

PLACEMENT LEARNING HANDBOOK

2023-2024

**BA (HONS) CONTEMPORARY PERFORMANCE PRACTICE**

**BA (HONS) THEATRE PRACTICE**

**MA/MFA ACTOR TRAINING & COACHING**

**MA APPLIED THEATRE**

**MA/MFA CREATIVE PRODUCING**

**MA/MFA MOVEMENT: DIRECTING & TEACHING**

**MA/MFA SCENOGRAPHY**

**MA/MFA VOICE STUDIES: TEACHING AND COACHING**

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# INTRODUCTION: What is placement learning?

This handbook aims to define placement learning at Central as well as providing information on the roles and responsibilities of staff, students and hosts during placement activity.

The School defines ‘placement learning’ as ‘an agreed period of learning that is integral to a Higher Education programme and is usually achieved and demonstrated through engagement with an organisation outside of the course’. In such activity, the course team are not present or directly conducting the learning opportunities. Normally, placement learning will be with an external organisation, but there are also a number of internal placements within the School.

The principles governing the management of placement learning also apply to other off- site fieldwork or to collaborative work with external organisations. In such instances, it is expected that tutors use this handbook appropriately.

Any workplace or other external experience which a student finds in ‘off duty’ or vacation time is not placement learning, even if it is broadly relevant to the course; the school does not insure students for this kind of activity. Placement learning may be in a work-based environment (work-based learning); activity in a work-based environment will normally be linked to the learning outcomes of a specific unit and will usually be directly assessed.

Other placement activity may complement the programme, and the experience delivered in the placement will feed into other units and hence assessments of the programme, although this may not be directly assessed. Irrespective of how the activity is assessed, however, it is expected that students undertaking any placement learning must complete the period of activity to the satisfaction of the School (this will normally involve confirmation from the Host). As all placement activity is either directly or indirectly assessed, students should not receive payment for their placement. Travel expenses may be offered, but this is solely at the discretion of the Host Organisation.

All courses using placement learning must clearly articulate this in the course specification. It must also be clearly articulated in the appropriate unit outline. All placement activity must be linked to a specific unit and its learning outcomes, and must be assessed.

###### All Placement learning must be arranged via the School’s Placements Office.

**All students engaged in any off-site work, whether placement or other activity, must abide by the School’s Code of Conduct for offsite work** [see appendix 1]**.**

This handbook covers the following courses: BA (Hons) Theatre Practice; BA (Hons) Contemporary Performance Practice; MA Applied Theatre; MA/MFA Movement: Directing and Teaching; MA/MFA Voice Studies: Teaching and Coaching; MA/MFA Actor Training and Coaching; MA/MFA Scenography; MA/MFA Creative Producing.

Please note that the MA Drama and Movement Therapy degree is externally accredited by the Health and Care Professions Council. These placements are coordinated differently, as outlined in the MA Drama and Movement Therapy Placements Handbook.

# Preparing for a Placement

## ALLOCATING AND APPLYING FOR PLACEMENTS

The programme specification (available on Brightspace) will state if a placement is a compulsory part of the course. In most cases, the School is responsible for finding a Placement Host; in some cases, identifying an appropriate Host is the responsibility of the student, and negotiation with the Host is an exercise contributing to achievement of the learning outcomes. In all cases, it is the School’s responsibility to verify that the Host provides an acceptable learning environment.

The unit briefing (or other guidance given to students) will always make clear who is responsible for finding the Placement Host, discussion with the potential Host, negotiation of learning opportunities and ensuring that the Host has formally agreed the basis of the placement.

##### Allocation of Placements

In the case of students arranging their own placements, students must first check whether the School has a pre-existing relationship with their prospective Host by contacting the Placements Officer. If there is no pre-existing relationship, the student should then seek approval for their new placement with the Unit Tutor or Placements Officer. If the placement is approved, the Host Organisation is contacted and the agreement formalised via the Placements Officer.

If placement allocation is carried out without direct student input, the Placements Officer invites organisations to offer placements, and asks students for their Areas of Interest (AOI). The Unit Tutor and Placements Officer then work together to allocate placements based on the requirements of the Host Organisations and students’ preferences.

In all scenarios, Hosts are required to submit a formal offer form summarising the placement opportunity and accepting their responsibilities to the student.

**All placements must be agreed by the Placements Officer in advance of the commencement of the placement. This protects our partnerships and ensures that students and Hosts are properly briefed.**

##### Criteria for Selection

The following criteria (which are not exhaustive) should inform the choice of Host Organisation:

* Appropriateness of the business of the organisation to the placement aims;
* Clear opportunities to achieve intended learning outcomes;
* Ability of organisation to offer appropriate support to the student;
* Ability of organisation to provide full Employer’s Liability Insurance and Health & Safety induction and support to the student;
* Location (most frequently in London, but also occasionally elsewhere, depending on student requirement);
* Student interest;
* Previous experience of hosting students on placement;
* Wider opportunities offered by the organisation.

## DISCLOSURE AND BARRING SCHEME

All students who are likely to come into contact with children or vulnerable adults whilst they are on placement are required to have a Disclosure and Barring Scheme (DBS) check before they go on placement. DBS checks are managed by the Academic Registry, which informs the Head of Academic and Student Services in confidence of convictions and cautions revealed. The DBS panel will then decide how the student is approached depending upon the nature of the revelation and the advice of relevant parties.

