

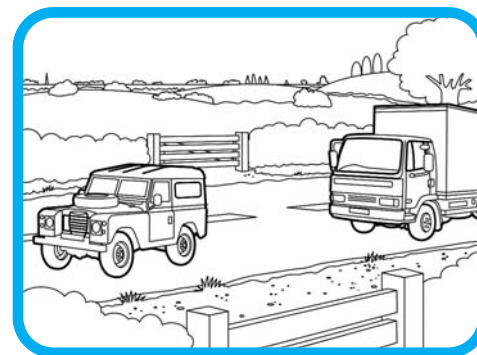
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Starting Work and Work Experience



Did you know?

- 54 young people (under 18 years old) were killed in the workplace between 1996 and 2001
- There were 12,599 serious injuries to young workers involving broken limbs, amputations and serious burns.



Background: Starting work or work experience can be a daunting experience (as well as an exciting one). It presents a variety of new risks, including road risks when travelling to a new place of employment or using the road while at work. It also involves legal obligations on employers, but also on the young people who are starting work.

The Law

Health and safety law requires employers, so far as reasonably practicable, to ensure the health, safety and welfare of their employees while at work, as well as other people (e.g. members of the public) who might be affected by the organisation's activities.

There are extra rules for employing young people (under 18 years of age). Employers must assess the risks before they start work or work experience. They must take into account that young people are likely to be inexperienced, unaware of health and safety risks and may not be fully physically

or mentally mature. Employers must put in place measures to control the risks and let the parents/guardians of students (and employees) below minimum school leaving age know the key findings of the risk assessment and the control measures taken before the young people start work.

Employers have the same legal duty to protect students on work experience as they do to protect their employed staff.

Employees have legal duties too. They must behave responsibly, co-operate with any health and safety measures set by their employer and report any accidents or health and safety problems.

Health and safety law applies to any on-road work activities (e.g. driving to a meeting, crossing a road during the course of work).

Discussion Point



What things make young people more likely to be hurt while at work. Are there any jobs or types of work that might be too risky for young or inexperienced workers?





Activities

When starting work or work experience there are many issues to consider to ensure that you can get to and from your place of work, and do your job, safely.

Create a checklist of things to consider when planning how you are going to get to a new place of work or work experience. How will you travel, what route, what will you need to take, how long will it take? Use a street map and, if appropriate bus/train timetables, to plan a journey from home to a new place of work. Mark any specific risk points (such as busy junctions or difficult crossing places). Design the checklist so it is easy to use and give out copies to the class/group.

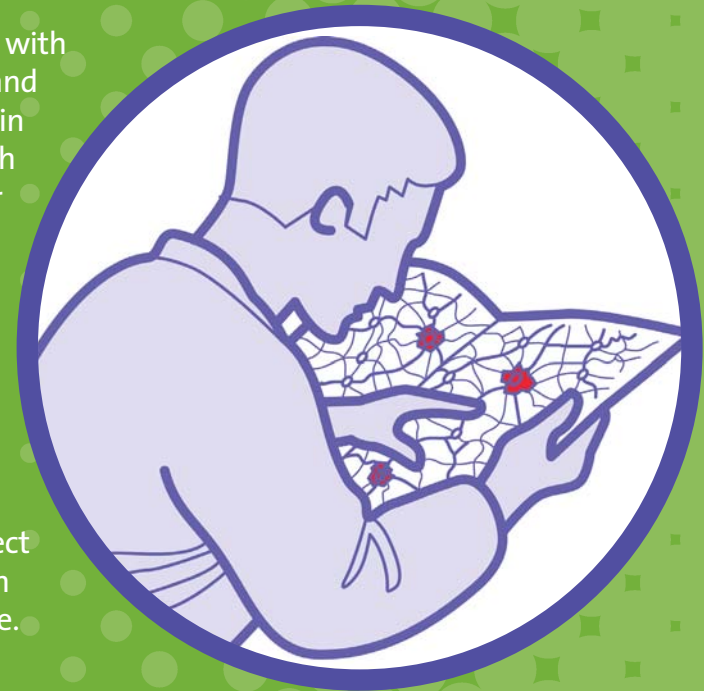
When starting work or work experience you will need to travel to your place of work, either by walking, cycling, motorcycling, bus, train or getting a lift in a car. Find out how many deaths and the rate of injury per year on each form of transport. Compare and contrast them, and produce a chart to display your findings. Are you surprised by these figures? Are they reflected in the amount of media attention that each form of transport gets? Why do you think this is? What does each transport mode cost?

Using '**Road Casualties Great Britain 2004**' examine how the number of road casualties change according to the

time of day. When do most casualties occur and why do you think the peaks occur where they do? How do you think they can be reduced?

