WORK-BASED AND PLACEMENT LEARNING FRAMEWORK

Introduction

1.   This document provides a framework and guidance for course teams involved in the organisation and management of work-based and placement learning (WBPL). While it provides a degree of underlying standardisation, it is also intended to be sufficiently flexible to allow the specific requirements of individual courses and any Professional, Statutory or Regulatory Bodies (PSRBs) to be met. It is recognised that the way in which WBPL is organised and managed will vary according to specific course aims and learning outcomes, and their related learning, teaching and assessment strategies. This framework seeks to allow for these variations. This overarching framework should be considered in conjunction with the more detailed documentation that is approved at validation and re-approval and which sets out specific arrangements at course level.

2.   This framework is informed by, and is consistent with the Expectation and Indicators of Chapter B10 of the QAA UK Quality Code for Higher Education: Managing higher education provision with others (2012). Universities and Colleges Employers Association (UCEA) guidance and the ASET Good Practice Guide for Work Based and Placement Learning in Higher Education (2013) have also been used as reference points for this framework.

3.   WBPL may serve a variety of purposes: associated learning outcomes may be highly specific (for example the development of practical skills and competencies required for professional practice) or more general (for example the development of an understanding of the cultural or employment context of an academic discipline). The learning outcomes that will be achieved through WBPL, whether specific or general, should be clearly defined for each individual course.

4.   The opportunities for WBPL available to students take many forms (for example short, extended; part-time, full-time; paid, unpaid; assessed, non-assessed; practice placement, internship, or working abroad). The University or partner institution's relationship with the Placement Provider will also vary with the nature of the WBPL. This may be, for example, a year in industry with a single employer or time spent in an environment that enables essential professional competencies to be developed.

5.   This framework is, therefore, intended to be used as a source of reference to inform the development, planning and management of WBPL and to ensure a high quality student experience.

Definitions

6.   *Work-based learning* is learning that is integral to a higher education course and is achieved and demonstrated through engagement with a workplace environment.

7.   A *placement* is defined as 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. It includes those circumstances where students have arranged their own learning opportunity with a Placement Provider, with the approval of the University or partner institution. This framework is not intended to cover learning outside the University or partner institution that is not a planned part of a course, such as part-time, term-time and vacation work which students have arranged for themselves.

8.   *Placement Provider* includes persons, partnerships, companies, institutions and other organisations providing opportunities for placement or work-based learning.

9.   The *Placement Coordinator* is the member of University or partner institution staff responsible for agreeing, organising and managing the work-based or placement learning in line with this framework and associated University policies and procedures. This will normally be the relevant Course or Module Leader.

10.   The *Placement Supervisor* is a person, employed and designated by the Placement Provider, who is responsible for supervising the student while on placement.

11.   A *Placement Mentor* is a person designated to facilitate the student's professional and personal development in the work place. They are often considered to be a "critical friend". Some PSRBs have specific requirements which must be met in relation to mentoring.

12.   *Learning outcomes* describe what a student should be able to do or demonstrate, in terms of particular knowledge, skills and attitudes, by the end of a module or stage of a course.

General principles underpinning the Work-based and Placement Learning Framework

13.   Arrangements for WBPL should be approved at course validation and re-approval as set out in the Quality Manual on the University website. Any subsequent changes to the validated arrangements should be submitted to the School or partner institution Academic Committee and Chair of the Quality Committee for approval under the course modification process.

14.   In the design, approval and monitoring of courses with a work based learning or placement component, course teams must ensure that:

a) the roles and responsibilities of all parties involved in work-based or placement learning (University or partner institution staff, Placement Supervisors, Placement Mentors and students) are clearly defined;

b) the learning outcomes for placements are identified and that they explicitly contribute to the overall aims and learning outcomes of the course;

c) work-based or placement learning forms an integral part of the overall teaching and learning strategy for the course;

d) the assessment of work-based or placement learning forms an integral part of the overall assessment strategy for the course;

e) the arrangements for placements enable students to demonstrate achievement of the specified placement learning outcomes;

f) the learning outcomes, assessment strategy, formal procedures and day-to-day practices for managing the placement are in accordance with this framework, relevant external reference points including the Quality Code and QAA subject benchmark statements, and any PSRB requirements.

