

Placement Learning Policy

APPLICABLE TO COURSES DELIVERED BY:

- AECC School of Chiropractic,
- School of Health and Rehabilitation Sciences,
- Centre for Workforce and Systems Innovation and
- Health Business School

Purpose

This policy outlines the requirements and expectations for course teams involved in the organisation, approval and ongoing management of placement learning, in order to ensure a high-quality student learning experience. Where reference is made in this document to the University or University Schools the expectations and responsibilities outlined also apply to the University's approved educational partners in their delivery of University awards unless otherwise stated.

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1 Introduction

1.1 A placement is defined as:

Any planned and integrated period of work-based, employment or practical experience that is part of a student's course that fulfils stated learning outcomes and/or is recognised in any way on student's transcript or degree certificate.

This includes practice placements, included within course as part of requirements leading to professional qualifications. Practice placements may have requirements set by Professional, Statutory and Regulatory Bodies (PSRBs) over and above the minimum standards required in this policy. Such requirements supersede those set out in this policy, irrespective of how that placement might be defined.

- 1.2 This policy covers any work-based, employment or practical experience that is part of a student's course that fulfils stated learning outcomes, and/or is recognised in any way on a student's transcript or degree certificate. For healthcare courses a practice placement is where learning opportunities are available for students to undertake practice under supervision.
- 1.3 Both placements organised by the University and placements organised by students to satisfy the requirements of their course fall within the scope of this policy.
- 1.4 Placements may be a required element of a course or an optional extra and they may or may not be credit-bearing. Assessment of placement learning outcomes may carry marks/grades or be pass/fail.
- 1.5 Some placements organised by the University take place within facilities owned by the University /on the University site. Where this applies, the detailed approval and reporting mechanisms set out in this policy will not apply, as the quality assurance and health and safety provisions are directly under the control of the University.
- 1.6 This policy does not cover activity outside the University that is not a planned part of a course, such as part-time, term-time and vacation work, volunteering activity or observations at external organisations which students have arranged for themselves, where such observations are not a required part of their course.
- 1.7 Students studying at the University who use their workplace as a context for their studies do not normally fall within the scope of this policy except where a student specifically wishes to use their place of employment as an approved placement.
- 1.8 The learning outcomes that will be achieved through placement learning must be clearly defined for each individual course and approved as part of the course consideration/ approval process. It is recognised that the way in which placement learning is organised and managed will vary according to specific course aims and learning outcomes, and the requirements of the relevant Professional, Statutory or Regulatory Bodies (PSRBs) (where applicable).
- 1.9 Where a placement which is educationally essential to a course and/or to registration with a PSRB will involve the student in costs over and above the normal fees for the course this must be indicated clearly in the relevant section of the Course specification and highlighted on the course pages on the University website.
- 1.10 This policy has been drawn up after due consideration of the QAA Quality Code and associated Advice and Guidance and is designed to ensure that the University meets the above requirements and guidance. The Universities Health and Safety Association: Guidance on Health and Safety of Placements for Higher Education Students (2018) and the ASET Good Practice Guide for Work Based and Placement Learning in Higher Education (2013) have been used as reference points.

2 Placement role definitions

- 2.1 **Placement Provider** includes persons, partnerships, companies, institutions and other organisations providing opportunities for placement. The University's relationship with the Placement Provider will vary with the nature of the placement learning.
- 2.2 The **Placement Coordinator** is the member of University staff responsible for approving, organising and managing the placement learning in line with this policy and other associated University policies and procedures and (where applicable) PSRB requirements. This may be the **relevant Course Leader, or nominee**, or a specific role may be designated for this purpose. The Placement Coordinator must ensure that placements are organised efficiently, effectively and in line with this policy and the requirements of applicable PSRBs and health and safety, equal opportunities and other relevant legislation.
- 2.3 The **Placement Supervisor** is a person employed and designated by the Placement Provider who is responsible for supervising the student while on placement. Where applicable,

Placement supervisors must meet the requirements of relevant PSRBs. (For courses regulated by the Health and Care Professions Council this role is usually termed the **Practice Educator**).

- 2.4 The **Placement Mentor** is a person designated to facilitate the student's professional and personal development in the workplace. The role of Placement Mentor and Placement Supervisor may be filled by the same person. Some PSRBs have specific requirements which must be met in relation to mentoring.
- 2.5 For practice placements the terminology used for the roles above may vary, and/or additional roles may be required. Where this applies role definitions will be provided in the relevant Placement Handbook. The relevant Course Leader must ensure that, whatever role titles are used, the responsibilities set out in this policy are fulfilled.

3 Principles

- 3.1 The following principles underpin this policy:
- The University has ultimate responsibility for the academic standards and quality of the course and the student learning experience, wherever the learning takes place and whoever provides it.
 - Through the University's course design, approval and monitoring processes it must be ensured that the learning outcomes for placements are identified, that placements explicitly contribute to the overall aims and learning outcomes of the course, and/or in the case of practice placements/, to the achievement of professional competencies/ professional registration and that the arrangements for placements enable students to demonstrate achievement of the specified learning outcomes.
 - All placement activity must be appropriately approved, monitored and reviewed to ensure the quality of the student experience and (where applicable) the continued appropriateness of the placement activity; and that all aspects of the placement, including those aspects that relate to the health, safety and well-being of the student, are in accordance with this policy, relevant external reference points including the Quality Code and QAA subject benchmark statements, and any PSRB requirements.
 - Clear guidance must be available to everyone involved in placement activity, including University staff, students and placement providers.
 - 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. The allocation of placements must be fair – always safeguarding the interests of the placements and their patients/clients whilst meeting the needs of students. The University cannot guarantee allocation to a particular Placement Provider.
 - Course teams / staff involved in work-based learning or placement activities must be competent to undertake the role and meet the requirements of relevant PSRBs and/or external bodies.
Heads of School must ensure that development needs in relation to placement learning are considered within the staff appraisal 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.

