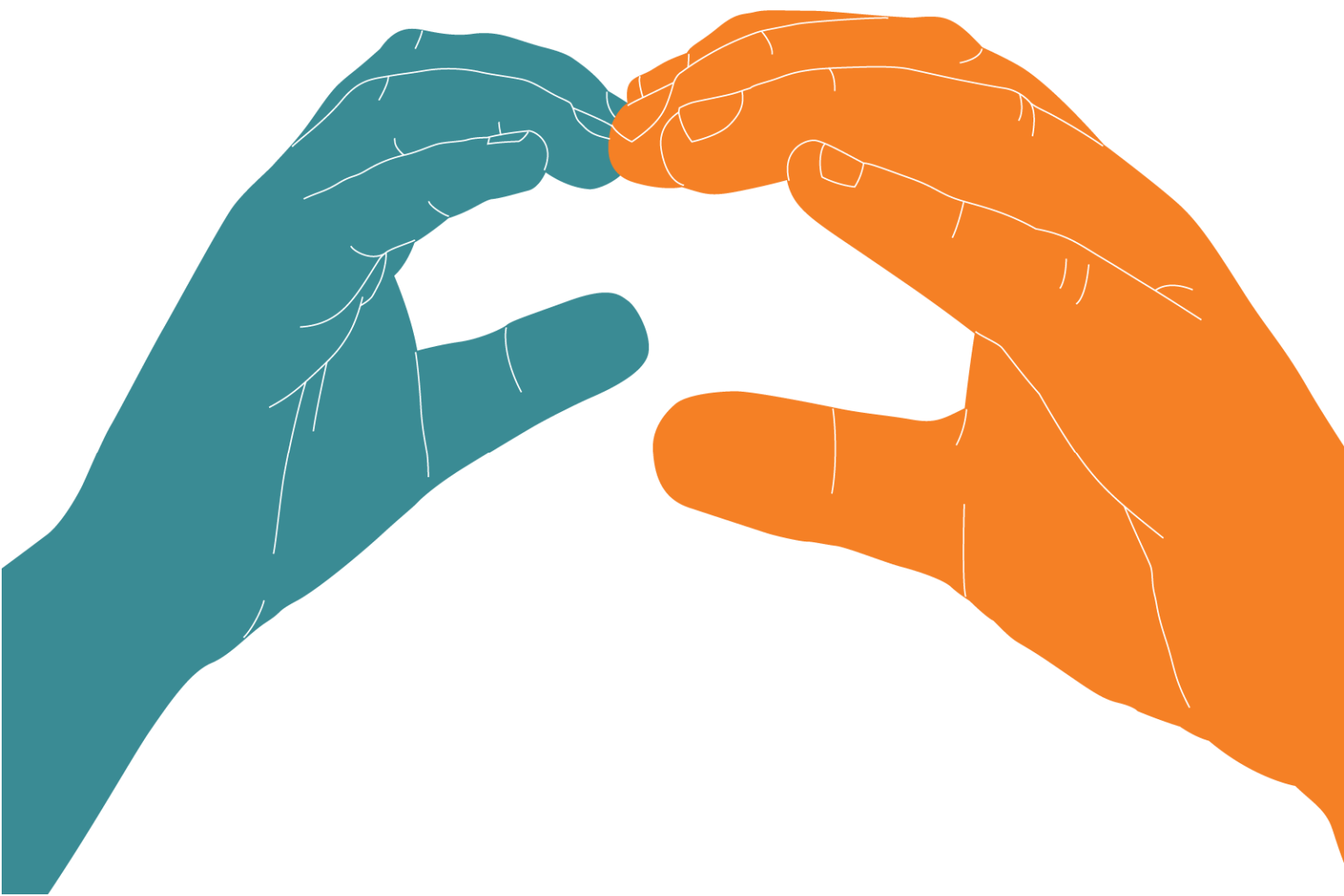


Sense Operational Policy

Work Placement

Sense College



Contents

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- Part two** Who is this policy for?
- Part three** Responsibilities
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What is this policy about?

