

UNIVERSITY OF LEEDS

Placement Support/Study Abroad – Student Support

Following endorsement at TSEB on the 21 November 2012 this paper has been considered at FTSEC/STECs (December 2012), Placements and Internships Sub Group (26 November 2012) and Placement Tutor Forum (27 February 2013). The final version was received by the University Employability Committee on 25 March 2013 and is now university policy.

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.

This paper sets out the support that should be available to students and the range of resources provided by the University to which students have access. The expectations for both staff and students have been developed in consultation with the Standing Group on Study Abroad and the Placement and Internship Sub Group. It is recognised that in some areas the student experience will require enhancement whereas in others little change will be required. The paper should be read in conjunction with (i) the University of Leeds Policy on Placement Learning (2010), Annex A, which sets out the University's minimum requirements, (ii) Standard – Risk Management of Student Study Abroad Programmes, Annex B and (iii) University Health and Safety Protocol for the Risk Management of Student Placements (www.leeds.ac.uk/safety/)

It was agreed that the following steps should be taken in order to implement the paper:

Review of current practice against the expectations	<ul style="list-style-type: none"> • placement and study abroad coordinators, working with Student Support Functional Teams to discuss their current processes in relation to the expectations in order to make any changes/updates
Communication	<ul style="list-style-type: none"> • Expectations to be published alongside adverts for placements/study abroad opportunities (School/Faculty/Services) • Help@Leeds to include expectations at the appropriate time of year • LUU to publish expectations on appropriate channels • Schools to include expectations in study abroad/work placement handbooks • Careers Centre/Study Abroad Office to publish expectations on their websites • Portal to link through to relevant information
Implementation	<ul style="list-style-type: none"> • To be in place for students starting pre-placement/pre-study abroad in 2013-2014 • Wherever possible expectations to be met during 2012-2013

**This paper excludes placements, such as clinical placements within the School of Medicine or company based projects, which integrate clinical practice or in-company work directly into the programme of study. A typical placement covered by this paper would be a year-long placement which a student opts to take between the second and final year of study.*

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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 (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

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-session 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

<p>Pre-Placement/Pre-Study Abroad <i>What staff can expect from students</i></p> <ul style="list-style-type: none"> ➤ 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 <p><i>What staff can expect from each other</i></p> <ul style="list-style-type: none"> ➤ Sharing of local expert knowledge ➤ Development of processes to support the student placement/study abroad population 	
<p>On-Placement <i>What students can expect from staff</i></p> <ul style="list-style-type: none"> ➤ A named Placement Tutor ➤ Access to Personal Tutor (who may, or may not be, the Placement Tutor) and Leedsfor 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 	<p>On-Study Abroad <i>What students can expect from staff</i></p> <ul style="list-style-type: none"> ➤ 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
<ul style="list-style-type: none"> ➤ 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 LeedsforLife

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

University of Leeds Policy on Placement Learning 2010

The Policy on Placement Learning was approved by the Learning and Teaching Board at a meeting on 23rd June 2010. The policy is for implementation in the 2010-11 academic session.

Introduction

Placements and internships link to the University's strategic aim to 'develop outstanding graduates and scholars to make a major impact upon global society'. Opportunities for placement learning should be made available to all students. Placements offer Schools and Faculties an opportunity to show current and prospective students that the University of Leeds provides an education that offers good employer links and career prospects, in the spirit of *LeedsforLife*. Placements and internships help students to develop their skills and attributes in the context of the University's values and to generate compelling evidence for future applications. Experience also suggests a positive impact in academic performance amongst students returning from placement.

For a number of programmes, work placements form an essential component of pre-professional education. Even where this is not strictly the case, the market reality is that placements and internships are now central to the recruitment strategies of many major graduate employers. Conversion rates from interns/placement students to graduate job offers are high and likely to remain so for the foreseeable future. In addition to the direct benefit of conversion from placement to graduate job within the same organisation, the employability benefits of good quality work experience in the open market are very significant indeed.

Paying close attention to the growth in quantity and the maintenance of quality in our placement activity is a critical success factor if the University is to maintain its reputation for graduate employability with all stakeholders, including maintaining a position amongst the global elite in terms of employer ranking.

