

**UHI | PERTH**

# **Work Placement Procedure**

## Version Control History

<b>Version Number</b>	<b>Date of Change</b>	<b>Summary of Revisions Made</b>
1	October 2016	<p>New procedure to provide a framework to support staff, whose FE students are required to carry out work placement/volunteering as part of a course, in enabling a relevant and safe placement.</p> <p>Provision is made to manage situations where students are deemed unsuitable to carry out a work placement.</p> <p>National Training Programmes, International Students and student led activities are not covered by this procedure.</p>
1.1	September 2017	<p>Section 5.6.2, Appendix 1 and Appendix 6 have additional information regarding the site selection checklist which has been added to the responsibility of the work placement coordinator. Appendix 11 Site Selection Checklist has been added.</p>
1.2	December 2018	<p>Change of owner, lead author and lead editor.</p>
1.3	February 2024	<p>Updated to UHI Perth branding. Footer updated to reflect current organisational structure</p>

# Work Placement Procedure

## 1 Purpose

- 1.1 As we continually work towards further enhancing the student experience here at UHI Perth, we endeavour to make our students more work ready. This has resulted in a higher number of work placements for our FE students than ever before. Many different avenues are available to the students, and these will be outlined in this document. Each department has its own process for arranging these opportunities and this document draws on best practice from the different curriculum areas.

## 2 Scope

- 2.1 The procedure does not cover National Training Programmes, International Students and any activity that is student led. It does, however, cover any FE student work experience, whether this be a placement or through volunteering which has been approved by the work placement co-ordinator.

The procedure draws on best practice from a variety of areas and each subject area will be aware of the legislative requirements that they must fulfil before students are released to a placement provider.

## 3 Definitions

- 3.1 Work placement describes any paid, unpaid or volunteering time that a student spends in the workplace that is either an assessed component of their studies or is a period of time they spend participating in activity in the workplace which relates to their programme of study, but which is not assessed against specific outcomes.
- 3.2 The work placement co-ordinator is a nominated person within the student's subject area of study who is tasked with ensuring that work placements for that subject area are properly administered.
- 3.3 Work placement provider is any external employer, who provides the opportunity for a student to gain experience in the workplace. The Work placement provider can be a charity, a social enterprise or a commercial business.

## 4 Responsibilities

4.1 During this stage there are individual responsibilities with all 3 parties:

### UHI Perth

- To provide guidance on sourcing and securing the placement.
- To clearly identify the scope and length of the placement activity.
- Ensuring all opportunities offered to students meet legal requirements.
- Log and maintain appropriate records.

### The Student

- To seek advice on securing an appropriate placement.
- To keep appointments made with employers and staff supporting the placement process.
- To attend employability support activities provided and any other preparation sessions.
- Keep records of all applications made, both successful and unsuccessful and share these with placement staff as appropriate.

### The Employer

- To arrange a suitable induction programme for the student and to appoint a member of staff who will liaise with both the student and the staff supporting the work placement.

## 5 Procedure

### 5.1 Preparing for Work Placement:

Students should be made aware of the fact that they will be expected to take part in a work placement or other non-college-based work experience when they commit to their course of study. This is to ensure that the student is aware of and can be accommodated on an appropriate work placement.

Once the course has commenced and at an appropriate time staff should:

- Provide the student with more information regarding the nature of their placement.
- Highlight the benefits of a relevant work placement and the learning outcomes associated with this.
- Discuss means of securing a placement.
- Provide the student with examples of correspondence they can use.
- Ensure that any additional support needs are considered.
- Advise on extra support streams such as the Employability Centre, etc.
- Set a deadline for obtaining an appropriate placement and provide further support if this is not achieved in the timescale given.

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## 5.2 Placement Confirmed with Placement Provider

The placement provider and the placement offered must be checked to ensure that both are appropriate. UHI Perth has a duty of care for students who are engaged in work placement activity and legislative requirements should be considered with regards to:

- Health and safety.
- Equality and diversity.
- The Protection of Children and Vulnerable Adults.
- Confidentiality and Data Protection.
- Insurance and Liability.

### 5.2.1 Health and Safety

All work placement activity should take into account the Health and Safety at Work Act 1974.

A health and safety risk assessment should be carried out for each company providing a work placement opportunity. A Tripartite Learning Agreement should also be signed by the student, the employer and the staff member prior to the placement commencing which outlines and clarifies responsibilities during the placement and also include health and safety issues relating to the placement.

A risk profiling tool and risk assessment form are provided in the appendices and each section must be completed and recorded. Placement activity should not be approved where one or more factors are deemed to be high risk and where mitigating action has not been agreed and implemented.

#### 5.2.1.1 Processes for Raising and Solving Problems

Part of the student briefing should be to encourage them to raise matters with their workplace supervisor or with the Health, Safety and Wellbeing Adviser on site. The student should also be advised on what to report to their support staff. They should be aware of and encouraged to identify any potential health and safety risk.

### 5.2.2 Equality and Diversity

All placement activity should take into account the Equality Act 2010. It is the statutory responsibility of UHI Perth to respond properly to any complaint made by a student should he/she suffer harassment or discrimination whilst undertaking placement activity.

Students are protected from discrimination by host organisations in the United Kingdom by the employment provisions of the Equality

Act, whether their position is paid or unpaid. Under the Act employers are obliged to provide 'reasonable adjustments' for students with disabilities. The nature of these adjustments may vary depending on the resource capacity of each employer.

#### 5.2.2.1 **Checking and Confirming Employer Adherence to Equality and Diversity**

All placement providers should be asked to confirm their adherence to appropriate recruitment and selection processes that allow for reasonable adjustments to working conditions and also their awareness and understanding of UHI Perth principles of equality and diversity.

Confirmation of the above is through the tripartite agreement. If circumstances arise where an employer is not familiar with employment legislation relating to equalities, they should be directed to the employer pages of the universities Careers and Employability Website and to information available through ACAS on delivering equality and diversity within the workplace.

#### 5.2.2.2 **Student Disclosure**

UHI Perth is required to provide reasonable adjustments in order that students with disabilities are able to complete placement activity. In order for accommodations to be made a student must formally disclose their disability (or other personal details) prior to the allocation/recruitment of a placement. Under the Data Protection Act information regarding a student's disability or other personal data should never be shared with third parties (including host organisations) without explicit consent from the student concerned. In those circumstances where the sharing of data is a requirement students must be asked to complete a 'consent to share information form'. If the host organisation requires further guidance on how to implement 'reasonable adjustments', they must seek guidance from the Placement Co-ordinator and talk to the student concerned, as they will be best placed to explain their needs and any adaptations that may be required. In some cases, a pre-placement visit to the working location may be necessary to determine accessibility.

### 5.2.2.3 Bullying and Harassment of or by Students

Bullying is defined as offensive, intimidating, malicious or insulting behaviour. It can be an abuse or misuse of power which is intended to undermine, humiliate, denigrate or injure the recipient. It can take place between peers or between individuals of different levels of seniority. It is unsolicited and unwanted and may involve conduct, words or physical actions which humiliate, patronise, threaten, intimidate or undermine. A single instance of behaviour may in itself not be significant, but the cumulative effect and repetition of such behaviour may constitute bullying.

