UNIVERSITY OF WESTMINSTER

POLICY AND GUIDANCE ON PLACEMENT AND WORK-BASED LEARNING

Responsibility:	Collaborations Committee
Produced by:	Director of Student Affairs (David Shacklady)
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Approved by:	Quality Review Committee
Consultation via:	Collaborations Committee, Learning & Teaching Committee

1. Introduction

1.1 Placement and Work Based Learning can be vital for students to gain invaluable skills and knowledge to support their academic and vocational objectives. The importance of this learning is recognised in the QAA Quality Code (Chapter B10) Managing higher education provision with others p3, which states that:

> In determining which provision falls within the scope of this Chapter, the critical factor is whether the achievement of the learning outcomes for the module or programme are dependent on the arrangement made with the other delivery or support organisation(s). <u>It follows that voluntary placements or work experience would not fall within the scope of this Chapter, but placement learning or work-based learning necessary to achieve the relevant learning outcomes would.</u>

1.2 B10 cites a number of critical aspects of the management of placement activity for consideration, placing particular importance on the need for awarding bodies, when utilising Placement as a learning device within a programme, to:

i. be clear where management responsibility lies within the organisation (Indicator 2);

ii. undertake due diligence before a student undertakes placement, to inform risk assessment (Indicator 6);

iii. have in place written agreements that clarify the responsibilities of each party are in place (indicator 7);

iv. maintain proper academic control of the activity (Indicator 8);

v. ensure appropriate staffing (Indicator 13);

vi. make students aware of any conditions that will apply and the division of authority between the University and the placement provider (Indicator 18).

1.3 The Quality Code (Chapter B3) *Learning and teaching* sets out requirements around the expectation that every student is enabled to develop as an independent learner. The chapter highlights, through indicators, nine considerations when constructing and maintaining *placement* and work-based learning opportunities. Annexes 1-2 set out the Expectations and Indicators for Chapters B10 and B3.

1.4 This paper has also been drafted to reflect alignment to ASET (2013) *Good Practice Guide for Work Based and Other Placement Learning in Higher Education*, and also considers the predecessor to the Quality Code, the QAA Code of practice for the assurance of academic quality and standards in higher education - Section 9: *Work-based and placement learning* (2007) (see Annex 3).

1.5 A 'Placement and/or Work Based Learning' here is defined as a learning experience located in a work-place. The activity may range from shadowing to full-time employment and it may last for a considerable period as set out in the validation document. In this document the phrase 'placement and work based learning' is routinely abbreviated to 'placement'.

1.6 Through its programmes, the University offers many different types of placements, and works with different types of organisations. These might include: company visits, insight days, internships/vacation placements, practice placements, projects, sandwich placements, semester placements, voluntary-based experiences, pre-qualifying employed placements, semester or year abroad, work shadowing or work based award. Students may undertake placements and work-based learning inside or outside the UK.

1.7 Where an agreement with a partner of the University devolves responsibility to that partner for the arrangement and/or management of placement, the partner is expected to follow this procedure and guidance within the terms of the agreement. The devolved responsibility will be monitored within normal faculty procedures.

1.8 Recognising that all parties have entitlements and responsibilities before, during and after the placement learning period, the purpose of this document is to set out policy that programmes are to address in the provision of Placement and Work-Based Learning. To achieve this, guidance is given regarding placement organisation and the clear apportionment of responsibilities to each party. The faculty (in which the placement module is located determining the place of organisational responsibility), placement provider and student are each expected to follow the guidance set out here. Template agreements and procedures are annexed to further support secure arrangements.

1.9 In every case these guidelines are to be interpreted in terms of the length of placement learning and the associated and contextualised level of risk; the emphasis should be on development of a robust, fit-for-purpose procedure.

1.10 The Faculty, Student, and Placement Provider must work together before, during and after the placement. This three-way partnership will be most effective when roles, entitlements and responsibilities are clearly apportioned. This policy is designed as a basis for development of more-specific procedures by placement teams that take part using the Guidance documents attached as an appendix. .

POLICY ON PLACEMENT AND WORK BASED LEARNING

1. This Policy is applicable to all programmes of study from where a placement or work-based learning is undertaken to enable a student to engage in assessment to meet the learning outcomes of a University programme, whether delivered at the university or through a partnership arrangement.

