Code of practice for Professional Training

Academic year 2026/27

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Introduction

1. This *Code of practice* sets out the University requirements for Professional Training (hereinafter also referenced as the Professional Training Year (PTY) where relevant).

2. The *Code* is underpinned by a risk-based approach and seeks to ensure the quality of provision by providing procedural guidance and setting out expectations that are proportionate to the nature, purpose, and extent of the activity.

3. The University Strategy identifies as one of its aims enhancing the quality of the student experience and maintaining its employability record by maximising the potential of Professional Training. The University is committed to working with employers and professional bodies to ensure its academic provision meets employer needs as well as being attractive to students. It looks to embed skills relevant to employability in its approach to learning, teaching and assessment, and to offer opportunities for students to learn through placement learning.

Scope

4. This *Code of practice* applies to new programmes which incorporate a Professional Training placement (which is normally taken between FHEQ Levels 5 and 6) as a core element of programme provision, for the addition of Professional Training to an existing programme, for the management and review of existing provision, and applies to students who undertake Professional Training in the 2026/27 academic year.

5. This *Code* does not cover learning outside the University that is not a planned part of a programme, is not a requirement to meet programme-learning outcomes, and which students have arranged for themselves. Such activities not encompassed by this *Code* could include, but are not limited to:

   - Day and field trips and site visits.
   - Any volunteering opportunities.
   - Summer internships.

Risk-based approach to placement learning

6. There are three levels of risk: low, medium, and high. The planning, procedures, and information requirements associated with the placement will vary according to the level of risk identified.

7. The University has a duty to ensure, so far as is reasonably practicable, that students are not exposed to risks to their health and safety. Health and safety considerations should therefore follow a risk-based approach. Accordingly, this *Code* embraces a risk-management approach to Professional Training placements.

8. The risk-based and risk management approach focuses on six health and safety risk factors. These are adapted from those identified in the UCEA health and safety guidance for the placement of HE students.

9. The six health and safety risk factors are:
   - Work and/or study.
   - Travel and transportation.
   - Location and/or regional factors.
   - General environmental health.
   - Individual students.
   - Insurance limitations.

10. Students and staff are required to consider all six of these risk factors and evaluate these before and during the placement concerned.

11. Staff will be expected to provide guidance to students on how to evaluate risk and to think about reasonable and appropriate control measures. However, the student, using the Student Placement Risk Profile (Appendix 2), will undertake the initial risk assessment and complete the Risk Assessment Form (Appendix 1).

12. The Risk Assessment Form will be signed-off by the relevant Director of Employability to indicate that the student has complied with the pre-briefing requirements and has taken appropriate account of the risk factors related to their placement. Signing off the Risk Assessment Form will generally take place before the commencement of the placement.

13. Students who fail to attend or engage with the pre-placement briefings (see paragraphs 55 - 56 below for details) will be deemed to be putting themselves and the University at risk, and may be denied access to their placement or have their placement postponed.

14. Additional considerations and reasonable adjustments required to facilitate engagement in placements by disabled students are articulated in subsequent sections of this *Code*.

Precepts of the *Code of practice*

15. The aims and intended learning outcomes of the Professional Training period should be clearly defined and assessed appropriately.

16. The University will ensure that a placement provides adequate opportunities for the intended learning outcomes to be achieved.

17. The University will ensure that the responsibilities of students, staff, and placement providers are clearly defined and communicated to all parties concerned, and that all parties accept their responsibilities. This can be achieved through the use of placement agreements.

18. Placement providers will be given appropriate and timely information before, during, and after Professional Training placements.

19. Students are informed of the requirements relating to their Professional Training placement and are provided with timely information, support, and guidance before, during, and after their placements.

20. Procedures are in place for securing, monitoring, administering, and reviewing placement learning opportunities.

21. Students on placement have the opportunity to reflect on and evaluate their placement.

Roles and responsibilities

The University

22. For all programmes of study within a Faculty which incorporate a period of Professional Training, the Pro-Vice-Chancellor, Executive Dean of Faculty shall appoint a member of academic staff as Faculty Director of Employability who will be responsible for:

    (i) the co-ordination and implementation of arrangements for Professional Training in accordance with specific programme requirements;

    (ii) ensuring that intended learning outcomes for placement learning are appropriate to the placement;

(iii) ensuring the student receives suitable supervision from a member of the host organisation or institution providing the placement in accordance with the terms of responsibility defined in the placement agreement (see Appendix 5);

(iv) delegation of certain tasks to the School Director of Employability.

23. Each School shall appoint a member of staff as a Director of Employability who will be responsible for the delivery of Professional Training in their School, and support their respective Faculty Director of Employability with Professional Training tasks and responsibilities. The outward-facing team of Professional Training Administrators will work in partnership with the Academic Lead for Employability, Faculty Director of Employability, Directors of Employability and Placement Tutors in Schools to deliver the Profession Training placement programme under the direction of the Associate Director of Student Success. The Director of Employability will be responsible for undertaking a number of tasks related to the management of the Professional Training placement programme in their School with support from PT Administrators as follows:

(i) evaluating and approving placement opportunities;

(ii) liaising with placement providers, as appropriate;

(iii) providing information to students on potential placement providers;

(iv) providing a pre-placement briefing to students;

(v) providing access to assessment briefs, module descriptors, and associated administrative forms for all students participating in Professional Training;

(vi) arranging the appointment of Placement Tutors;

(vii) monitoring the student's general performance whilst on their Professional Training placement;

(viii) keeping a record of student contact details;

(ix) arranging the debrief for students upon their return to the University.

