

The University of Chester has dedicated Work Based Learning Offices in Chester and Warrington to oversee the whole placement process. Tutor support is available from the Induction Programme onwards.

**Contact Us**

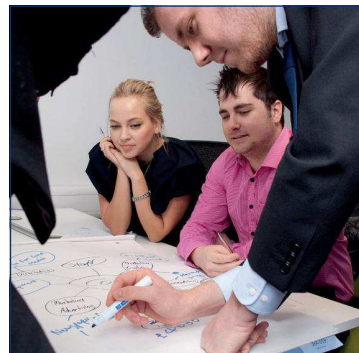
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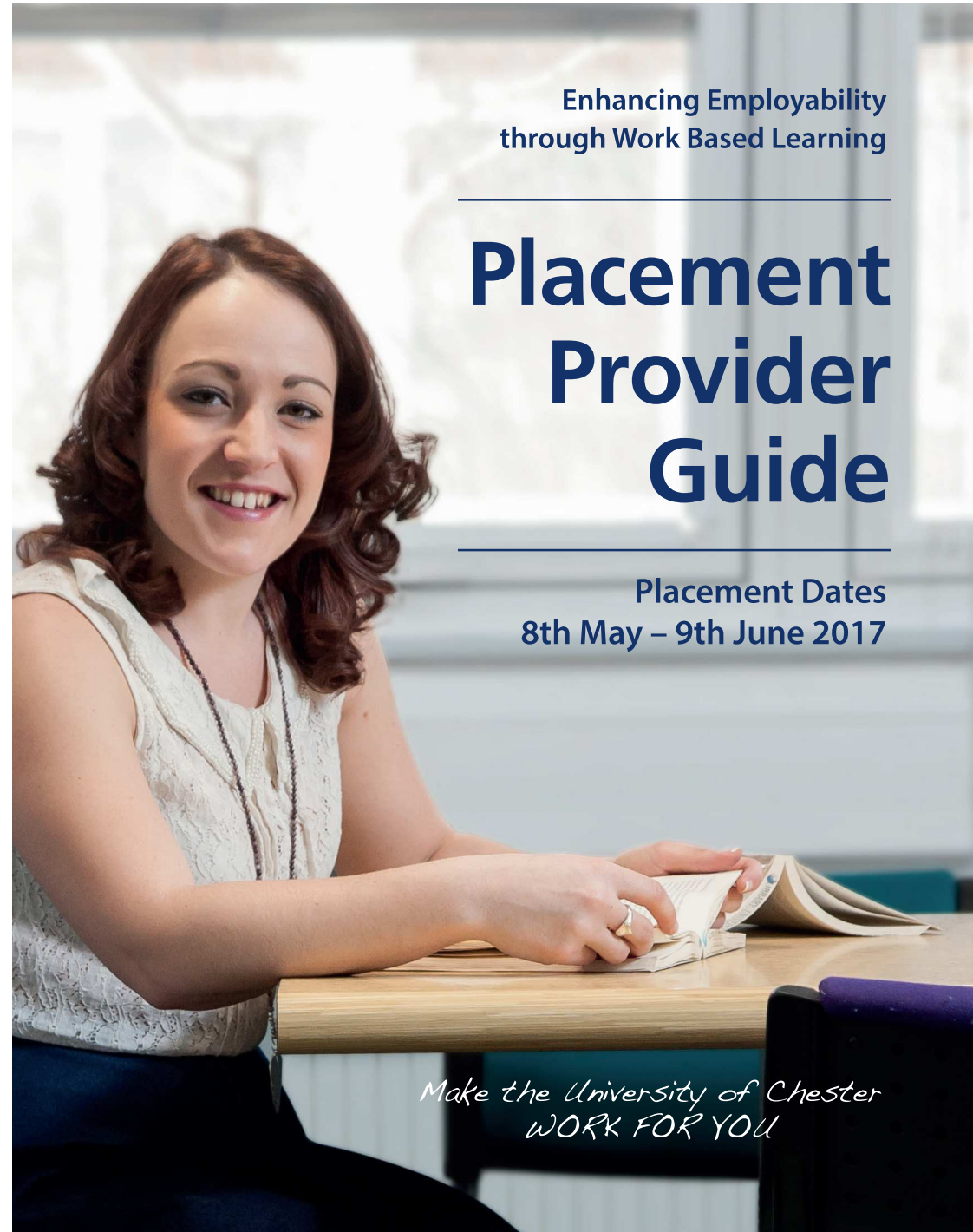
This document is available in alternative formats upon request. Please email [wbl@chester.ac.uk](mailto:wbl@chester.ac.uk) or telephone **01244 512100**.