Compare the peaks with hours of lightness and darkness in the UK in winter. Starting with RoSPA's Policy Paper 'Single/Double Summer Time', research the advantages and disadvantages of changing our current system of time changes and how this might affect the casualty pattern you identified above.

Continued >>>





Activities

>>> *Continued*

Create a scenario in which a young person who has just started a new job or work experience is injured on the road while doing their job.

Example Scenario

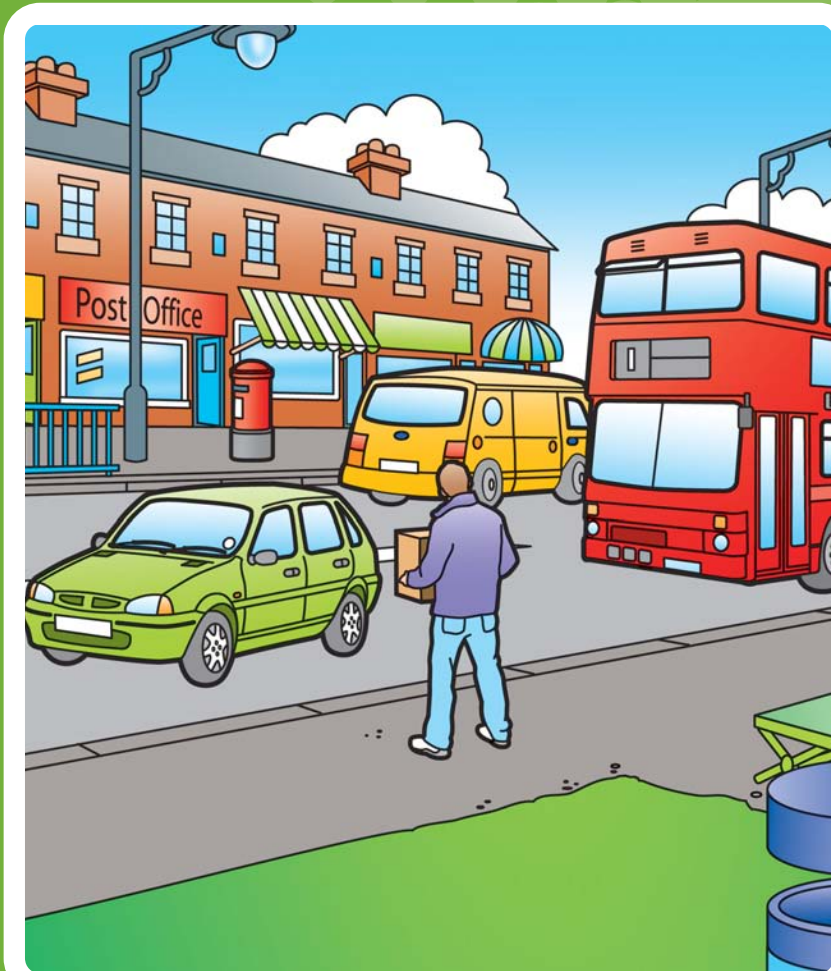
A young person had been on work experience in an office job at a small firm for a few days. His boss needed to send a small package to someone, so he asked the student to rush to the post office with the package and stressed that he must get it there before the last post. The young person rushed out with the package and, because it was only a few minutes to the last post, he decided not to walk down the road to the Pelican crossing, but ran across the road outside the office, even though it was busy. He was struck by a car and suffered a broken leg and cuts and bruises.

Investigate how the incident occurred, including the immediate causes (for example, stepped into the road without looking) and the underlying causes (sent to deliver something urgently), who was to blame and what happened next to all those involved. How could the incident have been avoided?

Write a report for the Directors of the company analysing how and why this happened and make recommendations for preventing it from happening again. Present the report and your recommendations to the class/group as if they were the Board of Directors.

Using your report and the checklist about travelling to work from the first activity, in pairs/groups, prepare a safety briefing to give advice to new workers starting a new job or doing work experience.

Continued >>>





Activities >>> Continued

Carry out the same exercise with other scenarios, which could include:

- An 18 year old who takes a summer job delivering pizzas on a scooter
- A young person helping in a delivery van
- Someone who has only recently passed their driving test being asked to drive someone else to the train station
- A young person delivering newspapers on foot
- A young worker asked to supervise a group of children walking to play centre
- Or, if you know of one, a real-life story that resulted (or nearly resulted) in a young person being hurt at work or work experience.

Take it further...