24. Whilst on a Professional Training placement, students will be met by a member of academic staff. Alongside the placement meetings, students can keep in contact with their relevant PT Tutor by virtual means (MS Teams/videocall), email, and/or telephone. The academic may be the Faculty Director of Employability, a Director of Employability, or another member of academic staff appointed as a Placement Tutor. Those undertaking meetings will be responsible for:

(i) monitoring the quality of the placement to ensure that learning opportunities are appropriate;

(ii) conducting assessment as required according to the relevant module descriptor;

(iii) guiding the placement provider in the assessment criteria used by the University;

(iv) ensuring that any aspects of the placement that are deemed to be unsatisfactory in terms of the health, safety, and welfare of the student are dealt with expeditiously.

25. The roles and responsibilities of the Faculty Director of Employability and School level Director of Employability or members of academic staff appointed as Placement Tutors are governed by the terms of reference and guidelines issued by the Employability Steering Group of which this *Code* captures a summary of the requirements. Activities arising from these roles and responsibilities can be

evidenced in staff appraisals, recommendations for promotion, reward and recognition, and in considering workload allocations.

The placement provider

26. The placement provider is a key stakeholder for the University and the student on placement. Their role is vital to ensuring placements are both enjoyable and valuable learning experiences. It is expected that placement providers will:

(i) confirm they have suitable health and safety arrangements in place by the completion and return of the Placement Agreement (Appendix 5);

(ii) make reasonable adjustments for students with disabilities, specific learning difficulties, and medical conditions;

(iii) inform the Director of Employability of any particular risks or hazards associated with the placement;

(iv) confirm with the Director of Employability that suitable insurance is in place to cover the liabilities arising from the placement;

(v) offer a placement (unpaid)/contract of employment (unpaid) with the duration and the terms of the placement specified;

(vi) treat the student as an employee on short-term contract in accordance with the organisation's normal policies;

(vii) be responsible for the student whilst on placement;

(viii) plan the training and work programme to be undertaken by the student in consultation with the relevant Director of Employability;

(ix) provide the student with a full and clear induction to the organisation and its working practices, including health and safety arrangements, fire precautions, and emergency evacuation;

(x) nominate an employee who will conduct or make arrangements for day-to-day supervision of the student, including instruction regarding hazards and health and safety precautions;

(xi) continue to provide sufficient instruction to maximise the effectiveness of learning during the placement;

(xii) arrange regular meetings with the student to discuss progress;

(xiii) monitor the progress of the student;

(xiv) facilitate (where appropriate) any visits by the Placement Tutor and meet with the Tutor to discuss student progress;

(xv) under the guidance of the University Faculty/School, and in accordance with the module descriptors, facilitate and participate in the assessment of the student;

(xvi) report to the Director of Employability details of any serious accidents or incidents involving the student or breaches of discipline by a student, or (where necessary) lodge a complaint regarding a student on placement with them;

(xvii) where a student lodges a complaint with the placement provider, the provider should notify the Director of Employability that a complaint has been lodged. It should address the complaint using its normal complaints procedure and inform the Director of Employability of the outcome;

(xviii) where a placement provider is an institutional partner of the University and offers a study abroad placement opportunity, the standard policies and practice that govern these arrangements, and usually managed by the International Engagement Office, shall apply.

27. Placement providers are entitled to expect:

(i) that students will conduct themselves in an appropriate manner and ensure that they communicate any disability (and associated special needs or reasonable adjustments) prior to commencement of the placement;

(ii) that students will usually carry out a Risk Assessment (using the Student Placement Risk Profile) prior to the commencement of the placement;

(iii) that students will respect and comply with the relevant policies of placement providers with regards to confidentiality and intellectual property, without prejudicing any rights the placement student may have;

(iv) guidance and information as to their duties and responsibilities, together with details of clear reporting lines between the University and the placement provider;

(v) that the University will respond promptly to any concerns raised or complaints lodged with the University in relation to the management of the placement, or the conduct/performance/progress of the student;

(vi) that the University will provide appropriate feedback on the quality, effectiveness and value of the placement provided.

The student

28. In terms of their responsibilities, the University expects that students will:

(i) contact their prospective placement provider before their placement commences to confirm that suitable health and safety arrangements are in place;

(ii) be aware of what is expected of them whilst on placement;

(iii) act as representatives of the University whilst on placement;

(iv) work within the code of professional conduct where one exists;

(v) maintain confidentiality and to abide by the University's *Intellectual Property Code* (the IP Code);

(vi) exercise courtesy in their dealings with others;

(vii) provide access to all records maintained during the placement for the Placement Tutor and the placement provider, except in the case of the Placement Tutor where there is an issue of commercial secrecy or national security, in which case it would be normal practice for the Placement Tutor to sign a Non-Disclosure Agreement, the terms of which would need to be approved by the relevant section of the University;

(viii) alert the University to any problems or extenuating circumstances which might hinder progress or satisfactory completion of the placement;

(ix) abide by the health and safety requirements and other procedures within the placement organisation;

(x) report any concerns about health and safety at their placement to their placement provider;

(xi) report to their Director of Employability or Placement Tutor (or School) any incidents they are involved in and any health and safety concerns that are not addressed by their placement provider;

(xii) carry out the work programme specified by the placement provider under the supervision of the specified supervisor;

(xiii) consult with their School prior to seeking any changes in the terms and duration of the placement;

(xiv) comment, at the end of the placement, on whether the placement setting should be used again for future placements.

29. Students should be able to expect that the following are in place or provided:

- A non-discriminatory environment.
- Placement visits by the Placement Tutor(s).
- Support tailored to the nature of the placement.
- Provision of guidance on the procedures associated with securing placement opportunities.

Types of placement and duration

30. The Professional Training placement can be a paid or unpaid placement and cover work, research, and/or study abroad placement experience.