Enhancing Employability  
through Work Based Learning

# Placement Provider Guide

Placement Dates  
8th May – 9th June 2017



*Make the University of Chester  
WORK FOR YOU*



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Learning



University of  
**Chester**

Work Based  
Learning

## Welcome

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Thank you for offering a Work Based Learning (WBL) placement(s) to students from the University of Chester. We are extremely grateful to everyone involved in supporting the students and helping them to develop the essential skills that are required in the workplace.

This guide is designed to inform placement providers about the WBL module and provide information about the placement experience, what is required from placement providers when hosting a student on placement and an in-depth overview of the assessment criteria that students are working towards.

We really hope that both you and the student have positive and rewarding experience during the WBL placement.

**Tel: 01244 512100**

**Email: [wbl@chester.ac.uk](mailto:wbl@chester.ac.uk)**

**Web: [www.chester.ac.uk/wbl](http://www.chester.ac.uk/wbl)**

## Overview of placement

Day One	Carry out an induction with the student
	Assign the student a placement mentor
Week One	Discuss <i>key areas of learning</i> with the student
	Contact from student's academic WBL tutor*
Weeks One - Five	Sign the student's <i>Timesheet</i> (students must complete a minimum of 150 hours over the placement period)
Week Five	Carry out appraisal with the student and complete a <i>Placement Provider Appraisal Form</i>
	Ensure the student has submitted all of the work you require and returned materials and equipment to you

\* If you do not hear from a WBL tutor, please ask the student for the tutor's contact details.

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## **Work Based Learning**

**Firstly may I, on behalf of the University of Chester, offer you my sincere thanks for providing our student(s) with a placement opportunity.** Work Based Learning is a successful module which has been run by the University of Chester for over 25 years and with your support provides students with an excellent opportunity to develop key employment skills before they complete their studies and enter the graduate recruitment market.

Many students want to undertake a placement related to their degree programme and in a role linked to their future career so that they can:

- apply the knowledge they have gained through study in a practical work-based setting;
- develop their subject-related knowledge;
- enhance their CV in their chosen career area;
- make potential contacts for the future.

Often however, students may not know what career path they wish to follow and in this instance, WBL provides a valuable opportunity to:

- 'try out' a possible future career;
- develop 'employability skills' to become a more competent future job applicant;
- enhance their CV.

In addition to this, the WBL module is academically assessed and contributes to the student's overall degree classification.

The academic assessment for this module is in three parts. Each part is referenced against key employability skills (those listed in the appraisal document):

1. Completion of a self-audit against key employability skills.
2. A critical reflection on their contribution to the workplace with reference to two key employability skills and based on feedback received whilst on placement e.g. appraisal and/or mentor feedback.
3. Completion of an employability development plan that identifies two areas of development, in relation to employability skills.

## **Considerations and actions before the start of the placement**

The placement period is for no less than 150 hours between 8<sup>th</sup> May and 9<sup>th</sup> June 2017. As the WBL module forms part of the student's programme of degree studies, we are unfortunately bound by the dates set for the placement in the University's academic calendar.

There are two ways in which students secure their placements for the WBL module. Some students will apply and be shortlisted for a placement that an organisation has offered directly to Work Based Learning. Alternatively, some students may prefer to find their own placement that is subsequently approved by a WBL Placement Co-ordinator.

### **Placements offered directly to Work Based Learning**

If you have offered a placement directly to the University, details of the student(s) shortlisted to the placement(s) can be found on the *Confirmation Form* enclosed with this Guide.

We have provided the shortlisted student(s) with your contact details and have asked them to make contact with you within 5-7 working days of receipt of this pack. (If you have not heard from the student(s) in this time period, or you wish to provide alternative contact details, please contact a WBL Placement Co-ordinator.)

The student is asked to forward their CV to you then contact you to arrange a mutually convenient time to meet to discuss the placement further.

