PLACEMENT LEARNING
&
WORK-BASED LEARNING

A CODE OF PRACTICE

This document is primarily intended for:
Students undertaking placements, work-based learning or study abroad
Placement/Work-based Learning Organisers/School Placement Leads (academic)
Course Directors
Associate Deans for Learning & Teaching
Placement/work-based learning providers/external partners/employers
Heads of Schools
University Directorate
Heads of University Services
Student Services
University Executive Team

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A CODE OF PRACTICE

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1. Introduction

NOTE: This Code of Practice applies to all parties concerned where a student engages in placement or work-based learning activity outside of the University; all students should be made aware of the Code and it should be referred to in any Handbooks/guidance information related to such activities.

1.1. The University of East Anglia is committed to maximizing the opportunities that its students have to develop practical experience of professional settings, work experience in other countries, language skills and exposure to a range of cultures. The University is committed to working collaboratively with professional, statutory and regulatory bodies (PSRBs), employers, external partners and other HEIs to ensure that its provision meets the needs of students, employers and society in general.

1.2. When student learning is based at the University control over the learning environment is possible, however, this is often not the case when student learning takes place outside the University. Therefore, it is important that necessary planning and precautions are in place to ensure that students are safe and that the learning they do (and the experience they gain) is in tune with the learning outcomes of their programme of study and with the development of their general employability.

1.3. This Code of Practice draws on the Code of Practice for the assurance of academic quality and standards in higher education, Section 9: Work-based and placement learning published by the Quality Assurance Agency in September 2007. It aims to provide clear guidance so that staff and students are able to make the most of work-based learning and placement learning opportunities, whilst also ensuring that the risks to all those involved are evaluated and minimized. It sets out a series of principles and precepts that should be followed whenever work-based learning or placement learning is integral to a programme of study at undergraduate or postgraduate level.

1.4. The Code is under-pinned by a risk-based approach (See Section 2). It seeks to ensure quality of provision by providing procedural guidance and setting out expectations that are proportionate to the nature, purpose and extent of the arrangements envisaged.

1.5. In some Schools professional considerations and PSRB requirements may involve a set of requirements/procedures over and above those outlined in this Code. In such cases, the requirements of the PSRB should always be met. Formal agreements to which the University is committed such as those under the Erasmus scheme will be subject to standards at least equal to those contained in this document.

1.6. Heads of School are required to ensure compliance with the provisions of the Code.

1.7. This Code should be read, where necessary, in conjunction with other Codes of Practice within the University: e.g. Code of Practice on Assessment, Code of Practice on Ensuring and Enhancing

1.8. This Code of Practice aims to ensure that:

1.8.1. Students working away from the University are aware of the risks associated with the environment in which they are studying and have taken appropriate steps to minimize them;
1.8.2. Students have access to appropriate support and guidance before, during and after their placement or work-based learning;
1.8.3. All parties involved clearly understand their roles – e.g. the School, the student and the placement/work-based learning provider;
1.8.4. The value of placements is maximized to develop students’ skills, knowledge and employability.

1.9. The Code addresses these aims by setting out clear requirements and obligations on the part of the University, Schools of study, placement providers and students. The following are emphasised throughout the Code:

1.9.1. Clear briefing strategies
1.9.2. Effective communications
1.9.3. Good organisation and administration
1.9.4. Strong ‘back-up’ support
1.9.5. Monitoring, evaluation and reflection.

1.10. The University will not endorse placements or work-based learning that is part of a credited course of UEA study undertaken outside of the parameters identified in this Code of Practice.

1.11. Placements or work-based learning arrangements that do not form part of a credit-bearing course of UEA study are expected to comply as much as possible with this Code of Practice.

1.12. Activities not encompassed by this Code include:

1.12.1. Field trips and site visits, and short periods of data collection outside the University when managed/supervised by UEA staff;
1.12.2. Situations where students, probably studying part-time, undertake tasks within an organisation where they have an ongoing relationship with that organisation as an employee or equivalent;
1.12.3. Situations where students have a break in their studies to take advantage of a volunteering opportunity.
2. A Risk-based approach to Work-based and Placement Learning

2.1. This Code embraces a risk-management approach to placement learning and work-based learning (see Appendices 1, 4, 5 & 6). This approach is aimed at maintaining existing, and developing, new, high quality work-based learning and placement learning experiences to students.

2.2. The risk-based and risk management approach focuses on seven health and safety risk factors. These are adapted from those identified in the UCEA Health and safety Guidance for the Placement of Higher Education Students (August 2009).

2.3. The seven health and safety risk factors are (see Appendices 1 and 5):

2.3.1. **Assessment**: For example, if all or part of the assessment of a student whilst in placement is conducted by the placement provider, should consider rigour and fairness in marking.

2.3.2. **Nature of work**: For example, the nature of the work or business of the placement provider could involve exposure to hazardous materials

2.3.3. **Travel and transportation**: For example, the student might have to travel a considerable distance to get to the placement setting.

2.3.4. **Location and/or regional factors**: For example, a student working in a very remote location where access to medical or rescue services might be limited or non-existent and where communication might be problematic.

2.3.5. **Environmental health factors**: For example countries where health risks require inoculations, or where extreme heat or cold might result in serious injury or medical conditions such as heat stroke or hypothermia.

2.3.6. **Individual students**: For example cultural, disability, health, or linguistic factors that might result in increased risk of accident or which might require reasonable adjustments to support the student whilst in the work setting.

2.3.7. **Insurance limitations**: Where students are in work settings or placements that are not covered by the University’s or the provider’s insurance. For example, a provider may not have personal or third party liability cover for work undertaken by the student. A placement setting might require prior acceptance from the University’s insurer before being covered.

2.4. Students and staff are required to consider all seven of these risk factors and evaluate these before and during the placement or work-based learning concerned.

2.5. There are three levels of risk: ‘Low Risk’, ‘Medium Risk’ and ‘High Risk’ (see Appendices 4 & 5). The planning, procedures, and information requirements associated with the placement or work-based learning will vary according to the level of risk identified; with a ‘lighter touch’ for Low Risk placements, and more rigorous processes for ‘High Risk’ placements.
2.6. In addition to the seven health and safety factors staff and students should also consider other types of risk associated with work-based and placement learning. These include:

2.6.1. Reputational risks (the student, the provider, the University);
2.6.2. Financial risks;
2.6.3. Risks to academic standards and quality;
2.6.4. Risk to the safety and well-being of individual students, staff in the setting, or the staff of the University;
2.6.5. Criminal Records Bureau (CRB) checks where students are entering a work environment or organisation involved in the education, support or care of vulnerable groups.

2.7. Work-based learning and placement learning are intended to equip students with the experience and skills necessary to function effectively in their future careers. Staff will be expected to provide guidance to students on how to evaluate risk and to think about reasonable and appropriate control measures. However, the initial risk assessment will usually be carried out by the student, using the Risk Assessment Tool for Student Placements contained in Appendix 1.

**NB:** This is not a requirement where a School has an agreement/memorandum of understanding/contract with the placement provider. However, in such cases risk assessments should be addressed in any agreement between the parties.

2.8. The Risk Assessment Tool for Student Placements will be signed-off by the placement organiser. Signing-off will normally happen before the placement commences, but in some cases may be completed during the first 1-2 days in the placement setting once the risk factors can be more readily quantified.

2.9. The emphasis placed on students taking responsibility for part of the risk assessment process is in keeping with the notion that students should be active agents in their education and on-going development.

2.10. Students who fail to attend scheduled meetings regarding risk assessments, health and safety briefings, occupational health appointments, or fail to engage with relevant pre-placement guidance without the prior agreement of a member of the academic staff, may be deemed to be putting themselves and the University at risk, and may be denied access to their placement or have their placement postponed. They may also be subject to Fitness to Practice (FtP) or Professional Misconduct and Unsuitability (PMU) procedures in some cases.

2.11. Additional considerations and reasonable adjustments required to facilitate engagement in placements by disabled students are articulated in subsequent sections of this Code.
3. Defining placement learning and work-based learning

3.1. In its most recent *Code of Practice on Work-based and Placement Learning* (2007), the QAA states that it regards work-based learning as

“learning that is integral to a higher education programme and is achieved and demonstrated through engagement with a workplace environment, the assessment of reflective practice and the designation of appropriate learning outcomes.”