Harassment is defined as unwanted conduct affecting a person's dignity and well-being or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. It may be related to age, gender, race, disability, religion, nationality, sexual orientation or any personal characteristic of an individual. This conduct is perceived by the victim as demeaning, offensive and unacceptable. It is unwanted and could be considered as violating the individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. The emphasis is on how the behaviour is perceived by the recipient not on the perpetrator's stated intention and the impact on the recipient is more relevant than the motive behind it. The defining factor in determining if behaviour amounts to harassment is that the behaviour is unacceptable and could reasonably be considered to amount to harassment. It can be a single significant incident or repeated unacceptable behaviour. Harassment is a form of discrimination and is generally covered by the Equality Act 2010.

Student/Placement provider allegations of bullying and/or harassment during a period of placement should be reported in the first instance to the Placement Co-ordinator and investigated as per the guidelines laid out in the universities Non-Academic Misconduct Policy.

In cases where there is an allegation of a criminal offence by a student, this must be immediately reported to the police and the Placement Manager. In such cases the AP would usually be able to take no action pending the outcome of criminal or legal proceedings. Where there is deemed to be a risk to someone the case should be dealt with as per the process outlined within the universities Non-Academic Misconduct Policy or other equivalent policy.

In cases where there is an allegation of a criminal offence by an individual within a host organisation, this must be immediately reported to the police and the Placement Manager. In such cases the AP would usually be able to take no action pending the outcome of criminal or legal proceedings, unless there is judged to be a risk to the student, in which case the student placement activity should be immediately suspended.

#### 5.2.2.4 **Additional Guidance Materials**

There are a range of additional guidance materials available. 'Diversity Matters' is a set of 8 guidance leaflets published by the Association of Graduate Careers Advisory Services (AGCAS) and is available through the AGCAS website.

Equal opportunities for disabled students are protected under the Special Education Needs and Disability Act 2001. This legislation has specific requirements regarding the entitlement of disabled students to the same opportunities for placement learning as others. More information on managing placements for students with disabilities and/or learning difficulties can be found in Providing Placement Opportunities for Disabled Students: A Good Practice Guide for Further and Higher Education Institutions published by the Department for Education and Skills.

### 5.3 **PVG Considerations**

#### **Protection of Vulnerable Groups (Scotland) Act**

Where a student placement constitutes regulated work with children UHI Perth must request a check against the list of persons barred from working with children.

Where a student placement constitutes regulated work with protected adults UHI Perth must request a check against the list of persons barred from working with protected adults.

Disclosure Scotland provide a Code of Practice and other guidance on how to deal with request for and making decisions on PVG Scheme/Basic Disclosure information.

For regulated work, the terms of the Rehabilitation of Offenders Act 1974 apply. UHI Perth is entitled to ask about previous convictions, whether spent or unspent. Students are not entitled to withhold information on a criminal conviction on the grounds that it is spent under the Act.

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Having an unrelated criminal conviction will not necessarily debar a student placement as part of a programme of study. This will depend on the nature of the position and the circumstances and background of the offence or other information contained on a PVG Scheme Record or Basic Disclosure Certificate or information provided directly to the AP by a Police Force.

In cases where a criminal conviction has been brought to the APs attention either by the person or through a PVG Scheme Record/Basic Disclosure check, the Placement Manager within the AP is responsible for completing a Disclosure Assessment Form before taking any action.

It is accepted that some students will be deemed unsuitable to carry out a work placement due to their own personal circumstances. This should be managed between the Work Placement Co-ordinator, the relevant member of Academic Staff, and where appropriate, Student Services.

#### 5.4 Confidentiality and Data Protection

Confidentiality issues may arise for in situations where, for example, UHI Perth 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. The use and transfer of information about disabled students is restricted by the Data Protection Act 1998. Current legislation that UHI Perth 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 AP has to protect students, employees and others. There may thus be exceptional circumstances in which UHI Perth comes under a duty to disclose information to third parties such as placement providers, even against the student's expressed desire for confidentiality.

Students undertaking a placement 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. Students should be made aware that any breach of an implied or express confidentiality undertaking would lead to personal liability for the student rather than any liability for UHI Perth.

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

## 5.5 Insurance and Liability

### 5.5.1 Cover for Legal Liability to the Student

UHI Perth holds Public Liability insurance to cover its indemnity should it be held legally liable for a student's actions and where such actions cause injury or damage to property eg if UHI Perth tells the placement provider that a student possesses certain skills or training which they do not have. Such insurance will not indemnify the students for any consequences of any deliberate malicious or irresponsible acts on their part.

UHI Perth PL insurance does not cover anything that is the legal liability or responsibility of someone else. As the placement provider has control of the student while they are on placement, many responsibilities are their legal liability. Therefore, any loss or damage that the student may cause whilst they are under the supervision of the placement provider is the responsibility of the placement provider. Similarly, any injury, loss or damage suffered by the student while they are under the supervision of the placement provider is also the responsibility of the placement provider.

Criminal acts committed by a student are not covered under any insurance arrangements.

### 5.5.2 Placement Provider

UK employers are legally required to hold Employers Liability Insurance (ELI). ELI policies classify work experience or work placement students as employees, this gives students the same cover as company employees should they have an accident at work as a result of the work placement providers negligence. Most UK employers also have PL insurance, and this covers placement students in the same manner as it covers employees.

**A copy of the placement providers current insurance certificates must be seen by UHI Perth before the commencement of the work placement.**

Under no circumstance should UHI Perth enter in to a contract to indemnify a placement provider against all loss or damage arising from placement activity. This would be more than likely to fall out with the terms of our own PL insurance cover.

## 5.6 During Placement

Students should have support and guidance available to them during their placement. This is covered in the student handbook. Details of who the student should contact if they should have any questions or concerns during their period of work placement should be re-confirmed to them when they complete the tri-partite agreement.

- 5.6.1 Steps should be taken to ensure that a member of staff visits the student in their workplace should the placement be longer than one week. This also applies for a period totalling more than 7 days.
- 5.6.2 An awarding body during periodical verification activity may wish to visit an employer that hosts a student studying a formal work placement unit. It is UHI Perth's responsibility to inform the employer of the proposed visit, and it is the employer's responsibility to enable the external verifier access to the place of work, to the student, and to the student's work experience supervisor, where relevant.

## 5.7 Post Placement

Both the student and the subject area should thank the placement provider. UHI Perth should also use this as an opportunity to obtain feedback from the placement provider, not only for the student but also the process as a whole. Students may also be required to write a reflective piece on their experience or at the very least discuss this with a member of staff.

## 6 Linked Policies/Related Documents

### Internal Documents

Dignity in the College Anti-Bullying Policy and Procedure  
Protecting Vulnerable Groups (PVG) Scheme Policy  
PVG Scheme Procedure  
Safeguarding Policy and Procedure  
Recruitment of Ex-offenders  
Procedural Guidance for the Management of Health and Safety for UK Student Work Placements  
Developing and Delivering Quality Work Placements – UHI Best Practice Guide – Draft

