

LTC11D072

Title: New policy on use of Social Media
Author: Dr Adam Longcroft (Academic Director of Taught Programmes)
Circulation: Learning and Teaching Committee – 16 May 2012
Agenda: LTC11A005
Version: Final
Status: Open

Issue

A written report from the ADTP, explaining why a new policy on the use of Social Media is required for both staff and students.

Recommendation

LTC members are asked to consider the ADTP's report, which suggests the development of a new policy between Sep-Dec 2012, with a view to having LTC approval by Feb 2013.

Resource Implications

The development of the new policy should not bring with it any major resource implications beyond the time of TPPG members' involvement in developing and scrutinising early drafts of a new policy document.

Risk Implications

It is important that a new policy is developed so as to avoid the risks associated with inappropriate use of social media by staff and students.

Equality and Diversity

It is not envisaged that the development of a new policy document will have any specific negative impacts on equality and diversity. It will, instead, help to protect all staff and students whilst promoting best practice in the use of social media.

Timing of decisions

The policy needs to be developed during autumn 2012.

Further Information

Contact: Dr Adam Longcroft, Academic Director of Taught Programmes, UEA 01603 592261
a.longcroft@uea.ac.uk

Background

The use of social media by university staff and students has grown rapidly over the past decade as the use of the WWW increases. A new policy on the use of social media is now needed which not only provides helpful guidance, but which also outlines the responsibilities and rights of those studying or working at the University. This policy will need to be aligned with and cross-reference with the University's existing policies on 'Bullying and Harassment', the 'Student Charter', the 'General Regulations on Personal Conduct' and the 'Conditions of Computer Usage' published by ITCS. It will also need to be aligned with the QAA Quality Code.

Discussion

LTC needs to approve the development of a new policy which the ADTP will lead on and facilitate via TPPG during autumn 2012.

A New Policy on Social Media

Introduction

The use of social media by university staff and students has grown rapidly over the past decade as the use of the WWW increases as a vehicle for sharing information, keeping in touch, promoting activities, engaging in subject dialogues, sharing ideas etc. Sites like *Bebo*, *Facebook*, *Twitter* and *My Space* are now central to the daily lives and social experiences of many of us, both in relation to our personal lives and in relation to our work and study. Many colleges and universities have recently developed policies in relation to social media, and UEA should do so too. This paper sets out the purpose and advantages of such a policy.

A new policy on the use of social media should not only provide helpful guidance. It should also set out the responsibilities and rights of those studying or working at the University. The policy will need to be aligned with and cross-reference with the University's existing policies on 'Bullying and Harassment', the 'Student Charter', the 'General Regulations on Personal Conduct' (Gen Reg 6), the 'Conditions of Computer Usage' published by ITCS and the University's policies on Equality. It will also need to be aligned with the relevant chapters of the QAA Quality Code.

The ADTP recognises that approving a new policy in 2011/12 is unrealistic and therefore recommends that work is undertaken to **develop a draft of a new policy between Sept-Dec 2012, with a view to having it approved by LTC by February 2013**. This will ensure that the new policy is in place before the QAA IRENI audit which could occur as early as Sept/Oct 2013.

The purpose and advantages of a new policy

A policy is needed in order to ensure that:

- 1) All members of the University are aware of their responsibilities to themselves, to others, and to the University;
- 2) All members of the University are aware of the distinction between what is deemed acceptable usage of social media in relation to work/study, and that which is acceptable in their personal/social lives outside the University;
- 3) All members of the University are more aware of the risks associated with the use of social media;
- 4) Guidance on best practice in the use of social media is widely circulated and promoted;
- 5) Staff and students are aware of modes of online behaviour which are and are not acceptable;
- 6) The University is not exposed to any unnecessary legal risks;
- 7) The reputation of the University is not adversely affected by the use of social media either by staff or students;
- 8) Students are not harassed, bullied or intimidated, either by other students or by staff;
- 9) Colleagues are not harassed, bullied or intimidated either by students or by colleagues;
- 10) Social Network Users are able to distinguish between personal opinion and official University statements.

The range of social media which a policy might cover

- Blogs, for example Blogger
- Online discussions forums, such as Ning
- Collaborative spaces, such as Wetpaint
- Media sharing services, for example Youtube
- Social networking sites: such as Facebook, My Space
- Micro-blogging applications, for example Twitter.

Social Media Resources

Some sources which should/could inform the development of an appropriate policy at UEA include the following:

FMH (UEA)

Social networking: guidance to students

Social Media for UEA Graduate Network

<http://www.slideshare.net/activemdkate/social-media-for-uea-graduate-network>

UCL Social Media Guidance

<http://www.ucl.ac.uk/social-media/guidelines>

JISC legal Information website

<http://www.jisclegal.ac.uk/Themes/eSafety.aspx>

Easton College

Policy on the Use of Social Network Sites

ACAS

Workplaces and Social Networking: The Implications for Employment Relations

<http://www.acas.org.uk/index.aspx?articleid=3375>

General Teaching Council Scotland

Professional Guidance on the Use of Electronic Communication and Social Media

<http://www.gtcs.org.uk/web/FILES/teacher-regulation/professional-guidance-ecomms-social-media.pdf>

LSE Public Policy Group

Using Twitter in university research, teaching and impact activities: A guide for academics and Researchers

http://www2.lse.ac.uk/newsAndMedia/news/archives/2011/10/twitter_guide.aspx

<http://eprints.lse.ac.uk/38489/>

Dr Adam Longcroft

Academic Director for Taught Programmes

8 May 2012

LTC11D072

Title: New Code of Practice on Placement Learning & Work-based Learning
Author: Dr Adam Longcroft (Academic Director of Taught Programmes)
Date: For LTC meeting of 16 May 2012
Circulation: Learning and Teaching Committee – 16 May 2012
Agenda: LTC11A005
Version: Final
Status: Open

Issue

A draft copy of the CoP on Placement Learning & Work-based Learning

Recommendation

LTC members are asked to consider the draft of the new CoP with a view to approving it for implementation in 2012/13.

Resource Implications

The CoP requires schools to ensure that they are compliant with the requirements and precepts set out in the Code. This may require some schools to amend their processes and staff resourcing model accordingly. LTS will need to ensure that it has mechanisms for recording and tracking placements.

Risk Implications

It is critical that all schools are compliant with the Code or have over-arching memorandums of agreement that match or exceed the requirements of the Code. Non-compliance on the part of a School would pose a considerable risk to student safety and to the reputation of the University.

Equality and Diversity

It is not envisaged that any of the recommendations contained in the report will impact on groups with protected characteristics. The Code of Practice includes very detailed guidance and instructions on how to ensure that the needs of disabled students are catered-for, which should ensure a more positive student experience for students with disabilities.

Timing of decisions

The CoP needs to be approved during the 2011/12 session in order to be implemented in 2012/13.

Further Information

Contact: Dr Adam Longcroft, Academic Director of Taught Programmes, UEA 01603 592261
a.longcroft@uea.ac.uk

Background

A rough draft of the CoP existed when the new ADTP took up his role in August 2011. However, he considered that it was not fit for purpose and red-drafted it. Subsequent drafts of the CoP have been subjected to scrutiny by TPPG, and by a wider range of stakeholder groups within the University, including academics from all four Faculties, Careers, Year Abroad & Year in Industry Offices, International Office, etc.

Discussion

LTC needs to decide whether it can approve the draft, or would wish to see some amendments prior to approval. It is suggested that if the amendments required are minor, that LTC agrees to allow Chair to take Chair's Action following the meeting.

THE CODE OF PRACTICE FOR PLACEMENT LEARNING AND WORK-BASED LEARNING

To consider:

A revised Code of Practice to be implemented for the next academic year, 2012/13.

Aim of the Code

- i. To provide clear guidance in the roles and responsibilities associated with placement/work-based learning and to maximise the opportunity it provides to the University's students.
- ii. To identify the planning required to take place before, and the support that is available during, the placement/work-based learning opportunity to help ensure student safety and quality learning outcomes.
- iii. To ensure that the University has clear mechanisms for:
 - Recruiting new Placement Providers, and monitoring those already in existence
 - Recording agreements (or similar) with Placement Providers
 - The risk assessment of students going on placement or engaged in a work-based learning opportunity
 - Capturing feedback and responding to it
- iv. To provide an auditable trail for quality assurance purposes

Consultation process

The ADTP met with Associate Deans for Learning and Teaching on 17 November 2011 to discuss the CoP Placement Learning. The ADTP outlined the complicated history of the development of the CoP at UEA and the background to the development of the CoP.

It was recognised that the current text had many positive facets, with the appendices (Risk Assessment) particularly useful and helpful. However, few Schools would be compliant with the Code as presently framed and some significant changes would be required in some Schools in order to be compliant in future. The CoP appears to reflect certain kinds of placements (e.g. PGCE or Health placements) where a very robust and complex organisation is associated with the placing of students, monitoring of placements, etc. but that it was overly prescriptive and onerous for use in respect of Year Abroad placements, or field-work placements (like those in ENV), or small-scale (short-term) placements like those on BA Education in EDU.

The UCEA has produced new guidelines on Placements in HE settings and whilst these are not in themselves binding or compulsory, UEA needs to be cognisant of the need to ensure that risks to the institution of having students studying in organisations and environments outside the University are carefully managed and reduced (where possible). Achieving a balance between protecting students, ensuring high standards, maintaining partnerships with external placement providers, and limiting impacts on UEA staff time will always be extremely difficult. It needs to be recognised from the outset that some Schools will need to re-think and reconfigure the way in which they support and monitor placements in order to be compliant with the CoP.

Faculty ADs felt that it was important to convene a meeting to discuss the draft with some key colleagues involved in running placements from both an academic and admin perspective. Consequently, the ADTP convened a meeting with key stakeholders in Schools on 7 December 2011 and outlined the need for a new Code of Practice for Placement and Work Based Learning; one that would be fully inclusive so as to meet the requirements of all Schools and Faculties. The meeting included representatives from many of the Faculties and Services involved (FMH, HUM, SCI, SSF, CCEN, and LTS). A complete overhaul of the Code by the ADTP followed, with a second meeting taking place on 29 February 2012 to consider the freshly drafted document. This was also chaired by the ADTP. The Faculty Associate Deans for Learning and Teaching were invited together with representatives from CCEN, REN, Study Abroad Office and other interested parties such as Schools with known existing placement activity.

A mapping exercise was then undertaken by Sally Barber (Team Leader for Placements Team in the ZICER Hub) for AHP, EDU, MED, PHA, and SWP. This was to assess the impact of the implementation of the revised Code on Schools by mapping the Code's requirements against existing arrangements in Schools. The requirements of professional, statutory and regulatory bodies (PSRBs) are often found to be over and above those laid out in the Code, and where this is the case then the relevant PSRB's requirements supersede those of the University's Code. Where it will be helpful to engage in further discussion Becky Fitt, the Learning and Teaching Manager for Placements, will contact the Head of School involved. The mapping exercise is currently underway in other Schools and Faculties where these have not been mentioned above. Further meetings and/or discussions with colleagues in CCEN, FMH and SCI have also led to amendments being made to the Code. A diagram is attached which gives an idea of the number of Stakeholders in the Code. A draft of the CoP was considered at TPPG on 19 March 2012 and feedback from that meeting was also taken into account.

Throughout, the ADTP has consulted examples of practice from other HEIs with a view to identifying and distilling examples of best practice within the sector, and the final draft presented to LTC is duly informed by this background research.