31. A full year (52 weeks) of work and/or study, where relevant, is the expected/standard duration of a University of Surrey placement year. This equates to around 46 weeks spent at the workplace, once the UK statutory annual leave, including bank holidays, of 28 days, has been taken into account. Many employers offer a 52-week full-time contract and the employment arrangements stipulated by them take precedence in determining the placement duration. Students will be required to work for the duration of their employment contract to fulfil their contractual obligations and the requirements of the University's Professional Training programme.

32. Notwithstanding the general principle of year-long placements, the Professional Training Year can also be configured to consist of a 50/50 work/study component or a full year-long study exchange experience, where degree programmes allow for this, or not more than three shorter placements which, when aggregated, meet the requirements of Professional Training specified here.

33. Subject to agreement with the employer, the Director of Employability may approve a placement year of shorter duration. Evidence for completing a placement year of reduced duration will need to be submitted to the Director of Employability for their consideration. The absolute minimum duration of a placement is 1,125 hours in situations where industry norms generally provide for placements of a shorter duration. This is based on a calculation of 30 weeks at 37.5 full-time hours per week. Any annual leave would be subtracted from this total, so the 30 weeks would need to be extended by the amount of leave taken. With the employer's agreement, this minimum requirement may be met via a different combination of weeks/hours to those stated above. Failure to abide by the employment dates stated in a contract of employment and/or the Placement Agreement results in failure of the PTY.

34. The learning outcomes specified by the University must be achieved during the placement period for the placement to be deemed a Professional Training placement.

Approval of providers and placements

35. Processes for the approval of PTY placements are designed to ensure that they are fully aligned with the expectations for academic standards and quality as set out in

the Office of Students' (OfS) conditions of registration and the *UK Quality Code for Higher Education*.

Approval process for placement opportunities

36. Appropriate and proportionate due diligence is undertaken for each proposed placement opportunity. This requires the relevant Director of Employability to assess the suitability of a potential placement provider, whether allocated by the University or independently found by the student. In the case of study abroad Professional Training placements, it is expected that placement opportunities will also meet the relevant standards and requirements of the International Engagement Office with regards to quality assurance and the specified agreements the University has with its institutional partners internationally.

37. Procedures for securing, approving, and allocating placements should be transparent to all and take into account as a minimum:

    (i) the ability of the placement provider to allow students to successfully meet the learning outcomes of the placement;

    (ii) health and safety requirements including any requirement for Disclosure and Barring Service (DBS) checks;

    (iii) any relevant Professional, Statutory, or Regulatory Body (PSRB) requirements governing the suitability of placements;

    (iv) student support on Professional Training placements, including the mechanisms for dealing with any problems or complaints;

    (v) any reasonable and anticipatory adjustments for students with a disability or learning difficulty.

38. The approval process for placement opportunities will take into account the following types of checks and balances to ensure that the placement opportunity meets the University's requirements:

- The placement opportunity has a formally defined job description that equates to the type of work that could be undertaken by a placement student at Framework for Higher Education Qualifications (FHEQ) Level 6.
- Due diligence is undertaken to check the reputation of the placement provider – internet search, check of the legal status of the placement provider, informal review of the organisation. In the case of Small and Medium Enterprises (SMEs) this may also involve a short telephone interview with the hiring manager to ascertain whether health and safety and insurance are covered for the placement opportunity.
- The placement provider is made aware of how Professional Training works at the University regarding the University's pastoral duty of care, the purpose of placement visits, the method of assessing student performance, and the placement provider's role in supporting the professional and personal development of the placement student.

Approval process for Professional Training for undergraduate programmes

39. The approval of Professional Training as a key component of a taught programme is managed via the established mechanisms and included in the *Code of practice for programme lifecycle processes* which covers validation, modification, and review.

40. Schools should set out proposals as follows:

- In the case of an entirely new programme with a Professional Training placement, Schools are required to complete the new programme process (as detailed in the *Code of practice for programme lifecycle processes*). Once the

pre-validation approval has been given, the Professional Training approval form for new professional training placements (see Appendix 3) must be completed and incorporated into the submission documentation for a validation event.

- In the case of the addition of a Professional Training year to an existing programme, Schools are required to complete only the Professional Training approval form which will be approved via either the programme modification (for mid-cycle amendments) or periodic review (for end-of-cycle amendments).

41. The standard template module descriptors (see Appendix 4) should be used and included in the submission documentation for approval of a new taught programme which includes Professional Training. Generic aims, objectives, and learning outcomes are stipulated in the template module descriptors.

42. Once formally approved by the validation panel, operational responsibility for the arrangement for Professional Training is transferred to the Pro-Vice-Chancellor, Executive Dean of Faculty. The Pro-Vice-Chancellor, Executive Dean of Faculty is responsible for any arrangements for students to take up positions in paid or unpaid placements (work or research) or in study abroad placements following the guidelines specified in this *Code of practice* and any general operating guidelines issued by the Professional Training Forum. As such, these arrangements constitute an important part of the 'learning contract' with students. In practice, the Pro-Vice-Chancellor, Executive Dean of Faculty will be advised by the Faculty Director of Employability, in collaboration with the Director of Employability(s), to whom the responsibility will be delegated.

Placement agreements

43. Once a placement provider has been identified, the Director of Employability or the relevant PT Administrator will issue a Placement Agreement (using the standard template at Appendix 5) to the placement provider for signature and return.

44. The agreement sets out the respective responsibilities of the University, the placement provider and student (see paragraphs 22 - 29 above) between the University, placement provider, and student. It should, in all cases, be signed by the Director of Employability, a representative of the placement provider, and the student.

