IO2 – CreO Work Based Learning (WBL) Guide and Training Contents for Companies (mentors, HR responsible,...)

WBL Guide for Companies

September 2019

version 1.0

Contents

Introduction

Work-based learning (WBL) as part of vocational education and training, has been recognized as beneficial for all the stakeholders involved. Companies can identify and train potential future employees, train them according to the company's values and to the skills needed, as well as gain new ideas, insights and knowledge that can lead to innovation. Furthermore, hosting a young learner promotes social responsibility and increases company's reputation and visibility. It also allows companies to participate in the development of the curriculum by providing feedback and contributing to bridging the skills-needs gap in the labour market, especially in the context of its continuous change.

Work-based learning is acquisition of knowledge and skills through carrying out - and reflecting on - tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution.[1] It can be described as an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills as well as it provides career awareness, career exploration opportunities, career planning activities, and help students reach competencies such as positive work attitudes and employability skills. WBL comes in different forms, from school-based to company-based, from shorter periods of practice in school workshops or companies, to longer periods of apprenticeships in company.

Work-based learning has been high on the EU agenda recently, as it has been recognized as a solution to different societal problems, primarily youth unemployment and the skills-needs gap (lack of skilled workers):

> "Work-based learning programmes are relevant for all levels of vocational education and training – initial, post-secondary and CVET and can be implemented in any sector, from industry to services and agriculture. They are particularly relevant in sectors experiencing the most rapid structural and technological changes, or where the infrastructure of schools does not allow for proper practical training."[2]

In recent years, more and more emphasis within EU has been put also on the cultural and creative industries[3], especially on its economic dimension – supporting culture-based creativity in education and innovation, and for jobs and growth.[4]

> "Cultural and creative sectors drive innovation, acting as a catalyst for change in other sectors – and stimulate invention and progress across Europe's diverse cultural landscape. With the emergence of progressively complex, creative and intertwined

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[1] Cedefop, 2011.

[2] Work-based learning. https://www.etf.europa.eu/en/practice-areas/work-based-learning

[3] Lecture 5. Cultural and creative industries. https://www.culturepartnership.eu/en/publishing/course/lecture-5

[4] A New European Agenda for Culture. https://ec.europa.eu/culture/sites/culture/files/commission_communication_-_a_new_european_agenda_for_culture_2018.pdf

business models, the cultural and creative sectors are increasingly becoming a decisive component of almost every product and service."[5]

More specifically, the objectives defined in the New European Agenda for Culture are to promote the arts, culture and creative thinking in formal and non-formal education and training at all levels and in lifelong learning; to foster favourable ecosystems for cultural and creative industries, promoting access to finance, innovation capacity, fair remuneration of authors and creators and cross-sectoral cooperation; to promote the skills needed by cultural and creative sectors, including digital, entrepreneurial, traditional and specialised skills.[6]

To ensure its economic success, every company needs employees who are able to develop innovative products and services. Within the strategic framework for European cooperation in education and training, 'Education and Training 2020' (ET 2020) (1), 'enhancing creativity and innovation, including entrepreneurship, at all levels of education and training' was set out as one of four strategic objectives. Creativity and innovation are to be promoted, for example, by developing specific teaching and learning methods and by developing partnerships between education and training providers and businesses, research institutions, cultural actors and creative industries.[7]

The CreO WBL Guide for companies and the modules developed within intellectual output 2 of the CreO project will hopefully serve as a useful tool in merging these two areas described above: vocational education and training, through work-based learning, with the cultural and creative industries – and eventually not only lead to innovation, but also help in establishing creativity as the interdisciplinary guiding principle of the both business and education system.

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[5] Supporting cultural and creative sectors, Cultural and Creative Industries (CCIs) and related ecosystems. https://ec.europa.eu/culture/policy/cultural-creative-industries_en

[6] Ibid.

[7] European Policy Cooperation (ET 2020 framework). https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en

Target groups

CreO WBL Guide for companies is targeting WBL responsible staff from companies representing traditional industries and advanced manufacturing..

