

Postgraduate Research Placements Guidance

1. Introduction

The University of East Anglia recognises and values the importance of placements both academically and vocationally and is committed to maximising the opportunities that its students have to benefit from such opportunities. The University's Policy on Placements sets out the various roles and responsibilities of the University, Placement Students and external Placement Providers in order to ensure that robust processes are in place both to secure the quality of the placement opportunities and to mitigate any risk. The Policy is applicable to all Undergraduate, Postgraduate Taught and Postgraduate Research programmes which include a placement component either in the UK or overseas.

The Policy is informed by, and consistent with, the Expectations and Indicators of Chapters B3 (Learning and Teaching), B4 (Enabling Student Development and Achievement) and B10 (Managing Higher Education Provision with Others) of the [Quality Assurance Agency for Higher Education Quality Code for Higher Education \(2012\)](#). Postgraduate research students and staff supporting placements may also find it useful to consult Chapter B11 (Research Degrees).

Since the type and function of placements varies widely across the University depending on the subject discipline and programme of study, the University's Policy constitutes a framework which outlines the minimum requirements in the development, delivery and monitoring that such placement opportunities must meet in order to safeguard the interests of the University, Placement Students and Placement Providers. Schools and Doctoral Training Partnerships (DTPs) may choose to adopt more stringent conditions and, in some cases, the associated professional, statutory or regulatory body may require it.

The Postgraduate Research Guidance on Placements supports the University's Policy on Placements and provides further explanation and examples of effective practice.

2. General Principles

The University adopts the fundamental principles of good practice for placements outlined in the [Work-Based and Placement Learning Association's \(ASET\) Good Practice Guide for Work-Based and Placement Learning in Higher Education \(2013\)](#). This framework of principles recognises that placements are a three-way partnership between the University, the Placement Student and the Placement Provider.

Listed below are some of the key principles and requirements concerning placement opportunities. It is not an exhaustive list and the bullet points are not provided in any order of importance:

- the University is responsible for the quality of learning opportunities provided, and this includes ensuring that Placement Providers have ‘an explicit and unambiguous understanding’ of their responsibilities;
- there should be a written and legally binding tri-partite agreement (or equivalent portfolio of documentation, see Section 10) setting out the rights and obligations of the parties should be in place before activity commences and this must be signed by the University, the Placement Student and the Placement Provider;
- all staff, whether at the University or not, must be appropriately qualified for their role in supporting the placement;
- there should be a clear understanding of the responsibilities and expectations of everyone involved;
- the opportunity to achieve training outcomes must be available to every research degree candidate undertaking a placement with prior consideration of reasonable adjustments to enable participation of research degree candidates with disabilities;
- clear and up-to-date information should be made available to the Placement Student by the Placement Co-ordinator so that they are aware of the training opportunities of the placement and the support available to them whilst off campus;
- the Placement Provider, the University and the Placement Student must comply with the Equality Act 2010 in ensuring appropriate support and non-discriminatory practices.

3. Definitions

A placement may be an integral, assessed part of a research student’s course, or an optional activity which occurs during the student’s period of registration and which contributes to goals beyond the research project. A placement may be organised either by the University, a Doctoral Training Partnership of which the University is a member, or the individual research student; in all cases it needs to be approved. For the purposes of this Guidance, placement covers, but is not restricted to:

- Work-based placements: programmes which incorporate a period in a work organisation in either the UK or abroad. Work-based placements may be paid or unpaid;
- Professional experience placements: programmes which include industrial, practice, clinical or other placements as part of requirements leading to professional qualifications;
- Fieldwork projects: where these are managed by research students or organisations external to the University.

The University’s Policy on Placements and the supporting Postgraduate Research Guidance are applicable to research degree students involved in formal

collaborations with non-academic partners¹ (broadly defined), as in the case of industrial studentships.

'Placement' does not refer to activities such as work experience nor internships which are outside of the research degree candidate's planned schedule for completion. Although not covered by the Policy on Placements or the PGR Placements Guidance, the expectation is that such activities would still be covered by its ethos.

