

# Work Based Learning (Health & Safety)

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## **WORK BASED LEARNING (HEALTH & SAFETY)**

### **INTRODUCTION**

This procedure applies equally to all Schools of the University that offer approved and accredited work based learning (WBL)/placement opportunities where students are seconded out to external places of work - either part time or full time. It applies equally whether the student is placed with an external provider or within a School or Department of the University for a WBL/placement opportunity. This procedure does not apply to students who are using their already existing place of work to facilitate learning. This procedure looks at the health and safety aspects of WBL/placements whereas other related WBL/placements documents, such as attached below, or specific schools/department specific procedures should also be considered.

### **RESPONSIBILITIES**

#### **Work Based Learning Provider**

Students undertaking Practice Learning (PL) are not employees of the PL Provider and remain at all times, students of UWS.

The work based learning provider must ensure so far as is reasonably practicable the health, safety and welfare at work of the student. This includes assessing the risks to which the student on WBL is exposed to at work and providing training, instruction and supervision.

Students on work experience placements should be treated as employees for the purposes of insurance. Such placements must conform to the requirements of the Education Act 1996, the Education (Scotland) Act 1996 and any other regulations in force at the time. The employer should confirm their Employers Liability policy covers students on work experience placements, seeking confirmation from their insurers as required. The employer should also ensure that their public liability policy covers any accidental injury or damage to third parties or their property arising from the actions of the student on work experience. Where employers are unable or unwilling to provide employers and public liability insurance cover for students on work experience placements, the placement should not proceed. The University policies do not provide cover whilst the student is under the supervision and instruction of the employer.

WBL organisers are individuals within the School who carry out the function of organising WBL opportunities. WBL organisers must take reasonable care of themselves and of other people who may be affected by their acts and omissions at work. This means that individual WBL organisers must be competent to carry out their tasks in accordance with health and safety statutory regulations, the health and safety at work act and the health and safety management regulations and any relevant guidance.

WBL organisers have a duty to ensure that health and safety arrangements are sufficient and appropriate. WBL organisers should familiarise themselves with the support available from within the institution and institutional policies and arrangements for health and safety on WBL. WBL organisers must ensure that all relevant health and safety measures have been identified and managed in the planning of the placement.

Effective management of WBL requires review and reflection. WBL organisers should encourage WBL providers and students to provide feedback on the WBL activity and the procedures that surround it. It is the duty of the Academic Tutor to provide feedback on health & safety practices to the University.

### **Academic Tutors**

Every student undertaking a WBL activity will be allocated a Liaison Lecturer/Academic Tutor as their main point of contact. It is the responsibility of this Academic Tutor to ensure that all administrative tasks associated with the WBL activity, including any required health and safety forms are completed (see appendix 1).

Where possible the Academic Tutor may visit students on WBL. While undertaking a visit it is advised that the Academic Tutor ensures that health & safety is being provided at an agreed appropriate level. It is advised that the Academic Tutor completes a basic check during or after a visit to record satisfactory levels of health and safety and ensure that the controls listed in the risk assessment are adhered to. While on a site visit the Academic Tutor must also ensure their own health & safety and that of other persons, abiding by the WBL provider's health & safety policy and any instructions given for the purposes of health & safety. If the academic tutor finds conditions are unsatisfactory, they should tell the WBL provider and/or UWS Health and Safety Team as soon as possible so that the student situation can be rectified.

### **Students**

Students, while on WBL, have the same health & safety responsibilities as other employees in the workplace. They must take reasonable care for their own health & safety and for the health & safety of other people who may be affected by their acts and omissions.

They must also cooperate with the WBL provider in complying with the WBL provider's legal duties. The University has a responsibility to ensure that its students are adequately briefed prior to their going out on WBL. In addition, it is essential that the WBL provider gives adequate induction and, as appropriate, subsequent training. The students should understand the statutory basis for health & safety controls in workplaces and should expect, for example, health & safety instruction and training by the WBL provider.

It is essential that WBL organisers take cognisance of any declared disability that a student undertaking a WBL may have or may acquire during the WBL activity. The WBL provider must be aware of any disability that could affect the student's health & safety at work or their ability to perform their duties. Academic Tutors must therefore ensure that they determine whether any student going on WBL has such a disability. The information must be given to WBL providers in advance of the commencement of WBL, and in situations where there are serious issues that will have to be addressed, e.g. specialist evacuation equipment and training, this information must be given well in advance to allow the WBL provider to confirm their ability to make reasonable adjustments.