About this policy

The policy addresses:	The policy excludes:
Placements which contribute to the Learning Outcomes of a taught programme of study leading to a University award. This includes: <ul style="list-style-type: none"> • years in industry • clinical placements • initial teacher training placements 	<ul style="list-style-type: none"> • Study at another higher education institution in the UK or abroad • Field trips

This policy should be read in conjunction with the **University Health and Safety Protocol for the Risk Management of Student Placements** (www.leeds.ac.uk/safety/). Both documents include information on the

responsibilities of Schools/Faculties and of students in relation to placement learning.

The principal source of support and advice on Placement Learning for Schools/Faculties is the University Careers Centre. Schools/Faculties that are reviewing or introducing programmes that include Placement Learning may wish to consult with the Careers Centre as well as examining the advice and guidance below. <http://careerweb.leeds.ac.uk>

This policy applies to placements which contribute to the Learning Outcomes of a taught programme of study leading to a University award. However, organisers and participants in other kinds of placement (such as voluntary work experience outside of a programme of study) may find some of the information helpful. Policy and practice relating to periods of study abroad falls outside the scope of this policy; this is dealt with by the Study Abroad Office/Study Abroad Group.

Context

The University has a duty of care for students on placement and is responsible for the academic quality and standards of its programmes of study. Placement learning is an academic function that falls within the remit of Schools and Faculties delivering the relevant programmes. The University recognises that many factors, including the size of School/Faculty, the character of the placement, and the nature of the discipline, will dictate varying models for the provision of placement support. These variations are permissible so long as local practice fulfils the minimum requirements set out in this policy.

It should be noted that some of the University's placement provision, including clinical placements and initial teacher training placements, have requirements that go above and beyond those in this policy.

The University's minimum requirements are highlighted like this.

Policy on Placement Learning

Approval of Placements (including Assessment)

1. Any Placement Learning that forms part of a programme of study must be approved and regularly reviewed via the usual Quality Assurance arrangements of the University of Leeds. This includes the detailed specification of Learning Outcomes and Assessment Methods.

All modules and programmes at the University of Leeds are subject to approval and review processes. How a placement is assessed and how that assessment contributes (or not) to the classification of an award is made explicit in the programme specification and module catalogue. For the avoidance of doubt, students may need to be reminded of this information at the outset of a placement.

Placement recruitment and selection

2. Schools must ensure that all eligible students are afforded an equal opportunity to undertake Placement Learning.

Schools/Faculties may set relevant academic eligibility criteria. Where such criteria exist these should be made clear in publicity material, including that provided for potential applicants.

Opportunities for optional work placements are promoted by the Careers Centre, which operates an online vacancy advertising system accessible to all members of the University. The Careers Centre also operates a drop-in guidance service for students considering undertaking a placement. Schools/Faculties are not usually responsible for finding a suitable placement for students although they may offer support and guidance in seeking opportunities.

Both the University and placement providers have a responsibility to make reasonable adjustments for disabled students; the Careers Centre and the Equality Service can offer guidance to Schools/Faculties and to students on applying for suitable placements and negotiating reasonable adjustments.

3. Each placement must be approved by the relevant School/Faculty according to published academic, and health and safety, criteria.

The academic criteria are usually published in the module specifications. Minimum health and Safety criteria are published in the University's Health and Safety Standard for Placements.

School/Faculty Placement Coordinators (see point 7 below) will usually be responsible for approving placements. Schools/Faculties will need to document the process by which each placement has been approved. Placement approval should consider whether the work to be undertaken is appropriate to the academic level at which credit is to be awarded and whether the work affords a reasonable opportunity for the student to demonstrate the Learning Outcomes (as detailed in the relevant module and programme specifications).

Overseas Placements

4. Where placements are to be undertaken overseas, advice should be sought from the Study Abroad Office.

Additional considerations apply to placements overseas including work visas, regional cultures, varying expectations of the responsibilities of students and placement providers, funding (such as Erasmus funding), travel and medical insurance, jurisdiction for legal and insurance liabilities, and so on. Although Placement Learning is beyond their formal remit, the Study Abroad Office is able to offer advice on these matters and may refer on to other professional advisory services as appropriate. Placements abroad may also incur additional health and safety and insurance requirements; these are detailed in the University's Health and Safety Protocol for Placements.

