



# Work Placement Policy

Responsibility of:  
Date of Approval:  
Review Cycle:

Work Placement Co-ordinators  
1/11/2016  
Every 3 years

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## **1. WORK PLACEMENT POLICY STATEMENT**

### **1.1 WORK PLACEMENT**

Work placement refers to training experience that is additional to the normal course provision that takes place on College premises. This additional training usually occurs off-site under the supervision of the placement provider, which may be a company, school, hospital, nursery etc

### **1.2 AIMS OF WORK PLACEMENT**

- To aim to provide an entitlement to a work placement for all students enrolled at New College (including HNC/HND students).
- To assist in the development of the students' educational programme.
- To give students an insight into the type of work or activity in which they are interested.
- To allow students to put into practice, skills they have learnt at College.
- To improve employability by gaining insight into the skills and attitudes required by employers.
- To meet university and apprenticeship application criteria.
- To develop maturity by improving motivation, self-confidence and experience.
- To improve key skills, in particular, working with others, problem solving, communication and improving own learning and performance.
- To develop closer relationships between local employers and the College.
- To develop an awareness of the importance of Health and Safety.
- To provide students with opportunities.

### **1.3 HEALTH AND SAFETY REQUIREMENTS OF WORK PLACEMENTS**

- To ensure, as far as is reasonably practicable, that students are not exposed to risks to their health and safety, the Work Placement Co-ordinator must ensure the Placement Provider agrees to carry out a suitable risk assessment (this does not have to be separate to their environment risk assessment) on the working environment, personal risk assessments on 'vulnerable' students where appropriate, ensure that the employer is compliant with Health and Safety legislation, confirm that adequate insurance cover is in place, provide students with a health and safety induction, monitor placements during work placement and receive feedback from students at the end of the placement.

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- To assist in this process, and to ensure compliance with the College's procedures set out in this guide, the Work Placement Co-ordinator will review all placements and visit where appropriate.

## **2. WORK PLACEMENT GUIDE**

### **2.1 College Obligations**

Work Placement Providers have the primary duty to ensure the health, safety and welfare of placement participants during their placements. However, New Collaborative Learning Trust (NCLT) and its colleges also has a duty of care and must ensure that placements are both suitable and, as far as is reasonably practicable, are safe. The procedures set out in this guide have been devised in an attempt to achieve this goal and are mandatory for all work placements.

### **2.2 Training**

No member of staff should undertake any work placement responsibilities unless they have received appropriate training from the Trust in the implementation of this policy.

### **2.3 Responsibilities of the Provider**

#### **Work Placement Provider**

The employer, organisation, or individual providing the work placement opportunity

- Gives permission for the Work Placement Co-ordinator to enter their premises or request key information in order to establish the effectiveness of any Health and Safety Management System in place;
- Carries out a suitable Risk Assessment which includes provision for young people and those with special educational needs (where applicable).
- Ensures that their premises contain the appropriate welfare facilities
- Communicates their acceptance in providing a Work Placement.
- Agrees to meet the Health and Safety Procurement Standards as part of the approval process.
- Advise New College if a student does not attend placement on the first day of non-attendance.

### **2.4 Responsibilities of the Work Placement Co-ordinator**

**Work Placement Co-ordinator** - the member of staff responsible for supporting and organising a work placement for students.

- Reviews the work placement requests before they take place
- Visits the Work Placement Provider premises/requests key information as necessary, in order to establish the effectiveness of any Health and Safety Management System in place
- Establish that the work placement is safe for the student to attend
- Ensures that the premises contain the appropriate welfare facilities
- Records the result of the Health and Safety Assessment.
- Provides the Student with support before, during and after placement
- Provides the Student with informative documentation prior to placement

The steps below set out the processes involved in planning and implementing a work placement. Further details and information can be found in Section 3 of this guide.

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**STEP 1** – The Work Placement Co-ordinator should read and understand this guide.

**STEP 2** – The Work Placement Co-ordinator should promote the Work Experience Programme within College through various Media.

**STEP 3** – The Work Placement Co-ordinator will make available to all students a list of Approved Providers where a review has taken place in order to establish the effectiveness of any Health and Safety Management System in place.

**STEP 4** – Work Placement Co-ordinator to ensure student completes a Work Experience Application Form.

**STEP 5** – For every student who undertakes work placement, review the Work Experience Application Form and consider any health related information or learning difficulties indicated on the form in relation to the proposed work placement (see Step 9).

**STEP 6** – Work Placement Co-ordinator requests confirmation of placement from Work Placement Provider nominated Supervisor (written or verbal).

**STEP 7** - Work Placement Co-ordinator arranges for a Health & Safety Vetting Questionnaire to be carried out for each Work Placement Provider, to establish the effectiveness of any Health and Safety Management System in place.

**STEP 8** –The Work Placement Co-ordinator will discuss with the Provider, and agree in principle, a work placement opportunity.

**STEP 9** – Where a student has disclosed a disability, the Work Placement Co-ordinator will make every effort to ensure the student secures a placement in a safe and secure working environment. The Work Placement Co-ordinator will liaise with Study Support to review any additional support the Student may need/be eligible to during placement. (See 3.1).