General aim

The main aim of this Guide is to provide information as well as to help companies in the development and implementation process of work-based learning activities of CCI VET students. However, the Guide is of a more general character and can be used in all work-based learning activities targeting different profiles.

Together with the 5 training modules for companies that are developed within the CreO project, this Guide also attempts to respond to the need to establish creativity as the interdisciplinary guiding principle of both education and business sector, especially since cultural and creative industries have been recognized as one of the main innovation drivers.

In order to take part in work-based learning programmes, companies should be aware of its benefits. SMEs, which are the backbone of the European economy and provide around two-thirds of private sector employment in the EU, are least likely to know about these programmes, therefore some of the benefits will be presented here as well.

Specific objectives

The specific objectives of this Guide are to provide useful information and guideliness in the development and implementation process of work-based learning activities, in terms of providing a comprehensive, user-friendly pool of guidelines, tools and recommendations to help with the process of organising work-based learning in company prior to hosting a student, during their learning process, as well as the evaluation and off-boarding process after the learner has finished their learning activities within the company.

Specifically, the Guide aims at providing hosting SMEs with a comprehensive guideline that will help the employees direct their focus within the onboarding process of the learner in order to help them adjust to both the social as well as the executional aspects of their new learning environment quickly and easily. This includes:

- measures to match learners and placements;
- principles for good communication between employer and students/apprentices;
- steps for the preparation of the learner's direct working environment;
- assuring the necessary health and safety procedures and standards are met;
- clearly communicating health and safety policies, risk identification, assessment and control processes, as well as emergency procedures;
- assuring proper communication within the company about the learner's role and responsibility within the work process;

- assuring social integration of the apprentice into the working structures of the hosting company;
- procurement of an adequate tutor/trainer/mentor;
- providing a supporting social environment and climate that allows for a successful interaction between all stakeholders;
- providing the learner with feedback, outlook and overview of their activities;
- how-tos for personalized learning plans;
- and various other relevant tools and information.

Methodology for implementation of WBL activities

The process of implementation of work-based learning activities in the company will be presented here in three phases: 1) before hosting a learner, 2) during the WBL placement and, 3) after the WBL placement.

Before we continue with the description of the three phases in the following chapters, some of the benefits of work-based learning for companies are presented in the box below.

Benfits of WBL for companies

- ✓ screening the trainees and checking their suitability as potential future workers (producing a pool of skilled workers)
- ✓ increasing the visibility and reputation of the company within their community or their industry
- ✓ meeting specific skill needs of a business in a more cost-effective way than recruiting skilled workers from the labour market;
- ✓ (more) immediate productivness of students/apprentices enrolled in work-based learning activities within the company than of workers recruited from outside
- ✓ better school-to-work outcomes
- ✓ early professional socialization and the adoption of company's values and ethos of potential future employees
- ✓ cost-neutrality or even net gain (when the productive contribution of students/trainees/apprentices offsets or exceeds the company's training costs); however, there are some preconditions companies need to meet to be able to recover their training costs over the period of training[1]
- ✓ improving company tutors'/mentors' skills (such as teamwork, organisation and communication)

Organising work-based learning in company – before hosting a learner

When organizing work-based learning, companies must acknowledge a series of steps before taking on a VET student. They are required to:

- know all the related regulations

- choose the training and knowledge fields of the learner

- establish a relationship and keep in contact with a VET centre

- prepare the company profile

- select the in-company tutor and be aware of all the requirements that have to be met

- formalize contracts and agreements (as appropriate) between the company and the learner and VET centre (if applicable)

- inform and support the learner about logistics (accessibility to your company by public transports, means of communication (phone, emails,…), specific protection equipment or safety regulations inside the company, benefits (lunch, insurance, remuneration…)

- be aware of the monitoring of the evaluation activity prior to the start of VET

Some additional tips for the first phase, before hosting a learner (some templates and examples are presented in the chapter "Tools"):

Recruitment

The most common approach of recruitment of students is through partnerships between training centres (schools) and companies, through online pages and applications.[8]

Work-based learning plan

Prior to the start of WBL a learners plan has to be developed to ensure the quality as well as the success of WBL.