The Policy on Placements also does not cover split-site or co-tutelle (double degree) arrangements since these are handled under separate policies.

Fieldwork is considered to be a placement activity within the University's Policy on Placements. However, because of the nature of fieldwork activity in some situations, there may not be a Placement Provider and therefore this guidance will need to be adapted. Risk and responsibilities will still be given appropriate consideration.

Although there is some variation in nomenclature across disciplines (**Appendix 1**), for the purposes of the Policy on Placements and the supporting PGR Placements Guidance the following terms are used to differentiate the various placement roles:

A **Placement Director** is an academic member(s) of staff who is the Doctoral Training Partnership academic lead at the University or who is nominated by the Head of School in which the Placement Student is enrolled. The Placement Director is responsible for ensuring the quality of the learning opportunities and the mitigation of any risk of the placement activities offered including the establishment, delivery and organisation and provision of general oversight of the placement programme(s).

A **Placement Co-ordinator** is a member(s) of staff, normally nominated by the Careers Service, Doctoral Training Partnership or School who is responsible for the establishment, delivery and organisation of placements for research students.

A **Placement Student** is any research degree candidate engaged/participating on a placement.

A **Placement Provider** is any third party which provides/delivers the placement.

4. Risk Management

A risk-based approach should be adopted, based on proportionality. The risk-based and risk management approach focuses on seven health and safety risk factors, which are listed in Section 4 of the Policy. These are adapted from those identified in the [Universities and Colleges Employers Association's \(UCEA\) Health and Safety Guidance for the Placement of Higher Education Students \(2009\)](#). The University has also incorporated considerations prompted by the Equality Act 2010.

¹ Any UK-based organisation can be considered as the non-academic partner if they can provide students with distinctive research training and experience not available in an academic setting.

Given the diversity of placements, the requirements of low-risk placements should be minimised so that resources may be concentrated on those placements likely to be of higher risk. The University may decide not to approve a placement based on risk. The risk management framework is composed of the following mandatory components:

4.1 Review and approval of placements

The following risk factors as identified in the University's Policy on Placements and the Universities and Colleges Employers Association's (UCEA) Health and Safety Guidance for the Placement of Higher Education Students (2009) are applicable to all placements and must be considered as part of the risk assessment process conducted by the Placement Provider:

Factor	Risk profile	Indications	Possible specific action to reduce risk
Work factors	High	<p>Work with hazards that have potential to cause permanent injury or fatalities, including:</p> <ul style="list-style-type: none"> • Construction site with work at height, dusts, moving machinery, electrical systems. • Operation of machinery with mechanical hazards such as high speed rotating parts, crushing or entanglement risks. <p>Community work with known high risk groups of clients or locations (drug abusers, homeless, violent patients).</p> <p>Work with animal bedding or large or dangerous animals.</p> <p>Activities requiring specific licences or qualifications (e.g. diving, flying aircraft, crewing an aerial device).</p> <p>Work involving significant hazards in small companies that do not have professional health and safety advice.</p> <p>Placement provider does not have Equality policies in place or does not train staff on equality issues.</p>	<p>Seek confirmation from placement provider about expectations of student's prior competency in high risk activities, and ensure student meets these.</p> <p>Confirm that training and supervision will be provided by the placement provider throughout the placement. Include in the written communication with the placement provider.</p> <p>Consider pre-placement site visit.</p> <p>Confirm the placement provider's stance on equality of opportunity and treatment and consider whether appropriate to continue/risk for student</p>
	Medium	<p>Working in proximity to high risk factors (but not directly with them).</p>	<p>Seek confirmation from placement provider that the student will not be expected to participate in high risk activities, and will be appropriately supervised in medium risk activities. Include in the written communication with the placement provider.</p>

