



**University
of Worcester**

**School of Education PGCE FE Initial Teacher
Training/Education Partnership Agreement.
September 2021 – August 2024**

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UNIVERSITY OF WORCESTER

The Partnership Agreement is based on guidance from the Department for Education.

Introduction

The purpose of this Partnership Agreement is to set out the management structures, roles and responsibilities and expectations of the University of Worcester, School of Education, Initial Teacher Training and Education Partnership ('The Partnership'). The Partnership is a shared commitment to pursue high quality initial teacher education and training (ITET) to provide trainees with the best possible preparation for their chosen profession. The commitment recognises that expert colleagues in the partnership, and staff in the university, have distinctive contributions, roles and responsibilities. The Post Compulsory Education (PCE) Initial Teacher Education (ITE) programme is a partnership between individual settings and the University of Worcester.

This partnership agreement seeks to be a clear, working document used to guide and inform the contributions of each partner and to support coherent arrangements across the various contexts in which the training takes place. The partnership agreement must be understood and used for communication between all partners for the co-ordination of teacher training and education.

The Partnership Agreement has a duration of 3 years but either party can terminate on 3 months written notice or earlier for material breach or insolvency.

An updated version of our Agreement can be found on the website, please note, this agreement is updated frequently in-line with any changes in the DfE ITT Criteria and supporting advice.

The Agreement will be terminated if a school, college or setting is deselected from the Partnership (section 4).

The partnership recognises that the well-being of the learners in settings takes priority over all other considerations.

Commencement, Duration and Review of Agreement

This agreement is signed by the setting at the point of making the university placement offers/agreeing that the Trainee has trainee teacher status, whether employed or voluntary, within the setting.

Between:

- University of Worcester ('The University') of Henwick Grove, Worcester, WR26AJ
- [Partner name and address] ('The Partner')

The duration of this agreement is for three academic years.

This agreement replaces all previous agreements relating to the Partnership which are hereby declared null and void.

The arrangement will be reviewed periodically by both partners.

The Agreement

The Accredited Provider

The provider, University of Worcester, is an accredited mainstream ITE provider and has the ability to charge tuition fees to trainees. The provision must therefore be compliant with the [Initial teacher training \(ITT\): criteria and supporting advice](#) and align with the [Ofsted ITE Inspection Framework and Handbook](#).

This will be achieved through close cooperation between the partner setting and University of Worcester.

It may be necessary to adapt the agreement based on government advice in relation to coronavirus (Covid-19). The agreement follows government advice to ensure that trainees are given a fair opportunity to qualify and to safeguard teacher supply. Any amendments to the agreement will be communicated with partnership settings.

The Partnership Agreement between the Partnership Setting and University of Worcester is crucial to the success of the programme and training received by trainees. This sets out:

Introduction	1
The Agreement	2
Section 1 – Key Roles and Responsibilities	3
Section 2 – Recruitment and Selection of Trainees.....	7
Section 3 – Training Criteria.....	7
Section 4 – Quality Assurance Procedures	8
Section 5 – Breakdown of Placements	9
Section 6 – Assessment of Trainees and Internal and External Moderation Procedures	10
Section 7 – Improvement Planning and Self Review	10
Section 8 – Professional Development Opportunities	11
Section 9 – Procedures	11
Section 10 – Compliance with Legislation	12
Section 11 – Intellectual Property	12
Financial Annex.....	13
Health and Safety Annex.....	13
Data Protection Legislation.....	14
Equal Opportunities.....	14

Section 1 – Key Roles and Responsibilities

The following roles and responsibilities should be read in conjunction with the detailed responsibilities set out in the relevant placement documentation.

Course Leader (University) undertakes the following:

- Liaising with senior placement managers and tutors over placements.
- Organising mentor meetings for Senior Managers, Subject Specialists Mentors and new mentors.
- Reviewing recruitment policies and strategies.
- Organising interviews.
- Organising examination boards.
- Organising external examiners and mentors who act as internal moderators.
- Liaising with committees over term dates, structure of the course and financial payments.
- Liaising with national bodies about developments in the structure and management of ITT (Initial Teacher Training) courses.
- Co-ordinating inspections.
- Developing the course in light of feedback from Ofsted, external examiners, mentors and trainees.
- Evaluating and reviewing course structures and procedures.
- Acting as second viewer for failing trainees.
- Advising trainees who are not on target.

