



University of Brighton

Placement Handbook for Visiting Tutors: Indicative content

Preamble

The Placements Working Group has developed three documents outlining the indicative content of handbooks associated with placement activity:

- Students
- Placement Providers
- Visiting Tutors

The purpose of this document is to provide the suggested content of handbooks for Visiting Tutors.

Throughout this document, *paragraphs formatted using italics provide guidance on what to include in each section*. Paragraphs formatted using normal text provide examples of possible text that it may be appropriate to adapt for individual placements.

The following terms are used within this document:

- The **Placement Co-ordinator** refers to any person within the university who organises or co-ordinates student placements, which form part of a university course. The role of the Placement Co-ordinator may be divided in practice into administrative and academic aspects, but both are related to the overall role of Placement Co-ordinator.
- The **Placement Provider** is the host employer or organisation providing the placement.
- **Placement students** are University of Brighton students seconded to and working under the control of a placement provider (usually) away from University premises (unless the university is the placement provider). Placement students may be paid by the placement provider or may be undertaking the placement on a voluntary basis.
- A **Visiting Tutor** is any member of the university staff who visits a placement student at the premises of the placement provider during the placement.

1. Introduction

An introductory statement to the handbook should be included here. The following paragraph is an example:

This handbook describes the Visiting Tutor's role in relation to students who are currently undertaking a placement. It sets out the requirements of the Visiting Tutor in relation to undertaking placement visits, appraisal of students' assessment documentation, a statutory framework for placements and general support of the student in the workplace.

1.1 Requirements of the placement

University requirements of a placement will differ according to the type of placement. Below is an example of what would be required from a student undertaking a sandwich year placement in, for example, industry.

A student registered for the award in the sandwich mode must satisfactorily complete a minimum of 40 weeks of supervised work experience.

In order to be eligible for the award of a degree in the sandwich mode, a candidate must satisfy the Board of Examiners that the aims of the supervised work experience have been achieved.

2. Academic Framework

2.1 Aims and learning outcomes of the placement

This section should include information on the aims of the placement and what it is anticipated that the student should be able to do at the end of it. This may be an extract from the related module description (if the placement is credit-bearing) or a summary statement (with the module description included as an appendix if appropriate). Below is an example of what could be included.

(i) Aims

The aim of the placement is to put into context the students educational experience to date, to provide work experience in as full and fulfilling a manner as possible and to give students an opportunity to apply themselves to real-life work projects. These include:

1. Synthesise knowledge and skills acquired during the first 2 years of the degree programme and apply them appropriately in a working environment.
2. Provide the student with the opportunity to manage and enhance the development of their own personal skills.
3. Acquire and develop a range of skills e.g. communication skills, professional awareness, technical skills, employability skills; and have the opportunity to apply them in a work environment.
4. Provide students with an appreciation of work ethics
5. Provide an opportunity for the student to work supervised and unsupervised.

(ii) Learning Outcomes

It is anticipated that students will have:

- Successfully applied their subject practical skills in a working environment

- Achieved competence in the communication, presentational and enterprising skills necessary to meet the demands of a career in industry
- Demonstrated critical self-awareness in the identification and development of their skills and aptitudes

2.2 Assessment

Details of how the placement is assessed should be outlined here, (reports, presentations, logbooks) especially if the overall grade for the placement is dependent on satisfactory interim reports from the Visiting Tutor (for example, the assessment criteria may include an agreed evaluation of performance between Placement Co-ordinator and provider).

The following is an example of a formal assessment activity:

Formal Assessment

During the placement period, students will be directed by their workplace supervisor and carry out duties as appropriate for the organisation. In addition, during the placement they will be expected to undertake a research project.

The size and topic of the project will take account of the other duties in which the student is involved and will be agreed between the workplace supervisor, the student and the Visiting Tutor. On completion of the placement, students will be required to give a short presentation on their work to a group of staff and undergraduate students and write a final report on the work conducted during the placement. The provider will be asked to complete a final report on the student which will form the basis for the assessment of a student's performance.

There are 3 components to the format of this assessment, usually comprised of:

- 10 minute presentation assessed by two members of staff
- Final report on the work conducted during the placement
- Agreed evaluation of performance between Placement Co-ordinator and provider.

To assist in this process the supervisor completes a report form in which they assess various aspects of the student's performance. (Personal characteristics, interpersonal skills, intellectual / technical ability)

2.3 Calendar

A time line with periods when the visits may take place etc could be included here.

3. Statutory Framework

3.1 Health and safety

This section should clearly outline the responsibilities of the University of Brighton and the placement provider in respect of health and safety. Reference should be made to the University's Health and Safety Policy for Work Placements (which is attached as Appendix 1) and associated questionnaires (which are attached as Appendix 4).

Placement providers have the primary duty to ensure the health and safety of all employees, including placement students. The University of Brighton also has a responsibility to ensure the suitability of placements. It is each student's responsibility to pay due care and attention to their personal safety at the workplace and report any concerns.

3.2 Disability

Reference should be made to the Policy on Disabled Students and Placements (which is attached as Appendix 2) and associated questionnaires (which are attached as Appendix 4).

3.3 Harassment

Reference should be made to the University's Policy on Harassment and Placement Students (which is attached as Appendix 3).

3.4 Insurance and other legal requirements

This section should clearly state the insurance stance of the student, whether abroad, working in the UK or as a member of the armed forces. Reference should be made to the paper summarising the legal requirements associated with placements (which is attached as Appendix 5).

