1998 also apply to work experience students and they should not be asked to work for more than five consecutive days out of seven.

PAYMENTS

3. 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.
4. When they are attending school, students whose parents are in receipt of Income Support must receive a free meal. In addition, the LEA might be providing free transport. The School or LEA will wish to consider whether it needs to make arrangements for transport or meals, or both, for the period of the placement. The school has discretion to provide a subsidy where it considers this to be appropriate. It is equally open to employers to meet all or part of students' out-of-pocket expenses, if they so wish. It will simplify matters if a clear statement is obtained from the school about the arrangements it plans for each student.

EQUAL OPPORTUNITIES

5. Employers and schools should adopt a policy of equal opportunities in their work experience programmes. This should be taken forward particularly in the areas of gender, race and disability by encouraging students to take up non-traditional placements. This may need special preparation for the reactions they may encounter and even more careful supervision during the placement.

CONFIDENTIALITY

6. Employers sometimes raise questions about confidentiality. In practice, few problems have been found to arise. There may be some posts to which it would be preferable not to assign students, or a few aspects of work which it would be inadvisable for them to see or hear about. It should, however, be possible to plan around this. In most cases, it is enough to underline directly to the students the trust placed in them.

TRADE UNIONS

7. As a general principle, the Trades Union Congress (TUC) strongly supports workplace activities for students. It advises its members to seek opportunities in such placements to present a factual account of the place of unions in working life. Unions can also be involved in the practical planning for placements, including, for example, the induction process and health and safety matters.

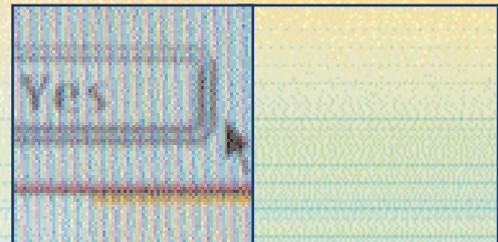
EXTENT OF INVOLVEMENT

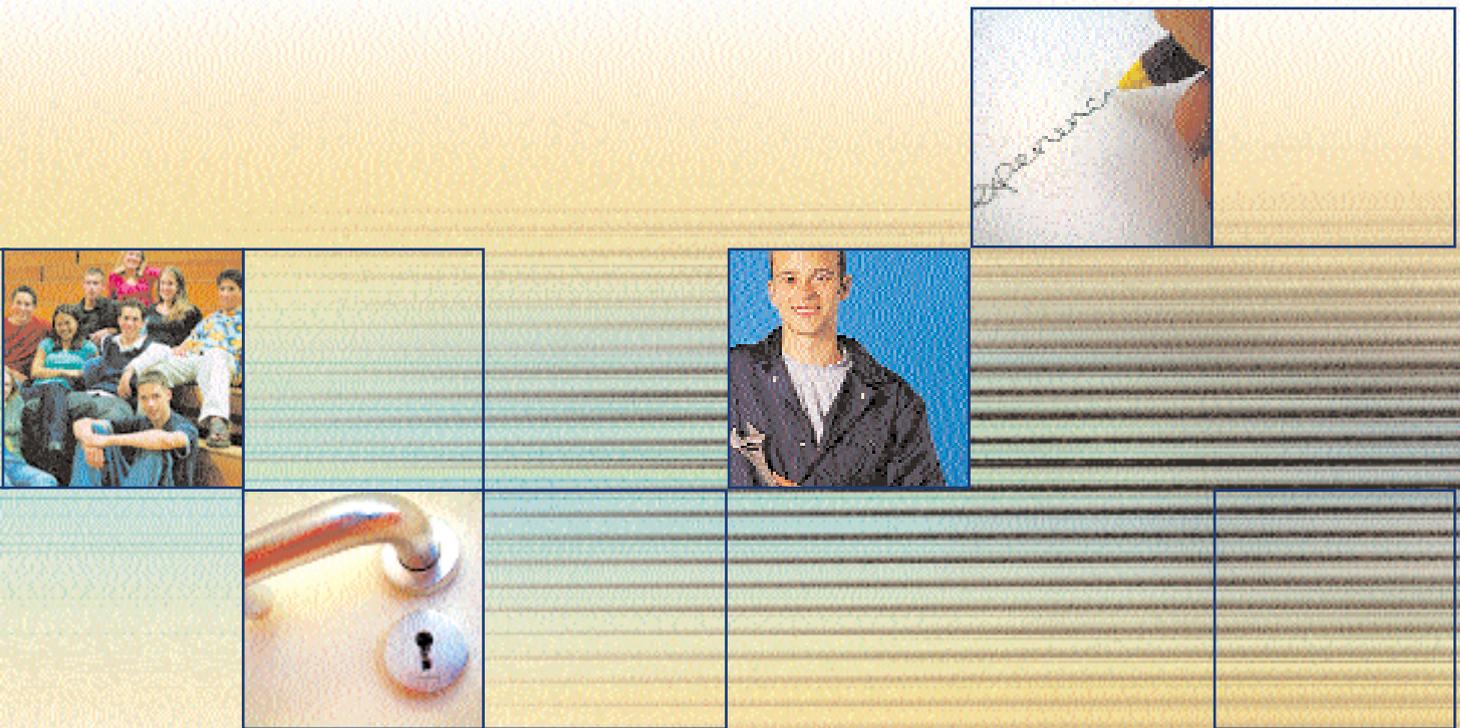
8. The extent of employers' involvement is clearly a matter for them to decide. They may not want to do more than offer a few occasional placements. They may find, once they start, that they want to provide more placements and become involved in wider education-business activities (see also Chapter 4). Those employers who have often been involved in work experience report very favourably upon it and are clear that their own staff enjoy it



