

Policy on the Management of Placement and Work-Based Learning

Approved by Academic Board October 2020

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Yellow highlighted text identifies the most recent revisions to the document/ regulations. If you require these revisions to be identified in an alternative format, please contact the responsible Policy Officer.

1. Purpose

- 1.1. This policy, associated documentation and guidance sets out the formal requirements for the quality management of placement and work-based learning (WBL). It is an essential reference point for all staff involved in or responsible for **placement and/or work-based learning (WBL) which is integral to a programme of study (courses or modules) 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 placement or work-based learning as part of a programme of study. **This includes all placement and work-based learning opportunities provided by third parties as an integral part of a University of Worcester award, wherever it is delivered and regardless of duration, including those courses delivered by collaborative partners of the University.**
- 1.3. 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 placement and work-based learning:

Separate Appendices:

Appendix 1 [University Risk Assessment Form for Placement Learning](#)

Appendix 2 [Placement Providers' Health and Safety Questionnaire](#)

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

Appendix 4a [Placement and Work-based Learning - Audit Record](#)

Appendix 4b [Placement and Work-based Learning - Audit Record - For courses where being in work is a course entry requirement and the student's workplace is the setting for work-based learning](#)

Appendix 5 [Managing Placement/WBL Experience: Checklist of Key Steps in the Placement Approval Process](#)

[Guidance for Placement Risk Profiling and Risk Reducing Actions](#) (to be used in completion of Appendix 1 - the University Risk Assessment Form)

Throughout this policy, the word 'placement' is used universally to identify any work experience that falls within the remit of this policy unless otherwise stated.

Wherever reference is made to 'the University' the expectations and responsibilities outlined also apply to the University's collaborative educational partners in their delivery of University awards unless otherwise stated.

2. Overview

- 2.1. This policy and associated documentation sets out the University's approach to assuring that the management of placement learning and work-based learning (WBL) experiences takes account of relevant institutional and external reference points and guidance, particularly

relating to risk management (including health and safety) and academic considerations, **where placements and/or WBL forms an integral part of a programme of study leading to the award of academic credit.**

2.2. 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.

2.3. The policy takes as a key reference point the Revised UK Quality Code for Higher Education (QAA, 2018) and its Expectations for Standards and Quality, including those Core Practices where the University works in partnership with other organisations. This expects the University to have in place:

'..effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them..(and)..supports all students to achieve successful academic and professional outcomes'.

In practice, this means that although placements and work-based learning are delivered in partnership with employers and placement providers, the University always maintains responsibility for setting and maintaining oversight of quality and standards and ensures that all students have an equitable opportunity to succeed.

2.4. The development and maintenance of effective quality assurance processes for placement and WBL are supported specifically by the associated QAA Advice and Guidance documents from the UK Quality Code related to '[Partnerships](#)' and '[Work-Based Learning](#)' (QAA, 2018).

2.5. 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.

2.6. **Additional external reference points:**

[Universities Safety and Health Association \(USHA\) Guidance on Health and Safety of Placements for Higher Education Students \(June 2018\)](#)¹

[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 \(Revised and Updated, 2016\)](#)

¹ Replaces the previous UCEA Health and Safety Guidance for the Placement of HE Students (August 2009)

3. Definitions

- 3.1. The QAA (2018) defines Work-based Learning (WBL) as, ‘.. authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need..’. Work based and placement learning activities and experiences can be viewed on a continuum. This includes visits and work shadowing, live briefs or work-based projects, assessed work experience (which may be paid or unpaid), structured work placements or internships, work-integrated higher education that can include substantial (and PSRB regulated) periods of practice-based learning, situations where students are also employees and their course of study is embedded in the workplace and higher education apprenticeships.
- 3.2. **Placement learning** and **Work-based learning (WBL)** can therefore take different forms and arrangements to provide placement and work-based learning can involve a number of partners, both formal collaborative educational partnerships and employer partners.
- 3.3. For the purposes of the Policy, **Placement and Work-based Learning (WBL) refers to any planned period of activity during which a student, registered on a University of Worcester 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.**
- 3.4. **Work-based Learning (WBL)** 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 student engagement with a workplace environment as either an employee, volunteer or in a self-employed capacity (where Visas allow this), and normally includes the assessment of reflective practice and/or professional competencies and skills associated with employability. A work-based award may encompass a fully integrated programme of study where the employment setting is used as a contextual focus for the learning regularly throughout the programme; either retrospectively through reflection or prospectively through the setting of specific projects e.g. a Foundation Degree.
- 3.5. In contrast, **work-related learning activities** in the curriculum, which are applied or related to the world of work through realistic case studies, methods and problems (not live projects set by an employer or client) do not constitute WBL for the purposes of this policy.
- 3.6. Given the many different forms that work-based learning can take, particularly in relation to the employment status of the student, and the purpose of the learning in the workplace, it is the responsibility of course 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. The Placement/WBL Course Audit tools are designed to assist with this and provide a record of the ways in which national and institutional expectations have been taken into account.
- 3.7. **Placement learning** is a planned specific experience or period of learning, normally outside of the University either in a workplace or at another institution, where the learning outcomes are an intended and integral part of the programme of study. It includes short and extended

