

# The Safe Learner Concept

## Consultation Paper

November 2004



Learning+Skills Council



# Summary

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This paper proposes a way of taking forward the Learning and Skills Council's (LSC's) "safe learner" concept into something tangible and meaningful. It supports the LSC's policy statement on learner health and safety. This states that the LSC will develop a safe learner framework that can be used to help benchmark and measure performance.

The LSC's National Learner Health and Safety Partnership (NLH&SP) Group has considered and contributed to the approach set out here, including the safe learner framework and the safe learning model, as part of the overall framework. The five stages of the safe learning model are described. This document also contains references to useful publications and websites.

This paper is of interest to a wide range of organizations including LSC-funded organizations, Sector Skills Councils, health and safety organizations, the Health and Safety Executive, Trades Union Congress, Association of Learning Providers and the Association of Colleges.

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## **Further information**

For further information, please contact the appropriate local Learning and Skills Council office. Contact details for each office can be found on the Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk).

# Executive Summary

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This paper was drafted following the third Learning and Skills Council (LSC) National Learner Health and Safety Partnership (NLH&SP) Group meeting on 8 July 2004. Comments on this paper should be sent (by 31 January 2005) to the LSC or by email to:

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The LSC's policy statement on learner health and safety states that learner health and safety is a fundamental value of the LSC. For this purpose, it has developed the concept of the "safe learner". The safe learner concept provides the added value that colleges, providers and others can make in addition to ensuring a safe, healthy and supportive environment for learners. This is supported by the LSC Health and Safety Procurement Standard (HASPS), which aims to provide consistency and clarity, raise standards and reduce bureaucracy and waste. The LSC has also published several documents on learner health and safety, aimed at employers, training providers and learners themselves. A list of some of these is available in the Bibliography at Annex J, and also from the website [www.safelearner.info](http://www.safelearner.info).

This work is now being taken forward by the NLH&SP Group. It has developed a framework for applying the safe learner concept. This has included proposing a "safe learning model", which breaks the learner's acquisition of health and safety knowledge, understanding and behaviour into five stages:

- Stage 1: Pre-work (experience) briefing
- Stage 2: Workplace induction
- Stage 3: Progression and foundation
- Stage 4: The safe learner and worker
- Stage 5: Lifelong health and safety learning.

The LSC intends to pilot this model with approximately 100 apprentices.

It is also expected that rationalization and the sharing of information about assessments of health and safety suitability in workplaces will reduce wasted repeat assessments and provide substantial overall savings. This is in line with the recommendations made in *Extending Trust*, the report of the Bureaucracy Task Force (LSC, 2004c).

The work that the LSC (along with the Department for Education and Skills) has done on learner health and safety has been informed by analysis of incidents at work involving learners, including fatalities. This document includes an LSC Briefing Note at Annex C that describes the lessons that need to be learned from these accidents. The competence of assessors, and the understanding learners have of healthy and safe working practices, are two key components of the safe learner framework.

It is hoped that much of the safe learning model can be incorporated into the work of the Qualifications and Curriculum Authority (QCA) and others in developing a strategy for health and safety qualifications and the new credit framework for vocational qualifications.





# The Safe Learner Concept Consultation Paper

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## Background

1 The Learning and Skills Council (LSC) was established in April 2001 under the *Learning and Skills Act 2000*. Its remit is to deliver the Government's post-16 learning and skills policies.

2 The LSC's mission is to raise participation and attainment through high-quality education and training that puts learners first. The LSC's vision is that, by 2010, young people and adults in England will have the knowledge and productive skills matching the best in the world.

3 The LSC funds over 7 million learners through contracts and agreements with over 6,000 organizations including:

- further education colleges
- training providers
- Local Education Authorities and sixth form colleges
- Education Business Link organizations and partnerships
- voluntary organizations
- employers.

4 The LSC has a budget of around £9 billion provided through the Department for Education and Skills (DfES). It funds a number of different learning and training programmes through the above organizations including:

- apprenticeships and young apprenticeships
- Employer Training Pilots

- Bite-size courses
- adult and community learning
- increased flexibility for young people
- further education college courses
- Ufi and learndirect.

5 More information about the LSC can be found on its website ([www.lsc.gov.uk](http://www.lsc.gov.uk)).

## Introduction to Learner Health and Safety

6 Under the *Learning and Skills Act 2000*, the LSC is required to secure proper facilities for the training and education of the people that it funds. "Proper facilities" include at least satisfactory health and safety standards that meet legal requirements and the needs of learners.

7 This means that the LSC requires those it funds to ensure, so far as is reasonably practical, that all learning takes place in a safe, healthy and supportive environment. The LSC uses its funding agreements and contracts to make clear this requirement and other expectations.

8 Learner health and safety is a fundamental value of the LSC. It is enshrined in the LSC's *Policy Statement on Learner Health and Safety* (LSC, 2004a) See the Bibliography at Annex J to this document for details of a downloadable version from the website ([www.safelearner.info/downloadables](http://www.safelearner.info/downloadables)).

9 The LSC has two main learner health and safety functions:

- to seek assurance
- raise the standards of health and safety to benefit funded learners.

10 This work is concentrated in three areas:

- health and safety management
- the safe, healthy and supportive environment
- the safe learner concept.

11 More information about the LSC's approach to learner health and safety can be found in the LSC's *External Implementation Guide* (LSC, 2004b).

## The Safe Learner Concept

12 The safe learner concept as first introduced by the LSC in 2002. The LSC defines the safe learner concept as the situation in which:

*the learner through the quality of their learning experience:*

- *gains an understanding of the importance of health and safety*
- *understands how hazards are identified, risks are assessed and the principles of control measures*
- *develops a set of safe behaviours, so that they play an active part in the process and acquire practical, transferable skills from their experience.*

13 This LSC expects all LSC-funded organizations to promote the safe learner concept in addition to ensuring a safe, healthy and supportive environment through effective health and safety management.

14 The LSC recognized that it would be necessary to develop the safe learner concept within a framework that would be meaningful and useful to colleges, providers, employers and others involved in LSC-funded learning, particularly vocational and work-based learning.

15 The LSC therefore set up a National Learner Health and Safety Partnership (NLH&SP) Group to take forward the safe learner concept as part of its policy of working in partnership. Its members are partners and key stakeholders. Its membership has representatives from the following organizations:

- Health and Safety Executive
- Department for Education and Skills
- Association of Colleges
- Adult Learning Inspectorate
- Trades Union Congress
- British Safety Council
- British Chambers of Commerce
- National Education Business Partnership Group
- Institution of Occupational Safety and Health
- Chartered Institute of Environmental Health
- National Examination Board in Occupational Safety and Health
- Royal Society for the Prevention of Accidents
- ENTO: the learning network for assessors and verifiers
- National Institute for Adult Continuing Education
- Association of British Insurers
- Association of Learning Providers.

The NLH&SP Group met for the first time in December 2003.

16 The NLH&SP Group recognized that the learner could not be dealt with in isolation. Learners learn, train and work in environments under the control of an employer or other organization. The employer or organization has control over the environment and what goes

on in it, including the tasks the learner undertakes and the tasks others undertake that might affect the learner.

17 Both the environment and the tasks create risks to the learner. It is clear that the employer's management of health and safety is fundamental to securing a safe, healthy and supportive environment and safe systems of work.

18 Of particular importance to a young person or learner are the arrangements for his or her supervision. This includes in particular the people, such as supervisors, mentors and instructors, who have a direct role in the transfer of health and safety knowledge, and who can influence the learner's behaviour. This was highlighted in research carried out by the Institute for Employment Studies on behalf of the LSC (Kerrin, Silverman and Thomson, 2002).

19 For apprentices and similar learners in work-based learning situations, the role of the college or provider is essential in making sure the learner's health, safety and welfare are managed by the employer. Colleges and providers have to make a judgement about the suitability of the health and safety arrangements for learners and potential learners that employers make at the place of work. Colleges and providers also manage, plan and monitor the learner's progress towards achieving their qualifications and learning aims. Health and safety is an essential part of this achievement.

20 It is important that the safe learner concept, the proposed framework and learning model take into account other wider developments. This includes in particular the work of the Qualifications and Curriculum Authority (QCA) in establishing a health and safety qualification framework as part of the new credit frameworks. It also affects the establishment of a competence-based health and safety passport and record of achievement for employees that can be accepted across sectors and industry.

