

## Educational Visits

### Work-related Learning Educational Visits

Workplace visits represent one of the most popular and longstanding types of work-related learning activity. The most common form of visit is a group of learners accompanied by a teacher visiting a workplace for half a day, having a guided tour and a closing session in a meeting room.

Another example of workplace visits include a 'masterclass' where learners may spend anything up to 2 hours in a training room receiving briefings from various employees as part of a Business Studies class. A further example includes a group of unaccompanied learners visiting a workplace as part of an investigative assignment to gather information by interviewing one or more employees about various aspects of the business. It may also be necessary for an individual learner to make an unaccompanied visit when making a pre-work experience visit for the purpose of interview and/or pre-placement briefing.

Whatever the type of work-related learning educational visit being organised by the home learning base/school, the organisation still retains a duty of care. However, the employer is responsible for the learner when he/she is on the premises, or a site or situation where they have duties under health and safety legislation and codes of practice.

As part of ensuring that the home learning base/school is fully meeting its duty of care the Work Placement Co-ordinator or member of staff organising a visit must consult with the school's Educational Visit Co-ordinator on the following factors:

- compliance with the school and LA visit procedures see Leicester City CYPS – Planning for Safe Trips and Visits Bulletin No.33 or Leicestershire CYPS Code of Practice 11- Educational Visits and Adventurous Activities. See also the document entitled *Appendix C Risk Assessment Work Related Off-site Learning* p.99
- an outline of the visit, its aims and objectives and emergency contact contingencies;
- transport and routes to and from the workplace;
- length of the visit, including rest and lunch breaks, supervised and un-supervised;
- the size and supervision levels of manageable groups and routes to be taken;
- a health and safety induction or briefing on the premises or sites;
- the parameters of any activities involved and the likelihood of an accident or injury;
- permission from parent(s)/carer(s) – this may be generic for a series of visits.

Once the above factors have been fully considered the risk assessment and other necessary documentation must be completed and stored by the home learning base/school for a period of 8 years. The risk assessment and other necessary documentation should also be copied to the organisation hosting the educational visit and arrangements should be in place to contact the home learning base/school.

Parent(s)/carer(s) should be notified formally of the arrangements that are in place for the visit(s) including dates, times and exactly which activities will be undertaken, and what procedure will be followed if the learner does not turn up.

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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 work-related learning opportunity in an alternative environment has the following been done by the:

### Home learning base/School Tutor/Teacher

A risk assessment has been completed	<input type="checkbox"/>
The risk assessment has been reviewed by the Educational Visits Co-ordinator	<input type="checkbox"/>
Consent of the learner's parent(s)/carer(s) has been obtained	<input type="checkbox"/>

### The Educational Visitor Co-ordinator:

The risk assessment has been reviewed and approved	<input type="checkbox"/>
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