	Low	Office work or other low hazard environments and activities.	None.
Travel and transportation factors	High	<p>Significant travel to reach placement, prolonged or on local transport facilities known to be high risk (poor driving or vehicle safety standards).</p> <p>Demanding travel during placement.</p> <p>Student required to drive others in unfamiliar vehicles.</p>	<p>Brief student on travel arrangements, discuss implications with them.</p> <p>Consider their experience.</p> <p>Get confirmation from them that they have relevant driving licences and insurances.</p> <p>Consider reducing risks by providing accompanied travel where practicable.</p> <p>Specify regular contact times.</p>
	Medium	<p>Night travel.</p> <p>Long daily commuting requirement.</p> <p>Student required to drive familiar vehicle in reasonable conditions.</p>	<p>Brief student on travel arrangements. Confirm that these are acceptable to them.</p> <p>Advise them to check that they have the necessary driving licences and insurances.</p>
	Low	<p>No significant travel, comfortable daily commute.</p> <p>No driving associated with placement.</p>	None.
Location and/or regional factors	High	<p>Significant risk of civil disorder, crime or similar danger (e.g. placement in war zones, countries where the Foreign and Commonwealth Office (FCO) advises against travel).</p> <p>Unavoidable or alone remote working in proximity to significant risk (e.g. medical student elective in a refugee camp).</p> <p>Medical and rescue services not available quickly or locally.</p> <p>Means of communication likely to be difficult or compromised.</p> <p>Student is part of a minority group which may make them vulnerable to attack or imprisonment in placement location</p>	<p>Check Foreign and Commonwealth Office restrictions and recommendations.</p> <p>Consult guides on appropriate behaviour/clothing, etc.</p> <p>Arrange briefing/information to be provided in conjunction with someone with local experience or knowledge of conditions (e.g. student on previous placement or a placement practitioner at a local HEI in the overseas country).</p> <p>Discuss implications with student and determine whether appropriate to continue with particular placement plan</p>
	Medium	<p>Higher than normal risk of civil disorder, crime or comparable danger.</p> <p>Delays likely in communicating with tutors and others.</p> <p>Placements abroad in areas identified as low risk by the FCO.</p>	<p>Check Foreign and Commonwealth Office restrictions and recommendations.</p> <p>Provide information to students on guides on appropriate behaviour, clothing, etc.</p>

			Supplement general briefing with information about medium risk factors.
	Low		Placements in the UK with no significant local risks. None.
General/environmental health factors	High		Regional/local health risks require mandatory and specific health protection measures e.g. inoculations. Very hot or strenuous working conditions (e.g. manual working outdoors in the sun). Very cold working conditions (e.g. catering placement in a food cold storage/cook chill or freeze facility). Consult occupational health or medical/health professional for advice regarding immunisations and other preparations.
	Medium		Regional/local conditions require some precautionary measures, e.g. optional inoculations against diseases, medical travel kit is a sensible precaution. A medical travel kit is a sensible precaution.
	Low		No significant environmental health risks. None.
Individual student factors	High		The student has personal factors (e.g. health, disability, gender transition, linguistic or cultural) which may increase the risk of illness or accident during work-related activity even following adjustments. The student has personal factors (e.g. health, disability, gender transition, pregnancy, linguistic or cultural) which may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness. The student's knowledge, understanding, and skills are low for this type of work. Discuss activities of high risk with the student, try to eliminate or reduce them where possible. Keep copy of detailed risk assessments on student file. Engage with occupational health professional/disability support professionals to develop reasonable adjustments. Confirm these in the written communication with the placement provider. Consider pre-placement site visit.
	Medium		The student has personal factors (e.g. health, disability, gender transition, pregnancy, linguistic or cultural) which may require adjustments or support during work, or in social interactions at work. The student has family responsibilities (e.g. child and/or elder care) which require additional support or placement adjustment to be considered. Engage with occupational health professional/disability/equality support professionals to develop reasonable adjustments. Confirm these in the written communication with the placement provider. Consider, and discuss with the placement provider, whether adjustment to working hours on placement is needed, for example, to support the student in achieving their objectives.
	Low		The student has no long-term medical conditions or disability likely to cause None.