Academic Tutors should be aware of the support available from Disability Advisors, Health and Safety and Occupational Health to provide advice on any general or bespoke issues regarding students with disabilities undertaking WBL activities. See appendix 2 for further responsibilities.

## **APPROVAL PROCEDURE**

It is good practice for the University and employers acting as providers to enter into a dialogue regarding the health & safety of students on WBL opportunities. It is recommended that written records are made and are kept for as long as may be relevant. Documents should therefore be kept at least until after graduation of the student and could be archived and retained for at least a further 10 years. (UCEA guidance suggests retention for the working life of the individual.)

A risk assessment (appendix 3) should be completed prior to the approval of the WBL activity. This form is designed so that low risk WBL can be approved without onerous paperwork, and the actions and responsibilities needed to approve medium and high risk WBL can be readily identified and a risk assessment completed by the Placement Organiser and/or the Placement Provider. The Health and Safety Team can provide support to assist in the consideration of any medium or high risks identified. If Academic Tutors become aware of any changes to the student, such as pregnancy or ill-health that could affect their health and safety in the workplace they should encourage the student to make these facts known to the WBL provider to allow a review of the relevant risk assessments. Students must notify their Academic Tutor if there is a

significant change of location in where they will carry out their WBL or a significant change of duties involved in this WBL.

WBL providers must also notify the WBL organiser if there is a significant change of location or duties that would impact health and safety responsibilities. It is recommended that the health and safety information within a tripartite learning agreement be completed for every WBL activity irrespective of whether there is any reason to believe that circumstances have changed. Failure to do this increases the University and its managers' liability. The responsibility for the storage, maintenance and archiving of all the above records will rest with the Schools. Should you require any further information or advice on this procedure please contact [HealthandSafety@uws.ac.uk](mailto:HealthandSafety@uws.ac.uk)

#### Related Documents



Risk Assessment  
Practice Learning June

### Employer Health & Safety Checklist

Student's Name .....

Name of Employer.....

Address.....

Tel. No. ....

	Yes	No
1 Do you have written health and safety policy?		
2 Do you have a procedure regarding health and safety training for people working in your undertaking, including use of vehicles, plant and equipment, and will you provide all necessary health and safety training for the placement student?		
3 Insurance a - Is Employer and Public Liability Insurance held?		
b - Will your insurances cover any liability incurred by a WBL student as a result of his/her duties as an employee?		
4 Risk assessment a - Have you carried out risk assessment of your work practices to identify possible risks, whether to your own employees or to others within your undertaking?		
b - Are risk assessments kept under regular review?		
c - Are the results of risk assessment communicated and implemented?		
5 Accidents and incidents a - Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR?		
b - Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?		
c - Will you report to the university all recorded accidents involving WBL students?		

### Contact Personnel

Who is your nominated contact for compliance with the requirements of health and safety legislation?

Name and position ..... Tel. No. ....

The above statements are true to the best of my knowledge and belief.

Signed ..... Position ..... Date .....

<b>University Responsibilities</b>
Be satisfied that the WBL activity provides sufficient opportunities for the student to meet the Learning Outcomes identified above.
Be satisfied that the workplace is covered by appropriate health and safety and equality and diversity policies.
Provide the student with the necessary practical, pastoral and academic support prior to and during the period of placement.
Identify an academic tutor/education guidance adviser who will be the first point of contact with the University for the WBL Provider and student.
Provide the WBL Provider and student with information and advice about the placement as required
Have sufficient and appropriate contact with the student and WBL provider
Conduct the assessments (and reassessments if necessary).
Where assessments may contain material of a sensitive or confidential nature agree suitable arrangements for this with the WBL Provider.
Agree not to terminate this WBL opportunity early without first attempting to resolve any differences which arise between the parties to the agreement using the procedure set out below.
Ensure that if this WBL opportunity is terminated early by either the University or the WBL Provider, the student is given the opportunity to complete his or her programme of study and to achieve the expected or a comparable academic award.
To seek to resolve any differences that arise using the process described below.