Central’s full DBS policy and procedure is available from [MyCentral>Student Journey](https://rcssd.sharepoint.com/sites/mycentral/journey/Pages/joining/disclose.aspx).

In the case of a course where some placements involve contact with children and vulnerable adults and some do not (e.g. BA Drama, Applied Theatre and Education), it should be made clear at the outset that the range of placements open to a student may be constrained by the information contained in the DBS check. If a conviction or caution has been revealed which appears to present no risk to children or vulnerable adults, the Course Leader should discuss with the student whether s/he is willing to provide the DBS check to the Placement Host.

Placement Hosts MUST inform the School when agreeing to be a Host if they are unable to accept students with any or a type of disclosure(s).

The School will then use this information to manage a student’s placement learning, ensuring that they are not placed with a Host that would be uncomfortable with their presence.

However, the School does **not** provide information to providers on whether a student has a disclosure or the nature of that disclosure as routine. Such information will only be provided with the explicit written consent of the student. The responsibility for DBS checking rests with the School.

Further information on disclosure may be found in section 124 of the 1997 Police Act.

Hosts that are unable to accept students on the basis of the School’s own decision making process should consider whether they should be a Placement Host to the School or must

make it explicitly clear that they wish students to provide a copy of the enhanced disclosure to them in order to approve their presence on a placement in advance of the commencement of the placement.

Hosts who would use information in addition to the DBS check (to which the School would not have access) to determine acceptability of a person for placement should discuss this with the School in advance of becoming a Placement Host. Such institutions, if hosting a placement, may have security and criminal records checks in addition to the DBS enhanced disclosure.

Students wishing to attend secure facilities such as prisons or young offenders institutions must discuss with their tutors in advance if they believe the additional checks will reveal further information not disclosed through the enhanced DBS check.

Failure to disclose information in advance of the placement may be pursued by the School through the student Code of Conduct (see appendix 3). Where students undertake more than one placement and might, therefore, require an updated DBS, Host Organisations are informed that DBS are willing to accept the student’s previous DBS check. If they still wish to have an updated DBS, discussions would take place between the Host Organisation and the Unit Tutor/Placements Officer at Central.

**For further advice on the DBS process**, please contact the School’s DBS Officer, Thimios Tazallas (Thimios.Tzallas@cssd.ac.uk). Current students can also contact the Student Advice Service ([sas@cssd.ac.uk](mailto:sas@cssd.ac.uk)).

## ROLES and RESPONSIBILITIES

##### Student Responsibilities

Students will:

* Understand their own responsibility for managing their learning and professional relationships;
* Recognise the needs of their Host Organisation, its customers, clients and employees;
* Familiarise themselves with the relevant codes of conduct (see appendices);
* Demonstrate a professional attitude and an understanding of appropriate confidentiality;
* Prepare carefully for all activities undertaken, completing any necessary evaluations or academic work based on the placement activity and recording their progress whilst on placement according to the requirements of the course;
* Dress appropriately at all times according to the environment in which they will be working and the tasks that they shall be undertaking;
* Be aware of personal expression, either spoken or physical, which may be inappropriate, e.g. swearing, hugging, offensive language;
* Avoid behaviours that could compromise the project and/or damage the reputation of the student and/or School (e.g. intimate relations, excessive consumption of alcohol and any illegal activity, such as recreational drugs);
* Refrain from bringing visitors to the Host accommodation/premises unless agreed specifically with the Host;
* Report any absences to both their Host and their Programme Officer;
* Always attempt to resolve any issues in a positive and proactive manner in the first instance and then seek help from the Placements Officer/Unit Tutor;
* Understand that they act as representatives of the School and adhere to the Code of Conduct for offsite work/overseas placements, particularly in relation to attendance, timekeeping and relations with colleagues;
* Maintain good communication with the School and with the Host Organisation (e.g. alert the School and their Host to problems with the placement that they feel may hinder their success in achieving the learning outcomes);
* Accept responsibility for personal safety and security, and carry out risk assessments if required;
* Follow guidance that has been offered in course specifications, briefing papers and in taught sessions and seminars from the Unit Tutor and/or the Course Leader and the Placements Officer (e.g. complete any necessary evaluations or academic work based on the placement activity).

Students must understand that Hosts have the right to terminate placements or projects with immediate effect in consultation with the School if they can show that students have demonstrated any of the following:

* + Continued and unauthorised non-attendance/lateness
  + Offensive behaviour
  + Discriminatory behaviour
  + Violence
  + Behaviour that endangers others
  + Illegal actions

##### Staff Responsibilities

The Placements Officer will:

* Coordinate and co-manage student placements and related administrative procedures (including the agreements between the School and Hosts);
* Act as first point of contact for Hosts, students and staff before, during and after placements;
* Brief students about placement organisations and opportunities, funding applications, and Health and Safety/risk assessment procedures in liaison with Course Leader/Unit Tutor;
* Carry out mid-placement check-ins with students and Hosts;
* Collect and analyse feedback from Hosts, students and staff.