### **Placements offered directly to students**

If you have offered a placement directly to a student, their details can be found on the *Confirmation Form* enclosed with this guide.

The student should have discussed the placement requirements with you at the time it was requested/offered by you.

If they have not already done so, the student should forward their CV to you and arrange a mutually convenient time to meet to explain the requirements in more detail.

For all placements, we ask that placement providers carry out the following before the start of the placement in May 2017:

### ***Interview the student***

This will give the student a realistic experience of the recruitment/selection process, as well as giving you the opportunity to assess whether the student is suitable for the placement offered.

If you are satisfied that the student shortlisted to your placement is suitable for the role, we ask that during the interview you and the student negotiate the placement objectives.

The interview process will also provide the opportunity for both parties to discuss any queries they have about the placement, as well as confirm the finer details such as hours of work, dress-code, work space, parking etc. (please see information about the Placement Objectives Document later in the guide).

With regards to hours of work, students are required to undertake a placement of no less than 150 hours normally within a 5 week period. You are asked to discuss the hours the student(s) is expected to work each week and over what time period e.g. 4 or 5 weeks. Some students may have part-time work or other commitments such as child-care during the placement period and will be advised to raise any such commitments during their interview when negotiating hours of work. There is a UK Bank Holiday within the placement period and students must ensure that they have taken this into account when ensuring they have completed the required minimum number of hours.

Following the interview, if you think the student is not suitable for the placement you have offered, please contact the WBL Office as soon as possible.

### ***Return the confirmation form***

Following the interview, if the student(s) is suitable for the placement(s) offered, placement providers are asked to indicate this, and any additional requirements (e.g. DBS check or vaccinations) on the *Placement Confirmation Form*. Please return the form to Work Based Learning as soon as possible by email [wbl@chester.ac.uk](mailto:wbl@chester.ac.uk) or in the **freepost** envelope provided.

Placement Providers that have offered a placement directly to students must also complete and return the enclosed *Health & Safety/Risk Assessment Form* as soon

as possible. This document is used to ensure that the placement meets the health & safety requirements of the University.

### ***Negotiate placement objectives***

Successful work placements tend to have clearly defined tasks that are specified and agreed with the placement provider. To this end we ask you to agree the key placement objectives with the student using the Placement Objectives Document (POD). The POD includes information about placement objectives and other areas that experience suggests help the placement to be successful, for example, expected attendance, dress code, dates for induction sessions, health and safety, safeguarding (if required), job training etc. Once the POD has been agreed, a completed POD form should be signed by you and the student. You may already have a template or prescribed job description for the student's role during placement. This can be used in conjunction with the POD if you wish. You are advised to keep a completed copy of the POD for your own records. It is the student's responsibility to compile, complete and submit the signed POD to their Work Based Learning tutor.

With regard to the roles students can undertake we prefer those that enable them to obtain hands-on experience and take some responsibility for an aspect of work. Some placement providers ask students to complete a specific project or research activity; others allocate duties commensurate with those expected of a new (undergraduate) employee. Whilst students can learn from observation or work shadowing, we prefer that they are actively engaged in the work of the organisation so that they can develop personal and work-specific skills.

### ***Health & Safety – insurance & risk assessment***

The University of Chester has a duty of care to its students. Placement providers are required to comply with health & safety legislation and ensure, as far as is reasonably practicable, the health, safety and welfare of the student during the placement.

Placement providers should hold Employer's and Public Liability Insurance as this will indemnify the placement provider in the event of a student being injured or causing accidental injury or accidental damage during the placement and subsequently a claim being made. If your organisation does not hold such insurance, please contact us.

The University of Chester holds Public Liability Insurance which protects the University in the event of it being found negligent and damages are awarded against it.

We ask that placement providers make available to the student appropriate guidance, instruction and health & safety training (including fire precautions, emergency evacuation and arrangements for reporting accidents or unsafe procedures).

Placement providers must identify any workplace hazards or risks to which the students might be exposed during the placement and take appropriate steps to minimise the risk of exposure to the student. Placement providers are asked to provide details of any workplace hazards by identifying them on the *Health & Safety/Risk Assessment Form*. This needs to be received by Work Based Learning prior to the student commencing their placement. Placement providers can contact WBL Placement Co-ordinators at any time if they wish to discuss or review the *Health & Safety/Risk Assessment Form* submitted.