placements or periods of experience and practice within the workplace (or elsewhere), normally with support of a placement provider. Placements may include paid and unpaid work, exchanges or placements abroad, including where students arrange their own placement/work-based learning opportunity with a placement provider with the approval of the University (or collaborative partner). Placements can take place within the University or collaborative partner if they meet the requirements for the module or course, for example, a student could undertake a placement in one of the service departments of the University or partner.

3.8. **Different categories/types of placement** included in the policy and their threshold requirements for process, documentation and supervision are identified and defined in **Annex 1**. These are:

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

3.9. 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 USHA (2018, 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.

3.10. **The Placement/Work-based Learning Co-ordinator** is a member of University (or collaborative partner) staff who oversees arrangements for students' placements and/or WBL, which may include approval of placement/WBL opportunities and/or support for students engaging in placement/WBL. This is a generic title for a role that is normally fulfilled by an Academic Placement Co-ordinator who may be the Programme, Subject or Module Leader, placement or project supervisor. Professional Service and Administrative Placement Support Staff may fulfil aspects of the role.

3.11. **The Placement or Work-based Learning Provider** is the employer or organisation who accepts a student for placement or work-based 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 Placement or WBL experience.

- 3.12. **The Academic Placement/WBL Supervisor** is a member of University (or collaborative partner organisation) Academic Staff who will act as the key contact for the student and the placement whilst the student is on placement/WBL. This may be the course or module leader, a member of the course team or a specific placement/WBL supervisory role who has the appropriate level of understanding of the placement/WBL and course requirements.
- 3.13. **The Workplace Supervisor/Mentor/Educator** is an identified individual in the workplace/placement that the student will report to at the Placement/WBL Provider, who will oversee their time in placement and act as a key contact for the Academic Placement Supervisor/module leader/Placement/WBL Co-ordinator. Workplace supervisors/mentors/educators may support students in their achievement of placement/WBL or module learning outcomes and in their development of skills through work-based activities. Where mentors/educators provide an assessment of student achievement in practice they must be prepared for the role.

4. Principles for placement and work-based learning in course design and approval

- 4.1. **Learning associated with placements and periods in the workplace must be designed to take account of relevant external reference points**, including the UK Quality Code (QAA, 2018), PSRB expectations and guidelines and **University policies**.
- 4.2. Courses must have in place arrangements for the quality assurance of placement and WBL opportunities which include the **management of risks** relating to health and safety, quality and other risks associated with the specific proposals for a given course.
- 4.3. **Placement or WBL must have appropriate learning outcomes** that contribute to the overall aims and learning outcomes of the course and/or module(s).
- 4.4. All Placement and WBL opportunities must be of **sufficient length and quality** to ensure that the identified learning outcomes can be achieved. **A minimum attendance requirement in placement may be stipulated, for example year-long placements must normally comply with the statutory requirement of a minimum of 24 weeks of study.**
- 4.5. **Foundation degree courses** where work-based learning is provided either through the student's own workplace or through a placement, must specify how time in placement is to be organised and the degree of flexibility around this, ensuring that all students have equal opportunities to access learning opportunities and develop skills.
- 4.6. **All requirements and expectations associated with placements or periods of learning in the workplace should be clearly set out in information provided to placement providers.** **For programmes leading to professionally regulated qualifications, the Professional, Statutory and**

Regulatory Body (PSRB) requirements for placements and practice learning should be clearly mapped and monitored to demonstrate the PSRB requirements are met.