This policy is about work placements for Sense College learners. Work placements may be in a business, a charity or some other organisation, including other Sense services. In this policy, we call these “providers”.

Who is this policy for?

This policy is for:

- Anyone arranging a work placement;
- Staff supporting a learner at a work placement;
- Education Service Managers;
- The Principal; and
- The Governing Body of Sense College.

Responsibilities

Learners

Learners should let any member of staff know if they are worried about anything that has happened on a work placement.

Learners should work with the staff member to negotiate targets and objectives and to review the work placement.

Unless there is a good reason not to attend, learners should attend their scheduled work placement and be on time.

Education Service Manager

Before a work placement begins, the Education Service Manager will ensure that appropriate documentation is in place for the placement.

Education Service Managers must make informed judgments about health and safety suitability prior to placements.

Education Service Managers will provide advice and assistance to staff arranging work placements and will ensure that this policy is implemented in their resource

centres. Good practice can be shared through the Work Placement Action Plan (see below).

Every six months, Education Service Managers will review whether learners have met their targets and objectives for work placements.

Staff

Staff will write reports about the placement as requested by the Education Service Manager.

Staff will maintain adequate records in relation to progression, health and safety and learner voice.

Staff will inform the Education Service Manager of any concerns which may include safeguarding and health and safety concerns.

Staff with ideas about work placement opportunities should contact the Vice Principal (Quality and Curriculum) and ideas can be added to the Action Plan.

Work Placement Improvement Group

The Work Placement Improvement Group will:

- Share research opportunities for new work placements;
- Send the Principals/Vice Principals minutes from each Work Placement Group Meeting;
- Add information to the Action Plan for Work Placements;
- Review the way the curriculum provides work based learning opportunities.

Principal and Vice Principal

The Vice Principal (Quality and Curriculum) will consider feedback from providers when considering the College curriculum. The Vice Principal should consult with providers on employability of learners.

The Vice Principal will keep, regularly update and evaluate and Action Plan (Quality and Curriculum). The Action Plan is a record of:

- What approaches for work placements have been made;
- What approaches have been successful;
- What difficulties have been found;

- What could be done in future?

The Vice Principal will discuss points for the Work Placement Action Plan with Education Service Managers each term.

The Vice Principal will monitor the targets set and achieved for work placements on a six monthly basis. The Vice Principal will report findings to the Principal.

Governors

The Governing Body will evaluate:

- The Work Placement Action Plan; and
- The general health and safety suitability of placements,
- The evaluation will take place on an annual basis.

Outcomes

The main outcomes of this policy are:

- learners on work placements will be safe;
- learners' enjoyment and achievement and their personal, spiritual, moral, social and cultural development is increased;
- partnerships with employers and other groups lead to real benefits for learners; and
- providers share with the College their views about training needs and information on skills.

Remember work placements can have the following impacts:

- they encourage learners at the College to live more independent lives;
- they develop the employability skills of learners;
- they can raise standards of achieve, motivation and self confidence;
- they provide learners with opportunities to work on communication skills;
- they assist integration in the community;

- they improve learners' understanding of the economy and business;
- they maximise learner potential.

Review

This policy will be reviewed by the Policy, Standards and Compliance Team and the College as the need arises and every two years as a minimum.

Work Placement Case Study 1

Learner A is blind and profoundly deaf. He uses digital hearing aids. He has been with Sense for 19 years and his preferred method of communication is for a combined speech and finger spelling approach.

Sense College made a number of enquiries for possible work placements. A local health food shop offered a placement for initially half an hour. The health food shop has lots of spices and herbs, which smell fantastic.

Learner A was picked as someone who would possibly benefit from the sensory aspect of the placement, as there are many spices and herbs in the shop.

Although the placement was going to be a very short visit, the placement is now a full afternoon. Learner A readily fell into the routine of the jobs given to him from weighing and bagging up dry goods to re-stocking shelves with assistance from his 1 to 1 work coach. Learner A also appears to enjoy the social aspect which is demonstrated by lots of smiles throughout the afternoon. He particularly enjoys the tea break where he is given a choice of tray bake or cake to go with his cup of tea.