The Course Leader and/or Unit Tutor will:

* Ensure that the learning outcomes of the placement are defined, capable of being assessed, and clearly communicated;
* Ensure that they are familiar with guidelines for staff organising offsite work if a unit involves overseas work, or work that may be potentially high risk;
* Ensure that students know which members of staff are supporting them through the placement (e.g. have one or more sessions with the Unit Tutor/Placements Officer);
* Induct the students in Health & Safety issues and, if applicable, more specialised issues such as Child Protection;
* Publish assessment criteria appropriate to the needs of the degree and that can be met through the placement experience;
* Ensure that the pattern and form of placement is reviewed regularly to ensure it is coherent and meets the needs of the degree;
* Ensure that students are aware they need to receive a Health and Safety induction at the Host Organisation;
* Make students aware of diversity and equality policies;
* Be aware of and seek out formal and informal feedback from students, the Placements Officer, Placement Hosts/mentors and external examiners;
* Offer an appropriate level of support to the students once they are on placement;
* Provide this placement handbook to all students.

##### Host Responsibilities

The Host will:

* Provide specific learning opportunities suited to the level the student is at, as agreed with School staff and/or students
* Read through the information about the expectations, nature and scope of the placement provided by the School
* Provide a full Health & Safety induction on the first day of the placement or as soon as practicable thereafter;
* Make time available to meet the Visiting Tutor if this is part of the agreed placement arrangement, following liaison to negotiate a suitable time;
* Sign off the student’s attendance record/diary each week if appropriate;
* Give regular feedback to the student during the placement;
* Liaise appropriately with School staff;
* If involved with assessment, take part in formal or informal assessment training as requested by the School.

The full range of the Host’s responsibilities may vary, depending of the nature of the placement and its purpose, such as support for specialist skills development or broader experiential learning opportunities.

## International placements

The Placements Officer will advise students undertaking international placements on how best to access information on immunisation and local safety issues (e.g. travel and local customs), and ensure that they know how to obtain up to date area information from the Foreign and Commonwealth Office. If appropriate, they will provide induction sessions on cultural expectation, cultural orientation and work expectations.

Additional documentation is required for international placements. Students are asked to provide a letter from their GP confirming that they are fit to travel and undertake the planned placement activities, and an additional information form containing details of their travel arrangements and emergency contact information. Students are also required to sign the Code of Conduct for Overseas Offsite Projects (see appendix 2).

Students should ensure that they have local emergency contacts (e.g. the local British Embassy or Consulate), the contact details of the Host Organisation, and a nominated 24- hour ‘emergency’ contact at CSSD.

We also advise students undertaking international placements to obtain comprehensive personal insurance cover in addition to CSSD’s own cover.

## Post-allocation

##### First Contact between Student and Host

Once placements have been allocated, the student typically makes contact with the Host Organisation and arranges an initial meeting to meet the Host and discuss learning aims and activities.

Hosts may also be invited to attend a session at CSSD where arrangements for supporting the student are discussed.

## Checklists

Students and Hosts should discuss the following points in advance of the placement:

* The location(s) of the placement
* Host Contact details
* Any student access requirements
* Hours of work
* Dress code
* Absence procedures
* Host Code of Conduct/ Handbook
* Respect policy and inclusion statements
* Safeguarding Policy
* Social Media policy

Hosts should ensure they provide the following on the first day of the placement:

* Site map
* Health and Safety induction
* Fire evacuation procedures
* First aid protocol, including mental health first aiders
* Timetables and swipe cards
* Student/Cast names and photo sheet\*
* Production Welcome pack\*
* Stage Manager Induction\*
* Company Statements and protocols\*

\*where relevant (e.g. placements in rehearsal rooms/productions/educational settings)

## DURING THE PLACEMENT

###### Key Information:

* + Students should follow their Host’s safeguarding policies
  + Students should not be exposed to sexual, racial or other discrimination and/or harassment or discrimination on the grounds of disability
  + Hosts have the same responsibilities under Health and Safety legislation for placement students as they would for an employee
  + Students on placement are covered by Host’s Employers’ Liability (EL) insurance
  + Students must maintain contact with the School throughout their placement
  + Students should follow the organisation's COVID-19 guidelines where necessary
  + If students feel that their placement is having an impact on their mental health or wellbeing, they should contact the Student Advice Service ([sas@cssd.ac.uk](mailto:sas@cssd.ac.uk)) for support and advice;
  + If a student has concerns about the safety of their placement they should discuss this with their Host if possible; if not, they should contact the Placements Officer.

###### Should the Host’s or participants' circumstances change due to illness that leads to the early termination of a placement, they must communicate this with the student/host and the Placements Officer as soon as possible.

**In the event that placement is terminated, an alternative will be arranged in liaison with the relevant tutor and others as appropriate (Programmes Office, Placements Officer, wider course team etc.)**

Online Placements

Placements in the 2021/2022 academic year may take place exclusively, or partly, online. Working from home can bring its own unique health and safety concerns; Hosts should ensure that students receive the same health and safety considerations as their employees.

Here are some simple steps you can take to reduce the risks from display screen work:

* + Breaking up long spells of screen work with rest breaks (at least 5 minutes every hour) or changes in activity;
  + Avoiding awkward, static postures by regularly changing position;
  + Getting up and moving or doing stretching exercises;
  + Avoiding eye fatigue by changing focus or blinking from time to time.

The Health and Safety Executive have a useful [video with advice on your working from](https://youtu.be/Af7q5j14muc) [home setup here.](https://youtu.be/Af7q5j14muc)

Students taking online placements will also receive more frequent check-ins with the Placement Officer.