3.5 Complaints

This section should summarise the procedure should a student wish to make a complaint about their placement experience. It should highlight the existence of the University Student Complaints Procedure. The following is an example:

Visiting Tutors should be aware that a formal complaints procedure exists within the statutory framework for placements. Any complaints or problems should firstly be directed informally to the Placements Co-ordinator. The Placements Co-ordinator has responsibility for resolving the complaint in consultation with the Visiting Tutor and other relevant senior staff within the School.

If any party feels that an informal complaint has not been dealt with satisfactorily, a formal complaint using the appropriate form should be submitted to the placements co-ordinator. The complaint will be forwarded directly to the Head of School.

3.6 Occupational health

Some placements (for example, those within the National Health Trusts) have specific arrangements for occupational health. This section should advise that in these placements, the student should refer to the occupational health department of their placement provider where available / appropriate.

4. Role of the Visiting Tutor

4.1 Core responsibilities

This section should outline the roles and responsibilities of the Visiting Tutor. The following is an example:

Whilst undertaking a placement a student remains a student of the University of Brighton. A placement must provide a supervised learning experience as well as a specific vocational experience. It is essential, therefore, that the student is properly monitored during the placement and that his/her performance is assessed in an appropriate way.

Each student is allocated a Visiting Tutor who is available to the student for guidance about their academic assessment and placement. She/he will also be available to the placement

provider for similar guidance when necessary. Whenever possible, the allocated supervisor is a specialist in the functional area in which the student is based.

The Visiting Tutor is the link between the student and the placement provider. The tutor may have to guide the provider on its supervisory role, expectations of placement learning and aims of the placement in general. It is important to maintain the good links forged between the university and the placement provider through adopting a professional attitude and clear communication.

The main functions of the Visiting Tutor are to:

- Maintain regular communication between the student, University and the placement provider during the placement;
- Monitor the progression of the placement and feedback any concerns or problems to the relevant year tutor, course leader and placements unit;
- Arrange and undertake visits to the workplace during the period of the placement, completing the appropriate documentation and providing appropriate feedback to the placements unit;
- Supervise the students through the development of their academic assessment
- Support the placement provider in the assessment of the student;
- Provide pastoral support to the student during the period of placement, referring them to appropriate University departments as required;
- Develop and maintain a good relationship with the placement provider.

4.2 Etiquette

This section is intended to outline the good practice expected of Visiting Tutors whilst they are visiting students undertaking placements (for example, the expectation that placement providers will be telephoned / contacted in advance of a visit, that any appointments made should be kept etc). The following is an example:

The University's work placement affiliations are with professional organisations that operate within a commercial environment. The University would expect tutors making visits to approach the situation with the same degree of professionalism used in a business environment.

It is expected that Visiting Tutors would be aware of their responsibilities relating to matters of appearance, punctuality, presentation and diplomacy.

It is important to maintain the strong links between the University and placement provider by adopting a professional attitude and employing clear methods of communication. For example, telephone both the placement provider and the student in advance of the planned visit to confirm arrangements (date, time, duration). It is imperative that once confirmed these appointments are carried out as agreed.

It is equally important for the student to perceive the Visiting Tutor as accessible and available to discuss matters arising from the placement experience including assessment requirements. They are, after all, the client in this scenario.

Many businesses will want to protect the intellectual property of their organisation in a competitive marketplace. It may be a requirement of the provider for the Visiting Tutor to sign a confidentiality agreement upon their arrival of the scheduled visit.

4.3 Visits

This section is intended to outline the purpose, content and support provided during visits to students undertaking placements by the Visiting Tutor. During visits, students should be

provided with the opportunity to discuss their academic progress on the placement and raise any concerns they have about other issues, such as health and safety or harassment.

Should the placement not include a formal visit from a Visiting Tutor it may nevertheless be appropriate to outline the support the student can expect to receive from a tutor during their placement and details of who they should contact if they encounter difficulties.

The following is an example of what could be included in this section:

Many students begin their placements during June, July or August. Therefore, during the first term of the academic year they may have been working for several months and are keen to make contact with their Visiting Tutor.

When scheduling visits the Visiting Tutor should ensure that both the student and his/her workplace supervisor (line manager/mentor) will be present and able to spend some time discussing the student's progress. It may be helpful to have an additional private session with the student to discuss any concerns that may have arisen, such as private, professional and financial issues. Similarly, it may be of benefit to have a private session with the company supervisor to discuss the progression of the student.

If any problems relating to the placement are identified during the visit they must not be ignored. In the first instance the placements unit must be informed of these concerns so that a plan of action can be drawn up in consultation with the Placement Co-ordinator.

4.4 Overseas Placements

If a student is undertaking a placement overseas tutors may not be expected to make an actual visit. Therefore, this section should outline the support available to students from the tutors and arrangements for monitoring their progress on the placement. For example, this section should indicate that a time should be arranged when the tutor can telephone or email the placement provider to discuss the student's progress and similarly, arrange a time to telephone or email the student to discuss his/her workplace experience.

This section should also outline the arrangements/procedures for students to keep in touch with their tutor or raise any concerns they may have whilst they are on the overseas placement.

4.5 Evaluation of the placement

This section should outline the procedures for the evaluation of the placement experience and the role of the Visiting Tutor in that evaluation. The type of evaluation expected will vary according to the placement, and may, for example, include a formal assessment of student performance or an evaluation of a placement provider or both. The following is an example:

Evaluation of the placement provider

Placement providers are thoroughly assessed for suitability before any placement agreement is arranged with the University. However, it can be useful for the Visiting Tutor to carry out a brief audit during the visit so as to supply the placements co-ordinator with an update on the merits of the provider. Some factors on which to focus include:

- Is the quality of the workplace in keeping with the statutory framework for placements?
- Are the learning outcomes being accomplished? i.e. Is the student involved in a variety of tasks which challenge / build on theory studied at university?
- Are students appropriately supported and supervised within a structured learning environment?

- Are students developing their personal skills?

5. Support

5.1 Supporting the student

(i) **Support from Student Services**

This section should summarise the support services on offer from the University of Brighton and the Students' Union to a student whilst s/he is on placement. Visiting Tutors are expected to be aware of student support issues and have the ability to refer the student to the appropriate support service as necessary. This includes support from the following areas in the Student Services Department:

- *Careers Centre*
- *Chaplaincy*
- *Disability/Dyslexia support*
- *Medical care*
- *Nursery*
- *Personal Counselling*
- *Welfare*

Additional information regarding the above in relation to placements has been given in Appendix 6 and can be deleted / kept as is felt necessary.

(ii) **Support from the Placement Co-ordinator**

This section should outline the continuing support and guidance that the Placement Co-ordinator should provide to the student during their placement.

(iii) **Support from the Placement Provider**

This section should outline the support that the Placement Provider should provide to the student during their placement. This may include, for example:

- *Provision of appropriate induction, guidance and training.*
- *Clear information about the terms and conditions of employment*
- *Discussion and agreement of specific aims and objectives with the student at the start of the placement*
- *Allocation a member of staff as mentor and supervisor for the placement student*
- *Provision of a stimulating, challenging and appropriate work experience*
- *Provision of training/information on health and safety in the workplace*

5.2 Supporting the Placement Provider

This section should explain the support that the Visiting Tutor is expected to provide to the placement provider. This may cover issues such as training given if the placement provider is expected to assess the student; what the placement provider should do if there is a problem, the procedure for dealing with unsatisfactory student performance etc. Similarly, the Visiting Tutor may have to guide the placement provider on its supervisory role, expectations of placement learning and aims of the placement in general. It is important to maintain the good links forged between the University and the placement provider through adopting a professional attitude and clear communication.

6. Contacts

A summary of relevant contact details should be included here including, for example:

*Placement Co-ordinator
School Office
University of Brighton Switchboard
Students' Union
Student Services*



University of Brighton

Health and Safety Policy for Work Placements

1. Introduction

There is often a delicate relationship between universities seeking to make placements and host employers/placement providers. For example, university employees do not have a statutory right to enter an employer's premises. This policy outlines action consistent with fulfilling the general duty of care imposed by **The Health and Safety at Work Etc Act 1974**. It is acknowledged, however, that placements overseas or in the armed forces will be subject to a different regulatory framework from those in the UK.

1.1 Terminology

The following terms are used in this policy:

- The **Placement Co-ordinator** refers to any person within the university who organises or co-ordinates student placements, which form part of a university course.
- The **Placement Provider** is the host employer or organisation providing the placement.
- **Placement students** are University of Brighton students seconded to and working under the control of a placement provider (usually) away from University premises (unless the university is the placement provider). Placement students may be paid by the placement provider or may be undertaking the placement on a voluntary basis.
- A **Visiting Tutor** is any member of the university staff who visits a placement student at the premises of the placement provider during the placement.

1.2 Applicable legislation

The Health and Safety at Work Etc Act 1974 places a general duty on the University to do whatever is reasonably practicable to ensure students will not be exposed to risk to their health or safety in the course of work placements.

Students on placements come within the scope of the **Health and Safety (Training for Employment) Regulations 1990**. Briefly, persons receiving training or work experience, pursuant to a training course or programme ('relevant training') from an employer are deemed to be employees of that employer (the placement provider). Placement providers therefore have responsibility for the health, safety and welfare of the placement student working under their control.

This policy also meets the requirements of the **QAA Code of Practice for the assurance of academic quality and standards in higher education: Placement learning**, in respect of health and safety matters.

1.3 Framework for managing placements

The University does not have a statutory right to enter another employer's premises. Furthermore, University staff may not possess sufficient information or expertise to make a valid assessment of the Health and Safety risks which might arise in the course of the placement. The University cannot therefore make direct assessment of Health and Safety

risks associated with individual placements and will act in a 'regulator' or 'auditor' capacity in approving placement providers on the basis of their awareness of and commitment to Health and Safety issues.

2. Placements arranged by the University

Individual Schools may have different local procedures in place, appropriate to the nature of the placements and the nature of the placement provider, in relation to sector type. The principles and procedures outlined in this section represent the minimum requirements on Schools. However, some Schools may adopt more stringent requirements (for example, by requiring annual renewal of Health and Safety Approved status for all placement providers).

2.1 Training

All Placement Co-ordinators should attend an initial briefing session run by the Health and Safety Department. (See Annex 1 for the essential elements of the briefing.) Thereafter, Placement Co-ordinators will be updated by the Health and Safety Department with details of new developments and requirements as necessary.

2.2 Health and Safety Approved status

The Placement Co-ordinator is responsible for determining a safety profile of each placement provider. On the basis of this profile, each placement provider will be deemed either **Health and Safety Approved** or **not Health and Safety Approved**. The principle here is that the University of Brighton can demonstrate that only placement providers which have a high regard for the safety of our students are approved.

A placement provider will be deemed Health and Safety Approved:

- upon satisfactory completion of a Health and Safety Questionnaire (see appendices 2 and 3); or
- if it is a DfES-recognised school or college; or
- if it is an NHS establishment; or
- exceptionally, directly by the University's Health and Safety Department.

Health and Safety Approved status will be valid for a period of two years before renewal is required provided no adverse feedback is received from placement students or Visiting Tutors.

Placement Co-ordinators will be responsible for:

- sending the Health and Safety Questionnaire to each placement provider requesting its completion before the commencement of the placement;
- chasing any non-completions of the questionnaire;
- determining whether the questionnaire has been completed satisfactorily;
- making a judgement about which placements are covered by the placement provider's approved status¹;
- maintaining a record of placement providers Health and Safety Approved status.

If a placement provider consistently fails to complete the questionnaire or if the completed questionnaire gives cause for concern, the Placement Co-ordinator will contact the Health and Safety Department for advice.

¹ For example, a single questionnaire may be sufficient to approve several office-based placements offered by a large organisation. By contrast, an office-based placement and a laboratory-based placement offered by a single placement provider may require separate approval.

The Health and Safety Department will then make a judgement of the Health and Safety Approved status of the placement provider based, for example, on an analysis of the completed Health and Safety Questionnaire, direct contact with the placement provider or other investigation.

If the Health and Safety Department concludes that the placement provider should not receive Health and Safety Approved status, the Placement Co-ordinator will contact both the placement student and the placement provider to cancel the placement. The student will be directed not to commence the placement. The effect on the student will depend on the status of the placement within his or her course. However the general principle should be that, wherever possible, the student's progression through their course will not be adversely affected by the cancellation of a placement on health and safety grounds.

If a placement provider has not completed the Health and Safety Questionnaire prior to the commencement of the placement:

- the student is required give a health and safety questionnaire to the placement provider on their first day of the placement and ask the placement provider to complete it as part of the induction process;
- the student or the placement provider should forward the completed questionnaire to the Placement Co-ordinator.

This may result in the placement provider becoming Health and Safety Approved. If the questionnaire is not completed and returned to the Placement Co-ordinator within two weeks of the commencement of the placement, the placement student and placement provider should be advised in writing by the Placement Co-ordinator that the university has concerns over the health and safety aspects of the placement and that failure to complete the questionnaire within a further two weeks may result in the university formally cancelling the placement.

If the health and safety questionnaire is not returned by the date specified then the placements coordinator in conjunction with the Health and Safety Department will undertake a risk assessment of the placement based on the available evidence and determine whether to approve or cancel the placement.

If a placement is cancelled, the student will be informed in writing that the University cannot accept the placement as a component of the student's course and they will be advised to resign from their position with the placement provider. Again, the general principle should be that, wherever possible, the student's progression through their course will not be adversely affected by the cancellation of a placement on health and safety grounds.

3. Placements arranged by students

Where a student arranges a placement independently of the University, the same basic principle applies that only placement providers which have a high regard for the safety of our students are approved.

Where appropriate, students arranging their own placement should be given access to a School's list of Health and Safety Approved placement providers. If a student arranges a placement with an approved provider, no further action is required (other than the student informing the Placement Co-ordinator of their placement details).

Where a student organises a placement with a new placement provider:

- the student is required give a health and safety questionnaire to the placement provider on their first day of the placement and ask the placement provider to complete it as part of the induction process;
- the student or the placement provider should forward the completed questionnaire to the Placement Co-ordinator. The onus is on the student to ensure that the completed questionnaire is forwarded to the Placement Co-ordinator;
- the Placement Co-ordinator will make an assessment of the questionnaire and either inform the student that the placement provider is approved or, if there are any concerns, consult with the Health and Safety Department;
- if the Health and Safety Department advises that the placement provider cannot be approved, the placement will be cancelled (see section 2.3 above).

4. Information for students and placement providers

4.1 Information for students

Prior to commencement of placements, the Placement Co-ordinator will provide placement students appropriate information regarding their responsibilities, the placement process and the point of contact within the School. (The separate document entitled Health and Safety on Work Placements, Guidance for Students, can be adapted for this purpose.) There should also be some method of contacting placement students, for example, by e-mail.

Where appropriate, staff who have attended the safety department briefing can carry out student briefings. It is important that records of attendance at these briefings are kept and that students are not permitted to commence a placement unless they have attended a briefing.

For certain types of placements where there are specific health and safety issues, specific information will also be needed. This will be developed by Placement Co-ordinators in conjunction with the Health and Safety Department.

It is also important that information is given to students about any known health limitations for a placement they are going on. This should be raised by the placement provider, for example by their answers given to questions on the Health and Safety Questionnaire.

4.2 Student health issues

The policy of disclosure of and student health or disability issues to a placement provider is covered by the policy on disability.

4.3 Feedback

All students should be given the opportunity to provide feedback to the Placement Co-ordinator at the end of the placement, for example through an end of placement questionnaire. In particular, students should have the opportunity explicitly to comment on any Health and Safety issues they may have encountered. This information may be used to inform the placement provider's Health and Safety Approved status (please refer to paragraph 2.2), in consultation with the Health and Safety Department.

4.4 Unresolved safety concerns

If, during a placement, a student or Visiting Tutor has any concerns regarding health and safety of the work environment, these should be reported immediately to the Placement Co-ordinator. Any concerns should initially be followed up by discussion and negotiation with the placement provider. This may be with assistance from the Health and Safety Department. Serious and unresolved health and safety concerns may lead, on the advice of the Health

and Safety Department, to approved status being withdrawn from the placement provider and the cancellation of the placement.

5. Placements where the placement provider is the University of Brighton

Placement students with University of Brighton are considered as employees for the duration of the placement. This means that the same safety controls should be in place for those students, as are in place for University of Brighton employees and no additional measures are necessary.

Approved by Academic Board December 2004

Annex 1

Briefing session for staff who are responsible for organising placements.

The relevant staff would be those that have involvement in organising and authorising student placements.

This may include Visiting Tutors, where appropriate.

Core elements of the briefing session would include the following:

- When and how it is appropriate to maintain a register - containing a profile of the organisation
- When and how students are to be briefed before commencement of their placements
- When it may be necessary to involve the safety department in placement safety problems that may arise
- Contact arrangements during placement/ feedback on completion



University of Brighton

Policy on Disabled Students and Placements

1. The legal context

- 1.1 **The Disability Discrimination Act (DDA) (IV)** (or SENDA) requires Higher Education Institutions to ensure that students are not discriminated against for reasons relating to their disability, whilst on a placement arranged by the University.
- 1.2 **DDA (II)** obliges placement providers who pay the student not to discriminate on disability grounds, as the student is an employee and therefore covered by employment provisions of the Act.
- 1.3 **The Disability Act** extends employers' responsibilities under the DDA as of October 2004. It means that unpaid work placements are also covered by the provisions of part II of the Act.

2. Policy framework

QAA Code of Practice (students with disabilities): Precept 11

"Institutions should ensure that, wherever possible, disabled students have access to academic and vocational placements including field trips and study abroad.

Where placements, including international placements, are a formal requirement or standard component of the programme institutions should consider ways of ensuring that the specified learning opportunities are available to disabled students by:

- Seeking placements in accessible contexts;
- Providing specialist guidance on international placements;
- Re-locating field trips to alternative sites or providing alternative experiences where comparable opportunities are available which satisfy the learning outcomes;
- Working with placement providers to ensure accessibility;
- Providing support before, during and after placements that takes account of the need of any disabled student, including transport needs.

Where a placement is an optional but desirable element of the programme, institutions should consider making similar arrangements to support access for disabled students."

3. University of Brighton Procedures

Disabled students may need more support than other students in accessing and maintaining work placements.

Schools which run courses involving work placements, whether essential or optional, should ensure that disabling barriers are removed in order to ensure equality of experience for disabled students on the course. The following steps are recommended in order to ensure that disabled students have a choice of placements which is sufficient not to put them at an unreasonable disadvantage in comparison to their non-disabled peers.

- 3.1 **Audit of placement providers.** Schools should undertake and maintain an audit of placement providers to establish the accessibility of their buildings and practices, and their approach to disability. This can be undertaken by asking them to complete a 'Disability Questionnaire'.
- 3.2 **Provision of information to applicants.** Details of course requirement to undertake placements and the availability of suitable providers should be made available to applicants. Such information, made available during the admissions process, should also cover the steps the School would make in supporting disabled students both to seek and maintain an appropriate work placement.
- 3.3 **Support in securing a suitable placement.** Placement coordinators will work with individual disabled students and placement providers to ensure that disabling barriers are removed wherever possible.
- 3.4 **Support for students during placements.** Support available to disabled students on the course extends to their work placement. Often the support available is extensive, but can take some time to put in place. The nature and level of support that is appropriate may be different from that provided whilst students are studying at the university. Early liaison with the Disability Team is advisable, ideally during the admissions process.
- 3.5 **Support for placement providers.** Where required, the Disability Team will provide support to placement providers, such as awareness training on specific disability issues.
- 3.6 **Disclosure.** Placement coordinators 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. The student may need support in deciding whether or how to disclose a disability, and the university may have a legal obligation to pass on (or not to pass on) this information. Advice on this issue can be sought from the relevant professional body, and/or the University's Data Protection Officer.
- 3.7 **Communication with students on placements.** If not already in place, systems should ensure that any problems which arise on placement are tackled promptly before they result in a situation where a student experiences discrimination due to their disability.
- 3.8 **Staff awareness of legal requirements.** Heads of School should ensure that all staff (but particularly those involved with admissions and placements) are aware of the university's and the placement providers' legal responsibilities in this area.

Approved by Academic Board December 2004



University of Brighton

Policy on Harassment and Placement Students

1. Introduction

The University of Brighton is committed to its shared values and to upholding the dignity of the individual, to creating a stimulating and supportive learning and working environment, to promoting equality of opportunity and to valuing diversity and affirms the rights of individuals to be treated fairly and with respect.

The University of Brighton has a Policy Statement on Harassment and Bullying which applies to all students including those undertaking work placements. This can be found at <http://www.brighton.ac.uk/aboutus/corporateinfo/policies.php?PageId=405>. The university takes seriously its responsibility to ensure that all students on work placements benefit from the experience and that it is not marred by harassment, bullying and intimidation.

2. What is harassment?

The following is taken from the University's Policy Statement on Harassment:

*Harassment is **unacceptable** behaviour, which can range from violence and bullying to more subtle behaviour such as ignoring an individual. It subjects an individual or group to **unwelcome** attention, violates the dignity of a person and creates an intimidating, hostile, humiliating or offensive environment. It is **unwanted** by the recipient. It **continues** after an objection is made (although a single incident may be serious enough to constitute harassment and justify a complaint). People experiencing harassment may have redress under legislation, e.g. sexual or racial harassment.*

3. Guidelines for dealing with harassment

Harassment and bullying are an unacceptable form of behaviour. Students on placements who are experiencing or have experienced harassment should not feel that they are to blame or believe that they have to tolerate it. Students experiencing harassment should not wait until things become intolerable. Sometimes the alleged harasser may not realise that their behaviour is unwanted and in such cases the misunderstanding can be resolved quickly.

If a student believes that they are being subjected to harassment or bullying whilst on placement, they should try to seek an informal resolution with the person who is causing the distress by challenging their behaviour and making it clear that they find it unacceptable and want it to stop (see (i) below). At any stage the student may seek support and advice from their personal tutor, Placement Co-ordinator or Visiting Tutor. Additionally, the University has a network of trained people acting as 'Harassment Contacts' who will provide confidential support and information. They can be contacted at anytime through Student Welfare. Support is also available from the Student Union Advice Centre.

Wherever possible students should keep a written record of the incidents. This should include such details as date, time, nature of incident, their response and feelings, any action taken and any witnesses present. Methods of informal resolution may include the following.

(i) *Personal resolution*

Students should consider ways in which they can resolve the situation themselves, by making it clear that they find the behaviour offensive and want it to stop. Options to consider include:

- Speaking to the person responsible for the behaviour;
- Writing to the person;
- Challenging the person accompanied by a colleague from the placement provider;
- Asking a colleague from the placement provider to speak to the person on their behalf.

(ii) *Local resolution*

If the situation does not improve following an attempt at personal resolution, if the student finds it impossible to raise the issue personally, or if the allegation is more serious, the student should contact someone within the placement provider's workplace with whom they feel able to discuss the situation. This could be, for example:

- Their line manager
- A member of staff from the Personnel Department
- Their mentor
- A Trade Union representative.

The university's expectation is that the person contacted by the student will seek a resolution of the situation in accordance with the placement provider's policies and processes.

(iii) *Informing the University of Brighton*

If the student feels unable to go through the personal or local resolution stage or if he or she has done so and feels that it has not been satisfactorily resolved, the student should contact their Placements Co-ordinator, who will discuss the situation with the placement provider and attempt to facilitate a resolution.

If the situation is not resolved, this may result in the student being withdrawn from the placement.

4. Withdrawing from a placement

Any student who is withdrawn from a placement because of harassment will not be disadvantaged in terms of their assessment and will be assisted in finding a suitable alternative placement if this is appropriate.

In instances where a student has to be withdrawn from a placement it will be up to the discretion of the Placements Co-ordinator / Head of School to consider the appropriateness of sending further students to the same placement. A copy of this record will be held in the Placements Office, and the placement provider will be notified about the University's judgement in respect of sending further students to the same placement.

Approved by Academic Board December 2004



University of Brighton

Questionnaire for UK based Placements

Will you please complete this questionnaire and return it to:

1. Health and Safety

The Health and Safety at Work legislation requires the University to ensure student placements are made only with reputable companies who take health and safety seriously; and that account will be taken of the student's youth or inexperience.

	Yes	No
Does the company have a written safety policy?		
Is the company registered with the HSE or local authority?		
Will you provide the student with an induction in the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions?		
Will you provide appropriate instruction and training in work practices and in the particular control measures identified in the risk assessments?		
Will you notify the University of any accidents or incidents that you are aware of, which involve the student?		
Are you required to have Employers Liability (Compulsory Insurance)?		
Do you hold a current certificate and Public Liability insurance?		

Please add the address of the site at which the placement student will be engaged:

Please indicate if there are any health restrictions or medical fitness requirements associated with the envisaged activities for this placement.

2. Disability

The University of Brighton requests this information in order to be able to meet the diverse needs of students (including those with disabilities) in providing a suitable placement.

- (i) Are you a 'Two Ticks' employer?

- (ii) Do staff in the organisation receive training in Disability Equality and/or the Disability Discrimination Act? If yes, please give details.

- (iii) Is wheelchair-accessibility an issue for the buildings / lay-out of your organisation?

- (iv) Do you have procedures in place for emergency egress of people with mobility difficulties?

- (v) Do you operate a flexi-time system?

- (vi) Further information relating to the organisation and disability (eg. experience of working with disabled employees, support in place, adaptations issues etc.)



University of Brighton

Questionnaire for non-UK based Placements

Will you please complete this questionnaire and return it to:

1. Health and Safety

The University expects this student to be treated in the same way as your own employees with regard to their health, safety and welfare.

	Yes	No
Will you provide the student with an induction in the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions?		
Will you include the student in the risk assessment programme as it affects activities undertaken by them?		
Will you provide appropriate instruction and training in work practices and in the particular control measures identified in the risk assessments?		
Will you notify the University of any accidents or incidents that you are aware of, which involve the student?		

Please add the address of the site at which the placement student will be engaged:

Please indicate if there are any health restrictions or medical fitness requirements associated with the envisaged activities for this placement.

2. Disability

The University of Brighton requests this information in order to be able to meet the diverse needs of students (including those with disabilities) in providing a suitable placement.

- (i) Do staff in the organisation receive training in Disability Equality? If yes, please give details.

- (ii) Is wheelchair-accessibility an issue for the buildings / lay-out of your organisation?

- (iii) Do you have procedures in place for emergency egress of people with mobility difficulties?

- (iv) Do you operate a flexi-time system?

- (v) Further information relating to the organisation and disability (eg. experience of working with disabled employees, support in place, adaptations issues etc.)



University of Brighton

Legal requirements and placements

1. Introduction

The purpose of this paper is to outline some of the legal implications for the University of Brighton arising out of placement activity.

Much information included within this paper is adapted from guidance published by the Active Risk Management in Higher Education (ARMED) project² (the ARMED project is supported by HEFCE and aims to provide simple guidance to reduce legal risk in higher education institutions) and guidance published by the University of Northumbria³.

2. Contract

The legal relationship between a student and the University is founded primarily upon a contract. The contract is usually deemed to include information about the course available to this student (eg in the prospectus). Such course information may, effectively, give a contractual promise that a certain placement will be provided as part of the course. If the University fails to deliver satisfactory placements it could be potentially open to a breach of contract action. Exposure is very likely if the course is advertised as leading to a professional qualification, a pre-requisite of which is passing practice placement assessments.

3. Health and safety

Placement activity should take into account The Health and Safety at Work Etc Act 1974 and the Health and Safety (Training for Employment) Regulations 1990. The recently approved University of Brighton Health and Safety Policy for Work Placements⁴ is consistent with this legislation in order to ensure, as far as reasonably practicable, the health, safety and welfare of its students whilst they are undertaking placements.

4. Equal opportunities

Discrimination legislation, covering sex, race, disability, sexual orientation and religion or belief, obliges a University to take care to ensure that any students sent out on placement are not exposed to discrimination and/or harassment. The University cannot be expected to anticipate harassment or discrimination in unforeseen circumstances. However, it will have a statutory liability to respond efficiently and properly to any complaint made by a student that he/she is suffering harassment or discrimination on the placement. The University should also take care not to place students repeatedly in a situation in which it is known that harassment is more likely to occur.

² For further details of the ARMED project, please see <http://armed.ilrt.bris.ac.uk/>

³ For further details please see http://online.northumbria.ac.uk/LTA/Documents/Teaching_and_Learning/Placements/RBott%20STUDENT%20PLACEMENTS%2021-11-02.doc

⁴ The Health and Safety Policy for Work Placements is available on staffcentral - <http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc004676.pdf>

The recently approved University of Brighton Policy on Disabled Students and Placements⁵ and Policy on Harassment and Placement Students⁶ takes into account this legislation, which is complemented by the University's Equal Opportunities Policy, Disability Statement and Harassment Policy.⁷

5. Insurance

The University of Brighton's Insurance Officer can provide further details of the insurance arrangements relating to student placements. In general terms, the University's insurance policy covers all staff and students who are undertaking University 'business' in the UK.

If the student is on a paid placement in the UK s/he would be covered by the placement provider's Employer's Liability Insurance, which is required of all employers.

If a student is on an unpaid placement in the UK, they would still normally be covered by the placement provider's Employer's Liability Insurance, as this normally covers those on either work experience or placements. However, if there were ever any difficulties associated with a claim made against the Employer's Liability Insurance, it would be possible to make a claim against the University's own insurance policy.

If the placement is abroad (whether paid or unpaid), the student would need to register for the University's Business Travel insurance by completing an 'Insurance Notification of Student(s) Making a Visit Abroad' form. Students will be issued with an emergency card upon request.

Placement Co-ordinators should contact the University's Insurance Office if a student is undertaking a military placement.

6. Confidentiality

Confidentiality issues may arise for the University in situations where, for example, the University is aware of information about a particular student which might be relevant to risk on the placement, for example, a criminal record, "hidden disability" etc. This is an extremely complex area, and situations would need to be considered on a case-by-case basis, with variables including the precise circumstances of the placement and the way in which the confidential information has been received.

Confidentiality and disclosure issues are particularly relevant for students with disabilities (please refer to the University of Brighton Policy on Disabled Students and Placements). The use and transfer of information about disabled students is restricted by the Data Protection Act 1998 (please refer to paragraph 8). The Disability Discrimination Act (DDA) Part IV Code of Practice advises that Universities should seek students' permission to pass on information necessary for making reasonable adjustments, should tell students what use will be made of information they disclose, and ensure that procedures are in place to keep personal information confidential. If a disabled student requests confidentiality under the DDA Part IV, then the Code advises that even for the purposes of making reasonable adjustments, the information should not be passed on. This might mean a lesser adjustment, or no adjustment, being made. The DDA Part IV does not, however, override Health and Safety legislation, or remove the duty which the University has to protect students, employees and others. There may thus be exceptional circumstances in which the University comes under a duty to

⁵ The Policy on Disabled Students and Placements is available on staffcentral - <http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc004677.pdf>

⁶ The Policy on Harassment and Placement Students is available on staffcentral - <http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc004678.pdf>

⁷ These policies are available on staffcentral - http://staffcentral.brighton.ac.uk/quality/policy_strat.shtm

disclose information to third parties such as placement providers, even against the student's expressed desire for confidentiality.

On a separate issue, a student may be exposed to and pick up confidential information about the placement provider, its customers and/or products during the course of the placement. The provider may seek to protect itself against unauthorised use or disclosure of such information by requiring the student to sign a confidentiality undertaking. It is likely that any breach of an implied or express confidentiality undertaking would lead to personal liability for the student rather than any liability for the University. However, such a situation would not reflect well on the University and may prevent the provider from offering further placements to students.

Students undertaking placements should be made aware that making unauthorised access to computer records is a criminal offence under the Computer Misuse Act 1990.

Finally, students undertaking placement in certain sectors (for example, Social Work or Nursing) are likely to be bound by Professional Codes of Conduct such as NHS Confidentiality Guidelines in order to protect patient confidentiality.

7. Criminal Records Bureau

Some students will be required to have a cleared Criminal Records Bureau (CRB) Standard or Enhanced Disclosure prior to undertaking certain placements, for example those which involve working with children or vulnerable adults.

The University, in agreement with placement providers and Professional and Statutory Bodies, undertakes CRB checks as part of the admissions processes for teaching training, nursing and medicine courses. In relation to other courses, it is the placement provider's responsibility to identify whether a CRB check is required.

8. Data Protection

Placements will inevitably involve a disclosure of a student's personal data, in order to facilitate and administer that placement. Such disclosure may be necessary so as to enable both the University and the placement provider to comply with its legal obligations. For example, the University may pass on details of a student's disability to ensure that his or her special needs are met during the period of the placement (this may only be done with the explicit consent of the student). On occasion, the information disclosed may be "sensitive personal data" as defined by the Data Protection Act (DPA) 1998.

Before making any disclosure of a student's personal data, the University should ensure that the DPA requirements are satisfied. In practice, this means informing the student of the fact that the disclosure will take place and seeking explicit consent to that disclosure (particularly in relation to sensitive personal data relating to matters such as health, racial/ethnic origin or criminal records). If the University transfers data outside the European Economic Area in connection with an overseas placement, it should also be aware that the student's consent will generally be required before disclosure.

The University should obtain a comprehensive and explicit consent from the student at the time of enrolment, authorising the disclosure of his personal data in connection with placements. In the absence of such an explicit consent, the consent of the student to disclosure should be sought. In practice, that consent is likely to be forthcoming, given that the disclosure will be in the student's interest. Clearly any student refusing would not be able to go on a placement.

Whilst the student is on placement, the placement provider's own data protection policies are effective.

The University's Data Protection Officer can provide further information regarding the act and the University's practices in this respect.

9. Intellectual Property

It is possible that intellectual property issues could arise in relation to a student on placement. If the student is working, for example, in a design company s/he could be involved in the creation of valuable intellectual property rights – eg patents, trade marks, registered designs, copyright. Consequently, the placement provider may impose as a condition of taking the student on placement, a written undertaking from the student (and possibly also the University) that s/he waives any claim to intellectual property rights created during the course of the placement.

The ownership of intellectual property should be dealt with on a case by case basis: whilst in some cases it will be appropriate to assign rights to the placement provider, in others it will be the University/student who should own the intellectual property. The University's Business Services Office can provide further information and advice regarding intellectual property.

10. Liability

Risks associated with a placement give rise to the following potential liability to the University:

- (i) Civil liability under duty of care (as a result of proximity of relationship i.e. learning contract) for the injury or ill-health arising out of the placement;
- (ii) Civil liability under duty of care for the injury or loss to the student arising outside of the placement from a foreseeable act e.g. personal attack;
- (iii) Civil liability for loss or injury arising out of the negligent actions of the student whilst on placement;
- (iv) Limited statutory liability for the injury of the student arising out of the undertaking of the placement in the UK and
- (v) Statutory and civil liability arising out of the risk to the institution's employee's health, safety and welfare during placement visits.

The following liabilities apply to the placement provider:

- (i) Statutory and civil liability arising out of the risk to the employee's/student health, safety and welfare during the placement.

The following liabilities apply to the student whilst on placement:

- (i) Statutory and civil liability arising out of their association as an employee.

Student Services support

The support from the following departments of Student Services is available to students on placement as much as it is to students who are studying at the University:

Careers Centre
Chaplaincy
Disability/Dyslexia support
Medical care
Nursery
Personal Counselling
Welfare

However students going out on placement do need to be aware of the following stipulations:

Disability/Dyslexia support

Students with a disability may be in receipt of an allowance from their LEA which funds human support (e.g. a note-taker, scribe and/or learning support tutor), and computer equipment for studying. This funding will not extend to a paid placement. If the student needs personal support on placement and/or the provider is obliged to make adaptations to their environment, they may be able to get help from the Access to Work fund.

If a placement provider has concerns about meeting the needs of a student then the employer should contact the School. Under previously agreed procedures staff from the Disability/Dyslexia team may be able to provide training for employers to help them work with students with disabilities.

Medical care

If a student goes on a short-term placement and they need to consult a medical practitioner in a new area of the country then they should register as a temporary resident with the practice rather than permanent. This will prevent all the medical notes being transferred for a week or month's stay.

For a longer placement such as year then the student should register fully in the normal way and then on their return re-register with the practice or University doctor they've been using while at the University.

Welfare

The entitlement is the same but students should plan ahead because it will be difficult liaising with the University's welfare service if the placement is in another part of the country. Releasing certain funds to help students in hardship requires signatures which can be done by fax but it is not ideal.

Extract from the Quality Assurance Agency's Code of practice for the assurance of academic quality and standards in higher education: Section 9: Placement learning

The precepts

General principles

- 1 Where placement learning is an intended part of a programme of study, institutions should ensure that:
 - their responsibilities for placement learning are clearly defined;
 - the intended learning outcomes contribute to the overall aims of the programme; and
 - any assessment of placement learning is part of a coherent assessment strategy.

Institutional policies and procedures

- 2 Institutions should have in place policies and procedures to ensure that their responsibilities for placement learning are met and that learning opportunities during a placement are appropriate.

Placement providers

- 3 Institutions should be able to assure themselves that placement providers know what their responsibilities are during the period of placement learning.

Student responsibilities and rights

- 4 Prior to placements, institutions should ensure that students are made aware of their responsibilities and rights.

Student support and information

- 5 Institutions should ensure that students are provided with appropriate guidance and support in preparation for, during, and after their placements.

Staff development

- 6 Institutions should ensure that their staff who are involved in placement learning are competent to fulfil their role.

Dealing with complaints

- 7 Institutions should ensure that there are procedures in place for dealing with complaints and that all parties (higher education institutions, students and placement providers) are aware of, and can make use of them.

Monitoring and evaluation of placement learning opportunities

- 8 Institutions should monitor and review the effectiveness of their policies and procedures in securing effective placement learning opportunities.