Learner's folder

It's a template of folders that is given to the student before the start of his WBL. The Learner's folder aims to provide basic information about the company and to leave a model of simple "log" to be easily completed by the learner during the WBL.

Role of company tutors/mentors/instructors

The work placement tutor introduces new trainees and instructs them in the processes and procedures within the organization. They are responsible for the safety of the trainee and are obligated to inform them about safety precautions and which are the main company rules and instructions. The work placement tutor discusses the individual targets with the trainee. He/she discusses the development possibilities matching the trainee's wishes and abilities and

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[8] Interview assessment template. https://appli.serfa-project.eu/wp-content/uploads/2018/07/Step-4-Interview-assessment-template.pdf

the possibilities within the company. In consultation with the student, he/she determines the mentoring objectives and agrees this with the teacher/entrepreneur.

Steps for hosting a student – during:

- ✓ setting up a training programme for the training objectives (learning plan)
- ✓ making clear expectations from both sides
- ✓ planning of training activities and objectives
- ✓ planning of progress interviews with the learner on fixed dates
- ✓ supporting learners with the development of their portfolio
- ✓ motivationg learners
- ✓ keeping contact with the coordinator of the training centre
- ✓ defining methods of mentoring and supervision
- ✓ determining way of assessment/evaluation
- ✓ assessment/evaluation

Evaluation and assessment

Assessment should:

- explicitly be aligned with learner learning;
- be clear and equitable;
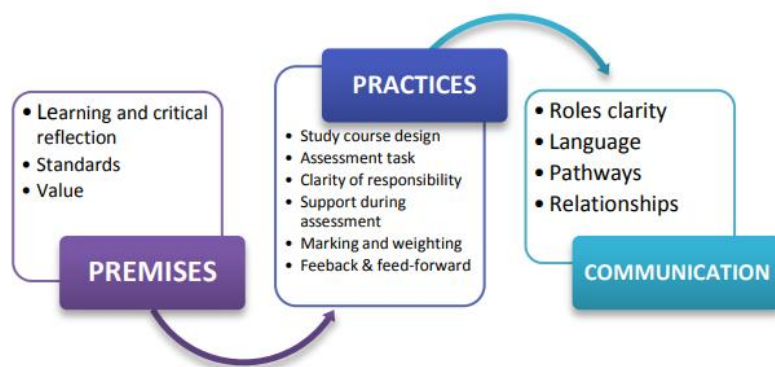- enable learners to demonstrate the achievement of the learning outcomes.

Image 1. Three principal dimensions of WBL assessment[9]

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[9] Source of the image: http://www.tram-wbl.eu/bin/36-_Guidelines_for_on-going_evaluation_and_assessment.pdf

Safety and health

Hosting company has a legal and moral obligation to provide safety of the student. They must identify the health and safety hazards in the workplace, assess the risks, and put in place preventive measures to insure the safety. This includes anything that could cause illness or injury. They alsoe must provide the student with work that is within his capabilities and make sure he is properly supervised in all time. It is allso expected that the student follows all the safety precautions, rules and instructions in the time of WBL (see chapter "Tools" for more information).

Motivating the learner

It is important to have in mind that the learners are in your company because they want to be – they made a proactive choice to participate in work-based learning and to commit to a specific career or at least learning path.

How to include students into an innovation process – good practice examples

- ✓ Innovation in VET: Austria
- ✓ Innovation in VET: Slovenia
- ✓ Innovation in VET: Spain

Steps for hosting a student – after:

Evaluation and assessment

As an employer, you may be asked to write a reference letter for someone who participated in the work-based learning activitiy in your company. Providing a reference letter from a previous employer can be beneficial during a job search, and if you feel that you can provide a positive endorsement, it's a good idea to accept the request.

The letter of recommendation format clearly outlines the connection between the person writing the letter and the person recommended in the letter. It should highlight the demonstrated skills and abilities of the person recommended based on direct knowledge gained through the mentee/mentor relationship. It is recommended to include specific examples of work related accomplishments. Soft skills are equally important - transversal competences, which are considered a major prerequisite for innovation, comprise linguistic competences and communication as well as creativity and design.