4 Selection and approval of new placement settings

- 4.1 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, and comply with relevant health and safety legislation to provide an appropriately safe working environment, and that there is sufficient resource in place to support the placements.
- 4.2 In determining the suitability of placement settings, the following criteria should be met.

Placements should:

- provide an appropriate, positive working environment which is conducive to learning.
- provide sufficient opportunities for students to demonstrate achievement of the intended learning outcomes.
- provide appropriate supervision and training to support the learning experience, allowing students to undertake the relevant role and duties of the placement in a safe manner.
- have an adequate standard of facilities and physical resources to ensure that the learning needs of students can be met.
- meet the requirements of any relevant PSRBs.
- have a sound and fully operational equal opportunities policy, be able to make reasonable adjustments for students with disabilities and provide such students with comparable levels of support to that provided by the University.
- have an appropriate health and safety policy, procedures and practices.
- have Employers Liability Insurance and where required relevant insurance, such as travel, public liability, medical malpractice, driving.
- provide evidence that Disclosure and Barring Service (DBS) checks are in place where required.

- 4.3 A risk-based approach should be used when checking the validity of placement hosts, particularly if independently sourced. This allows a lighter touch on well-known reputable organisations (organisations with relatively low risk and more rigorous control measures where the risk is higher e.g. smaller unknown organisations).
- 4.4 The Placement Coordinator must ensure that a suitably qualified Placement Supervisor is appointed who should meet the minimum professional requirements of the relevant PSRB where these apply.
- 4.5 For practice placements sourced by the University and which may cover the provision of placements for more than one course (for example agreements with NHS Trusts), an institutional-level contract, signed by the Vice-Chancellor, will normally be put in place to formalise the arrangements, following appropriate due diligence enquiries, including health and safety risk assessment. Copies of approved agreements signed by the Vice-Chancellor are retained by the Vice-Chancellor's PA. Otherwise institution to institution/organisation agreements covering placements sourced by the University will normally be signed by the Head of School,
- 4.6 Where a placement is a compulsory part of a course, and students are responsible for finding and securing their own placements, support mechanisms should be put in place as early as possible to allow greater opportunities for students to secure placements. This will not necessarily apply where students are required to secure placements as a pre-condition of entry to the course.
- 4.7 Where placements are sourced by students, but a student is unable to find a suitable placement:
- Where placements are a compulsory part of the course the University will be responsible for working with the student to source an appropriate placement opportunity
 - Where placements are optional the student will normally be required to select an alternative to the placement unit,
- 4.8 Where applicable, Schools must have a procedure in place to consider and approve placement opportunities that are sourced by students, to ensure that the placement activity is appropriate to the intended learning outcomes of the course at the appropriate FHEQ level and that there is consideration of the health, safety and welfare of students, and of the principles set out in para 4.2 above. Placement providers must be sent the '**Placement Provider Risk Form**' (**appendix 1**) for completion. Schools may add to the checklist depending on the nature of placement activity. Satisfactory completion of this form would normally indicate that the placement can be

approved and that a tripartite agreement can be signed.

- 4.9 Failure to answer 'yes' to any question on the checklist indicates that further consideration should be given to health and safety issues and the suitability of the placement, and advice must be sought from the Health and Safety Office. A specific and /or more detailed risk assessment of the proposed placement may be required.
- 4.10 Final approval of a placements sourced by a student should be recorded using the **Placement approval form – placements sourced by students (Appendix 2)**. Schools may add to the checklist depending on the nature of placement activity.
- 4.11 Once approved the Placement Coordinator should maintain a record of placement details; depending on the size and nature of the placement this is likely to include:
- name, address, telephone number and type of establishment.
 - size of establishment, for example in terms of number of clients, children, hospital beds.
 - number of staff and their qualifications.
 - opening hours (where applicable).
 - number / level / type of students able to be accommodated.
 - Names and contact details for key staff, including emergency 'out of hours' contacts.

5 Ensuring each party to the placement understands their roles and responsibilities

- 5.1 There are three parties to any placement: the placement provider, the student, and the University. It is important that each party should have a clear understanding of their roles and responsibilities, and that this is specified in writing, shared between all three parties, and acknowledged. The mechanisms for and format of this written agreement may vary depending on the nature of the placement and whether the placement has been sourced by the University or by the student. It must always be ensured that students are fully aware of their role and responsibilities whilst on placement.
- 5.2 Where the placement is identified by the student the written agreement will normally take the form of a 'Tripartite agreement' a template for which is available at **appendix 3**. This template may be modified as required to suit the details of specific placements. Health and safety information must always be included.
- 5.3 The written agreement must be signed before students are permitted to embark on the placement.

6 Insurance cover and indemnity for students on placement

- 6.1 During the course of a placement, it is possible that things may go wrong. Generally, the main risks are:
- The student may be injured as a result of placement activity.
 - The student may, without intention, cause injury or damage as a result of placement activity.
 - The student may deliberately cause injury or damage during placement activity.
- 6.2 All UK placement providers must have Employers Liability Insurance.
- 6.3 All UK placements are covered by UK law; therefore, the placement provider takes legal responsibility and liability for the students while in the workplace. This means that if either the student or a third party makes a claim, it would be dealt with by the employer's (i.e. placement providers) insurers. The University would not normally be involved in any claim.
- 6.4 Students who attend placement in health services or similar settings and who will be expected to deliver clinical interventions are not covered by the University for any claim linked to medical malpractice. All Schools must check that placement providers carry liability insurance including

medical malpractice insurance which covers this circumstance. If they do not, and the School still wishes to proceed to use the placement, then students will be required to obtain personal cover in their own name.

