

Placement Leaders Handbook

*February 2015*

**Introduction**

The Sub Group for Placement and Internships has developed this guide to support you in your role as a Placement Leader, Placement Year Academic Tutor or Placement Administrator.

The purpose of this guide is to provide you with easy access to University wide documents and guidance which have been developed to support the placement process. These documents and policies set out the activities which should be completed as part of the placement process, highlight the levels of support which should be offered and provide guidance on legal compliance in terms of health and safety.

This guide contains the following sections (documents):

1. **Study Abroad and work placement opportunities at the University of Leeds** – the policy endorses the principle that placement or Study Abroad years should normally be available on University of Leeds programme leading to the Award of a BA or BSc.
2. **Placement Year Role Definitions** – an overview of the roles involved in leading, managing, developing and supporting work placements at School (and Careers Centre) level.
3. **Placement Support / Study Abroad - Student Support** – sets out the expectations of support that should be available to students and also students’ responsibilities with regard to their placements and the range of resources provided by the University to which students have access.
4. **Health and Safety Guidance** – information about the University’s Tripartite Agreement and Risk Management processes including process charts and example documentation
5. **The University of Leeds’s response to the UK Quality Code for HE Chapter B10: Managing HE Provision with Others** – an audit of practice against the expectations and indicators of the Code
6. **An overview of cross University support for work placements** – information about the groups which meet regularly to provide a support network for colleagues who work in the area as well as cross University support to celebrate students achievements and review the placement process

**Section 1**

UNIVERSITY OF LEEDS

TAUGHT STUDENT EDUCATION BOARD

UNIVERSITY EMPLOYABILITY COMMITTEE

**Study Abroad and Work Placement Opportunities at the University of Leeds**

FINAL VERSION FOLLOWING TAUGHT STUDENT EDUCATION BOARD

*At its meeting in March 2013 the University Employability Committee endorsed the principle that placement or study abroad years should normally be available on University of Leeds programmes leading to the award of BA or BSc. The simplified process for creating industrial variants using the module CSER8000 was also noted. The paper was considered by the Taught Student Education Committee at its meeting on 12 June 2013 and has been revised in the light of those discussions. Members are invited to receive this final version which will be circulated to first round of Faculty Taught Student Education Committees and Faculty Employability Working Groups in 2013-14.*

1 All University of Leeds undergraduate degree programmes should normally offer an additional year variant whereby students may complete a placement year or study abroad year between their penultimate and final years of studies.

2 Students successfully completing a programme with a placement year will have the suffix (Industrial) added to the title of their award. Those completing a programme with a study abroad year will have the suffix (International) added to the title of their award. Students successfully completing a programme with a year in enterprise will have the suffix (Enterprise) added to the award of their title.

3 Students transferring onto the international or industrial variant will take a 120 credit module for the whole of their year out studies. All students doing the industrial variant of their programme will have access to a placement year module offered either by their parent department, co-teaching department or through the University Careers Centre.

4 The Careers Centre placement year module CSER8000 <http://webprod3.leeds.ac.uk/catalogue/dynmodules.asp?Y=201213&M=CSER-8000> is available to all students taking a placement year for whom a subject specific module is not available or suitable. In addition, programmes which do not currently have sufficient demand to warrant a bespoke module are encouraged to use CSER8000.

5 In order for students to be registered on the additional year variants and for the correct awards to be made the programmes with appropriate learning objectives for the additional year must be created on the catalogue and in Banner.

6 A streamlined approval process exists for programmes using the CSER8000 module as the learning objectives will be standard and there will be standard support arrangements. In these instances a cloned record of the existing programme can be created, the additional year added in and the catalogue printout can be sent to the appropriate AQST administrator who will arrange for a Chair’s Action to be produced in the usual way.

7 If a School wishes to create a bespoke module which has different learning outcomes and support arrangements, then the programme and module will have to be approved via the normal approval mechanisms.

Placements and Internships Sub-Group of the University Employability Committee

March 2013, with revisions from TSEB June 2013

**Section 2**

**Placement Year Role Definitions**

**Purpose**

This paper sets out suggested descriptors for roles involved in leading, managing, developing and supporting work placement at School (and Careers Centre) level. Taken as a whole, the descriptors are intended to capture all responsibilities and duties ensuring that the University meets its obligations to students as set out in the policy document on Placement and Study Abroad Support (which is available at <http://www.leeds.ac.uk/qat/policyprocedures/index.html>). It is recognised, however, that the division of duties between the three roles will vary with the exception of academic leadership for the placement year module which must be the responsibility of an academic member of staff, which includes professionally qualified careers staff in the case of CSER 8000.

It is not the expectation that Placement Leaders will recreate a version of this document specifically for their module or department, rather this document will used in conjunction with the policy document on Placement and Study Abroad Support to check against existing departmental role descriptors to ensure that, in combination, all roles supporting the placement process meet the University’s policy requirements.