4 Other Work-Related Activities

1. In addition to work experience placements, there is a variety of ways in which students – from a young age – can gain useful insights into working life. Such activities may relate to specific programmes of study within the National Curriculum and other subjects, be designed to increase awareness of the business environment, and also have significant personal and social benefits for individual students.
2. Work-related activities need to have expressly identified objectives, be properly planned and determined with the needs of the individual student in mind.
3. Activities in which students spend time on employers' premises 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 or visits:** 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, enterprise projects or GCSE course work assignments;
 - d. **company briefings:** in which the company invites students following particularly vocational courses for a seminar. Various people in the company speak about their roles and aspects of the business relevant to the courses, for example, marketing, career progression, Investors in People;
 - e. **mock interviews:** in which students are given experience of job interviews; and
 - f. **mentoring:** in which individual students meet on a regular basis with an employee to enhance their motivation, knowledge and skills.
4. In contrast with work experience placements, there is no statutory lower age limit for other work-related activities, although employers, together with schools, will need to consider their relevance in the light of the ages and maturity of the students concerned. In particular, such activities must not involve any significant 'hands-on' activities for students before their last two years of compulsory schooling. Younger students must, by law, only watch.
5. Employers can also help school students over 16 and college students by providing the with workplace activities – sometimes with a more vocational slant.
6. The essence of a good programme is that it gives full consideration to a range of activities, matching them to local circumstances. It also provides an assessment of what an employer can provide and what is desirable for each student over a period of time.





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

- 7. 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. Quality Curriculum Authority are charged with developing the qualifications. Planning for the 'Increased Flexibility' programme is underway.
- 8 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.

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

FURTHER INFORMATION AND GUIDANCE

- 10. Further information and guidance on work-related activities (including case studies) can be found in the following publications, available free of charge from the DfES Publications Centre (see Annex D):
 - *Building Effective School-Business Links* – an overview of school links with businesses from primary schools to post-16 institutions;
 - *Making Education Our Business* – an overview of education links in 50 companies in 12 industrial sectors.

5 Insurance

1. The principal risks, which may arise as a result of student visits to workplaces are:
 - a. injury to the students themselves;
 - b. injury to others on the premises (employees, visitors, customers, etc);
 - c. injury to others who are 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 (e.g. the student's, or a customer's property).
2. Most employers will carry insurance policies that cover most risks arising from student visits, provided that the insurers know in advance the type 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.
3. The Association of British Insurers (ABI), the British Insurance and Investment Brokers Association and Lloyd's of London have agreed that, as a matter of convention, students on work experience 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). Such placements must conform with the requirements of the Education Act 1996 and the insurer must always be notified.
4. Student injury arising from other forms of attachment would normally be covered – like all injuries to visitors – by the employer's Public Liability policy. Any injuries caused to employees by students should normally be covered by the Employers' Liability policy.
5. Any injuries caused to employees or students, provided they arise out of activities undertaken in the employer's name, should normally be covered by the employer's Public Liability policy or Employers' Liability policy.
6. Any damage to the organisation's property should normally be covered by the employer's material damage policy. Damage to anyone else's property on the premises should normally be covered by the employer's Public Liability policy.

NOTIFICATION OF RISK

7. As a matter of basic principle, employers should notify their insurer(s) of the sorts of activities which students will undertake, and should make sure they obtain written confirmation that the risk has been accepted.
8. In the case of more, or less, frequent visits and also short visits by groups of students to the workplace, it should be enough to notify the insurer(s) once and in broad terms. Cover should then become a formality, and will probably not involve any adjustment to premiums (or, at most, a minimal one). Employers might find it helpful to use the specimen form in Annex A.