Subject Specialist Tutor (University) undertakes the following:

- Delivering subject, curriculum and pedagogic knowledge, and skills to enable trainees to meet the course outcomes and Professional Standards.
- Maintaining regular communication with the trainee and setting, completing four observations, liaising with subject specialist mentor in advance.
- Quality assuring the placement, and judgements against the Professional Standards, by conducting joint observations with the subject specialist mentor.
- Reviewing of trainee progress through tracking PebblePad development.
- Moderating trainee outcomes across the Partnership.
- In some cases, marking and moderating of assignments.

Senior Manager (Setting) undertakes the following:

- To be the first point of contact, and to maintain communication, in the trainee, Subject Specialist Mentor (setting) and University partnership.
- To support the welfare and undertake the supervision of the trainee whilst on placement.
- Organising quality assurance of the setting experience, ensuring trainee entitlement and agreed protocols.
- Providing an induction programme for each placement that includes access to the setting safeguarding policy, the staff behaviour policy (sometimes called a code of conduct) and information about the role of the designated safeguarding lead.
- Liaising with the Course Leader (university) and Subject Specialist Mentor (setting) on the needs assessment of the trainee and providing support in a timely manner.
- Ensuring all active mentors meet the agreed mentor criteria and are University of Worcester mentor trained prior to hosting placements.

Subject Specialist Mentor (Setting) undertakes the following:

- Day to day supervision of trainee, providing a suitable timetable for the trainee and access to relevant department and setting documentation including access to schemes of work and learner data.
- Ensuring the completion of 4 formal observations and feedback.
- Arranging regular trainee review sessions to review progress and set targets that are regularly monitored.
- Working with colleagues and tutors to determine timely and accurate assessment of progress towards the Professional Standards using partnership documentation.
- Liaising with Subject Specialist Tutor and course tutor to complete 2 professional reports mid-February and mid-May summarising trainee progress.

Senior Managers and Subject Specialist Mentors will both:

- Liaise and communicate with the Subject Specialist Tutor (university) on the progress and assessment of the trainee against the Professional Standards.
- Observe and/or monitor the overall performance of the trainee on a regular basis and provide verbal and written feedback on lessons observed, using the university lesson observation forms as necessary.
- Facilitate the trainee's setting-based assignments within the classroom, liaising with other colleagues if appropriate.
- Adhere to the principles of the Education and Training Foundation (ETF) [Mentoring Framework](#) which aims to:
 - establish a shared understanding of effective mentoring practice.
 - enhance the quality of mentoring for practitioners.
 - ensure that mentoring is supportive and nurturing.
 - help mentees and mentors to develop teaching, learning and assessment strategies which meet learners' needs.
- Continue their own CPD; investing time to develop a good working relationship with the University including new mentor training and any scheduled placement briefings.

Course Administrator/Partnership Co-ordinator will undertake with the settings, tutors and Trainees to:

- Collate setting offers and match trainees to suitable placements that meet their needs.
- Ensure all settings have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- Inform all parties about necessary changes prior to, during and post placement dates.
- Be the liaison point in the partnership between trainees, settings and the university including the administration of setting documentation.
- Coordinate arrangements for the delivery of new mentor training and placement briefing meetings keeping a register of attendance.

Trainees

Trainees are expected to behave as teachers, maintaining a professional stance at all times. All trainees are required to sign the PCE PGCE FE Trainee Code of Conduct.

External Examiners

The role of the External Examiner includes the following:

- Reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.
- Moderating student work. They do this by receiving a sample of student work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on student achievements.
- Attendance at the University's assessment (examination) boards, which is where grades for modules are confirmed.
- Providing an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written for your tutors but is also made available to students on the course and is discussed with Course Representatives at Student Staff Liaison Committee meetings.
- Meeting with the course team and with students to talk about the course.