45. Where a Professional Training study abroad placement includes one or more study placements in another institution of higher education outside of the UK, the School should formally approve the placement in the form of a written 'learning agreement'. It will be the responsibility of the School to ensure that, in setting up bilateral partnership agreements to provide study abroad placements, the content and organisation of the partner's programme(s) of study will support an acceptable, complementary, and timely learning experience and that the approved learning agreement avoids unnecessary duplication of the University's own curriculum at FHEQ Levels 5 and/or 6. The School should take steps to ensure that the arrangements remain relevant and appropriate on a regular basis in consultation with the International Engagement Office.

46. The placement provider is required to complete and return the Placement Agreement to the Director of Employability and/or relevant PT Administrator before the placement commences.

Placement location, visits, and return days

47. The location of placements, whether in the UK or abroad, should be such that Directors of Employability or Placement Tutors from the University may visit students

on placement. Constraints of staff time and the cost of travel are likely to be influential factors in determining the nature and extent of visits, whether physical visits or virtual meetings. It is expected that all UK placements will be accessible for undertaking visits.

48. Students should meet with their Placement Tutor three times, of which at least one meeting should be in person and the remainder conducted via virtual means. In addition to the three meetings, Placement Tutors should be readily available for email and telephone contact.

49. Students on a 50/50 work/study type of placement are only visited once for the work component of their placement. It is anticipated that the hosting partner institution will provide academic and pastoral care to University of Surrey students. Relying on the partner institution to provide support means that, in general practice, a physical visit is not required and only mainly done by exception i.e. where the personal circumstances of the student warrants a visit. Students should be supported by regular and multi-staged telecommunication exchange, e.g. virtual meeting, teleconference, videocall, email, and telephone contact.

50. Students on a year-long study exchange placement are not visited for the reasons specified in paragraph 49 above. Students should be supported by regular and multi-staged telecommunication exchange, e.g. virtual meeting, teleconference, videocall, email, and telephone contact.

51. As with any placement experience, additional visits can be arranged at the discretion of the Director of Employability in consultation with the Head of Student Employability where it is deemed necessary to attend to the personal wellbeing of the student and matters relating to the University's duty of care.

52. A return day can be held in place of one of the virtual meetings, subject to the relevant programme validation. Return days should, therefore, include a schedule of one-to-one meetings with the respective placement tutors, in addition to any group activities. In practice, return day take-up is mostly by those students on a UK-based placement, as travel back to the University is only covered from UK destinations.

53. The relevant University body, in this case the Employability Steering Group, may, from time to time, approve alternative arrangements for Professional Training, consistent with the University's ethos of relevant and structured professional experience, as part of the process of approval and review of programmes.

54. When, for whatever reason, a placement is arranged which does not facilitate a visit by University staff, it is incumbent on the Director of Employability to ensure that alternative arrangements are put in place. These might, for example, involve:

- An additional virtual placement meeting, along with readily available email, videocall and telephone contact to provide support, e.g. email, videocall and telephone contact with the student and placement provider.
- A reciprocal arrangement with a colleague from an institution of higher education close to the placement to visit the student by proxy. In such cases, it is important that the colleague concerned is made fully conversant with the University's general expectations and the School's specific requirements for Professional Training placements and assessment. In such cases a formal agreement should be established to document the agreed arrangements.

Pre-placement preparation and briefing

55. Schools will have different ways of approaching this, but preparation for Professional Training placements and detailed briefing are essential for a successful placement

experience, for both the student and organisation/partner institution. The pre-placement briefing should include:

(i) providing in writing the academic requirements of the School, the arrangements for placement meetings during the period(s) of work, research or study abroad, and the assessment scheme for the Professional Training period;

(ii) providing the specification of the learning outcomes and assessment of Professional Training within the programme;

(iii) the conditions under which students will be allowed to proceed to a period of Professional Training (see *Regulations for taught programmes*);

(iv) the general nature of the types of work, research and/or study abroad experiences in which the Professional Training placement can be undertaken, and, where appropriate, the possible range of salaries and/or other forms of benefit and support available from placement providers;

(v) the students' legal, professional, and health and safety responsibilities as an employee (paid or unpaid) or student to themself and to others; as appropriate adherence to high standards of personal conduct and/or to relevant codes of professional conduct;

(vi) the Social Security, National Insurance and Income Tax requirements as they relate to Professional Training placements;

(vii) an appropriate preparation in the language of the country in which a placement has been arranged if not English;

(viii) the social and political background of countries abroad in which placements may have been arranged and where the social and political philosophies, customs and practices are very different from those which obtain in the UK. Country guides are available from the International Engagement Office to help students gain an understanding of where they may be travelling to for a placement;

(ix) arrangements for communication with the relevant Director of Employability, Placement Tutor, PT Administrator or School during the placement;

(x) students should be advised that they will be liable to the University for payment of composition fees, at a reduced rate in accordance with University fees policy, and that there may be financial implications for elements of their student support package.

56. Consideration should also be given in the lead up to the placement to enhancing those personal, professional and employability skills which students are likely to require: team-working, effective communication, time management, and presentation skills. The module framework for Professional Training anticipates that Schools will incorporate into the student experience at Level 5, and preferably also at Level 4, a placement preparation period. This may be in the form of a placement module on a degree programme or a more informal range of seminars, online learning, and other activities to support students obtaining the types of skills needed for applying for placements, as well as those needed on placement and delivered, to meet the needs of each School. The placement period(s) often represents an ideal opportunity for students to start to identify their own strengths and weaknesses as part of their placement experience. Heightening awareness of such skills and encouraging students to actively engage with the assessment requirements of the placement module can later be used to formulate curricula vitae or help students to perform better at interviews when seeking graduate employment.

Assessment of professional training

57. The *Regulations for taught programmes* set out the general requirements for the assessment of Professional Training and for the award of credit at Level P.