In Person Placements

Hosts must ensure that their working environments follow government guidelines and allow for social distancing. Students should be fully briefed ahead of the start of their placement on their Hosts’ Covid-19 restrictions and guidelines, including when and where face coverings are to be worn.

When travelling to their placement, students should:

* + Follow social distancing principles, including for those in London TFL’s COVID- 19 [Safer Travel Guidance](https://tfl.gov.uk/campaign/safer-travel-guidance?intcmp=63123);
  + Avoid using public transport if possible by walking and cycling as much as possible;
  + Use [face coverings](https://tfl.gov.uk/campaign/face-coverings) when using public transport (including taxis), unless exempt;
  + Try to avoid busy stations and travel off peak where possible;
  + Wash hands before and after using any public transport;
  + Carry hand sanitizer and use at regular intervals.

If a student or someone in their household develops symptoms of Covid-19 they must follow the [Government’s guidance by remaining at home,](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) and notify their Host and the Placements Officer that they have developed symptoms and won’t be coming in.

# POLICIES AND BEST PRACTICE

## Equal Opportunities

The School takes care to ensure that any students on placement are not exposed to sexual, racial or other discrimination and/or harassment or discrimination on the grounds of disability. Increasingly, within the UK and many other counties, the legal framework means that measures are also in place in Host Organisations.

If, despite this, the student believes that they have experienced harassment or discrimination, the School has a statutory liability to respond efficiently and properly to any complaint a student makes in this regard, in line with the School’s grievance procedures. In this case, after the Placements Officer and relevant Unit Tutor or Course Leader have investigated the situation, an alternative placement will be found or an

alternative assessment agreed for the student if a solution cannot be found to maintain the student’s placement at the Host Organisation.

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## Safeguarding

Most Host Organisations should have their own safeguarding policy, with a designated Safeguarding Lead. Students must never attempt to resolve any disclosures or concerns themselves.

If the student encounters a safeguarding issue within their Host organisation – e.g. relating to concerns regarding the Host environment in terms of physical or emotional safety, or the behaviour of/ disclosures made by participants – they should share these as soon as possible with the Safeguarding Lead and/or their Host.

In the event that there is no appropriate Safeguarding Lead, or the student does not feel comfortable disclosing the issue to their Host, they should contact the Placements Officer who will work with them to address the issue.

If a Host has safeguarding concerns about their placement student, they should follow their internal safeguarding policy. Where a student’s actions breach the Host’s safeguarding policy or the School’s Code of Conduct (see appendix 3), the Host should contact the Placements Officer immediately.

## Health and Safety

When the student is out on placement, responsibility for looking after their Health and Safety rests with the student and with the Placement Host.

In the UK, Host Organisations who take a student on placement have the same responsibilities under Health and Safety legislation as they would for an employee. The Host Organisation must provide reasonable and appropriate Health and Safety information, instruction, training, clothing (if necessary) and supervision. They are asked to agree to provide a full Health and Safety briefing for the student at the start of the placement.

For projects that may involve greater risk (e.g. a project abroad in a remote rural community) students must be guided through the process of risk assessment before they go to work on the project, enabling a thorough risk assessment to be completed before the project has started (in liaison with the Placements Officer and the Unit Tutor) and again when onsite.

Development of the student’s ability to undertake their own risk assessments is considered integral to all placements. Tutor approval of placements incorporates consideration as to whether the student is aware of, or capable of finding, relevant Health and Safety information, and is able to assess risk factors and put appropriate control measures in place. If the Tutor does not have sufficient information concerning the nature of the placement and the activities involved, the Placements Officer should request further details from the Host and Student. If the Tutor suspects that the student may encounter situations for which they have insufficient knowledge or experience, the Host should detail, in writing, the training and supervision that they will provide. The Tutor can and should request further opinions from other Tutors if required.

Examples of risk assessment and Health and Safety briefing materials are available from the Unit Tutor.

## Insurance

The School has Public Liability insurance arranged with March Commercial. The liability of CSSD for injury or damage to others caused by a student is covered by CSSD’s Public Liability insurance. This extends to include liability for students on placement. For placements within the UK it would be expected that the placement provider have equivalent cover in place.

In accordance with UCEA Health and Safety Guidance for the placement of Higher Education students, within the UK the placement provider is responsible for the Health and Safety of the student whilst on placement as if the student were their employee. Most employers are required to hold Employers’ Liability (EL) insurance and there is an agreement among the UK insurance industry that work experience persons will be regarded as employees by all UK insurers and covered by EL policies.

Where the placement takes place outside of an organisation, with a freelance practitioner, it is highly recommended that the Host have Public Liability Insurance (PLI) as would be expected for all self-employed practitioners.

Further information on Public Liability Insurance can be obtained from the Placements Officer.

Students opting to do a placement abroad are also advised to obtain comprehensive personal insurance cover in addition to CSSD’s own cover.

## Transport / Travel Costs

CSSD does not provide any funding for transport costs for student placements unless the student is in receipt of an award from The Leverhulme Trust administered by staff on the BA Drama, Applied Theatre and Education and MA Applied Theatre degrees.

All students who drive in their own cars, especially when with other students as passengers, while engaged in activities associated with CSSD, must have adequate motor insurance protection in their own right. Students must check with their insurer that they have insurance that covers ‘business purposes’ and not just ‘social domestic and pleasure’ use of the vehicle.