## Framework for the safe learner concept

21 The key components of the safe learner framework are shown in Figures 1 and 2 at Annexes A and B to this document. Annex A shows the components for a work-based learner and Annex B those for a learner when they are with a college, school or training provider. The framework comprises:

- the learner (and the development of capabilities and competencies in health and safety – see the safe learning model at paragraph 47)
- the learner's supervision arrangements (supervisor or mentor)
- the working and learning environment
- the tasks, and the risks associated with the tasks and what goes on in the environment
- the funded organization, shown as the college or training provider
- the employer for work-based learners (Annex A only).

22 The LSC hopes that by having all the key components of the framework in place, the learner will not only be in a safe and healthy environment, but will also develop a positive attitude and safe behaviours, and so become a safe and healthy worker.

## Lessons to be Learned from Fatal Accidents to Work-based Apprentices

23 During the financial years 2002-03 and 2003-04, 10 (5 in each year) work-based apprentices died while undertaking a LSC-funded training programme. This figure is higher than that for previous years. Not since the late 1970s to the mid-1980s at the time of the Youth Opportunities Programme (YOP) and Youth Training Scheme (YTS) has the rate of fatalities been as high.

24 A review of the fatal accidents has resulted in identifying a number of lessons to be learned. These are given in more detail in Annex C.

25 The LSC and the DfES consider it is essential that any framework for the safe learner should address any lessons to be learned from fatal (and other) accidents. The notes at Annex C are intended to assist in this learning process.

## The Learning Environment and Employers

26 The LSC requires that all learning takes place in a safe, healthy and supportive environment. The LSC has, for a number of reasons including the lessons to be learned from fatalities, agreed an approach with the Health and Safety Executive (HSE) and the DfES. This approach uses a Health and Safety Procurement Standard (HASPS) for all work-based learning. The LSC's HASPS is at Annex D to this document. Use of the HASPS:

- provides clarity of expectations
- helps with consistency
- reduces bureaucracy (see paragraphs 40 to 43)
- provides greater assurances to the LSC and others that learner health and safety is being effectively secured.

## Health and safety assessments

27 The LSC will ask the relevant colleges, providers and other organizations it funds to provide employers with a certificate (see Annex E). This certificate summarizes the result of the health and safety assessment of suitability.

28 Where an employer and the location meet all the standards, a certificate of achievement (Annex F) can be issued. Colleges, providers and other organizations can also use these standards internally across their various locations. It is hoped that both enforcement and insurance benefits can be gained by small-

and medium-size enterprises (SMEs) through this means, thus providing some incentives to employers.

29 The assessment of the employer and location must clearly be done by someone who is competent to do so. The LSC has produced a statement about competence (see Annex G) that will help to clarify what is needed and to try to ensure consistency. The HSE has been consulted on this statement.

## Supervision

30 The LSC, along with the DfES, recognizes the importance of proper supervision for young people and learners. Much work has already been done. In 2003, the LSC produced several publications on the subject of supervision. Details appear in the Bibliography at Annex J to this document. These and other useful publications are available from the good practice website ([www.safelearner.info](http://www.safelearner.info)).

31 As a result of the second meeting of the NLH&SP Group, the LSC commissioned ENTO to develop standards for the safe supervision of young people and learners. These are reproduced in draft at Annex H.

## Tasks

32 As part of the assessment of the employer, the environment and the learner (HASPS Standard 10), risk assessment and risk control are required as key elements of safe and healthy learning. For work-based learning, colleges, providers and others will need to discuss, agree and assess the arrangements for risk assessment and risk control with the employer. The learner and his or her supervisor need to know what these arrangements are.

33 The ability of learners and young people to carry out tasks relies on their capability to understand:

- the task (within a given environment)
- the risks associated with it
- the necessary controls.

34 In many cases, it will be necessary to prohibit or restrict learners and young people from undertaking certain tasks as part of the control measures identified from the risk assessments.

35 The risk and capability factors are probably the two most important factors for identifying the level and type of supervision that is needed for learners to undertake tasks. Learners must also be provided with the necessary information, instruction and training and have this regularly evaluated and reinforced.

## Communication between Funded Organizations and Employers

36 Good communication between the provider and employers where learners are learning, training and working is vital. It is not just the health and safety assessment of suitability that is important. Funded organizations need to explain:

- how learners, and in particular young people, learn and train
- the importance of supervision and other key aspects of the learning programme.

37 Colleges, providers and others need to work closely with employers and understand each others' role and contribution to the learner and his or her programme.

38 The initial health and safety assessment and ongoing monitoring of the employer, location and the learner are crucial. Good relationships and communications need to be established from the outset.

39 The competence of the college or provider's health and safety assessor is essential to making sure that all the components of the safe learner framework are in place or are developed. Health and safety competence is one aspect, but assessors and others, such as monitoring staff, who deal with employers need to have a wider range of skills

in, for example, communication and learning, as well as an understanding of businesses, in particular small businesses.

## Bureaucracy

40 Many employers are involved in more than one LSC-funded learning programme. This results in several funded organizations being responsible for health and safety assessments of the same employer and/or location. As there was no common standard of assessment, employers and their locations were assessed by funded organizations to different standards and by people with different competencies.

41 It has been estimated that this results in up to 1 million duplicated assessments a year. In addition, many large employers with multiple sites have been "over-assessed", by repeat assessments. Such a situation can discourage employers from being involved in LSC-funded programmes. It is also a waste of public funds.

42 The Bureaucracy Task Force (BTF) considered this position. It has recommended that colleges and providers use the LSC HASPS as part of the "single validation" principle endorsed by the BTF. Further details are in the BTF report *Extending Trust* (LSC, 2004c). To be successful, this requires health and safety assessors at least to have a minimum level of competency (see Annex G) and to issue certificates of assessment (Annex E) and achievement (Annex F).

43 The potential savings to the LSC and those it funds are projected to be up to £30 million a year once the system is fully operational. There is expected to be a similar amount of employer savings.

## The Learner

44 The learner needs to be provided with information, instruction and training periodically and at particular times depending on the circumstances. The safe learning model (see paragraph 47 and Annex I) outlines the stages and the outcomes of such training.

45 It is important that learners are supported by their employer (if work-based) and their provider, college, school or other organization. The LSC and other relevant organizations also need to be mindful of learner health and safety, particularly with young people. The LSC will be working with the HSE and the Adult Learning Inspectorate (ALI) so that both make appropriate enquiries in relation to learners and young people when fulfilling their functions.

46 The LSC will be piloting a helpline (including email and text facilities) for learners to use when they feel they are exposed to undue risk and for whatever reason cannot deal with the matter through their employer and/or provider or college.

## The Safe Learning Model

47 The safe learner framework has proposed within in it a model which uses five stages of health and safety as part of the process of passing information, instruction and training to learners and young people and building their capabilities and competencies. This is explained in more detail below.

### Five stages of the safe learning model for learners and employees

48 The safe learning model (Figure 1 at Annex I) is one part of the safe learner framework. It has five stages, although not all will apply to all learners. The fifth stage (lifelong health and safety) highlights the fact that health and safety competence needs to be maintained throughout a person's working life and as circumstances, environments, work and risks change. The stages are:

- Stage 1: Pre-work experience briefing
- Stage 2: Workplace induction
- Stage 3: Progression and foundation
- Stage 4: The safe learner and worker
- Stage 5: Lifelong health and safety learning.

49 The stages are set out below with a summary of the outcomes for each stage, some notes on delivery and the most likely target. It is recognized that learning is a continuous process and each stage will overlap and merge with those that precede and follow it. However, the stages do provide:

- a simple structure
- the opportunity to plan, assess and review
- a tool to measure and provide performance indicators.

#### Stage 1: Pre-work experience briefing

50 Stage 1 is normally provided in schools before work experience takes place, or by colleges or providers to learners about to undertake any work experience or work-based learning.