Should there be any serious accidents/incidents involving the student during the placement, or any breaches of discipline by the student, placement providers are requested to record the details of the incident and contact the WBL tutor or WBL Placement Co-ordinators as soon as possible.

### ***Special Educational Needs (SEN)/disability***

Students are advised to disclose to their placement provider any disabilities, illnesses or medical requirements that they have before the start of the placement; we are unable to disclose on their behalf without their prior agreement.

Where appropriate, reasonable adjustments should be made by the placement provider to meet the needs of students with disabilities.

If you need any guidance, please contact the Work Based Learning Manager, Julia Ball by email [j.ball@chester.ac.uk](mailto:j.ball@chester.ac.uk) or telephone 01244 512100.

### ***Placement mentors***

Whilst encouraging students to be independent learners, we ask you also provide supervision, guidance and support as necessary to ensure that the student can fulfil the agreed placement objectives and meet the assessment criteria for the module. It is recommended that someone is nominated as a Placement Mentor (who may not necessarily be the person who originally offered the placement) to ensure that this support is in place for the duration of the placement. Please notify the student and a WBL Placement Co-ordinator of any changes to the nominated Placement Mentor including contact details/arrangements.

### ***Travel and other expenses***

All placements are unpaid and students should not expect to receive payment for the work undertaken as part of the placement.

Students are able to claim from the University a subsidy to assist them with their travel expenses to and from their placement. However, the University is unable to reimburse students for any travel incurred during the placement itself.

The University is unfortunately unable to cover any additional expenses incurred through the placement, e.g. cost of uniforms, printing, materials etc.. Placement providers are asked to make any such costs clear to the student at the outset and reimburse any expenses which arise as a direct consequence of the work undertaken for the organisation during the placement.

The University is also unable to pay placement providers for hosting a student on the Work Based Learning module.

### ***Intellectual property/copyright***

All new intellectual property rights arising from the placement will belong to the placement provider but the student and the University of Chester may use such new intellectual property rights for the purposes of completion of studies and assessment, teaching and research.

### ***Confidentiality/ethical considerations***

During the placement, students may be required to work with or come into contact with confidential/sensitive data and information.

Whilst WBL Tutors and WBL Placement Co-ordinators will offer general advice to students on confidentiality and ethical issues which may arise during their placements, we ask that placement providers give more specific advice and guidance where necessary, depending on the role that the student adopts, the tasks undertaken and the clients that they are interacting with (e.g. children or vulnerable adults).

Specific guidance may be required on:

- procedures for accessing, handling and disclosure of confidential or potentially sensitive information with reference to any local, professional or ethical guidelines that may apply;
- the inclusion of sensitive information or data contained in company documents, databases, or generated during the placement which the student may wish to include in their assignment as evidence to verify claims of successful attainment of their placement objectives.

Please ensure that students obtain your agreement to include any of the above information and do not submit sensitive or confidential information in their assignment.

In some research projects, ethical approval may be needed before the placement can take place. It is very important when the student is undertaking research that the placement provider is able to supervise them closely and ensure that any ethical issues have been fully addressed by your organisation before the placement commences. If you have any queries or require further clarification regarding issues of confidentiality or ethical approval (e.g. of research projects), please contact the Director of Work Based Learning.

### ***DBS (Disclosure & Barring Service) check***

Where students will be mainly working with children or vulnerable adults, placement providers may request that the students undertake a DBS check (formerly CRB Disclosure) before the placement commences.

Students who have not already undertaken a DBS check as part of their programme of study, and who will require a DBS check to attend their placement, must apply for a DBS check through the University's application procedures prior to starting the placement.

**Please note** that it is the placement provider's responsibility to indicate that the student requires a DBS check in order to be offered the placement.

The DBS application process can take 6-10 weeks to complete; therefore we ask that placement providers notify a WBL Placement Co-ordinator of the need for a DBS check as early as possible, who will then advise the student accordingly. Current costs and information regarding the application process are available via the University website.

We are not able to disclose or discuss the contents of any DBS checks directly with the placement provider but may reveal the DBS number and date received. **We thus advise that placement providers ask to see the student's copy of their DBS Certificate before the placement begins and check that it meets their requirements.**

The University of Chester's full statement on DBS checks can be found in Appendix B and it is recommended that you read this fully. Should you require further clarification regarding DBS checks, please do not hesitate to contact a WBL Placement Co-ordinator.