		<p>episodes of illness, is not transitioning gender, and will not require specific support whilst on placement.</p> <p>Student has relevant knowledge, understanding and skills for the type of work.</p>	
Insurance limitations	High	<p>Locations, activities and/or circumstances that are excluded from the HEI's travel and other insurance cover.</p> <p>Locations where the placement provider's insurance does not cover the student for personal or third party liability associated with the work by the student.</p>	<p>If locations, activities and/or circumstances are excluded from the HEI's travel and other insurance cover, consider alternative placements.</p> <p>If placement is to proceed, additional specific insurances may be available.</p> <p>Consult the HEI's insurance specialist.</p> <p>Norwich Bioscience Institutes research students are also covered by the Institute's insurance policy which may differ from the HEI.</p> <p>Brief student on limitations of insurance cover (the small print).</p>
	Medium	<p>Locations, activities and/or circumstances that require prior acceptance from the HEI's insurers before being covered.</p>	<p>If locations, activities and/or circumstances require prior acceptance from the HEI's insurers, ensure notification is given.</p> <p>Brief student on limitations of insurance cover (the small print).</p>
	Low	<p>Locations, activities and/or circumstances that are automatically included in the HEI's insurance cover.</p> <p>UK locations (where the placement provider must have employers' liability insurance cover).</p>	<p>None.</p>

Level of Risk

There are three levels of risk: '**Low Risk**', '**Medium Risk**' and '**High Risk**'. The planning, procedures, and information requirements associated with the placement will vary according to the **level** of risk identified; with a 'lighter touch' for 'Low Risk' placements, and more rigorous processes for 'High Risk' placements.

The Placement Provider shall comply with all health and safety laws, rules and guidelines and shall be responsible for the health and safety of the Placement Student whilst on its premises or elsewhere in connection with the Placement. The Placement Provider will carry out the risk assessment, provide any protective clothing and equipment, make the Placement Student fully aware of any special hazards, dangers or health and safety requirements and immediately report any incidents involving the Placement Student to the University. The Placement Provider

will provide any and all necessary training to enable the Placement Student to complete the Placement activities with due skill and care.

A suggested Risk Assessment Tool for completion by Placement Providers in conjunction with Placement Co-ordinators is in **Appendix 2**.

4.2 Processes for raising and resolving problems

Both the University and the Placement Provider are required to have processes in place as set out in a tri-partite agreement by which Placement Students and Placement Providers can raise their concerns so that these may be addressed. The Placement Student should be encouraged to initially raise matters with their named contact at the Placement Provider. The placement agreement will contain resolution clauses informing the Placement Student and the Placement Provider about when, how and to whom to report their concerns.

The Placement Student should be aware of and comply with current University Regulations on Ethical Approval, Intellectual Property and Research Integrity, available via portal.uea.ac.uk/postgraduate-research/pgr-regulations-and-forms.

For professional doctorates and industrial studentships where the placement is part of the academic activity, [University Academic Appeals and Complaints](#) procedures may also apply.

4.3 Planning for contingencies

Schools and Institutes are required to have contingency plans to cover exceptional circumstances, especially where the placement is abroad and should ensure that Placement Students on placement are provided with the **University's emergency telephone number: 01603 59 2352 (+44 1603 59 2352 from outside the UK)** as well as be given the details of who to contact in their School or Institute in an emergency. A list of all such contacts must be maintained by each School and Institute.

4.4 Ensuring each party understands their roles and responsibilities

The University, the Placement Student and the Placement Provider should all have a clear understanding of their roles and responsibilities with regards to health and safety. This must be in writing, usually as part of the tri-partite agreement (or equivalent documentation) that all parties sign up to.

4.5 Preparation of students

All Placement Students should be briefed by the Placement Provider before they commence placement and be provided with information about relevant risk factors and control measures so that they are in a position to understand the risks to their health and safety and can make informed judgements whilst on their placement.