3.2. The University’s definition of a placement is as follows:

*Work experience, assessed project work or a period of course-based study (for which academic credit is awarded and where the student remains subject to University regulations during the relevant period) where there is a transfer of direct supervision of the student to a third party for a period of time.*

3.3. Placements can be organised by the University or by students.

3.4. In the event that a student undertakes work experience, an expedition or venture without the prior express approval of the School, the student’s arrangements shall not be recognised as a ‘placement’ by the University.

3.5. **Placements** will include:

3.5.1. ‘Year in Industry’, ‘Year Abroad’ or ‘Semester Abroad’ placements whether this involves studying at another education or training institution, working for a voluntary organisation or any combination of these. The placement may be organised under the Erasmus scheme or through some separate or broadly equivalent learning agreement;

3.5.2. Time spent in an environment that enables essential professional competencies to be developed and/or demonstrated, e.g. a hospital, school, social work department. Such placements will generally be arranged in accordance with the requirements of a Professional, Statutory or Regulatory Body (PSRB) and may involve week(s) blocks or parts of a week over a period of time;

3.5.3. Placements which may be based across a very wide range of organisations and forming part of module(s) designed to broaden experience and develop graduate employability skills.

3.6. On the basis of the above definitions, the following are examples of learning which are integral to programmes of study at the University and which should be considered as placements for the purposes of this Code:

3.6.1. Year-abroad schemes (e.g. in LCS, LDC, PSI, Law etc);

3.6.2. Inter-university exchanges (e.g. Erasmus);

3.6.3. Formal work-based placements with Industry (i.e. Year in Industry placements in SCI Faculty);

3.6.4. Clinical/professional placements (e.g. in AHP, EDU, MED, SWP, NSC, PHA etc);

3.6.5. Fieldwork assignments, where these projects are managed by individuals or organisations external to the University;

3.6.6. Professional Doctorates.
3.7. **Work-based Learning** is normally focused around an occupation, either paid or unpaid. Work-based learning will be covered by this Code, including:

3.7.1. Learning by a registered student of the University that draws upon and requires engagement with learning in the work environment as either an employee, volunteer or in a self employed capacity;

3.7.2. Students who study units that require them to engage in real work-based tasks. These may arise from negotiation and consultation with off-campus organisations without a formal placement arrangement. Alternatively the tasks may derive from work activity offered on campus;

3.7.3. Research degree programmes where the student will be drawing upon the resources and/or support of a third party for work-based research intermittently or for a minor part of their studies. Professional Doctorate programmes are covered by this Code;

3.7.4. Any work-based learning opportunity which is non-credit bearing should also follow the Code’s principles.

4. **The Precepts of the Code of Practice**

4.1. The learning outcomes of placement/work-based learning are clearly identified and are assessed appropriately;

4.2. All placement providers are fully aware of their responsibilities (e.g., Equality and Health and Safety Legislation) and provide the intended learning opportunities;

4.3. Placement providers will be given appropriate and timely information before, during and after students’ placements;

4.4. Schools of Study to ensure that the information provided to students and placement providers/partners/employers clearly articulates what is expected them;

4.5. If it is a PSRB requirement the School shall provide a documented agreement or ‘memorandum of understanding’ between those representing the University and the placement provider;

4.6. Students are informed of their responsibilities and entitlements relating to their placement/work-based learning, and are provided with timely information, support and guidance before, during and following their placements;

4.7. Staff involved in Placement/work-based learning are appropriately qualified, resourced and competent to fulfil their roles, and that placement/work-based learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of placement/work-based learning;

4.8. Policies and procedures are in place for securing, monitoring, administering and reviewing placement/work-based learning opportunities provided;

4.9. Students in placement/work-based learning situations have the opportunity to comment on their placement/work-based learning experience - including being able to make complaints;

4.10. Records of placements will be maintained by the appropriate LTS HUB or Study Abroad Office. All staff engaged in organising placements will ensure that the relevant LTS HUB is aware of the placements, and the details of the students engaged in them;

4.11. Staff organising placements to ensure that in Medium and High Risk placements the relevant LTS HUB is provided with a copy of a Placement Approval Form (see Appendix 3) for each student (**NB:** This is not required where there is a documented agreement between the University and the Placement Provider in place).
5. The Role of the School of Study

5.1. The School is expected to ensure that students:

5.1.1. Are aware of the process for obtaining, or being allocated to, a placement, and the support available from the School before, during and after placement;
5.1.2. Are aware of the options available if they are unable to obtain a placement;
5.1.3. Are guided through the risk assessment process and the use of the Risk Assessment Tool for Student Placements, usually before the placement commences (NB: Where there is a documented agreement between the University and the Placement Provider it is expected that this aspect would be covered by a preparation for placement session or similar);
5.1.4. Are briefed before they go on placement and provide any necessary academic supervision;
5.1.5. Have been given information about and contact details for the relevant UEA information, advice and guidance services available to them while they are on their placements;
5.1.6. Are aware that they should contact the School’s Disability Liaison Officer, or if relevant the Dean of Student’s Office, to see that any reasonable adjustments or accommodations that might be required if they have a disability, specific learning difficulty or medical condition are looked at beforehand to enable them to take full advantage of the placement opportunity;
5.1.7. Have an identified staff contact both at their placement and in their School who has responsibility for them during their placement, and student to know how to contact him/her should they experience difficulties (e.g. bullying, harassment, discrimination);
5.1.8. Have clear guidance on any academic/professional requirements they have to achieve to complete the placement successfully and/or meet the requirements for the relevant programme of study (e.g. attendance requirements);
5.1.9. Are aware of their responsibilities/obligations whilst in placement;
5.1.10. Have information (where applicable) about insurance cover and insurance-related issues;
5.1.11. Are informed of the consequences of not completing a placement, and how they should report extenuating circumstances during a placement;
5.1.12. Have clearly defined mechanisms for giving and receiving feedback on their placement.

5.2. The School is expected to ensure that academic staff:

5.2.1. Leading in the delivery/organisation of work-based learning and placements are appropriately qualified, competent and resourced to fulfil their role;
5.2.2. Will be responsible for the selection, recruitment and organisation of placement providers on the programme(s);
5.2.3. With responsibility for placements ensure adequate liaison between the key members of staff within the School, student and placement providers, (including, where appropriate, organising placement visits), and for dealing with any issues which might arise, including addressing the particular requirements of students with disabilities, specific learning difficulties or medical conditions;
5.2.4. Review any placements on an annual basis, as a minimum;
5.2.5. Ensure that placement providers and students are made aware of this Code of Practice;
5.2.6. Let any student know as soon as possible should they become ineligible for a placement opportunity - criteria for placements opportunities to be clearly documented and made available to students in advance.
5.3. The School or Study Abroad Office is expected to ensure that placement providers:

5.3.1. Are fully aware of the intended learning outcomes of the placements, in the context of the overall aims of the programme;
5.3.2. Receive any necessary induction/training so that they are able to fulfil their roles and understand their responsibilities for the placement. Where a PSRB requires that formal training at a particular academic level this must be evidenced;
5.3.3. Receive timely and relevant guidance documents, to include details of support they can expect to be available to them;
5.3.4. Receive an adequate level of support in any assessments that they administer;
5.3.5. Have clearly defined mechanisms in place for obtaining feedback and reporting any causes for concern that may arise during a student’s placement (record of feedback to be kept);
5.3.6. Are given a named contact from the School’s academic staff and are made aware of whom to contact at UEA in the case of an emergency;
5.3.7. Are provided with guidance documents which includes support arrangements;
5.3.8. Undertake an evaluation of placement activities upon completion of a placement, or series of placements, which feeds into annual Module Monitoring and Course Update;
5.3.9. Are made aware of this Code of Practice.

6. The Role of the Learning & Teaching Service (LTS)

6.1. The Learning and Teaching Service (LTS) will provide support to staff and students engaged in credit-bearing placement and work-based learning. LTS will:

6.1.1. Keep and maintain copies of Placement Approval Forms provided by placement organisers (NB: These are not required where a separate agreement is in place with the Placement Provider; e.g. a Service Level Agreement, Memorandum of Understanding);
6.1.2. Provide administrative resources to support staff and students, these will normally be based in the relevant Learning and Teaching Service HUB;
6.1.3. Ensure that students on placement are provided with an emergency contact telephone number (01603 592352/00 44 1603 592352 from outside the UK);
6.1.4. Ensure that students are given contact details for the Dean of Students office (DoS), available during office hours (01603 592761/00 44 1603 592761 from outside the UK) and are provided with advice and guidance in respect of any particular placement;
6.1.5. Create and maintain a central database of students on placement - all LTS HUBS will be responsible for ensuring that a full, up-to-date and comprehensive record of all student placements is kept;
6.1.6. Create and maintain a record of Handbooks, Module Outlines and other electronic or hard copy information relating to Placements in each School.