- 4.7. **Programme Specifications, Course Handbooks and Module Guides, the Prospectus and web-based course pages made available to prospective and current students must make clear the nature, purpose and requirements for placement/work-based learning, including any known pre-requisites associated with the placements/WBL, e.g. enhanced DBS and occupational health checks, and any additional costs that may be incurred.**
- 4.8. The arrangements for Placement or Work-based Learning within courses **must be approved through the normal course planning and approval processes**. Approval must include consideration of draft guides/handbooks or equivalent for students and for employers, placement providers and, where applicable, for work-place supervisors/mentors/educators, together with the completed relevant 'Managing Placement and WBL Audit tools' (Appendix 4a or 4b).
- 4.9. The **responsibilities of students, University (or partner) staff and providers of placement and WBL** 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 placement agreements, letters, handbooks (or equivalent) for students, staff, and employers and other correspondence as outlined in the processes for different categories of placements and the associated appendices (see Annex 1).
- 4.10. All Placement and WBL activity integral to a course/programme is subject to the University's Academic Regulations. **Any course-specific regulations relating to Placement and WBL activities must be agreed and approved.**
- 4.11. **Students must be registered** as a student of the University (or approved collaborative partner organisation) for the duration of the Placement or Work-based Learning experience.
- 4.12. Any **assessment of placement or WBL** experience must form part of a coherent assessment strategy for the programme and be subject to the normal processes of the University's Assessment Policy and the University's requirements for External Examining.
- 4.13. Where **employers or placement supervisors/mentors/educators** are involved in the monitoring of student progress and/or **have a designated role in the formal summative assessment of students, briefing for their role and responsibilities must be provided** and a record kept. In some cases, a formal partnership or agreement may need to be initiated.

5. Principles of Risk-based Approach

- 5.1. National guidance on health and safety in higher education student placements/work-based learning (USHA, 2018) 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 proportionate approach, with a lighter touch for placements with relatively low risks and more rigorous control measures where the risks are higher.

5.2. The following **risk management principles** are integral to sensible risk management of student placements/WBL experiences and ensuring the health, safety and well-being of students whilst on placement/WBL:

- Processes for review and approval of prospective placements
- Placement/WBL Providers accepting the University's health and safety expectations whilst students are on placement
- Clarity of understanding by each party of their roles and responsibilities
- Taking reasonable steps to prepare the student/s prior to placement/WBL experiences such that they understand any risks, their personal responsibilities for the health and safety of themselves and others and can make informed judgements
- Processes for maintaining contact, resolving problems and enabling concerns, including any health and safety issues, to be raised and resolved prior to, during, and at the conclusion of the placement
- Processes for sharing information about fitness to practice concerns in a learner are established between relevant organisations, where appropriate
- Contingency plans in case there are exceptional and unprecedented circumstances, including those that may change the level of risk in placements/WBL
- Briefing of University (and collaborative partner) staff and, where appropriate, placement/WBL providers, on the policies and the arrangements that they must follow
- Clear processes for the monitoring and evaluation of student placements and WBL.

5.3. A risk-based approach should be applied both with regard to specific groups of students and the nature of the placement/WBL experience, e.g. assessing the needs of disabled students in order that reasonable adjustments can be made. Additional considerations may relate to the risks associated with working with clients/patients who may be vulnerable.

6. Health and Safety Requirements in approval and management of placements/WBL experiences

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 Placement and/or WBL activities (both in the UK and abroad)**. Collaborative partner organisations that deliver University of Worcester awards have a similar duty of care. **Thus, the University (and its collaborative partners) must ensure they have systems in place for the sensible risk management of placements/WBL experiences** and take reasonable steps to ensure that all placement and work-based learning environments are compliant with statutory health and safety requirements.

6.2. **Primary responsibility for the management of health and safety for a student while on placement lies with the employer/placement provider.** Students undertaking Placement or WBL experiences should be treated as equivalent to one of their own employees (unless already an employee) in relation to health and safety matters for the duration of the activity,

and as such are owed the same duty of care by the employer, i.e. the **Placement or Work-based Learning Provider**².

- 6.3. **Students also have responsibilities** to follow instructions and act sensibly to protect their own health and safety and that of others who may be affected by their actions.
- 6.4. **Each School has a duty to ensure, so far as is reasonably practical, that students undertaking a placement with the specified Placement/WBL Provider, are not exposed to avoidable risk and that the placement meets any learning requirements.** Reasonable steps must be taken to ensure that students are adequately supported before, during and after their placement. All individual placements/WBL opportunities must be approved by the Head of School or their nominee, normally the Placement/WBL Coordinator (or equivalent), depending on the level of risk.
- 6.5. The **Placement or Work-based Learning Co-ordinator** (or equivalent) must ensure that all Placement and/or Work-based Learning activities are **covered by a suitable and sufficient risk assessment** and that appropriate control measures have been adopted. Three key documents contribute to this assessment and approval of the placement/WBL experiences:

Appendix 1: University Risk Assessment Record for Student Placements

Appendix 2: Employer/Placement Provider Health and Safety Questionnaire

Appendix 3: Student Placement Conduct and Health and Safety Agreement

The overall content of these documents should not be changed however they can be adapted to reflect School/Department nomenclature relevant to particular programmes and reformatting to enable electronic forms of recording key information. The placement approval process may be supported by additional departmental documents e.g. an initial student information form to collect personal information and placement requirements.