4.6 Training of staff

All staff who are involved in organising and supporting research student placements should be provided with guidance and training on University and/or Institute policies, and the arrangements and risk assessments and reviews that they must follow.

5. Roles and Responsibilities

A placement is a partnership with each of the partners having specific responsibilities as outlined below:

The PGR Service on behalf of the University will:

- work with the Careers Service, PGR students and proposed Placement Providers to complete compliance documentation required, in accordance with University and Doctoral Training Partnership policies and procedures, prior to the commencement of the placement.

The Placement Student will:

- (in some cases) contact and negotiate projects suitable for placements with external partners;
- keep the Placements Co-ordinator informed of progress with negotiations and outcomes when discussing possible placement projects with external partners;
- work in a manner that protects their own health and safety and that of others;
- follow risk, health and safety assessments;
- act ethically and professionally;
- commit to ongoing self-reflection of the placement and the skills developed;
- maintain contact with the University as well as inform the University at the earliest opportunity of any concerns or issues relating to their placement.

Placement Providers should:

- respond to student enquiries regarding placements in a timely manner;
- work with students to develop projects to be carried out as PGR placements;
- comply with UK law where relevant or the law of the country in which the placement is taking place;
- offer training and mentoring to students whilst on placement;
- apply professional requirements and report any non-compliance to the University or Institutes;
- assist the University and Institutes in completing compliance procedures and any formal paperwork required as part of the assessment process before, during and after commencement of the placement.

In addition:

Placement Co-ordinators on behalf of the School or Doctoral Training Partnership will:

- create and maintain a portfolio of external partners willing, in principle, to offer placements to research students;
- broker placements for students with external partners by overseeing dialogue between the parties and offering guidance in the development of placement projects;

- support the University and when relevant, the Doctoral Training Partnership in ensuring completion of compliance documentation required prior to commencement of placement and in resolving disagreements or disputes between students, supervisors and placement providers whilst the student is on placement.

The Placement Co-ordinator on behalf of the Norwich Bioscience Institutes Doctoral Training Partnership will also:

- act as the first point of contact for the student whilst on placement with regards to any concerns or issues that arise during the placement.

PGR Supervisors will:

- except in the case of mandatory placements, provide a statement of support for the proposed placement and confirm, where appropriate, a revised schedule of completion for the student's PGR thesis that accounts for the time the student will spend on placement.

PGR Supervisors may also:

- act as the first point of contact for the student whilst on placement with regards to any concerns or issues that arise during the placement;
- be required to visit their students whilst on placement – where practical and if appropriate such as with regards to any concerns or issues that arise;
- maintain contact with the student outside of normal supervision arrangements where these have been suspended while the student is on placement.

6. Course Approval for Professional Doctorates

It is the School's responsibility, in liaison with the PGR Service, to ensure that all professional doctorates that include a placement component are subject to the University's course approval processes and that such placements adhere to the following general principles:

- placements should widen postgraduate research training opportunities without prejudice either to the academic award being sought or to the quality of what is being offered to the Placement Student;
- informed decisions should be made with respect to health and safety issues relating to the placement as part of the University's duty of care for its professional doctoral students on placement;
- professional doctoral students will remain registered at UEA whilst on placement and will receive support as appropriate to their professional doctoral training;
- placements will be relevant to and develop the academic and vocational skills and competencies consistent with the overall aims of the professional doctorate;
- the inclusion of placements within a course of study must be approved as part of the overall course approval process and must be monitored and reviewed as part of the University's usual monitoring and review processes;

- the learning outcome of any professional doctoral placement will be clearly identified and assessed appropriately by the relevant School;
- the University cannot guarantee allocation to a particular specialism nor Placement Provider;
- clear and timely information and guidance will be available to all those involved in professional doctoral placement activity including: University staff, Placement Students and Placement Providers;
- schools will ensure that all relevant University policies and procedures dealing with complaints are made available to all relevant parties.

