



University of
Salford
MANCHESTER

WORK BASED AND PLACEMENT LEARNING POLICY

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Careers and Enterprise

1.0 Purpose

- 1.1 This policy, associated documentation and guidance sets out the formal requirements for the quality management of Work-Based and Placement Learning (WBPL). It is an essential reference point for all staff, programme and professional service teams and collaborative partners that are involved in or responsible for WBPL which is integral to a programme of study at undergraduate or postgraduate level.
- 1.2 It aims to promote good practice and ensure that the University meets its responsibilities with regard to managing the quality of the student learning experience as well as their safety and wellbeing in the context of WBPL as part of a programme of study. This includes all WBPL learning opportunities provided by third parties wherever it is delivered and regardless of duration, including those that are integral to a programmes delivered by collaborative partners of the University.
- 1.3 The policy aims to:
- provide a comprehensive statement of the University's principles, processes and procedures that govern the quality management of WBPL;
 - provide a framework for the identification and assessment of the risks associated with WBPL provision, and proportionate processes and procedures to effectively manage that risk;
 - ensure that Schools, programme and related professional service teams, and departments have appropriate procedures in place to plan, secure, approve and/or allocate and manage WBPL opportunities in ways which comply with health and safety and legal requirements;
 - provide threshold expectations for the management of different kinds of WBPL opportunities;
 - clarify the relative roles and responsibilities of various parties involved in WBPL including Schools, programme teams, students and placement employers.
- 1.4 The policy is supplemented by additional documentation for the assessment of risk, [health and safety](#) arrangements and to check that national and institutional expectations have been taken into account in the planning and management of WBPL: [WBPL Code of Practice](#) and [WBPL Good Practice Guide and Resources and Templates](#).
- 1.5 This policy and associated documentation sets out the University's approach to assuring that the management of WBPL takes account of relevant institutional and external reference points and guidance, particularly relating to risk management (including health and safety) and academic considerations. WBPL forms an integral part of a programme of study.
- 1.6 Other activities which might contribute towards students' employability development, such as forms of community engagement, short visits, insight days and experiences play an important and valuable part in the enrichment and enhancement of the student experience but are purposefully excluded from this policy where they do not form an integral part of a programme of study.
- 1.7 The policy takes as a key reference point the UK Quality Code for Higher Education, including relevant Indicators in [UK Quality Code for Higher Education Chapter B3: Learning](#)

[and Teaching \(Sept 2012\)](#) and specifically [Chapter B10: Managing Higher Education Provision with Others \(Dec 2012\)](#)

Chapter B10 (QAA, Dec 2012) sets out expectations and indicators of sound practice where 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) including those providing WBPL that is integral to the programme.

The policy relates specifically to the Expectation of Chapter B10, which states:

‘...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...’

- 1.8 Where a University programme incorporating WBPL is approved for delivery by a collaborative educational partner, the University must be assured that the partner organisation has the appropriate resources and systems in place to manage WBPL in accordance with this policy.
- 1.9 This policy is underpinned by a risk-management approach. It seeks to ensure quality of provision by providing procedural guidance and setting out expectations that are proportionate to the nature, purpose and extent of the arrangements envisaged.

Additional external reference points:

[UCEA Health and Safety Guidance for the Placement of HE Students \(August 2009\)](#)

ASET Good Practice Guide for Work-Based and Placement Learning in Higher Education (2013)

[ASET Good Practice Guide for Health and Safety for Student Placements \(2016 Update\)](#)

[ASET Good Practice Guide for Supporting Students with Disabilities on Placement](#)

2.0 Scope

The Policy is relevant to all staff (at the University and its collaborative partner organisations) who are responsible for or involved with the management of WBPL that form an integral part of a University approved programme of study. It is also relevant to those involved in the design, approval and review of programmes.

3.0 Definitions

WBPL refers to any planned period of activity during which a student, registered on a University of Salford programme, engages with a third-party workplace as an integral part of their programme of study and where there is transfer of direct supervision of the student to the third-party.

- 3.1 WBPL can take many different forms, ranging from a single visit to supplement part of a module, through to a whole module(s) within a programme to an entire programme that is work-based. Arrangements to provide WBPL can involve a number of partners, both formal collaborative educational partnerships and employer partners, and the nature of

the relationship with partners in different arrangements will vary significantly. This makes it difficult to provide a precise definition of WBPL.

3.2 For the purposes of this document, the following definitions are used:

- **“Placement learning** is regarded...as the learning achieved during an agreed and negotiated period of learning that takes place outside the institution at which the full or part-time student is enrolled or engaged in learning. As with work-based learning, the learning outcomes are intended as integral parts of a programme of study. It is important that each student is supported by the institution throughout his/her placement experience, to ensure that specific learning related to the programme can be achieved.” [Chapter B3 of the QAA UK Quality Code for Higher Education](#)
- **Work-based learning** is learning that is integral to a higher education programme, which is based in the workplace and assessed and credited as part of the University programme. It is achieved and demonstrated through engagement with a workplace environment (which may be the student’s own), and normally includes the assessment of reflective practice and/or professional competencies and skills associated with employability.

3.3 **Work-based learning** (WBL) includes learning by a student that requires engagement with a work environment as either an employee, volunteer or in a self-employed capacity (Students studying with the University on a Tier 4 Visa can undertake an assessed and integral placement (including a placement abroad) as part of their programme of study providing UK Visas and Immigration (UKVI) requirements are met. The process relating to Tier 4 students is covered in the Tier 4 work placement policy ([See Tier 4 work placement policy \[s. 4.1-5.4\]](#)) with further details are outlined in the Home Office document [Sponsor a Tier 4 student: guidance for educators](#). UKVI regularly updates its guidance in respect of sponsors’ responsibilities; it is therefore essential that advice is sought at the earliest opportunity. For further advice please contact HomeOfficeCompliance@salford.ac.uk). It includes students on Foundation Degrees and Professional Doctorates, students undertaking work experience and students whose projects or assessments involve engagement in work-based activity. It does not include learning activities which involve visits and/or collection of information from organisations, or activity that takes place on campus but is sponsored by an employer or work-place, design briefs and investigative reports or similar.

