



THE GILLFORD CENTRE

YOUNG PEOPLE AT WORK AND ON WORK EXPERIENCE

Contents

1.	Introduction.....	5
1.1.	Definitions.....	5
2.	What the law says about young people and work.....	6
2.1.	General health and safety requirements.....	6
2.2.	Risk management and prohibitions for young workers.....	6
2.3.	Training requirements.....	8
2.4.	Working hours.....	8
2.5.	Equality.....	9
3.	Work placement responsibilities.....	9
3.1.	Placement providers (employers).....	9
3.2.	Apprenticeship and training providers.....	Error! Bookmark not defined.
3.3.	Placement organisers.....	11
3.4.	Educational settings.....	12
3.5.	Young people.....	13
3.6.	Parents and carers.....	14
4.	Insurance.....	14
5.	Risk assessment.....	15
5.1.	Specific hazards and prohibitions for young workers.....	15
6.	Supervision.....	16
6.1.	Adults who supervise children or young people on work experience.....	16
6.2.	Will students require a DBS check?.....	17
7.	Induction training for young people.....	18
8.	Information for parents and carers.....	18
9.	Incident reporting.....	18
11.	Child employment.....	19
Appendix A	- Induction Checklist: Work Experience Placement	
Appendix B	- Risk Assessment Guide: Work Experience Placement/Young Worker	
Appendix C:	- Risk Assessment: Work Experience Placement/Young Worker	

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1. Introduction

Since the introduction of the *Education and Skills Act (2008)*, the [Minimum School Leaving Age \(MSLA\)](#) in England and Wales has remained 16 years of age, but with an additional requirement to participate in some form of education or training up to the age of 18 (implemented in stages by 2015). This was referred to as raising the "participation age" in education to distinguish it from the "school leaving age".

Until they are 18 years old young people in England must:

- stay in full-time education, for example at a college,
- start an [apprenticeship](#) or [traineeship](#), or
- spend 20 hours or more a week working or volunteering, while in part-time education or training,

Young people working in educational settings will usually do so paid and long term/permanently as part of an apprenticeship or training scheme learning on the job, or voluntarily unpaid and shorter term as part of a work experience programme or internship where they will have opportunities to observe and practice work tasks.

Introducing students to the world of work through work experience placements while they are still at school or college can help them understand the work environment, choose future careers or prepare for employment.

The law makes specific reference in a range of regulations to the vulnerability of young workers due to their age, maturity and inexperience, and work placement arrangements are often seen as over-bureaucratic and burdensome by both educational settings and employers. What really matters in keeping young people safe at work is the effectiveness of the employer's existing risk management arrangements. They should already be managing the risks in their workplaces and are best placed to assess whether they need to do anything more because a young person is joining them. Schools and colleges, or those organising work placements, should simply ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place.

This guide aims to explain legal requirements and good practice in terms of managing both young workers and young people on work experience, providing template forms, checklists and risk assessments to help keep the work done proportionate to the potential risks.

When guidance uses the word "must", it means the obligation is compulsory on every relevant employer or worker. When guidance uses the word "should" employers need to follow the recommendation unless they have a good reason not to. The decision not to, when and why it was made may need to be written down in case it is needed following a relevant incident where injury or damage occurs.

1.1. Definitions

Work experience is defined by the Department for Education (DfE) as "a placement on an employer's premises in which a learner carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience."

Employment and health & safety legislation refers specifically to "children" and "young people" and the definitions (below) are very important because the groups are treated differently.

Children are young people who have *not* yet reached the official MSLA. Pupils can leave school in England on the last Friday in June if they will be 16 years old before the end of the summer holidays. Most "children" participating in work experience will therefore be aged 14, 15 or 16 and still in statutory education usually pursuing Entry Level, Level 1 and Level 2 qualifications (up to GCSE). For information about the MSLA in Scotland, Wales and Northern Ireland go to:

www.gov.uk/child-employment/restrictions-on-child-employment. When this guide refers to a child or children, it means young people *under* the MSLA.

Young people are people *over* the MSLA who are aged 16 or 17. When this guide refers to a young person or young people, it means young people over the MSLA.

Students can be anyone of any age who is enrolled in a substantial education or training programme, but for the purposes of this guidance on work experience students are children, young people, and young adults usually aged 18 (and sometimes 19) who are enrolled in a school or further education college, usually to fulfil the “participation age” in education requirement (in England). Template forms use the more inclusive term “**learner**” which includes apprentices and trainees who are not full-time students and who don’t think of themselves as students.

Pre-16 work experience involves children still in statutory education and is most commonly in the form of:

- Extended work experience placements i.e. an experience or placement occurring frequently over a period of weeks and equivalent to more than 15 days in total;
- Block work experience placements i.e. over 5, 10, or 15 days consecutively.

Placement providers are employers who offer apprenticeships, traineeships, and work experience opportunities to children and young people (and sometimes adults through a Job Centre service).

Placement organisers are schools, colleges, other educational settings, and independent organisations, like the Cumbria Work Experience who make arrangements for children and young people to engage in training and work experience opportunities with placement providers.

Parents are anyone who holds the legal rights and responsibilities of a parent according to government guidance at: www.gov.uk/parental-rights-responsibilities.

2. What the law says about young people and work

There are several pieces of legislation that everyone involved in organising work or work experience for children and young people need to be aware of because they require certain considerations by all parties before employing or hosting them in a workplace.

Most health and safety requirements are the responsibility of employers who are best placed to manage risks that their businesses create and the UK’s enforcing authority in health and safety, the Health & Safety Executive (HSE), is keen to assure everyone involved that taking on young workers, apprentices, trainees, and work experience students should be easy.

2.1. General health and safety requirements

The *Health and Safety at Work etc. Act (1974)* says in Section 1 that employers must:

- “ensure, so far as is reasonably practicable, the health, safety and welfare of all employees whilst at work”, and;
- “ensure, so far as is reasonably practicable, that persons not in his employment who may be affected by his/her work, are not exposed to risks to their health or safety”.

To comply, an employer must assess and control the risks that employees *and* non-employees are exposed to by the employer’s work activities.

“Reasonably practicable” is a balance between the risks a hazard presents to the people who would be affected by it and the cost in time, trouble and money needed to control it.

2.2. Risk management and prohibitions for young workers

The *Management of Health and Safety at Work Regulations (1992 amended 1999)* says under Regulation 3 that employers must:

“make a suitable and sufficient assessment of:

- the risk to the health and safety of his employees to which they are exposed whilst they are at work; *and*
- the risks to the health and safety of persons not in his employment arising out of, or in connection with, the conduct by him of his undertaking” (e.g. pupils, parents, visitors, contractors etc.)

Regulation 3 therefore requires a general assessment be carried out of the significant risks to the safety and health of both workers and non-workers that arise from the employer’s work, and for it to be written down when 5 or more people are employed.