- 6.5 The University may be liable if a student were to claim that a proper risk assessment or health and safety check had not been undertaken, before placing them in an environment where they subsequently came to harm.
- 6.6 Any student attending an overseas placement must in addition ensure they have appropriate personal sickness and medical insurance to cover themselves while on placement, which they will need to purchase separately.
- 6.7 Student induction sessions and written guidance for students and placement staff should include information on the insurance cover provided.

7 Health and safety

- 7.1 The responsibility for the health and safety of a student on placement primarily lies with the placement provider. The University has a legal responsibility under section 3 of the Health and Safety at Work Act to ensure that placements are suitable. The [Universities Health and Safety Association: Guidance on Health and Safety of Placements for Higher Education Students \(2018\)](#) should be consulted and followed.
- 7.2 Placement Coordinators must ensure that proper health and safety measures operate in placements and must ensure that the placement is suitable with regard to health and safety. This includes instances where the placement has been sourced by the student. Risk assessments must be undertaken. This may include a visit to the placement provider (particularly any new provider) by a designated member of School staff. **The Placement Provider Risk Form**, 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** Where a placement provider is too small to have formal policy and procedures it is still the University's responsibility to check that they have safe working practices to protect students.
- 7.3 When considering placements abroad, account should be taken of legislation appropriate to the country concerned and consideration of any particular risks associated with the specific region and location. Reference should be made to [the Foreign travel advice](#) provided by **the Foreign Office**.
- 7.4 Where students are in employment and their placement is being supported by their employer in their workplace, any health and safety or other legislative requirements associated with the placement remain the sole responsibility of the employer.
- 7.5 The School must have contingency plans in case there are exceptional circumstances. This is particularly the case where the placement is abroad. This may include providing students with a telephone number or email to contact in an emergency. Other relevant contingency plans may include measures for medical aid and possible repatriation following injury or illness and assistance in the case of loss of the student's property.
- 7.6 While on placement students have responsibilities to follow instructions and act sensibly to protect their own health and safety and that of others (Health and Safety at Work Act 1974, and the Management of Health and Safety at Work Regulations 1999). Student induction sessions and written guidance for students and Placement Supervisors should include advice on relevant health and safety issues relating to the placement.

8 Data Protection

- 8.1 The University and placement provider will be sharing personal data about the student and it is very important that both parties make sure that this sharing meets mandatory legal standards in place at the time. Please refer to the [Student Privacy Policy](#).

9 Equality and diversity

- 9.1 Placement Coordinators should ensure that all work-based and placement learning providers are aware of the University's Equality, Diversity and Inclusion Policy, and that their own policies and practices meet the University's expectations in this regard. The Equality Act (2010) requires the University to ensure that students are not discriminated against for reasons relating to their disability while on a placement arranged by the University.
- 9.2 For students with disclosed disabilities and/or additional learning support needs, the Placement Coordinator has the responsibility to work with the student and to ensure that any necessary adjustments are put in place to support the student to succeed on placement.
- 9.3 Placement Coordinators should seek permission from students before disclosing information on disabilities or other protected characteristics to Placement Providers. This should be logged with Registry (the relevant course administrator). Students may require support in deciding whether or how to disclose a disability to a Placement Provider. In some cases, the University 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 regarding this data sharing may be sought from the Data Protection Officer (DPO@aecc.ac.uk).
- 9.4 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. The legal duty for ensuring reasonable adjustments are made rests with the University, because the disadvantage suffered would be academic. Therefore, if reasonable adjustments cannot be made by a Placement Provider, the School must seek to ensure the student does not suffer disadvantage, for example by funding adjustments or sourcing another suitable placement. Advice on this issue may be sought from **Student Services**.
- 9.5 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.

10 Working with placement staff

- 10.1 Placement staff must feel supported, confident and well informed about supervising and, where relevant, assessing students. Communication networks between the University 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 staff should be established.
- 10.2 Comprehensive written guidance should be provided for all Placement Supervisors and/or Placement Mentors in advance of students commencing their placements. This should normally take the form of a supervisor or Mentor Handbook. This written guidance should be updated regularly. Information on topics for inclusion in the **Placement Supervisors /Placement Mentors Handbook** is available in **appendix 4**. This should be supplemented by any necessary course specific and/or PSRB requirements, guidance or information.
- 10.3 There should be regular formal, as well as informal, liaison between the course team and placement staff, primarily managed by the Placement Coordinator. 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. Training for Placement Supervisors, Placement Mentors should be provided through the University, as appropriate to the nature of the placement.
- 10.4 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 (either in person or via electronic means).

- 10.5 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.
- 10.6 Placement Supervisors, Placement Mentors and Placement Coordinators 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 for feedback on students' performance should be developed by course teams.**
- 11 Dealing with concerns raised by staff**
- 11.1 It is important that any potential issues or concerns related to placement activity are addressed as promptly as possible and escalated as appropriate. Schools must have robust and transparent processes in place to sensitively manage concerns raised by staff regarding students on placement.
- 11.2 Placement Supervisors and/or Mentors should contact University staff promptly with any concerns they may have regarding a student's progress, performance or Fitness to Practise. Any emerging issues or concerns should be communicated to the Placement Coordinator as a matter of priority.
- 11.3 Schools should establish procedures to support Placement Supervisors and/or Placement Mentors in dealing with concerns or 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 implications for a student's fitness to practise
 - have relationship and/or reputational consequences for the University, and/or the Placement Provider;
 - have legal consequences for any party.
- 12 Confidentiality**
- 12.1 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.
- 13 Arrangements for Students on Placement**
- Work placements and internships for those on Student Visas**
- 13.1 Students on Student Visas are permitted to undertake a work placement as part of their full-time degree programme providing:
- It is an assessed and integral part of their course - this means that it must be part of the design of the course, and students should not be able to achieve the award without undergoing the placement
 - It is not more than 50% of the length of the course, unless it is a statutory (legal) requirement
 - They will remain enrolled as a student at the University and will not take an interruption of studies
- 13.2 The University will need to report to the Home Office to inform them about the placement and the student's visa will remain valid. Students must continue to abide by the conditions of their visa.
- 13.3 If students need to interrupt their studies to undertake a placement they cannot use their student visa. They will need to seek alternative immigration permission which will allow them to undertake work in the UK. They will need to apply for a new Student visa to return to studies.
- 13.4