Self-evaluation

Self-evaluation questionnaire[10] for the host company is used to help VET providers improve the development of the work-based programme and the monitoring of the programme for quality assurance purposes. It consists of questions and numbers as answers that describe the level of satisfaction with the programme for each question.

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[10] Example of the self-evaluation questionnaire. http://www.tram-wbl.eu/bin/45-_Self-evaluation_questionnaire_for_the_host_company.pdf

Tools

The main aim of this chapter is to present the identified tools relevant for the WBL implementation and capitalize from the existing tools.

TOOL 2.1. GUIDELINES FOR THE HOSTING SME

These short guidelines are addressed to the hosting SME and it include:

 a. *Overall checklist for preparing the WBL start*

 b. *Suggestions for the first meetings with the learner.*

a. Overall checklist for preparing the WBL start

Before the WBL
Are all managers and employees informed of the learner's starting day?
Is it defined who will be the responsible tutor for the learner? Is he/she available on the first day of the WBL?
Is the learner working place, cupboard, documents etc. already prepared? (professional clothing, name tag, computer password, …)
Are the program and procedures for the first day already planned?
Make sure the learner passed the obligatory instructions on the prevention of risks at workplace or that he/she will do it when joining the company.
Arrange with the learner a motivation letter/e-mail from him/her and/or a skype meeting before the his/her arrival [see the following point b. *Suggestions for the first meetings*].
On the first day of the WBL
Welcoming the learner Take the time to receive the learner. Keep in mind that he / she will probably be nervous. Arrange a first bilateral conversation to break the ice [see the following point b. *Suggestions for the first meetings*].

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Company tour / showing premises
Make a tour so that the learner gets a first impression of the training company.

Introduction meeting
- Introducing the team: present all relevant employees to the learner. Make sure that he/she knows whom his/her contact persons are.
- Introduction to the WBL: present the procedure of the training and the main points of the company's internal regulations (house rules, breaks, lunch etc.).
- Give the learner everything he/she needs to start the WBL in the company (work clothes, passwords, etc.).

First activities
Show the learner his / her workplace.
Involve the learner in first interesting, but also workable tasks.
It is particularly important to assign one task that are to be carried out on the first day of the WBL. This task will give the learner the feeling to be engaged and have accomplished something.

Debrief discussion and outlook
At the end of the first day, review the day. Answer questions. Provide an overview on what the learner is expected to be working on in the coming days. Ensure that the learner leaves your company with a positive feeling.

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b. Suggestions for the first meetings

The main goal of this section is to provide tips to promote the initial direct communication between the hosting SME and the learner.

By this time both SME and learners know their profiles that contain important information regarding the parties but a face-to-face contact is still missing. The below suggested interactions in the one hand facilitate to break the ice, but more than this, can foster mutual awareness and trust.

We can consider four possibilities:

- *Motivation letter*
- *Skype meeting*
- *Photo report*
- *Personal meeting.*
- *Motivation letter*

Asking learners to write a motivation letter/e-mail before their arrival is a useful way to get them to sit and arrange their thoughts. It proves helpful to them, to concretize their goals and aspirations, to facilitate analytical thinking, questioning, on the other hand it brings the learner closer to the hosting SME.

Recommendations:

→ It is possible to ask a free general motivation letter/e-mail, as well as to ask more specific questions, e.g.: *What are the aspects of our country are you more interested in? What motivates you in this project? If a song could represent you/your expectations regarding the WBL project, which song would you choose? At the end of the WBL project, what would make you feel successful and happy? What are your strength points that you can valorise in this WBL experience with us? (1-3 examples would be great)*

→ The learner put energy into writing the motivation letter; therefore, it is just fair that the receiver react to it. The answer can be a short email, a phone call or a skype call (to say thanks, to answer possible questions, to give a first welcome).