### External Documents

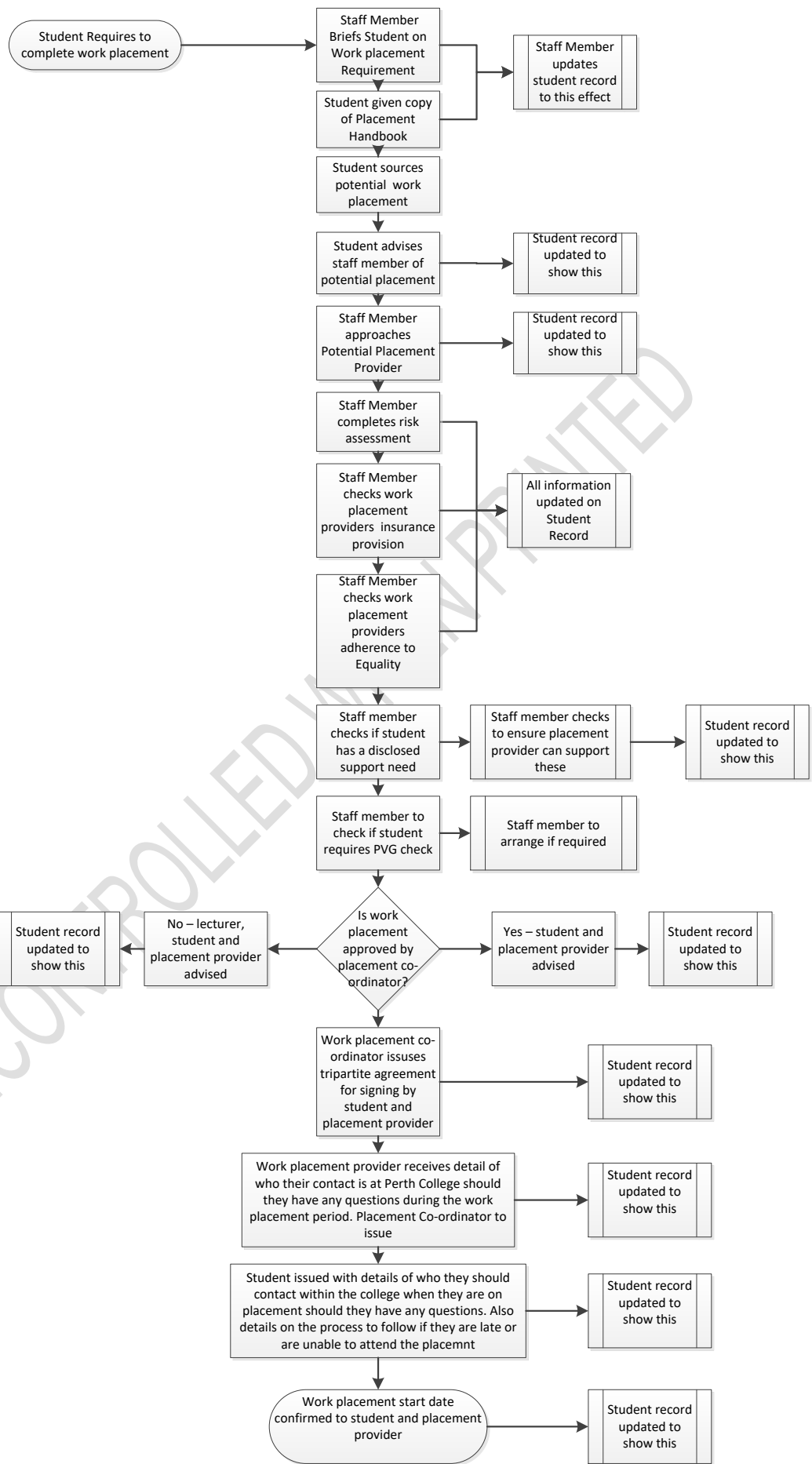
A Good Practice Guide for Placement and Other Work-Based Learning Opportunities in Higher Education ASET  
Making it Work QAA Scotland – A Guidebook Exploring Work-Based Learning  
Work Placement Standards May 2015  
Developing the Young Workforce Work Placement Standards September 2015  
Scottish Government

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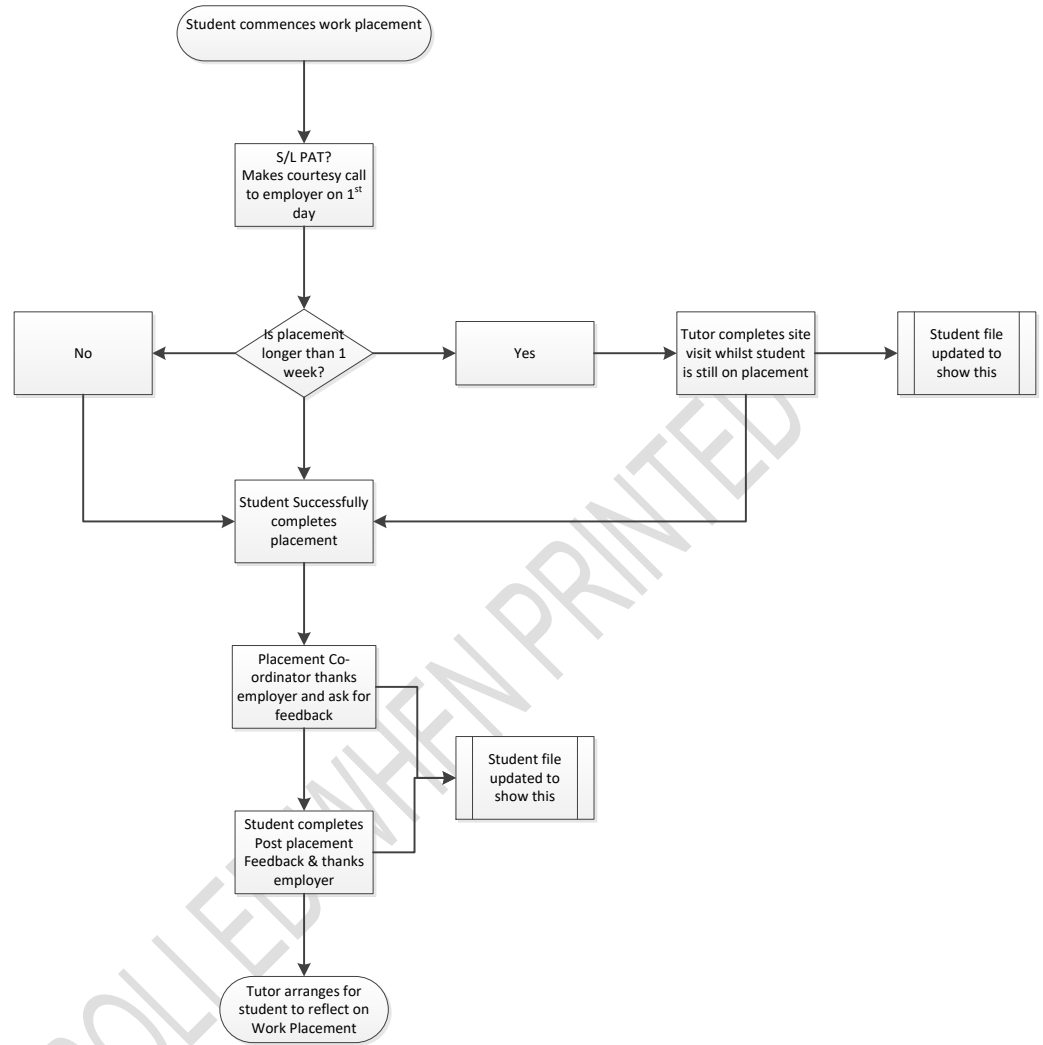
Work Placement  
Process -  
Preplacement



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**Work Placement  
Process -During &  
Post Placement**