This work placement gave the learner a safe and appropriate opportunity to experience the world of work. The experience appeared to be positive for both the learner, who enjoyed the social aspect of the placement and for the College, which has a new partner. The health food shop also now has a new pair of hands to rely on!

Work Placement Case Study 2

Learner B is partially sighted, has blurred distant vision and wears strong

binocular glasses. She is profoundly deaf and wears hearing aids .She is a very able communicator, using BSL, and has been at Sense for over 20 years.

Learner B has been working at a well known pharmacy, health and beauty store for approximately ten years. Initially the placement was for one afternoon a week but has grown to a full day and a half placement.

Learner B has a very responsible role within the store; she ensures the confectionery section is fully stocked. This involves assessing amounts needed; locating and collecting correct amounts; and displaying them in the correct order, ensuring all dates on items are acceptable. She is a much valued member of staff and treated as one of the team.

Her duties also include:

- ✧ Helping out on other sections when required*
- ✧ Ensuring the tills are fully stocked with till rolls and bags*
- ✧ Responding to customers asking for her help locating items*
- ✧ Ensuring the store is kept tidy at all times.*

Learner B thoroughly enjoys the experiences this placement offers her, it enables her to work alongside others, make new relationships on a different level, become aware of responsibility and be very involved with the general public. She often receives high praise for her work, which pleases her and boosts her confidence.

This work placement has given the learner an opportunity to develop work skills. The experience has increased the learner's confidence and the learner is now given real responsibility.

Procedure

This is an explanation of the work placement procedure.

1. A Sense Work Placement Person Profile (Document 1) needs to be completed so that it is ready for any potential providers. At this time it may also be appropriate to have a First Meeting with the learner to find out what type of work they would like to do (Document 7).
2. The delegated staff member and learner (if appropriate) will research potential placements and send out an Interest Letter (Document 2).
3. If a provider has shown an interest then an Arrangement Letter (Document 3) is sent out.
4. The Record of Work Placement Contacts (Document 4) needs to be completed for any contact (letters, emails, phone calls, conversation, and visits) made with any potential providers. All this information should be deleted when it is no longer needed. If the provider does not wish to provide a placement, and does not wish to be contacted again, all personal details must be deleted, but the record can reflect that the company should not be contacted again.
5. The staff member should begin to consider the Risk Assessment (Document 5). The Risk Assessment should be jointly completed by the Education Service Manager and the staff member and training may be required. It is appropriate to consider supervision details for the learner, personal evacuation plans and safeguarding concerns. The Risk Assessment should be reviewed shortly before the learner begins the work placement.
6. The delegated staff member should visit the placement and complete the Provider Checklist (Document 6) alongside the Employer. This is a checklist required by the Young People's Learning Agency and is based around 10 minimum standards. For providers who do not meet all the standards in the checklist the staff member should report this to their Education Service Manager.

Note that many questions only apply if an organisation has five or more employees; therefore it should be quick and easy to go through the document for small organisations, as many of the questions will not apply.

For providers that do not meet all the standards in the checklist, the staff member (from Sense) should signpost the provider to appropriate sources

of advice and assistance. In most cases, the staff member will agree to an action plan to help achieve the standards.