51 The objective is to raise awareness and give learners a general understanding of occupational health and safety. It is theory based. Learners should have a general awareness and understanding at the end of any briefing(s) and before any work experience of:

- what occupational health and safety is and why it is important
- what the benefits of occupational health and safety are
- hazard and risk, what each is and examples of each
- the general obligations of learners and employees and the limitations at work
- accidents, ill-health and first aid
- knowledge of what causes most harm to employees at work and the need for first aid
- types of emergencies that can happen at work, including fire and the general control measures used in emergencies (alarms, fire-fighting, means of escape and so on)

- the general duties employers have towards learners and employees, including supervision, information, instruction and training, and prohibitions or restrictions for young people
- safety signs and notices, what the main ones are and what they warn of
- the need for personal protective equipment and clothing as a last resort
- safe systems of work, what they are and the background to control measures that result from risk assessment
- an awareness of key common safety and health hazards, risk and controls (for example, manual handling, slips, trips and falls, machinery and equipment, falls from height, transport, hazardous substances, and electricity).
- emergency arrangements (fire, accidents and first aid)
- any significant risks that may affect them (for example, machinery and equipment, manual handling, hazardous substances, slips, trips and falls)
- control measures for the above (for example, safe systems of work, supervision, protective and preventive measures, training and instruction, signs and notices)
- supervision arrangements (and who is responsible for them) and the contact person (if not the supervisor or instructor) for any health and safety concerns
- any restrictions or prohibitions that apply to the learner (for example, equipment, processes, areas, systems)
- any personal protective equipment or clothing that they must wear, why this is so, and when and how they should wear it
- welfare arrangements (for example, drinking, eating, toilets, washing, hours of learning and work)
- the safety policy, or those relevant and appropriate parts that affect the learner
- employer and employee rules (“dos” and “don’ts”) as appropriate.

## Stage 2: Workplace induction

52 The workplace induction should cover theoretical and practical health and safety. It should be given to all new learners and employees when they start a learning programme. The information should be repeated as appropriate when the learners are with employers and/or when there are significant changes such as changes in location or job.

53 The induction stage reflects the legal requirement under the Management of Health and Safety at Work Regulations 1999 (HMSO, 1999) in relation to providing information, instruction and training on recruiting new employees.

54 Employers must provide induction in the workplace, but it is also relevant for learners when they are with a provider or college. Similar (if not the same) learning outcomes will be required.

55 By the end of their first day of their learning programme (or shortly after in certain circumstances), each learner should understand:

56 Learners need to be shown around the workplace premises or at least the relevant areas for them. Health and safety matters that relate to the above items should be pointed out to them, if they are new to the location.

57 For learners who are already in employment at the workplace, before they start their programme, the provider will need to make sure that the learners understand the above matters. If learners do not understand, providers need to address this as part of any action or development agreed with the employer.

58 Items 2 and 3 in paragraph 55 will in particular need to continue as the learner progresses and does more. Before they attempt a new task or area of work that has not been covered at induction, the learner will need to receive appropriate information, instruction and/or training so that they understand hazard, risk and risk control in the new situation. This work will be ongoing.

59 For learners who are already in employment, the provider will need to assess their understanding of health and safety in order to identify exactly what they already know and to plan their training and the health and safety element that goes with it.

60 For internal induction, it is good practice for learners to be provided with an entitlement statement.

### Stage 3: Progression and foundation

61 For Stage 3, and over time, organizations need to develop learners' understanding beyond the Stage 2 induction. This further learning will relate to learners who are based with an employer. The indicators, which are divided into two parts, are to be used with learners after six weeks or so in the workplace. Remember that the indicators need to reflect the learner's ability to learn and the degree of risk. This stage contributes significantly to the learner's achievement of the health and safety element of their qualification or learning outcomes.

#### Part 1: Understanding and awareness

62 The following paragraphs 63 to 76 explain what the learner should understand in the various areas of health and safety in the workplace.

63 The **general** principles are:

- a what health and safety is
- b the concept of hazard and risk and examples of each in relation to work
- c that certain occupations have greater risks than others and particular occupations have particular risks

- d what actually harms employees at work and why
- e what risk assessment is
- f what the benefits of good health and safety are.

64 For **accidents**:

- a what an accident is
- b the most common accidents that happen at work
- c the factors that contribute to accidents
- d the consequences of accidents
- e how accidents can be prevented
- f what to do if they have an accident (reporting procedures and so on).

65 For **first aid**:

- a what first aid is
- b what first-aid arrangements employers have to make
- c the role of first aiders and appointed persons
- d what first-aid materials and facilities need to be provided in the workplace.

66 For fire:

- a the causes of fire at work
- b the risks associated with fire
- c what fire precautions are necessary
- d the need for detection, plans, routes, exits, assembly points and so on
- e the various methods of fighting fire.

67 For **manual handling**:

- a what manual handling is
- b the common types and causes of manual handling injuries
- c how manual handling risks can be reduced
- d basic manual handling techniques.



68 For **electricity:**

- a how electricity can cause harm
- b the common hazards associated with electricity
- c the precautions necessary to prevent and reduce risk
- d what to do in the case of electric shock.

69 For **equipment and machinery:**

- a the main hazards associated with using equipment or machinery
- b the main controls that are used to protect people from harm
- c the type and purpose of guards
- d the prohibition of dangerous machinery
- e the training and methods of work necessary to operate machinery and equipment safely.

70 For **slips, trips and falls:**

- a the main hazards and risks associated with slips, trips and falls
- b the factors that contribute to slips, trips and falls in the workplace
- c the methods and controls to reduce the risk of slips, trips and falls.

71 For **working at height:**

- a the hazards and risks associated with working at height
- b examples of common tasks which give rise to working at height
- c the factors that contribute to persons falling from height and objects falling from height
- d the methods and controls to reduce the risk of falls from height (including while using ladders).

72 For **transport and vehicles:**

- a the hazards and risks associated with working with and around vehicles

- b examples of common accidents associated with vehicles and transport

- c the factors that contribute to transport and vehicle accidents

- d the methods and controls to reduce the risk of accidents involving vehicles and transport.

73 For **personal health and welfare:**

- a the main effects of stress, and examples of how it can be reduced

- b alcohol and drugs at work and how risks can be minimized

- c policies on smoking

- d the risks associated with violence, harassment and bullying and control measures to reduce the risk

- e the risk and controls in relation to working time and pregnancy.

74 For **occupational health:**

- a what occupational health and ill-health are

- b examples of ill-health associated with work

- c the main classification and marking of hazardous substances

- d the various methods of control

- e the effects of excessive noise and vibration and how they are controlled

- f what ergonomics is.

75 For **workplaces:**

- a what employers have to provide

- b what makes a safe and healthy workplace

- c what makes an unsafe and unhealthy workplace

- d how trainees can contribute to workplace health and safety

- e what notices, signs and labels should be in workplaces.

- 76 For **legal matters**:
- a employees' obligations under the *Health and Safety at Work Act 1974* and *Management of Health and Safety at Work Regulations 1999* (and other health and safety legislation – see [www.hse.gov.uk](http://www.hse.gov.uk))
  - b employers' legal obligations under the *Health and Safety at Work Act 1974* and *Management of Health and Safety at Work Regulations 1999* (and other health and safety legislation – see [www.hse.gov.uk](http://www.hse.gov.uk))
  - c the legal obligations that are placed on the self-employed, suppliers and manufacturers and what those general obligations are
  - d how enforcement of health and safety legislation works, including the role and powers of inspectors, enforcement action and the penalties for breaking health and safety legislation
  - e the requirement to consult employees and the role of safety representatives and safety committees.
- Part 2: Practical understanding and application in the workplace
- 77 The learner has to demonstrate a practical application of the above to his or her workplace and role, job and tasks. In particular, the learner needs to understand:
- a the significant risks in relation to his or her workplace and his or her work tasks
  - b any working practices in his or her job role that can harm him- or herself or others
  - c the necessity of reporting any differences between current working practices and agreed procedures, and particularly of reporting promptly any immediate hazard(s)
  - d the control measures for a) above, which link to b) and c)
  - e the arrangements for fire protection
  - f the arrangements for reporting accidents or health problems
  - g the arrangements for first aid
  - h the supervision arrangements
  - i whether there are any prohibited or restricted processes, areas, machinery and so on, and what these are
  - j where the safety policy is kept and the parts that are important and relevant to him or her
  - k who the key person is for health and safety matters
  - l the workplace rules (“dos” and “don’ts”) for health and safety
  - m how health and safety is communicated in the workplace (signs, notices, the safety committee, training and instruction and so on) and the necessity of reporting any noticeable failings
  - n the arrangements to protect others (the public, contractors, visitors and so on)
  - o what welfare facilities are provided
  - p what personal protective equipment and clothing is required, what it is used for and when it needs to be used or worn
  - q how to report health and safety training needs to the appropriate person(s)
  - r that the legal requirements and workplace rules and procedures are followed in practice
  - s that health and safety hazards within the learner’s capability must be rectified
  - t the importance of ensuring that personal conduct in the workplace does not endanger the health and safety of the learner or other people.
- Stage 4: The safe learner and worker**
- 78 It is recommended that providers and employers use the existing health and safety competence standard for people at work that is endorsed by the HSE, ENTO and the Institute of Occupational Safety and Health (IOSH) as the benchmark for Stage 4.