## Appendix 1:

### Student Work Placements – Checklist

	<b>Actioned</b>
Student briefed on work placement component.	<input type="checkbox"/>
Student approaches potential placement provider.	<input type="checkbox"/>
Response received from potential placement provider.	<input type="checkbox"/>
Work placement co-ordinator advised of potential placement.	<input type="checkbox"/>
Work placement co-ordinator approaches potential placement provider.	<input type="checkbox"/>
Work placement co-ordinator completes risk assessment.	<input type="checkbox"/>
Work placement co-ordinator completes a site selection checklist.	<input type="checkbox"/>
Work placement co-ordinator checks placement provider's insurance arrangements.	<input type="checkbox"/>
Work placement co-ordinator checks placement provider's adherence to equality legislation.	<input type="checkbox"/>
Does student have a disclosed extra support need?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes Placement Co-ordinator to ensure that Placement Provider aware of these and to make appropriate provision.	<input type="checkbox"/>
Is PVG required?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes Placement Co-ordinator arranges appropriate checks.	
Is Parent/Guardian Authorisation required?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Parent/Guardian Authorisation received.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is work placement approved?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Work Placement Co-ordinator sends relevant letter to employer re: Yes/No response.	<input type="checkbox"/>
Work Placement Co-ordinator to issue Tri-partite agreement.	<input type="checkbox"/>

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**Tripartite agreement signed by:**

Student Yes  No

Placement Provider Yes  No

UHI Perth Placement Co-ordinator Yes  No

**Student goes on Placement**

Contact/Visit Site Date: \_\_\_\_\_

Contact/Visit Site Details Logged

Student Completion Date: \_\_\_\_\_

Thank you letter to employer asking for feedback on process.

Employer completed and returned post placement feedback.

Student completed post placement feedback.

UNCONTROLLED WHEN PRINTED

## Appendix 2: Risk Profiling Matrix

Factors	Rating Profile	Indications for Risk Profiling	Examples of Specific Actions Necessary
Work Factors	<b>High</b>	<p>Work with hazards that have potential to cause permanent injury or fatalities including:</p> <ul style="list-style-type: none"> <li>▪ Construction site with work at height or below ground, dusts, moving machinery, electrical systems.</li> <li>▪ Operation of machinery with mechanical hazards such as high-speed rotating parts, crushing or entanglement risks.</li> <li>▪ Laboratory work with toxic/hazardous materials.</li> </ul> <p>Community work with known high-risk groups of clients or locations (drug abusers, homeless, violent patients).</p> <p>Work with animal bedding or large or dangerous animals.</p> <p>Activities requiring specific licences or qualification (eg diving, flying aircraft, crewing an aerial device, outdoor activities).</p> <p>Work involving significant hazards in small companies that do not have professional health and safety advice.</p>	<p>Seek confirmation from Placement Provider about expectations of student's prior competency in high-risk activities and ensure student meets these.</p> <p>Confirm that training and supervision will be provided by the Placement Provider throughout the placement.</p> <p>Include details in the written communication (Tripartite Learning Agreement) with the Placement Provider.</p> <p>Pre-placement visit may be required.</p> <p>Provision of generic workplace H&amp;S information to students.</p> <p>Placement must not commence if remaining risk is still high.</p>
	<b>Medium</b>	<p>Working in proximity to high risk factors (but not directly with them).</p> <p>Working in the 'field' with equipment that may make them more vulnerable to theft.</p> <p>Security, manual work, sports, printing, wholesale/warehousing, social work, journalism in the 'field', etc.</p>	<p>Seek confirmation from Placement Provider that the student will not be expected to participate in high-risk activities and will be appropriately supervised in medium risk activities. Specific risk assessment may be required dependant on response.</p> <p>Include details in the written communication (Tripartite Learning Agreement) with the Placement Provider.</p> <p>Provision of generic workplace H&amp;S information to students.</p>
	<b>Low</b>	<p>Office work or other low hazard environments and activities.</p>	<p>General student briefing, delivered by in-house/Placement Organiser covering generic risks and controls.</p>

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Travel and Transportati on Factors	<b>High</b>	<p>Significant travel to reach placement, prolonged or on local transport facilities know to be high risk (poor driving or vehicle safety standards). Demanding travel during placement.</p> <p>Student required to drive others, or in unfamiliar vehicles.</p>	<p>Brief student on travel arrangements; discuss implications of high-risk factors to them.</p> <p>Consider the students' experience.</p> <p>Consider reducing risks by providing accompanied travel where practicable.</p> <p>Specify regular contact times.</p>
	<b>Medium</b>	<p>Night travel.</p> <p>Long daily commuting requirement.</p> <p>Student required to drive familiar vehicle in reasonable conditions.</p>	<p>Brief student on travel arrangements; discuss implications of medium risk factors to them.</p> <p>Consider the students' experience.</p> <p>Check Placement Provider's insurances.</p>
	<b>Low</b>	<p>No significant travel, comfortable daily commute.</p> <p>No driving associated with placement.</p>	<p>No special measures.</p>
Location and/or Region Factors	<b>High</b>	<p>Significant risk of civil disorder, crime or similar danger (eg placement in war zones, countries where the Foreign or Commonwealth Office (FCO) advises against travel).</p> <p>Unavoidable lone or remote working in proximity to significant risk.</p> <p>Medical and rescue services not available quickly or locally.</p> <p>Means of communications likely to be difficult or compromised.</p>	<p>Check FCO restrictions and recommendations.</p> <p>Consult guides on appropriate behaviour, clothing etc.</p> <p>Arrange briefing/information to be provided in conjunction with someone with local experience or knowledge of conditions (eg student on previous placement or placement practitioner at a local HEI in the overseas country).</p> <p>Specific H&amp;S information to students.</p> <p>Placement must not commence if remaining risk is still high.</p>
	<b>Medium</b>	<p>Higher than normal risk of civil disorder, crime or comparable danger.</p> <p>Delays in likely communication with tutors and others.</p> <p>Placements abroad in areas identified as low risk by the FCO.</p>	<p>Check FCO restrictions and recommendations.</p> <p>Provide information to students on guides on appropriate behaviour, clothing etc.</p> <p>Supplement general briefing with information about medium risk factors</p>
	<b>Low</b>	<p>Placements in the UK with no significant local risks.</p>	<p>No special measures.</p>

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General Environmental Health Factors	<b>High</b>	<p>Regional/local health risks require mandatory and specific protection measures eg inoculations.</p> <p>Very hot or strenuous working conditions.</p> <p>Very cold working conditions.</p>	Consult occupational health professional for advice re inoculations and other preparations.
	<b>Medium</b>	Regional/local conditions require some precautionary measures eg optional inoculations against diseases, medical travel kit is a sensible precaution.	Consult occupational health professional for advice re inoculations and other preparations.
	<b>Low</b>	No significant environmental health risks.	No special measures.
Individual Student Factors	<b>High</b>	<p>The student has personal factors (eg health, disability, linguistic or cultural) which may increase the risk of illness or accident during work-related activity even following adjustments.</p> <p>The student has personal factors which may require specific adjustments or support if living away from home or makes them susceptible to episodes of illness.</p> <p>The students, knowledge, understanding and skills are low for the type of work.</p>	<p>Discuss activities with the student to try to eliminate or reduce the potential risks where possible.</p> <p>Engage with occupational health professional/other support professionals to develop reasonable adjustments.</p> <p>Confirm these in the written communication with the Placement Provider (Tripartite Learning Agreement).</p> <p>Placement must not commence if risk is still high</p>
	<b>Medium</b>	The student has personal factors which may require specific adjustments or support during work, or in social interactions at work.	<p>Engage with occupational health professional/other support professionals to develop reasonable adjustments.</p> <p>Confirm these in the written communication with the Placement Provider (Tripartite Learning Agreement).</p>
	<b>Low</b>	<p>The student has no personal factors likely to cause episodes of illness or require specific support whilst on placement.</p> <p>Student has relevant knowledge, understanding and skills for the type of work.</p>	No special measures.