<b>Student Responsibilities</b>
Attend the workplace as required by the WBL Provider for the duration of their contract of employment (or equivalent)
Agree to be bound by the University's Regulatory Framework, including the Code of Discipline for Students.
Conduct his or herself responsibly at all times (including respect for ethical, legal, confidentiality, health & safety and any other considerations as appropriate).
Use the WBL Provider's equipment and materials in a responsible manner.
Be bound by the WBL Provider's rules, regulations and policies for employees including in relation to health & safety, equality & diversity, dress code and confidentiality.
Provide the University with necessary contact details to enable communication with the University. Also to provide the University with information about any changes to work and residential addresses, work telephone and fax numbers, work email address, name and contact details of work based supervisor.
Attend all induction and other training events organised for them by the WBL Provider

To inform the WBL provider and the Academic Tutor/EGA as soon as practicable about any absence (ideally before 10am on the first day of absence).

Undertake Personal Development Planning (PDP) which reflects on his or her learning and development through the WBL experience and maintain a portfolio related to this.

Submit coursework to the University as required.

Agree that the WBL Provider can provide appropriate and necessary feedback to the Academic Tutor/EGA on the student's performance on any matters that are relevant to this learning experience.

To seek to resolve any differences that arise using the process described below.

### **WBL Provider's Responsibilities**

Provide the agreed period of WBL to the student (subject to normal terms and conditions of employment)

Ensure the health & safety and welfare of the student.

Ensure appropriate equality and diversity provisions are in place.

Provide a WBL Supervisor who will be the student's and the University's first point of contact with the WBL Provider

Provide the student with induction on matters including health & safety issues, software and equipment and any other appropriate issues such as the organisation's policies, procedures, protocols or regulations.

To supervise, advise and involve the student within the daily work environment and provide the student with reasonable feedback.

Maintain reasonable contact with the Academic Tutor/EGA as appropriate.

Provide the Academic Tutor/EGA with feedback on the student's performance

Notify the Academic Tutor/EGA as soon as practicable of any material changes in circumstances which might affect the student's WBL or of any significant concerns about student performance

Agree that External Examiners appointed by the University can review student assessed work. Where those assessments may contain material of a sensitive or confidential nature agree suitable arrangements for this with the University.

Agree not to terminate this WBL opportunity early without first following the process for resolving differences described below and only after giving at least one weeks' notice to the University and the student.

To seek to resolve any differences that arise using the process described below.





### Appendix 3: Work Based Learning Risk Assessment Template



<b>Department/Unit Name:</b>	<b>Department Risk Assessment No:</b>
<b>Assessed by:</b>	<b>Date of assessment:</b>
<b>Line Manager:</b>	<b>Date of reassessment:</b>
<b>Description of work activity or process</b> <i>including any equipment/methods/procedures put in place to control risk.</i> E.g. Consider the activity, travel and transport, location, general/environment, individual student factors etc.	

What are the individual hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Risk Level? (see method)	Action by whom?	Action by when?	Done

What are the individual hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Risk Level? (see method)	Action by whom?	Action by when?	Done

*Give details of any significant residual risks identified above requiring controls and actions still required to reduce these risks. If no significant residual risks are identified, or if no reasonably practicable controls can be put in place, then this must be noted here.*

For further information and to view example risk assessments go to <http://www.hse.gov.uk/risk/casestudies/>

In order to assess a risk associated to a hazard, two factors need to be considered:-

**The possible severity of the outcome**

Realistically, what is the worst likely outcome? This method defines three categories of severity:-

- **Slightly harmful**
- **Harmful**
- **Extremely harmful**

**The likelihood of the outcome to occur**

How likely is it that the severe outcome will occur? Three categories are defined:-

- **Highly unlikely**
- **Unlikely**
- **Likely**

Once those two factors are assessed, the matrix below can be used to determine the level of risk. This information can then be used to prioritise any control measures necessary to eliminate or reduce the risk to an acceptable level.

	<b>Slightly Harmful</b>	<b>Harmful</b>	<b>Extremely Harmful</b>
<b>Likely</b>	MEDIUM RISK	HIGH RISK	HIGH RISK
<b>Unlikely</b>	LOW RISK	MEDIUM RISK	HIGH RISK
<b>Highly Unlikely</b>	LOW RISK	LOW RISK	MEDIUM RISK