Student Code of Conduct

5. Students should sign a Tripartite Agreement prior to going on placement, which includes information on student conduct.

As part of the Health and Safety Protocol for Placements students must sign a Tripartite Agreement¹ which contains information on student conduct. Requiring students to sign a copy of the Tripartite Agreement emphasises the importance of the information relating to student conduct contained within it and provides the University with a record that the information has been provided.

Many Schools/Faculties will operate specific procedures and policies on placements as appropriate to their disciplinary context. There may be additional requirements set by the School/Faculty and/or by relevant professional, statutory and regulatory bodies (PSRBs). Such expectations and requirements may exceed those outlined in this policy. In these cases it is important that students are made fully aware of what is expected of them. It may be appropriate to supplement the Student Code of Conduct with a local version which outlines the additional expectations and requirements.

Student support

Whilst on placement students remain registered students of the University. This means that all of the usual services including the Students Union and student support services are available to them. Students retain borrowing rights at the University library including access to electronic materials. Students on placement retain the usual rights of students including holding a student card and access to advice on government support such as grants, loans, and council tax exemption. They are entitled to the same administrative and pastoral support as any other student. Students on placement are considered full members of the parent School/Faculty and should be afforded the same rights and responsibilities as other students. Students on placement should receive copies of departmental circulars and newsletters in addition to regular contact from their placement tutor (see point 9 below).

Briefing

6. Schools should provide a structured academic briefing prior to the placement.

Successful briefing and debriefing is essential to allow students to get the most out of a placement. The Careers Centre offer generic briefings and can advise on best practice in subject-specific briefing. See also the information on Student Briefings within the Health and Safety Protocol for Placements (www.leeds.ac.uk/safety/)

¹ See the Health and Safety protocol at www.leeds.ac.uk/safety/

Keeping in Touch

7. Heads of School/Deans of Faculty must appoint a Placement Coordinator to have oversight of placement activity within the School/Faculty and to act as a main point of contact for enquiries relating to placements. Placement Coordinators should be permanent members of staff.
8. Each student on placement must have a nominated Placement Tutor at the University; the contact details must be clearly communicated to the student in writing prior to the commencement of the placement.
9. The Placement Tutor should maintain proactive contact with students on placement.

For many students, the Placement Coordinator and Placement Tutor will be the same individual, but there is flexibility to appoint an alternative tutor where appropriate. Placement Coordinators have oversight of placement activity within the School/Faculty; Placement Tutors have responsibility for particular students. There should be a single Placement Co-ordinator for each school (or faculty) to ensure clear and consistent communication with placement providers. The Health and Safety Tripartite Agreement includes space to list the Placement Tutor in order to provide a convenient mechanism of fulfilling the requirement to inform students of the tutor's name and contact details in writing.

A list of School/Faculty Placement Coordinators is maintained on the Careers Centre website.

Tutor contact and visits (see point 10 below) provide a forum for discussion of both pastoral and academic matters and aim to ensure that students on placement continue to be included in the University community. Students and their tutors are reminded that any discussion of health and safety matters should be referred immediately to the relevant Faculty Health and Safety Officer.

Visiting Students on Placement

10. Students on placement in the UK for four weeks or longer must be visited by a member of University staff at least once. An alternative face-to-face communication method can be used to fulfil this requirement, for example by utilising electronic methods. The visit/face-to-face communication should take place within the first half of the placement.

Wherever possible the visit/face-to-face communication should be undertaken by the placement tutor. Where students are undertaking placements abroad a visit/face-to-face communication should be undertaken wherever it is feasible to do so. Where students undertake a series of short placements this can be viewed as a single activity and supported as such.

Attendance Monitoring

11. Attendance at placements should be monitored by the placement provider.

Students on placement are subject to the same statutory and University requirements for attendance monitoring as other taught students including the UKBA reporting requirements for international students under Tier 4 of the Points Based System. However the week-to-week monitoring of attendance will be delegated to the placement provider who should report student absences to the Placement Tutor. Regular tutor contact (see point 9 above) provides a further opportunity to monitor attendance.

Record Keeping

12. Schools/Faculties must maintain a register of students on placement which includes up-to-date contact details for the student and the placement provider.