A summary is reproduced below.

ENTO Approved Standards: Health and Safety for People at Work

79 Unit A "Ensure your own actions reduce risks to health and safety" has been designed for all employees at work. It does not require an individual to undertake a full risk assessment. Rather, it is about having an appreciation of the significant risks in the workplace and knowing how to identify them and deal with them.

80 Unit A has two elements:

- A1 Identify hazards and evaluate risks in the workplace
- A2 Reduce risks to health and safety in the workplace.

81 These two elements cover the health and safety duties for everyone in the workplace. Unit A also describes the competencies required to ensure that:

- the actions of individuals do not create any health and safety risks
- individuals do not ignore significant risks in the workplace
- individuals act to put things right, including reporting situations that pose a danger to people in the workplace and seeking advice.

82 For Element A1, individuals need to show an understanding of health and safety requirements and policies in the workplace. They also need to check their own working practices and work area for any risks to themselves or others. Individuals should be able to identify the risk arising from any hazards identified and know which they can deal with safely and which must be reported to the "responsible person".

83 Element A2 requires individuals to show that they have taken steps to reduce those risks to health and safety that they might encounter at work. It covers carrying out tasks safely and in accordance with instructions and workplace requirements.

84 The structure and format of Unit A is:

- essential knowledge and understanding
- performance criteria
- range statements
- specific knowledge
- evidence requirements.

85 Full details of Unit A are in the ENTO *Health and Safety Standalone Units* (ENTO, 2002).

### **Stage 5: Lifelong health and safety learning**

86 Stage 5, which is the final stage, continues throughout a person's working life, and recognizes that health and safety training, information and instruction needs to be repeated periodically. An individual's competence in health and safety needs to be maintained and improved as circumstances change. This includes not just the changing work or environment, but as the person changes and particularly as they get older.

87 No specific objectives are set for Stage 5, although consideration may be given to achievement of ENTO Unit G "Risk Assessment" and, for those who wish to progress in health and safety itself, "Occupational Health and Safety Practice", a National Vocational Qualification at Level 3 and Level 4.

## **The Way Forward**

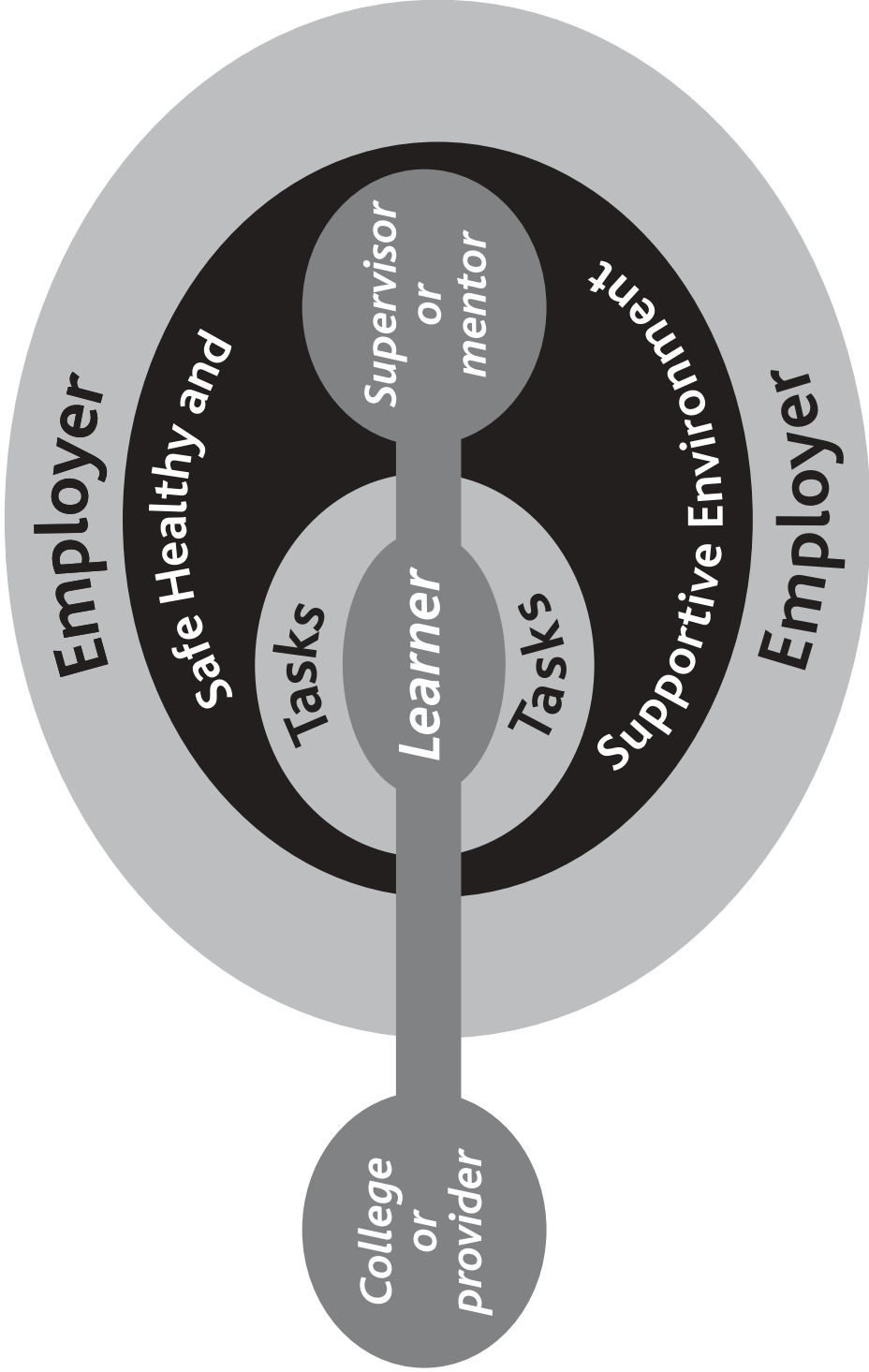
88 During the consultation process the safe learner framework and safe learning model will be piloted with approximately 100 apprentices (both existing and new apprentices). The pilot will include some construction and engineering trainees.