### ***Safeguarding***

All students in placements that involve the requirement to safeguard children, young people and vulnerable adults are asked to:

- Accept their responsibilities when using any on-line technologies, such as the Internet, E-mail and social media. This is so that they provide an example to vulnerable groups for the safe and responsible use of on-line technologies which will educate, inform and protect and so that they feel safeguarded from any potential allegations or inadvertent misuse themselves.
- Use electronic communications in an appropriate way that does not breach ethical considerations and the Data Protection Act (DPA) 1998.
- Report accidental access to inappropriate on-line materials to the placement Designated Safeguarding Officer in order that inappropriate sites are added to any restricted list.
- Ensure that they know who the Designated Safeguarding Officer is within any placement school or setting so that any misuse or incidents can be reported appropriately.

- Be familiar with Behaviour, Anti-bullying and other relevant policies in placement schools or settings so that in the event of misuse or an allegation, the correct procedures can be followed.
- Report incidents of personally directed bullying or other inappropriate behaviour via the Internet or other technologies.
- In the event of an issue ensure that all Safeguarding concerns in connection with a placement are referred to their Designated Safeguarding Officer in placement and their Work Based Learning tutor who will then alert the Designated Safeguarding Officer (DSO) at the university directly.

Please ensure the student is aware of their responsibilities in this respect, have access to appropriate policies and know who the Designated Safeguarding Officer in placement is.

### ***Data protection***

The University of Chester is registered under the Data Protection Act 1998 to enable it to hold and process personal data. Any data supplied by you will be processed in accordance with the Act and will not be disclosed to any third party other than for the purposes of Work Based Learning placement provider administration. This data will be held as hard copy and on a secure placement provider database and destroyed when no longer required.

### ***Diversity & equality***

The University of Chester is committed to the promotion of diversity and equality and the elimination of discrimination in all its forms. Placement providers are asked to comply with equal opportunities legislation and address diversity and equality issues fairly and promptly.

Students should be treated fairly, as an individual, with respect and encouraged to reach their full potential irrespective of:

- Race
- Colour
- Nationality
- Ethnic Origin
- Disability
- Age
- Physical Appearance

- Religion or Belief
- Gender
- Gender Expression or Identity
- Sexual Orientation
- Marital or Partnership Status
- Parental Status
- Socio-Economic Background

Placement providers must ensure that any incidents of discrimination, bullying or harassment during the placement are investigated within a reasonable time-frame, dealt with appropriately and reported to the University.

Further information regarding Diversity & Equality can be found in Appendix C and it is important that placement providers read this fully before the placement begins.

## ***During the placement***

### ***WBL academic tutor***

The week before the placement starts, students are asked to attend a compulsory Induction Programme at University where they are introduced to their WBL academic tutor, who is responsible for marking the student's assignment and providing academic support and guidance throughout the WBL period.

The WBL tutor will also provide support should you need any information, advice or guidance during the placement period. They have been asked to contact you in the first instance by email. If this is not convenient or if you wish to discuss anything in person let them know and they will arrange to telephone you. If this does not happen please don't hesitate to email [wbl@chester.ac.uk](mailto:wbl@chester.ac.uk) and we will contact you ASAP.



## **Week one**

### ***Induction***

On day one of the placement we suggest to students that they take time to familiarise themselves with the organisation. It is expected that students are treated as regular 'employees' in terms of hours (as negotiated and set out in the POD) and conditions of work. We therefore ask that you provide students with an induction at the beginning of their placement to advise them of health & safety regulations, instructions on safe working practices and explain any vital company requirements/policies e.g. absence reporting, internet use, safeguarding guidance (where relevant) etc.. It is also important at the beginning of the placement that the student is provided with/has access to any appropriate resources and/or training required to carry out the work agreed during the placement.

During the first week of placement, the student will need to meet with you to discuss their contribution to your organisation and how this placement may help them develop their employability skills (detailed on the appraisal form). Should you need additional information on the academic assessment, the student(s) will have full details of this or you may wish to discuss further with the WBL academic tutor.