College/Setting involvement in Leadership and Management

The **Partnership Advisory Group (PAG)** meets three times a year. Membership includes Head of Department (Chair), PGCE Course Leader, PGCE Course Administrator, a Senior Manager and a Subject Specialist Mentor, with the mentors being asked to serve a three-year term. The role of the group is strategic and complements the role of the Student: Staff Liaison Committee. The remit of the PAG is to:

- Contribute to and scrutinise the annual self-evaluation document
- Regularly review the partnership agreement
- Contribute to the long-term planning of the programme
- Advise on overall programme issues
- Approve and review mechanisms for quality assurance
- Scrutinise evaluation strategies and review their operation
- Review evaluations (trainee/mentor/tutor) to inform themes to take forward
- Discuss the self-evaluation of mentor briefing events to inform future events
- Determine the criteria for selection/de-selection of settings
- Meet with OFSTED inspectors during inspections

The **Student: Staff Liaison Committee (SSLC)** meets twice per year. Membership includes Course Leader (Chair), representatives from the university, partner settings, former and current trainees. The committee monitor the programme, inform programme development and:

- Advise the Course Leader (University) on matters pertaining to the planning, organisation, resourcing, monitoring, review and development of the programme.
- Review annually the operation of the programme and both consider and make recommendations for its improvement.
- Approve programme modifications and developments that do not require revalidation.
- Consider, from time to time, the need to revise, develop or otherwise substantially alter the programme in the light of prevailing circumstances, and prepare appropriate proposals.
- Develop the brief for External Examiners each year.
- Receive and respond to feedback from trainees, former trainees and Tutors (University) and setting partners on matters relating to Library and Learning Services and resources.
- Update trainees, Tutors (University) and setting partners on matters relating to library, IT and media services.
- Contribute to the improvement and development plan and the Self-Evaluation Document (SED).

Trainee Entitlement whilst on placement

- Access to 150 teaching practice hours to meet teaching practice module requirements
- Regular meetings with a named subject specialist mentor – an agreed weekly meeting slot is recommended
- Formative observation feedback opportunities as agreed with setting – trainees should be advised of these opportunities at induction – a minimum agreed weekly opportunity is recommended
- One joint observation with University/setting staff in the first 6 weeks of placement
- Four mentor observations with written feedback – a spread from late November to late May
- Two mentor Professional Reports – mid-February and mid-May
- Access to policies, related documents and systems as required by the trainee to fulfil their role

Section 2 – Recruitment and Selection of Trainees

Our rigorous selection procedure is clear, accessible and inclusive and ensures the best possible trainees are recruited to meet specific local and/or regional needs. Partnership settings and the university work closely together to recruit and select throughout the year in accordance with the statutory guidance.

Section 3 – Training Criteria

Age related

Training must enable trainees to acquire the knowledge and skills they need to teach within the post compulsory, that is Post 14, setting they aim to teach in (for example, FE, Adult Education, 6th form) for which they are training.

Attendance

All stakeholders must ensure that the PCE training programme is designed to provide trainees with 150 hours of teaching practice being trained in settings to enable them to demonstrate that they have met all the necessary requirements of progress against the Professional Standards.

Trainees need to record their attendance on the 'PGCE PCE Attendance Record' and submit this as part of their electronic portfolio. As noted in the code of conduct, trainees have the following responsibilities:

- There is an expectation for trainees to attend 100% of days in University and in setting. They should arrive in good time and dress appropriately.
- If a trainee is going to be absent from University, they should contact their tutor. If they are going to be absent from setting, messages MUST be given to the appropriate member of staff following normal setting procedures.
- Request for absences: absence from university sessions must be agreed with the tutor in advance. If absent, trainees will need to be prepared to supply work for classes to be covered and to communicate this clearly with mentors.

- Routine doctor's and dentist's appointments should be booked outside of core university and setting hours. Absence for hospital appointments must be negotiated with the University tutor and setting mentors as applicable.
- Prospective setting visits, prior to applying for a job, must be agreed with the setting mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.

All aspects of the course are compulsory and full attendance is compulsory. Trainees are expected to actively engage in the programme.

Additional Placements

It **may** be possible for a trainee to experience teaching in different setting(s) to meet the requirements of the Professional Standards (2014).

Section 4 – Quality Assurance Procedures

Selection of Mentors

All setting staff who have not had a trainee from University of Worcester before must receive new mentor training.