PLACEMENTS LASTING LONGER THAN TWO WEEKS

9. There has been some concern that employers' insurance policies may not cover students on longer work placements. The agreement referred to above (see para 3) was based on the assumption that placements will last for about two weeks. However, in the light of new measures to motivate disaffected young people through extended work experience, the DfES contacted the ABI to discuss the insurance implications of longer placements. The ABI have 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.
10. Longer attachments, including those associated with National Vocational Qualifications (NVQ) or General National Vocational Qualifications (GNVQ), will inevitably call for more detailed information. In those cases, employers are advised to submit all the details set out in the form shown at Annex A (although whether or not the form itself it used is a matter for the employer). Even if the activity is likely to be recurring, it should be enough to inform the insurer on one occasion. There may be some adjustment to premiums, but it is still likely to be very small in relation to the overall size of the premium.

CHECKS ON EMPLOYERS' INSURANCE

11. Work experience organisers are not expected to check the fine print of employers' insurance policies, but they should check, in broad terms, that relevant cover is in place. Organisers are recommended, in advance of placements, to ask employers to complete the checklist reproduced at Annex B, or an equivalent.

6 Health and Safety

1. Health and safety are important considerations in the arrangements for placements. 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 or 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 or college is clear about its responsibilities in arranging placements for students and introducing them to general health and safety at work issues, prior to their placement.

VISITS TO PREMISES

2. Before agreement is reached on possible work experience placements/visits, representatives of the school/college or agency organising the activity are advised to look round the premises from the point of view of health and safety. They will probably ask:
 - to see the employer's written safety policy;
 - for confirmation that the premises have been notified to the relevant enforcing authority; and
 - the employer to complete a form giving assurances about a number of issues recommended by the Health and Safety Executive (HSE).

As the school has a general duty of care towards its students on placements, employers' assurances on these points will be very helpful. In addition, organisers of work experience placements, including schools, have particular responsibilities under health and safety law to place students in a healthy and safe environment, and to take reasonable care to ensure safety.

SCHOOL AND EMPLOYER RESPONSIBILITIES

3. Once there is agreement in principle, there needs to be a more detailed discussion to ensure a clear understanding between the employer and the school on respective responsibilities, in particular on:
 - a. the results of the employer's health and safety risk assessment (before the student takes up the placement) and the measures taken to control to eliminate the risks
 - b. the activities which students are to undertake; whether there are any areas of work, or processes, to which access should be denied to all, or to particular, students; and what needs to be done to ensure that students do not have access to them;
 - c. whether there are any students who need special arrangements, for example, children with disabilities and on medical grounds such as asthma, colour blindness, epilepsy, hearing impairment, other special needs or maturity/ behavioural considerations;
 - d. arrangements to be made for briefing, health and safety induction, training and supervision, including supervision during meal-times, breaks etc. A suggested checklist is given in Annex C; and
 - e. employers' responsibilities under the Management of Health and Safety at Work Regulations 1999.
4. In the case of longer, or several consecutive placements, it will be necessary to draw up a formal agreement with the school or college. This may be simplified in the case of shorter or more occasional placements. Clarity about respective tasks and responsibilities of the partners must, however, be the aim in all circumstances. The school/college will probably ask for undertakings that:
 - a. students will not be permitted to do work which is either prohibited by law, or, too hazardous for the young and inexperienced; and
 - b. students will be given the full range of health and safety protection that would be provided to young employees including, for example:
 - an introduction to the risks and hazards of the work; and
 - the control measures introduced to reduce or eliminate risk, for example, the use of protective clothing or equipment. (see also the Management of Health and Safety at Work Regulations 1999).
5. If groups of students are to be taken on a visit, employers will need to ensure that numbers are small enough to be properly supervised. Particular care should be taken in respect of hazards about which, in the case of short visits, it may not have been possible to prepare and brief students in depth.

6. Employers are legally responsible for visitors etc on their premises, including students and teachers. Under the Health and Safety (Training for Employment) Regulations 1990, students participating in work experience are regarded as the placement providers' employees for the purposes of health and safety. Providers must ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees.
7. Any problems should be notified immediately to the school, which will need to decide whether or not to continue the placement. In particular, in the case of any accident involving a student, a reporting giving full details should be made, without delay, to a previously agreed contact. The provisions of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 also apply to students on work experience.
8. 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. The CJCSA strongly recommends police checks for individuals working in regulated positions.
9. 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.
10. 'Whistle-blowing' procedures within the workplace enable other employees who suspect an individual is unsuitable to work with children to report their concerns to the relevant authorities, as per the Public Interest Disclosure Act 1998.