## **Weeks one to five**

### ***Timesheet***

To enable the student to gain academic credit they have to verify they have completed at least 150 hours on placement. To do this the student has a timesheet they will ask you to sign on a weekly basis. This document will be scanned by the student as it has to be submitted in electronic format. If it is not possible they may ask you to provide some form of extra verification such as an email or electronic copy of a letter (on company letterhead) stating how many hours they have completed and importantly with your contact details so if required this may be checked. This information will be used to confirm that the student has completed the minimum number of hours and to verify the number of days attended when processing travel expense claims.

## ***Appraisal***

The student(s) will pass onto you a *Placement Provider Appraisal Form*, together with guidelines for completion. If you, or the workplace mentor, can provide feedback on how the student(s) is progressing against this criterion (and others that you may feel are important) it would be highly beneficial. In addition, if you can provide the student with a written copy of your final evaluation this will provide essential information on the development of their employability skills.

### ***Returning company materials***

You may wish to ensure that at the end of the placement, all work or research undertaken by the student as part of the placement is submitted directly to you and any materials or resources used by the student are also returned (e.g. uniforms, handbooks, IT equipment, swipe-cards etc.).

### ***Absence***

Students are expected to be fully committed to the placement and attend throughout the placement period as agreed by both parties.

If they are unable to attend their placement due to sickness or other extenuating circumstances, they are asked to notify you as soon as possible. It is important that any absence is recorded accordingly on the student's *Timesheet*.

If the student is unable to make up the hours lost through absence and thus cannot meet the minimum attendance requirement, we ask that you and the student contact the WBL academic tutor or a WBL Placement Co-ordinator as soon as possible. The student will be required to provide a medical certificate or other written evidence indicating the reason for their absence along with their final *Timesheet* and may, with your agreement, be asked to make up the hours lost outside of the WBL period). If the student is absent from the placement without consent or valid reason, or you have any concerns about attendance or punctuality, please contact the student's WBL tutor or a WBL Placement Co-ordinator immediately.

## **Appendix A: Responsibilities of all parties**

### **Responsibilities of the placement provider**

Highlighted below are the responsibilities that we ask you as the placement provider to undertake to help make the placement a success, and to help students meet the criteria required to pass the WBL module.

As always, please do not hesitate to contact us to discuss any queries you may have.

#### **Placement providers agree to:**

- Accept the student on placement for no less than 150 hours; working pattern to be discussed with student and weekly *Timesheet* to be signed by the placement provider. Please note that if the student does not complete the minimum attendance requirement they will fail the module.
- Interview the student and agree placement objectives prior to commencement of the placement.
- Provide a placement that will develop and enhance knowledge and skills as well as promote personal and professional development.
- Offer learning opportunities which are sufficiently challenging and commensurate with the level of learning expected of an undergraduate student.
- Identify any hazards the student might be exposed to during the placement and take appropriate steps to minimise the risk of exposure.
- Ensure, as far as is reasonably practicable, the health, safety and welfare of the student and provide them with appropriate health and safety training.
- Provide an induction at the start of placement covering health and safety issues as well as other organisational procedures.

- Provide supervision, guidance and support required in order for the student to fulfil the placement objectives.
- Indicate whether a DBS check and/or vaccinations are required prior to commencement of the placement.
- Sign a weekly timesheet verifying attendance and hours worked. The timesheet will be used to ensure the student meets the module attendance requirements and also as an official document to submit with claims for travel subsidy. As previously mentioned, if the student does not complete the minimum attendance requirements outlined above they will fail the module.
- Undertake a staff appraisal interview and complete an appraisal form to provide written feedback on the student's performance during the placement.
- Supply any uniform, work travel costs and resources required for the student to carry out the role (please note, the University will only subsidise travel costs for getting to and from the placement).

## ***Responsibilities of the student***

### **The student agrees to:**

- Undertake a placement of no less 150 hours between 8<sup>th</sup> May – 9<sup>th</sup> June 2017 and provide a *Timesheet* signed by the placement provider to verify hours/weeks worked.
- Arrange and attend an interview with the placement provider (by telephone if a face-to-face interview is not possible) to agree the objectives and arrangements for the placement and to discuss placement objectives.
- Submit a copy of their *Placement Objectives Document (POD)* to their WBL tutor at the start of the placement.
- Advise their WBL tutor or a WBL Placement Co-ordinator if they have any concerns or problems regarding the nature of work, hours of work or treatment in the placement, which they are unable to resolve with the organisation.
- Advise a WBL Placement Co-ordinator if there is a change in circumstances which will significantly affect their travel claim.
- Attend the University-based Induction Programme.
- Advise the WBL Manager ([j.ball@chester.ac.uk](mailto:j.ball@chester.ac.uk)) in writing (using the appropriate forms and procedures) and supply supporting medical evidence or appropriate verifiable evidence if they are having difficulties in completing the minimum attendance requirements.
- Agree the working pattern with the placement provider in advance of the placement and adhere to it.