15.   A Placement Coordinator should be identified. This may be the Course Leader or relevant Module Leader. S/he should ensure that the above principles underpin practice relating to placements and that placements are organised efficiently, effectively and in line with this framework and the requirements of the QAA, PSRBs and health and safety, equal opportunities and other relevant legislation (for example the Equality Act).

Selection and approval of new placement settings

16.   All proposed new Placement Providers should complete the *Placement Provider Agreement Form and Checklist*, available in Appendix 1. In selecting new placement settings, the following principles should be observed:

a) New placements should normally have been in existence for a minimum period of six months to ensure that the setting has established systems and routines and that staff members are confident in their own roles as practitioners.

b) Arrangements should enable a Placement Supervisor to be appointed who should meet the minimum professional requirements of the relevant PSRB where these apply.

c) Placements should demonstrate a strong commitment to equality of opportunity and be meeting the requirements of relevant legislation (see paragraphs 21-25 below).

d) Under the Health and Safety At Work Act (1974), in particular section 3 (1) of the Act, the health and safety provision in any placement must meet at least minimum health and safety requirements to ensure the personal safety of students and safe practice in their work with clients, members of staff, the public, tools, equipment, machinery, chemicals, etc.

e) The Placement Coordinator is responsible for confirming that any new placements, whether identified by the course team or secured by a student, have the capacity to provide a suitable learning experience for the student and sufficient opportunities for them to demonstrate achievement of the specified learning outcomes.

17.   In accordance with the guidance published by the UCEA, the University of Suffolk adopts a risk based approach to the approval of placements. In this context, the Placement Coordinator should decide whether a pre-visit is required on the grounds of degree of risk. A copy of the UCEA risk assessment form is provided in Appendix 2. If a degree of risk is identified, a preliminary visit should be made to proposed placements by the Placement Coordinator or a member of the course team in order to determine the suitability of the setting against agreed health and safety criteria (see paragraphs 31-35 below). Before deciding whether a pre-visit is necessary, consideration should be given to the general control measures and the more specific factors listed on the risk assessment form. It should be noted that UCEA guidance suggests that 'in most cases' pre-placement safety visits 'are not required unless there are specific concerns that are best resolved by a visit and inspection'.

18.   When considering placements abroad, particular account should be taken of legislation appropriate to the country concerned and consideration of any particular risks associated with the specific region and location.

19.   In determining the suitability of placement settings, the following criteria should be met. Placements should:

a) provide an appropriate, positive working environment which is conducive to learning and provides opportunities for identifying good practice;

b) provide sufficient opportunities for students to demonstrate achievement of the intended learning outcomes;

c) have an appropriate number of suitably qualified staff in order to fulfil the requirements of placement supervision;

d) meet the requirements of any relevant PSRBs;

e) have a sound and fully operational equal opportunities policy;

f) be able to make reasonable adjustments for students with disabilities in accordance with the University's Code of Practice on Reasonable Adjustments for Students, and provide such students with comparable levels of support to that provided by the University (see paragraphs 21- 25 below);

g) provide evidence that Disclosure and Barring Service (DBS) checks are in place where required;

h) have an adequate standard of facilities and physical resources to ensure that the learning needs of students can be met;

i) have an appropriate health and safety policy, procedures and practices (see paragraphs 31-37 below);

j) have Employers Liability Insurance (see paragraphs 28-30 below).

20. Any placement setting unable to fulfil the above criteria should not be used. If a placement proves untenable, an alternative placement should be sought and any students affected should be given support and guidance. In some cases a validated alternative may be available if it is not possible for a placement to take place.