Main precepts of the Code

- i. Clearly identified learning outcomes where part of the programme of study (e.g. credit attached), and an understanding of the benefits derived from the work based learning opportunity where not.
- ii. For each individual to be fully aware of his/her role and responsibilities, and those of others stakeholders (see diagram), and know what is expected of him/her.
- iii. Timely feedback to maximise the benefits of placement/work based learning for all involved.
- iv. Visible lines of communication; for e.g. reporting a student absence, or lodging a complaint.
- v. Good record keeping for quality assurance purposes; e.g., an auditable trail of how a problematic situation has been resolved.

Roles and responsibilities

Please see attached flow charts for a brief outline of these for:

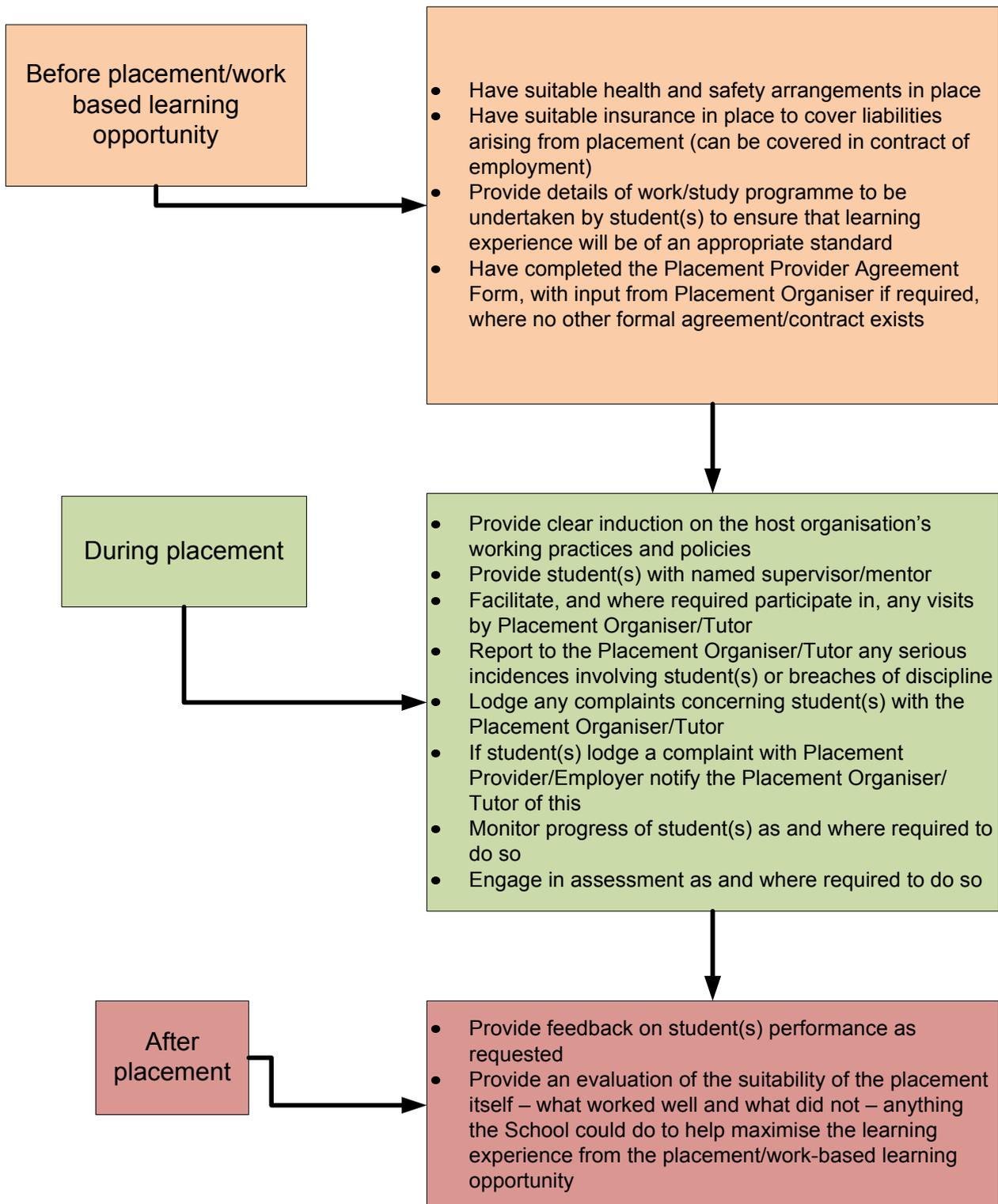
1. Student
2. School (Placement Organiser/Tutor)
3. Placement/Work based Learning Opportunity Provider

Legal consultation

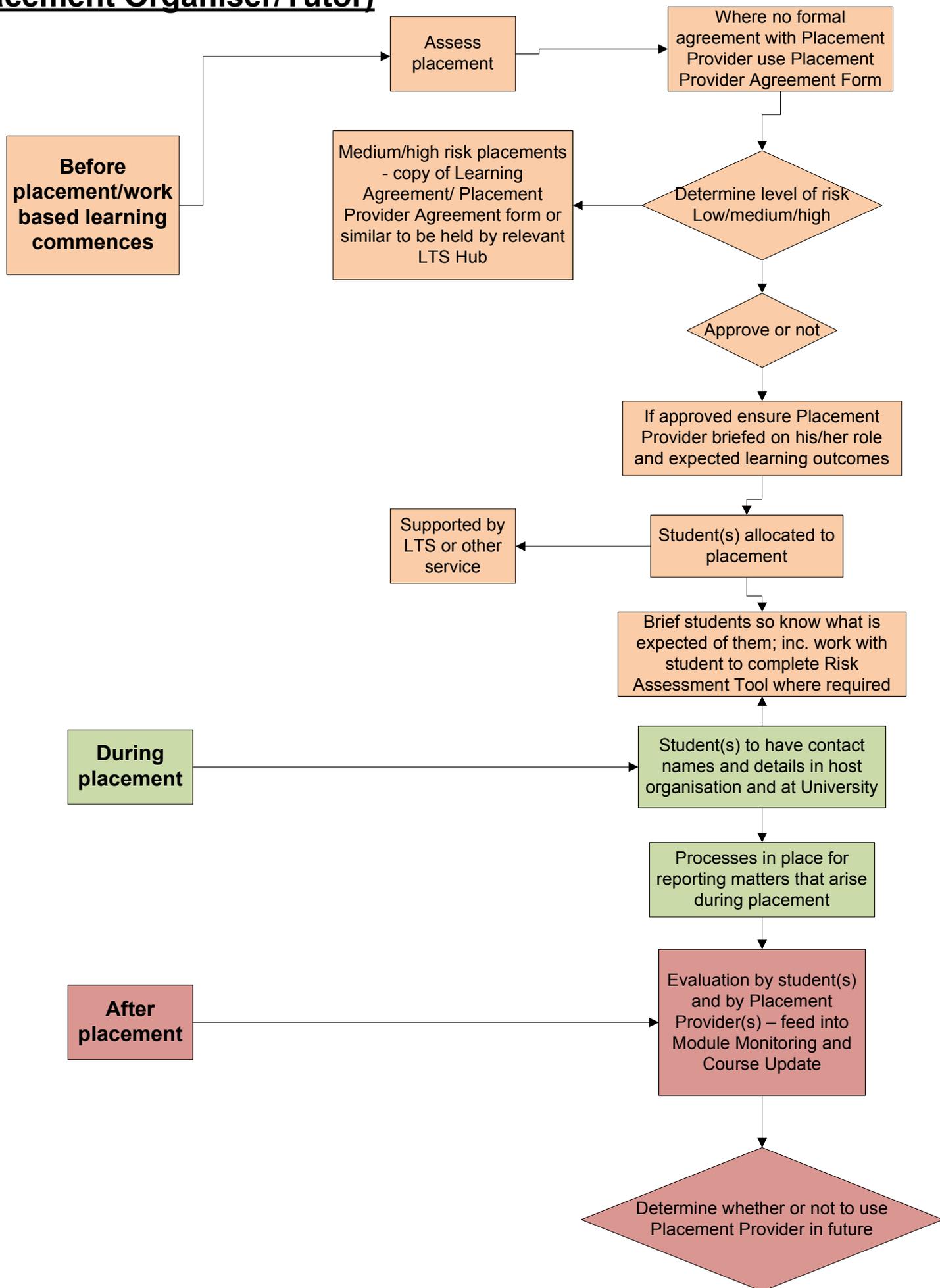
It is recognised that the CoP on Placement Learning is an important step towards ensuring that the University is fully compliant with its legal responsibilities. It is important, therefore, that once LTC approves the CoP in principle, that it is then subjected to consultation/scrutiny by the University's lawyers.

Dr Adam Longcroft (ADTP) and Becky Fitt (Placements Manager, LTS)
8 May 2012

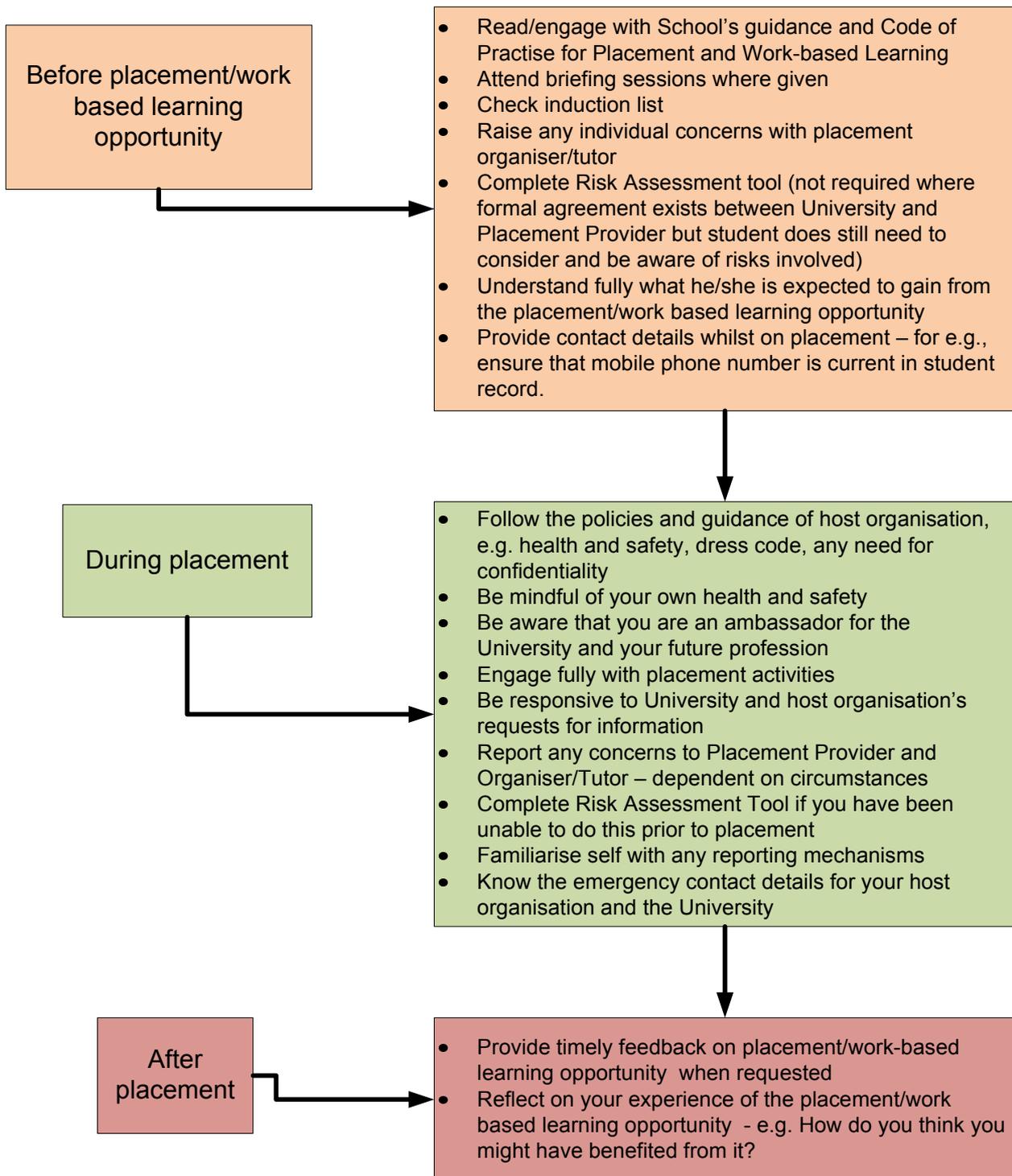
The Placement/Work-based Learning Opportunity Provider's role