Regulation 10 requires employers “*before* employing a child, (to) provide a parent of the child with comprehensible and relevant information on:

- a) the risks to his health and safety identified by the assessment;
- b) the preventive and protective measures”.

Information for parents can be supplied in any appropriate format directly to them or to the placement organisers to pass on, including verbally.

This requirement therefore also applies to all work experience placements taken up by anyone who has not reached the MSLA at the time of the placement. Information should only be passed to parents via the child if parents explicitly agree *and* the placement organiser has reason to believe the child is a reliable method of information transfer.

Regulation 19 places a duty on employers to “ensure that young persons employed by him are protected at work from any risks to their health or safety which are a consequence of their lack of experience, or absence of awareness of existing or potential risks or the fact that young persons have not yet fully matured.”

It also prohibits employers from employing “a young person for work:

- a) which is beyond his physical or psychological capacity;
- b) involving harmful exposure to agents which are toxic or carcinogenic, cause heritable genetic damage or harm to the unborn child or which in any other way chronically affect human health;
- c) involving harmful exposure to radiation;
- d) involving the risk of accidents which it may reasonably be assumed cannot be recognised or avoided by young (people) owing to their insufficient attention to safety or lack of experience or training; or
- e) in which there is a risk to health from:
 - i) extreme cold or heat;
 - ii) noise; or
 - iii) vibration,

and in determining whether work will involve harm or risks... regard shall be had to the results of the (risk) assessment”.

A child *must not* be employed in industrial workplaces such as factories, construction sites etc, *except* when on work experience.

A child aged 12 and under *must not* work at all in any industry (except in entertainment & media work like modelling), but they can be given experiences from the age of 12 onwards to fulfil the requirement in the *Education and Skills Act 2008* for schools to offer independent careers guidance in Years 8 to 13, and provide access to pupils. These experiences will not be traditional independent work experience, but opportunities provided by schools for contact with employers and training providers to learn about the world of work and their career choices. These very early experiences will usually happen at school with employers and training providers visiting or will

involve school or college staff taking children to tour workplaces and see different industries first-hand.

A child *must not* engage in any work or work experience involving the risks outlined above.

The only times young people *can* engage in work involving the risks outlined above “are where:

- a) it is necessary for (their) training;
- b) the young person will be supervised by a competent person; and
- c) any risk will be reduced to the lowest level that is reasonably practicable.”

For more information about industry risk categories and the factors that might make work for a child or young person low, medium, or high risk see [Section 3.1](#) below.

Find out more about work restrictions and managing risks around young people at work from: www.hse.gov.uk/youngpeople/risks/index.htm.

A placement provider (employer) will need to consider:

- the layout of the workplace
- the physical, biological and chemical agents they will be exposed to
- how they will handle work equipment
- how the work and processes are organised
- the extent of health and safety training needed
- risks from particular agents, processes and work

Find out more about the specific factors which impact work for young people and how they might be managed in Appendix B.

2.3. Training requirements

The *Health and Safety (Training for Employment) Regulations 1990* make it clear that anyone receiving relevant training (apprentices, trainees etc.) should be treated as an employee for the purposes of health and safety legislation.

Work experience provided as part of a training course or programme, or training for employment or both qualifies as such training defined in the regulations.

Training requirements under Section 2(c) of the *Health and Safety at Work etc. Act 1974* for all employees is limited to the very broad definition of “such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of his employees”.

Employers have the same obligations to volunteers who work for them unpaid and this includes students or learners of any age on a work placement.

2.4. Working hours

All work *must* comply with the [EU Working Time Directive](#) enshrined in UK law in the *Working Time Regulations 1999 (as amended)*.

The number of hours and the pattern of work on any work experience placement are normally a matter of agreement between the employer, school or college, parents or carers, and the student.

All placements *must* comply with the *Working Time Regulations 1999* and placements for students who are aged 16 and under *and* have not reached their MSLA should be compliant with UK [child employment regulations](#) unless essential to the agreed programme.

Local Authorities may have region-specific rules about child employment called byelaws and they might require parents or employers or both to apply to them for a child employment permit. This permit system does *not* apply to work experience placements, only to paid child employment.

Schools and colleges may choose to stipulate a maximum number of hours to be worked to ensure students are not asked to work excessively long or unsocial hours.

Start and finish times need not be restricted to school hours but must be agreed beforehand by all parties. Unless the nature of the work does not allow, placements should be between 07:00 and 19:00 for a maximum of 8 hours per day and 35 hours per week with a minimum of a 1 hour break after a 4 hour period of working.

For students with Saturday jobs for example, the hours must be aggregated which means students on full-time work experience will be doing excessive hours if they also have part time jobs.

2.5. Equality

Under the *Equality Act (2010)*, head teachers have a duty to ensure equality of opportunity in the placements they offer, organise or authorise and that all reasonable adjustments or supportive measures are considered to allow equal access regardless of age, gender, ethnicity, sexual orientation, disability, faith or religion, gender identity, pregnancy or marital status.

Gender equality and ethnic diversity is still challenging across many industries, including education where studies have raised significant concerns about an unconscious negative stereotyping of poor ethnically white-British boys in primary schools. A stable careers programme, talking to children early on and continually about their aspirations, and giving them high quality information about the world of work and positive interactions with the labour market can only help to tackle this kind of inequality and is a key aim of the Gatsby Benchmarks which all educational settings are required to achieve (for more information see [Section 3.4](#)).

The Careers and Enterprise Company's '[SEND Gatsby Benchmark Toolkit](#)' is full of practical information and guidance for schools and colleges on how to meet the careers benchmarks for students with Special Educational Needs and Disabilities (SEND), including case studies and good practice examples.

3. Work placement responsibilities

3.1. Placement providers (employers)

A work experience placement provider is an employer who offers apprenticeships, traineeships, and work experience opportunities to children and young people through schools, colleges and other providers, (and sometimes adults through a Job Centre service).

Under health and safety law, work experience students are considered employees and must be treated no differently from other young people employed. The HSE actively encourages employers to raise queries with the HSE [Myth Buster Challenge Panel](#) if they are advised to do something that is contrary to, or goes beyond, their guidance, which is included here throughout.

The employers' liability insurance policy (ELI) will cover work placements provided the insurer is a member of the Association of British Insurers or Lloyds, so employers don't need to obtain any additional employer's liability insurance to take on work experience students. To find out if the employer's insurance company is a member of ABI look here: www.abi.org.uk/about-the-abi/abi-members/. To find out if the broker who arranged the insurance is a Lloyds broker or associate look here: <https://www.lloyds.com/>. For more general information see Section 4.

Employers need to:

- Use existing arrangements for the assessment and management of risks to young people – there is no need for it to be written down where there are less than 5 employees.
- Avoid repeating the assessment of risks if a new student accepted onto a placement is of a broadly similar level of maturity and understanding and has no particular or additional needs - the placement organiser or the parent needs to provide accurate and useful information about this.