7. Monitoring and Evaluation

All placements undertaken by research students should be subject to an evaluation process. For professional doctorates, this evaluation forms part of the assessed component of the course.

Placement Co-ordinators must ensure:

- compliance with the relevant University's Policies;
- that any additional requirements of Professional, Statutory or Regulatory Bodies are also being met;
- that there are appropriate mechanisms in place to seek feedback from Placement Students and Placement Providers;
- that mechanisms are in place to respond to feedback and where appropriate, action is taken to address concerns or make improvements.

As part of the evaluation process, Placement Students should write a reflective report (which may be part of the annual training review report) that:

- considers if the placement met their training needs;
- considers if they received appropriate support from their Placement Provider, the University and Doctoral Training Partnership (where applicable);
- clearly describes their experiences and relates them, where appropriate, to their research;
- provides detailed reflection on their performance on placement and how they responded to the work allocated to them;
- possibly provides ideas and information that will be useful to other students considering doing a placement.

In addition:

Placement Students might:

- agree to the report's publication online via Doctoral Training Partnership and School websites;
- agree to share the report with their sponsor e.g. UKRI.

Placement Providers shall:

- be asked to conduct a review of the Placement either after the first month or mid-term, which shall include arranging a meeting with the Placement Student. Further reviews may be scheduled by the Placement Provider as necessary to ensure the satisfactory continuation of the Placement;
- be asked to complete a Placement report at the end of the Placement and submit it to the Placement Co-ordinator.

8. Equal Opportunities

All placements are subject to the education and employment provisions of the Equality Act (2010) which offers protection from discrimination or victimisation with respect to nine protected characteristics (age, disability, gender, gender reassignment, marital status, pregnancy, race, religion and belief and sexual orientation). In particular, it is the University's responsibility to ensure equality of access and opportunity through suitable placement provision for those Placement Students with protected characteristics. In some cases, reasonable adjustments may be required in order not to put the Placement Student at a substantial disadvantage.

Placement Students should be given a contact in the School, Institute or Doctoral Training Partnership, ideally the Placement Co-ordinator, who can advise them in case of a problem with equality while on placement. Placement Co-ordinators can contact the Equality and Diversity Office for advice on general or specific equality issues:

Head of Equality and Diversity – Ext 1898 or h.murdoch@uea.ac.uk
The Athena SWAN Project Officer – Ext 7209 or matthew.gooch@uea.ac.uk

When considering issues of equality, Schools, Institutes and Doctoral Training Partnerships need to consider the national/political context (if sending students abroad). They should also consider the size of an organisation and the extent of training received by staff. Assumptions about organisations capacity to exercise fair and equal work environments should be avoided as policies can be in place but practice can be weak.

There may be very clear reasons to consider equality, for example, where a student is transitioning gender, where a student has cultural or religious concerns about uniform (e.g. bare arms), or where a student is in a minority subject area (such as men in midwifery). In all instances it is important to liaise effectively between the Placement Student and the Placement Co-ordinator and negotiate adjustments where it is reasonable and feasible to do so. Where it is not feasible it is important to explain the rationale to the Placement Student prior to them beginning the placement.

Where an issue has arisen it is important it is dealt with effectively and in a timely manner. In the case of bullying and harassment the Placement Student may feel unable to talk to the Placement Provider directly and may even wish to be taken out of the environment. Placement Co-ordinators and PGR Supervisors should not

avoid discussion of sensitive issues. The Equality Office is available as a sounding board to help Schools, Institutes and Doctoral Training Partnerships find successful resolutions.

Placement Co-ordinators shall:

- work with the Placement Student and Student Support Service to identify equipment and assistive needs of the Placement Student and relay these with the explicit permission of the Placement Student to the Placement Provider.

Placement Providers shall:

- not illegally discriminate against the Placement Student;
- indemnify the University against any costs that may arise from such discrimination.