Partner settings are responsible for selecting their mentors. In doing so they agree that they are selecting mentors who:

- Have a sector-recognised teaching qualification
- Have at least three years' experience as a qualified teacher
- Have a relevant subject qualification in the subject area that the mentee is training to teach
- Have an interest in the mentoring and development of trainee-teachers

Quality Assurance (QA)

- One **external examiner** report and 2 internal moderation reports are published each year.
- Recommendations are included in the improvement and development plans. Improvement and development plans are live documents that are reviewed and updated 4 times a year with the **Partnership Advisory Group** having a strategic overview.
- **Tutor joint observation visits** – visits are intended to support trainees and to support the subject specialist mentor. Where joint observations are undertaken, the purpose of the joint observation is to aid consistency of assessment across schools and to develop the skills of mentors.

The process of selection/de-selection of settings

The process will be reviewed by the Partnership Advisory Group (PAG). If a setting is identified as not meeting the DfE Criteria for ITT or the responsibilities outlined in this Partnership Agreement, then the university has the right to de-select the setting and withdraw trainee placements. The Course Leader (University) will discuss the situation with the relevant setting and offer appropriate support to avoid deselection where possible.

Please note: any Partner Setting issued with an Inspection grade of Inadequate should notify the University Partnership Office immediately; placements may need to be suspended for a period.

While there are of course circumstances in which it is neither in the trainee's nor the setting's interests to establish or continue a placement, such circumstances are judged on a case-by-case basis. The School of Education is committed to maintaining strong partnership activity with colleagues in Partner Settings that are facing challenges. This includes placing trainees in settings that have been judged by Ofsted to be Inadequate, provided that the quality of the training experience can be assured. The University will conduct a risk assessment on the placement.

Section 5 – Breakdown of Placements

In the event of a major sudden crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement, the Course Leader should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the [University Fitness to Practice](#) procedures.

In the event that a setting is unable or unwilling for a trainee to continue, the University may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the course will terminate. Please note a setting has the right to withdraw a placement at any time but settings must be aware of the consequences for the trainee.

If a trainee feels that they are unable or unwilling to continue in a placement they must inform the professional mentor and the Course Leader. If it is considered that the trainee has grounds for mitigating circumstances the University may attempt to find an alternative placement. The trainee will be made aware that there are no guarantees of an alternative placement.

At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the [University Counselling and Mental Health \(C&MH\) Service](#) will be offered.

Temporary and permanent withdrawals from the programme

Any concerns regarding the progress of a trainee by the setting should be raised initially with the Subject Tutor (university) at the earliest opportunity and before any formal process is put into action. This procedure should be viewed as a positive step to support and address trainee issues in a structured manner and to support the trainee to pass the course.

It may be that a trainee's circumstances change in a way that interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with the university tutor, the setting professional/subject mentor and the PGCE Course Leader. Where appropriate, a decision may be granted that allows a temporary break until circumstances allow a return to and continuation of the course to support the trainee. This would normally be within one year. Temporary withdrawal is not automatically granted where a trainee is failing the course. Trainees will be expected to pay course fees on their return. Trainees must arrange to meet with the Course Leader and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed.

Section 6 – Assessment of Trainees and Internal and External Moderation Procedures

Further details relating to assessment and moderation will be available in the partnership guidance documentation.

Internal Moderation

- Setting experience and assessment of trainees is moderated through shared observations between Setting Mentors and Partnership Tutors.
- Moderation procedures will be shared during training events at Partnership locations or at setting.
- Additional moderation processes are in place with trainees who are identified as not on target (NOT).
- Subject Specialist Tutors conduct shared moderation visits across partners as part of the standardisation procedure.

External Moderation

- The university employs External Examiners. They act as ‘critical friends’ of the course and comment on the efficacy of course developments and moderate those involved in the judgment of trainee progress and outcomes.
- External Examiner(s) will visit a sample of trainees in placement settings and will review the trainees’ assignments.
- All examiners and moderators are members of the final examination board.
- External Examiners’ reports will provide a written report which the PCE team respond to as part of improvement planning processes.

Student Complaints

Any complaint received by the University relating in whole or in part to the provision covered by any associated course agreement will be subject to the University’s student [Complaints Procedures](#) available on the University website:

Section 7 – Improvement Planning and Self Review

Improvement and development plans are continuously being reviewed and completed in line with University of Worcester procedures. All stakeholders are consulted and participate in this process. These documents are shared with setting colleagues through the Partnership Advisory Group and the Student: Staff Liaison Committee, as well as through email updates with settings. Documents are shared with student course representatives as part of the student consultative committee process.