Students' Responsibilities

- 13.5 Students are responsible for their behaviour and conduct during their placement, for being representatives of the University, complying with the requirements of the placement provider in a dignified and respectful manner including its staff and patient/clients/customers.
- Students must**
- Take responsibility for their own health and safety in accordance with the relevant policies and procedures of the placement provider, taking reasonable care of their own health and safety and that of other persons who may be affected by their actions; co-operate with the employer in matters of health and safety, follow instructions and training given, and not misuse anything provided by the Placement Provider for health and safety
 - manage their own learning and develop professional relationships.
 - identify issues which may affect the completion of the placement and alert these to the placement provider and the Placement Coordinator, including sickness or potential exceptional personal circumstances during the placement.
 - inform the Placement Coordinator of any disciplinary action which the Placement Provider might be taking against them
 - Always remember that they are representatives of the University, and continue to meet any student conduct policies
- 13.6 Students on placement should be advised of the importance of their duty to protect patients/clients and therefore of the need to inform the University if they have significant concerns about the behaviour of another student while on placement. Students should inform the Placement Coordinator. Students raising such concerns should be assured that they will be protected from any potential victimisation as a result of doing so, provided their concern is raised in good faith. A malicious or vexatious complaint, however, could result in disciplinary action in line with the Student Conduct Framework.

Induction, guidance and support

- 13.7 There must be a thorough induction for students prior to their first placement experience. **Information that would normally be covered as part of this induction is set out in appendix 5.** Subsequent induction for additional or specialised placements should also be made available.
- 13.8 Students should be supported in their placement experience by regular contact with the Placement Coordinator or their nominee. This may be provided through scheduled placement tutorials, 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.
- 13.9 Comprehensive written guidelines for students, in the form of a placement handbook, should be provided to all students undertaking placement as part of their course. **Information that should normally be covered in the student placement handbook is set out in appendix 6:**

Placement learning agreements

- 13.10 Individual placement learning agreements are not compulsory, but their use is helpful to enable students to identify and formalise learning outcomes for the placement based on their learning to date, as appropriate for their stage and level of learning. Students should discuss and agree their proposed outcomes with the placement supervisor. The Placement Coordinator will have oversight of the learning agreement to ensure that the learning outcomes are appropriate for the student's current level of study and knowledge and skills obtained to that point. A template placement learning agreement is available as appendix 7.

Monitoring of student attendance and performance

- 13.11 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.

Mechanisms for monitoring attendance may include:

- regular visits by course staff (formally recorded);
- meetings (formally minuted) with individual students and Placement Supervisors or Mentors.
- completion of practice evidence records.
- Completion of attendance logbooks

- 13.12 Report forms should be completed by Placement Supervisors or Mentors, discussed with the student and sent to the Placement Coordinator.

Dealing with student complaints

- 13.13 Students should be encouraged to resolve any complaint informally in liaison with relevant University or placement staff at the earliest opportunity, before implementing the University's formal complaints procedure.

Student Concerns and Whistleblowing

- 13.14 In the context of this policy, whistleblowing is defined as raising serious concerns about malpractice or serious wrongdoing in the workplace, which are in the public interest, without fear of reprisal.
- 13.15 All University students have a responsibility to raise any concerns about service user/client safety and care, and to take appropriate action.
- 13.16 The University acknowledges the relative powerlessness and vulnerability of students who may be undergoing a process of assessment by work-based staff during their practice placements and takes seriously their responsibilities towards our students. Students should be advised to seek support from Personal tutors, the relevant Placement Coordinator, the Course Leader, Student Services or the Students' Union. In addition, students may access guidance on raising concerns, provided by the relevant professional body (where applicable).
- 13.17 Students on placements have a duty to report dangerous, abusive, discriminatory, or exploitative behaviour and practice. The University regards it as important that students can voice their concerns and that their interests are safeguarded as far as possible. No detrimental action of any kind will be taken against a student making a complaint of this kind, provided this is done without malice and in good faith and in accordance with the appropriate approved procedures. A malicious or vexatious complaint, however, could result in disciplinary action in line with the Student Conduct Framework
- 13.18 Students undertaking practice learning within any placement organisation and who feel it necessary to raise any such concerns are required to follow the procedures for raising concerns or the Whistle Blowing or complaints procedures of that organisation. Any student raising a concern within a placement organisation should in addition advise the Placement Coordinator, who will inform the Head of School.
- 13.19 If necessary, where a student feels unable to raise an issue with a placement supervisor or employer due to fear of victimization or harassment, or where a placement provider is a small organisation or sole trader without a whistleblowing policy, the student should raise the matter through the University's internal whistleblowing procedures, and the University will then raise it with the organisation in question on the student's behalf.
- 13.20 Further information about how students should raise concerns, where applicable, and where they may find support, should be included in the relevant Placement Handbook.

14 Assessment

- 14.1 Schools must ensure that
- (where applicable) summative assessments completed while on placement are linked to

the intended learning outcomes of the placement, the relevant unit (where applicable) and the course, are secure and conform to the relevant University policies.