**Placement Leader**

* Provides an academic lead for the placement year module ensuring the module meets the standards required for University of Leeds taught undergraduate programmes.
* Responsible for making sure the placement module complies with university regulations in terms of Health and Safety and minimum levels of support, working with Health and Safety Services, the Quality Assurance Team and the Careers Centre as required.
* Lead the development of robust procedures to ensure effective management of the module in terms of logistics and practicalities.
* Act as an advocate of the placement year module within the School / University and with students to maximise support and awareness of the module.
* Attend the Placement Leaders’ Forum (formally Placement Tutors’ Forum) to share best practice and keep up to date with University policy changes related to placements and placement learning. Share the information gathered with departmental colleagues involved in the placement process.

Pre Placement

* Responsible for producing an up to date and relevant module handbook.
* Help students to identify placements (meeting them face to face where possible) particularly when students wish to undertake a course related placement, sharing knowledge of where previous students have worked. Signposting to other support services, such as the Careers Centre whenever appropriate.
* Contribute to the expansion and increased take up of the work placement module within your department (in support of University strategic aims).

On Placement

* Act as a Placement Year Academic Tutor (if appropriate).
* Ensure all students have access to a Personal Tutor during their placement year.

Post Placement

* Provide feedback to students, in a timely manner, through the assessment of course work.
* Evaluate and review the placement process and support provided to ensure high standards are maintained.
* Develop and maintain positive relationships with host employers and consider other ways in which you can work with them, for example developing research links.

**Placement Year Academic Tutor**

* A Placement Year Academic Tutor should provide support and guidance throughout the placement to enable students to gain as much as possible from their placement experience (this should include pastoral support – signposting to additional support services as appropriate).
* Visit your placement student(s) at least once. The visit should include a meeting between the student, supervisor and tutor, ideally face to face. Typically when a student is overseas an alternative communication method can be used to fulfil this requirement e.g. Skype.

**Placement Administrator**Pre Placement

* Provide support in the delivery of the placement year module.
* Arrange promotional sessions to raise the profile of the placement year to students in year one and two, informing students of the benefits, logistics and module requirements.
* Organise training activities in conjunction with the University Careers Centre to provide targeted training and support for placement students.
* Promote placement opportunities to students through the most appropriate mechanism such as briefings, website, VLE, targeted email.
* Ensure all successful students are changed onto the correct programme of study.
* Arrange pre placement briefings and post placement debriefs - working with other services, such as the Careers Centre, as appropriate.
* Co-ordinate the completion of Health and Safety Tripartite Agreements and Risk Management Action Plan Forms, liaising directly with students and host organisations.
* Allocate Placement Year Academic Tutors to successful students in collaboration with the Placement Leader.
* Manage and maintain comprehensive records of where students are on placement including logging any health and safety issues (to support the completion of future Risk Management Action Plan forms) and monitoring performance and attendance.

On Placement

* Co-ordinate the placement visit process (providing administrative support as required).
* Be the first point of contact for placement students should they have any problems on placement and be unable to get in touch with their Placement Year Academic Tutor.
* Assess all placement-provider demands, problems and enquiries and resolve them in a timely and effective manner. Make arrangements for placement-providers to conduct interviews on campus where required.
* Keep students up to date with University and departmental changes whilst they are on placement. Communicate in a timely manner deadlines for module registration and dissertation processes.

Post Placement

* Work with the wider student services team to agree and implement a set of common processes and procedures to support placement activities and undertake regular reviews to ensure continuous improvement.
* Ensure a welcome back meeting is held to support students’ re-integration into University life.

**All**

* Respond to all student queries in a timely manner.
* Attend the ‘Placement Year Celebration Event’ to recognise and celebrate students’ achievements.

**Section 3**

UNIVERSITY OF LEEDS

**Placement Support/Study Abroad – Student Support**

*The following paper was endorsed at TSEB on the 21 November 2012.*

Placements and Study Abroad link to the University’s strategic aim to ‘develop outstanding graduates and scholars to make a major impact upon global society’. The University has a duty of care for students on placement and study abroad and is responsible for the academic quality and standards of its programmes. The University is committed to maintaining its currency as a provider of an excellent platform for students seeking placement periods of employment with external organisations which form part of a programme of study\* and students who have elected to study abroad as part of their degree programme.