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Insurance Limitations	<b>High</b>	<p>Locations, activities and/or circumstances that are excluded from the HEI's travel and other insurance cover.</p> <p>Countries where the Placement Provider's insurance does not cover the student for personal or third-party liability associated with the work by the student.</p>	<p>If locations, activities and/or circumstances are excluded from the HEI's travel and other insurance cover, consider alternative placements. If placement is to proceed, additional specific insurances may be available.</p> <p>Consult the institutions insurance specialist.</p> <p>Brief student on limitations of insurance cover.</p>
	<b>Medium</b>	<p>Locations, activities and /or circumstances that require prior acceptance from the HEI's insurers before being covered.</p>	<p>If locations, activities and/or circumstances require prior acceptance from the HEI's insurers, ensure notification and acceptance is given.</p> <p>Brief student on limitations of insurance cover.</p>
	<b>Low</b>	<p>Locations, activities and/or circumstances that are automatically included in the HEI's insurance cover.</p> <p>UK location and the Placement Provider has Employer's and Public Liability Insurance Cover.</p>	<p>No special measures.</p>

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**Company Details**

Registered Name of Company	Senior Contact	Nature of Business	
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
Address	Town	Postcode	Telephone
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Health and Safety Representative	Person Directly Responsible for Candidate	Total Staff	Overall Risk Factor of Business (circle) High    Med    Low
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	
Give details of arrangements for supervision of candidate:			
<input style="width: 95%;" type="text"/>			
Employer's Liability Insurance	Name of Insurer	Policy Number	Expiry Date
	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/> N/A	<input style="width: 95%;" type="text"/>

**Checklist (where appropriate, give detailed findings overleaf)**

	Yes	No	Comments
Is business registered with appropriate authority (HSE or Local Council)?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Written Health and Policy Statement (if more than 4 staff/trainees)?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Are First Aid materials available (conforming to standards)?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Appointed First Aider	Name(s) <input style="width: 95%;" type="text"/>		
Are all accidents suitably recorded?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Are requirements of RIDDOR fully understood?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Will a small company induction take place on candidates first day?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Is all equipment well maintained with guards (as appropriate) in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Is firefighting equipment readily available?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Date of last inspection and by whom carried out	Date <input style="width: 95%;" type="text"/>		Inspected By <input style="width: 95%;" type="text"/>
Is/Are fire exit route(s) kept clear of obstruction and suitably signed?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Are fire procedure notices displayed?	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>
Are fire drills carried out and record maintained? (Give date of last drill)	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 95%;" type="text"/>

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Are risk assessments carried out in respect of:	N/A	Yes	No	Comments
General Risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control of Substances Hazardous to Health (COSHH)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Handling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Display Equipment (VDU)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any specific risks to trainee(s)? (Detail overleaf if necessary)		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Comments <input type="checkbox"/>
Are working environment and welfare facilities satisfactory?		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Comments <input type="checkbox"/>

General Comments

Signature of Training Provider Representative	<input type="text"/>	Date	<input type="text"/>
---	----------------------	------	----------------------

**Placement Provider Agreement**  
The findings recorded above are agreed and, where necessary, action will be taken within 3 months to implement recommendations/observations raised.

Comments:

Signature of Placement Representative	<input type="text"/>	Date	<input type="text"/>
---------------------------------------	----------------------	------	----------------------

<b>Additional Comments/Explanation of Findings from Checklist</b>
<ul style="list-style-type: none"> <li>▪ Induction training.</li> <li>▪ PPE arrangements for candidate – any special requirements needed.</li> <li>▪ Duties required during placement.</li> </ul>

**Follow Up**

Action Taken	Date Actioned	Satisfactory	Further Action Recommended	Initials
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Signature of Placement Provider Representative \_\_\_\_\_ Date \_\_\_\_\_

Signature of Placement Provider Representative \_\_\_\_\_ Date \_\_\_\_\_

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## Appendix 4: Risk Assessment Form

Placement Provider	Student or Student Group	Start Date	End Date
Company:			
Location:			
General Control Measures		Action Necessary?	Action Completed?
Has the student received sufficient briefing?	Yes/No		
Has the Placement Provider acknowledged receipt of a Letter of Expectation/returned a Placement Agreement?	Yes/No		
Has this Placement Provider been used before and been reviewed with regard to Health and Safety, if 'Yes' do any concerns remain unresolved?			
Risk Profiling and Further Specific Actions Necessary	Risk Profile (High, Medium, Low)	Action Necessary?	Action Completed?
Work Factors			
Travel and Transportation Factors			
Location and or Regional Factors			
General/Environmental, Health Factors			
Insurance Limitations			
Conclusion			
Is a site safety visit required before the placement is approved?	Yes/No		
Are the risks tolerable such that the placement can be approved?	Yes/No		

Prepared By: \_\_\_\_\_ Date: \_\_\_\_\_

Have the above actions been complete? Yes  No

I (Print Name): \_\_\_\_\_

Job Title: \_\_\_\_\_ approve this placement.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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## Appendix 5: Consent to Share Information Form

<p>I authorise _____ UHI (insert name of college) to disclose personal details to _____ (insert name of placement provider).</p>			
<p>I consent to any personal data about me being disclosed: Yes <input type="checkbox"/> No* <input type="checkbox"/></p>			
<p>If No – <b>Only</b> the following data may be disclosed (please be explicit):</p>  			
<p>The authority to disclose personal data is:</p> <p>a Valid until: _____</p> <p>b Unlimited by time.</p>			
Signed:		Date:	

Student Name:			
Contact Address:			
Student Number:			
Placement Coordinator Name:			
Contact Details:	Phone:	Email:	

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## Appendix 6:

### Sample Tripartite Learning Agreement

Dear \_\_\_\_\_

On behalf of the UHI Perth, I would like to thank you for hosting a student on placement. As part of our commitment to a quality experience for both the student and the Placement Provider the following Tripartite Learning Agreement sets out agreed responsibilities with regard to the student, the Placement Provider and UHI Perth.

A signed copy of the Tripartite Learning Agreement, signed by the student, the Placement Co-ordinator and the Placement Provider, is a mandatory requirement prior to the student commencing placement.

#### Responsibilities of UHI Perth to the Student:

- Provide placement students with briefing sessions prior to placement activity.
- Provide specialist advice and guidance for students with special support needs.
- Provide the student with information and guidance on the process governing participation in placement activity.
- Provide each placement student with a named Placement Co-ordinator.
- Provide a check to assure that where a student undertakes assessment at a satellite assessment site ie not on UHI Perth campus that the organisation's processes, policies and procedures align with those of UHI Perth thus ensuring it is a suitable environment for the activities that it will be used for.

#### Responsibilities of UHI Perth to the Placement Provider:

- Provide the Placement Provider with information and guidance on the process governing the delivery of placement activity.
- Provide the Placement Provider with one point of contact through the Placement Co-ordinator.
- Provide the Placement Provider with information in relation to any access or support needs that may require adjustments.

#### Responsibilities of the Placement Provider:

- Provide the student with a full and clear induction to the organisation and its working practices, including health and safety arrangements, fire precautions and emergency evacuation arrangements, how to report accidents, incidents and unsafe conditions.
- Nominate a supervisor who will conduct or make arrangements for day-to-day supervision of the student.
- Comply with health and safety and equality legislation.
- To assist in necessary risk assessment processes and define the liability and other insurance cover that will be provided for the activities of the student with regard to the student and to others who could be affected by the students actions or inactions.
- Facilitate access to the student for visits by the Visiting Tutor (where appropriate).
- Facilitate access to the awarding body external verifier (where appropriate).
- To participate in formative and summative performance reviews sessions with the Visiting Tutor.
- To provide feedback to the University on placement delivery and process.