- any members of placement provider staff involved in the assessment marking process and/or assessment of professional competencies has been appropriately trained according to University requirements and policies.

15 Evaluation of placement experience

- 15.1 Feedback from students should be obtained at the end of each placement, for example through questionnaires or group / individual discussions.
- 15.2 Feedback should be obtained from clients/patients where relevant and from those involved in supervising and delivering the placement, in order to inform and enhance the learning experience.
- 15.3 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, the quality of support provided by the placement provider and University staff and the effectiveness of communication mechanisms.
- 15.4 Any issues arising from the review of placements should be considered at Course Steering Committee meetings and feed into annual monitoring processes and action plans. This should include the identification of any good practice in terms of placement processes. 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, where appropriate.
- 15.5 Where applicable, Schools must have in place mechanisms for monitoring and evaluating the comparability of placements, and the outcomes of such monitoring/evaluation must be considered and reported on as part of the annual course and unit monitoring process.

16 Terminating an arrangement with a Placement Provider

- 16.1 Process if placement is terminated prematurely by a student or by a placement provider

Where a placement is terminated prematurely by a student or placement provider for a particular student (i.e. is ended prior to the previously agreed duration for the placement), the relevant School will

- initiate a process to identify from the student and the placement provider the reasons for the premature termination of the placement.
- identify and act on any issues arising from the termination relating to the student's studies. This might include advising the student regarding further opportunities to undertake a placement in order to fulfil at least the minimum number of weeks of placement required under this policy.
- consider whether there may be any student disciplinary matters arising from the premature termination of the placement (see below).
- identify and act on any issues arising from the termination relating to the placement provider. This might include reviewing (in consultation with the placement provider) the profile of the student who might be sought to fill the same placement in the future.

- 16.2 Should it become necessary to terminate an arrangement with a Placement Provider, at the instigation of either the University, or the provider, and the Placement Provider is providing placements for more than one students, the implications for students of ceasing the placement must be carefully considered. All students taking part in the placement must be formally notified of the decision and the associated timescales for ceasing the arrangement, and full guidance and support must be provided to enable them to continue with their course and demonstrate achievement of the required learning outcomes. Such notifications will be managed through the Placement Coordinator in conjunction with the relevant Head of School.

Version:	2.1
Approved by:	Academic Board
Originator/Author	Assistant Registrar (Quality Assurance)
Owner	Assistant Registrar (Quality Assurance)
Reference source	External reference points as indicated under para 1.5 Equivalent policies at other UK HEIs, including: University of Suffolk, Newcastle University, Staffordshire University, University of Cardiff
Date approved	25 July 2024 (interim)
Effective from	August 2024
Review date	2025/26 Review period extension approved by ASQC July 2025
Target	Placement coordinators, all relevant academic staff, all students enrolled on courses involving a placement
Policy location	Staff SharePoint/VLE/public website
Equality Impact	No direct impact. The policy provides for reasonable adjustments to be made, where appropriate, for students with specific protected characteristics under the Equality Act 2010.

Appendix 1 Placement Provider Risk Form

Name of organisation (Placement Provider)

Address

Telephone E-mail.....

Student name

..... Course

..... Level

During a placement the duty of care for ensuring the health and safety of students rests with the Placement Provider. To allow the University to fulfil its duty of care to our students, we require Placement Providers to confirm their ability to meet the following health and safety requirements. Please email to (relevant Placement Coordinator). Please contact the University if you require any clarification.

Do you employ 5 or more persons?	Yes: ☐ No: ☐
Do you have a written health and safety policy?	Yes: ☐ No: ☐
Is Public Liability Insurance held and currently in force?	Yes: ☐ No: ☐
Is Employer's Liability Insurance held and currently in force?	Yes: ☐ No: ☐
Where a placement involves a student delivering clinical interventions, is medical malpractice insurance held and currently in force?	N/A ☐ Yes: ☐ No: ☐
Will your insurance's cover any liability incurred by a placement student as a result of his/her duties as an employee?	Yes: ☐ No: ☐
Do you have a policy regarding health and safety training?	Yes: ☐ No: ☐
Will you provide all necessary health and safety training for the placement student?	Yes: ☐ No: ☐
Will you provide the student with an induction in the workplace health and safety arrangements?	Yes: ☐ No: ☐
Is the Organisation registered with	
(a) Health and Safety Executive?	Yes: ☐ No: ☐
(b) Local Authority Environmental Health Department	Yes: ☐ No: ☐
Have you carried out risk assessment of work practices to identify possible risks?	Yes: ☐ No: ☐
Are risk assessments kept under regular review?	Yes: ☐ No: ☐
Are the results of risk assessment implemented?	Yes: ☐ No: ☐
Will you include the student in the risk assessment programme in relation to activities undertaken by them?	Yes: ☐ No: ☐
Will you provide ongoing supervision and training for the student in relation to activities undertaken by them?	Yes: ☐ No: ☐
Will students be given a safety induction to include fire and emergency evacuation procedures, and first aid procedures	Yes: ☐ No: ☐
Do you have an adequate number of trained first aiders?	Yes: ☐ No: ☐
Will you provide appropriate instruction and training in safe working practices and in any control measures identified in the risk assessments?	Yes: ☐ No: ☐
Is there a formal procedure for reporting and recording accidents and incidents in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)?	Yes: ☐ No: ☐
Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?	Yes: ☐ No: ☐
Will you report to the University all recorded accidents involving placement students?	Yes: ☐ No: ☐
Will you report to the university any sickness involving placement students which may be attributable to the work?	Yes: ☐ No: ☐
Will you co-operate with the University in relation to following up on health and safety issues that are raised?	Yes: ☐ No: ☐

Are you happy for University staff to undertake site visits before and/or during the placements?	Yes: ☐ No: ☐
Do you have a fully operational equal opportunities policy in place that ensures compliance with relevant legislation, including the Equality Act (2010)?	Yes: ☐ No: ☐
Do you have a Health and Safety Adviser or a contact for compliance with the requirements of health and safety legislation?	Yes: ☐ No: ☐
Name and position Tel	

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

Signed _____

Date _____

Name _____

Position _____

Placement approval form – placements sourced by students

To be completed by the University Placement Coordinator

Name of organisation (Placement Provider)

Address

Telephone E-mail.....