THE MANAGEMENT OF HEALTH AND SAFETY AT WORK REGULATIONS 1999

11. 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. The publications give further information on what the employer has to do to comply with the 1999 Regulations.
12. Where a provider employs young people or takes any on work experience, they must be informed about the risks to their health and safety, identified by the employer's risk assessments, and the measures put into place to control them. When 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.
13. Although the law places duties on placement providers, there is no reason why they cannot seek the assistance of others to help them fulfil it. Employers may face logistical difficulties in seeking to contact the parents or guardians of any student seeking a placement. 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. Schools and central organisers can undertake this task to help employers. The information might usefully accompany a job description or other information about the placement.
14. HSE also advises employers of another method of passing the key findings of their risk assessments on to parents of those under the minimum school leaving age (MSLA). Employers can consider asking the student to pass on the information following a pre-placement visit, interview or telephone call, as long as they are confident this will be done.

Annex A

School Students in the Workplace: Notification of Risk

Name and address of company/organisation insured.

.....

To [name and address of insurer]

.....

The above-named insured hereby notifies the insurer of planned activities involving students in the workplace. Details are submitted on the sheet attached. The insurer is invited to confirm, within one month, that the risks indicated are covered sine die, and to notify any adjustment to premium.

For the insured

.....

Date

Details of proposed workplace activities involving school students

Policy	Tick	Policy number:
Employers' Liability		
Public Liability		
Material Damage		

Nature of activity	Number of Students	Duration of stay
Work experience		
Work shadowing		
Work observation		
Short visits		
Other (please specify)		

Planned frequency of such activities

	One-off	Once or twice a year	Frequently each year
Work experience	<input type="text"/>	<input type="text"/>	<input type="text"/>
Work shadowing	<input type="text"/>	<input type="text"/>	<input type="text"/>
Work observation	<input type="text"/>	<input type="text"/>	<input type="text"/>
Short visits	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>
Notice of particular hazards			

.....

Annex B

CHECKLIST FOR SCHOOLS OF EMPLOYER'S RISKS COVERED

Information for Schools/Colleges about Employers' Insurance Provision

In connection with proposed placements of students from [school/college]
to [name of organisation], the school/college 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 others¹

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/college]

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

Signed:

Date:

¹ ie other visitors, customers, members of the public etc

Annex C

CHECKLIST FOR EMPLOYER'S BRIEFING TO STUDENTS

This checklist contains some of the points which most commonly arise. It may need to be modified and expanded for individual programmes and sorts of work, or to suite the age range of the students involved. Briefing can often best be done while students are being conducted around the areas which they are going to be visited, or in which they will be working.

GENERAL

Line manager. Explain who will be in immediate charge of the student in the workplace and ensure that the 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 D 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. 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 and the advice given on container labels as detailed in the Control of Substances Hazardous to Health Regulations 1999 (COSHH). Stress that students must ask the supervisor if they are unsure of precautions to be taken.

Lifting heavy and awkward objectives. 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 computer cables etc; safe storage of material; keeping the work area clean and tidy.

SAFETY PRECAUTIONS

Safe systems of work. 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 any aspect should ask the supervisor. Tell them who else should be contacted if the supervisor is not readily available.

Annex D

USEFUL ADDRESSES

Schools Plus Division
Department for Education and Skills
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

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@prologistics.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>

Health & Safety Executive (HSE)
Rose Court
2 Southwark Bridge
London SE1 9HS
Tel: 0207 717 6000
Fax: 0207 717 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

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

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

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

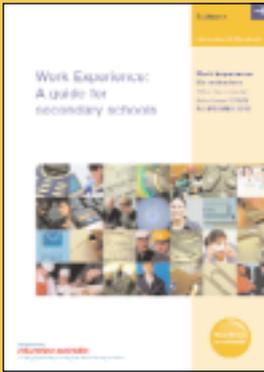
Scotland Region

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

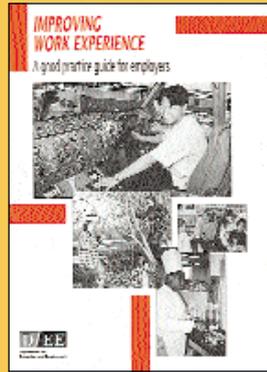
28 Longman Road
Longman Industrial Estate
Inverness
IV1 1SF
Tel: 01463 718101



**Work Experience:
A guide for schools**

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

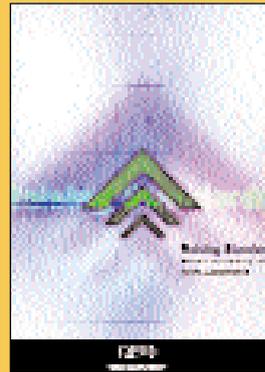
For ordering quote reference: SPD/WES/01/1199(rev)



**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.

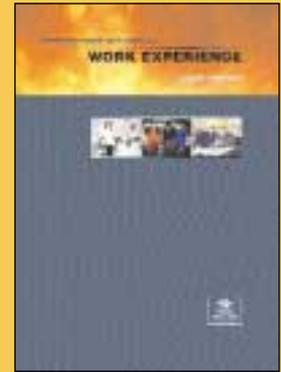
For ordering quote reference: EG1



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

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