A Standard 10 Personal Risk Assessment and a Personal Emergency Exit Plan (PEEP) must be carried out for any student with disabilities who undertakes work placement, where independent mobility without aide is not possible. Work Placement Co-ordinator, Study Support and Provider should be in agreement with the results and control measures required.

**STEP 10** – Work Placement Co-ordinator must ensure Work Placement Provider has Employer Liability Insurance in place for the duration of the placement.

**STEP 11** – New College Cedar attendance system should be updated to reflect student absence status (W = Work Experience/Progression Led Activity).

**STEP 12** – Work Placement Co-ordinator (or trained member of staff) completes a pre-placement interview with all students due on placement. This includes a preparatory talk and the distribution of the student's Placement Pack (this may be done electronically). The Placement Pack includes Placement Booklet, Code of Conduct, Placement Job Description, Young Person's Risk Assessment, Debrief Form, Impact Form, Parent Information Letter and the SFA booklet 'Be Safe!' This booklet contains user friendly, factual/pictorial information relating to health and safety.

**STEP 13** – Work experience placement is undertaken and the Work Placement Co-ordinator (or trained member of staff) monitors the placement by visiting the student in person or contacting the student by telephone (term time only).

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**STEP 14** – Following placement, the student should reflect on the overall experience and complete the placement De-Brief Form. This may be completed independently by the student or as part of a class exercise (where work experience relates to a specific course). The Work Placement Co-ordinator will then review the completed De-brief Form and address any concerns that have not been raised previously. The De-brief Form will be held electronically.

**STEP 15** –Following placement, the student should fully complete their Impact Form. This may be completed independently by the student or as part of a class exercise (where work experience relates to a specific course). This allows us to identify areas for development both before placement and after placement. Taking into account employability, personal effectiveness and vocational skills. The Impact Form will be held electronically.

## **2.5 Responsibilities of the Student**

Students must follow the Work Experience process provided to them on Moodle and as explained during annual tutorials. This will ensure students are well prepared before, during and after placement and complete high quality and relevant work experience in a safe working environment.

Students working with children or vulnerable adults may be required to apply for a DBS certificate. Students must be prepared to complete the necessary information and provide identification to allow this process. Transgender students who do not want to reveal details of their previous identity to a placement provider, should contact the DBS sensitive applications team.

Further action will be taken against students who do not follow the Work Experience Learner Code of Conduct during placement. Any inappropriate and unprofessional behaviour will be investigated by the Work Placement Co-ordinator or Head of School and necessary measures will be put in place. This may result in the cancellation of placement and further investigations by a member of the Senior Leadership Team.

Students who display poor or irresponsible behaviour prior to the start of placement, will have their placement entitlement reviewed. This may include poor attendance, non-completion of college work or information which would question the student's suitability to attend the placement setting.

## **3. Guidance for Assessment of Placements on Health, Safety and Welfare**

### **3.1 Preliminary Enquiries**

Arrange placements as early as possible. As a guide, 8 weeks' notice should be given where a placement setting also requires a DBS certificate.

Any Placement Provider new to the placement procedure will need to discuss with the Work Placement Co-ordinator the objectives of the placement and the implications of accepting students for work experience.

These discussions should, depending on risk, either take place in the place of work or over the phone, this will provide an opportunity for the Work Placement Co-ordinator to discuss the Providers management systems in place, ensuring health, safety and welfare.

The employer's policy and arrangements should be based on an assessment of the risks to the health, safety and welfare of employees arising from their work. Where there are five or more employees the employers should keep a record of the significant findings of the risk assessment, and of any groups of employees identified as being especially at risk.

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Larger employers would be expected to have in place comprehensive Health and Safety procedures and an induction programme for new employees and work placement students. However, smaller employers (typically under 5 employees), may not be so advanced. To assist these employers, the Trust has produced an induction checklist for use with students at the beginning of the placement (Health & Safety Induction Sheet).

Work Placement Co-ordinator must enquire about any health-based limitations on the type of person that may be appropriate for the placement. New College has a duty to review the capabilities of students in health, safety and welfare terms. For example, operations involving possible exposure to sensitising agents would not be appropriate for students with asthma without specific control measures (such as the use of Personal Protective Equipment).

### **3.2 Students with Special Educational Needs**

In line with the SEND Code of Practice 2014, the Trust recognises that one of the most effective ways to prepare young people with SEN for employment is to provide the option of first-hand experience of work.

Students may require work experience as part of their course, to further support their application to university, or more generally to allow them to develop the skills and experience necessary to prepare them for the work place.

#### **Supporting students in work placements**

In their work experience application, students will have a further opportunity to declare any health issues, or learning difficulties/disabilities which may affect their placement, if they have not already done so in College. The College will use existing knowledge of any previous declarations to ensure placements are carefully selected, building on relationships with employers to ensure suitable and effective work placements for students. If students are making their own work experience arrangements they must try to ensure that the placement is conducted within term time in order for a full range of support services to be made available to them.