In cases of serious accidents or incidents involving the student or breaches of discipline by the student, advise and consult with the University.

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**Responsibilities of the Student to the Placement Provider:**

- Abide by all the rules regarding health and safety requirements and other practices and procedures of the placement organisation.
- Carry out the work programme specified by the Placement Provider under the supervision of the specified supervisor(s).
- Inform the Placement Provider of any access or support needs that may require adjustments.

**Responsibilities of the Student to UHI Perth:**

- To attend required pre-placement briefing sessions.
- To meet all deadlines as indicated by the Placement Co-ordinator.
- To attend all Tutor Visits arranged or to notify the Placement Co-ordinator beforehand of unavailability.
- To start and finish work on dates agreed with the Placement Provider and Placement Co-ordinator.
- To never walk out or leave a placement, without prior discussion with the Placement Co-ordinator.
- To behave in a professional manner at all times, as a representative of UHI Perth during the period of the placement.

---

**Signatories:**

**I have read, understood, and agreed to abide by the above conditions.**

**On behalf of the Placement Provider:**

Name: \_\_\_\_\_

Role: \_\_\_\_\_

Date: \_\_\_\_\_

**On behalf of UHI Perth:**

Name: \_\_\_\_\_

Role: \_\_\_\_\_

Date: \_\_\_\_\_

**Student:**

Name: \_\_\_\_\_

Course/Year: \_\_\_\_\_

Date: \_\_\_\_\_

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## Appendix 7: Sample Tutor Visit Recording (Form A)

Section A:	Routine Information
Student:	Name:
Company:	Name: Address:
Placement: Position:	Indicate by Title, Role and/or Brief Description of Attachment:
Start Date:	
Termination Date:	
Date of tutorial visit and method ie on-site, Skype, phone etc.	
Visiting Tutor:	Name:
1st or 2nd:	Please indicate:
Company staff with whom student's progress was discussed.	Name: Title:
Student's acknowledgement of visit.	Signature: Date:

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Section B	Progress of Placement
Outline of specific tasks, duties, activities undertaken by the student to date:	
Summary of student's view of placement:	
Summary of employer's view of student's performance:	
Visiting tutor's overview of placement:	
Section D	Further Action
Any significant problems or recommendations:	
	<p>Placement deemed: Satisfactory/*Unsatisfactory.</p> <p>*If unsatisfactory please ensure that the report contains adequate information regarding the placement from employer/student and visiting tutor and a record of action taken is appended.</p>

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## Appendix 7: Sample Tutor Visit Recording (Form B)

Date of Visit: \_\_\_\_\_ Academic Supervisor: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Industrial Supervisor: \_\_\_\_\_

Company: \_\_\_\_\_

### To the Student:

- a Do you feel that you have settled into your new environment?
- b Are your workplace colleagues helpful and supportive?
- c Do you feel you are coping with the academic demands?
- d Is your accommodation satisfactory?
- e At present, do you have any concerns?

Yes	No

Please note any concerns/observations. Continue over page if necessary.

### To the Employer:

- a Are you satisfied with the student's performance in the workplace?
- b Is he/she coping with the work?
- c Does he/she appear to be working well with colleagues?
- d Do you feel that he/she has any obvious weakness at this stage?
- e Will the student be given the chance to attend training courses and/or interact with other company departments?
- f Have you previously supervised work placement students?

Yes	No

Please note any concerns/observations. Continue over page if necessary.

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## Appendix 8: Post Placement Employer Feedback/Evaluation (Form A)

Dear Placement Supervisor

In order to ensure the success of our Work Placement Programme it would be helpful if you could fill out the following questionnaire.

Name of Supervisor: \_\_\_\_\_

Name of Company: \_\_\_\_\_

Address of Company: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Job Title: \_\_\_\_\_

Dates of Placement: \_\_\_\_\_

### Personal and Interpersonal Skills

Skill	Excellent	Good	Average	Poor
Maintains effective relationships with colleagues.				
Kept to deadlines and schedules.				
Time keeping.				
Ability to work on own initiative.				
Quick to grasp the main point of the job.				
Committed and motivated.				
Attitude and aptitude.				
Accuracy and presentation of work.				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your co-operation in supervising the student and answering this questionnaire.

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## Appendix 8: Post Placement Employer Feedback/Evaluation (Form B)

Dear Placement Supervisor

An assessment of the student's performance is requested against the following criteria.

Please indicate the student's ability against a 5-point scale by circling the appropriate letter. Please use a separate sheet if you wish to make further comment. As a guide:

A = Excellent    B = Above Average    C = Average    D = Below Average    E = Poor

Student:
Employer:

Relationship with other Workers/Employees	A	B	C	D	E
Standard of Personal Behaviour	A	B	C	D	E
Punctuality	A	B	C	D	E
Enthusiasm	A	B	C	D	E
Self-Confidence	A	B	C	D	E
Reliability	A	B	C	D	E
Acceptance of Responsibility	A	B	C	D	E
Standard of Dress (if appropriate)	A	B	C	D	E
Ability to Organise Themselves	A	B	C	D	E
Initiative and Desire to Look for Work	A	B	C	D	E
Quality and Accuracy of Work	A	B	C	D	E
Ability to Work Under Pressure	A	B	C	D	E
Communication – Oral	A	B	C	D	E
Communication – Written	A	B	C	D	E
Ability to Learn	A	B	C	D	E
Reception to Constructive Criticism	A	B	C	D	E

Supervisor's Signature: \_\_\_\_\_

Thank you for your co-operation in supervising the student and answering this questionnaire.

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## Appendix 8: Post Placement Employer Feedback/Evaluation (Form C)

Student Name: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Period of placement: From ...../...../.....

In accordance with placement evaluation criteria an end of placement report is required from the Placement Provider. This may be reflected through the companies own appraisal system or by completing the pro-forma below.

Key to tick boxes:

- 5 Excellent understanding
- 4 Good understanding
- 3 Average understanding
- 2 Poor overall understanding
- 1 Very poor overall understanding

	Skill Level				
Demonstrates knowledge of the company and its operation.					
Demonstrates an understanding of external factors which may impact on the operation of the company.					
Understands the management structure, line of authority and accountability in the company.					
Demonstrates professionalism in terms of timekeeping and an appropriate level of responsibility and approaches work with an active interest.					
Demonstrates a level of ability in the following areas (where appropriate):					
Verbal communication.					
Written communication.					
Visual presentation.					
Team working.					
Professional relationship with members of staff.					
Professional relationship with clients.					

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Ability to accept responsibility and adapt to different roles.					
Time management in terms of setting and achieving goals and prioritising workloads.					
Finishing tasks set or given.					
Forward thinking and anticipating problems, demonstrates initiative in planning how to deal with problems.					
Generates and initiates ideas.					
Critical, logical and reflective thinking.					

Any additional comments you may like to add which may help the student in their final and future studies:

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please return to:

Thank you for taking the time to complete this evaluation form.

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## Appendix 9: Post Placement Student Evaluation Form

Name: \_\_\_\_\_

Course: \_\_\_\_\_

Placement Provider: \_\_\_\_\_

Date: \_\_\_\_\_

---

### Section 1: Pre-Placement

1 How satisfied were you with pre-placement preparation?	
2 Which aspects do you feel were done well?	
3 Which aspects do you feel could be improved and how?	