- Review current risk assessments if no young people are currently employed, none have been employed in the last few years, work experience is being offered for the first time, or when a student with particular needs is accepted and *before* they start.
- Discuss the placement in advance with organisers and take account of what they and the parents or carers say about the student’s physical and psychological capacity and any particular needs, for example due to any health conditions or learning difficulties.
- Keep any additional work in proportion to the work environment:
 - for placements in **low-risk environments**, such as offices or shops, **with everyday risks** that will mostly be familiar to the student, existing arrangements for other employees should be enough;
 - for **environments with risks less familiar** to the student, e.g. light assembly or packing facilities, arrangement will need to be made to manage the risks, including induction, supervision, site familiarisation, and any personal protective equipment (PPE) needed;
 - for a placement in **higher-risk environments** such as construction, agriculture and manufacturing employers need to:
 - consider what work the student will be doing or observing, the risks involved and how these are managed
 - be satisfied that the instruction, training and supervision arrangements have been properly thought through and that they will work in practice.
- Consider whether anything more needs to be done to control the risks to young people. In **higher-risk environments**, there may be specific factors that require particular management for young people like exposure to radiation, noise and vibration, toxic substances, or extreme temperatures. Where specific factors exist in the workplace, adequate control measures should already be in place. This applies to legally required age limits on the use of some equipment and machinery e.g. forklift trucks and some woodworking machinery.
- Explain to the parents or carers of children what the *significant* risks are and what has been done to control them. This can be done in whatever way is simplest and suitable, including verbally, and is very often done via the school, college or placement organiser;
- Induct students explaining the risks and how they are controlled, checking that they understand what they have been told;
- Check that students know how to raise health and safety concerns.

The very basic table overleaf outlines some work environments and some common potential risks that students can reasonably expect to encounter while working in them and categorises them very broadly as low, medium and high risk.

In deciding what the industry risk category of a work placement might be, the table can be used as a starting point *after* factoring in the tasks which students will be expected to carry out while on a placement.

For example, a student placed in a potentially LOW risk office environment, but during a major office move where they will be asked to help handle heavy boxes, awkward furniture etc. will be at a *higher* risk than a student placed in a potentially HIGH risk pharmaceuticals factory, but only working in the procurement office for the duration and with no access to hazardous manufacturing areas.

Risk Level	Work Environments	Common Potential Risks
LOW	Office Nursery, school or college Shops Hotels, restaurants & cafes	Slips, trips and falls; some lifting and handling; contact with hot surfaces/sharp objects; potential interface with abusive customers etc.

MEDIUM	Hairdresser Warehouse Riding stables Veterinary practice Hospital Gym/swimming pool	As above and with potential for limited contact with harmful substances; increased manual handling tasks; areas where vehicles/forklift trucks operate; unpredictable animal behaviour; exposure to biohazards etc.
HIGH	Farming Construction Trade work e.g. plumbing, joinery Engineering workshop Vehicle service or maintenance Heavy industry (vehicle, appliance, chemical, pharmaceutical etc. manufacture)	As above and potential for contact with dangerous moving parts on machinery, exposure to higher quantities of hazardous chemicals, construction site risks e.g. falls from height, extreme heat from welding operations etc.

Find out more about how employers should be managing risks on the HSE webpage [Health and safety made simple](#).

Find out more about the specific factors which impact work for young people and how they might be managed in Appendix B.

3.2. Placement organisers

A work experience placement organiser is a school, college, other educational setting or independent organisation like Cumbria Work Experience that arranges for children and young people to engage in training and work experience opportunities with placement providers.

There are very few work activities a student cannot do due to health and safety law. The HSE actively encourages placement organisers to raise queries with their [Myth Buster Challenge Panel](#) if they are advised that a particular placement is not possible due to health and safety. See Appendix B for more information about factors that need special consideration when young people might be involved in particular work, how risks might be managed.

Placement organisers need to keep a sense of proportion by following the HSE dos and don'ts:

Do:

- Remember that the placement provider (employer) has primary responsibility for the health and safety of the student and should be managing any significant risks.
- Take reasonable steps to be satisfied that they are doing this. For employers who are new to taking students on work experience, talk through what the student will do and any relevant precautions. It might be helpful to make a note of the conversation, especially if information about the significant risks needs to be given to a parent because the student is aged 16 or under *and* has not yet reached the MSLA.
- Rely on past experience, or pooled experience. There is no need to do it all again for a new student where an employer is already known and has a good track record, and the new student's needs are no different to those on past placements. If an employer has offered placements to students from other settings and they've completed them successfully, and has already put together some information about the placement and potential risks to children and young people, it should be accepted.
- Work with parents to ensure employers know in advance about students who might be at greater risk, for example due to health conditions or learning difficulties, so they can take these properly into account.
- Keep checks in proportion to the environment:

- For a **low-risk environment**, such as an office or shop, with everyday risks that will mostly be familiar to the student, simply speaking with a new employer to confirm this should be enough. This can be part of the wider conversation on placement arrangements.
- For **environments with less familiar risks** e.g. in light assembly or packing facilities, talk to the employer to find out what the student will be doing and confirm the employer has arrangements for managing risks. This will need to include induction, training, supervision, site familiarisation, and any protective equipment that might be needed.
- For a placement in a **higher-risk environment** such as construction, agriculture and manufacturing:
 - Discuss with the employer what work the student will be doing or observing, the risks involved and how these are managed. Remember that although the placement might be in a higher-risk environment, the work the student is doing and the surroundings they are working in may not be, for example it could be in a separate office area.
 - Be satisfied that the instruction, training and supervisory arrangements have been properly thought through.
- Check that the employer understands the specific factors relevant to employing young people.
- Check that students know how to raise any health and safety concerns

Don't

- Repeat the process for a new student or visit unnecessarily where an employer is known and has a good track record and the student's needs are no different to those on past placements.
- Seek additional paperwork for assurance purposes, or seek to second-guess the employer's risk assessment or their risk control measures:
 - Organisers are unlikely to have the knowledge to evaluate any assessment,
 - It risks creating a false impression that the organisers have 'approved' it,
 - Employers with fewer than five employees are not required to have a written assessment.
- Duplicate checks on employers. Schools and colleges using a third party to arrange placements should work with them to make sure employers are not asked to do things twice.

Information about significant risks should only be passed to parents via a child if parents explicitly agree *and* the placement organiser has reason to believe the child to be a reliable method of information transfer.

Where a student is enrolled at a school and is regularly released to a further education college to complete some of their studies, any work experience arrangements will have some elements of shared responsibility e.g. the appropriate sharing of personal and sensitive personal data about students to keep them safe on the work placement, appropriate communication with parents, securing parental consent etc.

If the school arranges a placement they need to cooperate and coordinate with the college to ensure proper absence management and continuity in their student's college work.

If the college arranges a placement there must be clear arrangements in place to jointly fulfil the role of placement organiser with the school, in particular parental consent and the requirement to inform parents about the significant risks if the student is under the MSLA.