6.2 NB: For non-credit bearing work-based learning situations support will be provided via the appropriate service, e.g. Research and Enterprise Service (REN) for graduate internships.
7. The Role of Placement/Work-based Learning Providers

7.1. The placement/work-based learning provider is a key stakeholder in the experience and their role is key to ensuring that placements are both enjoyable and valuable learning experiences. It is expected that placement/work-based learning providers will:

7.1.1. Have suitable health and safety arrangements in place;
7.1.2. Make reasonable adjustments for students with disabilities, specific learning difficulties and medical conditions;
7.1.3. Inform the School of any particular risks or hazards associated with the placement;
7.1.4. Confirm with the School (where appropriate) that suitable insurance is in place to cover the liabilities arising from the placement;
7.1.5. Provide details of the work/study programme to be undertaken by the student(s);
7.1.6. Provide the student(s) with a full and clear induction to the organisation and its working practices, including health and safety arrangements, fire precautions and emergency evacuation arrangements, how to report accidents, incidents etc.;
7.1.7. Nominate a supervisor or workplace mentor (where these are required) who will conduct or make arrangements for day-to-day supervision of the student including instruction regarding hazards and health and safety precautions;
7.1.8. Facilitate (where appropriate) any visits by the visiting placement organiser/tutor;
7.1.9. Report to the University details of any serious accidents or incidents involving students or breaches of discipline by a student, or (where necessary) lodge a complaint regarding a student on placement with them;
7.1.10. Where a student lodges a complaint with the employer/provider/partner the latter should notify the School (or the placement/work-based learning organiser) that a complaint has been lodged. It should address the complaint using its normal complaints procedures and inform the School (or the placement/work-based learning organiser) of the outcome.

7.2. Placement/work-based learning providers are entitled to expect:

7.2.1. That students will conduct themselves in an appropriate manner (e.g. by carrying out such tasks/work which relate to the placement, attending assiduously, reporting sickness/absence in accordance with the procedures of the organisation), and ensure that they communicate any disability (and associated special needs or reasonable adjustments) prior to commencement of the placement;
7.2.2. That students will usually carry out a Risk Assessment (using the Risk Assessment Tool for Student Placements – this is not required where a School has an agreement, memorandum of understanding or contract with the placement provider) prior to commencing their placement;
7.2.3. Guidance and information as to their duties and responsibilities, together with details of clear reporting lines between the School and the provider;
7.2.4. That the School will provide such training/induction as is proportionate to the role of employer/partner/provider staff. In most cases this training/induction will take the form of written guidance for placement providers;
7.2.5. In placements where staff external to the University have a role in the formal assessment of students, providers will receive an enhanced level of support/induction/training which may be offered online, on UEA premises or in the workplace/placement setting (whichever is most practicable or appropriate);
7.2.6. That the School will respond promptly to any concerns raised or complaints lodged with
the University in relation to the management of the placement, or the conduct/performance/progress of the student;

7.2.7. That the School will provide appropriate feedback on the quality, effectiveness and value of the placements provided;

7.2.8. They have a right to refuse to admit any student; due process being followed where a documented agreement exists between the University and the Placements Provider.

8. The Role of Students

8.1. Students are at the heart of the placement process and as key stakeholders in placement/work-based learning have responsibilities as well as rights.

In terms of their responsibilities, the University expects that they:

8.1.1. Be aware of what is expected of them whilst they are on placement;
8.1.2. Remember that they act as representatives/ambassadors of the University whilst on placement;
8.1.3. Work within the code of professional conduct where one exists;
8.1.4. Exercise courtesy in their dealings with others;
8.1.5. Keep records of their progress and achievements, and submit these to the School where required to do so;
8.1.6. Alert the School to any problems or extenuating circumstances which might hinder progress or satisfactory completion of the placement;
8.1.7. Abide by the health and safety requirements and other procedures within the placement organisation;
8.1.8. Carry out the work programme specified by the placement provider under the supervision of the specified supervisor(s) (where applicable);
8.1.9. Report any concerns about health and safety at their placement to their placement provider;
8.1.10. Consult with the School prior to seeking any changes in the terms and duration of the placement;
8.1.11. Report to their School any incidents in which they are involved and any health and safety concerns that are not addressed by their placement provider;
8.1.12. Report to their School any incidents or behaviours they witness that contravene acceptable standards of behaviour in the professional workplace and which have not been addressed by the placement provider;
8.1.13. Comment, at the end of their placement, on whether the placement setting should be used again for future placements;
8.1.14. Contact their prospective placement provider, before the placement commences, to confirm that suitable health and safety arrangements are in place and to carry out a risk assessment using the Risk Assessment Tool for Student Placements;
8.1.15. Should reflect on their progress and achievements whilst on placement where the placement is not part of the formal assessment process; e.g. by completing a progress file, diary, or learning log.
8.2. Students **should be able to expect** that the following are in place or provided:

8.2.1. *A non-discriminatory environment* – Environments that are free from discrimination or harassment on the basis of age, disability, ethnicity, gender, nationality, religion or belief and sexual orientation.

8.2.2. *Placement visits* – In some schools PSRB requirements mean that such visits will be mandatory, where this is not the case, placement visits will depend on the nature, duration and location of the placement, the specific needs of the student, the existence (or absence) of an established relationship with the provider, and the strategic priorities of the School. Frequency of visits should be made clear in placement handbooks.

8.2.3. *Support* – This will vary in accordance with the specifics of the work-based learning or placement concerned. Support should be tailored to the nature of the placement, the expectations associated with it in terms of assessment, the development of key skills and professional competencies, PSRB requirements etc, and the environment/setting in which the student is based - support to be available, before, during and after the placement.

8.2.4. The School should provide guidance on the procedures associated with securing placements and work-based learning opportunities. Where it is expected that students will make their own placement arrangements, it is important to ensure that they are provided with appropriate guidance as to how to do so.

8.2.5. Additional support may be available from
   i. The International Office
   ii. The Study Abroad Office
   iii. Appropriate LTS HUB
   iv. The Dean of Students’ Office.

9. Establishing and Ending Placement Provision

9.1. Schools making new arrangements for placements/work-based learning experiences with an employer or external organisation of any kind will ensure that the placement/work-based learning provider confirms:

9.1.1. That a learning experience of an appropriate standard will be provided for the student(s);
9.1.2. That it has appropriate insurance, equality, and health and safety policies in place;
9.1.3. The identity and contact details of a key contact person/staff member who will act as the student’s mentor/supervisor whilst on placement;
9.1.4. Arrangements whereby the student’s progress will be monitored;
9.1.5. That it has a complaints procedure which the student can use in the same way as any other staff member or member of the organisation;
9.1.6. Where relevant, the placement will meet the requirements of relevant statutory and regulatory, professional or funding bodies (PSRBs).

9.2. The School of Study will ensure that details relating to any new placement/work-based learning arrangement, including full contact details of the organisation concerned and details (where known) of where the student will be residing whilst in placement, are shared with the relevant LTS HUB. The HUB concerned will ensure that these details are recorded and kept (in the longer term this information will be held on a central Placements Database).

9.3. Schools ending existing placement/work-based learning arrangements with a provider should:
9.3.1. Have a clear reason for doing so and ensure that any implications of ceasing the placement are fully understood;

9.3.2. Inform the placement provider/employer concerned in writing (letter or e-mail, with a copy sent to the relevant LTS HUB for record purposes);

9.3.3. Inform any students or University staff affected in writing (letter or e-mail, with a copy sent to the relevant LTS HUB for record purposes);

9.3.4. Provide any affected student(s) with guidance on how she/he will be able to continue with the programme of study and have the opportunity to demonstrate the required learning outcomes.

9.4. Termination of placements which involve a formal period of paid employment (often integral to degree programmes with a Year in Industry as offered in the Faculty of Science) will be in line with the terms and conditions of employment in operation at the company offering the placement.