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| **Pre-Placement**  *What students can expect from staff*   * Appropriate pre-departure briefings * That all eligible students are afforded an equal opportunity to undertake placement learning with any academic eligibility criteria clearly communicated * Clear guidance as to the level of support available to secure a degree-level placement * Named placement contact (based in School, Faculty or Careers Service) * Facilitated contact with previous placement students including relevant feedback * Placement handbook, including clear assessment procedures and criteria, consequences of failure to complete the placement (including change of programme), including termination of employment by the employer for any reason (including reasons outside of the student’s control) * Clear mechanism for addressing any concerns or complaints whilst on placement * Opportunity to seek financial advice through the Financial Aid website/presentations * University Health and Safety Standard for Placements/ Risk Management Action Plan/ Tripartite Agreement * Provision of guidance for students with disabilities who are seeking appropriate adjustments * Information on visa applications (though visa office), translation of birth certificates (for French institutions) and their approval by foreign consulates, and drawing students’ attention to need for medical and vaccinations procedures   *Specifically for students going on work placements abroad*   * Support from the Careers Service giving assistance with CVs, applications and interviews for work placements * Liaison with Insurance and Health and Safety Offices for clarification on matters related to University policies in these areas * Dedicated academic staff to approve work placements | **Pre-Study Abroad**  *What students can expect from staff*   * A series of 'pre-departure' meetings in the session prior to their residence abroad; supported by colleagues from other services, e.g. Careers/SAO * Hands-on support for all application procedures (study placements, British Council Language assistantships placements) * Information on visa applications (through visa office), translation of birth certificates (for French institutions) and their approval by foreign consulates, and drawing students’ attention to need for medical and vaccinations procedures * Where pre-sessional language instruction is not provided by the host institution, students may register for modules offered by the Foreign Language Training Unit housed within the UoL Language Centre * Advice on finance in conjunction with Student Administration: student loans, hardship funds, Erasmus funding, travel insurance and accommodation; * University Health and Safety Standard for Study Abroad Risk Management Action Plan * Provision of guidance for students with disabilities who are seeking appropriate adjustments   *Specifically for students enrolling at a partner university*   * Allocation of places following approved and transparent criteria * Provision of academic support for schemes where references are needed * Liaison with overseas institutions about dates, accommodation, courses, requirements * Selection process by academic tutors for Erasmus and World-Wide study placements and help with selecting modules, approval of Learning Agreement |
| **Pre-Placement/Pre-Study Abroad**  *What staff can expect from students*   * To take responsibility for finding a suitable placement/study abroad arrangement with support and guidance from University/Schools and to sign and adhere to the relevant University Health and Safety Standard and familiarise themselves with any information provided including Risk Management Action Plan * Recognition that this is a competitive process * To attend any briefing sessions given by the University/Schools * To make a plan for reintegration into continuing studies   *What staff can expect from each other*   * Sharing of local expert knowledge * Development of processes to support the student placement/study abroad population | |
| **On-Placement**  *What students can expect from staff*   * A named Placement Tutor * Access to Personal Tutor (who may, or may not be, the Placement Tutor) and Leeds*for*Life * Support in the workplace by a named supervisor * Active management of the placement by the Placement Tutor’s establishment of a contact link with the supervisor as well as student (Tripartite Agreement) * A minimum of one meeting to include the student, supervisor and tutor, ideally face-to-face. Typically when a student is overseas an alternative communication method can be used to fulfil this requirement e.g.Skype * Completion of a meeting report by the Placement Tutor and agreement with student * Effective communication link between the School and the student to ensure access to all pre-enrolment information | **On-Study Abroad**  *What students can expect from staff*   * online dialogue with a key academic contact at Leeds, normally their Personal Tutor, throughout their time abroad * Receipt of regular emails during the first month of residence and thereafter at significant points of the academic year, including before, during and after periods of assessment and prior to online enrolment onto the next year's modules * Help with initial practical problems (settling down, advice on finding accommodation, problems with workload) and academic issues (selection of modules, level of courses) * (Specifically for Modern Languages degree students) the preparation of additional language learning resources on the VLE * Representatives of the University visit overseas partner institutions on a regular basis; on such occasions students may be visited by a tutor whilst studying abroad |
| * Whilst on placement students remain registered students and so retain access to provision for registered students including the Students Union, student support services such as Help@Leeds and retain full borrowing and access rights to library resources * Access to 24/7 Emergency Contact via University Security * Immediate intervention in the event of emergencies and serious cases involving health and threats to safety * Online enrolment: advice on module choices, and ongoing support in the event of any technical difficulties | |
| **On-Placement/On-Study Abroad**  *What staff can expect from students*   * Be responsible, accessible and respectful (Partnership) acting in a professional capacity as Ambassadors of the University * To remain contactable by University e-mail and to keep the School up to date with any changes to contact details * A responsibility to provide information in a timely manner and to respond to requests as appropriate * To inform the University of any difficulties, grievance, disciplinary or redundancy procedure (placement) they are involved in or any other performance-related issues as they arise | |
| **Post-Placement/Post-Study Abroad**  *What students can expect from staff*   * Timely communication of (i) pass/fail of placement year and appropriate feedback in accordance with published deadlines (ii) grading and end of year progression, checking transcripts and end of year reports for study abroad * Overall evaluation of placement/study abroad experience * Clear plan for reintegration into University life such as a celebration event, welcome back from School including any changes in School procedures, access to Skills@Library resources to refresh academic skills, support in career planning * Provision of opportunities for returning students to share their learning with students and tutors and reflection through Leeds*for*Life   *What staff can expect from students*   * To help each other reflect, develop and improve (Partnership) * Complete feedback requests to inform future placements/study abroad   *What students can expect from each other*   * Sharing experience and knowledge through feedback | |

**Section 4**

**Health and Safety Documentation**

The University of Leeds focuses on a generic risk based approach when managing Student Placements, allowing resources and control to be placed in the higher risk areas. The University’s health and safety protocol and details of roles and responsibilities are available online at <http://www.leeds.ac.uk/safety/placements/intro.htm>. The protocol has two parts that should be completed – the Tripartite Agreement and the Risk Management Action Plan.