3.3. Educational settings

All maintained, academy and free schools which provide secondary education must have due regard for the [Careers Guidance and Access for Education and Training Providers: Statutory guidance for governing bodies, school leaders and school staff \(October 2018\)](#) which outlines their legal duties and offers advice relating to independent careers guidance in Years 8 through to 13, and provider access to schools (under Sections 42A1, 42B and 45A of the *Education Act 1997*;

Section 72 of the *Education and Skills Act 2008*; and/or Schedule 4 (15) of the *School Information (England) Regulations 2008*).

All such schools are required to use the *Gatsby Charitable Foundation's Benchmarks (2014)* to develop and improve their careers provision. The statutory guidance is structured around the Benchmarks with information on what schools need to do to meet each one. A Schools, a Colleges, and a SEND Toolkit have been developed which explain the 8 benchmarks and provide practical tips and examples of best practice available from www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks. There is also a free online careers evaluation tool which takes about 30 minutes to use to evaluate how careers activity compares to the benchmarks.

Since January 2018 maintained and academy schools have been required to ensure that there is an opportunity for a range of education and training providers to access all pupils for the purpose of informing them about approved technical education qualifications and apprenticeships. In practice this will mean every school allowing each provider access to all pupils in years 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails.

Since September 2018 all (except independent) schools have been required to publish information about their careers programme on their websites including:

- The name, email address and telephone number of the school's Careers Leader,
- A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme,
- How the school measures and assesses the impact of the careers programme on pupils, and
- The date of the school's next review of the information published.

Schools should also ensure that by the age of 16, every pupil has at least one experience of a workplace, and one further such experience by the age of 18. This is no longer a statutory requirement or entitlement but schools failing to do so will not be achieving the requirement to "use the *Gatsby Charitable Foundation's Benchmarks* to develop and improve their careers provision".

Schools, colleges and alternative education providers need to follow the HSE guidance for placement organisers if they organise placements for their students, or they should obtain suitable assurance from any third-party organiser being used that they follow it.

3.4. Young people

Students participating in work experience or work-related learning programmes are regarded as the placement provider's employee for the purposes of health and safety.

Young people need to:

- take care of their own health and safety, and that of others who may be affected by their actions, which includes listening carefully, following instructions, using any safety equipment that has been provided and taking part in relevant training.
- raise any concerns about their health and safety with the placement provider or organiser and tell them about any accidents or illness which they think may be work related.

Workplace health and safety representatives can play a valuable role early on, by:

- introducing the student to the workplace,
- helping students raise concerns.

A useful leaflet of health and safety advice aimed at young people starting out in work or gaining work experience for the first time is available at osha.europa.eu/en/publications/factsheets/66. The British Safety Council also has sections on its website devoted to young workers and volunteers like www.britsafe.org/campaigns-policy/speak-up-stay-safe/new-to-work/, and produces a range

of free leaflets and quizzes for download and makes videos available on their [YouTube Channel](#) to help young people start their working life safely and well.

3.5. Parents and carers

Parents and carers have no legal duties under health and safety law but will hold the legal duty of care to children who they hold the parental rights and responsibilities for and have parental authority over.

Students under the age of 18 will need parental consent to participate in a work experience placement. Where students in England are legally adults because they are aged 18 or over but they are still engaged in education required as part of the raising of the “participation age”, their parents or carers should receive the same information as young people and there should be an expectation that they will still give parental consent. Failing to secure parental consent when a student is legally an adult themselves does not mean a placement should be withheld.

Any employer who employ a child or young person (under the MSLA) or offers them a work experience placement, must tell parents and carers if there are any significant workplace risks to the child and how they are controlled. This can be done in whatever way is simplest and suitable, including a quick chat.

There are very few work activities that a student cannot do due to health and safety law. The HSE actively encourages parents and carers to raise queries with their [Myth Buster Challenge Panel](#) if they are advised that a particular placement is not possible due to health and safety.

If a student has any medical or behavioural conditions, for example asthma, parents should let the organiser or the placement provider (who holds the legal duties of the employer) know so that any potential risks can be properly managed.

There should be a clear expectation that when a placement has started, that parents will take reasonable steps to ensure the placement provider *and* organiser are informed promptly if there are any problems on placement, or if the young person is ill or injured and cannot attend.

Parents or carers who organise, or help to organise a work experience placement directly, need to follow the HSE advice for placement organisers and assist the educational setting in getting the appropriate employer assurances for them and the information for themselves about any significant risks. If the parent and student fully sources and arranges the work experience without reference to the educational setting, they will have accepted the full responsibilities of the placement organiser by their actions.

4. Insurance

The ‘*Employers’ Liability (Compulsory Insurance) Act (1969)*’ makes it a legal requirement for a business owner to buy at least £5m worth of ELI cover as soon as they employ someone and it’s so important they can be fined £2,500 per day that they don’t have it.

The policy is designed to ensure that there is money available to meet the cost of a claim for compensation if an employee is injured or becomes ill due to their work and they believe the employer is responsible for what happened. For detailed information about the requirements see the HSE leaflet [HSE40: Employers’ Liability \(Compulsory Insurance\) Act \(1969\): A brief guide for employers](#).

The following exemptions apply:

- most public organisations e.g. government departments and agencies, local authorities, police authorities and nationalised industries;
- health service bodies e.g. NHS trusts, health authorities, primary care trusts;
- some other organisations which are financed through public funds e.g. passenger transport executives and magistrates’ courts committees;

- family businesses, i.e. if all employees are *closely* related to the business owner (immediate family including half and step-relations), *except* when the family business is a limited company.

For a child or young person to be employed, or to do any kind of work experience or volunteering their employer *must* have ELI. The only exception to this is when the young person will be employed or on placement in their own family's business.

Placement organisers *must not* organise placements for children or young people in businesses that do not have ELI *unless* it is their family business and properly exempt.

Placement organisers must explain to all parties the significance of not having ELI if anything were to go wrong and the young person on placement becomes ill or injured through the work or placement. The law allows anyone, including children and young people, to sue for compensation anyone they believe is responsible for harm they have suffered, including their own family. Family businesses that are not limited companies will potentially risk the business and all of the owner's personal assets, and the injured person might still not be properly compensated.

ELI also provides a mechanism through which an injured or ill employee can claim Industrial Injuries Disablement Benefit (IIDB) from the Department for Work and Pensions (DWP) based on how disabled they are i.e. how much more difficult or expensive it is to work with the disabilities, or to compensate for being unable to work. IIDB is only available to employees and people on an approved employment training scheme or course. Information to parents about unpaid work experience placements *must* include confirmation that their children are not entitled to make a claim for IIDB, even if they would qualify by their disablement, because they were not engaged in paid work when it happened.

Public Liability Insurance (PLI) is not a legal requirement for any employer to have. PLI policies work in a similar way to ELI but the group of people it protects is members of the public only, so customers, visitors, passer's by etc. A work experience student is considered an employee while on placement so PLI would not cover them anyway.