- Show commitment to the placement provider by complying with reasonable instructions, hours of work, policies, guidelines and rules of the organisation. Failure to comply with procedures and poor attendance during the placement may lead to failure of the module.
- Work conscientiously and make a positive contribution to the organisation.
- Adhere to all safeguarding policies and procedures.
- Advise the placement provider and WBL tutor (or a WBL Placement Co-ordinator) by telephone immediately if, for any reason, it is not possible to attend the placement.
- Abide by the rules and regulations of the placement organisation. **Note: placement providers are at liberty to terminate the placement should they fail to do so.**
- Take reasonable care of their own health and safety and that of other people who may be affected by their actions.
- Co-operate with the placement provider in complying with the organisation's legal duties.
- Inform their WBL tutor or the Director of Work Based Learning if they have any health and safety concerns whilst on placement, to enable appropriate action to be taken.
- Ensure they have adequate insurance if using own transport to travel to/from and during the placement.
- Advise the placement provider of any disabilities, illnesses or medical requirements that they may have if they will impact upon the placement.
- Seek permission from the placement provider before using any data or material collected from them or the workplace (e.g. photographs) for use in assessment reports, research or other purpose in line with the Data Protection Act.

## ***Responsibilities of the University of Chester***

### **The University agrees to:**

- Ensure that the student is provided with information regarding the requirements of the Work Based Learning module.
- Provide the student with placement preparation, support and guidance through WBL Placement Co-ordinators and a University-based Induction Programme prior to commencement of the placement.
- Ensure that the placement provider is provided with information regarding their role and responsibilities with respect to the placement.
- Allocate a WBL tutor to each student who will contact the placement provider at the start, and again towards the end of the placement. The WBL tutor will be available for the placement provider or the student to contact for advice or support during the placement.
- Provide telephone advice and guidance required by organisations and students before, during and after the placement period through contact with WBL Placement Co-ordinators.
- Monitor the health and safety standards of the placement organisation via checklist, interview, experiences and accident/incident information in relation to suitability/appropriateness of placement.
- Subsidise the cost of travel to the placement minus normal University travel costs for a 5-week period, up to a 30 mile radius (i.e. a 60 mile round-trip) from the accommodation whilst on placement to the workplace per day for a maximum of 25 days and up to the value of £200 as per the *Terms & Conditions for Payment of Travel Expenses Claims* (see *Work Based Learning Travel Expenses Claim Form* for details).

## ***Appendix B: Disclosure & Barring Service (DBS) checks***

Applicants for the programmes of study, listed below, are required to undergo a satisfactory DBS check under the Rehabilitation of Offenders Act (Exceptions Order) prior to entry of placement. Under current statutory requirements students on these programmes are not required to be rechecked to undertake placements that are an integral and/or compulsory part of the programme, e.g. Teaching Practice.

- Initial Teacher Training (BEd & PGCE)
- Early Childhood Studies
- Christian Youth Work
- Nutrition & Dietetics
- Social Work
- Nursing & Midwifery Training (all routes)

Students who are registered for other programmes that are not normally covered by the Exceptions Order can elect to undertake a module of study, including Work Based Learning, which may contain a placement that will involve the student working or having contact with children or vulnerable people (e.g. the NHS, social services and schools). In these cases the University requires individual students to undergo a satisfactory DBS check through the University prior to commencing the placement.

However, in line with the DBS Code of Practice and other relevant legislation, the University may only ask an Exempted question under the terms of the Rehabilitation of Offenders Act (Exceptions Order).