89 Feedback and lessons learned from the pilot will contribute to those responding as part of the consultation process.

90 A final report will be produced in September 2005.

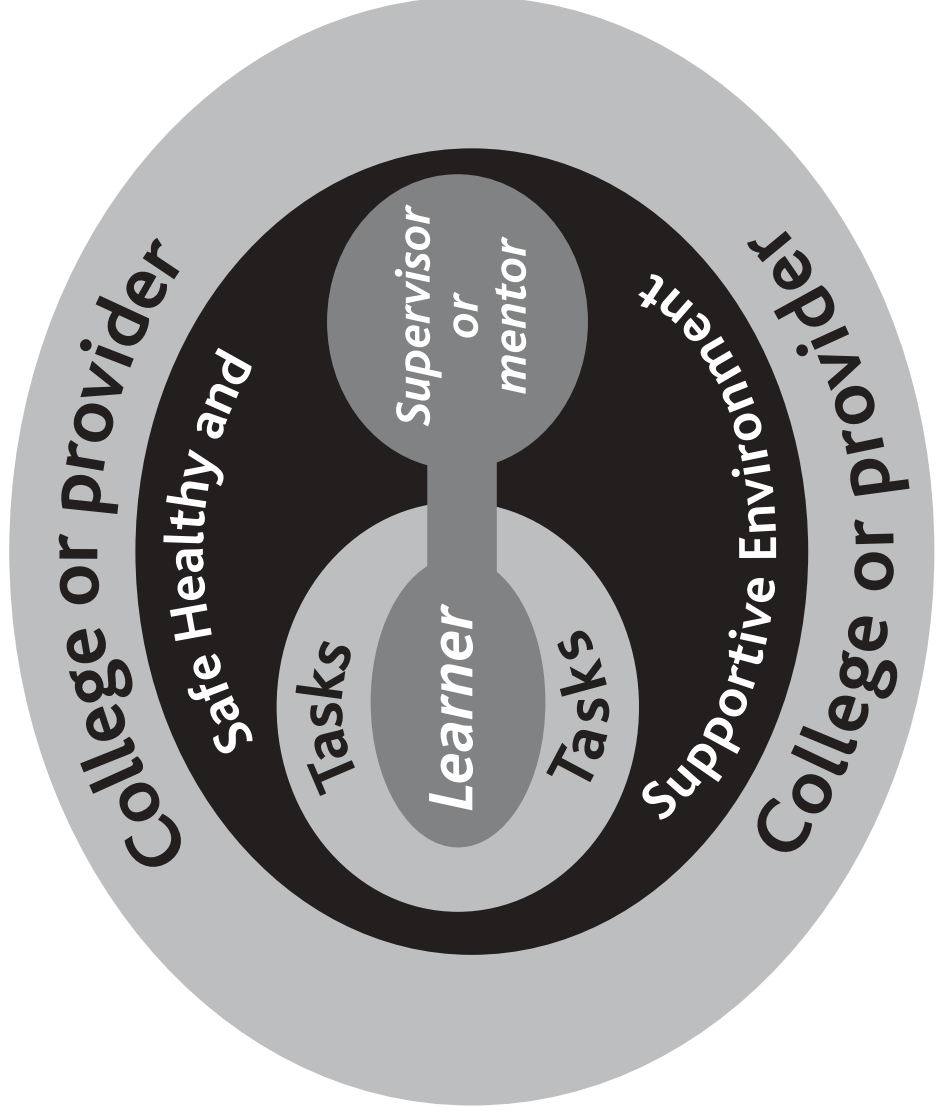
# Annex A: Safe Learner Framework for Work-based Learners

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# Annex B: Safe Learner Framework for College- or Provider-based Learners

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# Annex C: Briefing Note on Lessons to be Learned from Apprentice Fatalities

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1 The contents of this annex were originally disseminated as a Learning and Skills Council (LSC) Briefing Note dated July 2004. Its purpose is to disseminate lessons learned from incidents to colleges, providers and others as appropriate.

## Background

2 A total of 10 LSC-funded learners have died over the last two years as a result of accidents while undertaking work-based learning (training). An analysis of all the accidents has identified a number of common features and factors. These need to be considered by the LSC, colleges, providers and others when considering:

- learner health and safety
- strategy
- policy
- management procedures
- standards.

3 The characteristics of the fatalities were as follows.

- Construction (five fatalities) and engineering (three fatalities, including one in motor vehicle repair shop) are the occupational areas that have the highest incidence of fatal accidents.
- No trainee was very new to the learning programme. Most had been trainees for over a year, with an average of two years on the programme.
- All but one of the trainees was male.

- Most were working or training with small companies.
- No particular type of accident featured as more common. Two cases involved burns and two involved a fall from height.

## Lessons Learned

4 In nearly all the cases, the trainee was with an employer that was remote from the college or provider but was not in a safe, healthy and supportive environment.

## Assessment and supervision arrangements

5 In relation to the above, it is considered that the health and safety assessment of suitability of the employer and location by the college or provider was in some way inadequate. This seems to be owing to a combination of:

- assessors of work-based employers and their locations not being fully competent (in health and safety or the occupational area or both) to assess health and safety suitability
- the assessment itself not being sufficient in terms of scope and rigour
- little or no internal quality assurance of the system and of assessments by the college or provider, equating to poor management control of learner health and safety.

6 In nearly all cases, the supervision of the learner was inadequate in some way. This appears to be owing to:

- the supervisor not being competent or not having the skills to supervise, particularly to supervise a young person
- the arrangements for supervision made by the employer not being generally adequate
- the college or provider not ensuring that the above arrangements for supervision were adequate at the time of the assessment of health and safety suitability.

## Provision of information to the learner

7 In nearly all cases, the learner seems not have been provided with effective health and safety information, instruction and training so as to act as a safe learner and worker. Although many had received induction and other information (including the LSC document *Be Safe* (LSC, 2004d), instruction and training, it appears not to have been effective in getting across health and safety messages and ultimately safe behaviours. This is undoubtedly connected to supervision issues above and other matters.

8 Most of the trainees had achieved the health and safety element of their National Vocational Qualification (NVQ). This raises very serious questions about the health and safety content of NVQs and/or the rigour of assessment and signing off learners as being competent. It does appear in general that achieving the health and safety element of the NVQ does not adequately protect trainees.

9 It appears that there was a lack of risk assessments, particularly for young people, in most cases. As a result, adequate control measures were not in place. Unsafe systems of work seemed to contribute to a number of the fatalities. This links to the adequacy of health and safety assessments by provider and college staff, and their competency to recognise workplaces that are safe and healthy, and ones that are not.

## Commentary

10 The LSC asks colleges, providers and others to consider the above lessons and to review their policies and procedures. They should consider in particular:

- the scope and rigour of the assessment of health and safety suitability
- the competency of assessors.

11 In doing this, colleges, providers and others should refer to the LSC Health and Safety Procurement Standard (HASPS) and the LSC statement on the competency of assessors (see Annex G).

12 To ensure that all learners are in safe, healthy and supportive learning and working environments, regardless of where they are or who they are with, colleges and providers need to take careful account of:

- the arrangements for supervising learners (particularly young people). Refer to LSC supervision guides for employers and providers (see Annex I for details)
- the employer's and their own risk assessments and risk control measures for learners (particularly young people)
- assessment, monitoring and review of each learner's understanding and practical application of health and safety, including the effectiveness of induction and ongoing information, instruction and training.

13 The LSC will be concentrating on the above matters to seek assurance that learners are sufficiently protected. Colleges, providers and others should consider sharing lessons with employers and others as appropriate.

# Annex D: Safe, Healthy and Supportive Environment: Learning and Skills Council Standards and Sub-standards

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- 1 The employer has a health and safety policy
  - a There is a clear commitment to health and safety (a written policy statement where there are five or more employees)
  - b Responsibilities for health and safety are clearly stated (recorded where there are five or more employees)
  - c Arrangements for health and safety are clearly stated, including the control measures identified from risk assessment (recorded where there are five or more employees)
  - d The commitment, responsibilities and arrangements for health and safety are communicated to all employees.
- 2 The employer has assessed risks and put in place control measures to prevent or reduce risks.
  - a Risk assessments have been carried out and significant risks identified
  - b Significant risks have been recorded (optional where fewer than five employees)
  - c Control measures have been identified and implemented as a result of risk assessment
  - d The significant risks and control measures are explained to employees (and others as appropriate).
- 3 The employer has made adequate arrangements for dealing with accidents and incidents including the provision of first-aid.
  - a Adequate arrangements for first-aid materials have been made
  - b Adequate arrangements for first-aid persons have been made
  - c All accidents and first-aid treatment rendered are recorded
  - d All legally reportable accidents, incidents and ill-health are or will be reported to the enforcing authority and investigated
  - e Accident, incident, ill-health and first-aid arrangements are made known to all employees and others as appropriate.
- 4 The employer provides employees with effective supervision, training, information and instruction.
  - a Employees are provided with adequate competent supervision
  - b Initial health and safety information, training and instruction is given to all new employees on recruitment
  - c Ongoing health and safety information, training and instruction is provided to all employees and others as appropriate
  - d Information, instruction and training are recorded
  - e The effectiveness of training and so on are assessed and assessments are recorded.
- 5 The employer provides and maintains suitable and appropriate equipment and



machinery which is safe and without risks to health.

- a The employer provides the correct equipment to the appropriate standard
- b Equipment is adequately maintained
- c Guards and control measures are in place as determined from risk assessment
- d Safe electrical systems and equipment are provided and maintained.