58. Programme teams should ensure that the assessment strategy is compliant with the *Code of practice for assessment and feedback* and ensure that the assessment strategy is stipulated in the relevant module descriptor. Within the module descriptors and assessment framework for the PTY approved by the Professional Training Forum and the University Education Committee, the assessment of any period of placement activity should be appropriate to that School (subject discipline) and allow students to demonstrate their ability to meet the relevant learning outcomes as specified in the module descriptors for Professional Training (Appendix 4 contains the standard template module descriptors for work placement, 50/50 work/study placement, and year-long study placement).

59. The overall assessment includes the following elements:

- Placement report— compiled towards the end of the placement, in this report the placement student describes their placement, the range of tasks they performed, analyses their professional practices and work environment, and provides critical self-reflection on their personal and professional development. The Placement Report contains two elements: (a) a subject specific or technical section and (b) a section about the student's reflection on their personal and professional development during the Professional Training placement.
- Presentation, poster or video — students are required to deliver an oral presentation or to present a poster covering their placement experience. Alternatively, students may be required by their School to submit a video presentation and poster.

60. In cases where a student is unable to complete the placement as a result of the placement provider withdrawing from the arrangement, the relevant Director of Employability or Placement Tutor (with additional help from PT Administrators) should facilitate the student in finding an alternative placement opportunity to demonstrate achievement of the relevant learning outcomes.

Placement monitoring and evaluation

61. Placement provision is evaluated as part of the University's normal cycle of quality processes including annual monitoring and periodic review. It is important that analysis and reflection on the operation of placements is included in these processes.

62. Students, placement providers, and Schools must be provided with opportunities to give and receive feedback on their experience. The annual PTY student survey captures the perspectives and views of students about their Professional Training placement (and/or study exchange). Any information collected and collated from this should be fed into the appropriate quality enhancement processes and actvities. This feedback process is normally undertaken via reports to the Employability Steering Group, whereby Faculty Directors of Employability are requested to seek feedback and a Faculty plan of action from the Director of Employability in response to the annual PTY student survey.

63. Annual monitoring and evaluation of Professional Training is conducted through the following elements:

(i) the regular meetings of the Employability Steering Group where operational and policy matters regarding Professional Training are discussed;

(ii) annual programme review to reflect on issues arising or changes made with commentary/issues for specific cohort groups;

(iii) reviewing any issues or concerns highlighted during placment visits that have been investigated and actioned by the relevant Director of Employability or Placement Tutor;

(iv) Placement Tutor feedback to the Director of Employability with any recommendations to enhance links or cease collaboration based on visits and ongoing support to students;

(v) failed partnerships to be recorded by relevant PT Administrators to allow early detection of undesirable repeat enquiries;

(vi) meetings of the Directors of Employability in the Faculty to discuss and determine actions to be taken from issues arising from the management of Professional Training;

(vii) review of assessment via Board of Examiners for Professional Training;

(viii) student feedback via the annual PTY student survey, as well as having the opportunity to feedback after each of their 3 placement meetings, and the National Student Survey.

Students with Student Visas[1]

64. The University of Surrey holds a Student Sponsor licence under the Points Based System for Immigration.

65. Students studying with the University on a Student Visa can undertake placements providing the following UK Visas and Immigration (UKVI) requirements are met. The placements must:

- Be approved and vetted by the University in advance of any students being placed.
- Be an integral and assessed part of the programme (this information will appear on the student's Confirmation of Acceptance of Studies (CAS) statement).
- Not exceed 50% of the total length of the programme.
- Not extend beyond the length of the programme.

66. To ensure the University can maintain sponsorship of a student's visa through the full duration of the placement year, all placements must meet the following criteria:

- They must start no later than 60 days after the start of the first semester of the placement year.
- They must end no earlier than 60 days before the end of the final semester of the placement year.
- If a student undertakes multiple placements, each new placement must start no later than 60 days after the end of the previous one.

67. The University is responsible for all sponsored students whilst they are on placement. For students with a Student visa, this means that the University is required to:

- Send the placement address(es) for a sponsored student to the Home Office within ten working days of a student going on placement. A change of address while the student is on placement should also be reported within ten working days of it occurring.
- Monitor the student's attendance and engagement whilst they are on placement.

[1] For the avoidance of doubt, all references to Student Visa in this section include students who were granted permission under the previous Tier 4 route.

- Ensure that all programmes open to international students with a placement element have a clear monitoring process in place for when the student is on placement which meets UKVI requirements. The process should be documented in the Placement Agreement with the placement provider (see Appendix 5).

68. The Professional Training webpages contain information about the responsibilities of international students on placement, the University, and of placement providers with regards to complying with UKVI regulations for sponsored students on placement. Sponsored students are entitled to take part in work placement schemes as long as the placement meets the requirements laid down by the Home Office as described in paragraph 67 above.

69. Where it comes to the attention of the Director of Employability (and/or PT Administrator) that an international student has secured a placement, they should ensure that they comply with the relevant notification procedures for sponsored students commencing a placement as specified by the Visa Compliance Manager to ensure compliance with UKVI regulations. The placement agreement will contain provisions to specify the actions required of the placement provider, the University and student with regards to ensuring the University can meet its visa compliance duties, for example, in relation to monitoring attendance, and ensure that additional risks have been appropriately considered.

Appendix 1 – Professional Training Risk Assessment Form

Professional Training Placements

Risk Assessment Form

UNIVERSITY OF SURREY

Section A: TO BE COMPLETED BY THE PLACEMENT STUDENT		
Student Name	**Placement Provider**	**Main placement locations**

Section B: TO BE COMPLETED BY THE PLACEMENT STUDENT (Please refer to the risk profile descriptions at the back of this document)		
Risk Assessment	**Risk Profile** (Enter L, M or H to denote Low, Medium or High)	**If Medium or High please provide an explanation for your assessment**
Work Factors		
Travel and Transportation Factors		
Location and / or Regional Factors		
General / Environmental Health Factors		
Individual Student Factors		
Insurance Limitations		

PLACEMENT STUDENT: Please complete sections A and B and upload this form to the appropriate Assignment Drop-box, in the Professional Training area of SurreyLearn.