Equality and diversity

21. The Equality and Diversity Policy outlines the University's commitment to an inclusive approach to the delivery of higher education, and ensuring equality of opportunity for all staff and students with 'protected characteristics', including those relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. In approving new work-based or placement learning settings, it is important to ensure that the provider meets the requirements of the University's Equality and Diversity Policy and is able to provide a comparable level of support (including anticipatory and reasonable adjustments where appropriate) for students with protected characteristics.

22. Placement Coordinators should ensure that all work-based and placement learning providers are aware of the University's Equality and Diversity Policy and the Code of Practice on Reasonable Adjustments for Students, and that their own policies and practices meet University of Suffolk expectations in this regard. The Equality Act (2010) requires the University and its partner institutions to ensure that students are not discriminated against for reasons relating to their disability whilst on a placement arranged by the University or partner institution. The

University or partner institution may delegate some of the organisational aspects of providing work-based or placement learning opportunities, but they cannot delegate their legal responsibilities.

23.   Placement Coordinators should seek permission from students before disclosing information on disabilities or other protected characteristics to Placement Providers. Students may require support in deciding whether or how to disclose a disability to a Placement Provider. In some cases, the University or partner institution may have a legal obligation to share (or not share) information regarding a student's disability with Placement Providers, for example if the disability has implications for the health and safety of others in the workplace setting. Advice on this issue may be sought from the University's Head of Student Services.

24.   Placement Coordinators should discuss with Placement Providers any anticipatory or reasonable adjustments that may be necessary to enable students with disabilities or other protected characteristics to take full part in placement activity. Any reasonable adjustments should not compromise the satisfactory achievement of learning outcomes, or any relevant professional competencies as stipulated by PSRBs. Appropriate advice, guidance, training and support should be provided to Placement Providers to enable them to meet students' declared needs.

25.   Placement Coordinators should provide support to students with protected characteristics before, during and after placements, to ensure that their needs are met and any concerns are addressed in a timely manner.

The allocation / securing of placements
26.   In allocating / securing placements, the following principles should be observed:

a) The allocation / securing procedure must be made clear to students before they are allocated a placement or begin the process of arranging their own placement. It should also be clear to Placement Supervisors before they assume the supervisory role.

b) The allocation of placements must be fair – always safeguarding the interests of the placements and their clients whilst meeting the needs of students.

c) Course teams should seek to mitigate the effects of any potential competition for placements from other courses / institutions by:
   • maintaining strong lines of communication with Placement Providers;
   • making arrangements for placements as early as is practical;
   • providing students who are effective in, and well prepared for, placement.

Placement records

27.   The Placement Coordinator should maintain a record of placement details, for example:

   a) name, address, telephone number and type of establishment;

   b) size of establishment, for example in terms of number of clients, children, hospital beds;

   c) number of staff and their qualifications;

   d) opening hours (where applicable);

   e) number / level / type of students able to be accommodated.

Insurance cover for students on placement

28.   Insurance cover for student(s) on placement is the responsibility of the Placement Provider, and must be in place before any students can attend that placement. The requirements and procedures for obtaining confirmation of placement insurance, as identified for each University of Suffolk centre of delivery, should be followed and a record should be kept of the details of current placements, including:

   a) contact name, address and telephone number of the placement;

   b) date(s) of student experience in that placement;

   c) number and names of students involved in any placement at a particular time.

29.   All placements must have sufficient Employers Liability Insurance, including for unpaid work and work outside the UK *(see Placement Provider Agreement Form and Checklist in Appendix 1)*.

30.   Student induction sessions and written guidance for students and placement staff should include information on the insurance cover provided.

Health and safety issues

31.   The UCEA guidance on health and safety in student placements should be consulted and followed: *Health & Safety Guidance for the Placement of HE Students* (August 2009), which is available online at http://www.ucea.ac.uk/en/publications/index.cfm/HSplace. This uses a risk management approach.