- 6.6. The [University Risk Assessment Record for Student Placements](#) (Appendix 1) must be used for initial evaluation of risk and as a record of risk assessment. This is normally completed by a member of University (or collaborative partner) staff and includes a risk assessment based on the six health and safety risk factors identified in the USHA Guidance on Health and Safety of Placements for Higher Education Students (USHA, June 2018³). 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. There is guidance for making a judgement of the level of risk and the associated control measures (see [Guidance for Placement Risk Profiling and Risk Reducing Actions](#)). This includes factors associated with the nature of the placement provider, 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. **Placement or WBL Providers must confirm that they take proper account of health and safety considerations,** are willing and able to provide the student with a safe, legal (legislation in respect of the host country) and appropriate working environment and are

² The Health and Safety (Training for Employment) Regulations (1990)

³ Replaces the previous UCEA Health and Safety Guidance for the Placement of HE Students (August 2009)

aware of their legal responsibility to provide this. Placement Providers must ensure students receive an appropriate briefing and induction on health and safety matters related to their organisation. Confirmation and agreement with these responsibilities forms part of the risk assessment and is provided through a completed and signed copy of the [Employer/Placement Providers' Health and Safety Questionnaire \(Appendix 2\)](#) which must be received by the Placement/WBL Coordinator **prior to commencement of the student on placement.**

6.8. Students must also confirm that they understand their responsibilities for personal health and safety and that of others and that they will behave in a professional and responsible manner whilst on placement through completion of the [Student Placement Conduct and Health and Safety Agreement \(Appendix 3\)](#) in advance of the placement/WBL experience.

6.9. Completed documents must be retained for 6 years by the University and/or its collaborative partners to comply with operational and legislative requirements, including data protection legislation (Data Protection Act 1998/GDPR) and protocols related to [Records and Document Management](#).

6.10. **All student placements/WBL activities must be approved in line with the level of risk established through the University Risk Assessment Record (Appendix 1).** The Placement/WBL Coordinator or person approving the placement/WBL activity must be assured **that the placement provider 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 and current public health and Government requirements;
- 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 for students with disabilities.

6.11. 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.

6.12. Actions required are dependent upon the issue, the country/region and the level of risk involved. Where the placement risk profile does not initially meet the required standard, additional information from the placement provider will be required and **reasonable control measures may need to be put in place (see [Guidance for Placement Risk Profiling and Risk Reducing Actions](#)).**

6.13. **Placements deemed to be 'High Risk'** by the Placement/WBL Coordinator upon completion of the University Risk Assessment **must be referred to the Head of School** or named School

senior management nominee for a decision as to whether the placement can proceed and what control measures are required.

- 6.14. **Every placement must be approved before the student commences the placement.** 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 commence. 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. An auditable trail should be kept of all requests to obtain information from both the placement provider and student. Where students organise their own placements, the student must understand that any change to the originally approved placement provider will require a new placement approval process.
- 6.15. Key elements of the processes and responsibilities associated with the quality management and approval of placement and WBL experiences are summarised in a flow chart (see separate [Appendix 5 - Managing Placement/WBL Experience: Checklist of Key Steps in the Placement Approval Process](#))
- 6.16. **Different types of insurance apply to student placement/WBL activity (see Annex 2: University of Worcester Guidance on Insurance Requirements).** Each of the insurances apply to student placement/WBL 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 provider has control of the student while they are on placement, many responsibilities are their legal liability and it is their insurances that apply.** Confirmation of insurance(s) held by the placement provider forms part of the **Employer/Placement Providers' Health and Safety Questionnaire (Appendix 2).**
- 6.17. **Where a placement is overseas, an [Overseas Travel Risk Assessment Form](#) must be completed** and returned to the University Insurance Officer (in Finance) who maintains a central insurance record for all overseas visits (**see Annex 2: University of Worcester Guidance on Insurance Requirements**).
- 6.18. Placement/WBL Coordinators must ensure that placement learning providers understand their own role and responsibilities and those of the University and the Student in the placement/WBL experience. This information may be provided in a Placement Provider/Employer Handbook or equivalent. **A written agreement should be obtained from the placement provider to confirm their acceptance of these roles and responsibilities and their commitment to provide the student with the relevant learning experience and specified learning opportunities.** The format and detail of the agreement will vary depending on each opportunity and may follow a format specified by an organisation, e.g. in the case of PSRB courses or apprenticeships.
- 6.19. Placement providers and students should know **how any concerns associated with the placement can be raised and resolved.** Whilst the University cannot accept responsibility for matters over which it has no control, in circumstances where concerns for 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

and whether the issue could recur before any future placements are approved with the provider. This should be recorded so it can be reviewed when organising subsequent placements.