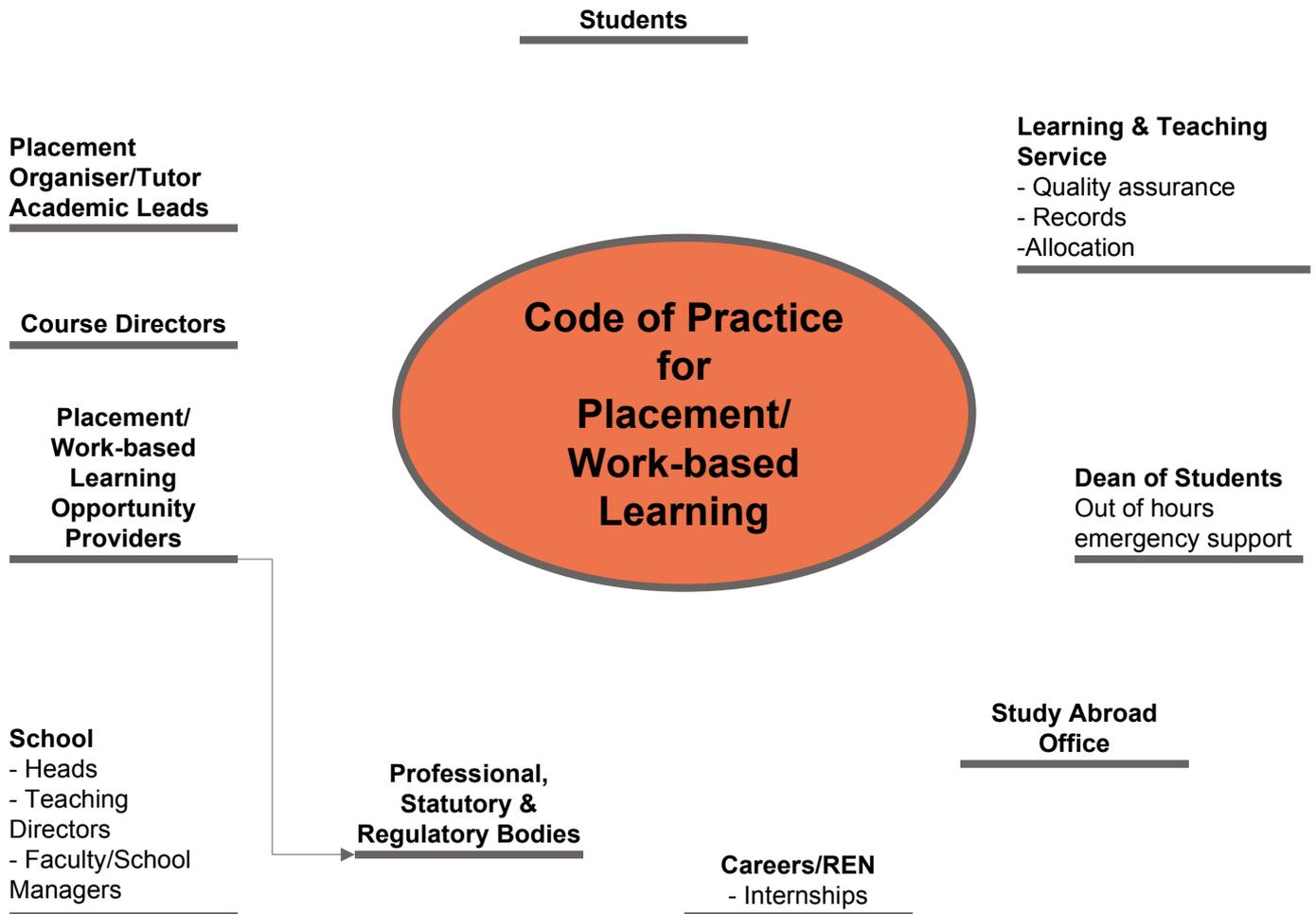
The School's role (Placement Organiser/Tutor)



The Student's role



Stakeholders





PLACEMENT LEARNING & WORK-BASED LEARNING

A CODE OF PRACTICE

This document is primarily intended for:

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

Approved by LTC:

**PLACEMENT LEARNING & WORK-BASED LEARNING
A CODE OF PRACTICE**

CONTENTS

	Page No.
Section 1: Introduction	3
Section 2: A Risk-based approach to Work-based and Placement Learning	5
Section 3: Defining placement learning and work-based learning	7
Section 4: The Precepts of the Code of Practice	8
Section 5: The Role of the School of Study	9
Section 6: The Role of the Learning & Teaching Service	10
Section 7: The Role of Placement Providers	10
Section 8: The Role of Students	12
Section 9: Establishing and Ending Placement Provision	13
Section 10: Equality and Disability	14
Appendix 1 Risk Assessment Tool for Student Placements	18
Appendix 2 Placement provider Agreement Form	19
Appendix 3 Placement Approval Form	21
Appendix 4 Types of Risk (Low , Medium and High)	23
Appendix 5 Risk management approach: Low, Medium & High (for use when completing Risk Assessment Tool)	24
Appendix 6 Placement Health and Safety Requirements	29
Appendix 7 Induction Checklist	33
Appendix 8 Glossary	34

1. Introduction

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

- 1.1. The University of East Anglia is committed to maximizing the opportunities that its students have to develop practical experience of professional settings, work experience in other countries, language skills and exposure to a range of cultures. To facilitate these experiences, the University is similarly committed to working collaboratively with professional, statutory and regulatory bodies (PSRBs), employers, external partners and other HEIs to ensure that its provision (and the experience, knowledge and skills of its graduates) meets the complex needs of students, employers and society in general.
- 1.2. When student learning is based at the University control over the learning environment is possible to ensure that it is both safe and conducive to an effective and positive learning experience. However, this is often not the case when student learning takes place outside the University, therefore, it is important that necessary planning and precautions are in place to ensure that students are safe and that the learning they do (and the experience they gain) is in tune with the learning outcomes of their programme of study and with the development of their general employability.
- 1.3. This Code of Practice draws on the Code of Practice for the assurance of academic quality and standards in higher education, Section 9: Work-based and placement learning published by the Quality Assurance Agency in September 2007. It aims to provide clear and helpful guidance to enable staff and students to make the most of work-based learning and placement learning, whilst also ensuring that the risks involved (to the student, the provider and others) are evaluated and minimized. It sets out a series of principles and precepts that should be followed whenever work-based learning or placement learning is integral to a programme of study at undergraduate or postgraduate level.
- 1.4. The Code is under-pinned by a **risk-based approach** (See Section 2). It seeks to ensure quality of provision by providing procedural guidance and setting out expectations that are proportionate to the nature, purpose and extent of the arrangements envisaged. The higher the risk levels associated with the placement, or work-based learning, the greater the need for careful planning, detailed record-keeping, effective risk assessment and management, detailed briefing and guidance before, during and after the placement, and close monitoring of student progress.
- 1.5. It is recognised that in some Schools professional considerations and PSRB requirements may involve a set of requirements/procedures over and above those outlined in this Code. In such cases, the requirements of the PSRB should always be met. Formal agreements to which the University is committed such as those under the Erasmus scheme will be subject to standards at least equal to those contained in this document.

- 1.6. Heads of School are required to ensure compliance with the provisions of the Code.
- 1.7. This Code should be read, where necessary, in conjunction with other Codes of Practice within the University: e.g. Code of Practice on Assessment, Code of Practice on Ensuring and Enhancing Teaching Quality, Code of Practice on External Examiner System, Code of Practice on Programme Monitoring & Review.
- 1.8. This Code of Practice aims to ensure that:
 - 1.8.1. Students working away from the University are aware of the risks associated with the environment in which they are studying and have taken appropriate steps to minimize them;
 - 1.8.2. Students have access to appropriate support and guidance before, during and after their placement or work-based learning;
 - 1.8.3. All parties involved clearly understand their roles – e.g. the School, the student and the placement provider;
 - 1.8.4. The value of placements is maximized with regard to the development of students' skills, knowledge and employability.
- 1.9. The Code addresses these aims by setting out clear requirements and obligations on the part of the University, Schools of study, placement providers and students. The following are emphasised throughout the Code:
 - 1.9.1. Clear briefing strategies
 - 1.9.2. Effective communications
 - 1.9.3. Good organisation and administration
 - 1.9.4. Strong 'back-up' support
 - 1.9.5. Monitoring, evaluation and reflection.
- 1.10. The University will **not** endorse placements or work-based learning undertaken outside of the parameters identified in this Code of Practice.
- 1.11. Activities not encompassed by this Code include:
 - 1.11.1. Student activities which are NOT organised by the School and/or which are NOT a formal requirement of teaching e.g. vacation employment;
 - 1.11.2. Field trips and site visits, and short periods of data collection outside the University when managed/supervised by UEA staff;
 - 1.11.3. Situations where students, probably studying part-time, undertake tasks within an organisation where they have an ongoing relationship with that organisation as an employee or equivalent;
 - 1.11.4. Situations where students have a break in their studies to take advantage of a volunteering opportunity.

2. A Risk-based approach to Work-based and Placement Learning

- 2.1. This Code embraces a **risk-management approach** to placement learning and work-based learning (see **Appendices 1, 4, 5 & 6**). This approach is aimed at maintaining existing, and developing, new, high quality work-based learning and placement learning experiences to students.
- 2.2. The risk-based and risk management approach focuses on seven health and safety risk factors. These are adapted from those identified in the *UCEA Health and safety Guidance for the Placement of Higher Education Students* (August 2009).
- 2.3. The **seven health and safety risk factors** are (see **Appendices 1 and 5**):
 - 2.3.1. **Assessment:** For example, if all or part of the assessment of a student whilst in placement is conducted by the placement provider, should consider rigour and fairness in marking.
 - 2.3.2. **Nature of work:** For example, the nature of the work or business of the placement provider could involve exposure to hazardous materials
 - 2.3.3. **Travel and transportation:** For example, the student might have to travel a considerable distance to get to the placement setting.
 - 2.3.4. **Location and/or regional factors:** For example, a student working in a very remote location where access to medical or rescue services might be limited or non-existent and where communication might be problematic.
 - 2.3.5. **Environmental health factors:** For example countries where health risks require inoculations, or where extreme heat or cold might result in serious injury or medical conditions such as heat stroke or hypothermia.
 - 2.3.6. **Individual students:** For example cultural, disability, health, or linguistic factors that might result in increased risk of accident or which might require reasonable adjustments to support the student whilst in the work setting.
 - 2.3.7. **Insurance limitations:** Where students are in work settings or placements that are not covered by the University's or the provider's insurance. For example, a provider may not have personal or third party liability cover for work undertaken by the student. A placement setting might require prior acceptance from the University's insurer before being covered.
- 2.4. Students and staff are required to consider **all** seven of these risk factors and evaluate these before and during the placement or work-based learning concerned.
- 2.5. There are three levels of risk: '**Low Risk**', '**Medium Risk**' and '**High Risk**' (see **Appendices 4 & 5**). The planning, procedures, and information requirements associated with the placement or work-based learning will vary according to the **level** of risk identified; with a 'lighter touch' for Low Risk placements, and more rigorous processes for 'High Risk' placements.