It is the responsibility of the University or Doctoral Training Partnership to protect all its Placement Students from discrimination and to support maximum participation, and where this is not possible, the University or Doctoral Training Partnership may consider whether any relationship with the Placement Provider should be established or continued.

It is recognised that a Doctoral Training Partnership or School may wish to establish placement opportunities in countries with very different legal and cultural frameworks from the UK. If there is believed to be a substantial risk of discrimination or victimisation of certain groups of Placement Students, the Doctoral Training Partnership or School should not consider these placements. Doctoral Training Partnerships and Schools will need to assess the issue carefully and ensure, wherever possible, that those prohibited in this way will still have equitable access to suitable placement opportunities considered as a whole.

9. Approval of Placement Providers

All Placement Providers should be approved by the Careers Service, or the appropriate Doctoral Training Partnership or School in advance of the commencement of the placement. The suitability of the Placement Provider should be assessed by the Careers Service, or the appropriate Doctoral Training Partnership or School taking into account risk, using a robust, fit-for-purpose procedure, proportionate to the complexity and nature of the activity that is discipline-appropriate.

10. Placement Agreement

A placement agreement, signed by the Placement Student, a representative with sufficient authority on behalf of the Placement Provider and a representative of the University is required, except in those cases below where an equivalent portfolio of documentation is in place. The placement agreement should clarify the following:

- specific objectives, obligations and responsibilities of each party;
- provision of resources, such as desk space and additional contributions;
- issues of ethics and/or confidentiality;
- ownership of intellectual property;
- outcome(s) of placement;
- supervision;
- training;
- monitoring and reviewing;
- timescales and project plans;
- milestones and outputs;
- working hours, arrangements and workplace inductions (including student access to buildings, security passes, lone working etc.);
- risk assessment;
- conflict resolution mechanisms;
- process for termination of placement;
- reporting requirements for each organisation.

The placement agreement must be completed and signed by all parties prior to the Placement Student commencing the placement activity with the Placement Provider.

The Policy requirement for the placement agreement to be signed by a representative of the University may be replaced by the Institutes being the signatory where the placement has been administered by the University's PGR Service (Norwich Bioscience Institutes Graduate School Office) and allowed under the terms of the Norwich Research Park PGR Agreement.

The Policy requirement for the placement agreement to be signed by the Placement Student may be waived if they have already signed terms and conditions with a funding sponsor which covers the relevant aspects.

11. Termination of Placement

If a placement is terminated prematurely, the terminating party must immediately inform the other parties giving 7 days' written notice. It is the responsibility of the relevant Placement Co-ordinator in liaison with the relevant academic lead (e.g. Head of School, DTP Director or DTP Academic Lead) to decide the possible outcomes and seek suitable remedies. Upon termination, any financial support provided to the Placement Student shall terminate immediately. If on placement abroad, financial support will terminate on their return to the UK.

12. Insurance

Placement Providers will confirm with Placement Co-ordinators:

- that it has in place comprehensive public liability insurance (**Appendix 4**) that will cover liability for (a) death or bodily injury to the Placement Student, (b) death or bodily injury to any other person or damage to third party property and (c) professional risks causing any other person financial loss arising from

the Placement Student's actions whilst on the Placement Provider's premises or acting under the instructions of the Placement Provider during the placement;

- that it shall indemnify and keep indemnified the University against any or all loss, damage or liability suffered and legal fees incurred by the University resulting directly or indirectly from any act, neglect or default of the Placement Student whilst they are engaged in placement activities under the direction of the Placement Provider, as though they were employees of the Placement Provider.

Placement Co-ordinators may need to:

- seek advice from the University's Insurance team to resolve a Placement Provider's concerns about insurance provision for the placement.

For any queries the University Insurance team can be contacted at insurance@uea.ac.uk or on extension 2729.

13. Tier 4 Visa Students

UK Visas and Immigration (UKVI) Sponsor Guidance states that an international student studying on a Tier 4 Visa can undertake a placement (including a placement abroad) providing it is an integral and assessed part of their course.