3.4 Given the many different forms that work-based learning can take ([see terminology](#)), particularly in relation to the employment status of the student, and the purpose of the learning in the workplace, it is the responsibility of programme teams to consider the extent to which the different parts of this policy apply and to ensure that their interpretation aligns with its general principles. Programme Teams must assess every non-EEA student (liaising with Home Office Compliance Team (HOCT)) before approving any WBPL opportunity.

3.5 **Placement learning** includes short and extended placements or periods of experience and practice within the workplace (or elsewhere), normally with support of a placement employer. Placements may include paid and unpaid work, exchanges or placements abroad, including where students arrange their own Placement Learning opportunity with a placement employer with the approval of the University (or collaborative partner).

Placements can take place within the University or formal educational partner if they meet the requirements for the module or programme, for example, a student could undertake a placement in one of the service departments of the University or partner.

3.6 Different categories/types of placement included in the policy and their threshold requirements for process, documentation and supervision are identified and defined in [Terminology](#). These are:

- Visits to a Workplace/Organisation (where these form a required element of programme).
- Work Shadowing
- Live Projects/Briefs
- Placements (including placements abroad)
- Sandwich (UK) and Year Abroad

For all the different categories/types of WBPL the Placement Tutor or nominee would need to inform UKVI of this intention in advance and ask whether it is possible if student is Tier 4 (not possible if they are non-EEA and non-Tier 4 and have a prohibition on work).

3.7 The policy does not apply to work experiences which are not an integral and planned part of a programme of study, such as vacation or weekend work; Students who take a 'year out' to work or volunteer in an area relevant to their studies but where there is no recognition within the programme structure of the learning derived from the experience nor has University support been offered; Fieldwork, as defined by the UCEA (2011, p.7) is, '...Any work carried out by staff or students for the purposes of teaching, research, or other activities while representing the institution off-site'. A fieldwork relationship is one that does not normally transfer supervision to a third party. This includes group workplace day visits to organisations and sites. Fieldwork has its own guidance. See [UCEA \(2011\) 'Guidance on Health and Safety in Fieldwork Including offsite visits and travel in the UK and overseas'](#).

3.8 **WBPL Staff:** describes those members of University staff/partner agencies who are responsible for arranging and/or approving WB or PL opportunities and/or supporting students engaging in WBPL (including visiting students on placements). A key responsibility of the role is to liaise with [Home Office Compliance Team](#) (homeofficecompliance@salford.ac.uk 0161 295 0023) ahead of any WBPL being agreed and approved for non-EEA Tier 4 Students.

3.9 **Employer:** for WBPL experience as part of a programme of study and in so doing, takes on responsibility for the student whilst in the work environment and will have in place a member of staff who is responsible for supervising the student during their WBPL experience.

3.10 **Placement Supervisor/Mentor:** A person responsible for supervising the student while engaged in WBPL.

3.11 **Placement Tutor:** Academic Staff who will act as the key contact for the student and the placement whilst the student is on a WBPL opportunity. This may be the programme or module leader, a member of the programme team or a specific WBPL supervisory role

who has the appropriate level of understanding of the WBPL and programme requirements

3.12 **'Accompanied'**: With an appropriate member of University (or collaborative partner) staff attending in a supervisory capacity

3.13 **'Unaccompanied'**: Without a member of the University (or collaborative partner) staff

4.0 General principles for the design and approval of WBPL

- 4.1 Learning associated with placements and periods in the workplace must be designed to take account of the usual external reference points (UK Quality Code for Higher Education, PSRB expectations and guidelines etc) and University policies. This includes chapters of the QAA Quality Code relating to standards, public information, learning and teaching, collaboration, assessment and disability as appropriate.
- 4.2 Programmes must have in place arrangements for the quality assurance of WBPL opportunities which include the management of risks relating to health and safety, quality and other risks associated with the specific proposals for a given programme.
- 4.3 Students must be registered as a student of the University (or of an approved collaborative partner organisation) for the duration of the WBPL experience. Non-EEA students will require extra checks to see whether they can take part in WBPL. WBPL staff must liaise with the [Home Office Compliance Team](#) to ensure that all non-EEA students who are allocated a WBL opportunity are able to take this up.'
- 4.4 WBPL must have appropriate learning outcomes that contribute to the overall aims and learning outcomes of the programme and/or module(s). These learning outcomes will be clearly defined within programme and/or module specifications.
- 4.5 All WBPL opportunities must be of sufficient length and quality to ensure that the identified learning outcomes can be achieved.
- 4.6 For some programmes, professional considerations and Professional, Statutory and Regulatory Body (PSRB) expectations may involve an additional set of requirements and/or procedures to those outlined in this Policy/Guidance.
- 4.7 Programme Specifications, Programme Handbooks and Module Guides, the Prospectus and web-based programme pages made available to prospective and current students must make it clear when periods of WBPL experience are an integral part of the programme of study.
- 4.8 Documentation must be clear to all parties, including any reasonable adjustments to accommodate needs of disabled students.
- 4.9 The arrangements for WBPL within programmes must be approved through the normal programme planning and approval processes. Approval must include consideration of draft guides/handbooks or equivalent for students and for placement employers and, where applicable, for work-place supervisors/mentors, together with the completed 'Managing Placement and WBPL Audit tools' (**A&M Approval flow chart**). ([Managing Work Based and Placement Learning: Checklist of Key Steps in the Placement Approval Process – Appendix 5](#)).