- 2.6. In addition to the seven health and safety factors staff and students should also consider other types of risk associated with work-based and placement learning. These include:
- 2.6.1. Reputational risks (the student, the provider, the University);
 - 2.6.2. Financial risks;
 - 2.6.3. Risks to academic standards and quality;
 - 2.6.4. Risk to the safety and well-being of individual students, staff in the setting, or the staff of the University;
 - 2.6.5. Criminal Records Bureau (CRB) checks where students are entering a work environment or organisation involved in the education, support or care of vulnerable groups.
- 2.7. Work-based learning and placement learning are intended to equip students with the experience and skills necessary to function effectively in their future careers. Staff will be expected to provide guidance to students on how to evaluate risk and to think about reasonable and appropriate control measures. However, the initial risk assessment will usually be carried out by the student, using the *Risk Assessment Tool for Student Placements* contained in **Appendix 1**.
- NB: This is not a requirement where a School has an agreement/memorandum of understanding/contract with the placement provider. However, in such cases risk assessments should be addressed in any agreement between the parties***
- 2.8. The *Risk Assessment Tool for Student Placements* will be signed-off by the placement organiser. Signing-off will normally happen before the placement commences, but in some cases may be completed during the first 1-2 days in the placement setting once the risk factors can be more readily quantified.
- 2.9. The emphasis placed on students taking responsibility for part of the risk assessment process is in keeping with the notion that students should be active agents in their education and on-going development.
- 2.10. Students who fail to attend scheduled meetings regarding risk assessments, health and safety briefings, occupational health appointments, or fail to engage with relevant pre-placement guidance without the prior agreement of a member of the academic staff, may be deemed to be putting themselves and the University at risk, and may be denied access to their placement or have their placement postponed. They may also be subject to Fitness to Practice (FtP) or Professional Misconduct and Unsuitability (PMU) procedures in some cases.
- 2.11. Additional considerations and reasonable adjustments required to facilitate engagement in placements by disabled students are articulated in subsequent sections of this Code.

3. Defining placement learning and work-based learning

- 3.1. In its most recent *Code of Practice on Work-based and Placement Learning* (2007), the QAA states that it regards work-based learning as
- “learning that is integral to a higher education programme and is achieved and demonstrated through engagement with a workplace environment, the assessment of reflective practice and the designation of appropriate learning outcomes.”*
- 3.2. The University’s definition of a placement is as follows:
- Work experience, assessed project work or a period of course-based study (for which academic credit is awarded and where the student remains subject to University regulations during the relevant period) where there is a transfer of direct supervision of the student to a third party for a period of time. The third party would normally be external to the University. However, the University may itself serve as a ‘third party’ by providing a placement (e.g. students undertaking placements in a School other than their own, in a University-based service, or in the Student Union).*
- 3.3. Placements can be organised by the University or by students.
- 3.4. In the event that a student undertakes work experience, an expedition or venture without the prior explicit approval of the School/Faculty, the student’s arrangements shall not be recognised as a ‘placement’ by the University. However, in such cases the student should refer to this Code and apply its principles.
- 3.5. **Placement learning will** include:
- 3.5.1. ‘Year in Industry’, ‘Year Abroad’ or ‘Semester Abroad’ placements whether this involves studying at another education or training institution, working for a voluntary organisation or any combination of these. The placement may be organised under the Erasmus scheme or through some separate or broadly equivalent learning agreement;
- 3.5.2. Time spent in an environment that enables essential professional competencies to be developed and/or demonstrated, e.g. a hospital, school, social work department. Such placements will generally be arranged in accordance with the requirements of a Professional, Statutory or Regulatory Body (PSRB) and may involve week(s) blocks or parts of a week over a period of time;
- 3.5.3. Placements which may be based across a very wide range of organisations and forming part of module(s) designed to broaden experience and develop graduate employability skills.
- 3.6. On the basis of the above definitions, the following are examples of learning which are integral to programmes of study at the University and which should be considered as placements for the purposes of this Code:
- 3.6.1. Year-abroad schemes (e.g. in LLT, PSI, Law etc);
- 3.6.2. Inter-university exchanges (e.g. Erasmus);
- 3.6.3. Formal work-based placements with Industry (i.e. Year in Industry placements in SCI Faculty);

- 3.6.4. Clinical/professional placements (e.g. in AHP, EDU, MED, SWP, NSC, PHA etc);
 - 3.6.5. Fieldwork assignments, where these projects are managed by individuals or organisations external to the University;
 - 3.6.6. Professional Doctorates.
- 3.7. Definitions of **Work-based Learning** vary, but it is normally something that is achieved and demonstrated through engagement with a workplace environment; typically it is focused around an occupation either paid or unpaid. All work-based learning will be covered by this Code, including:
- 3.7.1. Any placement that focuses upon the development of specific professional competencies or general skills directly related to employability;
 - 3.7.2. Learning by a registered student of the University that draws upon and requires engagement with learning in the work environment as either an employee, volunteer or in a self employed capacity;
 - 3.7.3. Students who study units that require them to engage in real work-based tasks. These may arise from negotiation and consultation with off-campus organisations without a formal placement arrangement. Alternatively the tasks may derive from work activity offered on campus;
 - 3.7.4. Research degree programmes where the student will be drawing upon the resources and/or support of a third party for work-based research intermittently or for a minor part of their studies. Professional Doctorate programmes are covered by this Code;
 - 3.7.5. Any work-based learning opportunity which is non-credit bearing should also follow the Code's principles.

4. The Precepts of the Code of Practice

- 4.1. The learning outcomes of placement learning are clearly identified and are assessed appropriately;
- 4.2. All placement providers are fully aware of their responsibilities and provide the intended learning opportunities;
- 4.3. Placement providers will be given appropriate and timely information prior to, throughout and following students' placements;
- 4.4. Schools of Study to ensure that the information provided to students and placement providers/partners/employers clearly articulates what is expected them;
- 4.5. If it is a PSRB requirement the School/Faculty shall provide a documented agreement or 'memorandum of understanding' between those representing the University and the placement provider;
- 4.6. Students are informed of their responsibilities and entitlements relating to their placement learning, and are provided with timely information, support and guidance prior to, throughout and following their placements;
- 4.7. Staff involved in Placement Learning are appropriately qualified, resourced and competent to fulfil their roles, and that placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of placement learning;
- 4.8. Policies and procedures are in place for securing, monitoring, administering and reviewing placement learning opportunities provided;
- 4.9. Students in placement learning situations have the opportunity to comment on their placement learning experience - including being able to make complaints;

- 4.10. Records of placements will be maintained by the appropriate LTS HUB or Study Abroad Office. All staff engaged in organising placements will ensure that the relevant LTS HUB is aware of the placements, and the details of the students engaged in them; Staff organising placements to ensure that in Medium and High Risk placements the relevant LTS HUB is provided with a copy of a **Placement Approval Form** (see **Appendix 3**) for each student (**NB: This is not required where there is a documented agreement between the University and the Placement Provider in place**).

5. The Role of the School of Study

5.1. The School is expected to ensure that students:

- 5.1.1. Are aware of the process for obtaining, or being allocated to, a placement, and the support available from the School before, during and after placement;
- 5.1.2. Are aware of the options available if they are unable to obtain a placement;
- 5.1.3. Are guided through the risk assessment process and the use of the *Risk Assessment Tool for Student Placements*, usually before the placement commences (**NB: Where there is a documented agreement between the University and the Placement Provider it is expected that this aspect would be covered by a preparation for placement session or similar**);
- 5.1.4. Are briefed before they go on placement and provide any necessary academic supervision;
- 5.1.5. Have an identified staff contact who has responsibility for them during their placement, and student to know how to contact him/her should they experience difficulties (e.g. bullying, harassment, discrimination);
- 5.1.6. Have clear guidance on the academic (and any professional) requirements which they have to achieve in order to complete the placement successfully and/or meet the requirements for the relevant programme of study (e.g. attendance requirements, the minimum marks they must attain etc);
- 5.1.7. Are aware of their responsibilities/obligations whilst in placement;
- 5.1.8. Have information (where applicable) about insurance cover and insurance-related issues;
- 5.1.9. Are informed of the consequences of failure to secure and/or fully attend and successfully complete a placement, and the procedures that they should follow for reporting extenuating circumstances during a placement;
- 5.1.10. Have clearly defined mechanisms for giving and receiving feedback on their placement.

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

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

available to students in advance.

5.3. **The School or Study Abroad Office is expected to ensure that placement providers:**

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

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

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

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

7. The Role of Placement Providers

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

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

7.2. Placement providers are entitled to expect:

- 7.2.1. That students will conduct themselves in an appropriate manner (e.g. by carrying out such tasks/work which relate to the placement, attending assiduously, reporting sickness/absence in accordance with the procedures of the organisation), and ensure that they communicate any disability (and associated special needs or reasonable adjustments) prior to commencement of the placement;
- 7.2.2. That students will usually carry out a Risk Assessment (using the *Risk Assessment Tool for Student Placements – **this is not required where a School has an agreement/memorandum of understanding/contract with the placement provider***) prior to commencing their placement (If there are no risks that preclude the possibility of a placement – the placement will subsequently be formally ‘approved’ by the School concerned);
- 7.2.3. Guidance and information as to their duties and responsibilities, together with details of clear reporting lines between the School and the provider;
- 7.2.4. That the School/Faculty will provide such training/induction as is proportionate to the role of employer/partner/provider staff and which enables them to provide the appropriate level of support to students. In most cases this training/induction will take the form of the provision of written guidance provided to placement providers;
- 7.2.5. In placements where staff external to the University have a role in the formal assessment of students, providers will receive an enhanced level of support/induction/training which may be offered online, on UEA premises or in the workplace/placement setting (whichever is most practicable or appropriate);
- 7.2.6. That the School will respond promptly to any concerns raised or complaints lodged with the University in relation to the management of the placement, or the conduct/performance/progress of the student;
- 7.2.7. That the School will provide appropriate feedback on the quality, effectiveness and value of the placements provided;

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

8. The Role of Students

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

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

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

- 8.2. Students **should be able to expect** that the following are in place or provided:

- 8.2.1. *A non-discriminatory environment* – Equality legislation requires that students' work or study placements are in environments that are free from discrimination or harassment on

the basis of age, disability, ethnicity, gender, nationality, religion or belief and sexual orientation.