2. Before a student is allowed to participate, each placement must be adequately assessed by the faculty for both its capacity to deliver the educational objective and the broader risk(s) to either the student or the University. This assessment should be proportionate to the scale of risk, and undertaken with all due diligence[1].

3. Each placement must be supported by a written Placement Agreement that sets out the terms of the placement and all necessary organisational details for the *department*, Placement Provider and Student[2].

4. The purpose and the learning outcomes for the placement and any assessment task(s) and the criteria for assessment will be set out in the Programme Handbook and must be made available to the Student and the Placement Provider.

5. Placements will be monitored by the *faculty* within its annual review procedures to ensure that they remain fit for purpose[3].

6. Each faculty will be responsible for all records pertaining to its placement and work based learning.

[1] Guidance to assess risk and approve a placement is given in Annex 3. Additional guidance for placements abroad, where the level of risk is often significantly greater. Is given in Annex 4.
[2] A sample Placement Agreement is provided in Annex 2.
[3] A sample Evaluation Process is provided in Annex 5.

GUIDANCE FOR THE FACULTY/PLACEMENT OFFICE

2. The Objective of a Placement

2.1 The objective of any placement learning experience is to consolidate and complement the academic learning, knowledge and skills, while integrating aspects of personal career awareness and development, and where there is a professional aspect to achieve competencies essential for entrance to chosen profession.

2.2 The aims for the Faculty and student are likely to include:

i. The development of the student's personal and enterprise skills such as communication, teamwork, problem solving, decision making, initiative, and creativity.

ii. Implementing some academic aspects of the programme, and laying experiential foundations for further study.

iii. Enhancing the student's awareness of the work environment in professional, social and behavioural contexts, thus improving students' employability.

iv. Assisting students in self-awareness and development of their individual career planning.

v. Developing and maintaining links with the community.

vi. In the case of professional programmes, the aims will also include the development of specific skills, professional behaviours and also the assessment of competence.

2.3 The placement provider is likely to have aims such as:

i. Benefitting from students' enthusiasm and creativity as well as knowledge/skills.

ii. Introducing other staff to new skills, e.g. I.T.

iii. Informing selection procedures for new employees.

iv. Deriving value within the placement learning period.

v. In the case of professional programmes, contributing to the development of the future workforce / individual professional

3. Validation and Programme Requirements

3.1 The academic and procedural requirements for placement need to be built into the programme or module at the design and validation stage, covering learning outcomes, criteria for exemption, preparation for placement learning, details of assessment and accreditation, and coherence between theory and practice.

3.2 The arrangements for ensuring that placements are secure needs to form part of the planning process, and an indication of the means of ensuring appropriate placements are selected should form part of the validation proposal.

3.3 There are various planning issues for the Department to consider, including:

i. How the learning outcomes of placement integrate with those for the whole programme.

ii. The minimum and maximum duration of the placement experience.

iii. Where a placement is an optional element of the programme, at what stage and on what basis can students elect to, or not to, do it? What provision is made for students exempt from placement, or unable to find a suitable opportunity, or choosing not to follow that route? How do they proceed? What are the implications for mixing with students who have not experienced the same academic diet? Is there some other academic provision leading to a different award?

iv. Arrangements for any sit or resit can be managed.

v. Any professional body requirements can be seamlessly incorporated.

vi. Provision is to be made for addressing matter of equality and diversity e.g. gender, disability etc.

vii. The assessment of placement learning, such as if and how placement learning is accredited, for example by grades that feed into the main award, or separate University award or recommendation, or by external accreditation.

viii. Whether the learning is supported by technologies, such as electronic portfolios.

ix. Whether any exceptions to the general conditions are to be made for students undertaking placement learning overseas - e.g. alternatives to visits.

x. Whether the conditions of a placement will be reasonable, given a student's work-life balance or other circumstances.

xi. The complaint and disciplinary procedures for the student whilst on placement, and the role of the placement provider in relation to the supervision of students.

xii. Procedures for termination of the placement, by any party and for whatever reason.

xiii. Procedures for approving placement providers, and supporting students in any search for appropriate opportunities if undertaken separately from any institutional provision.

3.4 The purposes and the learning outcomes of the placement are to be articulated in the validation document and Placement Handbook or placement section of the Programme Handbook.