## Maintaining Contact

Students must ensure that they maintain contact with the School throughout the duration of the placement or work-based learning activity.

This includes checking their CSSD email account on a regular basis and ensuring the School has up to date contact details. Students on placement must have access to email/phone.

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## Visiting Tutors

Hourly paid lecturers visiting the Host Organisation are required to comply with good Health and Safety practice and must take some responsibility for observing the workplace and reporting any potential problems.

Visits to Host Organisations may not be practicable if the placement is very short or happens in another country or a location that the Visiting Tutor may find difficult to get to. Where this is the case, Unit Tutors will arrange satisfactory alternative arrangements for assessment (e.g. telephone/zoom moderation meeting and/or written documentation from the Host). Where the placement learning is assessed outside the actual placement, the placement may not be visited by academic staff.

## Social Media

Hosts should provide students with their Social Media Policies where applicable. In all cases, students wishing to share their placement experiences online should follow these guidelines:

* Observe confidentiality
* Do not follow/friend service users/ participants/ under 18s that you have met or worked with on placement
* Post only appropriate and respectful content
* Keep it professional
* Don’t put anything on your profile that is negative about your Host
* Remember anything you post can be shared and seen by a wide audience

## Intellectual Property

Intellectual Property (IP) in all work generated by students on placement is owned by the placement Host, unless otherwise agreed in writing.

# DISCLOSURE OF CONFIDENTIAL AND SENSITIVE INFORMATION

Students disclose personal information to the School, either because to do so is a condition of entry to a course, or voluntarily in order to make the School aware of support needs or factors which may affect their study. The School cannot disclose confidential information to a Placement Host without the consent of the student. In some cases either the nature of the personal information, or the student’s wish not to disclose it, may affect the feasibility of placing a particular student with a particular Host. Such information may concern a criminal conviction of caution, or possibly a disability or medical condition.

## Disability and Health

In most cases, there is no requirement for students to disclose disabilities or health conditions to the School, but they are encouraged to do so if they wish to access support both internally and externally. The School has a legal obligation to ensure that it does not unintentionally discriminate on grounds of disability. Where the School holds information on a student’s disability or health condition, it will not be disclosed to the Host without the student’s consent.

However, in some cases the Course Leader or Unit Tutors may consider disclosure necessary (e.g. for the safety or protection of the student or others). If the student does not wish to disclose his or her disability or health condition, the School should respect their wish but also review carefully whether significant risk would arise if it is not disclosed. They should meet with the student to discuss their concerns. One risk, however, may be to the work of the Placement Host. If disability or ill-health has resulted in recurring attendance problems on the course or in serious interpersonal friction with staff or fellow students, the student may be advised that the choice of placement may be restricted, or that placement is possible only if disclosure is agreed.

## Mental Health: What to do when a student experiences a mental health crisis while on placement

Most often, students are successfully managing their mental health condition. They may or may not be registered with Central’s Disability Service in the Learning Centre. They may or may not be accessing counselling via the Student Advice Service. But they may have lived with their condition for years and have it well under control.

If you feel a student is upset/emotional and there is cause for concern (non-emergency), either offer them a break, or, we would suggest that you send them home and raise your concerns with the Placements Officer.

Every now and again, a student may experience a mental health ‘crisis’ while at Central or on placement.

If a student is having a mental health crisis, the most important factor is to get help and support as soon as possible, regardless of whether or not this is the person’s first mental health crisis or a relapse of an existing mental health condition.

Placement Hosts are not required to have or expected to have expertise in the area of mental health. You can call on other professionals at Central if you feel a student is experiencing a mental health crisis.

Behaviours that they may exhibit if they are experiencing a mental health episode include:

* Self-harm that causes a risk to the self;
* Harm to other people;
* Hearing voices or holding fixed irrational beliefs;
* Talking and/or acting in a way that suggests their life has no sense of purpose (e.g. feelings of hopelessness and wanting to die);
* Episodes of sudden rage and anger;
* Appearing extremely anxious and agitated and unable to become calm.

If you feel a student is experiencing a mental health crisis, you should also try to talk calmly to reassure the student and talk with them about what they would like to happen. However, in emergencies you should call 999 and ask for the ambulance service.

If there is a crisis and the person’s physical health is also at risk (e.g. because of an overdose or injury), the Emergency Services should be called immediately. If there is a risk of physical violence, or if the person is at risk of self-harm or of causing harm to somebody else, it may be necessary to contact the police.

For any further information, please contact the Placements Officer.

# TROUBLESHOOTING

If possible, issues should be resolved informally between Host and student in the first instance. Students should raise issues in a positive and proactive manner; Hosts should address problems in the course of their regular feedback with the student.

If this is unsuccessful, or if there are more serious issues, Hosts and students should contact the Placements Officer and/or Unit Tutor for a formal resolution.

## Complaint Procedure for Students

The School’s complaint procedure – published in the Student Handbook – must be used in respect of a complaint about placement learning. A placement briefing should advise students on how to raise concerns with their Host, and when to raise the matter with the Unit Tutor or Placements Officer.

Students are also given the opportunity to provide confidential feedback to the Placements Officer at the close of their placement.

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## Complaint Procedure for Hosts

Placement Hosts must contact the Placements Officer immediately if they believe there to be a disciplinary issue with a student. If a Host receives a formal complaint from a student on placement then they should refer the matter immediately to the Placements Officer so that the School’s Complaints procedures can be used.

