

Considerations that need to be made by the Work Experience Co-ordinator

The Work Experience Co-ordinator has an important and vital role in ensuring that each and every learner has an appropriate and educationally worthwhile experience of work-related learning. For this to happen, the Work Experience Co-ordinator **must** be alert to whether the placement involves any of the safeguarding elements listed below:

Learners

1. To be supervised by a named and responsible adult (this person is unlikely to be supervising the student at all times).
2. To obtain parental consent in writing where learners are of compulsory school age and/or have a specific learning disability or vulnerability. It will also be necessary to consider if the travel arrangements to and from the placement venue requires assistance from a member of staff or by designated taxi/private vehicle with an escort.

Careful consideration should be given and appropriate safeguards introduced where learners:

3. Learn/work alone with one adult for extended periods of the day
4. Learn/work in isolated environments
5. Travel in company vehicles with one adult as a regular aspect of the placement (see *Transport and Travel* p.23)
6. Work in situations where direct physical contact between the learner and an adult or client is an inevitable aspect of the placement activity e.g. residential placement working with the elderly
7. Learn/work where there is a distinct chance of unsupervised access to the internet e.g. unpopulated offices
8. Learn/work with vulnerable groups e.g. young children, the elderly and disabled adults or children

If a central placement organiser e.g. WEXA or any other agency is sourcing placements for learners, they **must** be informed of individual learner requirements. These are some of the essential considerations that must be taken into account by the Work Experience Co-ordinator and the central placement organiser.

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| Skill levels required | <ul style="list-style-type: none">• have placements been assessed for levels of skill and expertise expected of a full-time employee and can the learners' needs be related to these? |
| Tasks | <ul style="list-style-type: none">• are they appropriate?• supervisors and operatives notified of their own involvement• agreed educational objectives set |

Risks and control measures	<ul style="list-style-type: none"> • risks and control measures notified to parent(s)/carer(s) • provider modifies the placement activity for any learner with specific needs
Contract with placement provider agreeing to placement and accepting the learner	<ul style="list-style-type: none"> ▪ learner's contact telephone number, (but not their home address)/home learning base/school name and telephone number, together with 'contact' person at home learning base/school, should be given to the placement provider. Learner's medical and educational needs included to enable Provider to establish risk presented by learner. Learner aims and learning targets included in the signed agreement.
Signed Agreement	<ul style="list-style-type: none"> • Learner and his/her parent(s)/carer(s) sign an agreement for the placement, which is inclusive of a risk assessment and control measures
Learner Induction	<ul style="list-style-type: none"> • go through the Placement risk assessment to emphasise and explain risks and control measures • procedures and exits for fire emergencies • action in case of accident • whereabouts of welfare facilities • instruction arranged to show fitting and use of protective clothing or devices • where applicable, stress need for confidentiality and requirement to follow instructions carefully and quickly • arrange appropriate supervision for learners with a special educational need/disability • designate a person to be responsible for the learner's day-to-day welfare.

As part of the information provided to learners, Work Experience Co-ordinators **must** ensure that:

- all learners are given the details of a named adult (contact person) who can be contacted in the placement for support;
- all learners are given the details of a named person from the home learning base/school;
- all learners have an agreed emergency method of communication which is readily accessible to the learner e.g. access to a mobile phone or other internal communication system;
- providers are aware of the principles related to safeguarding young people, as part of the information given by the central placement organisation sourcing the placements e.g. WEXA, or where the home learning base/school has organised the placement;
- explicit informed consent has been obtained for sensitive personal data and personal data. This consent **must** be given by the data subject i.e. the learner and it is necessary that parental/carers explicit consent is obtained also. This will require active communication with the data subject and must

specify the data, and the purposes for which the data is held. This includes specifying what data will be passed to the placement provider.

For those home learning bases/schools whose placements are organised by a central placement organiser e.g. WEXA, this particular aspect of the administrative process will have already been considered and operational procedures will be in place.

For those home learning bases/schools that organise their own placements, see the section of this publication entitled, *'Administrative Process for Work Experience/Work-related Learning Opportunities* p.87, for further information.

- in the majority of home learning bases/schools, work experience is provided at the end of an academic term. This enables the home learning base/school to plan their curriculum and work experience in a fashion that causes the least disruption to the academic timetable. However, the main disadvantage associated with this type of planning is that there is little opportunity for learners to be debriefed from their work experience in a proper fashion. As a result, there is the likelihood that a safeguarding concern could be missed and not effectively followed up.

Work-related Learning – An introduction

Below is an aide memoir that summarises the main activities to be completed. The aide memoir does not have to be completed for every learner. A Work Experience Co-ordinator may wish to photocopy the aide memoir and use it when batch placements are organised. If an individual is new to the role of Work Experience Co-ordinator, s/he may wish to use the aide memoir for each placement being organised.

When organising a placement, has the following been done by the:

Work Experience Co-ordinator

Explicit parental consent obtained where learners are of compulsory age and/or have a specific learning disability and/or vulnerability	<input type="checkbox"/>
A Health and Safety Welfare Assessment has been completed by LEBC, if the learner is of compulsory school age and/or have a specific learning disability and/or vulnerability	<input type="checkbox"/>
Appropriate risks and control measures have been made known to the learner and his/her parent(s)/carer(s) in response to the Health, Safety and Welfare assessment. Travel arrangements have been agreed by the learner and his/her parent(s)/carer(s).	<input type="checkbox"/>
An assessment has been made of the skills and tasks that are required of the learner	<input type="checkbox"/>
An agreement has been signed by the placement provider, Work Experience Co-ordinator; the learner and the learner's parent(s)/carer(s)	<input type="checkbox"/>
The placement provider is aware of the principles related to safeguarding young people e.g. how to report child protection concerns	<input type="checkbox"/>
The learner has undertaken an induction programme that includes: <ul style="list-style-type: none"> • Going through the placement risk assessment to emphasise the risks and appropriate control measures • Procedures and exits for fire emergencies have been explained • What action to take in case of an accident • Having knowledge of welfare facilities • Arranging for the instruction of fitting and use of protective clothing and devices 	<input type="checkbox"/>
The learner has been provided with the following information: <ul style="list-style-type: none"> • Details of a named adult (contact person) who can be contacted in the placement for support • Details of a named person from the home learning base/school • An emergency network of communication which is readily available 	<input type="checkbox"/>