Section 8 – Professional Development Opportunities

The University of Worcester delivers training to all stakeholders. The range and scope of training changes to meet the needs of the partnership in response to the continuing change in ITT criteria. Active mentors should be new mentor trained through the University of Worcester and the expectation is that active mentors should attend setting placement briefings (Autumn and Spring). At present the current training for setting staff offers a programme which includes:

- Induction/training for all new mentors.
- Training/development for each setting placement.
- Internal and external moderation processes.
- Opportunities to participate in and deliver the training programme and various other events.

Section 9 – Procedures

Disclosure and Barring Service (DBS)

When the trainees begin their course, the majority of trainees will have completed an Enhanced Disclosure (ED) check.

Late recruitment to the course may mean that a small minority of trainees receive their ED check results after the course start date. If this is the case, the university will ensure The Children's Barred List checks have been carried out before a setting placement begins and will inform the setting.

Where a trainee has a criminal record of any kind (warnings/ cautions/convictions) the university makes a decision on fitness to practice and would not inform the setting.

The University provides trainees with a letter confirming that all safeguarding checks have been completed. Trainees are requested to share this with settings on the first day of their placement along with photograph identification. The university will not share information about the content of disclosure forms.

Trainees from overseas

Trainees from overseas who teach in settings in England should be subject to criminal record checks, including a check of the children's barred list. The Home Office has published guidance on criminal records checks for overseas applicants.

Providers and employers must check that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA). The lists of prohibited teachers can be found via the Teacher Services System.

Safeguarding expectations of University and setting experience tutors

Tutors employed by the University of Worcester do not work in 'regulated activity' and therefore are not required to have DBS checks. The most recent publication <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> outlines the professionals who are regarded as being in 'regulated activity'. University Tutors are not within this remit.

University Tutors will carry an employee's card, which will have photographic identification. This will be shown at reception to confirm that the Tutor is an employee of the University of Worcester.

All trainees are DBS checked and an expectation is that tutors visiting settings are accompanied during their visit either by trainees or colleagues from the setting. Individual settings will make decisions about how they want to manage this aspect of the setting experience process and some may choose to complete a risk assessment. The Course Leader will provide all trainees with a copy of [Keeping Children Safe in Education](#) which will be uploaded to PebblePad.

Professional Mentors must provide all trainees with the following documentation:

- The safeguarding policy.
- The staff behaviour policy (sometimes called a code of conduct).
- The role of the designated safeguarding lead.

Section 10 – Compliance with Legislation

Criteria C3.3 states: In order to be accredited a provider must satisfy the criteria specified by the Secretary of State. ITT partnerships must review and update their provision so that it continues to meet these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with current ITT criteria accreditation will be withdrawn.

Section 11 – Intellectual Property

Intellectual Property Rights and Copyright

Copyright in all processes and systems relating to the award of credit and to University awards will remain with the University and must not be used in any other context without permission.

All intellectual property rights including copyright of teaching materials developed for programmes delivered through The Partnership will remain the property of the party responsible for their development. In the case of joint courses, intellectual property rights will be jointly held for the duration of the related partnership agreement and must not be used by either party in any other context without permission.

In the event of the Partnership Agreement being terminated, intellectual property rights for all teaching materials will revert to the party responsible for their development. The award will remain the property of The University.

In signing this Agreement, approval is hereby given by The Partner and The University for appropriate institutional and programme information to be available for public access via the internet as required by the QAA, HEFCE and other similar national organisations.

Publicity and Marketing

The University and The Partner agree to use all reasonable endeavours to promote the reputation of the other and, in particular, to promote the collaborative provision and activities developed through this agreement.

No trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The University may be used by The Partner on any advertising without prior written permission from The University.

Equally no trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The Partner may be used by The University on any advertising without prior written permission from The Partner.

Financial Annex

The full scale of payments for University of Worcester placements and training will be available for Partner Settings via the Partnership page. The scale of payments is reviewed annually and will be updated on the portal once agreed.