- 6.20. **Details of where and when students are in placement/WBL experiences should be held centrally within the relevant School (or collaborative partner).** Student's personal details are held centrally by Registry Student Records and students must be reminded to keep these up-to-date to enable contact with themselves and/or next of kin as necessary.
- 6.21. **The Placement/WBL provider/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 placement/WBL.** All accidents/incidents involving students during their Placement or WBL experience must be reported to both the Placement/WBL Provider and the Placement/WBL Co-ordinator.
- 6.22. **In the case of an emergency involving a student on placement/WBL activity or major incident** (for example, a natural disaster in the vicinity of the student placement), the University's (or collaborative partner's) process for dealing with emergencies and major incidents **must** be followed. [deleted University contact details/phone number to avoid lack of currency]

7. Lone and Remote Working

- 7.1. In circumstances where a situation of lone working (including remote working) may be required this should be identified in the Employer/Placement Provider's Health and Safety Questionnaire (Appendix 2) and taken into consideration in the risk assessment and approval of the placement. The placement/WBL provider/host organisation is normally responsible for risk assessment if sending a student into a situation of lone working or expecting a student to work remotely and may have procedures that apply. For further information see the [University Policy for Safeguarding Children and Vulnerable Adults](#) and the Health and Safety Executive guidance [Protecting lone workers: How to manage the risks of working alone \(2020\)](#).

8. Safeguarding and Disclosure and Barring Service (DBS)

- 8.1. Everyone who works with children and adults in vulnerable situations, including students on placement/WBL experiences, have a responsibility for keeping them safe. Safeguarding is everyone's responsibility.
- 8.2. The University has **clear policies related to safeguarding**, including processes for checking where DBS is required (see [Policy for Safeguarding Children and Vulnerable Adults](#) and the University's [Policy on the Recruitment of Students with Criminal Convictions](#) (2019)). Section 15 and 16 of the University of Worcester [Admissions Policy](#) gives further guidance on DBS checks, Occupational Health checks and criminal convictions.
- 8.3. Placements or WBL 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 placement/WBL. For some PSRB courses an enhanced DBS will be required prior to the student commencing their course.

- 8.4. **Where a satisfactory DBS is a prerequisite for a course (or a placement/WBL experience that is a required element of the course), this must be clearly communicated** to applicants in advance of entry to the course, and/or to students prior to selection of modules that include a mandatory placement/WBL through published materials, including the programme specification, prospectus and course web-pages and any other relevant information and guidance.
- 8.5. **DBS checks are normally arranged through the University** (with advice from Registry Services – Admissions Office/firstpoint). **Requests should be initiated in enough time to ensure that the student's course, placement or WBL experience can commence and to avoid delays or missed opportunities.** Evidence that a satisfactory DBS has been seen will be recorded for each student (where applicable).
- 8.6. **Students must be fully briefed** about the University's and the placement provider's safeguarding policies and procedures prior to the commencement of their placement or work-based learning activity.

9. Managing the placement or work-based learning opportunity

- 9.1. Placement and WBL opportunities may be arranged in different ways and by different people depending on the length and breadth of the experience required by the programme. Students may secure their own placements, or these may be identified and/or allocated 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 Placement and Work-based Learning experiences.**
- 9.2. Heads of School must ensure there are named individuals with responsibility for the management, approval, support and monitoring of placements/WBL, **and that these staff are appropriately informed and resourced to undertake their roles effectively.**
- 9.3. Similarly, the University must be assured that collaborative partners delivering UW awards have the requisite staff to manage, approve, support and monitor placement/WBL and that these roles are appropriately informed and resourced. This should form part of the course approval process and be monitored by Schools on an on-going basis.
- 9.4. **Placement/WBL staff should seek expert advice when necessary, e.g. from the University Safety Services, Insurance Officer, International Experience Team.**
- 9.5. **The management and organisation of Placement/WBL activities involves a range of processes and procedures** encompassed within this policy and are identified for each category of placement in the 'Categories of Placement' table (Annex 1).