32.   Placement Coordinators must ensure that proper health and safety measures operate in placements. Before placing a student, they should ensure that the placement is suitable with regard to health and safety. This should include, as a minimum, ensuring that the placement has:

a) a written health and safety policy that is currently in force (where five or more people are employed);

b) suitable and sufficient risk assessments with risks suitably controlled;

c) appropriate accident and incident procedures;

d) first aid equipment and the required number of trained first aiders.

33. The UCEA guidance suggests that requirements for lower risk placements are minimised whilst resources are concentrated on those placements likely to be higher risk.

34. The *Placement Provider Agreement Form and Checklist,* which should be completed by all Placement Providers in order to verify that appropriate health and safety arrangements are in place, is provided in Appendix 1.

35. Any placement not meeting these minimum requirements must not be used until any necessary actions are undertaken. Further advice may be sought from the University of Suffolk Health and Safety Manager.

36. Where students are in employment and their studies are being supported by their employer in their workplace, any health and safety or other legislative requirements remain the sole responsibility of the employer.

37. Student pre-placement briefings, induction sessions and written guidance for students and Placement Supervisors should include advice on relevant health and safety issues relating to the placement. A sample *Health & Safety Student Induction Checklist* is presented in Appendix 3. All relevant items should be covered in students' induction within their first week of block placements or by a certain specified timescale where placement occurs only one or two days a week. Other items may be added as necessary.

Working with placement staff

38. Placement staff must feel supported, confident and well informed about supervising and, where relevant, assessing students. Communication networks between the University or partner institution and the placement should be established as soon as a setting is accepted as a potential placement, and the roles and responsibilities of relevant placement and University or partner institution staff should be established.

39.   Comprehensive written guidance should be dispatched to all Placement Supervisors and/or Placement Mentors in advance of students commencing their placements. Handbooks for Supervisors or Mentors are often used a means of providing this information. This written guidance should be updated regularly.

40.   This written guidance should contain at least the following information, plus any necessary course specific and/or PSRB requirements, guidance or information:

a) Information about the course and associated placement requirements, for example:
- general structure and outline of the course;
- course aims and intended learning outcomes;
- aims and intended learning outcomes for the placement experience;
- the relationship between practice obtained and theory taught;
- range, organisation and pattern of placements;
- the extent and limitations of the student role, as well as the level of skill and experience of students;
- dates of block placements and/or semester start and finish dates and days for regular weekly placements;
- details of the criteria and monitoring system for ensuring the continuing quality of the placements.

b) Guidelines on the role of the Placement Supervisor or Mentor, for example:
- their status and formal responsibilities;
- information on the relationship with the University or partner institution and course team;
- details of relationships with PSRBs;
- strategies which might be employed to assist student learning;
- resources to be acquired / maintained (where applicable);
- resources provided by the University or partner institution (where applicable);
- their managerial relationship with / supervision of students;
- details of their role as Supervisor or Mentor and in supporting students;
- appropriate placement induction for students;
- negotiation of a placement agenda for individual students;
- details of placement assessment strategies and criteria and the Supervisor or Mentor's expected contribution to assessment;
- information on insurance and health and safety requirements for students.

c) Information to support communication between the placement and the University or partner institution, for example:

- course team names with telephone numbers and email addresses;

- advance information on students joining their setting (i.e. brief personal details as appropriate);

- course attendance policy;

- protocol for recording student attendance and dealing with concerns relating to student absence;

- course strategy to enable Supervisors and/or Mentors to deal effectively with worrying situations relating to their student(s) such as alleged cases of professional misconduct in placement within and, where applicable, outside normal working hours;

- means of communicating issues with regard to student performance;

- expectations for members of the course team visiting students, including the specified number of visits in a year/semester and mechanisms for monitoring the student experience of placement provision and opportunities.

d) A copy of the written guidelines for students, and relevant University of Suffolk policies and procedures including the Equality and Diversity Policy, Student Complaints Procedure, Safeguarding Policy and Code of Conduct and the Fitness to Practise Procedure.