A support plan will need to be established, incorporating discussions with the employer, the student, parents, and the support services within college. This plan may include the following;

- Information about the student, including appropriate information about their condition and their needs
- A personalised risk assessment carried out by the employer highlighting any specific workplace hazards relating to the student's additional needs, with input and support from New College. The Employer, Work Placement Coordinator and Study Support will discuss any specific hazards with the student and will ensure any necessary measures (within reasonable practice) are put in place prior to the placement commencing.
- An agreement about how the placement will be conducted, what tasks can and cannot be included, and any reasonable adjustments that may need to be made in consultation with the employer. Part of this agreement may include in-placement support from college staff or external agencies; this would need careful discussion taking into account the full needs of the student.
- Contact details and a protocol for contacting the student's Study Support Tutor with regards to any matters relating to the student or their condition, and the Work Placement Coordinator for any matters relating to Health & Safety or the work placement itself.

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There should be continual and open dialogue between the employer, the student and the college to ensure the placement goes smoothly and that it provides an effective experience for the student. This will include visits on placements from the Work Placement Coordinator (or trained member of staff) and feedback from both the employer and the student.

The employer should receive advice from Study Support about accommodating students with special educational needs, especially those with high needs such as visually impaired, hearing impaired or mobility impaired students. High needs students may need particularly careful supervision, which should be included in the work experience support plan.

### **3.3 General Risk Assessments**

Work Placement Co-ordinators are responsible for working closely with the placement provider. A Health and Safety Vetting Questionnaire and Young Person's Risk Assessment (issued to the student) must be generated for all placements in relation to health, safety and welfare, if a student has additional needs this information must be passed on to the work place provider.

A risk assessment means a careful consideration of the risks involved and an analysis of action that can reasonably be taken to minimise those risks.

The following are the key points from this document for consideration when carrying out a risk assessment.

The assessor should understand the terms "**hazard**" and "**risk**" before carrying out a risk assessment.

A **Hazard** is something that can cause harm. Some hazards such as slips and trips, electricity, fire and manual handling will apply in most situations. Other hazards will be specific to the type of Work Placement or activity being performed e.g. animals, chemicals, noise.

A **Risk** is the probability of that harm actually occurring. The probability will be influenced by the way the work is carried out. The risk will be evaluated by the control measures established and the general condition and environment of the Work Placement.

#### **Risk Levels**

In assessing whether a proposed placement is High, Medium or Low risk the Work Placement Co-ordinator will look at who is at risk, the severity, the likelihood and finally once control measures are put in place, the actual risk to the student. The risk level is provided by the Work Placement Co-ordinator and the Health and Safety Manager based on the information provided.

### **3.4 Personal Risk Assessments**

In addition to the Young Person's Risk Assessment, a personal risk assessment will need to be carried out for any students identified by the Work Placement Co-ordinator and Study Support Team as requiring additional support during placement and/or additional control measures put in place during the work experience placement.

### **3.5 Insurance confirmation**

The Work Placement Co-ordinator must ensure the Placement Provider has appropriate employer's liability insurance in place. This can be done during a visit to the placement provider,

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certificate request or insurance certificate details request. If a Work Placement Provider is unable to provide the required insurance cover, the placement cannot go ahead.

### **3.6 Monitoring the placement before, during and after the work experience**

The Work Placement Co-ordinator, or another member of staff suitably trained, should contact students during their work placements. Cross checks of documents and placements should be made to ensure that the required standards are met.

Regular communication should be maintained by telephone or email (term time only), between the student and the Work Placement Co-ordinator (or designated person in the absence of the Work Placement Co-ordinator) where a site visit hasn't taken place. There should also be an established means of communication in case of emergency.

Checking of health and safety issues should form part of the monitoring process. If any serious health and safety concerns arise, they should be promptly reported to the Health and Safety Manager.

Accident information should be sent promptly to the Health and Safety Manager where an Accident Report Form will be completed. Where possible, a copy of the accident report completed by the placement provider should be included.

### **3.7 Work Placements with Children and Vulnerable Adults**

Students who complete a Work Experience placement in a working environment with Children or Vulnerable Adults, there may be a requirement for the student to complete an Enhanced DBS Disclosure Form. The Provider will advise if this is a requirement subject to the level of Supervision in place and the length of placement. Not only does this provide a safeguard to the Provider, it also safeguards the interests of the student. The Trust will bear the cost of DBS checks in the first instance. However, students must bear the cost of lost or damaged DBS certificates. Students completing a two year vocational course, where work experience is an integral element, must apply to the Update Service. The cost for the Update Service will be payable by the student.

### **3.8 Safeguarding**

Any student who is made to feel uncomfortable or someone behaves inappropriately towards them during placement should contact College at the earliest opportunity and speak to a member of the Safeguarding Team. Safeguarding examples shared with students prior to placement are:-

- Constant fault-finding and criticism of a trivial nature
- Constant attempts to undermine you and your position and potential
- Being humiliated, shouted at and threatened
- Experience of hostility or offense (variety of reasons such as age, sex, race, disability, religion, sexuality or a personal characteristic of an individual)
- Sexual comments or sexual advances

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