**Hosts should not terminate a placement without first contacting the Placements Officer.**

## Cancellation of Placement by Host

Students must understand that Hosts have the right to terminate placements or projects with immediate effect in consultation with the School if they can show that students have demonstrated any of the following:

* Continued and unauthorised non-attendance/lateness
* Offensive behaviour
* Discriminatory behaviour
* Violence
* Behaviour that endangers others
* Illegal actions

In the event of a placement being withdrawn or cancelled by a Host Organisation for whatever reason, the Unit Tutor and Placements Officer will negotiate an alternative placement that fulfils the requirements of the student.

If the cancellation occurs near to the end of the placement period, it may not be possible to generate a placement that will allow the student to adequately engage in the intended activities and meet learning outcomes. In this case, the student may be given a slightly longer research period, or be able to make up the extra time needed whilst having work- based learning experience at a different point in the year.

# AFTER THE PLACEMENT

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## Post-Placement Debriefing of Students

In cases where all students undertake a placement and subsequently return to the School for the remainder of the course (i.e. the placement is not the final element), the course should normally incorporate a process which helps students to recognise, consolidate and possibly share what they have learned from placement, and be supported applying that learning to future work. Such debriefing may take various forms, but it is focussed on learning, rather than on consideration of the organisation of the process.

## Feedback from the Placement Host

The Placement Host is normally asked to provide feedback on the student. It should be made clear whether this contributes to the students' assessment.

Additionally, Placement Hosts are normally asked to give some feedback on the operation of the placement and – from their point of view – how effective it was as a learning experience. Their suggestions for improving the process should be invited, either through a questionnaire or through a conversation, noted, and allowed to feed into programme monitoring.

## Feedback from the Student

Student feedback on the placement is normally invited, covering both the operation of the placement and how it might be improved, and the value of the placement as a learning opportunity. In general, this is about the process as a whole and is separate from the opportunity to provide confidential feedback on a specific Placement Host.

# APPENDICES

## APPENDIX 1: CSSD STUDENT CODE OF CONDUCT FOR OFFSITE WORK

All students working offsite (including on placement, research, projects and festivals) are reminded that they are ambassadors for the Royal Central School of Speech and Drama. As such, they are expected to conduct themselves politely, cooperatively and positively at all times.

Central expects all of its students undertaking work offsite to receive a full Health & Safety induction on the site of such work in the UK and for the Hosts to comply fully with the Health and Safety at Work Act 1974. Students are expected to make themselves familiar with their Health & Safety responsibilities whilst on placement and to ensure that they comply with them at all times. Those students undertaking offsite work overseas should familiarise themselves with any differences to Health and Safety procedures.

Central expects all its students to be appropriately supervised whilst working offsite and for there to be a nominated member of staff to act as a contact and to be the person in charge of that student during the period that they are working offsite. This contact person should be available at all times during the working week, or provide alternative contact arrangements where this is impracticable. In some cases, the individual will be a member of the Royal Central School of Speech and Drama’s staff, whilst at other times it is the responsibility of the Host Organisation.

Students embarking on offsite work abroad should thoroughly research the country and local area that they will be living and working in, and the customs, attitudes and beliefs of that culture. The same should be true of a student entering into an unfamiliar environment in the UK. It is also the student’s responsibility to ensure that they have appropriate legislative documentation to enable them to undertake work.

##### APPENDIX 2: CSSD STUDENT CODE OF CONDUCT FOR OVERSEAS OFFSITE PROJECTS

I undertake to carry out the following in addition to the terms outlined in the Royal Central School of Speech and Drama’s Student Handbook and associated policy documents:

* Refer to the Foreign & Commonwealth Office advice website before and throughout the trip to ensure that I am aware of any updates in security warnings: [http://www.fco.gov.uk](http://www.fco.gov.uk/).
* Understand that I am advised to obtain comprehensive personal insurance cover in addition to CSSD’s own cover.
* Make myself familiar with local laws and customs before leaving and conduct myself accordingly
* Register with the British Embassy on arrival in the country
* Carry an official letter outlining the purpose of my trip at all times
* Carry identification at all times
* Stay in agreed areas and not travel to areas listed as “at risk” by the Foreign and Commonwealth Office
* Work and/or travel in a group - a minimum of two people at all times
* Not place myself or another person in danger.

I have read the Code of Conduct for Offsite Work and I understand that I am an ambassador for the Royal Central School of Speech & Drama and will conduct myself appropriately at all times.

I understand that any activities I choose to undertake which are unrelated to my status as a student of the Royal Central School of Speech & Drama will be my own responsibility and not that of the School.

###### Name: ……………………………………………………………………………….. Course (& academic year, if appropriate)……………………………………… Placement or Project location:….……………………………………………….

***N.B. Please read the following statements and if one or more of them apply to you, you are strongly encouraged to make an appointment with either the tutor responsible or the Student Advice Service***

* I am worried that I am unprepared for something that I have not experienced before (e.g. it’s my first time away from home, overseas, or on an aeroplane).
* I am concerned that I may not be able to complete the work I am undertaking.
* I have disclosed a disability, but I have not disclosed my specific concerns about the trip.
* I have an undisclosed physical or mental health condition that may affect travel arrangements or activities being undertaken during the trip.
* I have a disability that I have not hitherto disclosed to anyone.