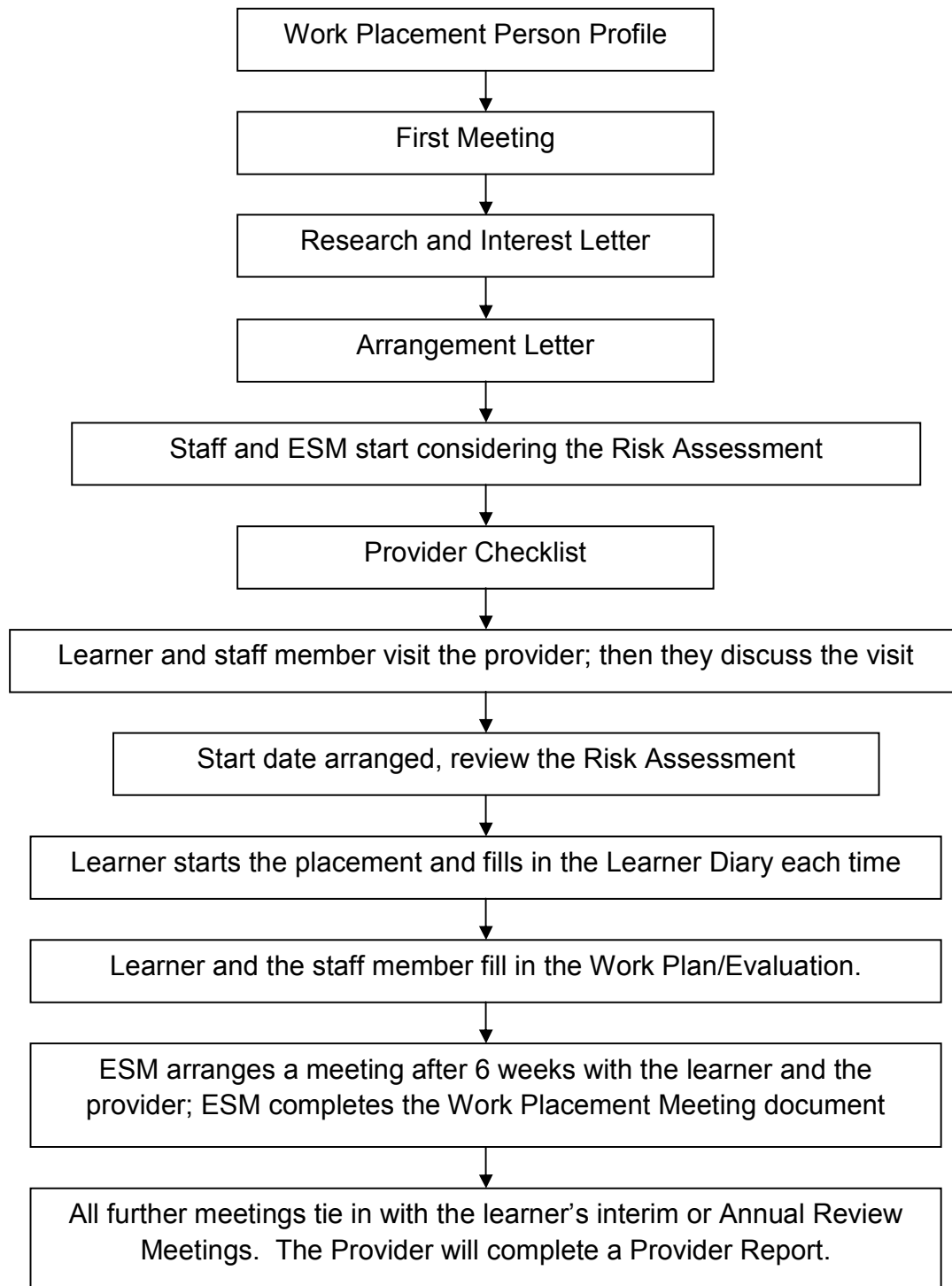
7. The learner and delegated staff member visit the provider to have a look around and discuss what the work will involve.
8. The learner and delegated staff member then have a follow up meeting to discuss the visit. If the learner is happy to continue with the work placement then a start date is arranged.
9. The Education Service Manager / delegated staff member and the learner should set the targets and objectives for the work placement, which should be filled in on the Work Plan/Evaluation (Document 8)
10. Work placements are almost always supported on a one to one basis; therefore there should be regular informal discussions between the provider and College staff. However, the Education Service Manager should set up another meeting after six weeks with the learner and the provider.
11. At the meeting, the targets and objectives should be reviewed and the Work Placement Meeting document (Document 11) should be completed. The work plan/evaluation document should be reviewed/adjusted.
12. All further formal meetings will tie in with the learner's Interim or Annual Review Meetings. The provider will complete a Provider Report (Document 10) in line with these review meetings.
13. Progress will be evaluated periodically through the learner diary (Document 9) and work plan/evaluation document. Usually, the learner diary will be completed after each attendance at the work placement, although the Education Service Manager can decide that it should be completed less frequently.