- 8.2.2. *Placement visits* – It is recognised that in some schools PSRB requirements mean that such visits will be mandatory. Where this is not the case, the likelihood of placement visits occurring will depend on the nature, duration and location of the placement, the specific needs of the student, the existence (or absence) of an established relationship with the provider, and the strategic priorities of the School. Frequency of visits should be made clear in placement handbooks.
- 8.2.3. *Support* – This will vary in accordance with the specifics of the work-based learning or placement concerned. Support should be tailored to the nature of the placement, the expectations associated with it in terms of assessment, the development of key skills and professional competencies, PSRB requirements etc, and the environment/setting in which the student is based - this support to be available, before, during and after the placement.
- 8.2.4. The School should provide guidance on the procedures associated with securing placements and work-based learning opportunities. Where it is expected that students will make their own placement arrangements, it is important to ensure that they are provided with appropriate guidance as to how to do so.
- 8.2.5. Additional support may be available from
 - i. The International Office
 - ii. The Study Abroad Office
 - iii. Appropriate LTS HUB

9. Establishing and Ending Placement Provision

- 9.1. Schools making new arrangements for placements with an employer or external organisation of any kind will ensure that the placement provider confirms:
 - 9.1.1. That a learning experience of an appropriate standard will be provided for the student(s);
 - 9.1.2. That it has appropriate insurance, equality, and health and safety policies in place;
 - 9.1.3. The identity and contact details of a key contact person/staff member who will act as the student's mentor/supervisor whilst on placement;
 - 9.1.4. Arrangements whereby the student's progress will be monitored;
 - 9.1.5. That it has a complaints procedure which the student can use in the same way as any other staff member or member of the organisation;
 - 9.1.6. Where relevant, the placement will meet the requirements of relevant statutory and regulatory, professional or funding bodies (PSRBs).
- 9.2. The School of Study will ensure that details relating to any new placement arrangement, including full contact details of the organisation concerned and details (where known) of where the student will be residing whilst in placement, are shared with the relevant LTS HUB. The HUB concerned will ensure that these details are recorded and kept (in the longer term this information will be held on a central Placements Database).
- 9.3. Schools ending existing placement arrangements with a provider should:
 - 9.3.1. Have a clear reason for doing so and ensure that any implications of ceasing the placement are fully understood;
 - 9.3.2. Inform the placement provider/employer concerned in writing (letter or e-mail, with a copy

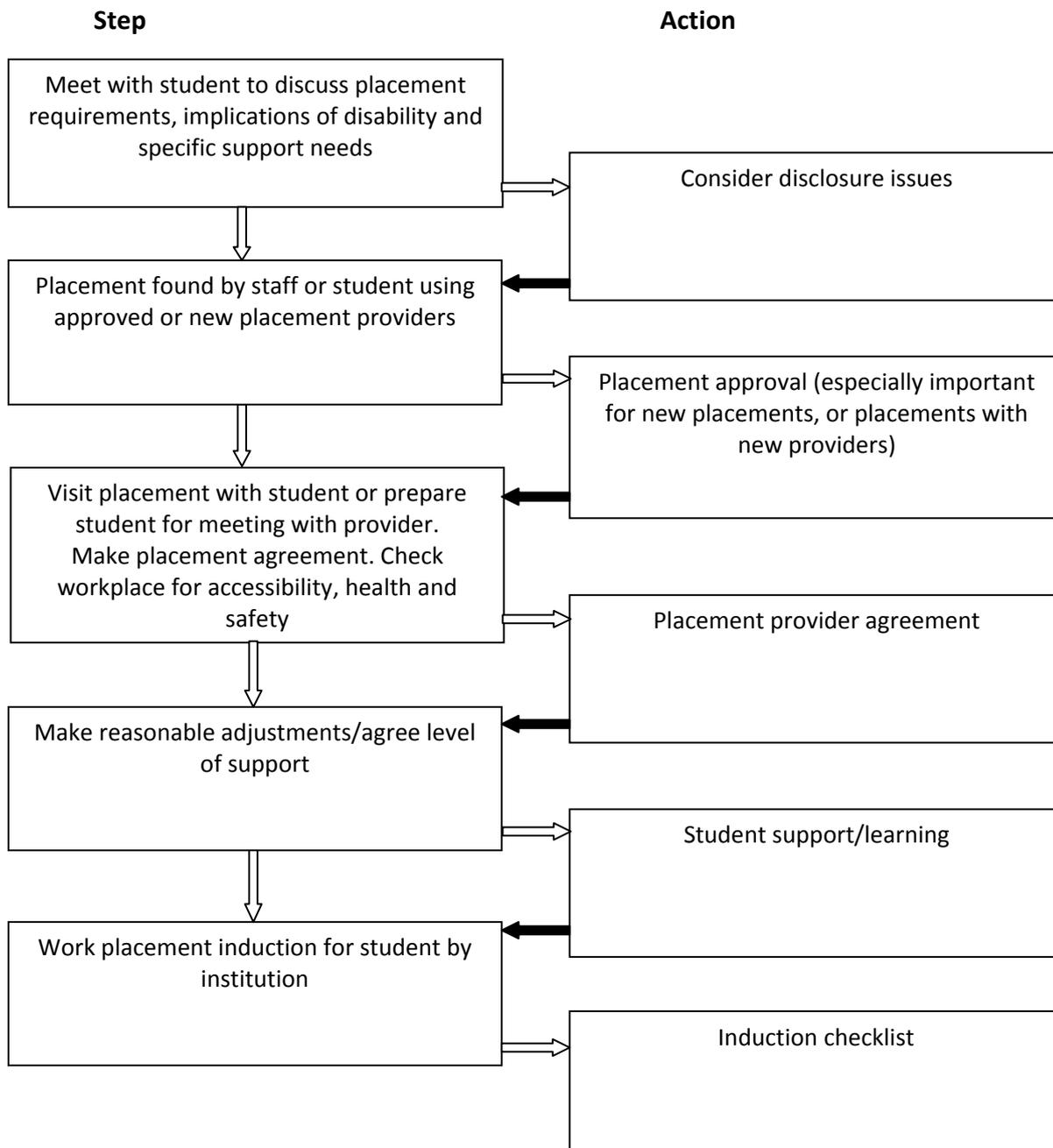
- sent to the relevant LTS HUB for record purposes);
- 9.3.3. Inform any students or University staff affected in writing (letter or e-mail, with a copy sent to the relevant LTS HUB for record purposes);
- 9.3.4. Provide any affected student(s) with guidance on how she/he will be able to continue with the programme of study and have the opportunity to demonstrate the required learning outcomes.
- 9.4 Termination of placements which involve a formal period of paid employment (often integral to degree programmes with a Year in Industry as offered in the Faculty of Science) will be in line with the terms and conditions of employment in operation at the company offering the placement.

10. Equality and Disability

- 10.1. Equalities legislation sets out the duties of care on the part of University placement organisers to ensure all placements provided for students are non- discriminatory and positive about equality. Equality areas currently covered by national legislation are:
- ✓ Age
 - ✓ Disability
 - ✓ Gender
 - ✓ Ethnicity/race
 - ✓ Religion and belief
 - ✓ Sexual orientation
- 10.2. Students have the right to work and study in environments that are free of discrimination and harassment. Schools should consider this when monitoring placements as part of the Annual Module/Course Update process in order to highlight and address any concerns it may have.
- 10.3. Schools should pay particular attention to equality issues and legislation when developing new placement opportunities or new programmes with integral placements. When doing so, they are strongly encouraged to set in place:
- 10.3.1. A process for checking placement providers equality policies when the placement scheme is first established and periodically thereafter;
- 10.3.2. A policy of not using providers who either do not meet this initial check or who fail to meet these requirements during a placement;
- 10.3.3. Clear and robust support and guidance for students leading up to, during and following placements so that students are able to feedback any concerns they may have about equality issues;
- 10.3.4. Reasonable adjustments so that students with disabilities, or family/caring responsibilities are able to participate in placements.
- 10.4. The Disability Discrimination Act requires HEIs to ensure that students are not discriminated against for reasons relating to their disability, whilst on a placement arranged by the University. The University may delegate some of the organisational aspects of providing placements, but it cannot delegate its legal responsibilities.

- 10.5. According to the *Disability Discrimination Act*, discrimination can occur in two main ways:
 - 10.5.1. When a responsible body treats a person less favourably for a reason relating to the person's disability, when this is not justified.
 - 10.5.2. When a responsible body fails to make reasonable adjustment when a disabled student is placed, or likely to be placed, at a substantial disadvantage.
- 10.6. Placement organisers in Schools should consider the needs of disabled learners when making arrangements for or planning placements, and consider how the needs of disabled students can be met and prepare students for them.
- 10.7. Where the placement is a formal requirement of the programme, the School shall ensure that the learning opportunities offered by placements are made available to disabled students by:
 - 10.7.1. Seeking placements in accessible locations or settings – if students have no access to a car, for example, the placement should be accessible via public transport (or within easy walking or wheel chair distance of a train station or bus stop);
 - 10.7.2. Advising disabled students in their choice of placement setting where students are expected to secure their own placements;
 - 10.7.3. Providing reasonable adjustments where these do not compromise the satisfactory achievement of learning outcomes/professional competencies;
 - 10.7.4. Liaising with the Dean of Students Office (DoS), and the host institutions/provider to explore what reasonable adjustments can be put in place;
 - 10.7.5. Providing support to students and their placement providers before, during and after placements that takes account of their needs;
 - 10.7.6. Discussing with the student the benefits of disclosure of his/her disability to the placement provider and seeking permission to disclose such information;
 - 10.7.7. Ensuring that staff involved in placement development or supervision undergo disability awareness training;
 - 10.7.8. Storing information about placements and work-based learning electronically so that it can be readily converted into large print or alternative formats;
 - 10.7.9. Including positive examples of disabled students who have succeeded in their placements in previous years in information provided to students about placements in the School.
- 10.8. It is suggested that Schools use the following planning checklist in order to ensure that disabled students are not disadvantaged:
 - 10.8.1. Will disabled students enjoy the same opportunities to choose their own work placements?
 - 10.8.2. Will disabled students need specialist training or briefing of any sort prior to commencing a placement?
 - 10.8.3. Is the disability likely to have any effect on the placement?
 - 10.8.4. Will disabled students have the opportunity to discuss their needs with placement organisers in advance?
 - 10.8.5. Will disabled students have an opportunity to discuss their concerns about disclosure of disability?
 - 10.8.6. Are placement providers aware of the students' needs?
 - 10.8.7. Are all parties clear who is responsible for making and funding any reasonable 'adjustments'?
 - 10.8.8. Is it clear to the student who they should contact if problems arise?

10.9. The following flow chart may be useful in coordinating placement planning for disabled students.



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

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

- 10.12. **Disclosure and data protection.** Students may be reluctant to disclose their disability to a placement provider and may require support in deciding whether or how to disclose a disability. In some cases, the University may have a legal obligation to pass on (or not to pass on) information regarding a student disability; e.g. if the disability had implication for the health and safety of others in the workplace setting. Advice on this issue may be sought from the relevant professional body, the University's Data Protection Officer, Occupational Health and/or the Dean of Students Office.
- 10.13. **Optional placements.** In some Schools placements constitute an 'optional' element of a degree programme; i.e. students are not required to undertake them, but have the opportunity of doing so. Where a placement is an optional element of a programme, the School/Faculty should consider making similar arrangements to support access for disabled students.
- 10.14. **Placement Induction.** It is important that in the early stages of a placement or work-based learning experience, students receive some kind of 'Induction' into the setting or organisation in which they are based. Schools should encourage all students, including disabled students, to complete an **Induction Checklist (see Appendix 8)** in liaison with their placement providers, during the first 1-2 days in the placement environment.