**University Approved Tripartite Agreement**A copy of the University approved Tripartite Agreement is available on the Health and Safety Services website - <http://www.leeds.ac.uk/safety/placements/guidance_forms.htm> – this also includes translated versions in German, French, Italian, Spanish, Russian, Chinese (Mandarin), Portuguese, and Japanese. On rare occasions an amended version of the Tripartite Agreement may be deemed appropriate. If this is the case the amended version must be formally approved of by your Health and Safety Manager and the University’s Legal Office before use.

**Placement Risk Management Action Plan**An overall process which identifies actions required to support the final approval of a placement and aids in determining the level of risk associated with a placement.  It should not be confused with a risk assessment; University staff are not expected to risk assess another organisation’s activities.  It should be considered as an aide memoire to the level of detail that should be gained before approval - the level of detail required will be proportional to the level of risk associated with the placement. The Risk Management Action Plan form and a Guide for Risk Profiling are available online at <http://www.leeds.ac.uk/safety/placements/guidance_forms.htm>

**Insurance**All University of Leeds students who are on an approved placement year, where the Tripartite Agreement has been signed, are covered by the University’s Travel Insurance policy, details are available [here](http://www.leeds.ac.uk/insurance/documents/Student%20Policy%20Summary%202015.pdf) <http://www.leeds.ac.uk/insurance/documents/Student%20Policy%20Summary%202015.pdf>.

It is recommended that students print off a copy of the policy and keep it with them, so they have a copy of the Policy Number, a telephone number to call and information on what to do in an emergency. Students should also ensure that the Policy provides them with a suitable level of cover – there are limitations and in particular £10,000 is not a huge amount in the event of death especially if they have dependents. Students should be advised to take out a separate personal accident insurance policy if the level of cover proves insufficient.

It should be noted that Personal Liability is not applicable whilst a student is on a work placement as third party organisations should provide a level of cover or suitable cover provided on a case by case basis by the University.

If you have any queries or concerns about any aspect of the process please contact your local Health and Safety Manager – details are available online at <http://www.leeds.ac.uk/safety/contacts/contacts_hsm.htm>

**Section 5**

UNIVERSITY OF LEEDS

TAUGHT STUDENT EDUCATION BOARD

**UK Quality Code for Higher Education**

*The Board is requested to note the work undertaken in mapping the University’s current practices against the UK Quality Code for Higher Education and to endorse the recommendations arising from this review.*

An audit of practices against the expectations and indicators of the UK Quality Code for Higher Education has been undertaken (primarily by the Quality Assurance Team, but working in collaboration with other colleagues where appropriate).

The audit has demonstrated that the University’s practices and policies comply with the expectations as set out in the Code and a brief descriptor of current approach set out against each of the expectations and supporting indicators is detailed in the annex[[1]](#footnote-1).

A number of areas for further consideration have been highlighted, however, to further enhance the University’s approach and to strengthen our position in providing evidence of compliance against each of the expectation’s indicators. These recommendations are set out in the table below.

It is proposed that these recommendations are considered by the constituencies identified in the table and actions taken forward within identified and appropriate timescales.

As the University continues to reflect on its key processes supporting student education it will be necessary to ensure that the relevant section of the Quality Code is considered as a key reference point and that all developments continue to adhere to the principles, expectations and indicators contained therein.