41.   There should be regular formal, as well as informal, liaison between the course team and placement staff. The nature and frequency of this should be sufficient to ensure that key information is communicated between all parties in a timely manner. Expectations for the nature and timing of communications between course and placement staff should be agreed in advance of the start of the placement.

42.   Where appropriate, representatives from Placement Providers may be invited to attend briefing or update sessions, course committee meetings and/or become involved in curriculum development and review at the University or partner institution.

43.   A contact person should be identified within each placement, which may be the Placement Supervisor or Mentor, or may be another designated member of staff in larger organisations.

44.   A protocol should be established to communicate significant changes, for example:

a) in the status of placements;

b) in the number of students who can be accommodated;

c) any other changes which might affect the experience of students.

45. Placement staff should also be aware of their roles and responsibilities in relation to the education process as it is affected by the University's quality assurance, equality and diversity and health and safety policies, and the requirements of relevant PSRBs and/or other external bodies. Placement Supervisors and/or Mentors should be encouraged to contact University or partner institution staff promptly with any concerns they may have regarding a student's progress or performance.

46. Placement Supervisors, Placement Mentors and University or partner institution staff should work together to ensure the most helpful and accurate feedback to students. Placement staff should be encouraged to provide feedback that recognises individual strengths as well as areas for development. A report form which encourages positive and constructive feedback on students' performance should be developed by course teams.

Dealing with concerns

47. It is important that any potential issues or concerns related to placement activity are addressed as promptly as possible and escalated as appropriate. To facilitate this, it is important that the means of contacting University or partner institution staff is clear to placement staff and is included in the written guidelines for Placement Supervisors and/or Placement Mentors. Any emerging issues or concerns should be communicated to University or partner institution staff as a matter of priority.

48. Course teams should establish protocols to support Placement Supervisors and/or Placement Mentors in dealing with irregular incidents which might:
- cause difficulties for placement staff and their clients/patients/children etc.;
- have educational consequences for an individual student on the course;
- have relationship and/or reputational consequences for the University, the partner institution and/or the Placement Provider;
- have legal consequences for any party.

49. Placement Supervisors should be made aware of the University's Safeguarding Policy and Code of Conduct and the responsibility that this places on the student to escalate any concerns that they have. They should also be made aware of the University's Fitness to Practise Procedure.

Confidentiality

50. Many placements will involve interactions with patients, clients, children and/or pupils. Their protection must always be regarded as a priority. Their rights, especially to confidentiality, should be discussed with students during induction/tutorials and included in their handbook. Students should also be alerted to expectations regarding their professional conduct whilst on placement, and the consequences of not meeting those expectations in terms of the Fitness to Practise Procedure. Students should be required to sign a form developed by the course team for the purpose of protecting patient, client or children's confidentiality and other applicable rights.

51. Protection of the student's privacy and any expectations of confidentiality should be discussed with Placement Supervisors and/or Placement Mentors and set out in the written guidance for placement staff.

Placement induction, guidance and support for students

52. There must be a thorough induction programme for students prior to their first placement experience. Subsequent induction for additional or specialised placements should also be made available.

53. Students must be supported in their placement experience by regular contact with the Placement Coordinator or their delegates. This is most commonly provided in the form of scheduled placement tutorials and visits by members of the course team, or via e-mail correspondence. Such occasions provide a forum for discussing individual student's strengths, progress, needs and concerns; they can also be used to identify aspects of a student's practice which warrant improvement, and to ensure an appropriate variety of experience.