10. Equality and Disability

10.1. Equalities legislation sets out the duties of care on the part of University placement organisers to ensure all placements provided for students are non-discriminatory and positive about equality. Equality areas currently covered by national legislation are:

✓ Age
✓ Disability
✓ Gender
✓ Ethnicity/race
✓ Religion and belief
✓ Sexual orientation

10.2. Students have the right to work and study in environments that are free of discrimination and harassment. Schools should consider this when monitoring placements as part of the Annual Module/Course Update process in order to highlight and address any concerns it may have.

10.3. Schools should pay particular attention to equality issues and legislation when developing new placement opportunities or new programmes with integral placements. When doing so, they are strongly encouraged to set in place:

10.3.1. A process for checking placement providers equality policies when the placement scheme is first established and periodically thereafter;

10.3.2. A policy of not using providers who either do not meet this initial check or who fail to meet these requirements during a placement;

10.3.3. Clear and robust support and guidance for students leading up to, during and following placements so that students are able to feedback any concerns they may have about equality issues;

10.3.4. Reasonable adjustments so that students with disabilities, or family/caring responsibilities are able to participate in placements.

10.4. The Disability Discrimination Act requires HEIs to ensure that students are not discriminated against for reasons relating to their disability, whilst on a placement arranged by the University.
The University may delegate some of the organisational aspects of providing placements, but it cannot delegate its legal responsibilities.

10.5. According to the *Disability Discrimination Act*, discrimination can occur in two main ways:

10.5.1. When a responsible body treats a person less favourably for a reason relating to the person’s disability, when this is not justified.

10.5.2. When a responsible body fails to make reasonable adjustment when a disabled student is placed, or likely to be placed, at a substantial disadvantage.

10.6. Placement organisers in Schools should consider the needs of disabled learners when arranging/planning placements, and prepare students for them.

10.7. Where the placement is a formal requirement of the programme, the School shall ensure that the learning opportunities offered by placements are made available to disabled students by:

10.7.1. Seeking placements in accessible locations or settings – if students have no access to a car, for example, the placement should be accessible via public transport (or within easy walking or wheelchair distance of a train station or bus stop);

10.7.2. Advising disabled students in their choice of placement setting where students are expected to secure their own placements;

10.7.3. Providing reasonable adjustments where these do not compromise the satisfactory achievement of learning outcomes/professional competencies;

10.7.4. Liaising with the Dean of Students Office (DoS), and the host institutions/provider to explore what reasonable adjustments can be put in place;

10.7.5. Providing support to students and their placement providers before, during and after placements that takes account of their needs;

10.7.6. Discussing with the student the benefits of disclosure of his/her disability to the placement provider and seeking permission to disclose such information;

10.7.7. Ensuring that staff involved in placement development or supervision undergo disability awareness training;

10.7.8. Storing information about placements and work-based learning electronically so that it can be readily converted into large print or alternative formats;

10.7.9. Including positive examples of disabled students who have succeeded in their placements in previous years in information provided to students about placements in the School.

10.8. It is suggested that Schools use the following planning checklist in order to ensure that disabled students are not disadvantaged:

10.8.1. Will disabled students enjoy the same opportunities to choose their own work placements?

10.8.2. Will disabled students need specialist training/briefing before starting on a placement?

10.8.3. Is the disability likely to have any effect on the placement?

10.8.4. Will disabled students be able to discuss their needs with placement organisers beforehand?

10.8.5. Will disabled students be able to discuss their concerns about disclosure of disability?

10.8.6. Are placement providers aware of the students’ needs?

10.8.7. Is it clear who is responsible for making/funding any reasonable ‘adjustments’?

10.8.8. Is it clear to the student who they should contact if problems arise?
10.9. The following flow chart may be useful in coordinating placement planning for disabled students.

**Step**

- Meet with student to discuss placement requirements, implications of disability and specific support needs

**Action**

- Consider disclosure issues

- Placement approval (especially important for new placements, or placements with new providers)

- Placement provider agreement

- Student support/learning

- Induction checklist

10.10. The Department of Education & Skills guidance on providing work placements for disabled students contains examples of useful advice and best practice in this field. The guidance can be found at: [http://www.lifelonglearning.co.uk/placements/](http://www.lifelonglearning.co.uk/placements/)

10.11. **Personal and legal issues.** Staff in Schools/Faculties who have involvement in student placements should be aware of personal (for the student) and legal (for the University) issues surrounding disclosure of information about a student’s disability to a placement provider.

10.12. **Disclosure and data protection.** Students may be reluctant to disclose their disability to a placement provider and may require support in deciding whether or not to disclose a disability. In some cases, the University may have a legal obligation to pass on (or not to pass on)
information regarding a student disability; e.g. if the disability had implication for the health and safety of others in the workplace setting. Advice on this issue may be sought from the relevant professional body, the University’s Data Protection Officer, Occupational Health and/or the Dean of Students Office.

10.13. **Optional placements.** In some Schools placements constitute an ‘optional’ element of a degree programme; i.e. students are not required to undertake them, but have the opportunity of doing so. Where a placement is an optional element of a programme, the School should consider making similar arrangements to support access for disabled students.

10.14. **Placement Induction.** It is important that in the early stages of a placement or work-based learning experience, students receive some kind of ‘Induction’ into the setting or organisation in which they are based. Schools should encourage all students, including disabled students, to complete an **Induction Checklist (see Appendix 8)** in liaison with their placement providers, during the first 1-2 days in the placement environment.

11. **Students with Tier 4 Visas**

11.1. Students with Tier 4 visas are permitted to undertake work-based learning placements as long as the conditions below are met.

11.2. The work placements must:

11.2.1. Be approved and vetted by the University in advance of any students being placed;
11.2.2. Be an integral and clearly defined part of the programme’s structure;
11.2.3. Be assessed;
11.2.4. Ensure that placements providers are fully aware of the requirement to comply with Home Office Tier 4 reporting regulations;
11.2.5. Not exceed 50% of the total length of the programme (or 50% of the total length of the programme that is being studied in the UK); if the placements are split into sections then these must not exceed 50% of the total length of the programme. The only exception < 50% rule is if there is a statutory requirement for the programme to contain a work placement beyond 50%, however this is not permitted for students from an overseas institution who are studying at the University as part of an exchange or study abroad programme;
11.2.6. Not extend beyond the length of the course.

11.3. Work placements can be part or full-time; unpaid or paid; and in or outside of the UK.

11.4. The University is responsible for all of its students whilst they are on placements. For students with a Tier 4 visa this means that the University is required to:

11.4.1. Send the placement address(es) for a TIER4 student to the Home Office in advance of student going on placement. A change of address while the student is on placement should also be reported;
11.4.2. Monitor the student’s engagement whilst he/she is on placement; i.e. the University has to be able to report/provide evidence that students are where it says they are and are attending as required;
11.4.3. Ensure that all courses open to international students with a placement element have a clear monitoring process in place for when the student is on placement, which meets Home Office requirements. The process should be documented in the relevant Course Handbooks; and all students, academic staff and placement providers concerned should be made aware of it and have sufficient guidance to enable them to comply with it.

11.5. The Home Office would take action against the University if any of the below were contravened:

‘410. We will take action against you if you offer courses with work placements to students and...:

   c. the work placement element is more than 50 per cent of the total length of the course if the course is at NQF/QCF 6 or SCQF 9 or above and is studied a higher education institution or the course forms part or a study abroad programme, and there is no UK statutory requirement for the course to exceed this limit; or...

   e. the study element of the course is not taken in an education institution; or

   f. the work placement is not an integral and assessed part of the course of study for which you have assigned the student a CAS to follow; or

   g. you do not continue to fulfil your sponsor duties to monitor the student while they are on their work placement.’

The above is taken from The Home Office document:

Tier 4 of the Points Based System – Policy Guidance’ (TIER 4 SPONSOR – Version 12/13)

‘This guidance is to be used by all prospective and existing Tier 4 sponsors from 11 December 2013.’

Please note that this guidance is subject to frequent change.
## Risk Assessment Tool for Student Placements

Once completed by the student this form should be forwarded to the Placement Organiser who will formally confirm whether the Placement is Low Risk, Medium Risk or High Risk. Students should use this Risk Assessment Tool to log or ‘flag’ issues prior to the commencement of the placement.