Please note that the format of Documents 7, 9 and 11 should be altered accordingly, by the Education Service Manager, to a format suitable for the individual (e.g.: braille, moon, etc). The information on these documents however should remain the same.

All of the documents required for this policy are attached.

Flow Chart

Procedure for Arranging a Work Placement



Document 1: Person Profile

Sense Work Placement Person Profile

Name:

(photo here)

D.O.B:

Background Information (including sensory impairment, medical information, and physical disability / learning difficulty):

Communication Needs:

Previous Work Experience:

Qualifications:

Work interests and hobbies:

Compiled by: _____

Date: _____

Document 2: Interest Letter

Sense

[] Resource Centre

ADDRESS OF RESOURCE CENTRE

Tel []

Dear [ADD NAME],

We are writing with regards to your initial interest in providing a possible opportunity within our work placement programme. I understand that you spoke to my colleague [ADD NAME OF COLLEAGUE].

By way of background, Sense is a national charity, working and campaigning for people with Deafblindness and associated disabilities. We are a further education college within Sense, which provides specialist teaching and learning opportunities to Deafblind adults.

Our work placement programme has been developed to enable Deafblind adults with additional disabilities to work alongside the general workforce within a local business. It is hoped that the work placement will develop the Deafblind person's skills within a working environment to prepare them for potential transition into employment.

A Sense intervenor will support the Deafblind person within the placement, particularly in relation to communication and health and safety issues.

The time involvement for the placement could be anything from 1 hour up to a full day, once a week. Any suitable work would be considered as a possibility. It is anticipated that the work placement would run medium to long term; however an offer of short term work experience would be greatly appreciated.

I would be grateful if you could contact me by email [add email address], post, or telephone on the details above to let me know if we could set up a placement together and potentially change the life of a deafblind person.

Many thanks for your potential support and I look forward to hearing from you soon.

Yours sincerely,

NAME OF STAFF MEMBER

STAFF MEMBER'S JOB TITLE

Document 3: Arrangement Letter

Sense

[] Resource Centre

ADDRESS OF RESOURCE CENTRE

Tel []

Dear [ADD NAME],

Thank you for showing an interest in providing a possible opportunity within our work placement programme.

The next step of our Work Placement programme is for a member of Sense staff to arrange a visit to meet with you and discuss the potential work placement. Part of this visit will be to look through some initial documentation which would need to be agreed before the work placement could commence.

You will be contacted shortly to arrange a mutually convenient time for us to visit.

Many thanks again for your support.

If you have any questions please do not hesitate to contact me.

Yours sincerely,

NAME OF STAFF MEMBER

STAFF MEMBER'S JOB TITLE

Document 4: Record of Work Placements Contact

Record of Work Placement Contact

Date	Name/Contact details of placement	Comments of conversation	Follow Up Action	Signature

Document 5 Risk Assessment

Activity:									
Premises/Department:			Name of Risk Assessor:			Date Of Assessment:		Managers Signature	
Hazard Description	Persons at risk and how	Existing Controls	Risk Rating L M H	Further Controls required	Action by whom	Action by when	Revised risk rating L M H		
Risk Assessment Review – All of the above hazards are to be reviewed to ensure risk management controls are sufficient									
Date of review	Are current control measures adequate	Detail any further Controls required			Action by whom	Action by when	Revised risk rating L M H		

Document 6: Provider Checklist

Provider Checklist

Introduction to this Checklist

This is a checklist required by the Young People's Learning Agency. It is based on ten minimum standards. It should be used for all work placements.

The staff member should usually go through the checklist with the provider. This can be done before the first meeting or during the first meeting.