3.5 The academic and procedural requirements should then be communicated to the student at the appropriate stages from recruitment through to preparations for, completion of, and debriefing from, the placement.

3.6 There must be academic and administrative support in place to support placement.

3.7 The appropriateness of the placement must be monitored.

3.8 **Annex 8:** B10 Compliance Checklist must be completed.

4. Home Office requirements regarding placements

4.1 For students studying under a Tier 4 licence, Home Office regulations require student attendance to be monitored at all times even when on placement.

4.2 The department must inform the university Visa Compliance Office (based within Recruitment, Admissions & Marketing) of any Tier 4 student who will be undertaking a placement. The Visa Compliance Office is obliged to inform the Home Office of the address of the placement.

4.3 The department must ensure that the Placement Agreement includes robust mechanisms to monitor Tier 4 student attendance, and that the Placement Provider understands the significance of compliance with Home Office regulations.

4.4 A Tier 4 Student may be able to undertake a work placement overseas but the student should be aware that there are implications for their visa. Should such a request arise, please consult the Visa Compliance Office before any agreement is made.

5. Before the Placement

5.1 The faculty role in placement commences at the programme or module planning stage, when the reasons for including a placement need to be made clear, in order to result in well-defined objectives and procedures.

5.2 The faculty should manage a student's expectations in relation to the placement. This includes detail of how they will be supported during the placement and by whom. In addition, there should be a briefing on matters such as their expected behaviour and clothing, and to ensure there is an understanding of responsibility for the living/travel expenses incurred. The induction arrangements need to form part of the planning arrangements.

5.3 The faculty must have in place a means of identifying suitable placements. This means that the department must undertake checks with due diligence to ensure that the placements provides the suitable and secure learning opportunities for the student, so that any risk, identified by the enquiries, can be managed. Where appropriate, there may be a visit to the Placement Provider. Although the check may be undertaken as a desk-based exercise, aspects of enquiry such as the Risk Assessment (see Annex 5) may require face-to-face contact through a site visit. The approach adopted should reflect the context of the environment and length of placement – thus, proportionate to the level of risk. A student or the Placement Provider may be asked to provide a

portfolio of evidence on the placement provider as a contribution to ensure due diligence is completed robustly.

5.4 Once selected, the continuing suitability of a Placement Provider should be reconsidered on an annual basis.

5.5 Before the placement, the key faculty contacts need to be made known to both the students and the Placement Provider.

5.6 For students with a special need, it is essential to identify the reasonable adjustment(s) that are required. There should be contact made at an early stage with the Disability Learning Support Team to determine the needs of the student, with confirmed agreement from the Placement Provider.

5.7 Where the placement takes place overseas, it is essential to follow the Additional Procedure for the Approval of an International Placement (Annex 4).

5.8 There are various operational issues for the faculty placement office to consider in order to prepare the student of the placement, including:

i. Students may need support in understanding what a placement provider expects in terms of the working environment and health and safety, and the relationship between the placement and the programme.

ii. As a part of this preparation, students may need assistance in recognising and identifying more general employability skills, both personal and interpersonal, and often referred to as personal transferable skills.

5.9 A key role of higher education is to prepare students for life-long learning, that is, for a continuance of learning in the absence of a formal learning environment. From this perspective, a placement or other period of placement learning can form a crucial "half-way house", in which the student is becoming that independent learner, but under the arms-length support of the faculty, which needs to prepare the student for that experience, while also taking into account the need of the student to be prepared for whatever assessment and accreditation regime has been defined. Faculties should define clearly how they will support the student and placement and how this is to be monitored.

6. During the Placement

6.1 During placement learning, the student remains a registered student with the rights and expectations associated with that status. Even where the Placement Provider has responsibility for the student as an employee, the department retains a continuing share in the responsibility for the student's learning. To this end, there needs to be a means of monitoring the student's progress and experience during placement, through visits or through contact with the Placement Provider. Where students are placed outside the UK, there should be a monitoring of progress through contact with both the student and the Placement Provider of appropriate regularity.

6.2 The faculty should make provision for student support to enable the student to optimise the learning experience. This involves giving the student a contact who may

be designated Placement Tutor or Work Placement Officer, and in the case of longer periods visit the student in the workplace to support autonomous learning and ensure satisfactory progress. The faculty should develop and implement procedures to define what will take place, and how such visits will be arranged and conducted.