Accurate and up-to-date records should be kept at School/Faculty level and should be easily accessible in the event that an urgent need to examine them arises. This ensures that the University is well placed to meet its responsibilities in the event of extraordinary or unusual circumstances such as pandemic illness, terrorism, natural disaster or other event requiring an institutional response.

Health and Safety, and Insurance

13. Schools/Faculties must adhere to the University Health and Safety Standard for Placements.

14. Placement Tutors/Coordinators must refer any health and safety queries immediately to the Faculty Health and Safety Officer and insurance queries to the Insurance Office. Placement Coordinators/Tutors are requested to follow the risk management planning process and raise any queries or concerns regarding health and safety matters, whether they arise before, during or after the placement, to the relevant Faculty Health and Safety Manager.

Requirements with respect to employers' insurance are detailed in the University Health and Safety Protocol for Placements (www.leeds.ac.uk/safety/).

Confidentiality

15. Placement providers acknowledge that assessed work must be fully available to the internal assessors and the External Examiner(s).

Placements will be of the highest value to employers and students when the student becomes fully involved in the business of the placement provider. This may raise issues over the providers' trade secrets. Placement providers and students should acknowledge that examiners, both internal and external, must be allowed full access to any work produced for assessment; although the University will endeavour to maintain confidentiality of material as far as possible. Examiners should respect confidentiality and work that is subject to confidentiality agreements

should be clearly marked as such. Dissemination of work outside of the Board of Examiners is a matter for negotiation between the student and the placement provider.

Employers' Disciplinary & Grievance Procedures

16. Students must be made aware of the consequences to assessment and progression of failure to complete the placement, including termination of employment by the employer for any reason (including reasons outside of the student's control).
17. Students must keep the University informed of any grievance, disciplinary or redundancy procedure they are involved in or any other performance-related issues, as they arise.

Students should be fully aware that employment conditions and contracts, whilst they operate separately to the academic arrangements, may have implications for completion of academic requirements. Students should make themselves aware of the employer's disciplinary and grievance procedures and should note that early termination of employment may result in inability to complete the academic assessment. It is imperative that students inform their Placement Tutor of any grievance, disciplinary or redundancy procedure at the earliest possible opportunity.

Data Protection and Data Sharing

18. Placement providers agree to share information about student attendance and performance with the University.
19. Students should be informed that the placement provider and the University may share information about the student for the purposes of monitoring attendance and performance.

Dealing with Complaints

20. Complaints against the University relating to placements should be dealt with in accordance with the information and guidance given in the Student Complaints Procedure.
21. In the event of a student complaint or grievance against a placement provider, students should contact their Placement Tutor at the earliest opportunity.

Grievances against the employer are a private matter between students and the employer, although Schools and Faculties would endeavour to support students through the process and especially to advise on the potential impact on the academic programme of study.

After the Placement: Debriefing

22. Schools/Faculties should provide structured debriefing on completion of a placement, and, where applicable, support for reintegration into continuing studies.

Students will obtain the best academic value from a placement if there is a structured and well-considered debriefing that allows them to reflect on and record evidence of skills learnt. Advice on good practice in debriefing may be obtained from one of the supporting organisations and from PSRBs (see “Further Advice” at the end of this document). The Careers Centre is also able to offer advice on debriefing.

In many cases students completing a placement will be recommencing conventional study in an unfamiliar but pre-established student cohort. Some students may find this difficult for a variety of academic, personal and social reasons. Schools should be sensitive to this, offering structured reintegration and referral to University support services where this is needed.

23. Schools/Faculties should ensure that Placement Learning is included in feedback/evaluation mechanisms, including module and programme review, and the annual action planning process in response to feedback on the student experience.

In some cases Schools/Faculties may need to take special care to ensure that students on placement are not unwittingly sidelined or excluded from evaluation and feedback mechanisms such as Student:Staff Forums, module evaluations, and so on. In many cases a distinctive placement evaluation survey will be appropriate. Schools/Faculties may also wish to consider how student representation operates in relation to students on placement.

Further Advice

The principal source of support and advice for Schools/Faculties on placement learning is the University Careers Centre.

