

Equality of Opportunity in Work Placements – Employer Guidance

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The Law

A range of legislation gives employees and potential employees in all aspects of employment, including recruitment and promotion, protection from discrimination on the grounds of sex, race, marital status, disability (as defined by the Disability Discrimination Act 1995), part-time and fixed term contract status, age, sexual orientation or religion. Therefore employers cannot tolerate or support discrimination on any of the above grounds.

What do you need to do?

The principles of fairness and equality should be applied not only to your staff, customers and sub-contractors but also to learners.

Work placements are particularly valuable to learners who have a special need or disability – employers should:

- Promote all aspects of equality of opportunity within the workplace.
- Consider all learners fairly on the basis of their ability to do the job.
- Give learners effective induction and training to secure integration into the workplace.
- Ensure all staff are aware of their collective and individual responsibilities with reference to equality of opportunity.

- Consider the quality and benefits of a work activity when dealing with a learner who has special needs or a disability.
- Look at the use of alternative placement opportunities than those originally offered within the company if it might better fit the needs of an individual learner.
- Identify any reasonable adjustments that can be made to accommodate a learner with special needs or disabilities in order to offer them a quality and much valued placement opportunity.
- Encourage social inclusion within the workplace – most barriers can be overcome with a little thought, preparation and understanding.

NEBA in conjunction with any school is happy to discuss the needs of individual learners and to offer any support which employers and their employees may need.



Child Protection – Employer Guidance

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For adults working with young people, particularly those still of compulsory school age, it is important to be aware of potentially difficult situations. By following the simple guidance outlined below it should be possible to ensure that the placement is a secure and productive environment for both the provider and the learner.

- **Touch** – There may be occasions when you need to touch a young person (e.g. when you are guiding them in carrying out a technical operation) but these should be kept to a minimum.
- **Behaviour** – Whilst it is important to reassure a young person who may be nervous in a new placement and reliant on your guidance, you should avoid being over familiar. Never permit 'horseplay' which may cause embarrassment or fear.
- **Environment** – Where possible avoid being on your own in an isolated or closed environment with a young person.
- **Travel** – Ensure that there is a known destination and check-in-times with a third party in situations where a young person will be travelling alone with an adult during the placement. It is a good idea to make available a mobile phone (or equivalent) in such situations.
- **Supervisor** – Those placed immediately in charge of young people should be competent in their work role, mature in their attitudes, and possess good interpersonal skills.
- **Disclosure** – Occasionally young people may disclose confidential information to a work colleague that gives rise to concern for their physical or emotional safety. In such situations you should speak to your line manager and share your concern with an appropriate representative of the education provider (usually this will be a school Work-Related Learning Co-ordinator, Head Teacher or the NEBA Work Placement Manager).
- **Disqualification** – You are reminded that you are required by law to protect children from harm and that any employees are required, under the Criminal Justice and Court Services Act, to declare that they are disqualified from working with children.
- **Criminal Record Bureau checks** – In most cases where the learner will be working with a number of adults on a block work placement CRB checks will not be required.

Circumstances where CRB checks are required would be discussed on an individual basis. This might be the case with a placement over a longer period of time, or where the learner would be working with mainly one adult. NEBA would advise and support if this process is necessary.

For more information and support please contact the NEBA Business Engagement Team

Tel. 01623 404345

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or visit www.neba.info



Points for Work Placement Induction

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The checklist overleaf identifies the majority of common points in most establishments but may need to be modified to suit individual learners and types of work.

Health and Safety:

- Safety policy – explain the policy and point out any aspects that specifically apply to young people. Emphasise the learner's personal responsibilities.
- Safety literature – distribute and explain any relevant safety literature, taking in to account the learner's age, length of placement and any likely exposure to hazards.
- Prohibited areas – show and explain any prohibited areas to the learner and tell them why this is the case.
- Machinery – explain to the learner that they must never operate any machinery without prior permission and full training. Stress that they must not attempt to repair any machinery and that all faults must be reported to the supervisor.
- Housekeeping – explain the importance of good housekeeping e.g. keeping drawers/cupboards shut, keeping the work area clean and tidy, safe positioning of loose cables.
- Manual handling – any such work should have been addressed separately and appropriate risk assessment conducted. Where appropriate arrange for the learner to be shown the correct way to lift objects and explain why this is important i.e. to avoid injury.
- Dangerous substances – explain the importance of complying with the rules on the handling of chemicals and the advice given on container labels, stress that the learner should always check with the supervisor before use.