6.3 The faculty should ensure procedures are in place to enable problematic situations to be dealt with appropriately. The procedures should make clear the arrangement for reporting problems both by the student and the Placement Provider. A speedy resolution of issues might ensure that the problem is addressed without the disruption of the placement. There should be a clear statement on what should happen should a problem emerge. Where possible, this should be resolved within the placement, and an appropriate report made to the department of the resolution. The role of the department in addressing problems should be identified, so that the placement and the student are aware of the means of bringing the problem to the attention of the relevant member of staff.

6.4 On rare occasions, there may be a need to terminate a placement early. The procedures for terminating a placement should be made clear, especially in relation to the Placement Provider.

6.5 The faculty is to oversee the assessment regime defined for the programme, and is to ensure that practice assessors are appropriately skilful, experienced and clear about their role in assessment. This requires that appropriate training and briefing arrangements are in place.

7. After Placement

7.1 When the student returns following placement, the department should make provision for reflection, consolidation and dissemination of learning experiences, both individual and collective.

7.2 The department should take the opportunity to capture student experience and learning, in order to review the programme and develop partnerships with placements, as well as for other placement learning opportunities. Students should be informed how the placement will be evaluated and how this will be fed back to the Placement Provider. The department should use the information as a means of assisting in determining the continued use of a Placement Provider.

GUIDANCE FOR THE STUDENT

8. The Principal Responsibilities of the Student

8.1 The student accepts responsibility for cooperating as necessary in the process of undertaking a suitable period of placement, meeting the programme requirements including assessment, and operating with integrity as an effective ambassador in all dealings with the Placement Provider.

8.2 The student takes every action necessary to get the most out of the learning experience, such as relating learning to the programme/module, building transferable skills, and using the opportunity to consolidate career planning.

9. Before Placement

9.1 Since the implications of a placement experience will vary according to the particular programme and length of that experience, the student should be become familiar with programme requirements, as set out in the programme handbook, placement handbook and any other published documentation.

9.2 The achievement of placement learning objectives is a co-operative activity, and the student has an individual responsibility towards ensuring a satisfactory placement learning experience. The faculty should brief and prepare students and ensure the placements meet the requirements of the programme.

9.3 Students about to commence placement should attend appropriate briefing sessions from the department, including those on Health and Safety.

9.4 Although many placements are allocated by the department (as determined by programme requirements), in some circumstances it will be appropriate that a student takes a proactive approach to securing his/her own placement:

i. Where a placement contributes to a University award or credits, the *faculty* retains final responsibility for ensuring that the placement is sufficient and suitable for purposes of the award or credit even though the student may have a role in selecting the placement and agreeing the arrangements with the provider.

ii. The student may assist by researching the company to which they are applying and creating a file of materials for the *department*. The student may provide the *faculty* with details of the placement provider, start date, work and residential addresses, telephones, email contact details, and name of workplace mentor and supervisor, to facilitate contact and where applicable to enable visiting arrangements to be set in place.

iii. The placement will not be formally recognised until the *faculty* has approved both the activity content and compliance.

10. During Placement

10.1 The student should take every opportunity on placement to optimise the learning experience, relating to academic programme content, developing personal and interpersonal skills, and learning professional expectations and behaviour.

10.2 The student may also undergo a cultural change, perhaps experiencing the workplace for the first time or in a new context, discovering that a placement provider has its own priorities; adjusting to this new perspective may take time.

10.3 Students must ensure that they are fully aware of all programme requirements while on placement, including attendance and assessment.

10.4 Depending on the time period, students may be visited by appointment while on placement learning by academic staff. Visits provide an opportunity to discuss and optimise the learning process offered by the placement. Students should co-operate with the Placement Tutor and help make appropriate visit arrangements when requested.

11. After Placement

11.1 Students should be pro-active in optimising learning from placement learning even after the experience itself has ended. Learning from experience can take the forms of:

i. Further reflection on the placement learning for example as recorded in a journal, reflective learning logs or similar.

ii. Integration of the placement learning with academic modules, where experience can intensify and deepen the understanding to be gained.

iii. Sharing of experience with other students in the same cohort, since there is likely to have been a wide variety and spread of experience.

iv. Sharing of experience with following student cohorts, to enable them in preparation and experience optimisation.

v. Sharing experience with staff involved with the preparation and overseeing of placement, to optimise this provision.

vi. Using the experience as a basis for directing and focusing career plans.