Student name

Course Level

Brief description of the nature of the placement

		Action necessary?	Action completed?
Has the Placement Provider completed the Placement Provider Risk Form	Yes: ☐ No: ☐		
Is Public Liability Insurance held and currently in force?	Yes: ☐ No: ☐		
Is Employer's Liability Insurance held and currently in force?	Yes: ☐ No: ☐		
Where a placement involves a student delivering clinical interventions, is medical malpractice insurance held and currently in force?	Yes: ☐ No: ☐ N/A ☐		
If yes was any further enquiry or action required?	Yes: ☐ No: ☐		
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: ☐		
Is the Placement Coordinator satisfied that the placement will provide an appropriate learning experience at the relevant FHEQ level?	Yes: ☐ No: ☐		
Has the Placement Provider been provided with information about the placement, including their responsibilities and agreed to support the learning objectives of the placement?	Yes: ☐ No: ☐		
Has the Placement provider been provided with information about their role in assessment, the requirement to follow University policies and procedures and arrangements for appropriate training?	Yes: ☐ No: ☐ N/A ☐		
Has the student(s) been provided with information about the placement, including his/her responsibilities?	Yes: ☐ No: ☐		

		Action necessary?	Action completed?
Does the student require additional support or reasonable adaptations/adjustments before, during or after the placement?	Yes: ☐ No: ☐		
If yes, have these been satisfactorily addressed in consultation with the Placement Provider and the student?	Yes: ☐ No: ☐ N/A ☐		
If the student is from outside the EU, has it been confirmed that the placement meets Tier 4 visa requirements?	Yes: ☐ No: ☐ N/A ☐		
Is the placement based abroad	Yes: ☐ No: ☐		
If yes (i) Are there any concerns raised about the location/country in which the placement is based – for example adverse comment on the Foreign Office Foreign Travel website	Yes: ☐ No: ☐ N/A ☐		
(ii) Does the student have appropriate personal sickness and medical insurance to cover themselves while on placement, (they will need to purchase this separately).	Yes: ☐ No: ☐ N/A ☐		
Do any concerns remain unresolved?	Yes: ☐ No: ☐		

Placement Coordinator Sign-off	
Have the above actions been completed?	Yes/No
I confirm that the placement as outlined above is at the appropriate level and provides opportunities for the student to fulfil the learning outcomes of the course/unit. Risk assessment has been completed and that the necessary controls are in place to avoid risks.	
Placement approved	Signed:
Print Name:	Date:
OR Refer this placement to the Head of School where any concerns remain after the required action has been taken.	
Referred by:	Signed
	Date:
Head of School (where required, as above)	
Placement approved/Not approved (please attach an explanation)	
Signed:	Date:

Appendix 3 University Tripartite Placement Agreement Form template

This template may be modified as required to suit the details of specific placements. Health and safety information must always be included

Student Name:		Student Number:	
Course		Unit name/number	
Allocated School Contact:			
Designated supervisor at the placement host organisation/institution:	Name:		
	Email:		
	Telephone:		
Qualifications/ Professional Regulatory Body Accreditation of designated supervisor:			
Placement Provider to give details of Indemnity and (where applicable) other insurance cover eg professional indemnity, medical malpractice			
Confirmation that the Placement Provider has a written health and safety policy in force (organisations with 5 employees or more).			
Note: Where a placement provider is too small to have formal policy and procedures it is still the University 's responsibility to check that they have safe working practices to protect students. Please comment in the box Where this applies, please comment in the box to confirm how this has been assured			

Brief description of the nature of the placement

Outline of the principal responsibilities of the parties
The student will - Identify a number of learning outcomes from the placement based on their learning to date at the time of placement) once identified outcomes will be discussed with the placement provider before being agreed. - Inform the Placement Provider and the University of any personal factors, health (including mental health) concerns or disabilities that may require specific adjustment(s). - While on placement, take responsibility for their own health and safety and that of other persons who may be affected by their actions, in accordance with the relevant policies and procedures of the Placement Provider, co-operate with the Placement Provider in matters of health and safety; attend any briefing sessions given by the University or Placement Provider and familiarise themselves with any information provided before the placement begins, follow instructions and training given, and not misuse anything provided by the Placement Provider for health and safety - Inform the Placement Provider of any concerns with regard to health and safety, and inform the University if any concerns that have been so raised are not addressed. - Report any accidents or near misses to the Placement Provider and the University as soon as possible. - Comply with the Placement Provider's legal duties and/or all relevant codes of practice or other rules or regulations including any Intellectual Property Rights and confidentiality obligations made known to them by or on behalf of the Placement Provider - Carry out the work specified under the appropriate supervision of nominated individuals of the Placement Provider, engaging fully in the placement experience to ensure that they are able to make the most of their placement experience. - Always behave in a responsible, safe and professional manner during the Placement, managing their own learning and developing professional relationships;