Provider Details:

Provider's name:		Number of employees:	
Nature of business:			
Workplace address:		Main contact: (Name & Tel No)	
		Health and safety contact:	
Learner(s) name(s):			
Supervisor(s) name(s):			
Type of work carried out at workplace location:			
Enforcement action: (Prosecutions, Notices)			
Health and safety committee / safety representation:			

Health and Safety Procurement Standard:

1	Health and Safety Policy	Yes/No	Evidence / comments
A	Is there a clear commitment to health, safety & welfare (written policy statement mandatory when 5 or more employees)?		
B	Are the responsibilities for health and safety clearly stated (recorded when 5 or more employees)?		
C	Are arrangements for health and safety clearly stated (recorded when 5 or more employees)?		
D	How are the commitment, responsibilities and arrangements for health & safety (in 1A – 1C above) communicated to employees?		
Assessment of Standard 1:		Met	Part met Not met

2	Risk assessment and control	Yes/No	Evidence / comments
A	Have risk assessments been carried out and significant risks identified?		
B	Have the significant findings and details of any groups identified as being especially at risk been recorded (this is optional where there are fewer than 5 employees)?		
C	Have control measures been identified and put in place		

Document 6: Provider Checklist

	as a result of the risk assessments?		
D	Do the risk assessments take into account young persons, including giving consideration to their age, inexperience, immaturity and lack of awareness of risks?		
E	Give details of the risks and control measures relating to the occupations and the specific activities carried out in the workplace.		
F	How are the risks and control measures explained to employees and others?		
G	Are risk assessments reviewed e.g. in light of the findings from monitoring activities?		
Assessment of Standard 2:		Met	Part met Not met

3	Accident, incidents and first aid		
A	Have adequate arrangements for first aid materials been made?		
B	Have adequate arrangements for trained first aid persons been made?		
C	Are accidents and first aid treatment rendered recorded?		
D	Are or will all legally reportable learner accidents, incidents and ill-health be reported to the enforcing authority and the Young People's Learning Agency and will they be investigated to enable suitable remedial action to be taken?		
E	How are the arrangements for accidents, incidents, ill-health and first aid made known to all employees?		
Assessment of Standard 3:		Met	Part met Not met

4	Supervision, training, information and instruction	Yes/No	Evidence / comments
A	Are employees provided with adequate competent supervision?		
B	Is initial health and safety information, instruction and training given to all new employees on recruitment?		
C	Is ongoing health and safety information, instruction and training provided to all employees?		
D	Is health and safety information, instruction and training recorded?		
E	How is the effectiveness of health and safety information, instruction and training assessed, and is the assessment recorded?		
Assessment of Standard 4:		Met	Part met Not met

5	Work equipment and machinery	Yes/No	Evidence / comments
A	Is correct machinery and equipment provided to the appropriate standards?		
B	Is equipment adequately maintained?		

Document 6: Provider Checklist

C	Are guards and control measures in place as determined through risk assessment?		
D	Are safe electrical systems and equipment provided and maintained?		
Assessment of Standard 5:		Met	Part met Not met

6	Personal protective equipment and clothing	Yes/No	Evidence / comments
A	Is PPE/C provided, free of charge, to employees as determined through risk assessment?		
B	Is training and information on the safe use of PPE/C provided to all employees?		
C	Is the proper use and storage of PPE/C enforced?		
D	Is PPE/C maintained and replaced?		
Assessment of Standard 6:		Met	Part met Not met

7	Fire and emergencies	Yes/No	Evidence / comments
A	Is there a means of raising the alarm and fire detection in place?		
B	Are there appropriate means of fighting fire in place?		
C	Are effective means of escape in place including unobstructed routes and exits?		
D	Is there a named person(s) for emergencies?		
E	Is fire-fighting equipment, preventive measures and emergency arrangements maintained, including through tests and practise drills?		
F	Is a fire log/record book kept?		
Assessment of Standard 7:		Met	Part met Not met

8	Safe and healthy working environment	Yes/No	Evidence / comments
A	Are premises (structure, fabric, fixtures and fittings) safe and healthy (suitable, maintained and kept clean)?		
B	Is the working environment (temperature, lighting, space, ventilation, noise) an appropriate safe and healthy one?		
C	Are welfare facilities (toilets, washing, drinking, eating, changing) provided as appropriate and maintained?		
D	How is exposure to hazards from physical, chemical and biological agents adequately controlled?		