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- *Photo report / PowerPoint presentation*

The photo report is a possible alternative to the motivation letter. It allows a more informal approach and a creative way to present oneself. It can be used both by the learners and the company, and it can be used as a good "icebreaker" to talk about during the first meeting (skype or face-to-face):

- ✓ the choice of pictures should be relevant
- ✓ it should have a storyboard: starting point, major topics, end
- ✓ it can be enriched by short comments, contents about the photos
- ✓ it shouldn't be longer than 5-7 slides / 5-7 minutes,
- ✓ the covered topics can vary:
    - for the learner e.g.: city of residence, hobbies, family, school, motivations, cool things to know about him/her, etc.
    - for the host SMEs e.g.: city, company and its success moments, colleagues, good things to know about the local social life /culture/history.

- *Skype meeting*

After having received the motivation letter or the photo/ppt presentation and before the arrival of the learner, a skype meeting can be organized. It is important to remind:

- ✓ test the smooth functioning, the camera and the sound settings before realizing the meeting; setting the camera and the image in a pleasant way
- ✓ scheduling a due time and hour, which is convenient for both parties
- ✓ preparing for the meeting with a short presentation
- ✓ having a short list of questions
- ✓ avoiding long monologues, having patience till the other finishes what he/she wants to say and show active listening
- ✓ asking to ask questions and giving feedback

- *Personal meeting*

Before to arrange it should be better to go over one of the above steps (e.g. motivation letter or skype meeting).

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You can start the icebreaking with a playful, informal interview.

What to ask? Anything, that has to do with the person, doesn't embarrass him/her too much, and serves as a starting point to get to know each other. Below you find a list of possible basic questions. Choose a reasonable number of questions, 6 – 8, the ones you like most.

E.g.:

- *What are your hobbies? What do you like in it? What is the biggest challenge in it?*
- *What would like to know better of our country/culture?*
- *What do you like the most of your studies?*
- *What motivates you in this project?*
- *At the end of the WBL project, what would make you feel successful and happy?*
- *Is there something in which our tutor (or our team) could support you particularly? (practical issues, personal issues, study program matters, etc.)*

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Source: TRAM-WBL: Engaging SMEs for Quality Transnational WBL experiences, TOOL 2.1.Guidelines for the hosting SME. Found at: http://www.tram-wbl.eu/bin/27-_Guidelines_for_the_hosting_SME.pdf.

Employer FAQ:

Apprenticeships: Employer FAQs

What is an Apprenticeship?

An Apprenticeship combines a job with training. Apprenticeships can be used for anyone, regardless of their experience or age. Apprenticeship programmes span from level 2 – 7. They enable individuals to carry out a structured training programme which includes professional qualification(s) and on the job training. They equip individuals with the relevant skills, knowledge and behaviours required to carry out a specific job role.

What are the benefits of Apprenticeships?

They are a tried and tested way to recruit new staff. They provide an opportunity to develop new talent and upskill existing talent. Employers who recruit Apprentices often notice a reduction in staff turnover and an increase in employee loyalty and satisfaction. Additionally, they can be a cheaper way to recruit staff and can provide the apprentice with the opportunity to progress their skills and develop in their role. To hear about what benefits employers report, have a read of the Apprenticeship Champions' interviews (http://www.serfa-project.eu/en/apprenticeship-champions/portrait).

What is the difference between an Apprenticeship "standard" and "framework"?

Apprenticeship standards are much more rigorous than the old frameworks and are designed by industry employers. The new standards ensure Apprenticeship programmes are both challenging and fit for purpose and they include an end-point-assessment. Currently there are over 500 Apprenticeship standards in development. For a full list of Apprenticeships available: www.gov.uk/government/collections/apprenticeship-standards

When will the Apprenticeship frameworks be phased out?

The old frameworks are currently being phased out and replaced with new standards. The Government expects the standards system to completely replace the frameworks system by 2020.

How long do Apprenticeships last?

The duration varies depending on the Apprenticeship that you choose and the apprentice you employ. The minimum duration of an Apprenticeship is 12 months. Check the Apprenticeship standard specification for the length of the programme:
https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england

Is an Apprenticeship a real job?