- Complete and submit assessments on time (both formative and summative, where applicable).
- Utilise feedback received on assessments to improve future work.
- Identify issues which may affect the completion of the placement and draw these to the attention of the Placement Provider and the Placement Coordinator, including sickness or potential exceptional personal circumstances during the placement;
- Inform the Placement Coordinator of any disciplinary action which the Placement Provider might be taking against them
- Remember that they are a representative of the University at all times and continue to work within all relevant student conduct policies
- Inform the University of their contact details for the duration of the placement.
- Contribute to the evaluation of the placement by providing feedback through relevant mechanisms
- If the placement will take place overseas, ensure they have appropriate personal sickness/medical insurance to cover themselves while on placement (This will need to be purchased separately)

The Student hereby consents to personal data about themselves being gathered and used by Placement Provider for the Company's reasonable and necessary purposes

The University School will:

- Conduct an initial health and safety risk assessment of each placement, ensuring that any identified risks are appropriately managed by the Placement Providers.
- Provide a programme of learning that will enable students to develop and document their skills and knowledge.
- Ensure that the placement will provide a sufficiently challenging environment in which the course/unit learning outcomes can be met and that takes into consideration any PSRB requirements (if relevant);
- Ensure that course/unit aims, learning outcomes and assessment requirements are understood by Placement Providers, and that training/advice is provided as applicable.
- Have oversight of the learning agreement (agreed between student and supervisor) to ensure that the placement learning outcomes are appropriate for the students current level of study and knowledge and skills obtained to that point.
- Provide appropriate assessment opportunities that enable students to meet and demonstrate achievement of the relevant learning outcomes.
- Ensure that all Placement Providers are given sufficient training and guidance on their roles and responsibilities. Where Placement Providers are involved in the assessment of students, the School must ensure that staff are fully briefed on the University's policies and procedures
- Where deemed necessary, appoint a tutor to visit the Placement Provider prior to the placement and / or to visit the Student during the period of the placement (as agreed with the Placement Provider dependent on level of risk).
- Provide each student with clear and comprehensive induction and information on all aspects of the placement, designated roles and responsibilities, and available support.
- Communicate with students throughout the placement as required and support and monitor student engagement.
- Ensure the provision of timely feedback that supports and promotes effective learning within the placement context.
- (Where applicable) specify minimum requirements for demonstrating engagement with the placement and ensure that the minimum requirements are monitored and recorded throughout the placement period.
- Signpost the full range of support services available to University students whilst on placement.
- Ensure that reasonable adjustments are made for disabled students, working with the student, and the Placement Provider
- Make available and maintain records of contact points for students and Placement Providers, particularly in the event of an emergency
- Ensure that student data is processed in line with mandatory legal standards in place at the time
- Monitor the attendance and progress of students on placement;
- Keep accurate records of the duration and location of all students on placement.

The Placement Provider will:

- Have an appropriate understanding of the course aims and (where applicable) assessment requirements set out by the University, and attend any training required by the University (where applicable).
- In discussion with the relevant University School, ensure that the requirements of relevant Professional Bodies are met (for example with regard to the qualifications of those supervising students on placement)
- In discussion with the student agree suitable outcomes from the placement based on the level of the placement and students current level of knowledge and skill this may include identifying actions to best support achievements of such aims and periodic review.
- Engage students in ways which will allow them to achieve the placement learning outcomes at the appropriate level.
- Work with the University and the student to ensure that reasonable adjustments are made for disabled students (as applicable)
- Ensure the health and safety of students. This will include providing an induction and any relevant training and maintaining an environment which is free from harassment and discrimination.
- Maintain effective mentoring and supervision.
- (Where applicable) supervise the student in completing the following clinical portfolio
[add details as required]
- (Where applicable) provide the following equipment essential for the placement
[add details as required]
- (Where applicable) provide the student with relevant Personal Protective Equipment (PPE) (free of charge)
[add details as required]
- Provide reports and feedback on student activities and performance in accordance with course requirements.
- Communicate to the University any issues which arise during the placement.
- Monitor students' attendance/engagement and report any concerns to the key contact at the University.
- Ensure that student data is processed in line with mandatory legal standards in place at the time.

Signed Placement Provider's Nominee	
Name and Job Title	
Contact Details	
Date	

Signed University Placement Coordinator or Nominee	
Name and Contact Details	

Signed Student	
Name	
Date	

Appendix 4: Indicative topics to be covered in Supervisor/ Mentor Handbook

The Supervisor/ Mentor Handbook should contain at least the following, plus any necessary course specific and/or PSRB requirements, guidance or information:

- 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 placements;
 - information on insurance and health and safety requirements for students.
 - details of the criteria and monitoring system for ensuring the continuing quality of the placements.
- Guidelines on the role of the Placement Supervisor or Mentor, for example:
 - their status and formal responsibilities;
 - information on the relationship with the University 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 (where applicable);
 - 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 (where applicable);
 - details of placement assessment strategies and criteria and the Supervisor or Mentor's expected contribution to assessment; relevant assessment policies and procedures (including moderation arrangements) and how Supervisors/Mentors will receive appropriate training
 - requirements for training/monitoring provided by the University
- Information to support communication between the placement and the Course Team, for example:
 - course team names with telephone numbers and email addresses;
 - course attendance policy;
 - procedures for recording student attendance and dealing with concerns relating to student absence;
 - procedures to enable Supervisors and/or Mentors to deal effectively with issues relating to their student(s) such as alleged cases of professional misconduct in placement;
 - 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.
 - Contact details in the event of emergencies (including 'out of hours' where applicable)
- A copy of the relevant University policies and procedures including the Equality and Diversity Policy, Student Complaints Procedure, and the Fitness to Practise Policy (where relevant).