- Protective clothing – where applicable, describe what is available, when and why it must be used and how to make necessary adjustments.
- Safety equipment – explain when and why it must be used, where it is kept and how to use it.
- Hygiene – inform the learner where the toilet and washing facilities are and where applicable explain the use of barrier creams etc. and where they can be found.

Emergency procedures:

- First aid – explain the first aid procedures and facilities, location of first aid box and person responsible.
- Accident/incident procedures – explain that all accidents/incidents must be reported and that all injuries, no matter how small, should be entered in the accident book/forms. Explain where the accident book/forms are kept and to whom they should report in the event of an accident.
- Fire alarm – explain what the learner should do if they discover a fire. Describe how they will know if the alarm is raised.
- Emergency evacuation – explain the procedures for emergency evacuation, including the route to be taken, use of emergency exits, assembly points and reporting procedures.

Stress to the learner that if they are unsure about any aspect of emergency procedures or Health and Safety that they should ask their supervisor.

Work Placement Induction Checklist

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The checklist below identifies the majority of common points in most establishments but may need to be modified to suit individual learners and types of work.

Things to do before a work placement		Tick
Is everyone aware the learner is coming on placement?		
Has paper planning of the placement been completed?		
Is adequate supervision arranged?		
Who will be responsible in the absence of the planned supervisor?		
Are all the planned tasks suitable for the learner?		
Is personal protective equipment available?		
Are there any health risks associated with the work?		
Are there any special needs of the learner that you need to be aware of?		
Is there an emergency/school contact number?		

To be completed at the start of a work placement	Tick	To be completed at the start of a work placement	Tick
Company background		Induction to Health & Safety Policy	
Induction to key staff – e.g. line manager/first aid		Risk assessment	
Tour of premises – fire escape		Safety literature	
Start/finish/break times		Prohibited areas	
Sickness and absence procedure		Safe working systems	
Show rest room/refreshment facilities		Machinery	
Notice boards (location/purpose)		Housekeeping/tidiness	
Security (provide with locker etc)		Manual handling/lifting	
Job role and details of placement		Dangerous substances	
Placement portfolio		Protective clothing – issued & usage	
		Safety equipment usage	
		Hygiene	
		Smoking policy	
		First aid facilities	
		Accident procedures	
		Emergency procedures – event of fire	

Supervisor _____

Learner _____

Date _____

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Work Placement – Database

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What is it?

This online work placement database enables teachers, learners, and parents to search for work placement opportunities offered by employers across a wide range of vocational areas, 24/7, 365 days a year.

How does it work?

- Schools/learners can search and select work placements by vocational sector and/or geographical area.
- NEBA will ensure all placements will have been assessed for health and safety.
- The database can be used to produce documentation to support the placement including an agreement which is signed by the parent/learner and employer, a job description for the work placement and a work placement portfolio for the learner to use prior, during and post placement.
- Secure access to the database is offered via unique user names and passwords.
- The time and location of the placement is stated along with the nature of the learner's duties and responsibilities.

What is expected of me as the employer?

- Agreement to a health and safety assessment that will provide a brief company profile for use on the database.

- Employers can choose to have their own access to the database to update work placement offerings, company information and contact names.
- The employer has the opportunity to specify the skills and abilities that a learner would need to fully benefit from the placement.
- To work in partnership with the school and NEBA to structure a quality placement that will deliver agreed learning outcomes for the young person.

What support will I receive?

- A maintained database which details the opportunities your business can offer in supporting learners.
- Training to use the database if you want to manage your own records.
- Support, advice and guidance from both NEBA and the school to ensure the placement is appropriately structured and meets the needs of the learner.

How much time is required?

- A meeting or telephone call with the school/NEBA to negotiate the placement.
- A Health and Safety advisor will visit your work place to complete an assessment.
- Planning, supervision and evaluation of placement.

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