

# PLACEMENT PROVIDER GUIDE



## OUR VISION: We will

- Achieve excellence through fully realising the potential of our students and colleagues
- Deliver inspirational teaching and learning and student experience in further and higher education
- Make Reaseheath the preferred place to work and study with superb facilities, resources and support for colleagues and students
- Lead and develop partnerships with industry and our communities that make a positive difference
- Be the College training provider and employer of choice

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## Work Based Learning

Firstly may I, on behalf of University Centre Reaseheath, offer you my sincere thanks for providing our student(s) with a placement opportunity. We are an institution proud of our links with industries, developing our students to become successful graduates in a range of fields. Our work based learning module enables students to develop their employability skills before entering the competitive graduate job market. Without your support in providing a placement this would not be possible.

Many students want to undertake a placement related to their degree programme and in a role linked to their future career so that they can:

- apply the knowledge they have gained through study in a practical work-based setting;
- develop their subject-related knowledge;
- enhance their CV in their chosen career area;
- make potential contacts for the future.

Often however, students may not know what career path they wish to follow and in this instance, WBL provides a valuable opportunity to:

- 'try out' a possible future career;
- develop 'employability skills' to become a more competent future job applicant;
- enhance their CV.

In addition to this, the WBL module is academically assessed and contributes to the student's overall degree classification.

The academic assessment for this module is in three parts. Each part is referenced against key employability skills:

1. Completion of a self-audit against key employability skills.
2. A critical reflection on their contribution to the workplace with reference to two key employability skills and based on feedback received whilst on placement e.g. appraisal and/or mentor feedback.
3. Completion of a personal and employability development plan that identifies areas of development, in relation to personal attributes and employability skills.



## Considerations and actions before the start of the placement

There are two ways in which students secure their placements for the WBL module. Some students will apply and be shortlisted for a placement that an organisation has offered directly to Work Based Learning. Alternatively, some students may prefer to find their own placement that is subsequently approved by a WBL Placement Co-ordinator.

### Placements offered directly to students

The student should have discussed the placement requirements with you at the time it was requested/offered by you.

For all placements, we ask that placement providers carry out the following before the start of the student's placement:

- Initial conversations about student's objectives
- This will give the student a realistic experience of the recruitment/selection process, as well as giving you the opportunity to assess whether the student is suitable for the placement offered.

If you are satisfied that the student shortlisted to your placement is suitable for the role, you may request to interview the student if necessary and we ask that during the interview you and the student negotiate the placement objectives.

The interview process will also provide the opportunity for both parties to discuss any queries they have about the placement, as well as confirm the finer details such as hours of work, dress-code, work space, parking etc. (please see information about the Placement Objectives Document later in the guide).

With regards to hours of work, students are required to undertake a placement of no less than 150 hours accrued in a block or flexibly as negotiated between themselves and the employer. You are asked to discuss the hours the student(s) is expected to work (hours can be completed with more than one employer) and over what time period. Some students may have part-time work or other commitments such as child-care during the placement period and will be advised to raise any such commitments during their interview when negotiating hours of work. There may be UK Bank Holidays within the placement period and students must ensure that they have taken this into account when ensuring they have completed the required minimum number of hours.

Following the interview, if you think the student is not suitable for the placement you have offered, please contact the WBL Office as soon as possible.

## Return the confirmation form

Following the interview, if the student is suitable for the placement offered, placement providers are asked to indicate this, and any additional requirements (e.g. DBS check or vaccinations) on the Placement Confirmation Form. The placement confirmation form will be emailed to you and can be completed online

Placement Providers that have offered a placement directly to students must also complete the Health & Safety/Risk Assessment details as soon as possible. This documentation is used to ensure that the placement meets the health & safety requirements of the University Centre.

## Health & Safety – insurance & risk assessment

University Centre Reaseheath has a duty of care to its students. Placement providers are required to comply with health & safety legislation and ensure, as far as is reasonably practicable, the health, safety and welfare of the student during the placement.

Placement providers should hold Employer's and Public Liability Insurance as this will indemnify the placement provider in the event of a student being injured or causing accidental injury or accidental damage during the placement and subsequently a claim being made. If your organisation does not hold such insurance, please contact us.