##### APPENDIX 3: CSSD STUDENT CODE OF CONDUCT

###### General Principles

The student experience, and a collaborative approach to learning, are at the core of Central’s mission. By creating new challenges in our training environments, and establishing ourselves as a world-leading centre for performance teaching and research excellence, we aspire to foster a climate of creativity, artistry and innovation.

This can only be achieved if all members of the School’s community have the trust and confidence to work alongside each other in an environment that permits freedom of thought and expression within a framework of respect for the rights of other people.

This Code of Conduct define the standards of behaviour that are required of all students during their time as a registered student of Central, and were developed in collaboration with Students’ Union. They apply to all student activity related directly or indirectly to being a registered student at Central, including both academic and social contexts.

What follows is intended to outline key headline areas, alongside illustrations of the kinds of behaviour that may result in the Student Disciplinary Procedures being triggered. This is not intended to be an exhaustive list of all behaviours that would contravene the Student Code of Conduct. You should make yourself familiar with this document so that you are able to conduct yourself in a professional, courteous and inclusive manner. Any behaviours which negatively impact on the people that make up the Central community (and all those who come into contact with it) or the physical environment of the campus will not be tolerated.

###### Equal Opportunities

Central aims to be a community where staff and students are treated on the basis of their intrinsic value as human beings and where opportunities are available for all to use and develop abilities in order to realise potential. Central considers that equality and diversity are enriching, both collectively to the School community and individually to its members. It aims to create and sustain a working environment in which true equality for all is created through understanding and behaviour. This includes fostering equality of opportunity through promoting good relations among and between staff and students.

The School is committed to equality of opportunity for all, irrespective of gender, race, age, ethnic or national groups, marital status, sexuality, LGBTQ+, disability, religion, political belief or trade union activity. Discrimination takes place when an individual is treated less favourably than others based on a protected characteristic.

The School is committed to taking positive action to promote such equality of opportunity, and this applies to both students and staff.

The School has published a Single Equality Scheme.

###### Behaviour

Central expects all members of its community – students and staff – to conduct themselves in a professional, courteous and inclusive manner. The following is an indicative list of behaviours that would result in Student Disciplinary Procedures being triggered. This list is not exhaustive, but is intended to give an overview of the kinds of behaviour that will trigger the Student Disciplinary Procedures as outlined in Appendix 3 of the Handbook of Academic Regulations.

* + Bullying, aggressive, threatening, indecent, disorderly, offensive, violent or other unreasonable behaviour or language, whether expressed orally or in writing (including electronically and on social networking websites) whilst on the School's premises or engaged in activity associated with the School (this includes the Student Union Bar and any occasions away from the campus where you are interacting with members of the School community);
  + Harassment: that is, unwanted physical, verbal or non-verbal conduct which may (intentionally or unintentionally) violate a person’s dignity or create an intimidating, hostile, degrading, humiliating or offensive environment, and/or which interferes with an individual’s learning, working or social environment. (Harassment also includes treating someone less favourably because they have submitted or refused to submit to such behaviour in the past).
  + Misuse or unauthorised use of the School's premises, facilities or property, including misuse of a computer or networks in breach of the relevant IT and library regulations and policies;
  + Misappropriation of funds or assets belonging to the School or the Students' Union;
  + Repeated breaches of course discipline, despite course-level warnings;
  + Conduct which prevents or disrupts teaching, learning, assessment or research at the School or in a placement organisation, or the School's administration, or the orderly conduct of any meeting or activity of the School or involving the School.
  + Conduct likely to cause loss, damage or harm to the School, its staff or students or members of the public on School premises, or to their property or safety or the School's property;
  + Serious, wilful or recurrent disregard for the School's Health and Safety procedures;
  + Behaviour which breaches the School's Single Equality Scheme and associated Statements on Equality;
  + Any criminal offence committed on the School's premises;
  + Any criminal offence committed outside the School which, in the judgement of the Principal or their designate, is detrimental to the School, or to any student or member of staff or governor of the School;
  + Failure to comply with a previously imposed penalty arising from a formal Student Disciplinary Procedures investigation;
  + Failure to attend a disciplinary and/or appeal interview without reasonable cause.

###### Sexual Misconduct

Sexual misconduct which includes (but is not limited to) the following, within or outside a sexual or romantic relationship, including where consent to sexual activity has been given then withdrawn, or if consent has been given on previous occasions: sexual intercourse or engaging in a sexual act without consent; attempt to engage in sexual intercourse or a sexual act without consent; sharing private sexual materials of another person without consent; kissing or touching inappropriately without consent; inappropriately showing sexual organs to another person; repeatedly contacting or following another person without good reason; making unwanted remarks of a sexual nature.

For the avoidance of doubt, in this paragraph, ‘without consent’ includes purported consent obtained by force, intimidation, manipulation or coercion. Sexual harassment, that is any form of unwanted or persistent behaviour of a sexual nature.

###### Racism

The term 'racism' relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a group or person's race. Racially based conduct that subjects a student or a staff member to discrimination on the basis of race or has the purpose or effect of substantially interfering with an individual's work or study performance or creating an intimidating, hostile or offensive work or study environment.