QAT, June 2014

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| **UK Quality Code for Higher Education** | **To further strengthen the approach it is recommended that consideration is given to:** | **Further consideration and enhancements to be taken forward by** |
| **Part A: Setting and maintaining academic standards** | * A more explicit signposting of national qualification and credit frameworks, and other published guidance, in the training, guidance and documentation supporting key stages of the processes for setting and maintaining standards. * A more explicit focus on the relationship between programme level assessment strategies and their relationship to learning outcomes in the annual review of programmes, particularly in the light of curriculum amendments undertaken or proposed. * That developments in relation to the University’s Universal Programme and Module Catalogues, continue to reflect expectations for the appropriate specification of credit and award bearing modules and programmes. | Student Operations (PAT and QAT); Leeds Curriculum Project Team |
| **Chapter B1: Programme Design and Approval** | * A clearer articulation of the roles and responsibilities of the key individuals and constituencies involved in programme approval. * The mechanisms providing institutional level oversight and monitoring of portfolio development. | Student Operations (QAT and PAT); Strategy and Planning; Marketing |
| **Chapter B2: Recruitment, selection and admission to higher education** | * More formal training opportunities for staff. * An annual review of complaints received by schools to be introduced by the central admissions teams. * To continue to review the information provided to assist prospective students and to focus on the applicant needs, in particular: the information and structure of the website and reflection on the information needs of the taught postgraduate student cohort. | Admissions; Student Operations (QAT) |
| **Chapter B3: Learning and Teaching** | * Further reflection might be given to a more explicit and systematic use of alumni, employers and placement providers in the review of learning and teaching strategies and approaches. | Leeds Curriculum Project Team; Student Operations (QAT); Student Opportunity |
| **Chapter B4: Enabling Student Development and Achievement** | * To continue to reflect on the implementation of Leeds*for*Life and Leeds Personal Tutoring Model in supporting students to develop their academic, personal and professional potential. | Student Operations (QAT); Student Opportunity |
| **Chapter B5: Student Engagement** | * Further consideration might be given to the use of key performance indicators in the monitoring and review of the level of student engagement. | Student Operations (QAT); Student Opportunity; LUU |
| **Chapter B6: Assessment of Students and the Recognition of Prior Learning** | * Review and update the University’s policy on the recognition of prior learning. * Review the guidance and operating procedures associated with the terms of reference, constitution and membership of examination boards, special circumstances committees and progression boards. | Student Operations (PAT and QAT) |
| **Chapter B7: External Examining** | * The guidance on criteria for appointment will be amended to explicitly reflect the criteria as set out in indicator 5. * Further consideration needs to be given to publishing the details of external examiners to students. * Further consideration might be given to institutional guidance on the support for University staff engaged in external examiner appointments elsewhere. | Student Operations (QAT) |
| **Chapter B8: Programme Monitoring and Review** | * The development of more explicit programme performance metrics to inform the ongoing viability of programmes and portfolio development. * More explicit guidance setting out the requirement to refer to relevant reference points in the review of programmes. * Further consideration to be given to the training and support of stakeholders in key review processes. | Student Operations (PAT and QAT); Strategy and Planning; Marketing |
| **Chapter B9: Academic appeals and student complaints** | * The introduction of a mediation/conciliation stage in the settlement of complaints and appeals as encouraged by the Office of the Independent Adjudicator in its good practice framework. * Opportunities to simplify and explain in simple terms the various procedures and where possible provide more underpinning guidance and advice. * Development of a comprehensive induction and support materials for academic and Student Education Service staff based in schools to assist them to guide students towards the correct procedures, advice and resources, and to help schools to respond to complaints and appeals in an appropriate manner. * A possible route for a review if an appeal is rejected as groundless. * Produce a more detailed Annual Report giving a detailed statistical breakdown of cases together with learning points derived from them to promote early resolution where this is feasible. * Development of a short quarterly bulletin reporting on all of the work of the Student Cases Team to disseminate good practice and to highlight deficiencies which require attention. * To deal with appeal procedures in a more timely manner. | Student Complaints and Appeals |
| **Chapter B10: Managing HE Provision with Others** | * Restate the requirements on schools in relation to study abroad and placement opportunities. * Procedures for collaborative review are revised to require an updated version of the risk assessment management plan as part of the paperwork submitted by the relevant School/Faculty. * To revise procedures for collaborative review to ensure that due diligence is undertaken periodically and ensure that the outcomes of due diligence feed appropriately into academic review. | Student Opportunity; Student Operations (QAT) |
| **Part C: Information about higher education provision** | * Reflection on the University’s overarching strategy and approach to publishing information and data. * Reflection on the current approach to module and programme level information, in view of the increasing reliance on information published on the VLE and portal. | Communications; Admissions; Marketing; Student Operations (QAT) |

**UK Quality Code for HE: The Indicators:**

**Chapter B10: Managing HE Provision with Others**

Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.

**Indicator 1**

A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is maintained.

* The University has a defined strategic framework for delivering learning opportunities with others.
* The Standing Group on Collaborative Provision has responsibility for considering, at the institutional level, the strategic rationale for each proposal and for ensuring that academic elements of proposals meet the University’s expectations.
* Responsibility for considering the strategic fit and overall arrangements for the quality assurance of proposed study abroad arrangements is vested in the Standing Group on Study Abroad.
* Heads of School have responsibility for ensuring that appropriate levels of resource are provided to support each type of arrangement.

**Indicator 2**

Governance arrangements at appropriate levels are in place for all learning opportunities which are not directly provided by the degree-awarding body. Arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the degree-awarding body.

* TSEB has standing groups to govern arrangements for working with others.
* In the case of collaborative provision and study abroad, these Groups make recommendations to TSEB on the quality assurance framework and on approval of individual arrangements. These groups are chaired by a Pro-Dean for Student Education with academic representation from each Faculty.
* The Taught Student Internationalisation Group provides a strategic steer and oversight of international activity.
* The management of individual placements is delegated to the relevant School/Faculty whilst the Sub-Group for Internships and Placements, a group of the University Employability Committee, has responsibility for strategy and policy.

**Indicator 3**

Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.

* For collaborative provision, proposing Schools/Faculties are required to develop a business case during approval.
* For study abroad proposing Schools/Faculties complete the relevant pro-forma and the Head of School, has overall responsibility for staffing and other resources to support the exchange.
* Proposals are submitted for academic consideration via the student education deliberative structures.