### Section 2: During Placement

1 How satisfied were you with the level of support from the University and the employer?	
2 How could the University improve the support it offered?	
3 How could the employer improve the support it offered?	
4 How relevant did you feel the placement was to your future career plans?	

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### Section 3: Post Placement

1 What do you feel you have learned from your placement?	
2 What skills you feel you have acquired and how will these contribute to future career plans?	
3 Have you identified any skills gaps and how will you address them?	
4 What steps have you identified that you need to take to improve performance in the future and how will you manage them?	
5 How has your placement activity impacted on your plans for the future?	

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## Appendix 10: Placement Provider – Process Evaluation Form

### Suggested Email/Letter Text

Dear \_\_\_\_\_

On behalf of the University of the Highlands and Islands I would like to thank you for recently hosting a placement student.

The University of the Highlands and Islands (UHI) is committed to the premise of quality work experience options integrated within the curriculum. As such, it seeks to provide an increasing number of students with the opportunity for a 'quality work experience' placement which will allow them to apply their knowledge and skills in an industrial setting whilst experiencing the atmosphere and pace of the workplace.

As part of that commitment, feedback from Placement Providers about their experience of working with the University before, during and after the placement period is a vital element of on-going development.

Could I therefore ask you to take a couple of minutes to fill in the attached evaluation questionnaire and return it to (insert e-mail or postal address).

Thank you again for hosting a student and I look forward to the opportunity to work with you again in the future.

Regards

---

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# Evaluation Form

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Position: \_\_\_\_\_

1 How satisfied were you with the pre-placement information and support provided?	
2 Did you feel that students were well prepared during the application and interview process?	
3 Did you feel that you were fully briefed on the process surrounding institutional support of the student during placement?	
4 Did you find meetings with visiting tutors useful?	
5 If you experienced any issues during the placement period, did you feel that these were dealt with appropriately?	

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<p>6 Do you feel that there is anything that the University could do to improve its engagement with Placement Providers prior to, during or after placement?</p>	
<p>7 Would you be willing to host a placement student in the future?</p>	

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## Appendix 11: Site Selection Checklist

### 01 Site Details

Please provide details to identify your centre and the site being used.

Centre's full name	<input type="text"/>		
Centre number (if available)	<input type="text"/>		
Site name	<input type="text"/>		
Site address	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		
Post/Zip Code	<input type="text"/>	Country	<input type="text"/>
Site telephone no.	<input type="text"/>		
	Please include the international and/or area code		
Site Contact	<input type="text"/>		

### 02 Checklist

Please indicate which policies, procedures and facilities are available at or apply to this site and to its use by your organisation.

	Yes	No	Comments
Health & Safety Policy	<input type="radio"/>	<input type="radio"/>	
Equal Opportunities Policy	<input type="radio"/>	<input type="radio"/>	
Training and Development Policy (for staff)	<input type="radio"/>	<input type="radio"/>	
	Yes	No	Comments
Confidentiality Policy/Agreement (at sites owned by others)	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Candidate Induction Procedures	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Candidate Appeals Procedures	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Candidate Complaints Procedure	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

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Information Management Procedure	<input type="radio"/>	<input type="radio"/>	
Access to equipment	<input type="radio"/>	<input type="radio"/>	
Materials (Reference and Learning)	<input type="radio"/>	<input type="radio"/>	
Access for Assessors	<input type="radio"/>	<input type="radio"/>	
Access for Internal Verifiers	<input type="radio"/>	<input type="radio"/>	
Access for SQA Staff	<input type="radio"/>	<input type="radio"/>	
Time allocated to candidates to attend relevant meetings	<input type="radio"/>	<input type="radio"/>	
Time allocated to staff to attend relevant meetings	<input type="radio"/>	<input type="radio"/>	

### 03 Declaration

We declare that, to the best of our knowledge, the information given in this form, is correct.

Site representative name  Date   
dd/mm/yyyy

Centre representative name  Date   
dd/mm/yyyy



# Young People and Work Experience

## A Brief Guide to Health and Safety for Employers



This is a web-friendly version of leaflet INDG364(rev1), published 06/13

Introducing young people to the world of work can help them understand the work environment, choose future careers or prepare for employment. An appreciation of workplace risk and how to deal with it can be one of the biggest benefits offered by a work placement.

### Introduction

This leaflet is aimed at employers who provide work experience opportunities to young people. It will help you, and those responsible for work experience in your business, ensure young people have their health and safety protected while they are with you.

Under health and safety law, work experience students are your employees. You treat them no differently to other young people you employ.

You may have considerable experience of successfully employing young people or taking on work experience students. If not, there are just a few steps that you need to take.

Schools and colleges, or others organising placements, need to check that you have risk management arrangements in place. Conversations you have with the placement organiser could simply be noted for reference.

Taking on work experience students should be straightforward. It should not be about generating unnecessary paperwork. This guidance describes how to keep it simple.

### Definitions of Young People and Children by Age

- **A young person** is anyone under 18.
- **A child** is anyone who has not yet reached the official minimum school leaving age (MSLA). Pupils will reach the MSLA in the school year in which they turn 16.

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## What You Need to Do

Simply use your existing arrangements for assessing and managing risks to young people.

Avoid repeating your assessment of the risks if a new student is of a broadly similar level of maturity and understanding and has no particular or additional needs (the organiser or parent should tell you if they have).

If you don't currently employ a young person, have not done so in the last few years and are taking on a work experience student for the first time, or one with particular needs, review your risk assessment before they start.

Discuss the placement in advance with organisers. Take account of what they and the parents or carers tell you of the student's physical and psychological capacity and of any particular needs, for example due to any health conditions or learning difficulties.

Keep any additional work in proportion to the environment:

- For placements in **low-risk environments**, such as offices or shops, **with everyday risks** that will mostly be familiar to the student, your existing arrangements for other employees should be enough.
- For **environments with risks less familiar to the student** (eg in light assembly or packing facilities), you will need to make arrangements to manage the risks – this will include induction, supervision, site familiarisation, and any protective equipment needed.
- For a placement in a **higher-risk environment**, such as construction, agriculture and manufacturing, you will need to:
  - Consider what work the student will be doing or observing, the risks involved in that work and how these are managed.
  - Satisfy yourself that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice.

You may, particularly for **higher-risk environments**, need to consider **specific factors** that must be managed for young people, including exposure to radiation, noise and vibration, toxic substances, or extreme temperatures.

Where these specific factors exist in your workplace you should already have control measures in place. This will also apply to legally required age limits on the use of some equipment and machinery (eg forklift trucks and some woodworking machinery). Consider whether you need to do anything further to control the risks to young people.

Explain to parents/carers of children what the significant risks are and what has been done to control them. This can be done in whatever way is simplest and suitable, including verbally, and is very often done through the school or college.

When you induct students, explain the risks and how they are controlled, checking that they understand what they have been told.

Check that students know how to raise any health and safety concerns.

## Training and Supervision

Many young people are likely to be new to the workplace and in some cases will be facing unfamiliar risks, from the job they will be doing and from their surroundings. You will need to provide them with clear and sufficient instruction, training and supervision to enable them to work without putting themselves and other people at risk.

Young people are likely to need more supervision than adults. Good supervision will help you get a clear idea of the young person's capabilities and progress in the job and monitor the effectiveness of their training.

You will need to consider how much training is necessary. A proportionate approach is needed, for example a low-risk business would not be expected to have a need for lengthy technical training. Similarly, where a student is on a short-term work experience placement, induction and training needs should be tailored to the tasks they are going to be doing.