Racial harassment may include, but is not limited to the following: verbal or written racial slurs, epithets, jokes, comments or terms; repeated remarks to a person that contain racial, derogatory or demeaning implications; sabotage of work or projects when associated with other forms of racial harassment; racially oriented graffiti; verbal, written, or physical expressions of hatred due to race; display or distribution of racially oppressive or demeaning objects, pictures, literature, magazines, cartoons, posters or images; harassment involving objects or items historically or stereotypically associated with race; unwelcome physical contact, close physical proximity or looks when associated with other forms of racial harassment.

###### Hate Incidents

Hate incidents and hate crime are acts of violence or hostility against a person or property that is motivated by hostility or prejudice towards a person due to a particular characteristic. This could be a disability, race or ethnicity, religion or belief, sexual orientation, transgender identity or an alternative sub-culture hate crime.

Hate incidents can take many forms: verbal abuse like name-calling and offensive jokes, harassment, bullying or intimidation, physical attacks, threats of violence, on line abuse.

###### Social Media and Online Behaviour

All students have a responsibility to conduct themselves in a professional, courteous and inclusive manner - this includes all online and virtual spaces and all types of social media.

Central will not tolerate online bullying or other activities (such as posting indecent or offensive content) undertaken on the internet that have a damaging or pernicious effect on other individuals or on the School.

Any inappropriate or damaging comments or activities undertaken anywhere online that come into the public arena will be subject to formal Student Disciplinary Procedures.

For the avoidance of doubt, this includes emails (whether sent from a Central or other account), chat rooms, email, texts, instant messaging (e.g. WhatsApp), Facebook, Twitter, Instagram, YouTube and any other social media platform or internet forums.

###### Alcohol and Drugs

As a community, students and staff can expect to work, study and socialise together in a reasonable manner, free from the effects of alcohol, drugs and other intoxicating substances and within a safe environment (in line with the School's Health and Safety Policy).

Under the Misuse of Drugs Act, 1971, it is an offence for the School knowingly to permit certain activities such as the smoking of cannabis, the possession of illegal drugs or the supply of controlled drugs to take place on its premises.

The School also has a requirement to comply with the Licensing Act 2003 covering bars and the use of public spaces. Students who are suspected of being under the influence of drugs and/or alcohol may not be permitted to attend studies at the discretion of the Programme/Course/Pathway Leader. In such circumstances the formal Student Disciplinary Procedures will be triggered.

Students must not be under the influence of drugs and/or alcohol when taking any active part in any performance or production on Central's premises or on offsite projects or placements.

Activities rendering the School liable to legal prosecution will be treated, in the first instance, under the Student Disciplinary Procedures. Serious offences may be referred to the police.

###### Attendance and Punctuality

All students at Central are expected to maintain full attendance to all aspects of their programme. It is an essential part of the specialist training offered at Central that students are punctual and present for all sessions. Lateness and non-attendance are considered to be formal disciplinary matters. It is a student’s responsibility to note their Programmes Officer details and the method for reporting absences.

###### Academic Conduct

Students at Central are expected to comply with best academic practice, and not to commit any assessment offences (such as plagiarism, collusion, or contract cheating) during the course of their studies.

###### Awareness and Caring for Others

You should be aware of the help and support available at Central from sources such as the Student Advice Service, Disability and Dyslexia Service, the Counselling Service and Central’s Student Union.

You should show consideration for the welfare of your friends and peers and, if appropriate, provide advice on seeking help or speak to a member of staff if you are worried about another person’s well-being, health or behaviour.

###### Health and Safety

Central takes Health and Safety (H&S) seriously, because we believe that:

* Everyone has a right to a healthy and safe learning environment;
* Good H&S is an integral part of best practice in all our activities;
* It is an essential part of being a good employer and quality educational establishment.

Students have a responsibility to contribute to Central's healthy and safe learning environment. Following are some principles that all students are expected to follow.

All students should ensure that they understand any requirements or procedures that are relevant to what they are doing and should follow them. Central aims to only stipulate rules when necessary and to protect students' health and safety. If a student is unsure of how to do something or use any equipment, they should ask for help or guidance.

Students must only use equipment and tools for which they have the necessary authorisation. If in doubt, see point above.

A safe and healthy environment starts with taking personal responsibility. If a student is using a space, they should think of the obvious hazards over which they have some control (e.g. slips and trips, sharp edges, space to move freely, falls from height) and do something about them to minimise the risk of injury or ill-health.

Embrace risk assessment! If a student is doing something slightly different, spend a few minutes thinking about what extra hazards this might create that may not have been covered by existing arrangements. Work out what needs to be done and then do it. This will be integral within some courses, but it is relevant to everything and everybody.

Try not to introduce any new hazards into spaces unwittingly or unnecessarily - for example, if a student is using their own equipment, check that this is appropriate first and always give things a visual inspection before use (e.g. 80% of all electrical problems are preventable by checking things like cables, plugs and connections before use).

If there is something not quite right with a space and the student is unable to fix it, speak to the relevant course team or to the Estates Team as soon as possible so that the issues can be resolved.

Student must report any health and safety incident that they witness or are involved in, however trivial. Central can only learn how to prevent things going wrong if we have enough information. Our reporting and investigation procedure is based on the principle of considering incidents as learning opportunities.

If a student sees good practice, then they should share it. Learning from good practice is just as useful as learning from when things go wrong.

Remember that whatever you might read or hear, good health and safety - the kind we aspire to at Central - is about enabling all students to achieve their potential and is never about preventing or constraining their learning or self-expression.