University Centre Reaseheath holds Public Liability Insurance (where relevant) which protects the University Centre in the event of it being found negligent and damages are awarded against it.

We ask that placement providers make available to the student appropriate guidance, instruction and health & safety training (including fire precautions, emergency evacuation and arrangements for reporting accidents or unsafe procedures).

Placement providers must identify any workplace hazards or risks to which the students might be exposed during the placement and take appropriate steps to minimise the risk of exposure to the student. Placement providers are asked to provide details of any workplace hazards by identifying them on the Health & Safety/Risk Assessment Form. This needs to be received by Work Based Learning prior to the student commencing their placement. Placement providers can contact WBL Placement Co-ordinators at any time if they wish to discuss or review the Health & Safety/Risk Assessment Form submitted.

Should there be any serious accidents/incidents involving the student during the placement, or any breaches of discipline by the student, placement providers are requested to record the details of the incident and contact the WBL tutor or WBL Placement Co-ordinators as soon as possible.

Work placement hours can only be logged once we have received the relevant health and safety information from the employer and the placement has been signed off by University Centre Reaseheath staff.

## Special Educational Needs (SEN)/disability

Students are advised to disclose to their placement provider any disabilities, illnesses or medical requirements that they have before the start of the placement; we are unable to disclose on their behalf without their prior agreement.

Where appropriate, reasonable adjustments should be made by the placement provider to meet the needs of students with disabilities.

If you need any guidance, please contact the Work Placement Manager, Kenny Nolan by email **kenny.nolan@reaseheath.ac.uk** or **telephone 01270 613250**.

## Placement mentors

Whilst encouraging students to be independent learners, we ask you also provide supervision, guidance and support as necessary to ensure that the student can fulfil the agreed placement objectives and meet the assessment criteria for the module. It is recommended that someone is nominated as a Placement Mentor (who may not necessarily be the person who originally offered the placement) to ensure that this support is in place for the duration of the placement. Please notify the student and a WBL Placement Co-ordinator of any changes to the nominated Placement Mentor including contact details/arrangements.

## Travel and other expenses

All placements are unpaid and students should not expect to receive payment for the work undertaken as part of the placement (Unless they are offered a paid role by the employer).

The University Centre is unfortunately unable to cover any additional expenses incurred through the placement, e.g. cost of uniforms, printing, materials etc... Placement providers are asked to make any such costs clear to the student at the outset and reimburse any expenses which arise as a direct consequence of the work undertaken for the organisation during the placement.

The University Centre is also unable to pay placement providers for hosting a student on the Work Based Learning module.

## Intellectual property/copyright

All new intellectual property rights arising from the placement will belong to the placement provider but the student and University Centre Reaseheath may use such new intellectual property rights for the purposes of completion of studies and assessment, teaching and research.

## Confidentiality/ethical considerations

During the placement, students may be required to work with or come into contact with confidential/sensitive data and information.



Whilst WBL Tutors and WBL Placement Co-ordinators will offer general advice to students on confidentiality and ethical issues which may arise during their placements, we ask that placement providers give more specific advice and guidance where necessary, depending on the role that the student adopts, the tasks undertaken and the clients that they are interacting with (e.g. children or vulnerable adults).

### **Specific guidance may be required on:**

- procedures for accessing, handling and disclosure of confidential or potentially sensitive information with reference to any local, professional or ethical guidelines that may apply;
- the inclusion of sensitive information or data contained in company documents, databases, or generated during the placement which the student may wish to include in their assignment as evidence to verify claims of successful attainment of their placement objectives.

Please ensure that students obtain your agreement to include any of the above information and do not submit sensitive or confidential information in their assignment.

In some research projects, ethical approval may be needed before the placement can take place. It is very important when the student is undertaking research that the placement provider is able to supervise them closely and ensure that any ethical issues have been fully addressed by your organisation before the placement commences. If you have any queries or require further clarification regarding issues of confidentiality or ethical approval (e.g. of research projects), please contact the Work Placement Manager, Kenny Nolan.