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**Indicator 4**

Degree-awarding bodies that engage with other authorised awarding bodies to provide a programme of study leading to a joint academic award satisfy themselves as to their own legal capacity to do so.

* The legal capacity of partners to enter into arrangements is checked through the University’s Due Diligence process authorised by the Legal Advisor.

**Indicator 5**

The risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently on a periodic basis. Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place.

* For Collaborative Provision, the proposing School/Faculty is required to develop a risk assessment management plan during approval.
* For study abroad the risks of each arrangement to deliver learning opportunities are assessed by the School/Faculty and considered by the Standing Group on Study Abroad.
* For placement opportunities the risks of each arrangement to deliver learning opportunities are assessed by the School/Faculty.

**Indicator 6**

Appropriate and proportionate due diligence procedures are determined for each proposed arrangement for delivering learning opportunities with an organisation other than the degree-awarding body. They are conducted periodically to check the capacity of the other organisation to continue to fulfil its designated role in the arrangement.

* For Collaborative Provision, due diligence is undertaken during approval by the University’s Legal Advisor according to templates designed to reflect the nature of the proposal.
* Study abroad partnership proposals are agreed by the School Taught Student Education Committee and Faculty Taught Student Education Committee prior to consideration by the Standing Group on Study Abroad.
* The Standing Group assesses proposals to ensure an appropriate academic match and considers the student support arrangements set out in the partner report. After a partnership proposal has been approved by the Standing Group and recommended to Taught Student Education Board the Study Abroad Office negotiates the legal agreement, involving appropriate specialist colleagues within the University. These agreements are revisited on an annual basis to renegotiate incoming and outgoing student numbers. Legal Agreements contain a cancellation clause.
* For placement opportunities the risks of each arrangement to deliver learning opportunities are assessed by the School/Faculty.

**Indicator 7**

There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. It is signed by the authorised representatives of the degree-awarding body (or higher education provider without degree-awarding powers arranging provision by a third party) and by the delivery organisation, support provider or partner(s) before the relevant activity commences.

* Contract negotiation is built into the University’s processes for approval and review of Collaborative Provision; the outcome of the periodic review includes a judgement of the confidence the University places in the collaborative arrangement and the School management of the arrangement, with a recommendation in respect of the renewal of the memorandum of agreement.
* QAT holds the original contract documentation and the details of expiry and review dates are maintained in the Register of Collaborative Provision.
* For study abroad written legal agreements are in place for each exchange, which are reviewed annually to reconfirm incoming and outgoing student numbers. Legal agreements are in the main signed by the University Secretary on behalf of the University.
* For Placements Faculties/Schools are required to put in place University Health and Safety Standard for Placements, Risk Management Action Plan and a Tripartite Agreement. The University expects that the Tripartite Agreement is completed and signed by the student, a named representative of the University and a representative of the Placement Provider, and returned to the University prior to the placement beginning.

**Indicator 8**

Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards of awards where learning opportunities are delivered with others. No serial arrangements are undertaken without the express written permission of the degree-awarding body, which retains oversight of what is being done in its name.

* University of Leeds does not permit serial collaborative provision arrangements and does not enter into arrangements, such as franchise or accreditation arrangements, which would involve wide-ranging delegation of quality assurance.
* For study abroad the University does not permit serial arrangements and retains control of the academic standards of awards through close monitoring and Schools talking to students. If there are questions arising from transcripts that might indicate a problem with a particular module delivered by the partner institution these are likely to be picked up by the School Study Abroad Co-ordinator and would be the subject of discussion at the examiners’ meeting. Any problems highlighted are taken up with the partner institution. There are safeguards in place to minimise any effects on students of particular marking schemes in operation at partner institutions.
* For Placements the University does not permit serial arrangements and retains control of the academic standards of awards.

**Indicator 9**

Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so in the event that a delivery organisation or support provider or partner withdraws from an arrangement or that the degree-awarding body decides to terminate an arrangement.

* The University does not enter into new franchise or accreditation arrangements. Existing arrangements of this type are being taught out under the oversight of the Standing Group on Collaborative Provision.
* Approval and review of collaborative provision includes explicit discussion of exit and contingency strategies. Where exit from an arrangement is planned, the exit and contingency strategy forms part of the discussion in the regular cycle of review. Where unplanned, colleagues from QAT and the Standing Group on Collaborative Provision devise responsive *ad hoc* arrangements to secure the best possible outcome for the students concerned.
* For study abroad, Schools maintain oversight. If a partner institution is unable to deliver modules as specified to students as part of the exchange arrangement there are mechanisms in place to deal with this so that students are not adversely disadvantaged.
* For Placements, Schools maintain oversight and the Placement Handbooks detail the consequences of failure to complete the placement (including change of programme) and termination of employment by the employer for any reason including reasons outside the student’s control.

**Indicator 10**

All higher education providers maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.