### Student and Placement Details

<table>
<thead>
<tr>
<th>Surname</th>
<th>First name</th>
<th>Registration Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name of Placement Provider</th>
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<table>
<thead>
<tr>
<th>Location</th>
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</table>

### Risk Factors

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Risk? (high, medium or low)</th>
<th>Action necessary? Control measures required.</th>
<th>Action complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
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</tr>
<tr>
<td>e.g. is the placement provider involved in assessing students in any way?</td>
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<tr>
<td>Work Factors</td>
<td></td>
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<tr>
<td>e.g. does it involve hazardous substances, manual handling, entering laboratories, workshops, using machinery or research equipment, working alone?</td>
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<tr>
<td>e.g. will a Criminal Records Bureau check be required (where working with vulnerable groups)?</td>
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<tr>
<td>Travel/transportation factors</td>
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<tr>
<td>e.g. levels of travel during placement, including driving and commuting; risky local transport facilities, does the placement itself involve using vehicles?</td>
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<tr>
<td>Location and/or regional factors</td>
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<tr>
<td>e.g. Foreign Office advice (in terms of risk)? Availability of services, like emergency services?</td>
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<tr>
<td>Environmental &amp; health factors</td>
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<tr>
<td>e.g. climate; infectious diseases etc</td>
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<tr>
<td>Individual student factors</td>
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<tr>
<td>Do you feel that there are any matters which need to be given special consideration in relation to health, a disability, linguistic ability, cultural awareness?</td>
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<tr>
<td>Insurance limitations</td>
<td></td>
<td></td>
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<tr>
<td>Does the placement provider have appropriate public liability insurance? If in any doubt consult the University's Insurance Manager.</td>
<td></td>
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</tr>
</tbody>
</table>

### Formal Confirmation of Level of Risk

(When this section is completed by Placement Organiser/Tutor)

<table>
<thead>
<tr>
<th>Is a site safety visit required prior to approval?</th>
<th>Are risks tolerable so placement can be authorised?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ ☐ No ☐ ☐</td>
<td>Yes ☐ ☐ No ☐ ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Risk:</th>
<th>Signed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>High ☐ ☐ Medium ☐ ☐ Low ☐ ☐</td>
<td>Print Name:</td>
<td></td>
</tr>
</tbody>
</table>
### Placement Provider Agreement Form

#### Section 1: Contact Details

**Name of Organisation (‘Placement Provider’):**

**Official Address:**

**Person at placement provider with overall responsibility for placement students:**

Name:    Email:    
Job Title:    Tel No:    Location:  

**Student supervisor (if different from above):**

Name:    Email:    
Job Title:    Tel No:    Location:  

Will your organisation be solely responsible for the management of this placement(s)?

YES  ☐  NO  ☐

If you have answered NO, please outline which aspects of the placement will be delegated to other bodies/organisations:

#### Section 2: Health, Safety and Insurance

1. Do you have a written health and safety policy? YES  ☐  NO  ☐

2. Do you have an on-site health and safety advisor/officer? YES  ☐  NO  ☐

3. Do you have a procedure for providing general health and safety training for people working for you, including use of equipment, vehicles etc? YES  ☐  NO  ☐

4. Will you provide health and safety training for the placement student as it is relevant to their placement, as part of their induction? YES  ☐  NO  ☐

5. Do you have a procedure for recording and reporting accidents and incidents? YES  ☐  NO  ☐

6. Do you have a procedure for complaints that the student may use if necessary? YES  ☐  NO  ☐

7. Please provide the name and details of the person at your organisation with responsibility for health and safety:

Name:    Email:    Tel No:    Location:  

8. **Organisations in the United Kingdom:**

   a. Do you hold Public and Employer’s Liability Insurance? YES  ☐  NO  ☐
b. Would your organisation’s insurances cover liability arising from injury sustained by a placement student as a result of their duties as an employee or trainee? YES ☐ NO ☐

Section 3: Site Visits & Other Issues

1. Are you happy for the Placement Organiser from UEA to undertake a site visit? YES ☐ NO ☐

Such visits might take place in advance of a student commencing a placement or during the placement itself. Visits during a placement(s) would normally involve meetings with both the supervisor(s) and the student(s).

If you have answered NO, please give reasons:

2. Do you foresee any issues relating to confidentiality and disclosure which will affect the procedures used by the University for assessing the work/project/study undertaken by a student(s) on placement? YES ☐ NO ☐

If you have answered YES, please provide details:

3. Will your organisation require the signing of a specific placement agreement or training agreement? This may be additional to or in place of an employment contract between your organisation and the student.

YES ☐ NO ☐

If you have answered YES will your organisation provide a template agreement?

YES ☐ NO ☐

Section 4: Authorisation by Placement Provider

Name of Individual Completing Form:

Position:

I, the undersigned, declare that the above statements are true to the best of my knowledge and belief.

Signature: _______________________________ Date: _________________

Please add Company/Organisation Stamp if available:

Thank you for completing this form. PLEASE RETURN TO:

Staff Member’s Name:

School of: University of East Anglia

Norwich NR4 7TJ
## Placement Approval Form

### 1. Student and Placement Details

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>School</th>
<th>Course Code</th>
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<tr>
<th>Placement Provider</th>
<th>Location</th>
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</table>

Name of Placement Tutor/Organiser

Name(s) of other staff formally involved in the supervision of the placement.

<table>
<thead>
<tr>
<th>Student or Student Group</th>
<th>No.</th>
<th>Surname</th>
<th>First name</th>
<th>CID</th>
<th>Date added</th>
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<td>6.</td>
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**Duration** (be as precise as possible)

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<tr>
<th>Start</th>
<th>End</th>
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**Repeat if the Placement Period falls into more than one distinct period**

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<tr>
<th>Start</th>
<th>End</th>
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Text box for notes on Individual Students or the Placement (e.g. Visa requirements)

### 2. Brief description of Placement

Describe the format which most readily fits the placement(s) at this Placement Provider. E.g. a Year Abroad; Industrial placement; PhD Study Leave; Taught masters placement to support project; Undergraduate vacation placement for extra ECTS.

### 3. General control measures

Has this Placement Provider been used before?  

- YES ☐  NO ☐

If ‘Yes’, had previous feedback been reviewed and concerns followed up?  

- YES ☐  NO ☐

Has a completed Placement Provider Agreement Form been received from the Organisation for this particular placement(s) or is there a valid Student Exchange Agreement?  

- YES ☐  NO ☐

Placement Provider Agreement Form  

- YES ☐  NO ☐

Student Exchange Agreement  

- YES ☐  NO ☐

Placement Provider Information Form  

- YES ☐  NO ☐

Student Exchange Agreement  

- YES ☐  NO ☐

Please tick to confirm that the Risk Assessment Tool has been undertaken  

- YES ☐  NO ☐

If the risk-based assessment highlighted any medium or high risk factors, have these been considered and, if appropriate, further specific risk assessments undertaken?  

- YES ☐  NO ☐

Is a site visit necessary?  

- YES ☐  NO ☐

Date of visit
Confirm here that the on-site delivery of the placement, including any “off-site working” is under the full control of the Placement Provider

A risk profile does not have to be “low” across the board for a placement to be approved. The School must assess all risks, pursue follow-up actions and come to a judgment as to whether any medium or high risks can be tolerated.

Will the student(s) have received sufficient briefing prior to departure? This should include opportunities for the student(s) to discuss responses from the Placement Provider and to raise problems that they may be experiencing and receive guidance and support on their resolution.

Has the student completed an Emergency Contacts Form? This can be ticked after the Placement has been approved.

Text box for notes

4. Approval by Placement Organiser/Tutor (pre-departure)

Have the above actions been completed to the satisfaction of the Placement Organiser/Tutor?

<table>
<thead>
<tr>
<th>Name</th>
<th>Post</th>
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<table>
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<tr>
<th>Signature</th>
<th>Date</th>
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</tbody>
</table>

5. Changes to circumstances post departure

Please describe any change in circumstances:

Duration of Modified Placement (if required) | Start | End

Repeat if the Modified Placement Period falls into more than one distinct period. | Start | End

6. Changes in circumstances post-approval

Does this require a change of Placement Provider? If yes, then a new form should be completed.

If it does not involve a change in Placement Provider has the change in circumstances been discussed with the student(s) and the placement provider? General control measures must still be reviewed and a risk-based assessment undertaken if the change of circumstances warrants it.