54. Placement issues, to be discussed with students during induction and/or placement tutorials, include:

   a. an overview of the course / module placement structure, management, organisation and validating body or PSRB requirements;

   b. the aims, learning outcomes and value of the placement experience, particularly as these apply to students as individuals;

   c. the range of placements used;

   d. dates of block placements / semester start and finish dates for regular weekly placements;

   e. attendance requirements and formal procedures for notification of absence;

f. explanation of need for, and procedures relating to, DBS checks / disclosure forms / learning contracts;

g. protocol for advance visit to, or initial contact with, placement (i.e. in advance of a student's official commencement date);

h. what students might expect on entry to / induction at placement (*see Health & Safety Student Induction Checklist in Appendix 3*);

i. travel arrangements to placement for individual students, costs and, where applicable, reimbursement procedures;

j. role and responsibilities of students, and requirements of professional codes of practice in placement, for example:

- their responsibility as a representative of the University of Suffolk and their course;
- recording and reflecting on progress and achievements in meeting their learning outcomes;
- ethical issues, especially confidentiality and protection and rights of clients / children / patients;
- their responsibility in the context of the University's Safeguarding Policy and Code of Conduct to report to the Placement Supervisor and relevant member of University or partner institution staff any incidence or allegation of abuse involving children, young people and/or vulnerable adults of which they become directly or indirectly aware;
- the confidentiality of placement information not in the public domain and the requirement to seek authorisation for its use outside of the placement where necessary, for example as part of assessment;
- where appropriate, the need for the student to sign a confidentiality form;
- advice on arrival and departure times;
- guidance on appropriate dress for placement;
- guidance on behaviour in various placement contexts, for example interactions with staff, clients, children, parents and patients, and managing effective professional relationships;
- strategies for anti-discriminatory practices;
- responsibilities of students with regard to personal health, for example taking decisions in case of infections;
- planning, preparing and evaluating regular placement activities, practice or duties.

k. alerting students to and discussing potential risks / difficulties in placements, so that students are able to make informed judgements about risks, for example relating to:

- physical injury (e.g. from chemicals, animals, lifting patients/children, machinery, equipment);
- health hazards (e.g. mumps, measles, hepatitis);
- other health and safety issues;
- social dangers (e.g. walking home late at night);
- discrimination;
- sexual harassment;
- professional issues (e.g. relationships with clients, staff, patients);
- coping sensitively and ethically with intimate procedures relating to clients, patients, children;

l. procedures to enable students to deal sensitively and effectively with concerns or difficulties arising in placement;

m. an account of the roles and responsibilities of course staff involved in placement organisation and management;

n. an outline of the roles and responsibilities of Placement Supervisors and/or Mentors;

o. procedures for monitoring and assessing student progress and performance, for example assessment processes / guidelines and assessment criteria used in reports and during visits;

p. procedures for students' evaluation of placements;

q. details of insurance cover.

55. Comprehensive written guidelines for students, in the form of a placement handbook or chapter of the main course handbook, should be presented during the induction / orientation process to all students undertaking placement as part of their course. It should cover the information provided in paragraph 54 above, and contain at least the following:

a) Statement noting that upon request to the Course Leader, the handbook can be produced in a larger font

b) The value of work experience / placement / practice

c) Statement on equality of opportunity / anti-discriminatory practice in work experience / placement / practice

d) Work experience / placement / practice aims and learning outcomes

e) The key skills that can be achieved during placement

f) Health and safety

g) Insurance cover

h) Student role and responsibilities within the work experience / placement / practice setting (guidance relating to before, during and after the placement and including any legal and/or ethical considerations)

i) Placement Supervisor and/or Mentor's role

j) Placement Coordinator's role

k) Tutorial arrangements

l) How students can continue to access the library and other University and/or partner institution resources

m) Arrangements for monitoring of progress

n) Assessment (to include nature of assessment(s), guidelines, weighting, word count/limit, assessment criteria, including key skills)

o) Arrangements for assessment of practice (including moderation procedures)

p) Attendance requirements

q) Dealing with concerns including reference to the University of Suffolk Safeguarding Policy and Code of Conduct

r) Reference to equality and diversity policies and the student complaints procedure

s) Relevant forms, for example:
   - work experience / practice / placement report proforma;
   - sample disclosure form and/or learning contract or equivalent;
   - sample or actual confidentiality form;
   - evaluation form.

