

## Safeguarding Guidance for Pre-placement Assessors

**It is the expectation of the Local Authority that all pre-placement checks relating to young people of compulsory school age and/or who have a specific learning disability and/or vulnerability, are referred to the Leicestershire Education Business Company (LEBC) for completion. A failure make referrals of this kind to the agency could be considered as a direct contravention of local and national safeguarding policies and procedures.**

As part of safeguarding and promoting the welfare of learners it is essential that, placement providers are confident they are not putting at risk the learner or themselves through the offer of an inappropriate placement.

Where a home learning base/school has decided to organise its own work experience/work related learning placement, the organisation must ensure that it has competent staff (see '*Safeguarding Learners – An introduction*', p.3-4). Competency for Pre-placement Assessors can be defined as, but is not limited to:

**Qualifications** - NEBOSH qualified for High to Low risk placements/opportunities  
- previous industry experience and a specialism

**Induction experience** - which ensures an enhanced understanding of pre/post-16 work experience

**Training** - which covers processes and procedures  
- which covers Health and Safety continual professional development (CPD) via in-house and through IOSH association  
- which ensures understanding of the curriculum and educational updates

**CPD** - Through membership and association of which all Pre-  
placement  
Assessors are expected to regularly participate in.

A home learning base/school must not be purely satisfied that a Pre-placement Assessor has the NEBOSH General Certificate of Qualification; the individual must also provide evidence of working practice, experience and underpinning knowledge of current legislation and approved codes of practice. The home learning base/school **must** also be confident that the Pre-placement Assessor is able to apply both practice and knowledge to a large and diverse number of industries at High, Medium and Low risk level from sole traders to multi-national companies and multiple working sites.

In addition, the home learning base/school **must** be assured that the Pre-placement Assessor will consider the restrictions imposed for the learner/cohort of learners when agreeing with a placement provider, the tasks that need to be undertaken and the subsequent risk assessment.

The Work Experience Co-ordinator in conjunction with the DSP must organise child protection training for Pre-placement Assessor as part of ensuring that he/she can

effectively raise awareness of child protection issues with placement providers. Good practice dictates that the Work Experience Co-ordinator will not allow a pre-placement visit to be undertaken by an Assessor who does not have the appropriate qualifications, experience, knowledge or training in employer assessment for health, safety and welfare and also safeguarding young people.

It is expected that the Pre-placement Assessor will ensure that placement providers i.e. employers have a child protection policy or statement of principles that are consistent with the home learning base/school's safeguarding policy. The Pre-Placement Assessor as well as the Work Experience Co-ordinator **must** ensure that the person who has primary responsibility for overseeing a learner during a placement, and/or any adult who has been CRB checked receives a child protection briefing/training session.

As part of any pre-placement assessment, the Assessor must take account of the Health and Safety Procurement Standards (HASPs) by the Learning and Skills Council (LSC), which ensures there is a consistency of standards as well as assurance that, learners are in a safe, healthy and supportive environment.

There are nine core standards however, it is the tenth standard that is specific to the learner and will need to be agreed by the placement provider for each learner because of the individual needs and the duty of care owed to them. Standard 10 consists of the following elements:

- a) the employer has assessed the risk to any learner and/or young person taking account of his/her age (and inexperience, immaturity and lack of awareness of risk) and any other special needs or circumstances, including any disability and/or medical condition;
- b) the employer has put in place control measures for learners and/or young persons as a result of (a) and informed the learner and his/her supervisor;
- c) the employer has identified any necessary prohibitions and restrictions that, apply to any learner and/or young person as part of (a) and (b);
- d) the employer provides competent supervision for any learner and young person and has a designated person to take overall responsibility for any learner or young person. In cases where the learner is of compulsory school age and/or has a specific learning disability and/or vulnerability, this may require formal checks of suitability for reasons of child protection;
- e) the employer provides an induction and ongoing information, instruction and training to any learner or young person, reflecting the result of the risk assessment; environment, tasks and the learner or young person's age, experience and any special needs;
- f) the employer provides free of charge any necessary (determined from the risk assessment) personal protective equipment and clothing to the learner and ensures its proper and effective use).

The Pre-placement Assessor must do all that is reasonably practicable to ensure learners are not placed in a working environment where there are significant risks to

their health and safety. The Pre-placement Assessor needs to be satisfied that, placement providers have:

- **systems** in place to ensure the health, safety and welfare, so far as is reasonably practicable for the learner while under their control;
- **competence** to manage health and safety in relation to the placement; and
- **supervision** of work experience by competent people.