6 The employer has made arrangements for the provision and use of necessary personal protective equipment and clothing (PPE/C).

- a PPE/C is provided for employees as determined from risk assessment
- b Training and information on PPE/C use has been provided to employees
- c The proper use of PPE/C is enforced
- d PPE/C is maintained and replaced.

7 The employer has made arrangements for fire and other foreseeable emergencies.

- a Means of raising the alarm and fire and/or emergency detection are in place
- b Appropriate means of fire fighting are in place
- c Effective means of escape are in place, including escape routes and unobstructed exits
- d There is a named person (or persons) for emergencies.
- e Arrangements are maintained, including through tests and drills.
- f A fire log is kept

8 The employer provides a safe and healthy working environment.

- a Premises (structure, fabric, fixtures and fittings) are safe and healthy (suitable, maintained and kept clean)
- b The working environment (temperature,

lighting, space, ventilation, noise) is appropriate, safe and healthy

- c Welfare facilities (toilets, washing, drinking, eating, changing) are provided as appropriate and maintained.

9 The employer manages health and safety.

- a The employer consults and communicates with employees on health and safety and allows them to participate in health and safety

- b The employer provides medical or health screening as appropriate and any required medical surveillance

- c The employer has access to competent advice

- d The employer reviews health and safety annually

- e The employer provides and displays necessary signs and notices

- f Notification has been given to the enforcing authority as appropriate

- g Employers' liability insurance is current and other insurance in place as appropriate to the business undertaking. This includes informing insurers and/or insurance brokers where appropriate of the learner(s) presence and/or programme

- h The employer assesses, reviews and updates employee capabilities

- i The employer manages employee work when it is away from the employer's own premises or when placed with another employer and/or site.

10 The employer manages learners' and/or young persons' health, safety and welfare.

- a The employer has assessed the risks to any learner or young person, taking account of his or her age (inexperience, immaturity, and so on) and any other special needs or circumstances, including any disability and/or medical or health condition

Annex D: Safe, Healthy and Supportive Environment: Learning and Skills Council Standards and Sub-standards

- b The employer has put in place control measures for learners or young persons as a result of 10A, and informed the learner and his or her supervisor
- c The employer has identified any necessary prohibitions and restrictions that apply to any learner or young person as part of 10A and 10B
- d The employer provides competent supervision for any learner or young person and has a designated person to take overall responsibility for any learner or young person. In some cases where the learner is a child, this may require formal checks of suitability for reasons of child protection
- e The employer provides an induction and ongoing information, instruction and training to any learner or young person reflecting the result of the risk assessment, environment, tasks and the learner or young person's age, experience and any special needs
- f The employer provides free of charge any necessary (determined from the risk assessment) personal protective equipment and clothing (PPE/C) to the learner and ensures its proper and effective use.

Certificate No: \_\_\_\_\_



# Certificate of Assessment

Learning+Skills Council

**This is to certify that:**

Name of employer/organisation: \_\_\_\_\_

Address/location: \_\_\_\_\_

Has been assessed at this location against the Learning and Skills Council health and safety procurement standard for learner health and safety. The results below reflect the health and safety conditions and management standards on the date shown:

	Met	Part met	Not met
1. Health and safety policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Risk assessment and risk control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Accidents, incidents and first aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Information, instruction, training and supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Equipment and machinery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Personal protective equipment and clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Environment/workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Management of health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Learner health and safety*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For those standards not met or partly met an action/development plan has been agreed.

A full re-assessment is due: (enter date) \_\_\_\_\_

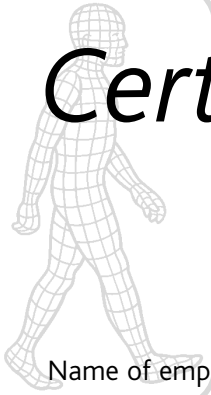
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

\*Please note that learner health and safety must be agreed/assessed for each individual learner placed/funded.

# Certificate of Achievement



This is to certify that:

Name of employer/organisation: \_\_\_\_\_

Address/location: \_\_\_\_\_



Has achieved the LSC's health and safety procurement standard covering:

- Health and safety policy
- Risk assessment and risk control
- Accident, incidents and first aid
- Information, instruction, training and supervision
- Equipment and machinery
- Personal protective equipment and clothing
- Emergencies
- Environment/workplace
- Management of health and safety.



Name of assessor: \_\_\_\_\_

Organisation: \_\_\_\_\_ Date: \_\_\_\_\_

Valid until date: \_\_\_\_\_



Learning+Skills Council

# Annex G: Statement on the Competence of Assessors

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1 When learning takes place in an environment outside the control of the organisation that the Learning and Skills Council (LSC) funds, the LSC requires under the funding agreement or contract that the organisation makes an informed judgement about health and safety suitability prior to learning taking place in that environment.

2 One of the most common questions raised by those we fund is in respect to the competency required of those individuals who make that informed judgement on behalf of the organisation.

3 Following the 2004 report of the Bureaucracy Task Force (LSC, 2004c) the LSC wishes employers and their locations assessed only once every one to three years, depending on the risk, though it should be noted that Standard 10 relating to the individual will need to be agreed and met for each learner. Assessment undertaken in this timeframe could save over £60m per year, but to implement this, there needs to be a core common standard of assessment (see the LSC's Health and Safety Procurement Standard). In addition to rely upon another organisations assessment there also needs to be a common satisfactory level of competence for people who are judging the suitability of a workplace location and employer.

4 The funding agreement asks for such people to be sufficiently competent both in the occupational area and in health and safety itself. Without such skills, it is difficult to see how an informed judgement can be reached over suitability, and therefore how organisations could fulfil their duty of care and Section 3 of the *Health and Safety at Work etc. Act 1974* and the requirements of related legislation.

5 However, it seems reasonable that the LSC explains its expectation of "sufficiently" competent. We shall consult with Health and Safety Executive (HSE) on this matter.

6 In the bullet list at paragraph 7 we have attempted to clarify the expectation of "sufficiently" competent. In the list, "understand" does not mean individuals have to be all knowledgeable, but must at least have a reasonable level of understanding given the circumstances.

7 To be "sufficient", an assessor needs to:

- understand and be able to identify the main risks and control measures for the environment and occupational area being assessed (ENTO Unit D "Review Health and safety Procedures in Workplaces", Element 2 under "specific knowledge" states "you must know and understand the industry or occupational area in which you are carrying out the review")
- understand the health and safety legislative requirements applying to the employer and the learning or working environment and industry, including understanding the detailed requirements relating to young people when the learner is a young person
- fully understand the LSC's HASPS
- fully understand his or her employer's policy and procedures for assessing the suitability of placements;
- be aware of the needs of the particular learner and any particular health and safety requirements arising as a result (also see standard 10 of HASPS)

- be aware of his or her limitations and know when and where to seek advice or information
- have other competencies as detailed in ENTO Unit D that are not covered above, including interview techniques, presentational and communication skills, developing post-review follow-up plans and so on.

8 It is for the organisation the LSC funds to make the judgement of whether employees or contractors are sufficiently competent to assess on their behalf. In doing so organisations should seek competent advice.

9 Many LSC-funded organisations have asked about qualifications from the National Examination Board in Occupational Safety and Health (NEBOSH) and Institute of Occupational Safety and Health (IOSH). While these may provide some or all of the underpinning health and safety knowledge depending on the course it will not make a person competent. The LSC will therefore not be recommending a particular training course for assessors.

10 The above information is provided as a benchmark to assist organisations make the decision of who should assess or to identify development and training needs. Ultimately the facts will speak for themselves.

11 Further information can be found in HS (G) 65 Successful Health and Safety Management and HSE leaflet IND 345 Health and Safety Training: What You Need to Know.

# Annex H: Extract from ENTO Training Materials (Supervisor Standards)

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## Unit I: Prepare, Supervise and Support the Learner for Health and Safety in a Work Placement

Elements in this unit are:

1.1 Assess the suitability for the learner of the work placement health and safety environment.

1.2 Ensure that the learner understands the health and safety requirements of the work placement.

1.3 Supervise and support the continuing health and safety of the learner.

### Unit overview

Fundamental to this Unit is not only an understanding of the terms "hazard" and "risk" (they have been defined overleaf and it is VERY IMPORTANT that they are understood before undertaking the Unit), but a good understanding of Health and Safety legislation and how it applies to different workplaces.