9.6. The Placement/WBL Coordinator (or equivalent) plays a significant role in the oversight and management of placement and WBL experiences. **The responsibilities of the Placement/Work-based Learning Co-ordinator normally include:**

- Ensuring risk assessment of placement/WBL opportunities is conducted;
- Arranging and/or approving placement and WBL opportunities;
- Supporting students in identifying relevant placement/WBL opportunities;
- Briefing students on placement/WBL requirements and student 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, placement/WBL providers and supervisors/mentors in relation to placement/WBL;
- Supporting students during the Placement and/or WBL period;
- Visiting/contacting students during their Placement or WBL experience as required;
- Updating the placement/WBL course audit form;
- Ensuring that learners are able to meet their workplace mentor/supervisor or personal tutor as often as required by the curriculum.

9.7. **Record keeping** is an essential element of the management of student placement and WBL experiences and accurate and up-to-date records must be maintained, including details of placement providers, risk assessments, health and safety questionnaires, any formal agreements with the placement provider, student details, their signed Student Placement Conduct and Health and Safety Agreement, the period and duration of their Placement/WBL activity and their progress in placement/WBL.

9.8. Where there are **specific additional requirements in addition to module assessment for completion of the Award**, e.g. hours in placement, practice assessment, competency or skills achievement, then a record of the student achievement of these should be kept in the Student Record maintained by the University's Registry.

9.9. Accurate and up-to-date records of placement and WBL will inform the re-approval process of Placement or WBL Providers as well as assisting the University (or Collaborative Partner) in any cause for concern or complaint raised by the student or the placement provider. Additionally, records can be used in defending any possible legal action.

9.10. Appropriate documents to evidence that placements and WBL experiences comply with legislative and University requirements must be kept on file for the duration of the Placement or WBL activity and for the time specified in the University's Document Retention Guidelines, after completion of the placement, normally 6 years. Please refer to the University's [Records and Document Retention Schedule](#) for further information.

10. Disabled Students and Reasonable Adjustments

10.1. Disabled students have a general entitlement to the provision of educational opportunities in a manner that meets their individual requirements, including placements and WBL experiences. **The University (including its collaborative partners) and the Placement Provider 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 (or its collaborative partner). However, responsibility to make reasonable adjustments for disabled students on placements resides with the placement providers.

- 10.2. Course 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 placement or WBL experience. The disclosure of such information to a Placement/WBL provider will normally be subject to obtaining the informed consent of the student.
- 10.3. In conjunction with the Placement/WBL Provider, the University has a duty in relation to the proposed placement or WBL 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 placement or WBL experience.
- 10.4. Individual needs assessment is crucial to ensure that the student has the skills and general capabilities for the specific Placement or WBL experience, that any pre-existing health conditions are not worsened by a particular activity and that they do not pose a risk to others.
- 10.5. For further guidance on work placements and disabled students, refer to the [University's Guidance for staff in managing work placements for disabled students](#). **Good practice guidance on inclusive practice for placement and WBL can be found in the University's [Inclusion Toolkit](#) – Section A1.5 Being inclusive in Placements.**

11. Termination of a Placement or WBL Arrangement

- 11.1. As part of their briefing, **students must be made aware of any consequences for their course/programme of failure to successfully complete any required Placement or WBL activity.**
- 11.2. Placement Learning Coordinators/Course Teams should ensure that **procedures are in place to identify at an early stage any 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 who they should contact at the University or collaborative partner if problems occur.
- 11.3. In cases **where a student is unable to complete the Placement or WBL experience as a result of the Placement or WBL Provider withdrawing from the arrangement or other circumstances beyond the control of the student,** the placement coordinator/course team should make every effort to assist the student in finding an alternative placement (where possible) **or be prepared to provide an alternative opportunity to demonstrate achievement of the relevant learning outcomes.**
- 11.4. Courses must have in place an appropriate process for **considering and supporting students who have failed to meet placement requirements,** including opportunities to retrieve the failure, in line with University Regulations.

11.5. If it is necessary for the University to withdraw a student in situations where they have consistently demonstrated an unacceptable level of engagement with their placement/WBL experience, or in the event of a student wishing to leave the Placement or WBL activity and temporarily withdraw from studies, the University's regulations and procedures for student withdrawal due to non-engagement or temporary withdrawal from the programme will apply.