Has the student(s) received sufficient briefing to deal with the change in circumstances? This should include opportunities for the student(s) to discuss responses from the Placement Provider, raise problems that they may be experiencing and receive guidance and support on their resolution.

Text box for notes (perhaps to note comments on further correspondence and tolerable risks):
Appendix 4
Types of Risk

Low Risk Placements

Placement Organisers/Tutors are required to ensure that a Placement Provider Agreement Form is completed and ensure that students complete the Risk Assessment Tool for Student Placements. Placement Organisers/Tutors are required to confirm that the placement is Low Risk. In the event that a placement is considered Low Risk in most respects, but Medium or High Risk in one aspect, the placement should not automatically be rated at the higher risk level overall. For example, a placement in a school might be Low Risk in 6 out of the 7 criteria, but the likelihood of unsupervised contact with children is a High Risk factor. The placement may still be rated as Low Risk overall, so long as the students acquire the necessary CRB check and are properly briefed on their duty of care to the children.

Medium Risk Placements

In the case of Medium Risk placements, Placement Organisers/Tutors must ensure that a Placement Provider Agreement Form is received from the placement provider. They must also ensure that students complete the Risk Assessment Tool for Student Placements. Organisers are required to confirm that the placement is, indeed, MEDIUM Risk. In the event that a placement is considered Medium Risk in most respects, but High Risk in one aspect, this doesn’t mean that the placement should automatically be rated at the higher risk level. For example, a placement in might be Medium Risk in 6 out of the 7 criteria, but the likelihood of infectious diseases (e.g. malaria) is a High Risk factor. The placement may still be rated as Medium Risk overall, so long as the students acquire the necessary inoculations/medications and are properly briefed on how to avoid exposure to unnecessary health risks prior to departure.

NB: Placement organisers arranging Medium Risk placements should ensure that a Placement Approval Form (see Appendix 3) is completed, and copies shared with the students and the relevant HUB.

High Risk Placements

It is recognised that high risk placements cannot be avoided entirely due to the specific nature of the programmes taught within the University. However, where staff are engaged in developing, running, overseeing or supporting students on High Risk placements it is imperative that procedures and protocols are observed and adhered to. In cases where placements fall into the High Risk category all risks involved have to have been fully considered and the student made completely aware of these. Attention to be given to the avoidance of serious harm to the student or those they come into contact with whilst on placement – in particular vulnerable groups such as children, the mentally disabled, and NHS patients. Placement Organisers/Tutors must ensure that a Placement Provider Agreement Form is received from the placement provider. They must also ensure that students complete the Risk Assessment Tool for Student Placements. Organisers are required to confirm that the placement is HIGH Risk. If they are not, then the placement organiser may downgrade it to a Low or Medium Risk placement and follow the procedures that apply.

NB: Placement organisers arranging High Risk placements should ensure that a Placement Approval Form (see Appendix 3) is completed, and copies shared with the students and the relevant HUB.
## Appendix 5

Risk-management approach to placements: For students and staff to consult when completing *Risk Assessment Tool for Student Placements* (Appendix 1)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Risk profile</th>
<th>Indications</th>
<th>Possible specific action to reduce risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work factors</td>
<td>High</td>
<td>Work with hazards that have potential to cause permanent injury or fatalities, including:</td>
<td>Seek confirmation from placement provider about expectations of student’s prior competency in high risk activities, and ensure student meets these.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>• Construction site with work at heights, dusts, moving machinery, electrical systems.</em></td>
<td>Confirm that training &amp; supervision will be provided by the placement provider throughout the placement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>• Operation of machinery with mechanical hazards such as high speed rotating parts, crushing or entanglement risks.</em></td>
<td>Include in the written communication with the placement provider.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>• Laboratory work with toxic/hazardous materials.</em></td>
<td>Consider pre-placement site visit.</td>
</tr>
<tr>
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<td></td>
<td>Community work with known high risk groups of clients or locations (drug abusers, homeless, violent patients).</td>
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<td></td>
<td>Work with animal bedding or large or dangerous animals.</td>
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<tr>
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<td></td>
<td>Activities requiring specific licences or qualifications (e.g. driving, flying aircraft, crewing an aerial device).</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Work involving significant hazards in small companies that do not have professional health and safety advice.</td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td>Working in proximity to high risk factors (but not directly with them).</td>
<td>Seek confirmation from placement provider that the student will not be expected to participate in high risk activities, and will be appropriately supervised in medium risk activities. Include in the written communication with the placement provider.</td>
</tr>
<tr>
<td>Factor</td>
<td>Risk profile</td>
<td>Indications</td>
<td>Possible specific action to reduce risk</td>
</tr>
<tr>
<td>------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td>Office work or other low hazard environments and activities.</td>
<td>None.</td>
</tr>
<tr>
<td><strong>Travel and transportation factors</strong></td>
<td>High</td>
<td>Significant travel to reach placement, prolonged or on local transport facilities known to be high risk (poor driving or vehicle safety standards).</td>
<td>Brief student on travel arrangements, discuss implications with them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demanding travel during placement. Student required to drive others, in unfamiliar vehicles.</td>
<td>Consider their experience.</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>Night travel.</td>
<td>Get confirmation from them that they have relevant driving licences and insurances.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long daily commuting requirement.</td>
<td>Consider reducing risks by providing accompanied travel where practicable.</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>No significant travel, comfortable daily commute.</td>
<td>Specify regular contact times.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No driving associated with placement.</td>
<td></td>
</tr>
<tr>
<td><strong>Location and/or regional factors</strong></td>
<td>High</td>
<td>Significant risk of civil disorder, crime or similar danger (e.g. placement in war zones, countries where the Foreign and Commonwealth Office (FCO) advises against travel).</td>
<td>Check Foreign and Commonwealth Office restrictions and recommendations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unavoidable lone or remote working in proximity to significant risk (e.g. medical student elective in a refugee camp).</td>
<td>Consult guides on appropriate behaviour, clothing, etc.</td>
</tr>
</tbody>
</table>

