



INDUCTION

This guidance is designed to support agreements on induction procedures outlined in Section 2 & 3 of this manual, the Partnership and Service Agreements

1. Requirements

A thorough process of induction is very important in safeguarding the interests of Students working away from the Learning Base on a course of study or training. It is also very necessary in safeguarding the interests of the Learning Provider and Learning Base.

Induction requires a partnership between the Learning Base and the Learning Provider to ensure that a placement is appropriate to the needs of the learner, provides a safe environment, includes students in the process of safeguarding their own interests and promotes a happy introduction to the new working situation.

2. The Induction Process at the Learning Base

This process should be conducted over a period of time before the placement and not just in the week before the placement begins. This gives time for the student to internalise the issues and become comfortable with the idea of the placement. This should be an interesting, fun process with creative, practical activities. Role play, group presentations, quizzes, word searches, mind maps are just some ideas.

Areas which will need to be covered include:

- Attendance Procedures
- Health and Safety
- Child Protection – keeping safe
- Transport to and from the provider
- Emergency procedures and contacts
- Meal arrangements
- Expected standards of behaviour
- Complaints Procedure
- Parental Permissions

3. Induction to the Learning Provider

The Learning Provider will need to provide adequate information, instruction, training and supervision according to the learner's needs.

This starts with an induction into the organisation and workplace. Besides organisational and job information, it should include as a minimum:

- Emergency procedures
- Prohibitions and restrictions
- Introduction to key staff
- Tour of premises
- Hazards, risks and precautions
- How to report any accidents
- Who to report any accidents to
- The names of the supervisor and deputy
- The named competent person for health and safety
- Location of the health and safety policy and
- Employees'/learners' health and safety duties.

It is good practice to record any health and safety training given and check understanding afterwards.

Learning Provider staff are also there to act as role models in health and safety matters and to reinforce rules and procedures.

Once the individual has received information, instruction or training, the Learning Provider will need to maintain supervision until the individual gains competence at the task.

From time to time a refresher and update training may be needed depending on the complexity and changing nature of the job and the individual learner's ability.

INDUCTION CHECKLIST

Name: Role: Date:

		Yes	No	Don't know	Action needed
1	Have students been informed of what to do in the case of illness or other legitimate reasons for non-attendance at their placement?				
2	Have students been taken through the Partnership Agreement so that they understand their commitment to the placement and what to expect from the Learning Provider and the Learning Base?				
3	Have students been through a generic Health and Safety induction which includes: <ul style="list-style-type: none"> a Fire Safety Procedures b Personal Protective Equipment c Possible Work Place Hazards d Behaviour to "Keep You Safe" 				
4	Have Child Protection issues and strategies to keep students safe been covered in the induction? e.g. Bullying, harassment, sexual advances.				
5	Have Transport Arrangements, Transport Safety and the need to keep to the agreed arrangements been discussed?				
6	Have students been issued with identity cards, emergency contact numbers and the name of the mentor or designated person at the Learning Provider?				
7	Have students been informed of the need to remain on the Learning Providers premises, unless they have received permission from the designated person at the Learning Base to leave?				
8	Has the induction process included parental involvement to keep them informed of the arrangements for their son/daughter?				
9	Do students know who to contact in the case of complaints about a placement?				

10	Have full course and assessment details been discussed with the students, including their responsibilities to complete all work as scheduled by the Learning Provider?				
11	Have students been briefed about their rights to equal treatment under the law and what to do in the case of discrimination in areas of race, gender, disability, sexual orientation or identity and religion?				