Document 6: Provider Checklist

Assessment of Standard 8:	Met	Part met	Not met	

9	General health and safety management	Yes/No	Evidence / comments
A	How does the provider consult and communicate with employees and allow them to participate in health and safety?		
B	Does the provider provide medical / health screening as appropriate and any required medical / health surveillance?		
C	Does the provider have access to competent health and safety advice and assistance?		
D	Does the provider review health and safety annually?		
E	Does the provider display the necessary signs and notices?		
G	Is employers liability insurance current and other insurance in place as appropriate to the business undertaking?		Insurer's name: Policy number: Expiry date: Insurer informed of learners? YES / NO / N/A
H	How does the provider assess, review and update employees' capabilities?		
I	How does the provider manage employees' work when it is away from the employer's own premises or when employees are placed with another employer / site?	N/A	
Assessment of Standard 9:	Met	Part met	Not met

10	Management of learner's / young person's health and safety	Yes/No	Evidence / comments
A	Has the provider assessed the risks to all learners including, where necessary, the need to consider a young persons age, inexperience, immaturity and lack of awareness of risks?		
	Have the assessments taken into account any other special needs or circumstances including any disability and/or medical/health condition?		
B	Has the provider put in place control measures for learner / young person as a result of the assessments and have they informed the learner and their supervisor(s)?		
C	Detail any necessary prohibitions and restrictions identified by the risk assessments that apply to the learner/young person.		
D	Does the provider provide competent supervision for learners / young persons and do they have a designated person to take overall responsibility for them? (Note - where necessary, suitability checks may be		Supervisor(s) name(s):

Document 6: Provider Checklist

	required for reasons of child protection and the protection of vulnerable adults).		
E	Does the provider provide an induction and ongoing information, instruction and training to learners / young persons reflecting the findings of the risk assessment, working environment, work activities, age, experience and any special needs?		
F	Does the provider provide, free of charge, any necessary personal protective equipment and clothing (as determined by the risk assessment) and ensure its proper and effective use?		
Assessment of Standard 10:		Met	Part met Not met

Assessment Outcome:

Recommendation:	Accept <input type="checkbox"/>	Accept with action plan <input type="checkbox"/>	Reject <input type="checkbox"/>
-----------------	---------------------------------	--	---------------------------------

Risk category:	High <input type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>
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The provider or their representative:

(Please sign to agree that this is an accurate record of the assessment)

Signed:	Print name:	Job title:	Date:
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College:

Assessment undertaken by:

name	Job title:
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Health and safety qualifications:	Date:
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Quality assured by (Education Service Manager):

Name:	Job title:	Date:
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Assessment type:




Document 6: Provider Checklist



Initial assessment <input type="checkbox"/>	Re-assessment <input type="checkbox"/>	Other (please specify):	Date of next assessment:
---	--	-------------------------	--------------------------


Action Plan				Page of
Ref	Action required	By who	Target date	Completed (signed of)





Action plan prepared by:		Agreed by:	
Signed:		Date:	
Action plan review dates:			

Document 7: Work Placement First Meeting

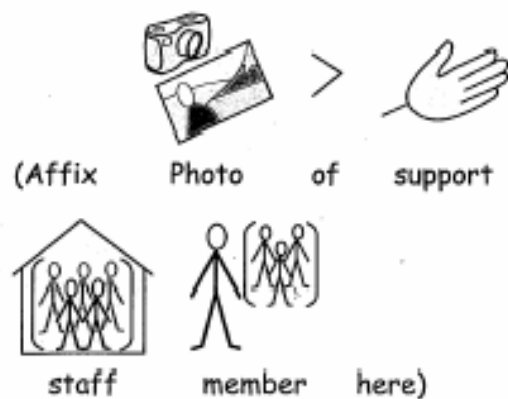
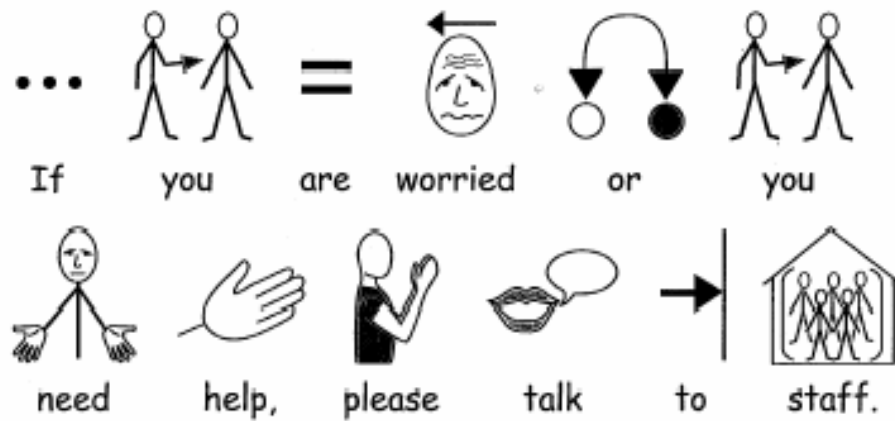
		