## **DBS (Disclosure & Barring Service) check**

Where students will be mainly working with children or vulnerable adults, placement providers may request that the students undertake a DBS check (formerly CRB Disclosure) before the placement commences.

Students who have not already undertaken a DBS check as part of their programme of study, and who will require a DBS check to attend their placement, must apply for a DBS check through the University Centre's application procedures prior to starting the placement.

Please note that it is the placement provider's responsibility to indicate that the student requires a DBS check in order to be offered the placement.

The DBS application process can take a few weeks to complete; therefore we ask that placement providers notify a WBL Placement Co-ordinator of the need for a DBS check as early as possible, who will then advise the student accordingly.

We are not able to disclose or discuss the contents of any DBS checks directly with the placement provider but may reveal the DBS number and date received. We thus advise that placement providers ask to see the student's copy of their DBS Certificate before the placement begins and check that it meets their requirements.

## Safeguarding

All students in placements that involve the requirement to safeguard children, young people and vulnerable adults are asked to:

- Accept their responsibilities when using any on-line technologies, such as the Internet, E-mail and social media. This is so that they provide an example to vulnerable groups for the safe and responsible use of on-line technologies which will educate, inform and protect and so that they feel safeguarded from any potential allegations or inadvertent misuse themselves.
- Use electronic communications in an appropriate way that does not breach ethical considerations and the UK Data Protection Act (DPA) 2018.
- Report accidental access to inappropriate on-line materials to the placement Designated Safeguarding Officer in order that inappropriate sites are added to any restricted list.
- Ensure that they know who the Designated Safeguarding Officer is within any placement school or setting so that any misuse or incidents can be reported appropriately.
- Be familiar with Behaviour, Anti-bullying and other relevant policies in placement schools or settings so that in the event of misuse or an allegation, the correct procedures can be followed.
- Report incidents of personally directed bullying or other inappropriate behaviour via the Internet or other technologies.
- In the event of an issue ensure that all Safeguarding concerns in connection with a placement are referred to their Designated Safeguarding Officer in placement and their Work Based Learning tutor who will then alert the Designated Safeguarding Officer (DSO) at the university centre directly.

Please ensure the student is aware of their responsibilities in this respect, have access to appropriate policies and know who the Designated Safeguarding Officer in placement is.

## Data protection

University Centre Reaseheath is registered under the UK Data Protection Act (DPA) 2018 to enable it to hold and process personal data. Any data supplied by you will be processed in accordance with the Act and will not be disclosed to any third party other than for the purposes of Work Based Learning placement provider administration. This data will be held as hard copy and on a secure placement provider database and destroyed when no longer required.

## Diversity & equality

University Centre Reaseheath is committed to the promotion of diversity and equality and the elimination of discrimination in all its forms. Placement providers are asked to comply with equal opportunities legislation and address diversity and equality issues fairly and promptly.

Students should be treated fairly, as an individual, with respect and encouraged to reach their full potential irrespective of:

- Race
- Colour
- Nationality
- Ethnic Origin
- Disability
- Age
- Physical Appearance
- Religion or Belief
- Gender
- Gender Expression or Identity
- Sexual Orientation
- Marital or Partnership Status
- Parental Status
- Socio-Economic Background

Placement providers must ensure that any incidents of discrimination, bullying or harassment during the placement are investigated within a reasonable time-frame, dealt with appropriately and reported to the University Centre.

Further information regarding Diversity & Equality can be found in Appendix C and it is important that placement providers read this fully before the placement begins.

## During the placement

### WBL academic tutor

Before the placement starts, students are required to attend compulsory, weekly preparation sessions at the University Centre where they are introduced to their WBL academic tutor, who is responsible for marking the student's assignment and providing academic support and guidance throughout the WBL period.

The WBL tutor will also provide support should you need any information, advice or guidance during the placement period. They have been asked to contact you in the first instance by email. If this is not convenient or if you wish to discuss anything in person let them know and they will arrange to telephone you. If this does not happen please don't hesitate to email Careers Manager, [kenny.nolan@reaseheath.ac.uk](mailto:kenny.nolan@reaseheath.ac.uk) and he will contact you ASAP.