5. Risk assessment

Taking on work experience students should be easy and many employers have considerable experience of successfully employing young people or taking on work experience students. If they have never employed a young person (under 18) before, there are just a few steps employers need to take.

A risk assessment of the activities that a young person may undertake must be carried out before their employment or work placement period begins. The findings of the risk assessment may determine what activities the young person will be allowed to undertake and may even determine whether a work placement can go ahead at all. To assist in this process a model Young Person Risk Assessment can be found at Appendix B, but there is no requirement to use it or anything like it.

Schools and colleges or others organising placements only need to check the employer has insurance and risk management arrangements in place, and that the parents of children under the MSLA on work experience receive information about the significant risks and how they will be controlled. Conversations between the placement organiser and the employer could simply be noted down for reference.

5.1. Specific hazards and prohibitions for young workers

A summary table of information about particular workplace risks, how they might more adversely affect young people, and what control measures an employer might have to specially consider or put in place is available at Appendix B. It should be used as part of the risk assessment process to identify hazards that present an increased risk to young people and young adults who are aged 18 or over, especially those with SEND.

The information will be useful to employers who don't already employ young people and who need to decide whether what they are doing to manage risks already is enough when workers are young. In most cases the risks to young workers will be adequately controlled by the measures required under specific regulations for all workers, such as the Manual Handling Operations Regulations (1992 as amended), or the Control of Substances Hazardous to Health Regulations (2002). The physical size of the young worker is likely to be the main consideration in those areas e.g. what they can reach, carry, and the size of PPE like gloves or masks.

It will also be useful to work experience placement organisers who need to understand the industries that young people may not be able to get meaningful work experience in, or the kind of restrictions that might be placed on them and the kind of questions that might need to be asked or information parents must have before allowing a placement to go ahead.

Prohibitions on young workers set out in the *Management of Health and Safety at Work Regulations* are detailed in [Section 2.2](#) and addressed in Appendix B.

Where the guidance indicates that a young person *cannot* do particular work unless they are properly trained and effectively supervised, it is very unlikely that a young person can complete a work experience placement doing that work unless it is part of a recognised apprenticeship or traineeship scheme which can fulfil the requirement for "proper training and effective supervision".

6. Supervision

Peer pressure, a reluctance to ask questions and a misunderstanding of instructions or the significance of a safe system of work can all lead to young and inexperienced people overstretching themselves and having or causing accidents. This will mean young people should be supervised at all times.

Young people on work experience should be introduced to the people who will directly supervise them as part of their induction process, and this is included in the template Induction Checklist at Appendix A. Where a young person will have more than one supervisor i.e. because they will work in different locations or in different departments or will do different technical tasks that one person is not competent to supervise, a single person must be assigned to be in overall control of the young person. It might be helpful to call this person in overall control their mentor to avoid confusion with other work task supervisors.

6.1. Adults who supervise children or young people on work experience

179. Schools and colleges organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.¹
180. Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement.² The school or college should consider the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:
 - unsupervised themselves; and

¹ [Guidance on work experience](#)

² Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012, which came into force on 10 September 2012

- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).
181. If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.
182. Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.³
183. If the activity undertaken by the child on work experience takes place in a ‘specified place’, such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases, and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.⁴

In summary:

Organisations that employ young workers or volunteers, or who offer work experience opportunities to children and young people must have a basic understanding of how children can be harmed and simple procedures in place to raise and deal with concerns.

Workers who directly supervise young people aged 16 and 17 on work experience are *not* required to undergo a Barred List check or an Enhanced DBS check just to be able to offer work experience.

Workers who directly supervise children aged 15 or under on work experience *might* be required to undergo a Barred List check to ensure they are not barred from work with children, but not necessarily an Enhanced DBS check as well. This is a risk-based decision (as described above).

6.2. Will students require a DBS check?

People aged 18 or over who work (paid or unpaid) in “regulated activity” (nursing, teaching etc.) or in “regulated places” (schools, prisons etc.) *must* have a suitable Enhanced DBS check with a Barred List check (Adults’ or Children’s or both) for the work they will be doing.

For work experience to be qualifying “work”, it needs to be carried out frequently or intensively and *not* be reasonably supervised by a worker who does have a suitable Enhanced DBS and Barred List check. The nature of high-quality work experience requires students on placement to have good supervision to maximise learning opportunities. Students aged 18 or over on work experience placement should *not* need an Enhanced DBS or Barred List check because they should be reasonably supervised by someone who does.

Neither a DBS check of any kind *nor* a Barred List check can ever be carried out on anyone aged 15 or under.

Both DBS *and* Barred List checks *can* be carried out on a 16 or 17 year old, but should only be sought by schools or colleges if the work experience is qualifying “work” (frequent/intensive and unsupervised) and on the basis of a risk assessment focussed on knowledge of the student’s

³ The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 was amended by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2012 so that employers may no longer request checks in these circumstances.

⁴ Under the Police Act 1997, an individual must be 16 or over to be able to make an application for a DBS check.

character, the particular vulnerability of the people the student may be working with, and/or that lack of suitable continuous supervision by someone who does have a suitable Enhanced DBS.

7. Induction training for young people

Induction for young workers should follow the standard employee induction but may need to be delivered in smaller chunks, tested for how much is being retained (usually by questioning as work tasks progress), and more frequently revisited for new young workers.

For students on work experience placements a Work Experience Induction Checklist needs to be completed with them on their first day at work, regardless of how long the work placement is. Find an example template at Appendix A.

In addition, Parts A and B of a Work Experience Placement/Young Worker Risk Assessment should be discussed with the student on work experience or the young worker at work as part of the induction process. A completed copy *could* be provided to the young person and their parents if they are under the MSLA. Find an example template at Appendix C and a guidance document to help identify the significant risks and likely controls that might need to be noted on it at Appendix B.

8. Information for parents and carers

The parents or carers of children under the MSLA who are employed, including unpaid work experience, must be given comprehensible and relevant information about the significant risks to their child's health and safety identified by the employer's risk assessment and the preventive and protective measures to be put in place, before employing the child.

Information for parents can be supplied in any appropriate format, including verbally, directly to them or, if related to work experience or a training scheme, to the placement organisers to pass on. Information should only be passed to parents via the child if parents explicitly agree *and* the placement organiser has reason to believe the child is a reliable method of information transfer.

There is no requirement to provide such information to the parents or carers of young people aged 16 who are over the MSLA, or older.

The parents and carers of both children and young people on a work experience placement should receive:

- A copy of the consent form they used to agree the placement (whether signed or unsigned). This may include further information about the placement like, a plan of work, training and supervision, and procedures in the event of sickness absence or an accident;
- Information on insurance cover for the student in case they have an accident and injure themselves or cause damage, or injury to others (Employer's Liability Insurance – ELI);
- Information, preferably included in the consent form, that it is a condition of work experience that students do not receive payment, so they will not be entitled to Industrial Injuries Disablement Benefit if they are involved in an accident on work experience. This does not affect their right to bring, (or where under 18 to have their parents bring) a claim for personal injury against the employer and the employer's insurer where they believe employer negligence was a factor in what went wrong.