Monitoring of student attendance and performance in placement

56.	Student attendance during placements must be monitored and auditable evidence made available. Placement Supervisors or Mentors should be encouraged to telephone or email the Placement Coordinator if they have concerns about a student's absence from placement.

57.	The course team should ensure that mechanisms are in place to formally monitor and assess students' performance in their placements. These may include:

a) regular visits by course staff (formally recorded);

b) assessment meetings (formally minuted) with individual students and Placement Supervisors or Mentors;

c) completion of practice evidence records.

58.   Report forms should be completed by Placement Supervisors or Mentors, discussed with the student and sent to the Placement Coordinator or Course Leader to be retained in the student's file after any necessary reflection and discussions have occurred.

Staff development relating to management of work-based or placement learning

59.   Deans of School or Heads of HE in partner institutions must ensure that course teams / staff involved in work-based learning or placement activities are competent to undertake the role and meet the requirements of relevant PSRBs and/or external bodies.

60.   Development needs in relation to WBPL should be considered within the staff appraisal / review process, and course team members should draw to the attention of their line manager any staff development activity essential to the execution of their placement role.

Dealing with complaints

61.   Students are required to be given a copy of the University of Suffolk Student Complaints Procedure on entry to their course. A reminder of its function can be provided during placement induction and referred to / included in placement handbooks. Placement staff should also be provided with a copy of the Student Complaints Procedure. Students should be encouraged to resolve any complaint informally in liaison with relevant University, partner institution or placement staff at the earliest opportunity, before embarking on the formal complaints procedure.

Evaluation of placement experience

62.   Feedback from students should be obtained at the end of each placement, for example through questionnaires or group / individual discussions. Any issues arising from the review of placements should be considered at Course Committee meetings and feed into Risk-Based Monitoring and Enhancement (RiME) processes and action plans. Feedback from External Examiners (who may in some cases have the opportunity to visit placements) and from Placement Providers should also be used in the review of the placement experience. In some instances, data on the effectiveness of placements will also be provided through the National Student Survey (NSS) and module questionnaires.

63.   Consideration should be given to the overall placement experience, including the effectiveness of the placement in enabling the student to demonstrate achievement of the intended

learning outcomes, and the quality of support provided by placement and University or partner institution staff. Other factors worthy of consideration include:

a) the availability of suitable placements and any instances in which placing students proved a challenge;

b) the identification of any good practice in terms of placement processes which is worthy of dissemination;

c) preparation of students and placement staff for their respective roles;

d) the effectiveness of communication between University / partner institution and placement staff.

Terminating an arrangement with a Placement Provider

64.   Where it becomes necessary to terminate an arrangement with a Placement Provider, at the instigation of the University of Suffolk, the partner institution or the provider, the implications for students of ceasing the placement should be carefully considered. All students taking part in the placement should be formally notified of the decision and the associated timescales for ceasing the arrangement, and full guidance and support should be provided to enable them to continue with their course and demonstrate achievement of the required learning outcomes.

APPENDIX 1

PLACEMENT PROVIDER AGREEMENT FORM AND CHECKLIST

(to be completed by the Placement Provider)

Name of Placement Provider:	
Address:	
Person with overall responsibility for placement students *(please provide name, job title, location, phone number and email address)*	

	CHECKLIST	Yes	No
1	Do you have a written health and safety policy?		
2	Do you employ 5 or more persons?		
3	Do you have an on-site health and safety advisor / officer? *(If yes, please provide name and contact details below)*		
	a)		
	b)		
	c)		
4	Will you provide relevant health and safety training for placement student(s) as part of their induction?		
5	Will you give placement students appropriate supervision at all times?		
6	*Insurance*		
	a) Is Public Liability Insurance held and currently in force?		
	b) Is Employer's Liability Insurance held and currently in force?		
	c) Will your insurance cover any liability incurred by placement students as a result of their duties as an employee or trainee?		
7	*Risk assessment*		
	a) Have you carried out risk assessments of your work practices to identify possible risks whether to your own employees or to others within your undertaking?		
	b) Are risk assessments kept under regular review?		
	c) Are the results of the risk assessment implemented?		