- 4.10 The responsibilities of students, academic staff and employers who provide WBPL opportunities must be clearly defined and communicated to all parties concerned, and there must be evidence that all parties accept their responsibilities. This can be achieved through the use of placement agreements, letters, handbooks (or equivalent) for students, staff, and employers and other correspondence. All outlined in the [WBPL Code of Practice and Appendices 1,2,3,4 and 5](#)
- 4.11 The organisation and operation of WBPL requires Schools to record clear documentary evidence that all WBPL complies with legislative and University requirements for: equality and diversity, disability and learner support needs, health and safety, employer liability and student travel, personal and legal liability and insurance.

5.0 Risk-Based Approach

- 5.1 National guidance on student WBPL and health and safety emphasises a risk based approach to the appropriate management of the health, safety and welfare of students and the risks arising from the associated liabilities. This allows a lighter touch on placements with relatively low risks and more rigorous control measures where the risks are higher. The University endorses a risk management approach to placements and work-based learning in relation to health, safety and wellbeing and academic standards and quality.
- 5.2 It should be noted that specific contractual or legislative requirements apply to some placements, e.g. nursing students.
- 5.3 The following risk management principles are integral to sensible risk management of students on WBPL and ensure the health, safety and wellbeing of students whilst on WBPL:
- Processes for review and approval of prospective placements;
 - WBPL employers accepting the University's health and safety expectations whilst students are on placement;
 - Clarity of understanding by each party of their roles and responsibilities;
 - Preparation of the student(s) ahead of going into placement such that they are in a position to understand the risks and make informed judgements;
 - Processes for enabling problems, including any health and safety issues, to be raised and resolved prior to, during, and at the conclusion of the placement;
 - Contingency plans in case there are exceptional circumstances;
 - Briefing of University (and collaborative partner) staff and, where appropriate, WBPL employers, on the policies and the arrangements that they must follow;
 - Clear processes for the monitoring and evaluation of student placements and WBPL;
 - A risk-based approach should be applied with regard to the nature of the WBPL experience and in assessing the needs of disabled students in order that reasonable adjustments can be made;

- Particular considerations relate to the risks associated with working with clients who may be vulnerable.

6.0 Health and Safety Requirements

- 6.1 The University has a statutory duty of care to protect, so far as is reasonably practicable, the health, safety and welfare of its students during WBPL activities. Collaborative partner organisations that deliver University of Salford awards have a similar duty of care. Thus, the University (and collaborative partner organisations) must take reasonable steps to ensure that all WBPL environments are compliant with statutory health and safety requirements.
- 6.2 Students undertaking WBPL experiences have, in effect, the status of being an employee of the organisation providing the WBPL opportunity (unless already an employee) for the duration of the activity, and as such are owed an identical duty of care by the employer.
- 6.3 Students also have responsibilities to take reasonable care for their own health and safety and that of others who may be affected by their actions.
- 6.4 The WBPL Tutor (or equivalent) must ensure that all WBPL activities are covered by a suitable and sufficient risk assessment and that appropriate control measures have been adopted.
- 6.5 [Appendix 1 University Risk Assessment Form for Placement Learning](#) must be used for initial evaluation of risk and as a record of risk assessment. The template includes guidance for making a judgement on the level of risk and the associated control measures. This is normally completed by a member of University (or collaborative partner) staff. The risk assessment includes the six health and safety risk factors (as identified in the [UCEA Health and Safety Guidance for the Placement of Higher Education Students, August 2009](#)). These relate to the Nature of the Work, Travel and Transportation, Location and/or Regional Factors, Environmental Health Factors, Individual Student Factors and Insurance Limitations.
- 6.6 [Appendix 1 University Risk Assessment Form for Placement Learning](#) also takes into account additional factors associated with the nature of the placement employer, e.g. contractual status, relationship with the University (or Collaborative partner), their experience in providing placements, and activities to be undertaken whilst on placement.
- 6.7 In providing WBPL opportunities, Employers must confirm that they take proper account of health and safety considerations and must ensure that students who undertake WBPL experiences receive appropriate briefing on health and safety matters related to their organisation. This confirmation forms part of the risk assessment and is provided through a completed [Student Placement Conduct and Health and Safety Agreement \(Appendix 3\)](#) which must be received by the Placement Tutor prior to commencement of the student on placement.
- 6.8 The planning, procedures, and information requirements associated with the placement will vary according to the level of risk identified ('Low Risk', 'Medium Risk', and 'High Risk') with a 'lighter touch' for 'Low Risk' placements, and more rigorous processes for 'High Risk' placements.

- 6.9 Actions required are dependent upon the issue, the country/region and the level of risk involved. Where the employer does not initially meet the required standard, additional information from the employer will be required and reasonable control measures may need to be put in place (see guidance provided with the [University Risk Assessment Form for Placement Learning \(Appendix 1\)](#)).
- 6.10 Placements deemed to be 'High Risk' by the WBPL Tutor upon completion of the University Risk Assessment must be referred to the Dean of School (or nominee) for a decision as to whether the placement can proceed and what control measures are required.
- 6.12 Different types of insurance apply to student Work Based or Placement Learning activity ([see Insurance - Employer and Public Liability Factsheet](#)) University of Salford Guidance on Insurance Requirements). Each of the insurances apply to student Work Based or Placement Learning activity, whether it has been arranged by the student or the University (or a collaborative partner). The University's insurance cannot cover anything that is the legal liability or responsibility of someone else. As the placement employer has control of the student while they are on placement, many responsibilities are their legal liability.
- 6.13 Where a placement is overseas, a Travel Risk Assessment Form must be completed and returned to the Placement Tutor ([see Placement Learning outside the United Kingdom](#)).
- 6.14 All accidents/ incidents involving students during their WBPL experience must be reported to both the WBPL provider and the Placement tutor.
- 6.15 Whilst the University cannot accept responsibility for matters over which it has no control, in those circumstances where matters of health and safety arise, the University must undertake prompt investigations and give due consideration to the implications for any other student(s) who may be engaged in the same or a similar placement.
- 6.16 The WBPL employer/host organisation and students must be informed of who and how to contact the University in case of an accident or emergency involving a student whilst on WBPL.
- 6.17 Details of where and when students are in WBPL experiences should be held within the relevant school. Student's personal details are held centrally by Student Administration and students must be reminded to keep these up-to-date to enable contact with themselves and/or next of kin as necessary.
- 6.18 In the case of an emergency involving a student on WBPL activity or major incident (for example, a natural disaster in the vicinity of the student placement), a local process for dealing with emergencies and major incidents must be followed. At the University, all emergency situations/issues should be directed through the Security External Control Room: 0161 295 4773 or Internal Control Room: 54773.