<http://careerweb.leeds.ac.uk/students/work-experience/index.asp>

The principles surrounding the Quality Assurance of placement learning are detailed in the Quality Assurance Agency’s *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Section 9: Work-based and Placement Learning* (2007).

www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Code-of-practice-Section-9.aspx

Enquiries about Health and Safety requirements should be referred to the University’s Health and Safety service:

www.leeds.ac.uk/safety/

Advice on disability and equality may be sought from the University’s Equality Service.

www.equality.leeds.ac.uk/

The University is a member of the Association for Sandwich Education and Training (ASET). ASET run a series of staff development events and an annual conference, and publish good practice guidelines available on their website.

www.asetonline.org/

The National Council for Work Experience (NCWE) provides helpful information and advice on placements.

www.work-experience.org/index.htm

The Citizens Advice Bureau may provide helpful information and advice about employment matters.

www.citizensadvice.org.uk/

The Leeds University Union Advice Centre is the first port of call for students seeking advice including on financial matters.

www.leedsuniversityunion.org.uk/helpandadvice/

Reviewed (AQST): August 2011

Please note the following change to nomenclature from 1 August 2011:

Learning and Teaching Board (LTB) is now Taught Student Education Board (TSEB)

Health and Safety Services

WELLBEING, SAFETY AND HEALTH

Risk Management of Student Study Abroad Programmes

Standard

This is a controlled document whilst viewed at www.leeds.ac.uk/safety
Once downloaded or printed it becomes an uncontrolled copy. Please
check the website to ensure you are using the latest version.

Standard on Study Abroad

Introduction

Periods of study abroad are becoming a desirable part of the learning and development of students studying at the University of Leeds. They offer students an exciting opportunity to gain a greater understanding of living and studying in a different culture while contributing to their degree. Periods of study abroad are varied and can be across the whole academic year or just one semester, they usually carry academic credit, counting towards the student's final degree. However they also include short periods of study such as 'Summer Schools' organised by the University which don't carry academic credit.

What is Study Abroad?

Study abroad is a period of study undertaken by a taught student (usually but not exclusively an undergraduate), while registered with the University of Leeds. The period of study is organised and managed through the University and takes place at another overseas educational institution (Partner Institution - usually a University). Periods of study abroad are initially proposed and approved within a School and must be supported by both the School and Faculty's Taught Student Education Committees; prior to final support for the proposal by the Standing Group on Study Abroad (SGSA) to the University Taught Student Education Board. The periods of study abroad are often administered through the Study Abroad Office, but in some cases such as School of Modern Languages and Cultures they are administered within the School.

It does not cover:

- Incoming overseas exchange students from other Universities.
- [Student Work Placements](#) ;
- Periods of specific voluntary work such as "V Volunteering" organised through ACE and the Student Union;
- Programmes such as the [Leeds for Life Foundation](#);
- [Fieldwork studies](#);
- Staff sabbaticals or staff studying or working at another institution or;
- Anyone undertaking a programme of study or work at the University of Leeds, from another organisation – including School, Colleges and other Universities.

Standard

The University takes a risk management approach to the approval of study abroad programmes and expects that:

- Roles and required actions of all staff involved in supporting the study abroad period are clearly defined.
- The health and safety section of the University of Leeds approved partnership agreement (the New Partner Report and the New Student Exchange Agreement) is completed and agreed by a representative of the University of Leeds and a representative of the Partner Institution, prior to commencement of the study abroad period.
- Health and Safety is included in the students' briefing before the period of study abroad begins.
- A system is in place for raising and resolving any problems or concerns before, during and following the period of study abroad.
- Contingency and emergency plans for significant risks are developed and in place ready for implementation, with identified roles and actions to support this should the need arise.
- Any significant personal accidents and incidents (e.g. a broken leg while on campus, needing hospital treatment) will be reported to the University by the student and / or the Partner Institution and these will be then recorded using Sentinel; (the University online accident reporting system).
- Relevant health and safety information on each student's period of study abroad is kept on record in an appropriate manner for three years following completion.
- Each Partner Institution is reviewed following the period of study abroad; this should include feedback from the student and the Partner Institution should a health and safety concern be raised.
- Students complete the [Risk Awareness Form](#) and submit this to the school before they leave for the period of study abroad.

Relevant Legislation

- Health and Safety at Work etc Act 1974 (HSWA).
- Management of Health and Safety at Work regulations 1999 as amended (MHSWR)