Updated 16/1/2014
<table>
<thead>
<tr>
<th>Factor</th>
<th>Risk profile</th>
<th>Indications</th>
<th>Possible specific action to reduce risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
<td>Risk profile</td>
<td>Indications</td>
<td>Possible specific action to reduce risk</td>
</tr>
<tr>
<td></td>
<td>Medical and rescue services not available quickly or locally.</td>
<td>Arrange briefing/information to be provided in conjunction with someone with local experience or knowledge of conditions (e.g. student on previous placement or a placement practitioner at a local HEI in the overseas country).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Means of communication likely to be difficult or compromised.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Medical and rescue services not available quickly or locally.</strong></td>
<td><strong>Means of communication likely to be difficult or compromised.</strong></td>
<td><strong>Arrange briefing/information to be provided in conjunction with someone with local experience or knowledge of conditions (e.g. student on previous placement or a placement practitioner at a local HEI in the overseas country).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Means of communication likely to be difficult or compromised.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Medium</strong></td>
<td>Higher than normal risk of civil disorder, crime or comparable danger.</td>
<td>Check Foreign and Commonwealth Office restrictions and recommendations.</td>
<td><strong>Provide information to students on guides on appropriate behaviour, clothing, etc.</strong></td>
</tr>
<tr>
<td></td>
<td>Delays likely in communicating with tutors and others.</td>
<td></td>
<td><strong>Supplement general briefing with information about medium risk factors.</strong></td>
</tr>
<tr>
<td></td>
<td>Placements abroad in areas identified as low risk by the FCO.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td>Placement in the UK with no significant local risks</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td><strong>General/environmental health factors</strong></td>
<td><strong>Regional/local health risks require mandatory and specific health protection measures e.g. inoculations.</strong></td>
<td>Consult occupational health or medical/health professional for advice regarding immunisations and other preparations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Very hot or strenuous working conditions (e.g. manual working outdoors in the sun).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Very cold working conditions (e.g. catering placement in a food cold storage/cook chill or freeze facility).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High</strong></td>
<td>Regional/local conditions require some precautionary measures, e.g. optional inoculations against diseases; medical travel kit is a sensible precaution.</td>
<td>Consult occupational health or medical/health professional for advice regarding immunisation and other preparations. A medical travel kit is a sensible precaution.</td>
<td></td>
</tr>
<tr>
<td><strong>Medium</strong></td>
<td>Regional/local conditions require some precautionary measures, e.g. optional inoculations against diseases; medical travel kit is a sensible precaution.</td>
<td>Consult occupational health or medical/health professional for advice regarding immunisation and other preparations. A medical travel kit is a sensible precaution.</td>
<td></td>
</tr>
<tr>
<td>Factor</td>
<td>Risk profile</td>
<td>Indications</td>
<td>Possible specific action to reduce risk</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Individual student factors     | High         | The student has personal factors (e.g. health, disability, linguistic or cultural) which may increase the risk of illness or accident during work-related activity even following adjustments.  
                                 |                                                           | The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness.  
                                 |                                                           | The student’s knowledge, understanding, and skills are low for the type of work.                                                                 | Discuss activities of high risk with the student, try to eliminate or reduce them where possible.  
                                 |                                                           | Engage with occupational health professional/disability support professionals to develop reasonable adjustments. Confirm these in the written communication with the placement provider.  
                                 |                                                           | Consider pre-placement site visit.                                                                                                             |
| Medium                         |              | The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support during work, or in social interactions at work.                                                                 | Engage with occupational health professional/disability support professionals to develop reasonable adjustments. Confirm these in the written communication with the placement provider.  
 |
| Low                            |              | The student has no long-term medical conditions or disability likely to cause episodes of illness or require specific support whilst on placement.  
                                 |                                                           | Student has relevant knowledge, understanding and skills for the type of work.                                                                    | None.                                                                                                       |
| Insurance limitations          | High         | Locations, activities and/or circumstances that are excluded from the HEI’s travel and other insurance cover.                                                                                              | If locations, activities and/or circumstances are excluded from the HEI’s travel and other insurance cover, consider alternative placements.  
<p>|</p>
<table>
<thead>
<tr>
<th>Factor</th>
<th>Risk profile</th>
<th>Indications</th>
<th>Possible specific action to reduce risk</th>
</tr>
</thead>
</table>
|        |              | Locations where the placement provider’s insurance does not cover the student for personal or third party liability associated with the work by the student. | If placement is to proceed, additional specific insurances may be available.  
Consult the HEI’s insurance specialist.  
Brief student on limitations of insurance cover (the small print). |
| Medium |              | Locations, activities and/or circumstances that require prior acceptance from the HEI’s insurers before being covered. | If locations, activities and/or circumstances require prior acceptance from the HEI’s insurers, ensure notification and acceptance is given.  
Brief student on limitations of insurance cover (the small print). |
| Low    |              | Locations, activities and/or circumstances that are automatically included in the HEI’s insurance cover.  
UK locations (where the placement provider must have employers’ liability insurance cover). | None. |
Appendix 6
Placement Health and Safety Requirements

Introduction
The Universities & Colleges Employers Association (UCEA) has produced a health and safety guidance document for the placement of Higher Education students, which has been used in the preparation of this Code of Practice. This appendix is informed by the UCEA guidance.
See: http://www.ucea.ac.uk/objects_store/ucea_health_and_safety_guidance_for_the_placement_of_he_students.pdf

Chronologically the placement process can be conveniently divided into distinct phases and processes:

Before the placement:
   Step 1: Assess risk and determine control measures.
   Step 2: Prepare the student.
   Step 3: Approve the placement.

During the placement:
   Step 4: Monitor and address any health and safety issues that arise.

After the placement:
   Step 5: Undertake review.

The following process is designed to allow the Placement Organiser to demonstrate that he/she has considered the issues and taken relevant actions.

Before the placement

Step 1: Assess risks and determine control measures

Risk assessment
Students should ‘kick-start’ the risk assessment process by referring to the Risk-Management Approach (articulated in Appendix 1) and then completing the Risk Assessment Tool (See Appendix 2). Using the information available at the time the student should consider the risk factors and how these could be minimized or mitigated. The student needs to be in a position to understand the risks and to make informed judgments. The Placement Organiser and the Placement Provider can help during the completion of the Risk Assessment Tool by providing general information to the student about the placement; in many cases students will be able to find information on organisational websites that will help them to establish risks. The student should be encouraged to seek out information and to consider the risks associated not only with the placement provider but with the environment in which they will live and socialize. The amount of information (and possibly additional training) that the student will need in advance will depend on the extent to which the placement is unusual, complex, or involves significant risk.

The completed Risk Assessment Tool should then be forwarded to the Placement Organiser who will take into consideration the information provided by the student and make a judgement on the level of Risk
associated with the placement, and as to whether the placement should be authorised on the basis of the risks involved. The Risk Assessment Tool includes checks on whether the general control measures are being applied.

To simplify matters and reduce workloads for staff, wherever possible (or appropriate) Placement Organisers should attempt to develop groups of placements that have similar risk profiles (e.g. a group of 5 students might be able to undertake a placement in a single organisation (e.g. an overseas HEI), or in a group of organisations of similar nature, (e.g. a group of secondary schools, or a group of district council offices).

Taking this approach will help Placement Organisers to determine the type/level of action they need to take with regard to briefings, written communications and pre-placement safety visits. In the case of most publicly-funded bodies (e.g. schools, councils, hospitals, and police constabularies) it can normally be safely assumed that these will have in place appropriate and comprehensive Health & Safety policies and will be sensitive to their obligations under the DDA/Equalities legislation. This may make a pre-placement health and safety visit redundant, and may reduce the need for a visit during the placement, unless there is a regulatory requirement (or some other good reason) to conduct one.

When signing-off the Risk Assessment Tool, it is appropriate (though not essential) to involve people in the placement setting with relevant knowledge of the health and safety issues associated with the activities in which the students may be involved. This is particularly relevant in the case of placements with higher risk profiles. Again, however, it can normally be assumed that appropriate health and safety procedures/policies will be in place in publicly-funded bodies that minimize the likely exposure of the student (or the setting) to risks and hazards. Where appropriate, Placement Organisers should refer to the requirements of any relevant professional or regulatory body (PSRB) in relation to professional practice obligations.

**General control measures**
Placement Organisers should ensure that the following general control measures are in place:

- A process by which students or tutors can raise problems about health and safety and receive guidance and support on their resolution.
- Instructions for students on who they should contact in the event of an emergency.

**Clarifying expectations with the Placement Provider**
Placement Organisers must inform the Placement Provider of their expectations of them with regard to health and safety and raise any questions that need to be answered to approve the placement. Ideally, the expectations relating to Health and Safety should be articulated in the Placement Provider Agreement form (see Appendix X). The Placement Provider must acknowledge in writing or electronically that they have received the Placement Provider Agreement form, accept its contents, and provide answers to any specific questions before the placement is due to commence.
Pre-placement health and safety visit
Placement Organisers should decide whether or not a pre-placement safety visit is required before the placement can be approved. In most cases these are not required. However, there may be specific concerns that are best resolved by a visit and inspection. The DfES guidance *Providing Work Placements for Disabled Students* states that institutions may wish to visit the placement with the student or prepare the student by arranging a separate meeting with the placement provider/supervisor.

**Step 2: Prepare the student**
The student will have completed the Risk Assessment Tool (see Step 1), and the Placement Organiser will have considered the level of risk and authorized (or not) the placement on the basis of the risks concerned.

The Placement Organiser should provide information which prepares the student for the placement experience. Means of communication with the student whilst on placement should be established.

**Step 3: Seek formal confirmation from Placement Provider**
The Placement Provider should be sent a Placement Provider Agreement Form. This should be returned to the Placement Organiser signed by an appropriate person in the organisation concerned. This sets out the responsibilities and entitlements of Placement Providers, and enables the Placement Provider to formally confirm they agree to accept the student and support them in an appropriate manner during the placement.

**Step 4: Approve placement**
Review any information and past feedback the School may have had regarding that Placement Provider. If there are no unresolved health and safety concerns then a Placement Approval Form can be completed. The form provides a space to note any changes in the placement before it starts. This is the formal mechanism by which a placement is approved within the University.

**During the placement**

**Step 5: Deal with health and safety issues**

When the student is out on placement, responsibility for looking after their health and safety rests with the student and with the Placement Provider. Students should raise any concerns in the first place with their workplace supervisor, manager or with the Health & Safety contact. If issues are not resolved, then the student should be able to raise the matter with his/her Placements Provider – this could involve a member of academic staff visiting the student at his/her placement. Attentions should be paid to their surroundings during these visits and any matters of concern that they observe should be raised with the Placement Provider. The level of expertise with regard to health and safety that may be will vary depending on the
member of staff's experience, training and discipline. For example, subject-based experience is important for industrial and medical placements. Placement visits may be a requirement in some instances (e.g. PSRB-regulated professional placements), or pedagogically desirable, but in many instances, whether a visit occurs (or not) will be dictated by practical constraints, and by the nature of the placement.