### Week one

#### Induction

On day one of the placement we suggest to students that they take time to familiarise themselves with the organisation. It is expected that students are treated as regular 'employees' in terms of hours as negotiated in the conditions of work. We therefore ask that you provide students with an induction at the beginning of their placement to advise them of health & safety regulations, instructions on safe working practices and explain any vital company requirements/policies e.g. absence reporting, internet use, safeguarding guidance (where relevant) etc.. It is also important at the beginning of the placement that the student is provided with/has access to any appropriate resources and/or training required to carry out the work agreed during the placement.

During the first week of placement, the student will need to meet with you to discuss their contribution to your organisation and how this placement may help them develop their employability skills (detailed on the appraisal form). Should you need additional information on the academic assessment, the student(s) will have full details of this or you may wish to discuss further with the WBL academic tutor.

### **Timesheet**

To enable the student to gain academic credit they have to verify they have completed at least 150 hours on placement. To do this the student has a timesheet they will ask you to sign on a weekly basis. This document will be scanned by the student as it has to be submitted in electronic format. If it is not possible they may ask you to provide some form of extra verification such as an email or electronic copy of a letter (on company letterhead) stating how many hours they have completed and importantly with your contact details so if required this may be checked. This information will be used to confirm that the student has completed the minimum number of hours and appraise students' performance against the module criteria.

### **Appraisal**

The student(s) will pass onto you a Placement Provider Appraisal Form, together with guidelines for completion. If you, or the workplace mentor, can provide feedback on how the student(s) is progressing against this criterion (and others that you may feel are important) it would be highly beneficial. In addition, if you can provide the student with a written copy of your final evaluation this will provide essential information on the development of their employability skills.

### **Returning company materials**

You may wish to ensure that at the end of the placement, all work or research undertaken by the student as part of the placement is submitted directly to you and any materials or resources used by the student are also returned (e.g. uniforms, handbooks, IT equipment, swipe-cards etc.).

### **Absence**

Students are expected to be fully committed to the placement and attend throughout the placement period as agreed by both parties.

If they are unable to attend their placement due to sickness or other extenuating circumstances, they are asked to notify you as soon as possible. It is important that any absence is recorded accordingly on the student's Timesheet.

If the student is unable to make up the hours lost through absence and thus cannot meet the minimum attendance requirement, we ask that you and the student contact the work placement manager or module leader as soon as possible. The student will be required to provide a medical certificate or other written evidence indicating the reason for their absence along with their final Timesheet and may, with your agreement, be asked to make up the hours lost outside of the WBL period. If the student is absent from the placement without consent or valid reason, or you have any concerns about attendance or punctuality, please contact [heoffice@reaseheath.ac.uk](mailto:heoffice@reaseheath.ac.uk).

## APPENDIX A: RESPONSIBILITIES OF ALL PARTIES

### Responsibilities of the placement provider

Highlighted below are the responsibilities that we ask you as the placement provider to undertake to help make the placement a success, and to help students meet the criteria required to pass the WBL module.

As always, please do not hesitate to contact us to discuss any queries you may have.

### Placement providers agree to:

- Accept the student on placement- working pattern to be discussed with student and weekly Timesheet to be signed by the placement provider. Please note that if the student does not complete the minimum attendance requirement they will fail the module.
- Provide a placement that will develop and enhance knowledge and skills as well as promote personal and professional development.
- Offer learning opportunities which are sufficiently challenging and commensurate with the level of learning expected of an undergraduate student.
- Identify any hazards the student might be exposed to during the placement and take appropriate steps to minimise the risk of exposure.
- Ensure, as far as is reasonably practicable, the health, safety and welfare of the student and provide them with appropriate health and safety training.
- Provide an induction at the start of placement covering health and safety issues as well as other organisational procedures.
- Provide supervision, guidance and support required in order for the student to fulfil the requirements of the placement.
- Indicate whether a DBS check and/or vaccinations are required prior to commencement of the placement.
- Sign a weekly timesheet verifying attendance and hours worked. The timesheet will be used to ensure the student meets the module attendance requirements and also as an official document to submit with claims for travel subsidy. As previously mentioned, if the student does not complete the minimum attendance requirements outlined above they will fail the module.
- Undertake a staff appraisal interview and complete an appraisal form to provide written feedback on the student's performance during the placement.
- Supply any uniform, work travel costs and resources as appropriate for the student to carry out the role.