* QAT maintains a formal Register of the University’s Collaborative Provision arrangements, which is updated every time an arrangement is approved or reviewed. The Register is checked for accuracy in an annual exercise in partnership with Faculty Taught Student Education Committees.
* Legal agreements for study abroad are retained by the Study Abroad Office. Student records are held in Banner. Minutes of discussions on new partnership proposals, and supporting papers, are held by the QAT.
* For placements Tripartite Agreements are held at Faculty/School level.

**Indicator 11**

Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated. Therefore, degree-awarding bodies ensure that the standards of any of their awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that they confer at the same level. They are also consistent with UK national requirements.

* The University does not enter into new franchise or accreditation arrangements. The guidance on collaborative provision details the minimum expectations for collaborative provision which include curriculum specification (programme/module specifications) based on learning outcomes and including full details of teaching and learning, and assessment methods; scrutiny of the proposal by academic peers; and strong and scrupulous use of external examiners.
* For Study Abroad and placements new proposals progress through the same approval mechanisms as for other programmes of study.

**Indicator 12**

When making arrangements to deliver a programme with others, degree awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB) that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements. The status of the programme or award in respect of PSRB recognition is made clear to prospective students.

* The approval process for collaborative provision asks explicitly about PSRBs. The system for publication of programme specifications includes fields where Schools describe accreditation, including any restrictions, and this is published to students.
* For study abroad/placement arrangements involving professional accreditation Schools are mindful of the need for students to achieve the objectives of particular modules in order to meet the requirements of the professional body. In the event a student cannot take a module(s) then steps would be taken to accommodate the student in Leeds or elsewhere, or more unusually, undertake an additional year of study to gain the necessary accreditation.

**Indicator 13**

Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree-awarding body.

* The University of Leeds does not enter into new franchise or accreditation arrangements where approval is delegated to another party. There is some flexibility to allow alternative presentation of proposals, for example where a partner’s curriculum specifications contain the necessary information but in a different order or format. However new collaborative provision must be approved in the same way and via the same process as all other provision.
* For study abroad/placement module and programme approval takes place through the usual process whereby the new proposal is submitted for School Taught Student Education Committee and Faculty Taught Student Education Committee approval. The new proposal is carefully scrutinised by a sub-group of FTSEC which then recommends approval, or whether approval is subject to conditions or amendments. Once Faculty academic approval is in place the study abroad proposal is submitted to the Standing Group on Study Abroad for approval.

**Indicator 14**

Degree-awarding bodies clarify which organisation is responsible for admitting and registering a student to modules or programmes delivered with others, and ensure that admissions are consistent with their own admissions policies.

* Arrangements for admissions to collaborative provision programmes are defined as part of the approval process (Part C). In most cases, the University of Leeds retains direct control of admissions procedures. In a few rare cases (for example, for a Joint Award), admissions may be delegated to a partner following approval of the arrangements by the Standing Group on Collaborative Provision.
* Study Abroad and placement opportunities take place within the context of existing University programmes for which the University has sole responsibility for admissions.

**Indicator 15**

Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements approved by the degree-awarding body for the components or programmes being assessed in order to maintain its academic standards. In the case of joint, dual/double and multiple awards, or for study abroad and student exchanges, degree-awarding bodies agree with their partners on the division of assessment responsibilities and the assessment regulations and requirements which apply.

* The University of Leeds currently does not enter arrangements where assessment for our credit is devolved to a partner. The collaborative provision arrangements that the University is involved in (including joint awards) involve recognising the credit of trusted partners. In such cases delivery organisations follow their own assessment regulations and requirements, albeit that the Standing Group on Collaborative Provision has agreed that the partner is of a suitable standing and that there is trust in the partner’s arrangements. Agreements will cover expectations for assessment where relevant and assessment details will be specified in the agreed curriculum which is usually included as an annex to the agreement.
* For all arrangements, including joint awards, the ownership of each module and its credit is assigned to a particular institution which takes responsibility for assessment and for academic standards.
* For study abroad proposals need to articulate how the partner institution will contribute to the learning outcomes of the Study Abroad programme(s) and the modules that will be available to Leeds students at the proposed partner institution. Where marks at the partner institution form part of the Leeds award Schools are responsible for drawing up a mark translation scheme for scrutiny by the Standing Group on Study Abroad.
* Placement opportunities take place within the context of existing University programmes.

**Indicator 16**

Degree-awarding bodies retain ultimate responsibility for the appointment, briefing and functions of external examiners. The external examining procedures for awards where learning opportunities are delivered with others are consistent with the degree awarding body's approved practices.

* The University’s requirements for appointment, training and reporting for External Examiners are the same for all other University awards. There is some flexibility with jointly-delivered programmes and joint awards (for example to allow for a joint appointment and/or joint reporting) provided that the minimum requirements, as set out in our guidance, are met.

**Indicator 17**

Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations, support providers or partners are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them.