11.6. The [University's Fitness to Practice procedure](#) may apply to specified courses 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. Information for Students and their responsibilities

12.1. **Students must be fully informed about their responsibilities and entitlements relating to placement or work-based learning**, and be provided with timely and appropriate written information, guidance and support in preparation for, throughout, and following, their placement or WBL experience. This will normally be in the form of a **briefing prior to placement/WBL** (either individually or in a group) and through a **Student Placement/WBL Handbook or equivalent**.

12.2. **In addition to relevant learning outcomes and assessment requirements, the Handbook or equivalent should include:**

- contact details for the Placement/WBL Coordinator/tutor/supervisor and a named contact at the Placement/WBL organisation
- the process of sourcing a placement and the student's role in that process
- processes and procedures for the approval of a placement/WBL 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, Disclosure & Barring Service (DBS) checks
- consideration of safety issues, e.g. remote or lone working, overseas travel
- nature of insurance provided and whether personal insurance/professional indemnity is required
- student responsibilities whilst on placement/in the workplace **as identified in the Student Conduct and Health and Safety Agreement (Appendix 3) or equivalent for PSRB courses and any associated placement agreement**
- student entitlements whilst on placement/in the workplace with respect to the nature and scope of support they can expect from the placement/WBL provider and from the academic and placement/WBL staff at the University (or collaborative partner);
- opportunities to provide feedback on their Placement or WBL experience
- information on whistleblowing and/or raising concerns about specific matters whilst in the placement or WBL experience
- complaints procedures (normally those of the University or collaborative partner)
- cultural awareness and adapting to differences in culture (if applicable)

- practical considerations, e.g. travel arrangements, finding accommodation (if applicable)
- where relevant, local processes for educational governance and local protocols for workplace activities where required to meet PSRB requirements
- information on the educational level or stage of training of learners so that they are not expected to work beyond their competence.

12.3. Where **the student is responsible for selecting, organising and securing a placement**, they must be given sufficient notice of this responsibility as per course/module requirements and must be given adequate guidance and support from the Placement/WBL Coordinator (or equivalent). This guidance should include:

- The process for approval of the placement/WBL experience
- the suitability and expectations for the type of placement/WBL activities to fulfil module/course 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
- the extent to which the student's preference for type and/or geographical location of placement can be facilitated and supported.

12.4. All communication and published materials for students in respect of placements/WBL experiences **must be transparent about costs additional to the course fee** that will be incurred by students, for example travel and insurance appropriate to the placement/WBL.

12.5. Students must **complete and sign a [Student Placement Conduct and Health and Safety Agreement \(Appendix 3\)](#)** or equivalent as evidence of understanding and agreeing their responsibilities before commencement of their placement(s)/WBL experiences. Students attending multiple placements may complete one copy but must inform their Placement/WBL Coordinator of any changes in their circumstances.

12.6. **The student has a responsibility to notify the Placement/WBL Coordinator of any individual factors or circumstances that may affect their level of personal risk to health and safety or their performance** while on placement/WBL experience, both prior to the placement and any changes occurring whilst on placement. Placement/WBL Coordinators may need to seek guidance on referral of cases to Occupational Health if necessary.

12.7. In some circumstances the University or collaborative partner may need to share student information with Placement/WBL Providers. **If this is necessary, students must be made aware of this and what information will be shared in accordance with the General Data Protection Regulation (GDPR) and the UK Data Protection Act, together with data protection legislation as outlined in the University's [Student Privacy Notice](#).**

13. Information for Providers of placement and work-based learning opportunities

13.1. **Providers of placement and work-based learning must be fully informed of their responsibilities, and be given appropriate and timely information, support and guidance in preparation for, during, and after students' placement/WBL experience.** This will normally be in the form of a Placement/WBL Provider's Handbook or equivalent.

13.2. The information made available to Placement/WBL Providers should include:

- an outline of the course, its aims, learning outcomes etc (the amount of detail may vary according to the purpose of the placement/WBL and the role of staff from the workplace in delivering and/or assessing learning)
- the objectives of the placement or WBL activity
- key contact details at the University (or collaborative partner) for placement support, to report accidents/incidents/emergencies involving students or to raise concerns
- the specific roles and responsibilities of the placement provider/employer and **the workplace supervisor/mentor/educator**, including the nature of their supervisory role
- their involvement in monitoring student progress and reporting it to the University (or collaborative partner)
- their role in the assessment of students (where appropriate),
- contact for advice in making reasonable adjustments for students with disabilities and to meet equality and diversity legislation requirements (where appropriate);
- Information about feedback/evaluation of the placement/WBL
- 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 Placement/WBL Provider by University or collaborative partner staff.