## RESPONSIBILITIES OF THE STUDENT

### The student agrees to:

- Undertake a placement/s of no less than 150 hours and provide a Timesheet signed by the placement provider/s to verify hours/weeks worked.
- Arrange and attend an interview, and/or initial formal discussion with the placement provider (by telephone if a face-to-face interview is not possible) to discuss placement arrangements and discuss the needs of all parties.
- Advise their WBL tutor or a WBL Placement Co-ordinator if they have any concerns or problems regarding the nature of work, hours of work or treatment in the placement, which they are unable to resolve with the organisation.
- Advise a WBL Placement Co-ordinator if there is a change in circumstances which will significantly affect their travel claim.
- Attend mandatory work placement preparation sessions
- Advise the Placement Manager (kenny.nolan@reaseheath.ac.uk) in writing (using the appropriate forms and procedures) and supply supporting medical evidence or appropriate verifiable evidence if they are having difficulties in completing the minimum attendance requirements.
- Agree the working pattern with the placement provider in advance of the placement and adhere to it.
- Show commitment to the placement provider by complying with reasonable instructions, hours of work, policies, guidelines and rules of the organisation. Failure to comply with procedures and poor attendance during the placement may lead to failure of the module.
- Work conscientiously and make a positive contribution to the organisation.
- Adhere to all safeguarding policies and procedures.
- Advise the placement provider and WBL tutor (or a WBL Placement Co-ordinator) by telephone immediately if, for any reason, it is not possible to attend the placement.
- Abide by the rules and regulations of the placement organisation. Note: placement providers are at liberty to terminate the placement should they fail to do so.
- Take reasonable care of their own health and safety and that of other people who may be affected by their actions.
- Co-operate with the placement provider in complying with the organisation's legal duties.
- Inform their WBL tutor if they have any health and safety concerns whilst on placement, to enable appropriate action to be taken.
- Ensure they have adequate insurance if using own transport to travel to/from and during the placement.
- Advise the placement provider of any disabilities, illnesses or medical requirements that they may have if they will impact upon the placement.
- Seek permission from the placement provider before using any data or material collected from them or the workplace (e.g. photographs) for use in assessment reports, research or other purpose in line with the Data Protection Act.



## **RESPONSIBILITIES OF UNIVERSITY CENTRE REASEHEATH**

### **The University Centre agrees to:**

- Ensure that the student is provided with information regarding the requirements of the Work Based Learning module.
- Provide the student with placement preparation, support and guidance through WBL Placement Co-ordinators and a University-based Induction Programme prior to commencement of the placement.
- Ensure that the placement provider is provided with information regarding their role and responsibilities with respect to the placement.
- Provide telephone advice and guidance required by organisations and students before, during and after the placement period through contact with WBL Placement Co-ordinators.
- Monitor the health and safety standards of the placement organisation via checklist, interview, experiences and accident/incident information in relation to suitability/appropriateness of placement.

## **APPENDIX B: DISCLOSURE & BARRING SERVICE (DBS) CHECKS**

Applicants for the programmes of study, listed below, are required to undergo a satisfactory DBS check under the Rehabilitation of Offenders Act (Exceptions Order) prior to entry of placement. Under current statutory requirements students on these programmes are not required to be rechecked to undertake placements that are an integral and/or compulsory part of the programme, e.g. Teaching Practice.

- Initial Teacher Training (BEd & PGCE)
- Early Childhood Studies
- Christian Youth Work
- Nutrition & Dietetics
- Social Work
- Nursing & Midwifery Training (all routes)

Students who are registered for other programmes that are not normally covered by the Exceptions Order can elect to undertake a module of study, including Work Based Learning, which may contain a placement that will involve the student working or having contact with children or vulnerable people (e.g. the NHS, social services and schools). In these cases the University requires individual students to undergo a satisfactory DBS check through the University prior to commencing the placement.

However, in line with the DBS Code of Practice and other relevant legislation, the University may only ask an Exempted question under the terms of the Rehabilitation of Offenders Act (Exceptions Order).