This Unit is for:

A person who has the position or responsibility of supervision in a workplace where a learner is undertaking a work placement.

This Unit is about:

- undertaking an assessment of Health and Safety procedures of a specified workplace to meet the health and safety understanding and operational awareness of the learner

- ensuring that the learner understands what is expected in terms of his or her actions, responsibilities and attainment of knowledge to safeguard his or her health and safety and the health and safety of others
- supporting and supervising the learner in the work placement to ensure that his or her health and safety is safeguarded.

This is what you need to show:

- in **Element 1.1** that you understand how to undertake for a review of a workplace by planning what will be required, who to involve and by ensuring that the necessary documentation is ready beforehand
- in **Element 1.2** that you understand how to ensure that the learner understands the health and safety requirements in the work placement
- in **Element 1.3** that you prepare a supervision plan that supports the safety and health of the learner in the work placement and know the roles and responsibilities of those involved in the placement so that any areas of concern can be reported and acted upon.

### Key words and phrases which you might see used frequently within the Health and Safety for People at Work Units

The Health and Safety Executive (HSE) is the body appointed to support and enforce health and safety law. They have defined two important concepts as follows:

### **hazard**

A hazard is something with potential to cause harm.

### **risk**

A risk is the likelihood of the hazard's potential being realized.

Almost anything may be a hazard, but may or may not become a risk. For example:

- a A trailing electric cable from a piece of equipment is a hazard. If it is trailing across a passageway, there is a high risk of someone tripping over it, but if it lies along a wall out of the way, the risk is much less.
- b Toxic or flammable chemicals stored in a building are a hazard, and by their nature may present a high risk. However, if they are kept in a properly designed secure store, and handled by properly trained and equipped people, the risk is much less than if they are left about in a busy workshop for anyone to use - or misuse.
- c A failed light bulb is a hazard. If it is just one bulb out of many in a room it presents very little risk, but if it is the only light on a stairwell, it is a very high risk. Changing the bulb may be a high risk, if it is high up, or if the power has been left on, or low risk if it is in a table lamp which has been unplugged.
- d A box of heavy material is a hazard. It presents a higher risk to someone who lifts it manually than if a mechanical handling device is properly used.

### **workplace**

This word is used to describe the single or multiple areas in which you carry out your work.

### **work placement**

This is the work experience placement for a learner on a Government-funded training scheme, which may be an assessment for an N/SVQ.

### **working practices**

Any activities, procedures, use of materials or equipment and working techniques used in carrying out your job. In this Unit it also covers any omissions in good working practice which may pose a threat to health and safety.

### **workplace policies**

This covers the documentation prepared by the employer on the procedures to be followed regarding health and safety matters. It could be the employer's safety policy statement, or general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the employees' (and "other persons") attention.

### **other persons**

This phrase refers to everyone covered by the *Health and Safety at Work Act* including: visitors, members of the public, colleagues, contractors, clients, customers, patients, students, pupils.

### **personal presentation**

This includes personal hygiene and the use of personal protection equipment; clothing and accessories suitable to the particular workplace.

### **responsible persons**

The person or persons at work to whom you should report any health and safety issues or hazards. This could be a supervisor, line manager or your employer.

### **resources**

This includes: information, documentation, personal protective equipment.

### **training provider**

This is the organization or individual responsible for providing the training experience and/or formal assessment for the learner.

## **Element 1.1: Assess the suitability for the learner of the work placement health and safety environment**



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**Performance criteria**


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You must ensure that:

- a your selected methods for assessing the suitability of the work placement health and safety environment are consistent with the abilities and experience of the learner
- b you obtain authorization for the assessment to take place by the person responsible for the workplace
- c you prioritize your activities in the schedule of work to meet the timescale for the work placement
- d you obtain the necessary resources in time for the assessment to take place
- e you brief other persons involved in the assessment to ensure they understand its purpose and the process to be undertaken
- f you agree the documents and information to be used before conducting the assessment
- g you brief other persons in the workplace on the level of experience, knowledge and understanding of the learner in relation to health and safety practices and requirements.

---

**Range statement**


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Methods for the assessment are:

- i direct observation
- ii workplace research regarding relevant written procedures and/or policies
- iii mix of face-to-face and desk research.

Documents and information relating to:

- i any previous assessments and/or reviews
- ii agreed procedures against which the assessment is to take place
- iii recording documents.

---

**Specific knowledge for Element 1.1**


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You must know and understand:

- a the work areas, operational activities, responsibilities of other workers and/or operatives
- b what notice needs to be given before an assessment takes place
- c resources required for an assessment to take place
- d effective communication techniques.

---

**Evidence requirements**


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Performance evidence must be provided against each of the performance criteria. Performance evidence must show from the range that you have:

- used a minimum of one **type of assessment method** listed; and
- agreed the use of a minimum of two types of **documentation and information** from those listed.

The N/SVQ Assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this element.

Performance evidence must be provided from real working practices.

---

**Element 1.2: Ensure that the learner understands the health and safety requirements of the work placement**

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**Performance criteria**

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You must ensure that:

- a you have all necessary information from the learner **and** the training provider about the abilities and experience of the learner
- b you have read, understood and matched against your own assessment the pre-placement assessment by the training provider
- c you have one or more formal meetings with the learner to ensure his or her understanding of the health and safety requirements
- d you formally review and record on a weekly basis the learner's understanding and practising of the health and safety requirements of the work placement.

---

**Range statement**

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Methods for the assessment are:

- i direct observation
- ii workplace research regarding relevant written material
- iii mix of face-to-face and desk research.

Documents and information relating to:

- i any previous assessments and/or reviews
- ii recording documents.

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**Specific knowledge for Element 1.2**

---

You must know and understand:

- a the work areas, operational activities, responsibilities of other workers and/or operatives.

---

**Evidence requirements**

---

Performance evidence must be provided against each of the performance criteria.

The N/SVQ Assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this element.

Performance evidence must be provided from real working practices.

---

**Element 1.3: Supervise and support the continuing health and safety of the learner**

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**Performance criteria**

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You must ensure that:

- a you prepare a formal supervision plan to ensure the learner's health and safety
- b you ensure that the learner and the training provider understand and agree the supervision plan
- c you actually and frequently supervise and observe the learner in a variety of work activities to assess his or her compliance with good health and safety operational practices
- d you advise the learner on how he or she should improve their working practices to ensure healthy and safe working
- e you ensure that the work activities of the learner are consistent with his or her abilities, awareness and understanding in relation to good health and safety practices
- f you report to the training provider any concerns regarding the health and safety performance of the learner.

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**Range statement**

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Methods for the assessment are:

- i direct observation

- ii written material e.g. supervision plan.

Documents and information relating to:

- iii recording documents.

---

### **Specific knowledge for Element 1.3**

---

You must know and understand:

- a the work areas, operational activities, responsibilities of other workers and/or operatives
- b the different roles and responsibilities of those involved in the work placement e.g. training provider, N/SVQ Assessor, internal verifier.

