

## Induction Checklist for Work Experience Student

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Line manager	
Safety policy	
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Young Person's Risk Assessment	
Work Place Hazards	
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Dangerous substances	
Lifting heavy and awkward objects	
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Hygiene	
Emergency Procedures	
First aid	
Accident procedures	
Fire alarm	
Emergency evacuation	
Anything else	
Mobile phones	
Company Computer Usage Policy	
Confidentiality	
Other:	
<div> <div>Employer:</div> <div>Student:</div> </div>	
<div> <div>Signature:</div> <div>Signature:</div> </div>	
<div> <div>Date:</div> <div>Date:</div> </div>	
<b>Key: ✓ point covered; n/a not applicable; comment</b>	

## Induction Checklist for Work Experience Student

This checklist contains some of the most common points. It may need to be modified or expanded for individual programmes and sorts of work or to suit the age range of the students involved. Briefing is often best done while students are being conducted around the areas they will be visiting, or in which they will be working.

### GENERAL

**Line manager:** Explain who will be in immediate charge of the student in the workplace and ensure that the managers are aware of their responsibilities under health and safety legislation.

**Safety policy:** Explain the policy and point out any aspects that apply to students in particular. Emphasise the students' personal responsibilities.

**Safety literature:** Distribute and explain any relevant safety literature, taking into account the student's ages, the length of their stay and their likely exposure to hazards. Key safety people. Introduce them to students or give them their names, locations and responsibilities.

**Prohibited areas:** Describe any areas which students must not visit for safety reasons, and why.

### WORKPLACE HAZARDS

**Machinery:** Explain to students that they must never operate any machinery without the permission of the supervisor. Stress that they must not attempt to repair any machine on their own and that all faults must be reported to the supervisor.

**Dangerous substances:** Explain the importance of complying with the rules on the handling of chemicals and the advice given on the container labels as detailed in the *Control of Substances Hazardous to Health Regulations 1999 (COSHH)*. Stress that students must ask the supervisor if they are unsure of precautions to be taken.

**Lifting heavy and awkward objects:** Such work should have been assessed under the *Manual Handling Operations Regulations 1992*. Where appropriate, arrange for students to be shown the right way to lift objects and explain why it is important. Correct posture, automation and lifting appliances are ways of avoiding injury.

**Housekeeping:** Explain the importance of, for example, keeping drawers and cupboards shut; safe positioning of loose telephone, computer cables etc; safe storage of material; keeping the work area clean and tidy.

### SAFETY PRECAUTIONS

**Safe systems of work:** Briefly describe any hazards associated with the work the students are to do or watch and explain the importance of safe working practices. Make sure students get any necessary further briefing they need before they move on to something new.

**Protective clothing:** Where applicable, describe what is provided, when and why it must be used and how to make any necessary adjustments.

**Safety equipment:** Explain when and why it must be used, where it is kept and how to use it.

**Hygiene:** Tell students where the lavatories and washing facilities are. Where applicable, explain the use of barrier creams and tell students where they can be found.

### EMERGENCY PROCEDURES

**First aid:** Explain the first aid facilities.

**Accident procedure:** Explain that all accidents must be reported; that all injuries must be entered in the accident book, where the accident book is kept and to whom students should report in the event of any accident.

**Fire alarm:** Explain what students should do if they discover a fire. Describe how they will know if the alarm has been raised.

**Emergency evacuation:** Explain the procedure for emergency evacuation, including the route to be taken, the use of emergency exits, assembly points and reporting procedures. Stress that there should be no running during the evacuation.

**Finally:** check that students understand the importance of following the health and safety rules and the possible consequences of disobeying them. Stress that students who are unsure about *any* aspect should ask the supervisor. Tell them who else should be contacted if the supervisor is not readily available.