Yes, apprentices must be employed into a real job. They are contracted into a role by the employer and are required to work a minimum of 30 hours per week. The apprenticeship contract must stipulate the following: duration of the Apprenticeship, the training provided, the working conditions and the qualifications the apprentice will be working towards. Each Apprenticeship must include a minimum of 20% time "off the job" training.

Can an existing member of staff be offered an Apprenticeship?

Yes if the Apprenticeship is relevant to their job role, teaches them something new, and provides career progression. Funding is only available for Apprenticeships that are relevant to the individual's

job role. The Apprentice must be able to demonstrate the required skills, knowledge and behaviour specified in the Apprenticeship.

Does the term "Apprentice" need to be used in the Apprentice's job title?

No. Job titles are set by each employer.

Will Apprentices require time off to study?

Yes, a requirement of each Apprenticeship standard is that the Apprentices must have 20% off their paid for hours allocated to "off the job" training. A range of activities will qualify as this and you can work with your chosen training provider to ensure that your Apprenticeship programme meets these criteria, but importantly has benefits for both the Apprentice and the business.

How much should Apprentices get paid?

Apprentices are entitled to the National Minimum Wage. The current minimum wage rate for an Apprentice is £3.70 per hour. Apprentices must be paid at least the minimum wage rate for their age if they are aged 19 or over and have completed their first year. Apprentices must be offered the same conditions as other employees working on similar grades or in similar roles, including paid holidays, sick pay and any benefits you offer (e.g. childcare voucher schemes, coaching or mentoring etc.).

How much does Apprenticeship training cost?

There are 15 funding bands which Apprenticeship standards are allocated to. The bands range from £1,500 to £27,000 per Apprenticeship depending on the level and Apprenticeship type. All existing standards will be placed within one of these bands and it will be up to the employer to negotiate costs with training providers.

Are there any concessions available for hiring an Apprentice aged 16-18?

Yes, organisations will receive £1,000 to meet additional costs. Additional support of £2,000 will be available for employers and training providers that take on 16-18 year olds or young care leavers (18-24 year olds) with an education, health and care plan. This will be split evenly between the employer and the training provider.

What is the Register of Apprenticeship Training Providers (RoATP)?

The RoATP is the official register for Apprenticeship Training Providers. Since April 2017, only Training Providers registered on the RoATP are able to access funding and run training for Apprenticeships. You can find out which Training Providers are registered to provide training for the Apprenticeship that you are interested in at: www.findapprenticeshiptraining.sfa.bis.gov.uk

What is the Apprenticeship levy?

It is a tax on all UK employers with an annual PAYE bill of over £3 million. All employers over this threshold will pay a tax of 0.5% of their pay bill.

Why has the levy been introduced?

It has been introduced by the government to increase investment in training and to upskill the workforce. The government has committed to a target of creating 3 million new Apprenticeship starts by 2020.

What can the levy be spent on?

- Training and assessment for an Apprentice
- On an approved Apprenticeship standard or framework. Most Apprenticeship standard will have professional qualifications embedded.
- On an approved training provider and assessment organisation
- Up to the funding band maximum to the Apprenticeship

What can't the levy be spent on?

- It cannot be spent on paying the salary of the Apprentice
- It cannot be used to fund the management of the Apprentice or Apprenticeship programme
- It cannot be used to cover the cost of setting up an Apprenticeship programme
- It cannot be used to fund traineeships or work placements

Will all employers receive a levy allowance of £15,000?

Yes, in the form of one annual payment made into the employer's digital account. The Digital Apprenticeship Service (DAS) is an online bank account where levy paying employers will be able to manage their levy funding. Registration for levy payers is open at www.gov.uk/guidance/manage-apprenticeship-funds.

How will the levy be taken?

The levy will be taken monthly based on your monthly pay bill. Under and over payments will be adjusted in the same way as all tax calculations. The levy will only be taken on months where an employer's pay bill exceeds £250,000. There will be several clauses relating to the payment of the levy from HMRC.