Suggested health and safety questions for visiting tutors are given in the following table:

<table>
<thead>
<tr>
<th>Area</th>
<th>Question</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>• How do you feel about the placement and your own wellbeing?</td>
<td>• Raise with placement provider contact/manager.</td>
</tr>
<tr>
<td>Accidents and incidents</td>
<td>• Have you had any accidents or witnessed any accidents or unsafe practices that you are concerned about?</td>
<td>• Contact local competent health and safety person.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Raise with placement provider contact/manager.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Notify HEI health and safety department.</td>
</tr>
<tr>
<td>Training and induction</td>
<td>• Did you receive any induction training?</td>
<td>• Raise with placement provider contact/manager.</td>
</tr>
<tr>
<td></td>
<td>• What ongoing training have you been given?</td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td>• Have you been left in charge of a situation for which you felt you needed more training or closer supervision?</td>
<td>• Raise with placement provider contact/manager.</td>
</tr>
</tbody>
</table>

**After the placement**

**Step 6: Undertake review**

Initially and each year you should consider your portfolio of placement providers and identify any providers against whom students or visiting tutors have raised concerns about health and safety. You should review each placement provider by checking and recording any concerns that were investigated and either were not upheld or were accepted by the placement provider who took appropriate action to prevent recurrence. The conclusions of this review process should feed back in to inform future risk assessments regarding the approval of placement providers.
Appendix 7

The following is provided as a helpful ‘template’ which Schools may wish to use or adapt according to their requirements.

### Induction Checklist

<table>
<thead>
<tr>
<th>Induction Item</th>
<th>Yes/No</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you been introduced to your placement supervisor/mentor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have your job/tasks/role been fully explained to you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know where the toilets, canteen and other key facilities are located?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the timing of lunch and refreshment breaks been explained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been shown around key aspects/areas of the organisation or workplace environment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have any ‘adjustments’ been explained – either those previously agreed or agreed subsequently during the Induction process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been shown how to use any equipment that will be essential to you during the placement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been shown how to use any communications equipment (e.g. phones, e mail, fax) if needed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been introduced to any other key staff and/or have staff arrangements been explained (e.g. access to rest rooms, to computer equipment etc)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have Health and Safety procedures been explained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been provided with access to/information about the organisation’s Equal Opportunities Policy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you now clear about what to do in an emergency (e.g. in event of a fire, injury)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the First Aid arrangements been explained (e.g. identity of any trained ‘First Aiders’)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the accident reporting procedures been explained?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8: Glossary of Terms

Academic Director of Taught Programmes (ADTP)
This director’s role is to coordinate the development of policy and regulations relating to taught programmes, to oversee quality assurance and enhancement developments, to coordinate aspects of CPD for academic staff and to advise and guide academic colleagues in the delivery of the University’s taught programmes.

APL
The Accreditation of Learning is a process, which recognises learning for the purposes of claiming credit against an award regardless of where or how the learning was achieved. It has two components APCL and APEL.

APEL
Denotes the Accreditation of Prior Experiential Learning i.e. learning derived from experience which is not certificated (not previously assessed) e.g. un/paid work, community activities, leisure pursuits and other informal learning experiences.

APCL
Denotes the Accreditation of Prior Certificated Learning which is learning that has been previously assessed e.g. learning arising from academic and professional awards for example Higher National Diplomas, Foundation Degrees, Open University Courses and other courses at an appropriate level.

Assessment criteria
Descriptions of what the student is expected to do, in order to demonstrate that the learning outcomes have been achieved at the threshold level. As such they have a direct relationship to specific learning outcomes.

Course Director
A member of academic staff in the School of Study who has overall responsibility for a programme of study. The latter may include elements of work-based learning, placement learning (or both). In some programmes, the Course Director delegates responsibility for coordinating work-based learning and/or placement learning to a separate member of staff in the School. The latter may be called a Module Organiser or Placement Organiser.

CPD
Continuing Professional Development. This is post qualifying or post licensure education or training. It is designed to enable learning that up-dates, enhances or extends the knowledge and practice of an individual.

Credit
A quantified means of expressing equivalence of learning. Credit is awarded to a student in recognition of the verified achievement of designated learning outcomes at a specified level. Achievement at a standard above the ‘threshold’ for the award of credit can be recognised through the award of marks and grades,
but not by the award of a greater volume or higher level of credit than that which is assigned to the module or award.

**Credit Level Descriptor**
A statement that describes the characteristics of learning demanded which the student will encounter at each level.

**Credit rating**
The process of assigning to a module or award a number of credits at a specified level.

**CSED**
The Centre for Staff and Educational Development at UEA. The Centre provides training programmes for academic and support staff within the University and coordinates, amongst other things (in partnership with the School of Education & Lifelong Learning at UEA), the delivery of the MA HEP – the University’s HEA-accredited professional training programme for newly appointed academic staff in the University.

**Learning outcomes**
Demonstrate what a student is expected to know, understand or be able to do on completion of a process of learning.

**Level**
An indicator of the relative academic demands, complexity, depth of learning and learner autonomy associated with each level of study within the University. The level defines the relative demands of the learning which will be required of a student undertaking a module or programme of study. In keeping with the QAA’s FHEQ Framework levels at UEA are as follows: Level 3 (Foundation level), Level 4 (1st year undergraduate), Level 5 (2nd year undergraduate), Level 6 (3rd year undergraduate), Level 7 (Masters Level), Level 8 (PhD, EdD).

**Mentor**
A (work based) mentor has experience and expertise that can benefit a mentee. Often the mentor can provide an exemplary role model for the mentee. The mentor/mentee relationship is typically confidential, fostering safety and openness to identify and address learning challenges. Usually a mentor is not involved in the assessment of the mentee and is not their line manager.

**Personal Development Planning (PDP)**
PDP is “a structured and supported process to develop the capacity of individuals to reflect upon their own learning and achievements and to plan for their own personal educational and career developments” (QAA, 2001).

**Placement**
A placement offers a period of learning at work to provide experience of a role or job as part of initial or continuing training. The placement may vary in length of time. It may or may not be regulated. In some professions, placements are professionally regulated. This means they must meet specific criteria and are periodically reviewed. Successful review is a condition for gaining and maintaining recognition that the placement provides appropriate learning opportunities.
Placement Organiser
A named member of academic staff in the School of Study who is appointed by the Head of School to coordinate the provision, delivery, monitoring and evaluation of placements on a particular programme or module.

Professional, Statutory and Regulatory Body (PSRB)
A PSRB is an organisation that has the authority to accredit/approve/recognise specific programmes; it sets standards for education so that students graduating from a programme approved by it have the right skills and qualities when they start work, e.g. the Nursing and Midwifery Council (NMC).

Qualification Level Descriptor
A statement that describes the characteristics of learning demand which the student will encounter at each level.

Risk Assessment
A process in which the relative risks associated with an activity or initiative are evaluated, measured, graded and more fully understood with a view to setting in place measures which mitigate or minimise the likelihood of a negative outcome or impact of an activity or initiative.

Risk Assessment Tool
The Risk Assessment Tool (see Appendix 1) is a simple tool which enables students and staff to assess and grade the level and types of risk associated with a placement or work-based learning experience, and which helps students and staff to make informed judgements about whether a placement should be approved (or not).

School of Study
UEA is divided into 4 separate faculties and these are divided into 24 separate Schools of Study (sometimes referred to as ‘departments’ in other Universities). Each School is managed by a Head of School who is the line manager for all staff within their School.

Supervisor
This is someone in the work place who has responsibility for overseeing the progress of a learner. A supervisor may be required to engage in formative and/or summative assessment. The supervisor may be a line manager.

Work-based learning
This is learning which is developed through the experience of performing a role or doing a job ‘for real’. It is work-located. The learner is physically in a work context and undertaking an aspect of work that is part of a service or job.

Work-related learning
This is learning that offers either initial preparation for work or seeks to enable the learner to develop an aspect of their work or undertake a new role within a field or profession. The learning does not need to take place at work, though it may do.