For those learners who find their own placements, the Assessor has the same duties towards them as those learners who have their placements centrally organised. The Management of Health and Safety Regulations 1999 highlights the fact that family businesses, like any other employer, needs to comply with the general health and safety requirement to carry out a risk assessment and other requirements in specific health and safety law.

It should be noted that, the Pre-placement Assessor visit will also enable an assessment of the general suitability of the adult role models in the workplace, particularly those likely to have substantial contact with the learner. The following list provides a useful tool in diagnosing where the incidence of such risk is likely to be potentially significant.

In the first instance the Pre-placement Assessor should establish (either by questioning or observation as appropriate) whether or not the placement involves any of the elements itemised below. For example, where learners are required to:

- Work alone with one employee/employer for extended periods of the day e.g. with a single farm worker or a plumber
- Work in isolated environments – e.g. game-keeping or a builder working in a lonely residential premises
- Travel around in company or private vehicles as a regular aspect of the placement e.g. a vicar or telephone engineer
- Work in environments where they are alone for substantial periods of the day exclusively with employees of one sex
- Work with a young workforce and therefore may be subjected to initiation ceremonies and horse play
- Work unsocial hours, either early in the morning, in the evening or though the night e.g. on a milk round, at a leisure centre or doing shift work (recommended hours of work should be within 07.00am to 19.00pm – a maximum of 8 hours including breaks per day and no more than 37 hours per week)
- Work in situations where direct physical contact between the student and an employer/employee/client is an inevitable aspect of the placement activity – e.g. in a sheltered workshop or fashion agency
- Work where there is a distinct chance of unsupervised access to the Internet – e.g. some offices
- Work with vulnerable groups (young children, the elderly, disabled or SEN e.g. – in a nursery or residential home).

If any one or more of the above are features of a placement, the Pre-placement Assessor should establish the extent of confidence-building measures which may alleviate the potential for situations where there is a heightened level of risk.

- ☐ The proximity of other personnel e.g. someone within hailing distance;

- ❑ The extent to which the learner's location is likely to be visited by other employees or members of the public e.g. member of the public have direct and unannounced access to a retail operation;
- ❑ The extent to which the mentoring employee has to maintain regular and direct contact with the operation base e.g. haulage or farm work;
- ❑ The existence of an emergency means of communication readily accessible to the learner e.g. the lending of a mobile phone to the learner for the duration of the placement.

As part of the assessment documentation, the Pre-placement Assessor should fill out the documentation as specified in the section of this publication *entitled 'Administrative process for Work Experience/Work-related Learning Opportunities'* p.87 relating to whether or not safeguarding/child protection issues have been discussed and whether or not literature relating to child protection issues was left with the prospective placement provider.

In seeking to come to a conclusion as to the appropriateness of the placement, the Pre-placement Assessor should seek further information and advice from the Work Experience Co-ordinator and the DSP about the individual learner/cohort of learners that are to be placed. The Pre-placement Assessor should then go on to document the reasons why the placement provider is suitable for learners. This documentation should then be given to the Work Experience Co-ordinator to file accordingly.

## Safeguarding Guidance for Pre-placement Assessments

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 assessing a placement for a learner aged over compulsory school age, has the following been done by the:

### Home learning base/school

A check has been made of the individual Assessor's qualifications, experience and understanding of the client group. In addition that the Assessor understands and has experience of completing Standards 1-9 of HASPs administration for each employer	<input type="checkbox"/>
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### Pre-placement Assessor

Assessing the environment the learner will be working in e.g. working alone with one employee	<input type="checkbox"/>
Where concerns about the immediate environments are identified, confidence-building measures are put in place to alleviate potentially risky situations	<input type="checkbox"/>
Discussion has been had with the Work Experience Co-ordinator and Designated Senior Person for Child Protection regarding the appropriateness of the placement and this has been formally recorded	<input type="checkbox"/>
All the appropriate documentation has been completed and given to the Work Experience Co-ordinator (see the section of this publication entitled ' <i>Administrative process for Work Experience/Work-related Learning Opportunities</i> ' p.87)	<input type="checkbox"/>

### Work Experience Co-ordinator

Discussion has been had with the Pre-placement Assessor and the Senior Designated Person for Child Protection regarding the appropriateness of the placement and this has been formally recorded by the Pre-placement Assessor	<input type="checkbox"/>
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### DSP

Discussion has been had with the Pre-placement Assessor and the Work Experience Co-ordinator regarding the appropriateness of the placement and this has been formally recorded by the Pre-placement Assessor	<input type="checkbox"/>
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