* Whilst the University offers modules taught in partnership, and/or may count credit from another provider towards a University award, the University does not offer its own modules through other delivery partners. Where others are involved in delivering University modules, there must be a University module leader who is responsible for ensuring that the usual procedures for monitoring and review are followed.
* Programmes delivered by a partner organisation are subject to University of Leeds quality assurance mechanisms, and are subject to periodic review of the collaborative arrangement.
* For study abroad and placement the requirements for monitoring and review of modules and programmes are the same as for all other University awards.

**Indicator 18**

Degree-awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.

* Arrangements for publicity information for collaborative provision are devolved to Faculties and Schools. The approval process makes clear that publicity materials should be ‘signed off’ by Leeds representatives and this is also covered in our standard templates for legal agreements.
* Prior to review of a collaborative arrangement the relevant School is required to supply QAT with a self-evaluation statement (SES), which is forwarded to the review team. Included in the SES is a section detailing responsibility for publicity and provision of information, recruitment and admissions, and student support.
* For study abroad and placements publicity information is also devolved to Faculties and Schools.

**Indicator 19**

When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records of study in relation to student achievement.

The certificate and/or record of academic achievement states the principal language of instruction and/or assessment where this is not English. Subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or the record of achievement records the name and location of any other higher education provider involved in the delivery of the programme of study. Where information relating to the language of study or to the name and location of the delivery organisation or partner is recorded on the record of achievement only, the certificate refers to the existence of this formal record.

* The University does not delegate authority for awarding certificates and transcripts to any other provider. The sole exceptions are Joint Awards, where a consortium typically nominates one institution to issue certificates on behalf of the participating institutions. Where this takes place, the arrangements are approved by the Standing Group on Collaborative Provision.
* The University will not consider collaborative provision arrangements in which the language of instruction and assessment for credit of the University of Leeds is not English [QCB10-19]. However, approved articulation arrangements may involve imported credit for study undertaken in another language.
* For study abroad there is no delegation of authority for awarding certificates to partner institutions.The University issues transcripts to exchange students/partners. The credit on the study abroad transcript forms part of the award by the home institution, and no award is made by the host institution.
* Study abroad and placement arrangements for language students will involve teaching in other languages. This is not recorded on the transcript but we consider that it is obvious from the title of the programme of study and the relevant module title (e.g. “BA Spanish”, “Year Abroad”).
* Where students have taken a study year abroad, the name of the partner institution (but not the country or language medium) appears on the Leeds transcript alongside the module code/title for the year abroad.
* In the case of a joint or dual award, certificate design is discussed during approval and it is expected that the names and crests of all awarding partners will appear on the certificate.

**Conclusion:**

The University of Leeds current arrangements for managing HE provision with others adhere to the principles and expectations set out in Chapter B10: Managing HE Provision with Others. It is recommended that to enhance the University’s approach further consideration is given to:

1. restate the requirements on Schools in relation to study abroad and placement opportunities
2. procedures for collaborative review are revised to require an updated version of the risk assessment management plan as part of the paperwork submitted by the relevant School/Faculty
3. to revise procedures for collaborative review to ensure that due diligence is undertaken periodically and ensure that the outcomes of due diligence feed appropriately into academic review
4. jointly-delivered programmes to establish a process through which the names of partner organisations can be included on the certificate or transcript

**Section 6**

**An overview of cross University support for the placement process**

**Sub Group for Placements and Internship**

This is a Sub Group of the University Employability Committee advising and responding to the strategic direction of the Employability Committee in relation to the development of the institutional placement and internship offer.

A representative from each Faculty attends the meetings which are timed in order to feed in to the main Employability Committee meetings.

**Placement Leaders Forum**

The Placement Leaders Forum provides an opportunity for colleagues engaged in work placement activity across the University of Leeds to meet to discuss successes and challenges, identify areas for collaboration, receive information from relevant University committees and to provide information and raise issues and business for the Sub Group for Placements and Internships.

Meetings take place twice a year in the autumn and spring following the meeting of the Sub Group for Placements and Internships. Participants will join a mailing list and receive relevant communications about work placement related events or developments.

To join the Forum and mailing list please email Rebecca Evans, [r.j.evans@leeds.ac.uk](mailto:r.j.evans@leeds.ac.uk)

**Placement Year Celebration Event and Awards**

Annually (in early October) the Careers Centre organises a University wide celebration event to welcome returning placement students back from their placement year and celebrate their achievements. All returning placement students from across the University are invited. The winners of the University of Leeds Placement Year Image Competition, Placement Student of the Year Award and Outstanding Contribution to the Placement Process are also announced at the event.

**Placement Year Returners Survey**

Annually the Careers Centre carries out a University-wide survey of all returning placement students to gather feedback on their experiences pre, on and post placement. A report is prepared which is circulated via the Employability Committee, Sub Group for Placements and Internship and the Faculty Employability Working Groups. Schools and departments are asked to review the feedback and to take appropriate action.

1. Please note that this is a lengthy document and can be found on the SharePoint site [TSEB documents](https://teamspace.leeds.ac.uk/sites/committees/TSEB/default.aspx). The audit does not contain details of practice against Chapter B11: Research Degrees, which has been considered separately by the Graduate Board. [↑](#footnote-ref-1)