Your Director of Employability/Senior Professional Training Tutor will THEN review your submission and contact you if a further discussion is necessary

Section C: TO BE COMPLETED BY DIRECTOR OF EMPLOYABILITY/SENIOR PROFESSIONAL TRAINING TUTOR * (*where responsible for students likely to encounter low risk environments in the UK may wish to complete this section only in response to student indications other than 'Low' , which will include all students going overseas)			
General Control Measures		**Any Action required?**	**Action to be completed by?**
Has this placement provider been used before?	Yes | No		
Have any issues been raised by previous student or placement tutor? If 'Yes', and any concerns remain unresolved please note action to be taken.	Yes | No		
Is a site visit necessary before the placement starts?	Yes | No		
Has the student received sufficient briefing in relation to the Risk Assessment process?	Yes | No		
Has student been directed to the Professional Training webpages containing University Insurance information?	Yes | No		

The above form accurately records the risk factors for the above named student, including any mutually agreed adjustments to the original student submission

Director of Employability/Senior Professional Training Tutor

(print name): **Signed:** **Date:**

Appendix 2 – Risk Assessment Profiles (Based on the UCEA Health and Safety Guidance for placement of HE students)

Factor	Risk Profile		Indications
Work Factors	**High**		Working with hazards that have potential to cause permanent injury or fatalities, including: • Construction site with work at height, dusts, moving machinery, electrical systems. • Operation of machinery with mechanical hazards such as high speed rotating parts, crushing or entanglement risks. • Laboratory work with toxic/hazardous materials. • Community work with known high risk groups of clients or locations (drug abusers, homeless, violent patients). Working with animal bedding or large or dangerous animals. Activities requiring specific licences or qualifications (e.g. diving, flying aircraft, crewing an aerial device). Working involving significant hazards in small companies that do not have professional health and safety advice.
	Medium		Working in proximity to high risk factors (but not directly with them).
	Low		Office work or other low hazard environments and activities.

Factor	Risk Profile		Indications
Travel and Transportation Factors	**High**		Significant travel to reach placement, prolonged or on local transport facilities known to be high risk (poor driving or vehicle safety standards). Demanding travel during placement. Student required to drive others in unfamiliar vehicles.
	Medium		Night travel. Long daily commuting requirement. Student required to drive familiar vehicle in reasonable conditions.
	Low		No significant travel, comfortable daily commute. No driving associated with placement.

Factor	Risk Profile		Indications
Location and / or Regional Factors	**High**		Significant risk of civil disorder, crime or similar danger (e.g. placement in war zones, countries where the Foreign and Commonwealth Office (FCO) advises against travel). Unavoidable lone or remote working in proximity to significant risk (e.g. medical student elective in a refugee camp). Medical and rescue services not available quickly or locally. Means of communication likely to be difficult or compromised.
	Medium		Higher than normal risk of civil disorder, crime or comparable danger. Delays likely in communicating with tutors and others. Placements abroad in areas identified as low risk by the FCO.
	Low		Placements in the UK with no significant local risks.

Factor	Risk Profile		Indications
General / Environmental Health Factors	**High**		Regional/local health risks require mandatory and specific health protection measures e.g. inoculations. Very hot or strenuous working conditions (e.g. manual working outdoors in the sun). Very cold working conditions (e.g. catering placement in a food cold storage / cook chill or freeze facility).
	Medium		Regional/local conditions require some precautionary measures, e.g. optional inoculations against diseases, medical travel kit is a sensible precaution.
	Low		No significant environmental health risks.

Factor	Risk Profile		Indications
Individual Student Factors	**High**		The student has personal factors (e.g. health, disability, linguistic or cultural) which may increase the risk of illness or accident during work-related activity even following adjustments. The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness. The student's knowledge, understanding, and skills are low for the type of work.
	Medium		The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support during work, or in social interactions at work.
	Low		The student has no long-term medical conditions or disability likely to cause episodes of illness or require specific support whilst on placement. Student has relevant knowledge, understanding and skills for the type of work.

Factor	Risk Profile		Indications
Insurance Limitations	**High**		Locations, activities and/or circumstances that are excluded from the HEI's travel and other insurance cover. Locations where the placement provider's insurance does not cover the student for personal or third party liability associated with the work by the student.
	Medium		Locations, activities and/or circumstances that require prior acceptance from the HEI's insurers before being covered.
	Low		Locations, activities and/or circumstances that are automatically included in the HEI's insurance cover. UK locations (where the placement provider must have employers' liability insurance cover).

Appendix 3 – Professional Training Approval form

Professional Training approval form

Introduction		
Proposer (name of individual):		
Faculty:		
School:		
Programme:		
Proposed date of introduction of programme		
First year in which students will undertake PTY		
Submission of supporting documentation		
Module descriptors	**Please attach the module descriptors using the standard template**	
Confirmation		
Proposer signature:		
Date:		
Approval		
Title	**Signature**	**Date**
Director of Employability		
Head of Employability and Careers		

Next stage
Once approved, the documentation with supporting evidence will need to be submitted with the submission documentation for validation/review event to enable consideration of programmes as a whole by an independent panel of peers.