GUIDANCE FOR THE PLACEMENT PROVIDER

12. The Principal Responsibilities of the Placement Provider

12.1 The Placement Provider needs to be clear about the reasons for taking a student on placement and how the student will be supported.

12.2 The Placement Provider should appreciate how students on placement may add value to the organisation rather than serve as unpaid labour, and in all respects other than the shortest periods of engagement treat them in the same way as other employees. However, the Placement Provider should also appreciate their status as students and provide an environment where they have the ability to work at a suitable pace to enable them to learn from their experience.

12.3 The Placement Provider should work with the student and department to maximise the learning experience.

13. Before Placement

13.1 The Placement Provider can best contribute to the placement by:

i. being clear about the motives in offering placement to students

ii. noting that the placement may in some cases be the first time that the student has been in a work place environment.

iii. having realistic expectations of what students can contribute and what induction/training will be needed.

iv. being aware of the requirements and expectations of the student and *department*.

v. recognising that placements will follow a cycle related to the academic or programme year.

vi. recognising that in some instances the student may be living away from home or University accommodation, and may have travelled from abroad.

vii. co-operating with the faculty and /or student in all procedural matters including risk assessment and any subsequent due diligence enquiries, and confirmation of appropriate compliance information.

14. During Placement

14.1 The Placement Provider should:

i. be aware of their liability to the student.

ii. provide induction and training including Health and Safety issues.

iii. appoint a mentor for each student to oversee the training, development and general learning processes of the student.

iv. ensure the mentor has access to the department contacts.

v. Facilitate a student to be visited, providing a meeting room and ensuring availability of the student's mentor.

vi. co-operate with the faculty in all programme requirements such as the need for the student to undertake assessed work while on placement, dealing with sensitive or confidential data, and attend any appropriate event during the placement if requested.

vii. if anything goes seriously amiss with the placement or the student, involve the faculty immediately and jointly seek ways to resolve the situation.

viii. provide the required statements and reports on the student's performance.

ix. provide the student with a debrief session and invite suggestions as to how to make the placement experience even more rewarding for all parties.

x. recognise that after a period of placement the student's priority is to complete an academic programme, and to encourage that process by means such as keeping in contact throughout the student's subsequent studies; where appropriate a bursary or opportunity of subsequent employment may be offered.

ANNEXES

15. Annex 1: Quality Code Chapter B3: Learning and teaching (2012)

The Expectation

The Quality Code sets out the following Expectation about learning and teaching, which higher education providers are required to meet:

Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

The Indicators of sound practice

Indicator 1

Higher education providers articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among their staff, students and other stakeholders.

Indicator 2

Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.

Indicator 3

Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.

Indicator 4

Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.

Indicator 5

Higher education providers collect and analyse appropriate information to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices.

Indicator 6

Higher education providers maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.

Indicator 7

Every student is provided with clear and current information that specifies the learning opportunities and support available to them.

Indicator 8

Higher education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience.

Indicator 9

Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.

16. Annex 2: Quality Code Chapter B10: Managing higher education provision with others (2013)

The Expectation

The Quality Code sets out the following Expectation about managing the delivery of learning opportunities with others, which degree-awarding bodies, and higher education providers without degree-awarding powers that are organising provision by third parties, are required to meet: Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.

The Indicators of sound practice

Indicator 1

A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained.

Indicator 2

Governance arrangements at appropriate levels are in place for all learning opportunities which are not directly provided by the degree-awarding body. Arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the degree-awarding body.

Indicator 3

Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.

Indicator 4

Degree-awarding bodies that engage with other authorised awarding bodies to provide a programme of study leading to a joint academic award satisfy themselves that they have the legal capacity to do so.

Indicator 5

The risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently on a periodic basis. Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place.

Indicator 6

Appropriate and proportionate due diligence procedures are determined for each proposed arrangement for delivering learning opportunities with an organisation other than the degree-awarding body. They are conducted periodically to check the capacity of the other organisation to continue to fulfil its designated role in the arrangement.