Appendix 5: Indicative topics to be covered in students' placement induction

- The aims, learning outcomes and value of the placement experience and, where applicable how this relates to professional body requirements,
- Placement structure and relevant dates for placements
- Attendance requirements and formal procedures for notification of absence, advice on arrival and departure times, guidance on appropriate dress for placement;
- Explanation of need for, and procedures relating to, DBS checks/disclosure forms;
- Arrangements for advance visit to, or initial contact with, placement, where required
- What students might expect on entry to/induction at placement
- Travel arrangements to placement for individual students, costs and, where applicable, any reimbursement procedures; that if students are using a car to travel to placement, it is their responsibility to ensure their car is road worthy, that they hold a current UK driving licence and that adequate insurance is in place (Typically Business Insurance) for using their car for placement travel.
- Role and responsibilities of students, and requirements of professional codes of practice in placement, as applicable, for example:
 - their responsibility as a representative of the University;
 - ethical issues, especially safeguarding, confidentiality and protection and rights of clients/ children/patients;
 - 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;
 - the need for the student to sign a confidentiality form;
 - guidance on behaviour in various placement contexts, for example interactions with staff, clients, children, parents and patients, and managing effective professional relationships;
 - anti-discriminatory practices;
 - responsibilities of students with regard to personal health, for example taking decisions in case of infections;
 - coping sensitively and ethically with intimate procedures relating to clients, patients, children;
 - procedures to enable students to deal sensitively and effectively with concerns or difficulties arising in placement, including raising concerns about service user/client safety and care/ 'whistleblowing' and/or raising concerns about the behaviour of other students on the placement;
- Equality of opportunity / anti-discriminatory practice in placement / practice
- 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, 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;
- An outline of the roles and responsibilities of University staff involved in placement organisation and management;
- An outline of the roles and responsibilities of Placement Supervisors and/or Mentors;
- Procedures for monitoring and assessing student progress and performance, for example assessment processes / guidelines and assessment criteria used in reports and during visits;

- Procedures for students' evaluation of placement activities, practice or duties
- Details of insurance cover
- Emergency contact details (where applicable).

Appendix 6: Indicative topics to be covered in students' placement handbook

The student placement handbook should contain at least the following: plus any necessary course specific and/or PSRB requirements, guidance or information:

- Work experience / placement / practice aims and learning outcomes; the relationship between the placement and relevant learning outcomes, modes of assessment, and its relationship (if relevant) to other aspects of the student's course
- The key skills that can be achieved during placement
- Students' responsibility to arrange travel and complete appropriate insurance/visa requirements if their placement is overseas
- Students' responsibilities in relation to health and safety issues including the requirement for a DBS check, where necessary
- Travel arrangements and, where applicable, any reimbursement procedures; that if students are using a car to travel to placement, it is their responsibility to ensure their car is road worthy, that they hold a current UK driving licence and that adequate insurance is in place (Typically Business Insurance) for using their car for placement travel.
- Insurance cover
- Student role and responsibilities within the work experience / placement / practice setting including any professional, legal and/or ethical considerations (*see more detailed list under 'induction' in appendix 4*)
- The need to comply with PSRB requirements, if appropriate
- Placement Supervisor and/or Mentor's role
- Placement Coordinator's role
- The ability of the placement provider to raise any issues with the placement coordinator regarding the student's suitability to practice
- How students can continue to access the library and other University resources; student entitlement in relation to tutoring, support and guidance prior to, throughout and following the placement
- Arrangements for monitoring of progress
- The need to alert the placement provider and placement co-ordinator to any problems with the placement that may impede their satisfactory progress and completion of the placement
- Assessment (to include nature of assessment(s), guidelines, weighting, word count/limit, assessment criteria, including key skills)
- Arrangements for assessment of practice (including moderation procedures)
- Attendance requirements
- Dealing with concerns and/or complaints
- procedures regarding raising concerns about service user/client safety and care/ 'whistleblowing' and/or raising concerns about the behaviour of other students on the placement; sources of support to assist students needing to raise such issues
- information relating to intellectual property rights, data protection, client/patient confidentiality, as relevant
- Emergency contact details
- Relevant forms

Appendix 7 Student Placement learning agreement - specific personal learning outcomes for this placement

This template may be modified as required to suit the details of specific placements.

You should complete the placement learning agreement before starting the placement, as the basis for discussion with your placement supervisor, to agree the specific learning outcomes for this placement. Your University Placement Coordinator will have oversight of the outcomes agreed to ensure these are appropriate for the level and stage of your learning.

1 Past Experiences and Transferable Knowledge and Skills (complete below)

Points to consider: Consider how your knowledge, skills and values from past experiences can be transferred to the placement.

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2 Strengths Weaknesses Opportunities (SWOC) analysis

Strengths	Weaknesses
What do you do well What do others see as your strengths	What could you improve What are you less confident about What feedback have you previously received that you would like to build on

Opportunities What opportunities are available to you How can you turn your strengths into opportunities	Challenges What challenges or hurdles may you meet along the way
---	--

3 Learning objectives (complete below)

Outcomes should be specific measurable, achievable, realistic and time- related.

PERSONAL LEARNING OUTCOMES	LEARNING RESOURCES/ LEARNING STRATEGIES	EVIDENCE	PLACEMENT SUPERVISOR COMMENTS	DATE ACHIEVED
What do I want to learn or develop during this placement? <i>Ask yourself 'What do I want to achieve?'</i>	What support/resources do I need access to in order to achieve my learning outcomes: What learning strategies will I employ? <i>Ask yourself 'what do I need to make this happen – time, support, people, equipment etc)</i>	How will I demonstrate that I have achieved my learning outcomes? What proof will I offer and when? <i>Ask yourself 'how will I measure and demonstrate success?'</i>		

4 Signatures

Please complete signatures below once the objectives have been agreed

Signed student _____ date _____

Signed Placement Supervisor _____ date _____

Signed Placement Coordinator _____ date _____