9. Incident reporting

All employers should have an accident or incident reporting system they will follow if anything happened involving a work experience student, in the same way as they would for their employees.

When there is an incident at work involving a work experience student that results in damage or injury, a copy of the incident report must be shared with the student's work experience organiser and their school or college if different.

It would be good practice to extend this to very serious “near-miss” incidents where the potential damage or injury could have been catastrophic. This will help employers, students and work experience organisers learn from it and review their current assessment of risk, especially as the organiser who is not personally familiar with the workplace might understand it.

10. Child employment

Educational settings rarely employ children, although some will take them on in part time roles as auxiliary staff such as cleaners. In these circumstances, and *before* employing them, the parents, the educational setting, or both must apply to their Local Authority for a Child Employment Permit.

Work experience placements are *not* child employment.

Children aged 12 and under cannot be employed to do any work.

Children aged 13 and over can be employed to do work but not in an industrial setting e.g. factories, construction etc. *unless* they are on a work experience placement.

Employers must provide a parent of the child with comprehensible and relevant information on the significant risks to their health and safety identified by their risk assessment and the special preventive and protective measures for them as a young person. This can be supplied in any appropriate format, including verbally.

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WORK EXPERIENCE PLACEMENT CHECKLIST

Employers offering work experience (WE) placements should complete **Part 1** before the work experience starts but after the individual taking the placement is known so that any risk assessments or procedures can be reviewed and adjusted if necessary in light of their individual needs.

Name of Learner:			
Placing School/College:			
Placing WE Coordinator:		WE Coordinator Tel. No.:	
Name of Employer:		Date(s) of Placement:	
Name of WE Supervisor:		Supervisor Tel. No.:	
Date Part 1 completed:		Date Part 2 completed:	

PART 1: To be completed by the employer BEFORE work experience starts	Y, N or N/A
Learner has attended an interview.	
A learner specific risk assessment has been undertaken (<i>mandatory for those aged 17 and under</i>) considering information from the placing organisation about the young person's character, disability, or medical, health or special educational needs relating to planned work.	
If the learner is below the Minimum School Leaving Age , information on the <u>significant</u> hazards involved in their work has been provided to their parent/guardian.	
The Work Experience Agreement has been signed and returned to the WE organisers.	
Adequate and appropriate supervision has been arranged (supervisor/buddy/mentor).	
Name of the person responsible in the absence of the planned supervisor.	
All relevant staff have been made aware the learner is coming and their role in the experience.	
All relevant staff have been briefed on safeguarding and agreed activities.	
A schedule of activities has been identified for the learner.	
All planned activities are suitable for the learner.	
Personal Protective Equipment will be available in suitable sizes.	
Name of person who can meet/talk to the learner's placement monitor.	
Emergency contact details are available for the educational organisation.	
Emergency contact details are available for those with parental responsibility.	
Special arrangements/reasonable adjustments to be put in place before this placement starts: Site access: IT access: Workspace: Equipment:	

Appendix A

Part 2 or something equivalent must be completed by the employer together with the work experience learner on their first day, or as soon as is practical.

PART 2: Health & Safety Induction	Employer	Learner
Welcome, organisation background and role of the learner while on placement.		
Introduction to key staff (supervisor/buddy/safety/first aid).		
Tour of premises incl. access, security, fire alarm/escape routes/assembly points.		
Tour of staff refreshment and welfare facilities.		
Noticeboards and appropriate signage explained (location and purpose).		
Introduction to the organisation's Health & Safety Policy and Procedures.		
Explanation of risk assessments given (organisation and learner specific ones).		
Safety literature given (if any).		
Prohibited areas or equipment explained.		
Safe systems of work explained e.g. signing in/out; security procedures, sick/late/absence reporting; where useful equipment is e.g. trolleys for handling, stationery		
Introduction to and training on machinery or equipment that may be used.		
Housekeeping, tidiness, and smoking policy explained.		
Suitable lifting and handling techniques explained.		
Substances hazardous to health (bleach etc.) or dangerous (flammables) explained.		
Use and care of personal protective equipment explained/demonstrated.		
Personal and workplace hygiene requirements outlined incl. appropriate dress.		
First Aid facilities/first aiders & accident procedures explained.		
Emergency procedures explained.		
Confidentiality and data protection responsibilities explained.		
Safeguarding arrangements explained e.g. do's, don'ts and reporting.		
Health and safety precautions identified e.g. any specific chemical/ electrical/ mechanical/ physical tasks those on work experience may <i>not</i> undertake.		
Any other specific information required (please give details):		

DECLARATION

I have received and understood the relevant information, instruction and training as indicated above and my supervisor and I have initialled the areas covered.

Name of Learner:		Name of Supervisor:	
School or College		Position:	
Signature:		Signature	
Date:		Date:	

Risk Assessment Guide: Work Experience Placement/Young Worker

This is an indicative not exhaustive list of the areas of work where a placement provider (employer) is likely to need to give special consideration to what makes young people more vulnerable at work than other workers.

Placement organisers need to be aware of the issues so they can appropriately match students to placements. They also need to understand the kind of information that a placement provider might need about a particular apprentice, trainee, or student's learning or health needs.

PSYCHOLOGICAL CAPACITY: What is the risk?	Control Measures (avoiding the risk)
<p>In most jobs there is no difference in the kind of mental and social skills used by young people and adults, but there may be big differences in the psychological capacity of individual young people (due to training, experience, skills, personality and attitudes etc.).</p> <p>However, there are some areas of work that could be beyond a young person's ability, such as:</p> <ul style="list-style-type: none"> • dealing with violent and aggressive behaviour; • decision-making in stressful situations. 	<p>Identify critical tasks that rely on skill, experience and an understanding of task requirements in the risk assessment (RA).</p> <p>Provide suitable training and effective supervision, particularly where young people are:</p> <ul style="list-style-type: none"> • Using machinery with exposed dangerous parts e.g. food slicing machinery; • Potentially exposed to violent or aggressive behaviour.
PHYSICAL CAPACITY: What is the risk?	Control Measures (avoiding the risk)
<p>Accidents, injuries and/or musculoskeletal disorders that can occur in tasks which require repetitive or forceful movements, particularly in association with awkward posture or insufficient recovery time.</p> <p>Young people may not be capable of driving or operating machinery designed for adults.</p>	<p>Consider physique, general health, age and experience in the RA and decide on any prohibited tasks e.g. driving of any motorised vehicle, riding in open vehicles or trailers, handling heavy or difficult loads etc., and review PPE i.e. will it fit and function.</p> <p>Arrange any 'fitness' checks e.g. strength in lifting, reach, fit of PPE etc., and provide suitable training and effective supervision.</p>
WORK RATES (machine pace and piece work): Risk?	Control Measures (avoiding the risk)
<p>Muscle strength may not be fully developed, and they may be less dexterous or skilled e.g. in handling techniques or in pacing the work according to their capacity.</p> <p>They may be more subject to pressure from the pace machines work at, or systems of payment by results (piece work), or from their peers to take on unsuitable tasks or work more quickly.</p>	<p>Consider each young worker's age, experience and personal risk factors in relation to tasks in the RA.</p> <p>Appropriately brief all employees who will work with the young worker.</p> <p>Provide suitable training and effective supervision.</p>
EXTREME COLD OR HEAT: What is the risk?	Control Measures (avoiding the risk)
<p>Extreme heat presents risks to workers of all ages including heat exhaustion or potentially fatal heat stroke, as does extreme cold including hypothermia and frostbite.</p> <p>Protective clothing may prevent the body losing heat normally.</p> <p>Their response to work in high or low temperatures will depend on their physical fitness, physique and their personal experience of such conditions, which will vary from person to person.</p>	<p>Consider potential exposure to extreme heat or cold and any personal risk factors in the RA.</p> <p>Minimise risks by:</p> <ul style="list-style-type: none"> • Suitable work patterns, • Reducing work rates, • Controlling work periods, • Getting a medical assessment of the young person before they start work, • Providing PPE that fits and functions, • Effective training and supervision.