Many young people feel nervous when starting work or work experience, but sometimes are reluctant to admit it, even though most of their friends probably feel the same. Do a survey of young people who have started work or done work experience in the last year or so and ask how they felt before they started and what (if any) safety concerns they've had. Compare the results to the list of things you came up with under 'Discussion Point' above. Are there any differences? Present your results to the class/group.

Did you know?



281 people aged 16 – 18 years were killed in road crashes in 2003 (not necessarily related to work)

The most dangerous hours on the roads on weekdays are the rush hours from 3.00 to 6.00pm, and 7.00 to 9.00am.

Discussion Point



What are your legal responsibilities for health and safety as an employee or work experience student? List them and give examples of how they apply on work experience.

How many jobs involve driving, riding, cycling, working on foot on or near the road?

Did you know?



New workers have the highest risk of injury.



HSE Guidelines for employers, **Driving for Work**, state that “health and safety law applies to on-the-road work activities”. Many jobs involve driving or riding. Employers need to look at ways to reduce the risks involved. One of the best ways to do this is to set clear company policies that drivers should follow.

Imagine you are a manager in a firm responsible for several sales reps who spend much of their time driving to appointments.

Carry out a risk assessment to identify what risks they face. Consider things like how you check their driving ability, the amount of time they spend driving, how you can help them obey road traffic laws, like speed limits. Produce a written risk assessment highlighting the main risks and how you will reduce them. Good starting points are www.hse.gov.uk/roadsafety and www.rosopa.com/roadsafety/morr/index.htm



Activities

Imagine you are an employer and one of your employees wanted to attend a meeting, which was 4 hours drive away and would last all day, and then get back home for a night out. Using ‘**Driving for Work: Safer Journey Planner**’, consider whether this is acceptable and how you would reduce the risk to that driver.

Use **Transport Direct** to plan a safe journey between (say) Holyhead and Ipswich. How long would it take? How would you reduce the risks to the driver? Does the journey have to include an overnight stay? Draw the route on a road map of Great Britain. Compare this with the EuroRAP; does your route go along any high-risk roads?

More and more drivers are using Satellite Navigation. Write down some of the safety advantages and disadvantages of the technology.



Discussion Points



Draw a table, on one side write down the costs of Managing Occupational Road Risk, on the other side write down the benefits of Managing Occupational Road Risk.

If one of your drivers had an accident, what data would you want to collect? How can you use this data to learn and prevent the accident from happening again?





Useful Links and Publications

Useful Links

RoSPA

www.rospa.com/roadsafety
www.rospa.com/roadsafety/morr/index.htm
www.youngworker.co.uk/

Department for Transport

www.dft.gov.uk (Click on 'Road Safety')

Trades Union Congress

www.tuc.org.uk

Health and Safety Executive

www.hse.gov.uk
www.hse.gov.uk/roadsafety

Department for Education and Skills

www.dfes.gov.uk
www.eurorap.org

Transport Direct

www.transportdirect.info

Occupational Road Safety Alliance

www.orsa.org.uk

Suzy Lamplugh Trust

www.suzylamplughtrust.org

Learning and Skills Council

www.lsc.gov.uk

The Road Safety Department at your local authority

Useful Publications

Road Casualties Great Britain 2004

(Go to www.dft.gov.uk, click on 'Transport Statistics', then 'Statistics', then 'Transport Accidents and Casualties' and then 'Road Casualties Great Britain')

The Highway Code

(Go to www.highwaycode.gov.uk)

Driving at Work

(Go to www.hse.gov.uk, in the Health & Safety Topics search box, pick 'Road Safety (work related)' and click 'Go', then click 'Driving at work – Managing work-related road safety')

Driving for Work: Safer Journey Planner

(Go to www.rospa.com, click on 'Road', then 'Free Road Safety Resources for Employers' and then 'Driving for Work: Safer Journey Planner')

A Review of Young People's Attitudes to Health and Safety

(Go to www.hse.gov.uk/research/hsl/index.htm, and click on 'Behavioural and Social Science', then 'A Review of Young People's Attitudes to Health and Safety')

The Right Start. Work Experience for Young People: Health and Safety Basics for Employers (INDG 364)

(Go to www.hse.gov.uk, and click on 'Publications', then 'Free Leaflets', then 'Young People', and then 'The Right Start. Work Experience for Young People')

Single/Double Summer Time

(Go to www.rospa.com, click on 'Road', then 'Free Road Safety Resources for Employers' and then 'Driving for Work: Safer Journey Planner')

Guidance for Employers: Supervising the Safe Learner

(Go to www.lsc.gov.uk, click on 'Documents', then 'Subject Listing', then 'Improving Quality', then 'Guidance and Good Practice', then 'Health and Safety' and finally 'Learner Health and Safety: Guidance for Employers and Providers')



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