7.0 Safeguarding and Disclosure and Barring Service (DBS)

- 7.1 Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and adults in vulnerable situations in order to protect them from harm. Legislative requirements are encompassed in relevant sections of a variety of Acts, including:

- Local Authority Social Services Act 1970
- Children Act 2004
- Education Act 2002
- Safeguarding Vulnerable Groups Act 2006

These should be read in conjunction with [Working Together to Safeguard Children](#) (2015) [Protection of Freedoms Act 2012](#) clarifies a number of issues related to Safeguarding, including that all adults are potentially vulnerable in certain circumstances, typically when receiving healthcare.

- 7.2 Everyone who works with children and adults in vulnerable situations, including students on WBPL experiences, have a responsibility for keeping them safe. Safeguarding is everyone's responsibility.
- 7.3 The University has clear policies related to [safeguarding](#), [Student Vetting](#) and for [Equality and employment](#).
- 7.4 WBPL experiences which involve engagement in regular and unsupervised 'regulated activity' (as defined by the [Protection of Freedoms Act 2012](#)) with children or in certain adult settings may require students to undergo an enhanced DBS check and gain a satisfactory DBS before they start their WBPL. For some PSRB programmes, an enhanced DBS will be required prior to the student commencing their programme.
- 7.5 Where a satisfactory DBS is a prerequisite for a programme (or a WBPL experience that is a required element of the programme), this must be clearly communicated to applicants in advance of entry to the programme, and/or to students prior to selection of modules that include a mandatory WBPL through published materials, including the programme specification, prospectus and programme web-pages and any other relevant information and guidance.
- 7.6 [DBS checks are normally arranged through the University](#) and should be initiated in sufficient time to ensure that the student's programme, WBPL experience can go ahead. Occasionally they may need to take place through a placement employer.
- 7.7 Students must be fully briefed about the University's safeguarding policies and procedures prior to the commencement of their WBPL activity.

8.0 Lone Working

- 8.1 In circumstances where a situation of lone working may be required this should be identified in the [Placement Providers' Health and Safety Questionnaire \(Appendix 2\)](#) and taken into consideration in the risk assessment and approval of the placement. The WBPL employer/host organisation is normally responsible for risk assessment if sending a student into a situation of lone working and may have procedures that apply. For further information see the Health and Safety Executive guidance ['Working alone. Health and safety guidance on the risks of lone working'](#).

9.0 Types/Categories of WBPL and relative requirements

- 9.1. The 'Categories of Placement' table ([Terminology](#)) identifies a number of different 'placement types'. It uses the term 'placement' as a generic term for any planned specific

experience or period of learning, including WBL and regardless of length or type, normally outside of the University (or collaborative partner) either in a workplace or at another institution, where the WBPL outcomes are an intended and integral part of the programme of study. The Categories of Placement included in the policy are:

- Visits to a Workplace/Organisation (where these form a required element of a programme)
- Work Shadowing
- Projects/Data Collection
- Placements (including placements abroad)
- Sandwich (UK) and Year Abroad
- Work-based Awards, e.g. Foundation Degrees, Professional Doctorates

9.2 Each category of placement is defined together with an outline of the threshold expectations for the management of the WBPL activities for each type of placement, including:

- the necessary paperwork and process for managing the WBPL, including the risk assessment, health and safety documentation and learning experience requirements
- the supervision/number of significant contacts that should be made with a student during a placement

9.3 Placements (in any category) may occur as a required element of programmes where the qualification leads to a licence to practice and will be arranged in accordance with the requirements of the relevant Professional, Statutory or Regulatory Body (PSRB).

10.0 Managing the WBPL Opportunity

10.1 The University retains overall responsibility for the quality management and oversight of WBPL activities that form an integral part of any award delivered in its name.

10.2 WBPL opportunities may be arranged in different ways and by different people depending on the length and breadth of the experience required by the programme. Opportunities may be secured either by the student or by a member of University or collaborative partner organisation staff, depending on the arrangements for the programme. In all cases, a designated member of University or collaborative partner organisation staff must oversee the management of all WBPL experiences.

10.3. The management and organisation of WBPL activities involves a range of processes and procedures that are encompassed within this policy and identified for each category of placement in [Terminology](#).

10.4 The Placement Tutor (or equivalent) plays a significant role in the oversight and management of WBPL experiences. The responsibilities of the Placement Tutor normally include:

- Ensuring risk assessment of WBPL opportunities is conducted;
- Arranging and/or approving WBPL opportunities;
- Supporting students in identifying relevant WBPL opportunities;
- Providing preparation for students on WBPL orientation and responsibilities;

- Ensuring a record/database of students in placement is maintained;
- In the case of Tier 4 (International) students, monitoring and reporting to Registry any changes in students' circumstances whilst on placement, e.g. attendance;
- Providing advice and guidance to staff, students, WBPL providers and mentors in relation to WBPL;
- Supporting students during the WBPL period;
- Arranging and/or making visits to students during their WBPL experience for assessment and/or other purposes;
- Updating WBPL programme audit form and reporting to ASQAC.

10.5 Key elements of the processes and responsibilities associated with the quality management of WBPL experiences are summarised in a flow chart (see separate [Appendix 5- Managing WBPL Checklist of Key Steps in the Placement Approval Process](#)).