Appendix 1



Risk Assessment Tool for Student Placements

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

Student and Placement Details

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

Formal Confirmation of Level of Risk

(this section to be completed by Placement Organiser/Tutor)

Is a site safety visit required prior to approval? Yes <input type="checkbox"/> No <input type="checkbox"/>	Are risks tolerable so placement can be authorised? Yes <input type="checkbox"/> No <input type="checkbox"/>
Level of Risk: High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>	Signed: _____ Print Name: _____
	Date: _____

Appendix 2



Placement Provider Agreement Form

Section 1: Contact Details

Name of Organisation ('Placement Provider'):

Official Address:

Person at placement provider with overall responsibility for placement students:

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

Student supervisor (if different from above):

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

Will your organisation be solely responsible for the management of this placement(s)?
 YES NO

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

Section 2: Health, Safety and Insurance

1. Do you have a written health and safety policy? YES NO
2. Do you have an on-site health and safety advisor/officer? YES NO
3. Do you have a procedure for providing general health and safety training for people working for you, including use of equipment, vehicles etc? YES NO
4. Will you provide health and safety training for the placement student as it is relevant to their placement, as part of their induction? YES NO
5. Do you have a procedure for recording and reporting accidents and incidents? YES NO
6. Do you have a procedure for complaints that the student may use if necessary? YES NO

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

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

8. Organisations in the United Kingdom:

a. Do you hold Public and Employer's Liability Insurance? YES NO

b. Would your organisation's insurances cover liability arising from injury sustained by a placement student as a result of their duties as an employee or trainee? YES NO

9. Organisations outside the United Kingdom

a. Are you registered with the relevant government agency for health & safety?
YES NO

If you have answered 'YES', please identify the agency:

10. Insurance

b. Do you hold Employer's Liability Insurance or a valid equivalent? YES NO

c. Do you hold Public Liability Insurance or a valid equivalent? YES NO

d. Would your organisation's insurances cover liability arising from injury sustained by a placement student as a result of their activities whilst on placement? YES NO

If you have answered 'NO' to any questions in this section, please provide further information:

Section 3: Site Visits & Other Issues

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

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

If you have answered NO, please give reasons:

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

If you have answered YES, please provide details:

3. Will your organisation require the signing of a specific placement agreement or training agreement? *This may be additional to or in place of an employment contract between your organisation and the student.*
YES NO

If you have answered YES will your organisation provide a template agreement?
YES NO

Section 4: Authorisation by Placement Provider

Name of Individual Completing Form:

Position:

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

Signature: _____ Date: _____

Please add Company/Organisation Stamp if available:

Thank you for completing this form. PLEASE RETURN TO:

Staff Member's Name:
School of:
University of East Anglia
Norwich NR4 7TJ

Appendix 3

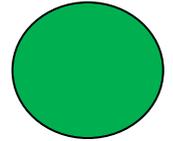
Placement Approval Form					
1. Student and Placement Details					
Academic Year		School		Course Code <small>(no more than one course code per form)</small>	
Placement Provider			Location		
Name of Placement Tutor/Organiser					
Name(s) of other staff formally involved in the supervision of the placement.					
Student or Student Group	No.	Surname	First name	CID	Date added
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
Duration (be as precise as possible)		Start		End	
<i>Repeat if the Placement Period falls into more than one distinct period</i>		Start		End	
		Start		End	
Text box for notes on Individual Students or the Placement (e.g. Visa requirements)					
2. Brief description of Placement					
Describe the format which most readily fits the placement(s) at this Placement Provider. E.g. a Year Abroad; Industrial placement; PhD Study Leave; Taught masters placement to support project; Undergraduate vacation placement for extra ECTS.					
<div style="border: 1px solid black; height: 100px;"></div>					
3. General control measures					
Has this Placement Provider been used before?				YES <input type="checkbox"/> NO <input type="checkbox"/>	
If 'Yes', had previous feedback been reviewed and concerns followed up?				YES <input type="checkbox"/> NO <input type="checkbox"/>	
Has a completed Placement Provider Agreement Form been received from the Organisation for this particular placement(s) or is there a valid <i>Student Exchange Agreement</i> ?			Placement Provider Information Form		YES <input type="checkbox"/> NO <input type="checkbox"/>
			Student Exchange Agreement		YES <input type="checkbox"/> NO <input type="checkbox"/>
Please tick to confirm that the Risk Assessment Tool has been undertaken				YES <input type="checkbox"/>	
If the risk-based assessment highlighted any medium or high risk factors, have these been considered and, if appropriate, further specific risk assessments undertaken?				YES <input type="checkbox"/> NO <input type="checkbox"/>	
Is a site visit necessary?	YES <input type="checkbox"/> NO <input type="checkbox"/>		Date of visit		

Confirm here that the on-site delivery of the placement, including any “off-site working” is under the full control of the Placement Provider		YES <input type="checkbox"/> NO <input type="checkbox"/>	
A risk profile does not have to be “low” across the board for a placement to be approved. The School must assess all risks, pursue follow-up actions and come to a judgment as to whether any medium or high risks can be tolerated.			
Will the student(s) have received sufficient briefing prior to departure? <i>This should include opportunities for the student(s) to discuss responses from the Placement Provider and to raise problems that they may be experiencing and receive guidance and support on their resolution.</i>		YES <input type="checkbox"/> NO <input type="checkbox"/>	
Has the student completed an Emergency Contacts Form? <i>This can be ticked after the Placement has been approved.</i>		YES <input type="checkbox"/> NO <input type="checkbox"/>	
Text box for notes			
4. Approval by Placement Organiser/Tutor (pre-departure)			
Have the above actions been completed to the satisfaction of the Placement Organiser/Tutor?		YES <input type="checkbox"/> NO <input type="checkbox"/>	
Name		Post	
Signature		Date	
5. Changes to circumstances post departure			
Please describe any change in circumstances:			
Duration of Modified Placement (if required)	Start		End
<i>Repeat if the Modified Placement Period falls into more than one distinct period.</i>	Start		End
6. Changes in circumstances post-approval			
Does this require a change of Placement Provider? ¹ <i>If yes, then a new form should be completed.</i>		YES <input type="checkbox"/> NO <input type="checkbox"/>	
If it does not involve a change in Placement Provider has the change in circumstances been discussed with the student(s) and the placement provider? General control measures must still be reviewed and a risk-based assessment undertaken if the change of circumstances warrants it.		YES <input type="checkbox"/> NO <input type="checkbox"/>	
Has the student(s) received sufficient briefing to deal with the change in circumstances? <i>This should include opportunities for the student(s) to discuss responses from the Placement Provider, raise problems that they may be experiencing and receive guidance and support on their resolution.</i>		YES <input type="checkbox"/> NO <input type="checkbox"/>	
Text box for notes (perhaps to note comments on further correspondence and tolerable risks :			

Appendix 4

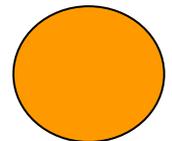
Types of Risk

Low Risk Placements



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

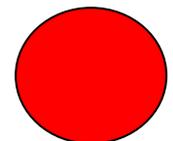
Medium Risk Placements



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

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

High Risk Placements



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

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

Appendix 5

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

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 heights, dusts, moving machinery, electrical systems. • Operation of machinery with mechanical hazards such as high speed rotating parts, crushing or entanglement risks. • Laboratory work with toxic/hazardous materials. <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. driving, 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>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 & 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>
	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	<p>Office work or other low hazard</p>	<p>None.</p>

Factor	Risk profile	Indications	Possible specific action to reduce risk
		environments and activities.	
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 lone or remote working in proximity to significant risk (e.g. medical student elective in a refugee camp).</p> <p>Medical and rescue services not</p>	<p>Check Foreign and Commonwealth Office restrictions and recommendations.</p> <p>Consult guides on appropriate behaviour, clothing, etc.</p> <p>Arrange briefing/information</p>

Factor	Risk profile	Indications	Possible specific action to reduce risk
		<p>available quickly or locally.</p> <p>Means of communication likely to be difficult or compromised.</p>	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).
	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> <p>Supplement general briefing with information about medium risk factors.</p>
	Low	Placement in the UK with no significant local risks	None.
General/ environmental health factors	High	<p>Regional/local health risks require mandatory and specific health protection measures e.g. inoculations.</p> <p>Very hot or strenuous working conditions (e.g. manual working outdoors in the sun).</p> <p>Very cold working conditions (e.g. catering placement in a food cold storage/cook chill or freeze facility).</p>	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.	<p>Consult occupational health or medical/health professional for advice regarding immunisation and other preparations.</p> <p>A medical travel kit is a sensible precaution.</p>

Factor	Risk profile	Indications	Possible specific action to reduce risk
	Low	No significant environmental health risks.	None.
Individual student factors	High	The student has personal factors (e.g. health, disability, linguistic or cultural) which may increase the risk of illness or accident during work-related activity even following adjustments.	Discuss activities of high risk with the student, try to eliminate or reduce them where possible.
		The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness.	Engage with occupational health professional/disability support professionals to develop reasonable adjustments. Confirm these in the written communication with the placement provider.
	Medium	The student's knowledge, understanding, and skills are low for the type of work.	Consider pre-placement site visit.
	Medium	The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support during work, or in social interactions at work.	Engage with occupational health professional/disability support professionals to develop reasonable adjustments. Confirm these in the written communication with the placement provider.
	Low	The student has no long-term medical conditions or disability likely to cause episodes of illness or require specific support whilst on placement.	None.
	Low	Student has relevant knowledge, understanding and skills for the type of work.	
Insurance limitations	High	Locations, activities and /or circumstances that are excluded from the HEI's travel and other insurance cover.	If locations, activities and/or circumstances are excluded from the HEI's travel and other insurance cover, consider alternative placements.

Factor	Risk profile	Indications	Possible specific action to reduce risk
		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>If placement is to proceed, additional specific insurances may be available.</p> <p>Consult the HEI's insurance specialist.</p> <p>Brief student on limitations of insurance cover (the small print).</p>
	Medium	Locations, activities and/or circumstances that require prior acceptance from the HEI's insurers before being covered.	<p>If locations, activities and/or circumstances require prior acceptance from the HEI's insurers, ensure notification and acceptance 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>	None.

Appendix 6

Placement Health and Safety Requirements

Introduction

The Universities & Colleges Employers Association (UCEA) has produced a health and safety guidance document for the placement of Higher Education students, which has been used in the preparation of this Code of Practice. This appendix is informed by the UCEA guidance.

See: http://www.ucea.ac.uk/objects_store/ucea_health_and_safety_guidance_for_the_placement_of_he_students.pdf

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

Before the placement:

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

During the placement:

- Step 4: Monitor and address any health and safety issues that arise.

After the placement:

- Step 5: Undertake review.

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

Before the placement



Step 1: Assess risks and determine control measures

Risk assessment

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

The completed Risk Assessment Tool should then be forwarded to the Placement Organiser who will take into consideration the information provided by the student and make a judgement on the level of Risk

associated with the placement, and as to whether the placement should be authorised on the basis of the risks involved. The Risk Assessment Tool includes checks on whether the general control measures are being applied.

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

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

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

General control measures

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

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

Clarifying expectations with the Placement Provider

Placement Organisers must inform the Placement Provider of their expectations of them with regard to health and safety and raise any questions that need to be answered to approve the placement. Ideally, the expectations relating to Health and Safety should be articulated in the Placement Provider Agreement form (see Appendix X). The Placement Provider must acknowledge in writing or electronically that they have received the Placement Provider Agreement form, accept its contents, and provide answers to any specific questions before the placement is due to commence.

Pre-placement health and safety visit

Placement Organisers should decide whether or not a pre-placement safety visit is required before the placement can be approved. **In most cases these are not required.** However, there may be specific concerns that are best resolved by a visit and inspection. The DfES guidance *Providing Work Placements for Disabled Students* states that institutions may wish to visit the placement with the student or prepare the student by arranging a separate meeting with the placement provider/supervisor.



Step 2: Prepare the student

The student will have completed the Risk Assessment Tool (see Step1), and the Placement Organiser will have considered the level of risk and authorized (or not) the placement on the basis of the risks concerned.