Appendix B

NOISE: What is the risk?	Control Measures (avoiding the risk)
<p>There is no evidence that young workers are at greater risk of damaged hearing from exposure to noise than other workers.</p>	<p>Apply the general requirements of the Noise at Work Regulations (RA, hearing protection, etc.).</p> <p>Follow HSE advice that hearing protection e.g. ear defenders, be provided to young people where daily exposure exceeds the ‘first action level’ (see General Safety Series G32: Noise for more information).</p> <p>Provide suitable training (including care and proper use of PPE), and effective supervision (to ensure risks are avoided and PPE is worn properly).</p>
HAND-ARM VIBRATION SYNDROME (HAVS): Risks?	Control Measures (avoiding the risk)
<p>There is no evidence that young workers are at greater risk of developing HAVS or Vibration White Finger, but there is an increased risk of the onset of non-occupational Raynaud’s disease during adolescence which has similar symptoms to Vibration White Finger.</p> <p>Young people with non-occupational Raynaud’s Disease should not be exposed to HAV.</p>	<p>Consider potential exposure to HAV and any personal risk factors in the RA.</p> <p>Implement the control measures relevant to all employees, including:</p> <ul style="list-style-type: none"> • Identifying hazardous equipment and tasks. • Limiting exposure. • Providing effective supervision. • Health surveillance.
WHOLE-BODY VIBRATION (WBV): What is the risk?	Control Measures (avoiding the risk)
<p>Regular exposure to shocks, low frequency whole-body vibration, e.g. driving or riding in off-road vehicles on uneven surfaces, or excessive movement may be associated with back pain, and other spinal disorders.</p> <p>Young workers may be at greater risk of damage to the spine as the muscle and bone structures don’t fully mature until around 25 years of age.</p>	<p>Consider exposure, the sources, how regular it is, personal risk factors and decide on any prohibited tasks e.g. driving of any motorised vehicle, riding in open vehicle or trailers etc.</p> <p>Implement the control measures relevant to all employees e.g.</p> <ul style="list-style-type: none"> • identifying hazardous equipment/tasks; • limiting exposure by reducing either the time and/or level of exposure; • providing effective supervision; and • health surveillance.
IONISING RADIATION: What is the risk?	Control Measures (avoiding the risk)
<p>There is some evidence that young workers are at a slightly higher risk of developing cancer and heritable defects from exposure to ionising radiation than other workers.</p>	<p>In planning work tasks, apply the statutory annual dose limits in Schedule 3 of the Ionising Radiations Regulations (2017) (30% lower than for adults).</p> <p>Implement the control measures relevant to all employees e.g. designing work tasks to avoid or minimise exposure etc.</p> <p><i>Never</i> designate a young person as a “classified person” and <i>never</i> allow them to enter a “controlled area” without a written safe system of work.</p>
NON-IONISING/ELECTRO-MAGNETIC RADIATION	
Optical radiation:	Control Measures (avoiding the risk)
<p>There is no evidence that young workers are at greater risk of skin and eye damage.</p>	<p>Consider the young person’s physical attributes in relation to their risks from the sun or other source (freckles, hair/eye/skin colour, many moles etc.).</p> <p>Implement the control measures relevant to all employees and provide effective supervision.</p>

Appendix B

<p>Electromagnetic fields and waves: There is no established evidence of long-term effects or that young workers are at greater risk of harm from exposure within current exposure limits.</p> <p>All workers with an implanted or body worn medical device or who are pregnant may be at increased risk of extreme over-exposure to radio-frequency radiation which may cause harm by raising an individual's body temperature.</p>	<p>Consider the young person's pregnancy or personal medical devices in the RA and decide on any prohibited tasks.</p> <p>Implement the control measures relevant to all employees e.g. ensure exposure to electric and magnetic fields and waves does not exceed limits described in HSE guidance HSG 281: Control of Electromagnetic Fields at Work Regulations 2016.</p> <p>Provide effective supervision.</p>
<p>BIOLOGICAL AGENTS: What is the risk?</p>	<p>Control Measures (avoiding the risk)</p>
<p>There is no evidence that young workers are at greater risk of infection from biological agents or developing an allergy to certain micro-organisms than adults.</p> <p>Like any worker, they may be at greater risk if they have a particular medical condition, take certain medicines, or are pregnant or breastfeeding.</p>	<p>Consider the young person's pregnancy, medical conditions, medicines, or personal risk factors in the RA and decide on any prohibited tasks.</p> <p>Implement the control measures relevant to all employees identified in the COSHH RA e.g. high standards of hygiene, use of properly fitted PPE.</p> <p>Recommend or offer vaccinations e.g. Hepatitis B as a supplement to procedural or physical controls.</p>
<p>SUBSTANCES HARMFUL TO HEALTH: Risks?</p>	<p>Control Measures (avoiding the risk)</p>
<p>There is no evidence that young workers are at greater risk from exposure to substances classified as harmful to health, (very toxic, toxic, corrosive, irritant) but they may not appreciate dangers to their health, or follow instructions properly because of their immaturity.</p>	<p>Implement the control measures relevant to all employees identified in the Control of Substances Hazardous to Health (COSHH) RA, particularly:</p> <ul style="list-style-type: none"> • Information, instruction and training. • Effective supervision in a safe system of work. • Properly fitting PPE.
<p>Allergens may cause an immediately harmful reaction and/or result in long term dermatitis, asthma etc., but they don't affect young workers differently except where their immaturity means they don't manage their allergies, think ahead, or follow instructions well.</p>	<p>Assess the risks to the individual of harmful exposure to allergens in the COSHH RA, eliminate or reduce it, and manage work as above.</p>
<p>Carcinogens may cause cancer, but they don't affect young workers differently.</p>	<p>Assess the risks to the individual in line with the HSE ACoP L5 'COSHH' and implement suitable control measures as above.</p>
<p>There is no evidence that young workers are at greater risk from exposure to substances that can impair human fertility or harm an unborn child.</p> <p>These substances do not affect young people any differently from adults.</p>	<p>Assess the risks to the individual and implement suitable control measures as above.</p> <p>Do a specific RA for a new or expectant mother and implement it (see Appendix B of General Safety Series G24: New & Expectant Mothers).</p>
<p>ASBESTOS: What is the risk?</p>	<p>Control Measures (avoiding the risk)</p>
<p>Young people are not physiologically at any greater risk from exposure to asbestos, but they may not appreciate the dangers, or follow instructions properly because of their immaturity.</p>	<p>Implement the control measures relevant to all employees identified in the RA, particularly requirements for:</p> <ul style="list-style-type: none"> • Information, instruction and training. • Effective supervision in a safe system of work. • Properly fitting PPE.