For further information, please contact Academic Quality Services:
Email: qualitysupport@surrey.ac.uk
Telephone: 01483 68 9035 / 3519

Appendix 4 – Professional Training module descriptor template

Module prefix:	Choose an item.	
Module title:	Professional Training Module	
FHEQ level:	Choose an item. Level P	
Module Leader:	Director of Employability (Department/School)	
Other contributors:	***N/A***	
Number of credits:	*120*	
Number of ECTS credits:	*60*	
Module availability:	Year Long	
Overall student workload:	Lecture Hours:	
	Tutorial Hours:	
	Seminar Hours:	
	Workshop Hours:	
	Laboratory Hours:	
	Practical/Performance Hours:	
	Clinical Placement Hours:	
	Independent Study Hours:	
	Guided Learning Hours	
	Captured Content Hours	
Student cap:	***N/A***	
Date of production:	26/01/2026	

Assessment pattern:

Assessment Name	Assessment Type	Weighting% or Pass/Fail
Professional Development Report	Coursework	75%
Presentation/Poster or Video	Oral-type examination or presentation	25%
	Choose an item.	
	Choose an item.	
	Choose an item.	

Qualifying Condition(s): Both units of assessment need to be passed.

Alternative assessment:

N/A

Pre-requisite/co-requisites:

N/A

Module overview:

Students can take this module for ONE of the below options only (available options depend on the programme):

- **Work:** A minimum of 1,125 hours subject to the requirements of the placement provider where additional hours are needed to meet the placement provider's requirements.

- **Study Exchange:** The relevant workload parameters for full-year study exchange as specified by the institutional partner (40 ECTS Credits).
- **Work and Study:** A minimum of 562.5 hours subject to the requirements of the placement provider where additional hours are needed to meet the placement provider's requirements. The study exchange element to meet the requirements of the institutional partner (20 ECTS Credits).

This module supports students' development of personal and professional attitudes and abilities appropriate to a Professional Training placement. It supports and facilitates self-reflection and transfer of learning from their Professional Training placement experiences to their final year of study and their future employment. The module is concerned with Personal and Professional Development towards holistic academic and non-academic learning, and is a process that involves self-reflection, documented via the creation of a personal record, planning and monitoring progress towards the achievement of personal objectives. Development and learning may occur before and during the placement, and this is reflected in the assessment model as a progressive process. Additionally, the module aims to enable students to evidence and evaluate their placement experiences and transfer that learning to other situations through written and presentation skills.

Module aims:

This module aims to:

- Enable students to acquire and develop knowledge as it occurs in professional practice and/or an international educational environment.
- Apply academic knowledge to work/study activities and processes in practice.
- Enable students to mature through the evaluation of their placement experiences.
- Support students to develop and apply new skills appropriate to their professional/educational setting in which they are working.
- Enable students to develop the employability skills and attitudes/approach that graduate employers look for and are required of a person working in a professional capacity.

Learning outcomes:

On successful completion of this module, students will be able to:

Learning Outcome	K	C	P	T	Optional Ref
Identify personal strengths	☐	☒	☒	☒	
Understand the organisation(s) and how they themselves fit within it	☐	☒	☒	☒	
Apply academic knowledge to professional practice and/or educational development	☒	☒	☐	☒	
Understand and demonstrate appropriate professional behaviour	☐	☐	☒	☒	
Evaluate their personal and professional development	☒	☒	☒	☒	
Use the information/knowledge gained on placement to inform their career and professional development aims	☒	☒	☒	☒	
	☐	☐	☐	☐	
	☐	☐	☐	☐	

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P-Professional/ Practical skills

Module content:

Indicative content includes:

- The module focuses on achieving the learning outcomes by offering, via the placement experience, the opportunity for students to nurture the employability skills that graduate employers look for and to develop the professional identity, competencies and attributes that support the future employability outcomes for students. This development takes place across a wide range of professional and academic environments with great variety in the work undertaken. Nevertheless, all of these offer the same opportunity to achieve the learning outcomes.

Methods of teaching/learning:

The learning and teaching strategy is designed to:

The learning and teaching methods include:

- The learning and teaching methods are predicated on experiential learning through the placement experience itself.
- The mentoring, coaching and assessment role of both the Workplace Supervisor and the University's Placement Tuto rare focused on ensuring that students achieve the learning outcomes for the module; these relate to (1) personal and professional development, (2) evaluation of placement learning and (3) transfer of placement learning.
- The learning and teaching is supported by placement meetings with the students on placement by a Placement Tutor to support students' critical self-reflection and learning and regular mentoring support via phone, email, teleconference or video conference. In addition Return Days, Industry Days and regular support and review of the Professional Development Report and student development plans (as part of the PDR) provide additional experiential learning.
- The assessment of students' performance by their respective placement provider is another key aspect of the experiential learning process for the placement student**.**

Assessment strategy:

The assessment strategy is designed to:

provide students with the opportunity to demonstrate the learning outcomes regarding the successful acquisition of a Professional Training placement, and the acquisition of the employability skills and competencies that support students' graduate employability outcomes.

Thus, the summative assessment for this module consists of:

- **Professional Development Report** (LO1, LO2, LO3, LO4, LO5, LO6)

The Professional Development Report (PDR) is a self-reflection tool that provides guidance and framework for students, Workplace Supervisors and Placement Tutors to discuss and evaluate students' personal and professional development. Its aim is to facilitate and evidence this process over the duration of the placement period. The PDR will include 4 phases of self-reflection (pre-placement, 1st/2nd/3rd meetings) and a post placement exercise, the precise nature of which is defined at subject level. Please see the relevant PDR Assessment Brief for more detail.

- **Presentation/Poster or Video** (LO1, LO2, LO4, LO5)

Students are required to deliver one of an oral presentation or to present a poster covering their placement experience or to submit a video presentation as required by their Department.