Work	Placement	First Meeting

 Name: _____	 Date: _____
---	---

 Likes: _____	

			
I	am	good	at: _____

Document 7: Work Placement First Meeting



Document 7: Work Placement First Meeting



Staff



notes :



What

next? :



Student



sign:



Staff



sign:

Work Placement Plan

Name of learner:	
Date:	Place of work:

Aim (s) / Target (s):
Objectives:
<u>Tasks</u>

<u>Comments / Evaluation</u>	
<i>Staff Signature:</i>	<i>Job Role:</i>



Work



Diary



Name



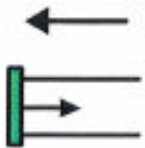


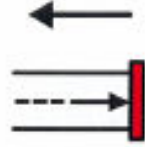



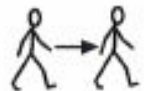


Day



Date



Year

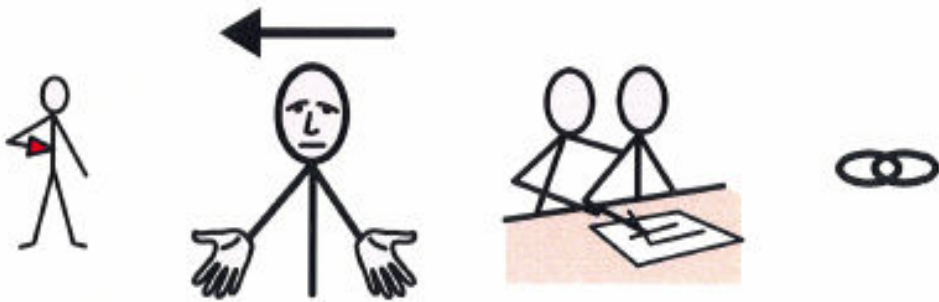
I				_____
I	started	work	at	
I				_____
I	finished	work	at	
I				
I	did	the	following	jobs
				today:



I like _____



I dislike _____



I needed help with

Sense Provider's Report

Name of learner:.....**Start date at placement:**.....

Placement Description:.....

Day:..... **Hours of work: From:**..... **To:**.....

Name of person making report:.....

Job Title:..... **Date:**.....

Placement Address:.....

Phone Number:.....

	Good	Acceptable	Poor	Comments
1. Time Keeping				
2. Attendance				
3. Appearance				
4. Ability to work as part of a team				
5. Ability to use own initiative				
6. Relationships with work colleagues				
7. Ability to follow/seek instructions/guidance				
8. Work based skills				

Document 10: Employer's Report

Provider's Views

Are there any skills that our learners could improve on?	
Do you have any suggestions for the lessons at the College? For example, should we focus more on communication, buying and selling, practical skills etc.	
Do you have any other comments about this work placement?	

Thank you.



Work Placement Meeting



Name: _____



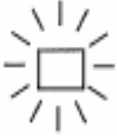











Date: _____



Work I like:



Work I dislike: _____

						
New	skills	I	have	learnt:	_____	
<hr/>						
<hr/>						
<hr/>						
						
Work	I	would	like	to	do	next:
<hr/>						
<hr/>						
<hr/>						
<hr/>						





Staff



Notes:



What



next:

(Targets/Objectives)



Student



sign:



Staff



sign:
