1. INTRODUCTION

Placement learning has an essential role to play in meeting the requirements of vocational programmes of study, as well as broadening students’ experience. Placement learning opportunities are highly valued by students and provide an important preparation for future employment. However, departments should appreciate the resource implications inherent in planning and monitoring placement learning, and in providing students with effective support whilst undertaking placement learning activity. The University has a duty of care to all its students in respect of the health and safety standards of a student’s learning environment. Departments should therefore ensure that they have the expertise to organise and maintain appropriate and safe placement learning opportunities.

These guidelines are intended to assist departments in ensuring that placement learning opportunities are planned, managed and maintained in accordance with the expectations of the Quality Assurance Agency’s Code of Practice section on placement learning, particularly where these opportunities are being developed or formalised for new or amended programmes of study, or where placement learning is being offered on a more widespread basis. The guidance is also intended to assist departments offering placement learning on an occasional basis as an optional part of a programme of study.

2. GENERAL PRINCIPLES

Placement learning opportunities should adhere to the following basic general principles, regardless of the length of time spent in the placement, or whether the placement is assessed.

- Placement learning should be appropriate to the aims and learning outcomes of the programme of study and the level of expertise of the student
- Placement learning should take place in a safe and supportive environment
- Students should know what they need to do to make successful use of the opportunity
- Placement providers should be aware of their responsibilities to the student and how the placement contributes to the programme of study
- Students and placement providers should undertake adequate preparation for the placement
- Placement learning opportunities that are used or available for use on an ongoing basis should be monitored and evaluated to ensure their continued success and appropriateness

The arrangements that would be required to fulfil the general principles set out above might vary according to the length and nature of the placement, and as to how or whether it is assessed. However, any placement learning should take place in accordance with the following:

- Under the Health and Safety at Work Act (1974) the University has a duty to take reasonable care for the health, safety and welfare of its staff and students.
Placement learning activity should be planned, monitored and undertaken in accordance with the Health and Safety at Work Act.

- Placement Learning activity should be organised, managed and monitored in accordance with the University’s Equality and Diversity Strategy, which includes in Appendix 1 a summary of legislative requirements such as the Race Relations (Amendment) Act 2000, the Disability Discrimination Act (2005) and the Equality Act (2006).

- Departments should ensure that any placement learning activity which is part of a planned programme of study, whether optional or compulsory, adheres to the expectations of the precepts of the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 9: Placement Learning (published July 2001; currently under revision). The precepts of this section of the Code of Practice are included in Appendix 1.

- Departments should refer to the University document Safeguarding Children: Policies and Procedures, for all students whose placement learning may involve working with children or vulnerable adults, and for any students under the age of 18 at the time of placement activity.

3. A DEFINITION OF PLACEMENT LEARNING

The Quality Assurance Agency Code of Practice for the assurance of academic quality and standards in higher education section 9: Placement learning, defines placement learning in the following way:

"Placement learning is a planned period of learning, normally outside the institution at which the student is enrolled, where the learning outcomes are an intended part of the programme of study. It includes those circumstances where students have arranged their own learning opportunity with a placement provider, with the approval of the institution. The code is not intended to cover learning outside an institution that is not a planned part of the programme of study, such as part-time, term-time or vacation work which students have arranged for themselves”.

A “planned part of the programme of study” would be reflected in the programme regulations published in the Calendar, for instance. The following examples of learning activity, undertaken whilst registered as a student of the University and as a planned part of a programme of study, would fall within the definition of placement learning. This list is not exhaustive:

- Work based learning in a UK company as a requirement of a programme of study, which may or may not be assessed
- A period of work-related learning in a clinical setting, including optional (elective) work-related learning
- A period of study in an overseas higher education institution
- A student undertaking research as part of a higher degree at another institution or with an employer
- A period of fieldwork undertaken in the absence of a representative of the University

Faculties should agree whether a particular learning experience within a department constitutes placement learning as defined above and in the QAA Code of Practice. It may
be agreed that a particular learning experience undertaken by registered students of the University does not fall within the definition. However, a department whose students undertake a learning experience that does not fall within the above definition would be encouraged to consider areas of this guidance as potential good practice in supporting its students. Departments offering trips and fieldwork are strongly encouraged to refer to the University’s Guidance for Trips, Field Classes and Site Visits within the UK or Overseas available at: http://www.shef.ac.uk/tlsu/handbook

Appendix 2 contains a flow chart outlining how the Quality Assurance Agency’s definition of placement learning might be applied to specific instances of learning opportunities.

4. APPOINTING A PLACEMENT OFFICER

Departments are strongly encouraged to appoint an academic member of staff as a Placement Officer, with a co-ordinating role in respect of placement learning activity within the department. The advantage of this role is that it would give a point of contact within departments for placement learning related information such as staff development opportunities, interactions with the International Office and the Careers Service, and new learning and teaching related developments in placement learning. Placement Learning Officers from different departments within the same broad subject areas could then share good practice and any issues of concern. However, the need for one or more Placement Officers would vary depending on the extent of placement learning opportunities within a department.

5. PLANNING AND PREPARATION FOR PLACEMENT LEARNING

Departments should have in place procedures for the approval of new placement learning opportunities. Procedures should include checks based on those included in the example Placement Organiser’s Checklist (Appendix 3), as appropriate, to ensure that all aspects relating to the organisation of the placement learning experience have been taken into account. The planning and preparation required will vary according to the nature and duration of the placement learning activity and the relationship between the University and the placement provider.

The University has a responsibility not to place students knowingly into an unsafe environment. Assessing the safety of a placement learning opportunity can be achieved by means of a brief questionnaire for placement providers, including a question on whether a risk assessment of the activity has been carried out. An example Health and Safety Checklist is included as Appendix 4. The Management of Health and Safety at Work Regulations (1999) require employers to carry out a risk assessment, which is likely to be fairly straightforward in an office-based environment. Since placement providers will have these in place for employees, there should be little work involved in adapting these assessments for students whilst on placement. Departments should ensure that students are apprised of risks associated with a particular placement learning activity in advance of the placement. Placement organisers, providers and students should then work together to minimise such risks.

Placement learning for students working with children or vulnerable adults and for students under the age of eighteen

Departments should ensure that students can safely work with children and vulnerable adults, undertaking Criminal Record Bureau checks where appropriate. Please refer to the University’s Safeguarding Children: Policies and Procedures and to guidance on the Human Resources website in respect of work placements, which include provision relating to safeguarding children.
Laboratory-based placement learning

Departments that offer placement learning opportunities in a laboratory work-based setting should refer to the University’s Code of Practice on Health and Safety Part III. Section 16.5 of this Code of Practice states that:

"Before any student is sent to a work placement, the organisation must be visited by a member of staff of the University Department concerned to ensure that its health and safety arrangements are up to standard".

The Code of Practice can be found on the University's web pages at: http://www.shef.ac.uk/safety/cop/index.html

Where information from criminal record bureau checks on students is required, information regarding placement providers' acceptable standards could be gathered in advance. Students could then be matched with placements where the placement provider's criteria are met. This would avoid divulging information on individual students and so meet the expectations of the Data Protection Act.

Departments should ensure that placement providers have information on the following:

- the nature and purpose of the placement learning activity
- how the placement learning is integrated into the programme of study and how it will assist in the achievement of the appropriate learning outcomes
- methods of assessment and marking criteria for the placement learning, where this is assessed within the placement learning environment
- the level of experience of the student
- the expectations of the student and the University with respect to the placement learning opportunity
- arrangements for the support and supervision of the student whilst on placement

Departments should ensure that preparation sessions for students are arranged in advance of placement learning activity. These sessions might include a briefing on the following as appropriate:

- the purpose and nature of the placement learning and how it will be assessed
- cultural and social norms within the placement environment
- contextual information regarding client groups, service users with whom students may be working
- conduct and dress code whilst on placement, and professional values
- health and safety information and training, either in advance or in the placement setting, whatever is most appropriate

Students should given

- sufficient information to be aware of their rights and responsibilities whilst on placement. This should include students’ responsibilities under the Health and Safety at Work Act (1974) sections 7 and 8
- if possible, an opportunity to visit the institution or place of work where the placement learning activity would take place. This can be useful in assisting the student to make appropriate travel arrangements, possibly meet future colleagues, and familiarise themselves with the placement learning environment
- a named contact and reporting procedure at the placement institution or place of work and within the University for accidents or incidents, and for discussing queries or concerns
- opportunities for discussion with other students who have undertaken similar placement learning activity, where practicable

Departments should ensure that students are aware of potential copyright, ownership, and commercial sensitivity of information obtained through placement learning activity.
Students should sign for receipt of briefing materials and for attendance at briefing sessions associated with placement learning.

6. PLACEMENT LEARNING AGREEMENT

Placement organisers should consider drawing up a placement learning agreement, where practicable, between the student, the University and the placement provider. The purpose of this agreement would be to set out the requirements of the placement learning activity and the support to be offered to the student in order to promote a successful outcome for the activity and to minimise misunderstandings and possible complaints. Such an agreement could include the following information:

- The purpose of the placement learning activity and its intended learning outcomes
- Contact details for the student, the department and the placement provider
- Dates and hours of attendance
- Reporting procedures in case of sickness/difficulties etc
- The name of a mentor and/or supervisor who would be responsible for assisting the student in fulfilling the learning outcomes for the placement
- Supervision arrangements
- Any assessment requirements arising out of the placement
- The responsibilities of the student for their own learning and towards any service users and fellow workers and students, as appropriate

The length and detail of such an agreement would vary according to the nature of the placement learning opportunity. For example, a two-week experience without any formal assessment might only require a brief statement covering the arrangements made.

7. SUPPORTING STUDENTS

Students should be advised of the level and nature of supervision and support from the University and placement providers that they are entitled to expect as part of the placement learning activity. This would include the nature and timing of visits by University staff to students undertaking placement learning and supervision and feedback sessions to be provided by placement providers. Whilst it is recognised that visiting a student on placement is a good way of assessing the student’s progress and the continued suitability of a placement learning opportunity, it might not be practicable to do so for every student, especially for overseas placements. However, staff in the Department should monitor students’ progress, whether by visiting the placement or through contact via telephone, email or by letter, at intervals appropriate to the length of the placement activity.

Students should receive regular and constructive feedback on their progress during the placement from the placement provider and the University as appropriate. Departments should encourage placement providers to discuss any concerns at an early stage in order to ensure a successful outcome for the student. If necessary, timely remedial action could then be taken to ensure fulfilment of the learning outcomes for the placement.
Where students are arranging their own placements, departments may wish to consider providing advice, standard letters of introduction and appropriate programme information for students in their initial approaches to placement providers. The placement must be approved by the Department and there should be agreed procedures for assessing the appropriateness and safety of the proposed placement before approval is given.

Students should maintain contact with a designated placement organiser or tutor and to report any significant changes or incidents which could affect the appropriateness of the placement. Departments should have procedures in place in the event of a student failing to maintain contact, especially where a placement visit might not normally be made.

8. **CAUSES FOR CONCERN DURING A PLACEMENT LEARNING ACTIVITY**

Causes for concern that might lead to a student being removed from a placement would probably fall into one of the following categories:

- There is a risk to the health and safety or personal safety of the student
- The placement might not be providing the appropriate experience to allow the relevant learning outcomes to be fulfilled
- Occasionally, the practice of the student might pose a risk to the health and safety of others

Departments should have clear procedures for dealing with any concerns regarding safety or suitability of a placement. Most concerns might be resolved in discussion with the placement provider and student with a view to ensuring that appropriate action is taken to remedy the situation, and this would be the ideal solution in the first instance. In the case of concerns of a serious nature or where concerns cannot be resolved, it might be necessary to remove a student from an unsuitable placement. The reasons should be discussed with the student and the placement provider and, where necessary to fulfil the appropriate learning outcomes or requirements of the programme regulations, an alternative placement opportunity arranged.

9. **ASSESSMENT OF PLACEMENT LEARNING**

Departments should have written statements that include information on how credit is awarded for placement learning activities, or a written statement regarding the requirements to be satisfied as part of the programme of study, where no credit is awarded.

Departments can use a variety of learning, teaching and assessment methods to encourage students to reflect on their placement learning experiences, including reports, projects, case studies, peer assessment, group seminars, diaries and log books. The Higher Education Academy website at [http://www.heacademy.ac.uk](http://www.heacademy.ac.uk) offers a range of advice and guidance.

Where placement providers use their own assessment methods and marking criteria, departments should ensure that the assessment is moderated by the University, where this is thought to be necessary, to ensure that the standards set are appropriate to the programme of study and level of the student.
10. **MONITORING AND EVALUATION OF PLACEMENT LEARNING ACTIVITY AND EXPERIENCES**

Departments should collect feedback from all students on their placement learning experiences in order to ensure that students are treated fairly and equally. Departments are also strongly encouraged to obtain feedback from the placement providers.

Where a number of placement learning activities are taking place within a department, the results of student evaluations of these activities should inform departmental programme review processes and, where appropriate, the Annual Review of Learning and Teaching.

Students should be given the opportunity to reflect on their placement learning experiences. This could be incorporated into assessment tasks, or group or personal tutorials.

Departments should have procedures in place for dealing with instances where a student might not have been fairly treated whilst undertaking placement learning and all staff involved in placement learning should be aware of these procedures. The placement provider should be informed of the unfair treatment initially, so that appropriate action could be taken within the placement learning environment in accordance with the placement provider’s own Equal Opportunities Policy.

Departments might wish to consider the periodic review of placement learning opportunities, to ensure that these remain appropriate to the aims and learning outcomes of the programme. This could be especially important where an ongoing opportunity for placement learning exists which has not been utilised for some time.

11. **OVERSEAS PLACEMENTS**

Departments should follow the guidance in the preceding sections for all placement learning activity. Departments should take all reasonable care in the selection of placement providers, and should alert students going abroad to the fact that relevant standards of health and safety, and other legal requirements, may well differ. It would be unreasonable to expect the health and safety standards of placement learning overseas to match those of the UK where the relevant legislation of that country is markedly different from UK or EU legislation. However, students should be informed in advance of any particular risks associated with a placement learning opportunity in another country.

Departments are advised to refer to the documents in Section 9 of this guidance, and in particular to the NCWE booklet entitled: *The Placement Tutor’s Handbook*. The UCEA document *Health and Safety Guidance when working Overseas* contains a useful checklist for overseas placements.

As for all placement learning activity, a risk assessment should be carried out, either by the Department’s placement staff or the placement provider, or as a joint exercise. Placement organisers should consult the International Office for information on risks associated with travel in particular countries, differences in the legal system, cultural norms and customs.

Placement organisers should establish and follow clear procedures for maintaining contact with students placed overseas.
Departments should strongly encourage students to obtain appropriate personal insurance.

12. PLACEMENT LEARNING AND STUDENTS WITH A DISABILITY

It is important to meet with students with a disability to discuss placement learning requirements, the implications of a disability and specific support needs. Some students may have Full Needs Assessment Reports that recommend specific support. Although each student will have specific needs, it is important to consider some general areas concerning disabled students and placement provision.

Students may require materials in alternative formats, for example, Braille, large print, material printed on colour paper, or a communication support worker.

Physical access to the placement would need to be taken into account. Areas for consideration may include:

- building layout, including entry points, lifts, toilets, parking facilities, stairs and handrails
- fixtures and fittings, including lighting, signs in accessible format and door handles
- equipment, including furniture, computer hardware and software and communication aids such as hearing loop systems and telephones
- health and safety, for example emergency egress

Placement providers may need information and guidance on how best to support individual students. In some cases, it may be appropriate to provide disability awareness training for staff. Please contact Student Support and Guidance for advice.

Following the introduction of the Disability Discrimination Act, the University is expected to be proactive in enabling students with disabilities to participate in all its educational opportunities. Therefore, academic staff responsible for identifying placement learning opportunities are strongly encouraged to consider how disabled students might be supported to undertake placement learning.

Admissions tutors should be encouraged to consider how disabled applicants might be supported to undertake placement learning as part of the programme of study. The support needs of exchange students from overseas should be considered in assessing where adjustments might be reasonably made to improve accessibility.

Teaching and Learning Support Unit
Revised February 2008
APPENDIX 1

THE QUALITY ASSURANCE AGENCY CODE OF PRACTICE FOR THE ASSURANCE OF ACADEMIC QUALITY AND STANDARDS IN HIGHER EDUCATION, SECTION 9: PLACEMENT LEARNING

PRECEPTS OF THE CODE OF PRACTICE

1. **General Principles**
   Where placement learning is an intended part of a programme of study, institutions should ensure that:
   - Their responsibilities of placement learning are clearly defined
   - The intended learning outcomes contribute to the overall aims of the programme
   - Any assessment of placement learning is part of a coherent assessment strategy

2. **Institutional Policies and Procedures**
   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.

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

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

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

6. **Staff Development**
   Institutions should ensure that their staff who are involved with placement learning are competent to fulfil their role.

7. **Dealing with complaints**
   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.

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

*The full version of this section of the Code of Practice, with associated guidance, can be found on the QAA website at:*

A DEFINITION OF PLACEMENT LEARNING BASED ON THE QAA CODE OF PRACTICE, SECTION 9: PLACEMENT LEARNING

Does a learning experience taking place outside of the University fall within the QAA definition of placement learning?

- Is the placement a planned part of the programme of study, i.e. a requirement of the programme of study? NO
  - Is the student registered on a taught programme of study? NO
    - Was the placement arranged by a representative of the University? NO
      - Is the learning which takes place during the placement assessed? NO
        - All the following types of placement learning are covered by the Code of Practice:
          - A placement with a company or organisation, either in the UK or abroad
          - A period of study in another University
          - Fieldwork where supervision is provided by a company, organisation or another institution, rather than the University
          - A placement which takes place outside semester dates but is a requirement of the programme of study
  - Does the Code of Practice apply to research students as well as those on taught programmes?

- Does the Code of Practice also apply to placements arranged by the student with the approval of the institution?

- Does the Code of Practice apply to part-time, term-time and vacation work which is not a part of the programme of study?

Yes

NO
# EXAMPLE PLACEMENT ORGANISER CHECKLIST

<table>
<thead>
<tr>
<th>Suitability</th>
<th>Check</th>
<th>Comments</th>
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<tbody>
<tr>
<td>• Will the placement offer good opportunities for fulfilling the learning outcomes?</td>
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<tr>
<td>• Which students would the placement suit? (e.g. level and specific interests of student)</td>
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<tr>
<th>Negotiations</th>
<th>Check</th>
<th>Comments</th>
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<tbody>
<tr>
<td>• Placement provider understands the aims and learning outcomes of the placement</td>
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<td>• Agreement of the appropriate level of student responsibility</td>
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<tr>
<td>• Placement learning agreement prepared and signed, where used</td>
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<tr>
<th>Placement preparation</th>
<th>Check</th>
<th>Comments</th>
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<tr>
<td>• Risk assessment carried out (by provider or University staff)</td>
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<td></td>
</tr>
<tr>
<td>• Students informed of any particular risks and steps taken to minimise risks</td>
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<tr>
<td>• Students fully briefed in a preparation session</td>
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<td>• Students sign for receipt of briefing information</td>
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<tr>
<td>• Any necessary preliminary training undertaken (e.g. manual handling, first aid)</td>
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<tr>
<td>• Advice sought if students would be working with children or vulnerable adults or are under the age of eighteen</td>
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<tr>
<th>Supervision</th>
<th>Check</th>
<th>Comments</th>
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<tr>
<td>• Staff to student ratios acceptable (if appropriate)</td>
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<td>• Appropriately trained supervisors and/or mentors allocated to students by provider</td>
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<tr>
<td>• Contact person within the University for student and provider allocated</td>
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<tr>
<td>• Arrangements for maintaining contact with the University in place, including planned visits by tutors, where appropriate</td>
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<tr>
<th>Access</th>
<th>Check</th>
<th>Comments</th>
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<tbody>
<tr>
<td>• Travel arrangements to, from and at location arranged (perhaps by the student)</td>
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<tr>
<td>• Permission to work at location obtained, if required</td>
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<tr>
<td>• Provision made for students with disabilities</td>
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<tr>
<th>Accommodation</th>
<th>Check</th>
<th>Comments</th>
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<tbody>
<tr>
<td>• Does the student have suitable accommodation, where appropriate, arranged either by the placement provider, the University or the student themselves?</td>
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<tr>
<th>Health and Safety</th>
<th>Check</th>
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<tbody>
<tr>
<td>• Does the employer have a health and safety policy?</td>
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</table>
- Suitable catering arrangements in place (drinkable water, any special dietary needs, food preparation and storage acceptable)
- Suitable toilets and washing facilities
- First aid arrangements and equipment in place
- Any emergency procedures explained (eg. in case of fire)
- Any potential risks to personal safety assessed and minimised
- Additional insurance arranged, if necessary

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<tr>
<th>Physical Hazards</th>
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<tbody>
<tr>
<td>• Extreme weather and severe terrain exposure taken into account for field trips/outdoor based placements</td>
</tr>
<tr>
<td>• Use of potentially hazardous substances, eg. in laboratories</td>
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<table>
<thead>
<tr>
<th>Biological Hazards</th>
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<tbody>
<tr>
<td>• Venomous, lively or aggressive animals, plant risks, and pathogenic organisms considered for field trips/outdoor or overseas placements</td>
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<tr>
<th>Orientation</th>
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<tr>
<td>• Opportunity to visit location in advance of the placement arranged, where practicable</td>
</tr>
<tr>
<td>• Information on reporting mechanisms, working practices, work culture, uniform, conduct and professional values provided</td>
</tr>
<tr>
<td>• Student is issued any uniform, protective clothing or equipment as necessary</td>
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<tr>
<th>Overseas Placements</th>
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<tbody>
<tr>
<td>• International Office contacted for local information on customs, cultural factors, country-specific risks, visa and health requirements (eg. vaccinations)</td>
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<tr>
<th>After the Placement</th>
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<tbody>
<tr>
<td>• Students encouraged to provide feedback on the experience</td>
</tr>
<tr>
<td>• Placement providers encouraged to provide feedback on their experience, and any ways in which the process could be improved</td>
</tr>
<tr>
<td>• For frequently used placements, the continued suitability of the learning opportunity to be monitored</td>
</tr>
</tbody>
</table>

Please note that this checklist is intended to be an example of the kind of information that departments would wish to check in advance of any placement learning activity, and departments may wish to adapt this to their own requirements.
The following checklist has been reproduced from the Universities and Colleges Employers Association Health and Safety Guidance for the Placement of HE Students.

**PLACEMENT HEALTH AND SAFETY CHECKLIST FINAL RECIPIENT – UNIVERSITY**

Name of employer/institution

Address

Telephone  Fax

(circle as appropriate)

1. Do you have a written health and safety policy?  Y/N
2. Do you have a policy regarding health and safety training for people working in your undertaking, including the use of vehicles, plant and equipment, and will you provide all necessary health and safety training for the placement student?  Y/N
3. Is the organisation registered with:
   (a) the Health and Safety Executive  Y/N
   (b) the Local Authority Environmental Health Department?  Y/N
4. Insurance
   (a) Is Employer and Public Liability Insurance held?  Y/N
   (b) Will your insurances cover any liability incurred by a placement student as a result of his/her duties as an employee?  Y/N
5. Risk Assessment
   (a) Have you carried out a risk assessment of your work practices to identify possible risks, either to your own employees or to others within your undertaking?  Y/N
   (b) Are risk assessments kept under regular review?  Y/N
   (c) Are the results of risk assessment implemented?  Y/N
   (d) Would the student be working with children or vulnerable adults?  Y/N
6. Accidents and Incidents
   (a) Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR?  Y/N
   (b) Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?  Y/N
   (c) Will you report to the University all recorded accidents involving placement students?  Y/N
   (d) Will you report to the University any sickness involving placement students which may be attributable to work?  Y/N

**CONTACT PERSONNEL**

Who is your nominated contact for compliance with the requirements of health and safety legislation?

Name, position and telephone number

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

Signed  Position  Date

Thank you for completing this questionnaire. Please return it as soon as possible to:
FURTHER INFORMATION

Advice from the Careers Service on work based learning, together with brief details of Sheffield based initiatives and useful resources, available from: 
http://www.shef.ac.uk/careers/staff/wbl

Advice on setting up degrees with employment experience is available from the Careers Service website at: http://www.shef.ac.uk/placements/


Advice resources and useful links on work based learning from the Higher Education Academy, available from: http://www.heacademy.ac.uk/ourwork/learning/employability/workbasedlearning


Tutors Resource Pack is a guide which will prepare students and help them get the most out of their work experience. The guide aims to address all issues of work experience, from finding the best places to work, to how to apply oneself whilst on the placement to get the best out of it. 
http://www.work-experience.org/cms/ShowPage/Home_page/Products_and_services/Practitioner_products_and_services/p!eFjcmpl


Health and Safety Guidance when working Overseas, Universities and Colleges Employers Association (revised 2002). (Contains an example of a Work Organiser Checklist) Link to order form: http://www.ucea.ac.uk

The Disability Team within the Student Support and Guidance section offers advice and support to disabled students and their tutors. Advice on teaching disabled students can be found at: http://tempest.shef.ac.uk/disability/teaching