How can I access the levy pot?

The Digital Apprenticeship Service (DAS) is available to view and access levy funding. Each levy payment will have a 24-month expiration date; therefore, you can choose which funding you would like to use first. At the end of 24 months, any unpaid levy will be made available to other employers who want to spend money on Apprenticeships.

What happens if you spend all your levy before the end of an Apprenticeship?

Any levy paying employer who wants to spend more money than is in their levy "pot" will be able to. Once the levy pot is empty, employers will switch to the same co-funding rules that will be applied to non-levy paying employers. Therefore 90% of the remaining training and assessment costs will be covered by government, with the employer only paying 10% of the remaining costs.

How does funding work for non-levy paying employers?

Apprenticeships are eligible for 90% funding from government. This means that non-levy paying employers will only have to pay 10% of the cost for training and assessment of Apprenticeships. The government will pay 100% of the cost of Apprenticeships to non-levy paying employers who employ less than 50 people or if they employ a 16-18-year-old apprentice.

Source: Apprenticeships: Employer FAQs (Serfa). Found at: https://appli.serfa-project.eu/wp-content/uploads/2018/07/Step-1-Employer-FAQ-3.pdf.

Communication between employer and apprentice:

Ensuring good communication between the employer and the apprentice

The following principles are suggested as proactive measures to develop and nurture a good relationship between the employer and the apprentice:

- Use the recruitment process to clarify the expectations of the future apprentice in relation to the training. Apply short term placements, internships or trials to provide young people with realistic perspectives to occupational profiles.

- Provide high-quality in-company training. Low-skilled work discourages young people. Part of this is the integration of the apprentice into the working structures and a high level of transparency about responsibilities.

- Choose a volunteer tutor (not imposed by the manager) who supports the apprentice with general issues.

- Arrange regular feedback conversations between the apprentice and the tutor to assess progress in training and speak about the conditions of training. Liaise closely with the training provider to coordinate learning objectives and schedule.

- Support the apprentice and give him manageable tasks and workload.

- Offer motivating and promising prospects of skill development and career progressions in the near future.

- React fast if there are emerging problems of any kind with the apprentice. Get to the bottom of problems with respectful conversations.

- Get support from external experts. Depending on the problems (conflicts, learning difficulties etc.), external experts and coaches may work with apprentices and/or tutors together to resolve difficult situations. Check the support available.

Source: Ensuring good communication between employer and a student (Serfa). Found at: https://appli.serfa-project.eu/wp-content/uploads/2018/07/Step-6-Basic-rules-for-communication-1.pdf.

Health and Safety:

Health and Safety Form

Completed by:		Date of visit:	

Employer name:		Number of employees:	
Type of business:			
Workplace address including postcode:			
Main contact:		Contact tel no:	
H&S contact:		Contact tel no:	
Enforcement action e.g. prosecutions, notices			
Insurer's name:			
Insurance policy no:		Expiry date:	
Job title(s)/outline of duties:	Consider Safeguarding risks e.g. significant 1:1 access, lone working, business travel, security, prohibited activities etc.		

Health and Safety Standard

1 Health & Safety Policy	Evidence/comments
Is there a health and safety policy statement (mandatory written for 5 or more employees) and how is the policy communicated? Does the organisation have access to a competent person for health & safety advice and assistance?	

2 Risk assessment & control	Evidence/comments
Have risk assessments been completed and significant risks identified for persons undergoing training? How are control measures/safe systems of work from the risk assessments communicated to persons undergoing training?	

3 Accidents, incidents & first aid	Evidence/comments
Are there adequate arrangements for first aid boxes and first aiders? What arrangements are in place to record, investigate and report accidents and incidents? If an incident to a person undergoing training is RIDDOR Reportable, what arrangements are in place to report these to Intraining?	

4 Supervision, training, information & instruction	Evidence/comments
What arrangements are in place for the supervision of persons undergoing training? How is the relevant information, instruction and training provided and recorded?	

5 Work equipment & machinery	Evidence/comments
Is machinery and equipment provided fit for purpose, with guards and control measures in place and adequately maintained?	