	CHECKLIST	Yes	No
8	*Accidents and incidents*		
	a) Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995)?		
	b) Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?		
	c) Will you report to the University of Suffolk / partner institution all recorded accidents involving placement students?		
	d) Will you report to the University of Suffolk / partner institution any sickness involving placement students which may be attributable to work?		
9	*First aid*		
	a) Are students made aware of your first aid procedures?		
	b) Do you have an adequate number of trained first aiders?		
10	Do you have a fully operational equal opportunities policy in place that ensures compliance with relevant legislation, including the Equality Act (2010)?		
11	Are you happy for University of Suffolk / partner institution placement staff to undertake site visits before and/or during the placements?		
12	Do you foresee any issues relating to confidentiality and disclosure which will affect University of Suffolk procedures for assessing the work or activities undertaken by student(s) on placement? *(If yes, please provide details below)*		
13	Is there anything else that you would like to bring to the attention of the University of Suffolk / partner institution regarding the placement setting? *(If yes, please provide details below)*		

Authorisation by Placement Provider

The above statements are true to the best of my knowledge and belief.

Signature: .... Position: .... Date: ....

Name (in capitals): ....

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APPENDIX 2

RISK ASSESSMENT FORM

(to be completed by the University of Suffolk / partner institution Placement Coordinator)

Placement Provider		**Student or student group**	**Start and end dates**
Company:			
Location:			
1. General control measures		**Action necessary?**	**Action completed?**
Has the Placement Provider confirmed receipt and acceptance of your written communication?	Yes / No		
Has this Placement Provider been used before and been reviewed with regard to health and safety?	Yes / No		
If yes, do any concerns remain unresolved?	Yes / No		
Does the Placement Provider have a health and safety advisor?	Yes / No		
Have the student(s) received sufficient briefing?	Yes / No		

2. Risk assessment and further specific actions necessary	**Risk profile (high, medium, low)**	**Action necessary?**	**Action completed?**
Work factors			
Travel and transportation factors			
Location and/or regional factors			
General/environmental health factors			
Individual student factors			
Insurance limitations			

3. Conclusions		**Action necessary?**	**Action completed?**
Is a site safety visit required before placement is approved?	Yes / No		
Are the risks tolerable such that the placement can be approved?	Yes / No		

Have the above actions been completed?   Yes / No

I [print name] approve this Placement Provider.

Signed: _____   **Date:** _____

APPENDIX 3

SAMPLE HEALTH & SAFETY STUDENT INDUCTION CHECKLIST

(to be completed by the student)

Student name		**Student ID**	
Course			
Placement Provider *Please provide name and address*		**Placement start date**	
		Placement end date	
Placement Supervisor		**Contact phone number**	
		Contact email address	

The following items should be included in your induction into your placement, preferably on your first day. Please check off the items below when they occur and inform your University of Suffolk / partner institution Placement Coordinator of any items not covered within one week of the start of the placement.

	Date covered
Relevant risk assessments and safe systems of work discussed	
Emergency procedures, including fire arrangements discussed	
Safety policy received or location known	
First aid arrangements (including names of first-aiders) discussed	
Accident reporting and location of accident book discussed	
Harmful substances discussed (COSHH regulations) (if relevant)	
Display screen equipment procedures (safe workstations) discussed	
Manual handling procedures discussed	
Protective clothing arrangements (if relevant)	
Instruction on equipment student will be using (list equipment)	
Other issues	

Signed: Date:

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Please return to the University of Suffolk / partner institution Placement Coordinator or relevant Tutor as soon as possible.