11 Approving and Allocating Placement and Work-Based Learning Opportunities

11.1 Each School has a duty to ensure, so far as is reasonably practical, that students undertaking a placement with the specified WBPL Provider, are not exposed to avoidable risk, for example appropriate health and safety measures are in place, and that the placement meets any learning requirements. All individual WBPL opportunities must be approved by the Dean of School or their nominee, normally the WBPL Tutor, depending on the level of risk.

11.2 WBPL activities will require careful management and organisation which includes the use of the following documentation as appropriate:

1. [Appendix 1: University Risk Assessment Form for Work Based and Placement Learning](#)
2. [Appendix 2: Placement Provider Health and Safety Questionnaire](#)
3. [Appendix 3: Student Placement Conduct and Health and Safety Agreement](#)
4. [Appendix 4: Managing Work Based and Placement Learning Audit Record](#)
5. [Appendix 5: Managing Work Based and Placement Learning Checklist of Key Steps in the Placement Approval Process](#)

11.3 The overall content of these documents should not be changed however they can be adapted to reflect:

- Local nomenclature relevant to particular programmes
- Formatting of the document can be changed to suit local needs

11.4 Completed documents must be retained for 6 years to comply with legislative requirements related to potential civil claims against the University and/or its collaborative partners.

11.5 All student WBPL activities must be approved in line with the level of risk established through the [University Risk Assessment \(Appendix 1\)](#). The Placement Tutor or person approving the WBPL activity must be assured that the placement will:

- Provide the opportunities and resources for the student to achieve the intended learning outcomes at the required standard and level as per the module specification;
- Provide support for the student from a designated member of staff in the placement setting;
- Fulfil their responsibilities under health and safety legislation;

- Provide an experience that complies with the requirements of any relevant statutory, regulatory, professional or funding bodies, as appropriate;
- Make reasonable adjustments as identified through a needs assessment or Reasonable Adjustment Plan (RAP) for students with disabilities.

11.6 Every placement must have prior approval before the student commences the placement, with UKVI informed in the case of Tier 4 students. Additional checks will need to be performed for those students who are non-EEA nationals and hold non-Tier 4 visas. In the case of delays in documents being returned to the University (or collaborative partner) for approval, the student should be informed that the placement cannot go ahead. An auditable trail should be kept of all requests to obtain information from both the placement provider and student.

11.7 Students who commence placements without University (or collaborative partner) agreement will not be insured; this must be made explicit in guidance to students and placement providers.

11.8 The WBPL Tutor must be assured before the commencement of the placement that placement providers are willing and able to provide the student with a safe, legal (legislation in respect of the host country) and appropriate working environment and that they are aware that it is their legal responsibility to provide this. Communication and agreement with these responsibilities is supported through the use of the [Placement Providers' Health and Safety Questionnaire \(Appendix 2\)](#)

11.9 Placement Tutors must ensure that placement learning providers are:

- a. aware that they have responsibilities to ensure that the student placed with them receives adequate support and guidance pertaining to their role and/or activities within the WBPL organisation;
- b. aware of and willing to undertake any role they may have in the assessment of students in a fair and appropriate manner;
- c. aware that they are expected to provide the University with feedback about the progress of the WBPL as requested.

11.10 Where the student is responsible for selecting, organising and securing a placement, they must be given sufficient notice of this responsibility as per programme/module requirements and must be given adequate guidance from the Placement Tutor. This guidance may include:

- the expectations for the type of WBPL activities to fulfil module/programme requirements and the appropriateness for level of study;
- considerations of the specific needs of the student with respect to their achievement of the learning outcomes and those arising from any student entitlements, e.g. in relation to disabilities
- considerations of equal opportunities and inclusivity
- the extent to which the student's preference for type and/or geographical location of placement can be facilitated and supported.

11.11 The student must not commence a WBPL experience prior to the approval of the Placement Tutor. Where students organise their own placements, the student must understand that any change made to the originally approved placement provider will require a new placement approval process.

12 Termination of a WBPL Arrangement

- 12.1 As part of their briefing, students must be made aware of any consequences for their programme/programme of failure to successfully complete any required WBPL activity.
- 12.2 Placement Tutors/Programme Teams should ensure that procedures are in place to enable the identification at an early stage of potential problems which may prevent the progress of the student or the satisfactory completion of the learning outcomes. Students should be informed of the procedures which they should follow and the University or collaborative partner organisation member of staff with whom they should make contact if problems do occur.
- 12.3. Programmes must have in place an appropriate process for considering and supporting students who have failed placement, including opportunities to retrieve the failure, in line with University Regulations.
- 12.4. If it is necessary for the University to withdraw a student in situations where the student has consistently demonstrated an unacceptable level of engagement with their WBPL experience, or in the event of a student wishing to leave the WBPL Learning activity and temporarily withdraw from studies, the University's regulations and procedures for student withdrawal or temporary withdrawal from the programme will apply.
- 12.5. The University's Fitness to Practice procedure may also be applied for the suspension and exclusion of students from programmes on grounds of professional unsuitability, where a student who is registered on a programme leading to a professional qualification or conferring practitioner status is deemed to have become professionally unsuitable for that qualification or status.
- 12.6. The WBPL Provider must have clear information about the action to be taken if they are no longer able to offer the learning opportunity or if they have any problem or complaint concerning the conduct of the student.