Indicator 7

There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. It is signed by the authorised representatives of the degree-awarding body (or higher education provider without degree-awarding powers arranging provision by a third party) and by the delivery organisation, support provider or partner(s) before the relevant activity commences.

Indicator 8

Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards of awards where learning opportunities are delivered with others. No serial arrangements are undertaken without the express written permission of the degree-awarding body which retains oversight of what is being done in its name.

Indicator 9

Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so in the event that a delivery organisation or support provider or partner withdraws from an arrangement or that the degree-awarding body decides to terminate an arrangement.

Indicator 10

All higher education providers maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.

Indicator 11

Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated. Therefore, degree-awarding bodies ensure that the standards of any of their awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that they confer at the same level. They are also consistent with UK national requirements.

Indicator 12

When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB) that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements. The status of the programme or award in respect of PSRB recognition is made clear to prospective students.

Indicator 13

Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through

processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree awarding body.

Indicator 14

Degree-awarding bodies clarify which organisation is responsible for admitting and registering a student to modules or programmes delivered with others, and ensure that admissions are consistent with their own admissions policies.

Indicator 15

Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements approved by the degree-awarding body for the components or programmes being assessed in order to maintain its academic standards. In the case of joint, dual/double and multiple awards or for study abroad and student exchanges, degree-awarding bodies agree with their partners on the division of assessment responsibilities and the assessment regulations and requirements which apply.

Indicator 16

Degree-awarding bodies retain ultimate responsibility for the appointment, briefing and functions of external examiners. The external examining procedures for awards where learning opportunities are delivered with others are consistent with the degree awarding body's approved practices.

Indicator 17

Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations, support providers or partners are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them.

Indicator 18

Degree-awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.

Indicator 19

When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records of study in relation to student achievement. The certificate and/or record of academic achievement states the principal language of instruction and/or assessment where this is not English. Subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or the record of achievement records the name and location of any other higher education provider involved in the

delivery of the programme of study. Where information relating to the language of study or to the name and location of the delivery organisation or partner is recorded on the record of achievement only, the certificate refers to the existence of this formal record.

17. Annex 4: Template Placement Agreement[4]

Placement Agreement (for Home Students)

1. This is an agreement between:

The University of Westminster:

Assisted by (Name of Placements Coordinator) ……..

Address: University of Westminster Site
Tel:
Fax:
Email:

On behalf of the Student:

Name:
Student registration number:

And the Company:

Name: ……

Address: …… Tel: ……..

……. Fax: …….

…… Email: …….

Represented by: **Function:**

2. The duration of the placement is fixed:

From: Till:
(date of commencement) (date of completion)

The working hours will be set by the company. On written request the student will be granted leave of absence to deal with matters arising at the University of Westminster relating to the placement or examinations.

[4] This template may be adapted to suit specific requirements.

3. The Company designates the following person as liaison officer for the student:

Mr / Mrs / Ms: ……..

Job title: ……

Telephone: ……

Email: ……..

4. During the placement the student is bound to the host company's regulations. The student will agree not to use, in any case, the information used for his / her placement project for the benefit of other parties or publication, without the agreement of the Company.

5. In case of a breach of discipline, the Company reserves the right to end the placement period after prior notification to the university representative.

6. Insurance indemnity: It is understood that the Company has arranged for Public Liability and Employers Liability insurance cover, and that the policy includes cover for persons under work experience schemes.

7. The Company is required by law to respect the Health and Safety at Work Act 1974 (HSW Act). Please return the Placement Health and Safety Checklist to the Business Experience Team (BET) prior to the start of the Placement. The University also provides a student induction checklist, which we require the student to return to the BET within the first two weeks of the placement.

8. The organisation will give the student genuine work to occupy them during the Placement and also provide the student the opportunity to conduct a Work Place Project to meet the academic requirements of the Placement Year.

9. If there are any instances of the student being required to work from home, this must be agreed in advance with a member of the BET.

10. At the end of the placement, the Company will confirm with the University the start and end date of the students placement.

11. The BET will act as a direct contact for Organisations. Organisations should immediately report any problems or issues that arise during the Placement.

12. The student and manager will be available for two visits from the University, one between September – December 2014 and the other between April – June 2015.

Company Representative's Name & Signature .....

Date:…….

Student Name & Signature: .....

Date: .....

University Representative's Name & Signature: .....

Date: .....