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



Step 3: Seek formal confirmation from Placement Provider

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



Step 4: Approve placement

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

During the placement



Step 5: Deal with health and safety issues

When the student is out on placement, responsibility for looking after their health and safety rests with the student and with the Placement Provider. Students should raise any concerns in the first place with their workplace supervisor, manager or with the Health & Safety contact. If issues are not resolved, then the student should be able to raise the matter with his/her Placements Provider – this could involve a member of academic staff visiting the student at his/her placement. Attention should be paid to their surroundings during these visits and any matters of concern that they observe should be raised with the Placement Provider. The level of expertise with regard to health and safety that may be will vary depending on the

member of staff's experience, training and discipline. For example, subject-based experience is important for industrial and medical placements. Placement visits may be a requirement in some instances (e.g. PSRB-regulated professional placements), or pedagogically desirable, but in many instances, whether a visit occurs (or not) will be dictated by practical constraints, and by the nature of the placement.

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

Area	Question	Action
General	<ul style="list-style-type: none"> How do you feel about the placement and your own wellbeing? 	<ul style="list-style-type: none"> Raise with placement provider contact/manager.
Accidents and incidents	<ul style="list-style-type: none"> Have you had any accidents or witnessed any accidents or unsafe practices that you are concerned about? 	<ul style="list-style-type: none"> Contact local competent health and safety person. Raise with placement provider contact/manager. Notify HEI health and safety department.
Training and induction	<ul style="list-style-type: none"> Did you receive any induction training? What ongoing training have you been given? 	<ul style="list-style-type: none"> Raise with placement provider contact/manager.
Supervision	<ul style="list-style-type: none"> Have you been left in charge of a situation for which you felt you needed more training or closer supervision? 	<ul style="list-style-type: none"> Raise with placement provider contact/manager.

After the placement



Step 6: Undertake review

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

Appendix 7

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

Induction Checklist



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



Appendix 8: Glossary of Terms

Academic Director of Taught Programmes (ADTP)

This director's role is to coordinate the development of policy and regulations relating to taught programmes, to oversee quality assurance and enhancement developments, to coordinate aspects of CPD for academic staff and to advise and guide academic colleagues in the delivery of the University's taught programmes.

APL

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

APEL

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

APCL

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

Assessment criteria

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

Course Director

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

CPD

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

Credit

A quantified means of expressing equivalence of learning. Credit is awarded to a student in recognition of the verified achievement of designated learning outcomes at a specified level. Achievement at a standard above the 'threshold' for the award of credit can be recognised through the award of marks and grades,

but not by the award of a greater volume or higher level of credit than that which is assigned to the module or award.

Credit Level Descriptor

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

Credit rating

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

CSED

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

Learning outcomes

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

Level

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

Mentor

A (work based) mentor has experience and expertise that can benefit a mentee. Often the mentor can provide an exemplary role model for the mentee. Typically, the mentor/mentee relationship is typically confidential, fostering safety and openness to identify and address learning challenges. A mentor does not assess the mentee and is not normally a line manager.

Personal Development Planning (PDP)

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

Placement

A placement offers a period of learning at work to provide experience of a role or job as part of initial or continuing training. The placement may vary in length of time. It may or may not be regulated. In some professions, placements are professionally regulated. This means they must meet specific criteria and are periodically reviewed. Successful review is a condition for gaining and maintaining recognition that the placement provides appropriate learning opportunities.

Placement Organiser

A named member of academic staff in the School of Study who is appointed by the Head of School to coordinate the provision, delivery, monitoring and evaluation of placements on a particular programme or module.

Professional, Statutory and Regulatory Body (PSRB)

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

Qualification Level Descriptor

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

Risk Assessment

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

Risk Assessment Tool

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

School of Study

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

Supervisor

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

Work-based learning

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

Work-related learning

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

NOTES

LTC11D072

Title: Towards a new Word Count Policy for 2012/13
Author: Dr Adam Longcroft (Academic Director of Taught Programmes)
Date: For LTC meeting of 16 May 2012
Circulation: Learning and Teaching Committee – 16 May 2012
Agenda: LTC11A005
Version: Final
Status: Open

Issue

A paper setting out some proposals for a new word count policy for 2012/13

Recommendation

LTC members are asked to consider the proposals with a view to approving a new word count policy for implementation in 2012/13.

Resource Implications

Any new policy will have implications, for staff, for students and for LTS. LTS will need to ensure that it has mechanisms for recording and tracking penalties and the system approved by LTC may require staff training in order to implement effectively. Issues of equality should also be considered.

Risk Implications

It is critical that all schools are compliant with the new policy and that it is employed consistently in order to ensure fairness and equality of treatment for students. Failure to do so will result in perceptions or inequality, resulting in appeals and complaints.

Equality and Diversity

It is not envisaged that any of the recommendations contained in the proposals will impact on groups with protected characteristics. However, the ADTP would suggest that the University's Equal Officer consider the approved policy in this context.

Timing of decisions

The policy needs to be approved during the 2011/12 session in order to be implemented in 2012/13.

Further Information

Contact: Dr Adam longcroft, Academic Director of Taught Programmes, UEA 01603 592261
a.longcroft@uea.ac.uk

Background

In the report the ADTP has set out in detail how the University arrived at the existing policy – i.e. that which is enshrined in the current Regulations – and also how LTC arrived at a revised policy in Nov 2011, which was then subsequently placed on 'hold' subject to further discussion in LTC.

Discussion

LTC needs to consider the various options proposed previously, and in the current report, and agree a policy for 2012/13 which is likely to meet the needs/priorities of all schools and which treats students in a fair manner, with penalties which are clear, easy to administer and not unduly harsh.

PROPOSALS FOR A REVISED WORD COUNT POLICY AT UEA

A revised policy for 2012/13?

In November 2011 I set out below two OPTIONS for a revised policy for 2012/13.

OPTION 1

% over the Word Count Limit	Words over the limit*	Penalty
Up to 5% over stated word limit	0-99 words	No penalty
Between 5-10% over stated word limit	100-200 words	2 marks deducted
Between 11-20% over stated word limit	201-400 words	5 marks deducted
Between 21-30% over stated word limit	401-600 words	10 marks deducted
More than 30% over stated word limit	600 words +	Mark capped at 40%

**On a 2,000 word assignment*

OPTION 2

The individual module convener will advise you of maximum length of the coursework (maximum word count). All students must declare their word count on the coursework submission form. The following penalties will be applied if you exceed the word limit (please note there will be no exceptions to the rule and it is your responsibility to ensure that you adhere to the word limit set). ***The awarded mark will be capped at 40% for work which is over the word limit.*** Frequent random checks are carried out on coursework by the HUBS to verify word counts. Cases of intentional misrepresentation of word count will result in a capped mark of 40%. If students fail to declare the word count on the coursework submission form the mark will be capped at 40%. On modules marked using a Pass/Fail system, markers will only read text up to the word count and the mark will be based ONLY on that text.

Advantages of Option 2

- ❖ It is admirably **CLEAR** – there is absolutely no scope for confusion/misinterpretation.
- ❖ It can be easily explained and justified to students.
- ❖ It ensures that **ALL** students are treated consistently regardless of the School in which they are studying.
- ❖ There is no need to do any ‘calculation’ to figure-out what the penalty should be – there is just **ONE** consequence of going over the published word count. This minimises work required in HUBS.
- ❖ It sends out an unambiguous message to students – we expect that they **will** adhere to word counts and not doing so has significant consequences.
- ❖ It caters for % marking, and also Pass/Fail marking.
- ❖ It ensures that staff time is not dissipated reading over-long text which ignores or blatantly disregards stated word count limits.

NOTE: My preference as ADTP, and that of all four Assoc Deans was for Option 2. This is closely modelled on the policy at Liverpool University

Effectively Option 2 was approved by LTC in Nov 2011 for implementation in 2012/13.

Permission was given to FMH to move to the new policy in January 2012 if it wished to do so. However, feedback from TDs and others in FMH resulted in the new policy being ‘put on hold’, with a view to revisiting it in LTC later in the academic year.

As ADTP I set out for colleagues lots of examples of different word count policies in other HEIs (see the end section of this report). One example which might repay closer attention is that at **Exeter** – one of our close competitor Universities.

The Exeter Policy

Exeter use their penalties in this way:

If you are found to have **exceeded** the specified word limit for an assessment, your work will be subject to a penalty:

- Up to 10% over length – No deduction off final mark
- Between 10% and 20% over length – Deduction of 5 marks off final mark
- 20% or more over length – Maximum mark of 40% (*in other words the mark is capped at pass mark*)

LTC may wish to endorse a similar policy at UEA? Alternatively, there might be value in adapting it (see below).

Comment

Given that we have a **3 level system of penalties** for plagiarism at UEA, it might also be sensible to look at the possibility of aligning the word count policy with this by introducing a Level 1, Level 2, and Level 3 series of offences:

If you are found to have **exceeded** the specified word limit for an assessment, your work will be subject to a penalty:

- **Level 1** - Up to 10% over length – 5 marks deducted.
- **Level 2** - Between 10% and 20% over length – 10 marks deducted
- **Level 3** - 20% or more over length – Maximum mark of 40% (in other words the mark is capped at pass mark)

The Level 1 penalty ensures that students make efforts to keep below the word count – ie that they adhere to it. This is important in terms of building a compliance culture, whilst also protecting staff time (in marking). The penalty associated with the Level 3 offence reflects the flagrant disregard of the stated word count limit.

Background to current policy

What follows is a brief recapitulation of the audit trail relating to the development and approval of the current (controversial) word count policy. The text in *italics/bold* have been emphasised by me.

It seems to me that there are several reasons why the current system was adopted

- There was no **consistent** policy on the issue - different systems of word-count penalties were in place in different parts of the University, some permissive, some very prescriptive.
- There was no consistent **requirement** for students to indicate the word count on their submissions.
- There was no consistent practice or method in place to allow staff to **easily check** actual word lengths against stated word lengths (e.g. those declared by students on their coversheets) – esp assignments submitted in hard copy format.
- As with many other educational issues, there are ‘doves’ and ‘hawks’ on the issue - some staff feel strongly that students shouldn’t be unnecessarily ‘constrained’ by word counts, whilst others feel that it is crucial to develop a ‘high-compliance’ culture in the context of the wider development of professional skills.
- TPPG and LTC I think were mindful that any policy agreed within the University needed to be **sufficiently flexible** to allow for the huge variations in assignment formats (e.g. Maths submissions framed around algebraic equations etc).
- TPPG and LTC were also mindful that introducing a policy which required robust ‘checking’ of word lengths would require a major **investment in resource**. This is, indeed, a major issue for the University and one which needs to be addressed as part of any revised policy.
- I think it is fair to say that few members of TPPG or LTC realised back in Feb/March 2011 just how problematic and unpopular this new policy would be with academic colleagues.

Problems with the current policy

Since taking over as ADTP I have received a number of written and verbal requests for clarification and many colleagues have expressed their frustration and dissatisfaction with the policy. It has also been very poorly received by some of our key partners (e.g. Guernsey Institute). My own view on the policy is that:

1. It sends out a very unfortunate message to students: namely, that we're not overly bothered whether students stick to word count limits.
2. It implies that we're not really concerned about ensuring a standardised, consistent approach to dealing with over-long submissions within the University and between Faculties, Schools. The degree to which markers withhold marks for a piece which is overlong will inevitably vary WILDLY within and across the University.
3. It gives the impression that we're happy for some students to be penalised (or have marks withheld) but not others – depending on the whim of the School or module convenor.
4. It doesn't explain to colleagues or student why adherence to the word limit might be included as an assessment criterion for some assignments but not others.
5. It is simply vague and imprecise – the lack of clarity has led to confusion and frustration.
6. Why should adherence to word count be weighted as a criteria – there are more important things to award marks for and more important criteria on which to recognise and acknowledge students' performance.
7. It doesn't allow markers to deduct marks for exceeding a clearly stated word limit – this seems at odds with having a word limit at all. Why bother having word limits at all?
8. The policy seems at odds with practice in most other HEIs (See following section on practice in other HEIs).