Formative assessment:
Students will develop their Professional Development Report which they undertake several times across the duration of the placement experience. This feeds directly into the summative assessment.

Feedback:
Students will receive ongoing feedback as they develop their Professional Development Report.

Other information:

The Professional Training Module is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. This module is designed to allow students to develop knowledge, skills, and capabilities in the following areas:

Digital capabilities: Over the course of the placement, students apply the knowledge and technical skills developed during their degree within a professional setting. They gain practical experience using industry-relevant tools, systems, and methodologies, and may undertake additional employer-led training to enhance their digital and professional competencies.

Employability: The placement provides sustained experience in a professional/educational environment, enabling students to apply academic learning to real-world contexts. Students develop employability skills such as teamwork, communication, problem-solving, and time management, while contributing to organisational objectives. This experience strengthens graduate employability and career readiness.

Global and cultural capabilities: Students work within diverse teams and organisational cultures, developing intercultural awareness and professional communication skills. The placement experience fosters an understanding of how disciplines operate within national and international contexts. Similarly, students undertaking a period of Study Exchange gain valuable international experience by engaging with different academic systems, cultural perspectives, and approaches to learning, further enhancing their global awareness and adaptability.

Resourcefulness and Resilience: Through adapting to workplace/educational expectations, meeting deadlines, and responding to feedback, students develop independence, confidence, and resilience. The experience enhances their ability to manage responsibility and navigate professional challenges effectively.

Sustainability: Placement opportunities may enable students to engage with organisations committed to sustainable and socially responsible practices. Students can apply their disciplinary knowledge to projects that contribute positively to environmental, social, or economic sustainability.

Appendix 5 – Placement Agreement template

Professional Training Placements

UK Professional Training Agreement

This agreement seeks to codify and clarify the normal arrangements for students undertaking a period of professional training as part of their study at the University and is based on existing regulations and guidelines.

This agreement relates specifically to the placement which forms an integrated part of the degree programme at the University of Surrey.

The objective of the placement is to extend the experience of the student and to provide an opportunity for the application of learning. Exact details of the placement may be attached as an appendix to the agreement.

At Surrey, we seek to fully harness the talents, creativity and skills that our people bring and maintain our continuing commitment to equality, diversity, inclusion and anti-discrimination. We therefore expect both our students and the organisations we engage with to treat all colleagues with fairness and dignity, fostering an inclusive and respectful culture where harassment and/or remarks focussing on stereotypes and protected characteristics are not tolerated.

AGREEMENT

For the University:

Name:	**Signature:**
Position:	

For the Placement Organisation:

Name:	**Signature and Date:**
Placement Organisation:	
Position:	

The Student:

Name:	**Signature and Date:**
Placement Dates:	

Thank you for completing this document.
Placement student to upload this form to the appropriate Assignment Drop-box, in the Professional Training area of SurreyLearn when fully signed by all parties

RESPONSIBILITIES OF THE UNIVERSITY

Towards the student:

- To appoint a Placement Tutor who will conduct face-to-face and/or virtual meetings with the student and nominated supervisor at the placement organisation.
- The Placement Tutor will monitor the student's general performance and advise the student confidentially.
- The Placement Tutor will conduct assessment as required in the relevant Programme Regulations.
- In the case of international students with a Tier 4 visa, to maintain contact with the student at work (and/or place of study) via the placement meetings and the usual forms of communication via email, phone or via teleconference.

Towards the placement organisation:

The Placement Tutor will guide the placement organisation in the assessment criteria used by the University.

RESPONSIBILITIES OF THE PLACEMENT ORGANISATION

- To plan the training and work programme to be undertaken by the student, in consultation with the relevant University Director of Employability or nominee.
- To offer a placement with the duration and the terms of the placement specified.
- To treat the student as an employee/worker on short term contract in accordance with the organisation's normal policies.
- To provide a full and clear induction to the organisation and its working practices, conventions etc.
- To nominate a supervisor who will conduct or make arrangements for day-to-day supervision of the student.
- To ensure, so far as is reasonably practicable, a safe working environment, in conformity with Health and Safety legislation.
- To provide the same level of liability and other insurance cover provided for comparable employees/workers.
- To facilitate access to the student for visits by the visiting tutor.
- Under the guidance of the University Faculty/Department and in accordance with the student's Programme Regulations as they relate to Professional Training, to facilitate and participate in the assessment of the student.
- In cases of serious breaches of discipline to advise and consult with the Director of Employability.
- In the case of international students with a Tier 4 or Student Route visa, to monitor the attendance and engagement of the placement student at work (and/or place of study).
- To notify the relevant Director of Employability or Placement Tutor at the University in the event of the student being absent without explanation / on long term sickness absence / serious wellbeing concerns.

RESPONSIBILITIES OF THE STUDENT

Towards the placement organisation:

- To abide by all company rules regarding hours of work, health and safety regulations and other practices and procedures.
- To maintain confidentiality and to abide by the University's Code of Practice for Intellectual Property (the IP Code).
- To carry out the work programme specified by the placement organisation under the supervision of the specified supervisor(s).
- Consult with the University prior to seeking any changes in the terms and duration of the placement. Should the placement organisation propose an extension of the original fixed term, this must not take the placement beyond the start of the next academic year. The student is not permitted to seek or instigate any extension of the placement beyond the original end date but can accept an extension offer from the placement organisation that will not impact return to study, subject to university approval.

Towards the University:

- To abide by the placement end date as per this agreement, and return to the University for the start of the next academic year.
- Complete all reports and records for the University as specified in the Programme Regulations.

- Consult with the University prior to seeking any changes in the terms and duration of the placement.
- To provide access to all records maintained during the placement for the Placement Tutor and the placement supervisor except, in the case of the Placement Tutor, where there is an issue of commercial secrecy or national security.