You should also note that under Part V of the Police Act 1997, placement providers may not be in a position to require a person who is not employed by the placement provider to undergo a DBS check through the placement provider. Applications for all DBS checks for WBL placements must therefore be made through and countersigned by the University of Chester except for those positions where a specific Home Office Order exists. **It is the placement provider's responsibility to ensure that the student has applied for and received a satisfactory DBS check through the University if required.**

The University of Chester is statutorily unable to discuss or reveal the contents of an individual student's DBS check with the placement provider; the University

recommends instead that placement providers request to see the student's copy of the certificate prior to the start of the placement. However, placement providers must abide by the DBS Code of Practice regarding the fair use of disclosures at all times.

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*In order to facilitate this legal requirement would you please advise Work Based Learning if the proposed placement is covered by the Act and that you require the student to apply for a DBS check through the Disclosure & Barring Service prior to commencing the placement. You should also advise Work Based Learning if the student, as part of the placement, will have substantial contact with children and/or vulnerable adults. Please note that this process can take from 6-10 weeks and therefore notice must be given as soon as possible.*

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## ***Appendix C: Diversity and equality statement***

The University is committed to the promotion of diversity and equality and the elimination of discrimination in all its forms. The University aims to ensure that each student is treated fairly and with respect and is encouraged to reach their full potential, irrespective of race, colour, nationality, ethnic or national origin, disability, age, physical appearance, religion or belief, gender, gender expression or identity, sexual orientation, marital, partnership or parental status or socio-economic background and that reasonable adjustments are made for the needs of disabled people. The University strives to make the promotion of diversity, good relations between people of all groups and the elimination of discrimination integral to all of its activities, to ensure that each student and member of staff is treated as an individual, solely on the basis of their aptitude, ability and potential to pursue a programme of study or to fulfil the requirements of a job and to ensure that any incidents of discrimination are investigated and dealt with appropriately.

The University will normally only offer placements to students in organisations that have specifically agreed to investigate within a reasonable time frame, and report back openly to the University, any matters of concern arising from discrimination, bullying and harassment during the placement. All partner organisations and placement providers accepting students on placement should identify an appropriate person whom the student may contact if they have concerns in this regard. Normally, cases such as this will be managed under the placement provider's own established Dignity at Work or Bullying and Harassment procedures.

Where no such policy currently exists, the placement provider may put in place an appropriate process as part of the arrangements with the University which regulate such placements. This will set out the circumstances in which such a procedure might be invoked and confirm the rights of the individual raising the concern, to anonymity and freedom from subsequent victimisation, discrimination or reprisals. A proforma is available from the University to assist providers if they wish to use it.

## Appendix D: Special notes for school placements

### **Nature of the placement**

Each year we have a considerable number of students seeking placements in either primary or secondary schools. This provides an invaluable opportunity for them to gain an insight into their career aspiration, and provide them with vital experience to aid a PGCE application. They are not, however, teachers in training and a placement therefore should not be construed as teaching practice. For many students, this will be their first experience of working in a school. Any teaching opportunities that are given to the students are entirely at the school's discretion.

We would recommend a period of observation at the outset of the placement, followed by opportunities to work with individuals and small groups. Opportunities to teach large groups under supervision are entirely at the discretion of the school and may depend largely on the growing confidence the school has in the student. Clearly, the opportunity to plan, execute and evaluate a lesson or lessons is invaluable for the student if the school considers him/her at a sufficient stage of development and awareness to undertake it.

Some of the areas you may be able to offer experience in are:

- Small group or team teaching (with the school mentor in an agreed activity area);
- Observation, which allows the student to **analyse** teaching styles, methods and behaviours which they might subsequently incorporate into their own practice; observation of the pupil's response and behaviour;
- Production of teaching resources, assistance with lesson planning/preparation;
- Insight into preparation of primary school children for transfer to secondary;
- Teaching extra-curricular activity sessions;
- Supporting teachers in organising parent-teacher meetings.

In rare cases students in secondary school placements have been able to split their placement between two subject areas (on condition that the school is happy with this arrangement) — e.g. 3 weeks with biology and 2 weeks with mathematics.

Examples of activities relating to an understanding of the school as an organisation:

- The working structure of the PE department, lines of responsibility, procedures, policies and curriculum and how it fits within the organisation as a whole;
- Underpinning knowledge in relation to safety when working with children (e.g. safety requirements related to the activity the student is observing/group teaching, understanding and application of safeguarding procedures);
- Assistance in IT or other support functions of the school.