Appendix B

FLAMMABLE AND EXPLOSIVE SUBSTANCES: Risks?	Control Measures (avoiding the risk)
<p>Flammable Liquids Young people may be at greater risk from exposure to flammable liquids due to a lack of appreciation for the dangers, inexpert handling, and poor attention to or following of instructions.</p>	<p>Implement the control measures relevant to all employees identified in the RA, particularly requirements for supervision and instruction on:</p> <ul style="list-style-type: none"> • the flammability of liquids used, how they become dangerous, and the dangers of misuse. • What to do if a liquid is spilt.
<p>Flammable gases Any increase in risks to young people working with flammable gas are likely to be as above.</p>	<p>As above but for flammable gases and including:</p> <ul style="list-style-type: none"> • Emergency shut-off valves • Managing the workspace e.g. dust, ventilation.
<p>Gas cylinders Any increase in risks to young people working with gas cylinders are likely to be as above. A young person might also injure themselves or others, or cause fire or explosion by damaging a cylinder through handling a heavy load they cannot manage safely.</p>	<p>As above but for gas cylinders and including:</p> <ul style="list-style-type: none"> • Proper use of safety equipment like regulators. • Prohibited tasks like handling heavy cylinders at all/alone.
WORK WITH RISKS OF STRUCTURAL COLLAPSE	Control Measures (avoiding the risk)
<p>Work involving construction, demolition, dismantling, refurbishment and alterations when structures may be deliberately or accidentally weakened can be especially dangerous to young and inexperienced people.</p>	<p>Young people <i>cannot</i> do this work unless they are properly trained and under effective supervision.</p>
HIGH-VOLTAGE ELECTRICAL WORK (>1000 VOLTS)	Control Measures (avoiding the risk)
<p>There is no evidence that young workers face greater physical risks from high voltage electricity than other workers except through their inexperience and lack of technical knowledge.</p>	<p>As with adults, young people <i>cannot</i> undertake any work involving electricity unless they:</p> <ul style="list-style-type: none"> • have the necessary technical knowledge and/or experience to prevent danger or injury; or • are under an appropriate level of supervision.
WORK WITH FIERCE OR POISONOUS ANIMALS	Control Measures (avoiding the risk)
<p>Farmed, managed and domestic animals (cows, sheep, horses, deer, etc. and pets) can present risks of zoonoses (infection), allergens, and attack. Young workers may be more at risk due to inexperience or lack of appreciation of the risks.</p>	<p>Assess the risks to the individual of animal handling tasks including personal risk factors (allergies, phobias, confidence in handling etc.).</p> <p>Provide training and effective supervision. Effective supervision and training is essential. Consideration must be given to prohibiting young people working with fierce or poisonous animals.</p> <p>Employees must be segregated from potentially fierce animals so far as is reasonably practicable.</p>
WOODWORKING MACHINERY: What is the risk?	Control Measures (avoiding the risk)
<p>The HSE ACoP L22 'Provision and Use of Work Equipment' says young people must <i>not</i> be allowed to use high-risk woodworking equipment unless they have the necessary maturity and competence i.e. have completed appropriate training.</p>	<p>Young people must not be permitted to operate any woodworking machine which is hand fed or:</p> <ul style="list-style-type: none"> • Sawing machines with circular blade/saw band. • Planing machines used for surfacing. • Vertical spindle moulding machines.

Risk Assessment: Work Experience Placement/Young Worker

Activity:	Work Experience Placement / Young Worker	Location(s):	
Employer		Department:	

PART A: GENERAL RISK ASSESSMENT OF ACTIVITIES			
What activities will the young person be carrying out? (List tasks, including hazardous machinery & substances used.)	Have these activities been risk assessed?	Are all control measures in place?	List any control measures not in place below.
Are there any hazards that present additional risks to young or inexperienced people?	List any additional control measures required below.		List any tasks young people are NOT permitted to carry out.

ASSESSOR AND SENIOR MANAGER DECLARATION:				
This assessment is an accurate and reasonable reflection of the hazards and additional control measures required when encountered by young workers. A copy has been provided to the person supervising the young worker and the work experience placement organisers to be passed to the parents/guardians of those under the MSLA				
Assessor's Name(s):		Assessor Signature(s):		Date:
Manager's Name:		Manager Signature:		Date:

Appendix C

PART B: SPECIFIC RISK ASSESSMENT OF AN INDIVIDUAL YOUNG PERSON (the person this is about must be identifiable but avoid excessive personal data if available elsewhere)				
Name of Young Person	Age	Date of Birth	Address & Phone No.	Name(s) of Parent/Guardian
<i>If the young person is below the Minimum School Leaving Age (MSLA) information on the <u>significant</u> hazards of their work <u>must</u> be provided to their parent/guardian.</i>				
This young person is: (indicate Y or ✓ as applicable)		An employee	Name of any Placement Organiser (incl. individual contact name)	
		On a training scheme (e.g. modern apprentice)		
		On work placement/experience	Organiser's Telephone number:	
Will all control measures in place for other employees be in place for this individual?		List any control measures that will not be in place (e.g. training, Personal Protective Equipment, health surveillance, etc.)		
Has any information on medical conditions or disabilities been provided? (List below)		List any additional control measures required below (including tasks that this young person will not be permitted to carry out)		
Name/s and position/s of individual/s who will be supervising the young person:				
Name and position of the individual in overall control of the young person:				

ASSESSOR AND SENIOR MANAGER DECLARATION:

This assessment is an accurate and reasonable reflection of the hazards and additional control measures required when encountered by young workers. A copy has been provided to the person supervising the young worker and the work experience placement organisers to be passed to the parents/guardians of those under the [MSLA](#).

Assessor's Name(s):		Assessor Signature(s):		Date:	
Manager's Name:		Manager Signature:		Date:	