ITT Training and Management Costs

University of Worcester provides settings the following:

- An academic award with Master's credits.
- Centrally provided training through phase related, subject specific and generic studies modules and programmes.
- Robust recruitment and selection processes through the university admissions team and academic staff and administration staff support.
- High quality tutor support for settings throughout all placements
- Joint research opportunities between settings and academic professionals from the university.
- Mentor training, peer and coaching courses for setting staff and university tutors.
- Informal and formal opportunities for university expertise in ITT to be shared through network meetings and conference events.
- Excellent facilities including The Hive library services and Arena sports services.
- Quality Assurance for all settings in the partnership and a programme of internal moderation between setting and university mentors and tutors.
- Appointment of relevant and experienced External Examiners in all programmes.
- Expertise across the University for Setting support such as communications and marketing, IT and the full range of student services.

In addition, the University provides:

- Formal qualifications and higher qualifications for the full range of setting staff and communities including Governor training and leadership development.
- Children's University Scheme and other national initiatives in Education.

Health and Safety Annex

Placement Providers' Health and Safety Questionnaire

An electronic form must be completed by Partner Schools via the University of Worcester Placement Communication Portal (PCP). Please contact the programme placement administrator for assistance if there is an issue in completing this.

Data Protection Legislation

The University of Worcester's Privacy Notices are published on its website available here: <https://www2.worc.ac.uk/informationassurance/data-protection.html>

The University of Worcester will hold and process personal data transferred to it by the Partnership Setting in accordance with data protection legislation (including GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the University will process evaluation data provided by the trainees and mentors relating to their setting experience. For these purposes the University is the Data Controller.

The University will update information held in its records as notified by the partnership setting or by the trainee. With regards to partnership setting, we will annually seek to verify the information held. The information will be held in line with the [University's Document and Record Retention Schedule](#). The University will not share the information received from the Partnership Setting or its trainees with any third party, including outside of the EEA, without the consent of the trainee and/or the setting.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to children's data. Trainees will be given training in processing of learner's data and the requirements of the Partnership Setting in relation to appropriate storage and processing. Partnership Settings are required to ensure that trainees understand the Setting's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Settings are required to ensure that their Privacy Notices include specific reference to children's personal data being shared with trainees as necessary.

In the event of a data breach, the trainee is instructed to inform the setting and the university immediately. In the event of the University suffering a data breach in relation to data relating to trainees the Partnership Setting will be informed as soon as is practicable after the breach is identified.

Equal Opportunities

The University Policy relating to Diversity and Equality is available on the [University of Worcester Diversity & Equality webpage](#).

University Health and Safety Provision

The University Policy relating to Health and Safety is available on the website at: [Health and Safety Policy Statement](#).

It is the University's responsibility to make trainees aware of this policy and to ensure that they understand procedures related to their practice – in consideration of their own and others' welfare.

The University will also make trainees aware of:

- The agreement between the setting and university (partnership);
- Who to contact at the University should an issue arise relating to Health and Safety.

Setting Health and Safety Provision

The University of Worcester expects that the necessary legal requirements in relation to health and safety, equal opportunities, disability legislation and other relevant legislation are addressed by the setting and its governing body as part of its normal procedures and are applied to all those working in the setting. In this respect, the setting agrees to ensure the following:

- A current Health and Safety policy.
- The trainee should receive a copy of the above, or know where it is always available.
- There is a policy regarding health and safety training for people working in their establishment including use of vehicles, plant and equipment.
- The trainee will be provided with a full induction on their first day, including all necessary health and safety training including fire evacuation and workstation assessment if applicable.
- Employer and Public Liability Insurance.
- Setting insurances cover any liability incurred by a placement trainee as a result of his/her duties as an employee.
- The setting has carried out an assessment of work practice to identify possible risks whether to the setting's own employees or to others on their premises.
- Risk assessments are kept under regular review and the results of risk assessment are implemented.
- There is a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR and other legislation.
- There are procedures to be followed in the event of serious and imminent danger to people at work in the setting's premises.
- The setting will report to the university all recorded accidents involving placement trainees.
- The setting will report to the university any sickness involving placement trainees which may be attributable to their work.
- The setting has Safeguarding Policy, which will this be made available to the trainee and the trainee will be inducted in safeguarding issues.
- The trainee will be made aware of suitable contact persons within the setting relating to issues of Health and Safety (as above) and Equal Opportunities.