In addition:

- Some colleagues feel there was insufficient consultation amongst staff prior to its approval. This is debatable in the sense that Schools were consulted about word counts and the policy was fully discussed at TPPG and LTC, but the discussions around the policy did coincide with the Integration Project. Rightly or wrongly, there seems to be a sense in some quarters that the policy slipped in 'under the radar'.
- Some colleagues feel that there was insufficient opportunity to consult with students on the policy – the policy therefore lacks 'student-centredness'. Again, this is debatable given involvement of student reps on TPPG, Fac LTQCs and LTC, but on reflection it might have been preferable to have students 'lead' the discussion on this and present some proposals TPPG and LTC.
- Some colleagues feel that it runs the risk of compromising marking rigour and resulting in an inflation of marks.
- There are concerns in some schools that the policy undermines professional standards and the development of 'professional' attitudes (e.g. recognition of the importance of compliance with requirement/guidance).
- In FMH there are severe reservations about awarding/withholding 5% of 10 % of marks purely for meeting/adhering to a stated word limit.

It isn't clear yet what students are making of the policy – it would be interesting to see whether the SU Academic Officer has received any feedback on the policy yet. If staff find it opaque and difficult to interpret, then it wouldn't come as a surprise if students did too.

A brief summary of key documents relating to the approval of the current policy follows

TPPG report to LTC in Feb 2011

As part of the same consultation the Policy Group asked for further information on the implementation of penalties for exceeding published word limits in some Schools, with a view to devising University regulations on this matter. The Policy Group learned **that penalties for exceeding word limits were applied in parts of the University, but that such penalty schemes tended to be applied in the most egregious cases and that there was no systematic checking of word counts.** As noted in the original consultation document, word limits were clearly necessary both to encourage students to write concisely and focus on the question posed, but also to assist with the management of staff time. The Policy Group also learned that there was a lack of consistency in respect of what was included in word counts and what was excluded. On balance, the Policy Group concluded that student work that was too short or too long often penalised itself because of its content and that no further penalty should be applied.

The Policy Group was very mindful that ***implementing a comprehensive framework for exceeding word limits would require additional resources to be committed to the task***. Module Organisers should publish their expectations of the length of a written assignment as part of the module or assessment outline so that students were aware of the markers expectations and the number of words within which the task set could be answered. In some cases it would be appropriate to include the ability to answer the assessment within a specified number of words within the marking criteria for the assessment (thus marks would not be awarded where students exceeded or fell short of the requirement). Strategies would need to be developed to address situations where a student submitted assessed work that substantially exceeded the volume required or the capacity of the marker to mark in a timely manner.

The regulations for the submission of assessed work would be amended to clarify that word counts for written assignments, including dissertations, at undergraduate and taught postgraduate level, would include the text of the assignment only, excluding footnotes, endnotes, bibliographies, graphs, charts, diagrams and their labels.

The Committee is asked to **endorse** the following principles to inform the amendment to the regulations on the submission of assessed work:

- Current penalty framework for unauthorised late submission to remain
- Module / assessment outlines to state the number of words required to satisfactorily answer the task / question set for written assignments (Where appropriate) assessment outlines / marking criteria to include a requirement to answer the task / question in a specified number of words.
- Word limits for written assignments for undergraduate and taught master's assessments should only include the text and should exclude footnotes, endnotes, bibliographies, diagrams and labels
- ***No penalty to be applied for exceeding stated word limits (except where marks are not awarded for not achieving an intended outcome)***

TPPG report to LTC in June 2011

The Committee is also reminded that during its discussions of the matter of word counts in January the Policy Group ***recommended that marks might be awarded for achieving a learning outcome that stated that a student should write an assignment of X words (where appropriate), but that marks should not be deducted for exceeding word limits***. The key factors influencing the Policy Group's recommendations were that ***students tended to penalise themselves by including excessive or redundant text within assignments, and also that there was no routine or systematic checking of word lengths and therefore students would only be penalised where a marker felt that the word count exceeded the stated maximum***. The Committee endorsed this recommendation at its February 2011 meeting.

In respect of word lengths, the Policy Group recommended that a uniform approach to material included in word lengths be adopted across the University and that for all written assignments this should include the main text of the assignment, but exclude appendices, endnotes, footnotes, bibliographies, diagrams and labels. The Committee endorsed this recommendation at its February 2011 meeting.

At its June meeting, the Policy Group noted that there were some forms of assessed work (for example formulae-based mathematics assignments) did not fit comfortably within a regulation governing word lengths and that the wording of the new regulation should take this into account.

Word Count Policies in other HEIs

University of Liverpool Word Count Policy

The individual module convener will advise you of maximum length of the coursework (maximum word count). All students must declare their word count on the submission form. The word count includes: all words in the main text, in-text citations, figures and tables, figure captions and table

titles, section headings and footnotes, but it excludes: words inside, the reference list and any appendices if applicable. Students are advised to use Appendices for lengthy items of data. The following penalties will be applied if you exceed the word limit (please note there will be no exceptions to the rule and it is your responsibility to ensure that you adhere to the word limit set): **The awarded mark will be capped at 40% for work which is over the word limit.** Frequent random checks are carried out on coursework through TURNITINUK to verify word counts. Suspected cases of intentional misrepresentation of word count may be pursued with the Assessment Officer.

University of Manchester

The following penalties will apply if your work exceeds the limits set out above:

- (i) if the work is less than 10% over the limit, then 5 marks will be deducted from the mark awarded;
- (ii) if the work is 10% or more, but less than 20%, over the limit, then 10 marks will be deducted from the mark awarded;
- (iii) if the work is 20% or more, but less than 50%, over the limit, then 20 marks will be deducted from the mark awarded;
- (iv) if the work is 50% or more, but less than 100%, over the limit, then 40 marks will be deducted from the mark awarded; and
- (v) if the work is 100% or more over the limit then the work will not be marked and a mark of zero will be recorded.

University of Sheffield

Word limits are set for every piece of assessed coursework including the Dissertation. Word limits are there for a reason. They reflect the scope of the assessment exercise and adherence to the word limit is part of the assignment. Learning to write to a specific word limit is a valuable skill to acquire. You are expected to produce a highly effective piece of work with well-structured arguments, expressed in clear and economical prose without exceeding these limits.

Penalties will apply where the word limits are exceeded, as follows:

- Work up to 5% over the word limit will not incur a penalty.
- 5-15% over the word limit: deduction of 5% of the mark awarded.
- 15% or more over the word limit: deduction of 10% of the mark awarded.

Students should declare the word length on all pieces of coursework (a box is provided on the feedback sheet).

Word limits include footnotes but exclude front and end matter (e.g. bibliographies, appendices, title page, contents page, abbreviations page, and acknowledgements). Some non-standard assignments may be exempt from this general rule (for example, annotated bibliographies).

University of Bristol

There is **no prescribed penalty** for a submission that is either significantly longer or significantly shorter than the specified word-count **but** given that writing to a required limit is one of the demands of the assessment exercise **a failure to do so may be reflected in the final mark awarded.**

University of Sussex

A word limit is set, please observe it. The purpose of word limits is to accustom you to writing concisely and to the point to an agreed format, and to ensure parity across a course. For assessed work, the word limit should be observed quite strictly: do not overshoot or undershoot by more than 5%.

University of Lancaster

For each piece of coursework, you will be given a word range (usually 2000 - 2500 words for essays and 9000 - 10,000 words for dissertations). The Department considers word ranges and other parameters set as part of coursework assessment to be an important and integral part of that assessment. Word ranges help to ensure that students submit comparable work. Moreover, writing to a word range is a useful skill that can be acquired at university and which will still be valuable after you graduate. The Department therefore requires students to indicate on their coursework cover sheet the exact number of words used (and remember that we can easily check that figure using your electronic copy!). Work that falls outside of the specified word range is liable to be

penalised by the member of staff marking it. ***The further it is outside of the range, the greater the effect on the final mark.***

University of Exeter

Different assessments have different word lengths specified for them; it is important that you keep to the word length specified for each assessment at all times on the following grounds:

- To encourage succinct and clear writing by students.
- To ensure equity between all the students doing that particular assessment

If you are found to have **exceeded** the specified word limit for an assessment, your work will be subject to a penalty:

- Up to 10% over length – No deduction off final mark
- Between 10% and 20% over length – Deduction of 5 marks off final mark
- 20% or more over length – Maximum mark of 40%

University of York

It is an important academic skill to write to a word limit. It is also fairest to students if all are assessed on work of the same length. Students should endeavour to write their assessments to the published word limit for each module and follow the guidelines in the assessment brief as to whether or not references and bibliographies are included in the limit. The word count for each assessment must be clearly stated on the essay cover sheet or in the comment box for those students submitting using the online submission process.

Where a task is divided in to component parts with stated individual word limits for each component the conditions will apply to the individual component that is over or under the limit.

- Between 10 and 19% over/under the word limit – 5 marks deducted
- More than 20% over/under the word limit – 10 marks deducted
- Any assignment lacking a word count will automatically be deducted 1 mark.

Cardiff

Assessed work must be within indicated word limits e.g. 2500-3000. This will be checked during electronic submission of work. 10% flexibility will be allowed on this limit. For every 250 words over this limit the student will lose 10 marks. If students do not reach the word limit, marks may be lost in appropriate sections of the marking criteria such as 'covers appropriate range of concepts'.

Dr Adam Longcroft

Academic Director for Taught Programmes

8 May 2012

LTC11DO72

Towards a new Word Count Policy for 2012/13

Additional Proposal (Proposal 4)

1.0 Penalty

- Up to 10% over word limit – no penalty
- 10% or more over the word limit – deduction of 10 **marks** off original mark.
 - When the original mark is within 10 marks of the pass mark the penalty will be capped at the pass mark.
 - Original marks below the pass mark will not be penalised.
- Failure to provide an electronic copy when requested – mark capped to the pass mark.
- Intentional misrepresentation of the word count in the declaration box – mark capped to the pass mark.

2.0 Process

- 2.1 Word limits should be set for all written assignments (there may be exceptions in certain disciplines such as mathematics and chemistry);
- 2.2 Word limits should be clearly stated in the title of the assignment recorded on SITS (For example, 'Essay 1 (2500 words)'). This will ensure it is shown on eVision and on the coursework coversheet.
- 2.3 Students should declare the number of words in their assignment on the coversheet of their assignment. (The electronic submission task will be amended for students to enter the word count at the submission stage, to be printed out on an amended version of the coversheet).
- 2.4 Word counts for written assignments, including dissertations, at undergraduate and taught postgraduate level, would include the text of the assignment only and exclude footnotes, endnotes, bibliographies, graphs, charts, diagrams and their labels.
- 2.5 Markers who suspect an assignment should mark the work as normal, and return the original unpenalised mark to the LTS Hub, flagged appropriately, for investigation and application of any resulting penalty.
- 2.6 The LTS staff will request an electronic copy of the piece of work from the student, and check the word count, ensuring that the copy matches the original submission.
- 2.7 Students will be required to submit an electronic version of the originally-submitted work in a format which can be checked for word count (for example Word or Excel) when requested by Hub staff to do so, when the marker has raised a suspicion that the student has exceeded the word count.
- 2.8 Failure to submit an electronic version of the work for checking will result in the mark being capped at the pass mark.

- 2.9 Cases of intentional misrepresentation of word count will result in the mark being capped at the pass mark.
- 2.10 There is no obligation for the marker to read (and therefore assign marks) beyond the word limit + 10%.
- 2.11 For Pass/Fail assignments where the word count is found to exceed the word limit + 10%, the judgement on whether the grade is a pass or fail should be made only on the text up to the word count + 10% limit.