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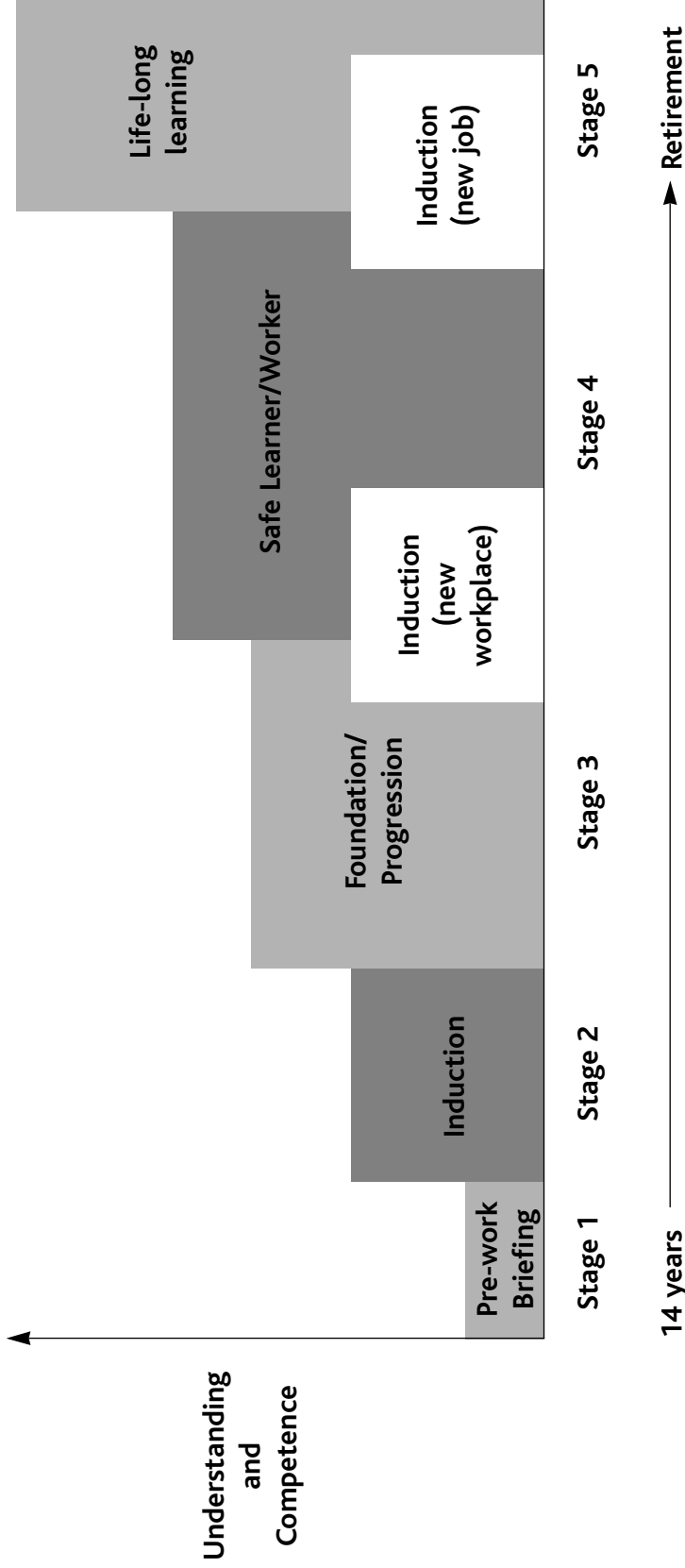
### **Evidence requirements**

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Performance evidence must be provided against each of the performance criteria. The N/SVQ Assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this element.

Performance evidence must be provided from real working practices.

# The Safe Learner Framework



## Underpinning requirements

**Tasks:** Risk assessments and control measures for the learner/young person – including procurement standard, section 10

**College/Provider:** Managing learner health and safety (HSG65) – planning, monitoring, reviewing, assessing learners etc. Briefing of employers and supervisors. Raising standards and promoting the safe learner concept

**Supervision:** ENTO developing standards for competent health and safety supervision

**Employer/environment:** Meeting health and safety procurement standards/legal requirements – competent assessment

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# Annex K: Glossary of Definitions and Abbreviations

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## **ABI**

Association of British Insurers is a trade body that represents the interests of the insurance industry.

## **ALI**

The Adult Learning Inspectorate is responsible for inspecting and reporting on the quality of education and training for adults and young people that is funded using public money ([www.ali.gov.uk](http://www.ali.gov.uk)).

## **ALP**

The Association of Learning Providers is a subscription body which works with policy makers in Government to develop learning strategies.

## **BCC**

British Chambers of Commerce

## **BSC**

British Safety Council

## **BTF**

Bureaucracy Task Force

## **CIEH**

The Chartered Institute of Environmental Health is an independent professional body and registered charity representing those who work in environmental health and related disciplines. Its primary function is the promotion of knowledge and understanding of environmental health issues.

## **DfES**

Department for Education and Skills ([www.dfes.gov.uk](http://www.dfes.gov.uk)).

## **ENTO**

ENTO is the learning network for assessors and verifiers. It is responsible for developing the national occupational health and safety competency standards ([www.ento.co.uk](http://www.ento.co.uk)).

## **HASPS**

Health and Safety Procurement Standard

## **HMSO**

Her Majesty's Stationery Office

## **HSC**

The Health and Safety Commission is a government agency that, along with the Health and Safety Executive, is responsible for protecting people from risks to health or safety arising out of work activities. It conducts research, promotes training, provides information and advice and submits proposals for new or revised regulations and codes of practice ([www.hse.gov.uk](http://www.hse.gov.uk)).

## **HSE**

The Health and Safety Executive is a government agency that, along with the Health and Safety Commission, is responsible for the regulation of almost all the risks to health and safety arising from work activity in Britain. Its job is to help the Health and Safety Commission ensure that risks to people's health and safety from work activities are properly controlled ([www.hse.gov.uk](http://www.hse.gov.uk)).

## **IES**

Institute for Employment Studies

**IOSH**

The Institute of Occupational Safety and Health is an independent, not-for-profit organisation. Its members are people with a professional involvement or interest in occupational health and safety ([www.iosh.co.uk](http://www.iosh.co.uk)).

**Learner**

“Learner” is a general term and includes students, trainees, apprentices, pupils, employees and others who are funded for learning (meaning education, training, instruction and other forms of learning).

**LSC**

Learning and Skills Council ([www.lsc.gov.uk](http://www.lsc.gov.uk)).

**NEBOSH**

National Examination Board in Occupational Safety and Health

**NEBP**

The National Education Business Partnership is an umbrella organization for 126 Education Business Partnerships working in 11 regions.

**NIACE**

The National Institute for Adult Continuing Education is a non-governmental body which advances the interests of adult learners and attempts to increase the number of adult learners.

**NLH&SP**

National Learner Health and Safety Partnership

**NVQ**

National Vocational Qualification

**N/SVQ**

National Vocational Qualification or Scottish Vocational Qualification

**PPE/C**

personal protective equipment and/or clothing

**QCA**

The Qualifications and Curriculum Authority is a non-departmental public body, sponsored by the DfES. Its role is to maintain and develop the national curriculum and the associated assessments and examinations.

**range statement**

A range statement is a statement in a qualification, which describes the breadth of the task for the competence or knowledge needed for that part of the qualification.

**RoSPA**

The Royal Society for the Prevention of Accidents is a registered charity which provides information, advice, resources and training on safety in all areas of life.

**Safe**

“Safe” and related terms include the health, welfare and general well-being of learners.

**SME**

Small- to medium enterprises, generally construed as having fewer than 50 employees.

**TUC**

Trades Union Congress

**Ufi**

Formerly the University of Industry, now known as Ufi.

**YOP**

The Youth Opportunities Programme was a training programme for young unemployed people that began in 1978 and ran through to the mid-1980s.

**YTS**

The Youth Training Scheme was a training programme for young unemployed school-leavers that began in 1983 and ended in the late 1980s.

# Annex L: The Safe Learner Consultation Paper–Response Pro Forma

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Responses to the questions on this Pro Forma are requested by 31 January 2005.

(Reference: The Safe Learner Consultation Paper LSC/AA000/1197/04).

The information you send us may need to be passed to colleagues within the LSC and/ or published in a summary of responses received in response to this consultation. We will assume that you are content for us to do this, and if you are replying by email, your consent overrides any confidentiality disclaimer that is generated by your organisation’s IT system, unless you specifically include a request to the contrary in the main text of your submission. Email responses should be sent to jill.joyce@lsc.gov.uk



Please insert 'X' if you want us to keep your response confidential

## Learning+Skills Council

Name (please print)
Organisation (if applicable)
Address
Postcode

Comments are invited on the following questions: Please tick one box from the options below, then write any additional comments in the space provided.

Q1 Is the proposed framework practicable?    Yes     No     Don't know

**Comments**

---

Q2 Has the safe learner framework covered all the key components for a work based learner when with a college, school or training provider?    Yes     No     Don't know

**Comments**

---

Responses, or part of them, will be withheld only at the express request of the person making them. In such cases a note will be put in the index identifying those who have commented and have asked that their views or part of them be treated as confidential.



# Notes

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Reference LSC/AA000/1197/04