18. Annex 5: Template Risk Assessment Form[5.]

(source: *UCEA Health and Safety* Guidance *for the placement of Higher Education students*)

Placement Provider:

Company:

Address:

Start/ end dates:

Student name:

1. General control measures		**Action necessary?**	**Action completed?**
Has the placement provider confirmed receipt and acceptance of the Placement Policy and Procedure?	Y-N		
Has this placement provider been used before and been reviewed with regard to health and safety?	Y-N		
Does the placement provider have a H&S advisor?	Y-N		
Has the student received sufficient briefing?	Y-N		
2. Risk profile (high, medium or low)		**Action necessary?**	**Action completed?**
Work factors	H-M-L		
Travel and transportation	H-M-L		

[5] This template may be adapted to suit specific requirements.

factors			
Location and/or regional factors	H-M-L		
General/environmental health factors	H-M-L		
Individual student factors	H-M-L		
Insurance limitations	H-M-L		
3. Conclusions		**Action necessary?**	**Action completed?**
Is a site safety visit required before placement is approved?	Y-N		
Are the risks tolerable such that the placement can be approved?	Y-N		

Prepared by: Date:

The above actions have been completed satisfactorily and I approve this placement.

Programme Director:_____

Signed: _____

Date: _____

19. Annex 6: Additional Procedure for the Approval of an International Placement[6]

Placements abroad may pose a particular risk to a student and to the *department's*[7] ability to manage the placement effectively. Before a Placement Agreement may be issued, the *department* must assess the risk(s) involved in allowing a student to undertake a placement abroad through the application of a Due Diligence enquiry, and will ensure that control measures are in place.

Where a *department* wishes to engage with a placement provider based abroad, it will provide Due Diligence details under the following headings, to assess the feasibility and the risk of the placement:

1) Basic Information

a. Organisation's Name and Website Address

b. Name, position and contact details of key placement link officer

2) Remit and Status of Placement Provider

a. Strategic Objectives/Mission Statement

b. Portfolio

c. Insurance Cover

d. Previous and existing relationship with the University

e. Relationship with other UK HEIs

f. Organisation's experience of, and procedures for, placement provision

3) Reputational Standing of Proposed Organisation

a. External Quality Assurance and /or Professional Body Reports

b. Other Evidence of Standing e.g. general web search, other reputable partner organisations etc.

4) Welfare of Staff and Students

a. Student Support and Welfare services available

b. Placement Venues - Accessibility Issues

5) Status of Host Country

a. Key features of legislative framework and policies and procedures under which the organisation / host country operates, especially with regard to the provision

[6] This template may be adapted to suit specific requirements.

[7] Where a partner has delegated responsibility for the management of placements within a University award, it will follow this procedure on behalf of the University Department.

of higher education placement

b. Issues surrounding right to work / right to enter country

c. UK Government guidelines, regarding concern.

6) Summary of issues arising from investigation and assessment of risk (please also attach Risk Assessment form):

7) Name of Proposing Officer: _____

Signature: _____**Date:**_____

8) For the HoD: any additional measures to be implemented as a precursor to an agreed Placement:

9) Approval of HoD to proceed to Placement Agreement

Signature: _____ **Date:** _____

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20. Annex 7: Template Monitoring Placement

FIRST VISIT: PLACEMENT VISIT TRACKING FORM ***– A separate form is to be completed by the tutor for each student visited***

Please complete and **email** wbs-bet@westminster.ac.uk the Business Experience Team by **31st December 2013** for inclusion in the student's file.

TUTOR'S NAME (**please print)……**

STUDENT'S NAME (please print) …….

The above-named student has been visited AND: (tick ONE box below)

The **placement is** proceeding satisfactorily

OR

The **placement is not** proceeding satisfactorily for reasons given BRIEFLY below. (If necessary a written or verbal report will follow)

Tutor's perception based on student and employer interviews:

Please tick in the appropriate column where 1= *Poorly/ Not at all and 5= very well*

	1	**2**	**3**	**4**
Student has settled down well				
Student feels comfortable in that team/workplace/general environment				
Student is performing well in the job				
Student feels supported by the manager				
Student feels there are opportunities to develop				
A suitable project has been identified				
Manager/ employer will provide resources (e.g. access to data) for the project				
Manager/ employer is happy with this placement. Please expand if necessary …… ……..				