Placements for PGR students may be an integral and assessed part of the University's research degree provision², for example in the cases below:

- Professional doctorate programmes with a mandatory placement element. This currently includes: ClinPsyD and EdPsyD.
- Professional Internships for PhD Students (PIPS) as funded by the Norwich Research Park Doctoral Training Partnership.
- CASE Studentships – collaborative/industrial placements as funded by Doctoral Training Partnerships or Research Councils.

Fieldwork

Fieldwork is considered to be a placement activity within the University's Policy on Placements; although it would not normally be a work placement as defined by UK Visa and Immigration Legislation.

However, the University is required to notify the Home Office not less than 10 days prior to the fieldwork commencing that a University-sponsored Tier 4 student will be undertaking an approved period of fieldwork and the University will continue its sponsorship throughout this period. The University will continue normal monitoring of the student to ensure that they continue to engage with their studies. The student will be responsible for ensuring that they continue to engage with their supervisory meetings throughout the period of fieldwork.

² As defined by UK Visa and Immigration Legislation

Other Allowable Placements

In other cases, placements for PGR students are not normally integral and assessed, but an optional, agreed activity which contributes to goals beyond the research project. Tier 4 students are typically permitted to work up to 20 hours per week alongside study although students should check their own visa for further restrictions. Voluntary work and internships are categorised as work/employment by the Home Office.

The PGR Service is responsible for ensuring that:

- Work based placements are declared on the Confirmation of Acceptance of Studies (CAS), in line with the requirements of UK Visa and Immigration law,

The PGR Service must not:

- Give visa advice to any Placement Student.

The Placement Co-ordinator is responsible for ensuring that:

- Current regulations are being followed prior to making any arrangements with a professional doctorate or fieldwork Placement Student who has a Tier 4 Visa and a Placement Provider with advice being sought from the University's Student Visa Compliance Team.

The Placement Co-ordinator must not:

- Give visa advice to any Placement Student.

Schools with professional doctorate programmes or approved periods of fieldwork are responsible for ensuring that:

- all information relating to the location, start and end dates, and Placement Provider for any Tier 4 student is sent to UEA Student Visa Compliance team before the placement commences so that this information can be reported to the Home Office as required as part of UEA's Tier 4 sponsor duties;
- UEA Student Visa Compliance and the PGR Service is kept informed of any changes to the length or location of the placement;
- arrangements are in place to register and record attendance and that regular contact is maintained between the School and Placement Student, at a frequency of normally no less than once per month. There must also be a named contact at the Placement Provider to confirm that the Placement Student is attending and engaging with their placement;
- attendance and absence records for students with a Tier 4 visa are maintained and retained for a period of no less than five years and should be available for immediate audit inspection by the Home Office or UEA Student Visa Compliance upon request.

Placement Students on work based placements must:

- update and maintain accurate contact details on e:Vision to ensure that their accommodation address during the placement is accurately recorded. Any changes to these details during the placement must also be updated.

If at any point the Placement Provider, Placement Co-ordinator or School suspect that they or the student are unable to comply with the above requirements then they must report this immediately to UEA Student Visa Compliance and the PGR Service.

Students on fieldwork placements must:

- provide the PGR Service with completed Fieldwork forms and risk assessment paperwork, authorised through their School, including accurate data on their departure date, no less than 20 working days prior to leaving for their fieldwork;
- update and maintain accurate contact details on e:Vision to ensure that their accommodation address during the placement is accurately recorded. Any changes to these details during the placement must also be updated.

14. Complaints

If a Placement Student has concerns about the standard of practice adopted by the Placement Provider, they should initially contact their Placement Co-ordinator.

Before the commencement of placement, Placement Students and Placement Providers must be given information about who to contact if they wish to make a complaint about any aspect of the placement. Records must be kept of all complaints and the follow-up action.

Version 1.0	Approved by PGR Executive 31 January 2018
Version 1.1	Minor revisions to terminology, August 2019