6 Personal protective equipment & clothing	Evidence/comments
Is PPE/C provided free of charge and training provided where appropriate in its use?	

7 Fire & emergencies	Evidence/comments
Are there adequate means of raising the alarm and fire detection in place? Are there fire extinguishers present and are they maintained? Are there fire marshals present?	

8 Safe & healthy working environment	Evidence/comments
Does the workplace appear to provide a safe and supportive environment? Are welfare facilities (toilets, washing, drinking, eating, changing) provided, maintained and in good order?	

Combined Risk Category

The combined risk levels should be determined by the health and safety appraisal risk level and the occupational risk level.

Health and Safety Appraisal Risk Level

Please indicate the health and safety appraisal risk level from the list below:

Risk Level	Health and Safety Appraisal Evaluation	Indicate by Y
Low Score = 1	Demonstration of high standards of health and safety management. Detailed evidence of compliance with health and safety contractual and legal obligations.	

| Medium | Demonstration of basic standards of health and safety management. | |
| Score = 2 | Adequate compliance with health and safety contractual and legal requirements.
Improvements will be required and shall be detailed on the action plan. | |

| High | Demonstration of poor standards of health and safety management. | |
| Score = 3 | Insufficient compliance with health and safety contractual and legal obligations.
Significant management improvements are necessary.
N.B No learner is to be placed in this environment. An action plan can be agreed with the employer but all actions must be completed before placement starts. | |

Occupational Risk Level
Please indicate the occupational risk level from the list below:

Risk Level	Occupational Area	Indicate by Y
Low	Administration	
	Education	
Score = 1	Retail	
	Sales	
Medium	Animal care	
	Care	
Score = 2	Electronics	
	Hairdressing / beauty	
	Hotel / restaurant (non – catering)	
	Sport / recreation / leisure	
	Textiles / clothing	
	Wholesale / warehousing	
High	Agriculture / horticulture / fishing / forestry	
	Animal nursing	
Score = 3	Catering (kitchen)	
	Chemicals and chemical products	
	Construction	
	Engineering (electrical and mechanical)	
	Equestrian	
	Manufacturing	
	Mining and quarrying	
	Outdoor activities	
	Motor vehicle repair	
	Security	
	Transport	
	Utilities	

Combined Risk Category
This is determined by the following:

Score for Health and Safety Appraisal Risk Level **X** Score for Occupational Risk Level
Score 1 – 3   Low combined risk
Score 4 – 6   Medium combined risk
Score 6+   High combined risk

Overall combined risk rating (please tick below)		
High ☐	Medium ☐	Low ☐

RECOMMENDATION	Accept ☐	Reject ☐	Accept with action plan ☐	
Assessor:			Date:	
Agreed date for follow up:				

I agree this is an accurate record of the assessment ☐		Date:	
Employer contact:			
Position:			

ACTION PLAN
Actions and planned completion dates to be agreed with employer and followed up by the assessor.

Employer contact:		Assessor:	
Employer:			

Ref	What action is required	By who?	By when?	Progress on actions + date checked/signed off

Source: Planning for the Apprenticeship Start: Health and safety form (Serfa). Found at:
https://appli.serfa-project.eu/en/support-tools-and-services/planning-for-the-apprenticeship-start/.

Risk assessment:

SPECIFIC RISK ASSESSMENT			
Establishment: **Cornwall Marine Network**	**Assessment by:**		**Date:**
Review Date:	**Approved by:**		**Date:**

Hazard / Risk	Who is at Risk?	Normal Control Measures *(Brief description and/or reference to source of information).*	Additional Control Measures *(to take account of local/individual circumstances).*	Risk Rating H/M/L

REVIEWS	
REVIEWED BY:	**COMMENTS:**
REVIEWED BY:	**COMMENTS:**

Source: Planning for the Apprenticeship Start: Risk assessment form (Serfa). Found at:
https://appli.serfa-project.eu/en/support-tools-and-services/planning-for-the-apprenticeship-start/.

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