If there are any problems please state here:
…….

……

……..

Brief summary of Placement visit where not adequately expressed above: *(Please include, how the student has settled in, student motivation and happiness, whether the placement is of a suitable level of challenge, employers comments, any issues, student's views, opportunities for student to expand his/her skills and experience, progress on identifying project area/title)*

SECOND VISIT by PLACEMENT CO-ORDINATOR– SAMPLE QUESTIONS FOR MEETING WITH STUDENT

NB It is important that this visit is not seen as a repetition of the first one with a different person and that the student has to repeat what was said before. This visit should be developing from the first one and focusing on the student's well being and development and that the project is progressing.

Student's Name_____ Visit Date: _____

1. How is the placement going?

2. In what ways does the student feel s/he is developing? Skills, experience, responsibilities, achievements.

3. What has the student been able to do to maximise the benefits of the placement experience? Can this go further?

4. What does s/he (now) hope to get out of the placement? Ascertain the student's commitment level and ability; discuss likely areas for development in the second half of the placement. **If the students expectations were not being met at the time of the first visit, to what extent are they now?**

5. How far does the student feel s/he is now contributing to organisational

objectives?
Evaluate the student's understanding of organisational objectives and the extent to which his/her work meets them.

6. How far has there been discussion about / development of, the project?
You may need to encourage the discussion between the student and manager about the nature and development of/ undertaking of the project. Ask whether the student needs help in developing the project or whether it is progressing well.

7. To what extent has there been discussion with the tutor about the project? Is the student in regular discussion with the tutor by phone or email? (NB see below about return visit to the university) or is a discussion needed at the return visit?

8. How well does the student feel his/her progress on the project is going?
e.g. access to data, analysis, research, writing up?

9. What are the best aspects of the job? This may have changed from the previous visit.

10. What are the worst aspects of the job? This may have changed from the previous visit.

11. How well is the logbook of transferable skills being completed? Is it being completed regularly?
Remind student that it is an assessed requirement of the placement. Ask to see the Log book and check it is being completed fully.

12. Remind the student about the return day for briefing at the University <u>if it has not already taken place</u>
To be arranged by the Undergraduate Office (probably will be held mid-April 2012) when students choose their level 6 modules.

Discuss with the student whether their experiences on placement might be suitable for them to give a brief – 10 minute – presentation on the benefits they have experienced, to current level 5s.

Discuss also whether they would like a short face to face meeting with their tutor to

review progress on the project or any other matters the student may want to raise. This needs to be arranged directly between tutor and student.

13. Are there any problems that the student would like to raise?

See 'Dealing with problems' in the Tutor's Guide

21. Annex 8: B10 Compliance Checklist

1: Details of Placement		
Faculty		
Programme		
Partner/Opportunity		
Brief Description		
Credit Bearing	Y/N	
Contributes to Learning Outcomes	Y/N	
Are risk assessments done?	Y/N	
2: Placement design/development		
Does placement learning map to course or module learning outcomes? If Yes, how?	Y/N	
Is there guidance of Universities on pre-placement preparations, contact and monitoring during and post experience?	Y/N	
Is there any involvement from the placement supervisor in the delivery or support of learning outcomes?	Y/N	
Are arrangements are in place to enable students to complete / achieve the articulated placement requirements, if the opportunity is withdrawn by the provider / student or University during the placement period?	Y/N	
How are students and providers prepared for placements?		
Is the placement experience recognised on student transcripts / records of study?	Y/N	
3: Placement approval		
How are placements identified and developed?		
What are the mechanisms of agreeing / approving placements and who (job role) agrees them?		
Is each placement underpinned by an agreement	Y/N	

or a document setting out the rights/obligations of the parties? If so where are these stored? What record is kept at faculty level documenting individual student placement activity in any given year?		
What safeguards are sought before students start placements: insurance cover, health and safety, risk assessments?		
4. Delivery		
What mechanisms are in place to monitor the student experience during placement?		
What information is provided to students before, during and after placements (please provide the timeframes when this information is provided)		
5: Monitoring		
How do you gain assurance for the quality of the student learning experience during placement? How is this monitored and reported?		
What information concerning placements is provided or considered during annual monitoring?		
6: Other:		
What standard information, guidance, documents and templates would faculties find useful for placements?		