You should also note that under Part V of the Police Act 1997, placement providers may not be in a position to require a person who is not employed by the placement provider to undergo a DBS check through the placement provider. Applications for all DBS checks for WBL placements must therefore be made through and countersigned by the University Centre Reaseheath except for those positions where a specific Home Office Order exists. It is the placement provider's responsibility to ensure that the student has applied for and received a satisfactory DBS check through the University Centre if required.

The University Centre Reaseheath is statutorily unable to discuss or reveal the contents of an individual student's DBS check with the placement provider; the University recommends instead that placement providers request to see the student's copy of the certificate prior to the start of the placement. However, placement providers must abide by the DBS Code of Practice regarding the fair use of disclosures at all times.

## **APPENDIX C: DIVERSITY AND EQUALITY STATEMENT**

Reaseheath College is committed to the active promotion of equality of opportunity. The College seeks to ensure that no student is disadvantaged or discriminated against on the grounds of: gender; age; marital or parental status; sexual orientation; racial group (race, colour, nationality, ethnicity or national origins); creed (religious, political or personal beliefs or principles); membership or non-membership of a trade union; and socio-economic background. It also aims to ensure that disabled people and those with special needs do not suffer unfair discrimination, and that they are enabled to achieve their full potential as students. The ultimate objective of the programmes delivery is to ensure all aspects of delivery are open to all sections of society and in whose activities all students can participate to the best of their ability. This programme is designed to ensure inclusivity and the diverse needs of our students are provided for. At a departmental level all programmes are developed and delivered with the following aspects in mind:

Admission requirements are clearly set out in promotional materials and due consideration is given to a policy of widening access, participation, diversity and equality.

Each module and programme is developed in line with University Centre policy to both promote equality and diversity and encourage all students in the development of their learning.

There is flexibility in materials and delivery of teaching to support students with disability or from culturally diverse backgrounds and the Department works closely with Learning Support in delivering this support through Learning Support Plans.

The induction week activities are designed to integrate all students both academically and socially and to make academic staff aware of any issues. Students are made aware of avenues of support if they have any issues regarding diversity and equality.

Supportive formative exercises are presented in modules in the first year to give all students an equal chance of succeeding.

Assessments are designed to afford equal opportunity to all students to display their knowledge and skills. The introduction of anonymous marking also enhances equal opportunity, fairness and independence to all students.

In order to ensure that the needs of all students are met any barriers to access (physical, environmental and curriculum) are identified and removed or reasonable adjustments will be made based on requirements.

All learning materials and teaching and learning sessions are designed to be free from racist, sexist and other discriminatory assumptions and practices.

## **APPENDIX C: DIVERSITY AND EQUALITY STATEMENT (CONTINUED)**

All lecturers are aware of diversity issues and discharge their roles with knowledge and sympathy and all students are made aware of both institutional Department structures to discuss issues should a concern arise.

Reaseheath College offers specific support for students with specified learning needs, encompassing all physical abilities, in conjunction with the Higher Education Support Team (HEST) on campus. In collaboration with student support services, and safeguarding task groups, the college's equality and diversity policy aims to ensure that all students and all members of staff at the College have equality of opportunity and are treated solely on the basis of their aptitude, ability and potential to pursue a course of study or to fulfil the requirements of a job. The policy also aims to eliminate discrimination, which is unlawful or unfair.

# OUR VALUES: PRIDE

## **People**

We are passionate about our learners, staff and customers and place them at the heart of all we do by supporting, developing, empowering, encouraging, respecting and valuing their contributions.

## **Responsibility**

We encourage individuals to be responsible and accountable for their actions and decisions, and we promote community cohesion and environmental sustainability through our behaviour.

## **Integrity**

We believe in honesty, integrity and the highest ethical standards in everything we do.

## **Diversity**

We recognise, respect, promote and celebrate diversity.

## **Excellence**

We challenge ourselves to strive for the highest standards of quality and behaviour by adopting a supportive self critical approach in our pursuit of excellence.



## PLACEMENT PROVIDER GUIDE

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GETCONNECTED