13. Information for Students and their Responsibilities

- 13.1 Students must be fully informed about their responsibilities and entitlements relating to WBPL, and be provided with timely and appropriate written information, guidance and support in preparation for, throughout, and following, their WBPL experience. This will normally be in the form of a WBPL briefing (either individually or in a group) and through a student placement handbook or equivalent.
- 13.2 As well as the relevant learning outcomes and assessment requirements, the Handbook or equivalent should also include information about:
 - contact details for the Placement Tutor/tutor/supervisor and a named contact at the WBPL organisation;
 - the process of sourcing a placement and the student's role in that process;
 - processes and procedures for the approval of a WBPL experience, and the consequences of not securing (or of losing) a placement;
 - their rights to a safe environment and to be treated in accordance with applicable legislation;

- legal issues, e.g. visa requirements, applicability of Disclosure & Barring Service (DBS) checks;
- consideration of safety issues, e.g. lone working, some overseas travel;
- nature of insurance provided by the University and whether personal insurance is required;
- student responsibilities whilst on placement/in the workplace:
- professional and responsible behaviour as representatives of the University/partner institution and towards the WBPL provider and its customers/clients/patients and employees
- for appropriate understanding and awareness of ethical and health and safety issues, including issues of confidentiality, data protection and intellectual property
- for health and safety and related risks, including in relation to themselves
- for managing their learning and professional relationships
- for recording their progress and achievements
- for alerting the WBPL provider and University to problems with the WBPL that might prevent the progress or satisfactory completion of the WBPL;
- student entitlements whilst on placement/in the workplace with respect to the nature and scope of support they can expect from the WBPL provider and from the academic and WBPL staff at the University (or collaborative partner);
- opportunities to provide feedback on their WBPL experience;
- information on whistleblowing and/or raising concerns about specific matters whilst in the WBPL experience;
- complaints procedures;
- cultural awareness and adapting to differences in culture (if applicable);
- practical considerations, e.g. travel arrangements, finding accommodation (if applicable).

13.3 All communication and published materials for students in respect of WBPL experiences must be transparent about costs additional to the programme fee that will be incurred by students, for example travel and insurance appropriate to the WBPL.

13.4 Students must complete and sign a WBPL conduct agreement or equivalent (see [Appendix 3 - Student Placement Conduct and Health and Safety Agreement](#)). Placement Tutors must arrange for students to sign this conduct agreement before commencement of their placement(s). Students attending multiple placements may complete one copy for the duration of the programme as long as they inform their Placement Tutor of any changes in their circumstances. This agreement should contribute to [the University Risk Assessment for Placement Learning \(Appendix 1\)](#) as will the [Placement Health and Safety Questionnaire \(Appendix 2\)](#) and thereby forms a tripartite agreement between the student, the University and the WBPL provider.

13.5 The student has a responsibility to notify the WBPL Tutor of any individual factors or circumstances that may affect their performance while on WBPL experience, both prior to the placement and any changes occurring whilst on WBPL. Placement Tutors may need to seek guidance on referral of cases to Occupational Health if necessary.

13.6. In some circumstances the University or collaborative partner may need to share student information with WBPL Providers. If this is necessary, students must be made aware of this and what information will be shared.

14 Information for Providers of placement and work-based learning opportunities

14.1 Providers of WBPL must be fully informed of their responsibilities, and be given appropriate and timely information, support and guidance in preparation for, during, and after students' WBPL experience. This will normally be in the form of a WBPL Provider's Handbook or equivalent.

14.2 WBPL Providers must confirm their agreement in writing; this is normally achieved through their completion and return of the [Placement Provider Health and Safety Questionnaire \(Appendix 2\)](#)

14.3 The information made available to WBPL Providers should include:

- an outline of the programme, its aims, learning outcomes etc. (the amount of detail is likely to vary according to the purpose of the WBPL and the role of staff from the workplace in delivering and/or assessing learning);
- the objectives of the WBPL activity;
- the specific roles and responsibilities of the placement provider/employer and, where applicable, workplace mentor, including any supervisory role that they undertake;
- their involvement in monitoring student progress and reporting it to the University (or collaborative partner);
- their role, where appropriate, in the assessment of students;
- contact for advice in making reasonable adjustments for students with disabilities and to meet equality and diversity legislation requirements where appropriate;
- information about quality assurance of the WBPL and feedback/evaluation
- University complaints procedures;
- University policies, procedures and support structures that may apply where issues arise that relate to student performance and/or to discipline or conduct;
- arrangements and procedures for visits to the WBPL Provider by University or collaborative partner staff;
- contact details for the University (or collaborative partner) Placement Tutor;
- contact information in case of incidents or emergencies involving the student.

14.4 Where WBPL providers have a specific role in the teaching, learning or assessment of students, appropriate briefing relevant to the respective role/s must be provided.

15.0 Assessment of Work-Based and Placement Learning

- 15.1. The assessment of any WBPL which is integral to a programme or module is subject to the University's Assessment and Feedback Procedure and the University's requirements for External Examining.
- 15.2. Programme teams should ensure that the assessment of any period of WBPL experience is appropriate to the activity and enables students to demonstrate their ability to meet relevant module and/or programme learning outcomes.
- 15.3 In cases where WBPL Providers, employers or mentors have a designated role in the formal summative assessment of students, briefing must be provided to ensure that the WBPL providers/employers are competent to fulfil their roles and understand their responsibilities. A record of WBPL provider staff involved in the summative assessment of students should be maintained.
- 15.4 In cases where a student is unable to complete the WBPL experience as a result of the WBPL Provider withdrawing from the arrangement or other circumstances beyond the control of the student, the programme team must provide an alternative opportunity to demonstrate achievement of the relevant learning outcomes.