It is important that you check young people have understood the instruction and training which will include, for example:

- The hazards and risks in the workplace.
- The health and safety precautions that are in place.

In workplaces where there are health and safety representatives, they can play a valuable role early on by:

- Introducing the young person to the workplace.
- Helping with their ongoing training.
- Giving you feedback about particular concerns.

As employees, young people have a duty to take care of their own health and safety and that of others who may be affected by their actions.

This includes co-operating with you by listening carefully, following instructions, using any safety equipment that you have provided and taking part in relevant training.

## What the Law Says

Under health and safety law, every employer must ensure, **so far as reasonably practicable**, the health and safety of all their employees, irrespective of age. As part of this, there are certain considerations that need to be made for young people.

This section outlines the requirements in the law. Putting the requirements into practice should be straightforward and, in most cases, you should already have the necessary risk management arrangements in place.

### What does 'so far as reasonably practicable' mean?

This means balancing the level of risk against the measures needed to control the real risk in terms of money, time or trouble. However, you do not need to take action if it would be grossly disproportionate to the level of risk.

Under the **Management of Health and Safety at Work Regulations 1999**, you have a responsibility to ensure that young people employed by you are not exposed to risk due to:

- Lack of experience.
- Being unaware of existing or potential risks.
- Lack of maturity.

You must consider:

- The Layout of the workplace.
- The physical, biological and chemical agents they will be exposed to.
- How they will handle work equipment.
- How the work and processes are organised.
- The extent of health and safety training needed.
- Risks from particular agents, processes and work.

These considerations should be straightforward in a low-risk workplace, for example an office. In higher-risk workplaces the risks are likely to be greater and will need more attention to ensure they're properly controlled.

HSE's frequently asked questions (FAQs) web page on young people at work provides further advice on making the necessary considerations ([www.hse.gov.uk/youngpeople/faqs.htm](http://www.hse.gov.uk/youngpeople/faqs.htm)).

You need to consider whether the work the young person will do:

- Is **beyond** their physical or psychological capacity:
  - This doesn't have to be complicated; it could be as simple as checking a young person is capable of safely lifting weights and of remembering and following instructions.
- Involves **harmful** exposure to substances that are toxic, can cause cancer, can damage or harm an unborn child, or can chronically affect human health in any other way:
  - Be aware of substances a young person might come into contact within their work, consider exposure levels and ensure legal limits are met.
- Involves **harmful** exposure to radiation:
  - Ensure a young person's exposure to radiation is restricted and does not exceed the allowed dose limit.

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- Involves risk of accidents that **cannot reasonably be recognised or avoided** by young people due to their insufficient attention to safety or lack of experience or training:
  - A young person might be unfamiliar with ‘obvious’ risks. An employer should consider the need for tailored training/closer supervision.
- Has risk to health from **extreme** cold, heat, noise or vibration:
  - In most cases, young people will not be at any greater risk than adults and for workplaces that include these hazards it is likely there will already be control measures in place.

A child must never carry out such work involving these risks, whether they are permanently employed or under training such as work experience.

A young person, who is not a child, can carry out work involving these risks if:

- The work is necessary for their training.
- The work is properly supervised by a competent person.
- The risks are reduced to the lowest level, **so far as reasonably practicable** (see the explanation on page 3).

Providing supervision for young workers and monitoring their progress will help you identify where additional adjustments may be needed.

You must let the parents or guardians of any child know the possible risks and the measures put in place to control them. This can be done in whatever way is simplest and suitable, including verbally.

You will already be familiar with the risks associated with your workplace and should be in a position to consider what is or is not appropriate.

## Other Issues You Need to Consider

There are other agents, processes and work that should be taken into account when employing a young person. The following list doesn’t cover all of those, but if any of the issues are relevant to your workplace you can find more information on HSE’s website (see ‘Find out more’ for web links):

- Biological agents
- Working with chemicals
- Working with lead and lead processes
- Asbestos
- Working with explosives, including fireworks
- Working with compressed air
- Construction including demolition
- Electrical safety
- Agriculture

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- Manufacturing

## Working Hours and Young Workers

Working hours are not governed by health and safety law.

Young people and children have different employment rights from adult workers and are subject to protections in relation to the hours they can work.

## Other Regulations

Children below the minimum school leaving age (MSLA) must not be employed in industrial workplaces such as factories, construction sites etc, except when on work experience.

Children under 13 are generally prohibited from any form of employment. Local authorities have powers to make byelaws on the types of work, and hours of work, children aged between 13 and the MSLA can do.

## Find Out More

For more information about health and safety and young people, visit our young people web pages: [www.hse.gov.uk/youngpeople/](http://www.hse.gov.uk/youngpeople/)

**Health and safety made simple: The basics for your business** Leaflet INDG449 HSE Books 2011 [www.hse.gov.uk/pubns/INDG449.htm](http://www.hse.gov.uk/pubns/INDG449.htm)  
 Microsite: [www.hse.gov.uk/simple-health-safety/manage.htm](http://www.hse.gov.uk/simple-health-safety/manage.htm)

**The health and safety toolbox: How to control risks at work** provides helpful areas of advice, which apply to all workplaces: [www.hse.gov.uk/toolbox/](http://www.hse.gov.uk/toolbox/)

Further guidance to help you protect new starters: [www.hse.gov.uk/vulnerable-workers/new-to-the-job.htm](http://www.hse.gov.uk/vulnerable-workers/new-to-the-job.htm)

More information on working hours for young workers:  
[www.gov.uk/child-employment/minimum-ages-children-can-work](http://www.gov.uk/child-employment/minimum-ages-children-can-work)

## Helpful Links for Other Issues You May Need to Consider

- Biological agents: [www.hse.gov.uk/biosafety/](http://www.hse.gov.uk/biosafety/)
- Working with chemicals: [www.hse.gov.uk/chemicals/](http://www.hse.gov.uk/chemicals/)
- Working with lead and lead processes: [www.hse.gov.uk/lead](http://www.hse.gov.uk/lead)
- Asbestos: [www.hse.gov.uk/asbestos](http://www.hse.gov.uk/asbestos)
- Working with explosives, including fireworks: [www.hse.gov.uk/explosives/](http://www.hse.gov.uk/explosives/)
- Working with compressed air: [www.hse.gov.uk/compressedair/](http://www.hse.gov.uk/compressedair/)
- Construction, including demolition:  
[www.hse.gov.uk/construction/safetytopics/stability.htm](http://www.hse.gov.uk/construction/safetytopics/stability.htm)
- Electrical safety: [www.hse.gov.uk/electricity/](http://www.hse.gov.uk/electricity/)

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- Agriculture: [www.hse.gov.uk/agriculture](http://www.hse.gov.uk/agriculture)
- Manufacturing: [www.hse.gov.uk/manufacturing/](http://www.hse.gov.uk/manufacturing/)

## Further Information

For information about health and safety, or to report inconsistencies or inaccuracies in this guidance, visit [www.hse.gov.uk/](http://www.hse.gov.uk/). You can view HSE guidance online and order priced publications from the website. HSE priced publications are also available from bookshops.

This guidance is issued by the Health and Safety Executive. Following the guidance is not compulsory, unless specifically stated, and you are free to take other action. But if you do follow the guidance, you will normally be doing enough to comply with the law. Health and safety inspectors seek to secure compliance with the law and may refer to this guidance.

This leaflet is available at [www.hse.gov.uk/pubns/indg364.htm](http://www.hse.gov.uk/pubns/indg364.htm).

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