16 Disabled Students and Reasonable Adjustments

- 16.1 Disabled students have a general entitlement to the provision of educational opportunities in a manner that meets their individual requirements, including WBPL. The University (including its collaborative partners) and the Placement Employer both have responsibilities and some overlapping duties to disabled students on placement, regardless of whether the placement is arranged by the University or by the student. The legal responsibility to ensure students are not disadvantaged in finding a placement, or whilst on a placement, lies with the University. However, responsibility to make reasonable adjustments for disabled students on placements resides with the placement employers.
 - a) Programme teams should ensure that students are given an early opportunity to disclose a disability in order for any appropriate reasonable adjustments to be put in place to support their WBPL experience. The disclosure of such information to a WBPL employer will normally be subject to obtaining the informed consent of the student.
 - b) In conjunction with the WBPL Employer, the University has a duty in relation to the proposed WBPL experience to, as far as is reasonably practicable, make an assessment of the student's fitness or suitability for the work involved and their general capabilities prior to the commencement of their WBPL experience.
 - c) Individual needs assessment is crucial to ensure that the student has the skills and general capabilities for the particular WBPL experience, that any pre-existing health conditions are not worsened by a particular activity and that they do not pose a risk to others. Similar arrangements must be put in place by collaborative partner organisations delivering University of Salford awards.
 - d) Good practice guidance on reasonable adjustments for WBPL can be found in the [Accessible high quality Work Based and Placement Learning for all students](#) [Guidance for staff in managing work placements for disabled students](#)

17.0 The Preparation of WBPL Staff

17.1 Schools designing a WBPL module should identify suitable WBPL employers and draw up a formal agreement or contract, specific or generic, outlining the responsibilities and rights of University staff, students and WBPL employers in respect of the operation of WBPL. askUS will provide basic templates for University staff to use which set out established quality standards in higher education, whilst being flexible enough to be amended to suit individual cases and programmes of study.

17.2 Schools should provide written guidelines, and training as applicable, for WBPL employers to achieve the following:

- a) Ensure that WBPL employers are aware of their responsibilities for enabling the student to achieve the intended learning outcomes through appropriate learning opportunities, including their role in assessment;
- b) Ensure that WBPL staff and/or placement tutors have adequate time and resources to provide students with necessary support whilst undertaking specific WBPL;
- c) Make reasonable adjustments to meet equality and diversity legislation requirements where relevant;
- d) It is the responsibility of the Programme Leader to ensure that WBPL staff alert the WBPL employer to any student under 18 who is about to undertake WBPL, to ensure that their insurance cover and all relevant risk assessments relevant to a young person are completed;
- e) Ensure that WBPL employers are aware of the responsibility of the student to achieve the intended learning outcomes;
- f) Inform WBPL employers of University policies, procedures and support structures which may apply where action is required in case of difficulties of student performance and/or issues of discipline/conduct.
- g) Inform WBPL employers of University policies, procedures and support structures which may apply where students complain about aspects of their WBPL;
- h) Conduct audits of working environments if required by specific programmes and external accreditation.

17.3 In preparing their own staff for the operation of WBPL modules, Schools are expected to:

- a) Designate the of role placement tutor to relevant staff within their School to manage students' WBPL conducted as part of their programme of study and to take responsibility for issues arising and to ensure that all aspects of student WBPL are supported, including checking immigration documentation and Tier 4 sponsor requirements.
- b) Allocate sufficient time and resources to WBPL staff to provide adequate support for student WBPL in line with Academic Role descriptors
- c) Inform WBPL staff of their designated role and specific responsibilities

17.4 In preparing staff for the operation of placement modules, Schools and askUS are expected to:

- d) Inform staff of policies and procedures which may apply where difficulties around student performance and conduct or complaints arise within WBPL;

- e) Provide, where necessary, staff development and training for WBPL staff in partnership with HRD Digital Skills and askUS;
- f) Establish procedures by which WBPL staff, according to their designated role and responsibilities, can:
 - i. Evaluate and approve WBPL
 - ii. Liaise with WBPL employers and placement supervisors
 - iii. Maintain student contact details
 - iv. Organise student WBPL induction
 - v. Maintain contact and monitor student progress on WBPL
 - vi. Provide students with opportunities to identify and articulate their learning outcomes
 - vii) Assess learning outcomes appropriately
 - vii. Organise debrief on student return to University
 - viii. Address fitness for practice if relevant (for example, in the case of specific health and social care programmes)

Schools (following consultation with askUS) will determine who sets up and maintains processes for the frequency and conducting of evaluations and approvals, who provides admin support and who maintains databases.

- 17.5 Schools, HRD, Digital Skills and askUS are responsible for providing relevant information and, where necessary, training/support for all parties involved in WBPL (students, University staff and WBPL employers/supervisors/assessors). Partnership working across all relevant areas of the University is key in ensuring that policies and regulations are in place to support programme design to engage students in WBPL that provides valuable learning outcomes.

To support this askUS staff has developed:

- [A Work Based and Placement Learning Code of Practice](#)
- [A Good Practice Guide to aid with the management and provision of Work Based and Placement Learning](#)
- [Resources & Templates have been developed to assist staff in adhering to QAA guidelines for work based and placement learning to encourage, monitor, support and assess student engagement in Work Based and Placement Learning.](#)
- [Guidelines and tools to aid QAA, Work Based and Placement Learning Mapping and Review](#)

Information and guidance for all the above is available [here](#)

HRD, Digital Skills and askUS jointly deliver training to staff with WBPL responsibilities, to provide clearer understanding of the support available, interpretation of relevant quality standards and on adapting tools and templates for use in practice.

18.0 Student Support and Information

- 18.1 Schools are responsible for ensuring that up-to-date information about WBPL is published in School or programme handbooks and on University web-pages or via

Blackboard. AskUS staff seek out WBPL opportunities and promote them online (along with information on job seeking and speculative job seeking) at <http://www.careers.salford.ac.uk/page/vacancies>

- 18.2 Schools shall provide all students enrolled on a relevant module with information about WBPL (in a document and/or online) no later than the commencement of the module.
- 18.3 Schools shall provide students undertaking WBPL with information (in documents and/or online) Guidance relating to the actions which need to be completed prior to a WBPL opportunity can be found in [the WBPL Good Practice Guide](#) and Placement Learning Assessment and Preparation Sessions which include:
- a) Arrangements for induction for students going on WBPL to prepare students for the professional requirements of the workplace,
 - b) All students must be informed of the procedures for either working within the UK or outside the UK and sign appropriate declaration form for within the UK or outside the UK which must be submitted to the School before they undertake their WBPL
 - c) Information on health and safety, legal and ethical practice in the workplace
 - d) An outline of the responsibilities of all stakeholders involved in the students' WBPL (The student, the University and the WBPL Employer (employer)).
 - e) Information for students on equality and diversity legislation and the way in which this applies to WBPL
 - f) Information on necessary personal/travel and legal liability insurance cover
 - g) An explanation of the consequences of failing to successfully complete the WBPL including, where appropriate, possible effects on their subsequent career choices
 - h) An outline of the level and type of support to be provided by WBPL staff and/or placement supervisors, including a clear point of contact for all WBPL support.
 - i) Information on any matters which may impact on the quality and/or support of the WBPL e.g. placements overseas where WBPL staff have limited contact
 - j) Information on procedures to inform WBPL staff and placement supervisors of any concerns related to the operation of the WBPL
 - k) Information on University procedures which may apply where difficulties arise with WBPL support or difficulties are experienced with the WBPL or WBPL employer
 - l) Information on University services which may be accessed during WBPL
 - m) Statement that international students engaging in international placements (or international work and/or study exchanges) outside the UK can access specialist visa and immigration advice and information provided by askUS
 - n) Guidance on how to make the most out of their WBPL opportunity
- 18.4 askUS in collaboration with WBPL staff across the University has developed a [WBPL Code of Practice](#). The purpose of this Code of Practice is to not only to ensure that all individual programmes of study offering WBPL meet their responsibilities with regard to safeguarding the student learning experience as well as their safety and wellbeing. The

Code is a central reference point for those schools and programmes that include WBPL which can include, volunteering, work shadowing, Erasmus funded placements and project work. The Code has been produced so all partners involved in WBPL (University, students and WBPL employers) are clear about what their responsibilities are regarding WBPL and the support and training they can receive.

- 18.5 A risk-management approach has been used to develop the code. This is to ensure quality of provision by providing procedural guidance and setting out expectations that are proportionate to the nature, purpose and extent of the arranged Work Based or Placement Learning.
- 18.6 askUS will work collaboratively with colleagues across the University to pro-actively engage employers who can provide WBPL opportunities.
- 18.7 askUS will provide students with access to potential WBPL and work experience opportunities (that they can apply for) via an online vacancy promotion system
- 18.8 askUS works with colleagues in Schools to organise annual recruitment fairs and employability events to provide students and graduates with opportunities to meet, impress, engage with, learn from and be inspired by employers. These provide opportunities to learn about WBPL opportunities and how to apply for them.
- 18.9 askUS provides specialist visa and immigration advice and information to international students. The process relating to Tier 4 students is covered in the [Tier 4 work placement policy](#) (See Tier 4 work placement policy [s. 4.1-5.4]) with further details are outlined in the Home Office document [Sponsor a Tier 4 student: guidance for educators](#).
- 18.10 UKVI regularly updates its guidance in respect of sponsors' responsibilities; it is therefore essential that advice is sought at the earliest opportunity. For further advice please contact HomeOfficeCompliance@salford.ac.uk

19 Policy on the Monitoring and Evaluation of WBPL

19.1 Schools are responsible for monitoring and evaluating WBPL to assure the quality of the student learning.

In particular Schools should:

- a) Ensure that students are normally visited by a designated member of staff whilst on WBPL and, where this is not possible, ensure that appropriate arrangements for regular contact and monitoring progress are in place
- b) Ensure that the Module Leader for a placement module prepares an annual Module Leader's Report for presentation to the Programme Leader which evaluates the module and reports actions taken or planned in response to issues raised which should then be recorded on the Programme Action Log through the Programme Monitoring and Enhancement process.
- c) Provide an opportunity for students and WBPL employers to provide formal and informal feedback on WBPL experiences, organisation and support which is taken into account in the Module Leader's Report, ensuring that feedback/review mechanisms include any necessary provision to ensure that international students can and do engage in providing feedback

- d) Identify and address the needs of international students considering engagement in WBPL and ensure that international student engagement in WBPL is reviewed to identify and address needs throughout the WBPL duration

20 Related Documentation

The following documents can be found on the University WBPL Policies SharePoint page https://teamsite.salford.ac.uk/sites/sc01/TS106/_layouts/15/start.aspx#/SitePages/Home.aspx

[University of Salford Code of practice for WBPL](#)

[Appendix 1: University Risk Assessment Form for Work Based and Placement Learning](#)

[Appendix 2: Placement Provider Health and Safety Questionnaire](#)

[Appendix 3: Student Placement Conduct and Health and Safety Agreement](#)

[Appendix 4: Managing WBPL Audit Record](#)

[Appendix 5 Checklist of Key Steps in the Placement Approval Process](#)

Further guidance in the Management and Provision of WBPL can also be found under 'W' via the Staff Channel A-Z index.

Document Control Information			
Revision History incl. Authorisation: (most recent first)			
Author	Summary of changes	Version	Authorised & Date
T.W	Updated to reflect strategic and policy changes, updated askUs documentation and support and outcome of the Academic Sub-Committee (AASC) Placements and Work Based Learning Audit to create a consistent approach to placement management and provision and provide an overarching view of governance of WBPL	V1.4	7 February 2018 by ASQAC, post ASQAC additional update to reflect UKVI/legal requirements. Amendments approved by Chair of ASQAC
I.B	Updated to reflect relevant strategic and policy changes and updated AskUS documentation and support.	V1.3	July 30th 2014
I.B	Updated to reflect relevant strategic and policy changes and updated AskUS documentation and support.	V1.2	
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Others with responsibilities (please specify):	All subjects of the Policy will be responsible for engaging with and adhering to this policy.		
Author to complete formal assessment with the following advisory teams:			
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