13.3. In cases where **Placement/WBL Providers, employers, mentors/educators have a designated role in the formal summative assessment of students**, briefing **must** be provided to ensure that they are competent to fulfil their roles and understand their responsibilities. A record of placement/WBL provider staff involved in the summative assessment of students should be maintained.

14. Dealing with Complaints

- 14.1. Students and placement/WBL providers must be informed about who to contact if they have concerns or wish to make a complaint about any aspect of the placement/WBL experience. Often concerns and complaints can be resolved informally if they are raised promptly with the relevant staff member.
- 14.2. Unresolved complaints on the part of a student about the provision of education or other service of the University (or its collaborative partner) in relation to placement or WBL, fall within the scope of the University's Student Complaints Procedure (or those of the collaborative partner as laid out in the Partnership Agreement).
- 14.3. Complaints involving a placement/WBL provider will normally be considered under the University's Student Complaints Procedure in the first instance (or that of the Collaborative Partner Organisation as appropriate).

15. Monitoring, Evaluation and Review

15.1. Students undertaking a Placement or WBL experience must be supported and their progress monitored by the Placement/WBL Coordinator and/or the Placement/WBL

Supervisor/Mentor/Educator. A risk-based approach is used to determine whether visits and/or direct contacts are required during the Placement or WBL experience and the frequency of such visits. **Minimum expectations for support for students in different types of placement/WBL activity are provided in Annex 1.** Factors such as the nature of the work, experience of the student, any special needs or vulnerabilities of the student, the duration of the activity, the experience of the Placement/WBL Provider and feedback received from previous students or other sources should be taken into consideration.

15.2. There must be processes in place to evaluate and review placement and work-based learning experiences alongside all other learning, teaching and assessment. Feedback should normally be elicited from students as part of module evaluation and from placement/WBL providers in order to identify areas for improvement and enhancement. This should feed into the annual evaluation process and responses/actions arising be communicated back to all parties. Areas for evaluation should include:

- Student and placement provider feedback following placement/WBL
- How successful placement/WBL experience is at enabling students to meet their intended learning outcomes
- The standard of support and guidance provided for students by the University (or partner) and the placement provider
- How effectively complaints are dealt with
- How the placement/WBL experience has helped equip the student for their future career and/or further academic studies.

15.3. In addition to placement/WBL evaluation, students will be surveyed on their placement/WBL experience through the University's Course Experience Survey and through the National Student Survey (for final year undergraduate students).

16. Overseas Placement Learning Experiences

16.1. Placement/WBL Coordinators and/or course teams must consult with the School's International Coordinator (or equivalent) and the International Experience Team for all overseas placements.

16.2. Overseas placements must be logged with the University Insurance Team through completion of the form [Overseas Travel Safety and Security Risk Assessment](#) found on the [Insurance tab](#) of the University Finance web page and submission to the University Insurance Officer. This is required even if the student is arranging his/her own insurance. The resulting record/database provides information in the case of an emergency/major incident and is accessible by University key personnel.

17. Students studying in the UK with a Tier 4 Visa (International Students)

- 17.1. The University has a responsibility to comply with the regulations set by the Home Office in relation to international students studying in the UK with a Tier 4 Visa. Students studying with the University on a Tier 4 Visa can undertake a placement (including a placement abroad) providing UK Border Agency (UK Visas and Immigration (UKVI)) requirements are met.
- 17.2. The University Placement/WBL Coordinator must consult with the Assistant Registrars (Recruitment and Admissions and Student Records) in Registry Services and the International Student Adviser, in advance of setting up any arrangements for students undertaking a placement or WBL experience whilst studying with the University on a Tier 4 Visa. This must be done in adequate time of the proposed commencement of the placement to ensure that appropriate processes are in place prior to the start of the placement. The UKVI regularly updates its guidance in respect of sponsors' responsibilities; it is therefore essential that advice is sought from the University's Registry Services and International Student Advisor at the earliest opportunity.

Approval/Review Table	
Item	Notes
Version Number	Policy on the Management of Placement and Work-Based Learning and associated documentation (2020) V2.0
Date of Approval	30 th September 2020 (ASQEC) 14 th October 2020 (Academic Board)
Approved by	Approved by ASQEC and Academic Board
Effective from	October 2020
Policy Officer	Head of Collaborative Programmes
Department	Directorate of Quality and Educational Development
Review date	July 2023
Last reviewed	Policy reviewed and substantially rewritten and approved by ASQEC and Academic Board (V1.0, July 2016) Placement Approval Checklist added as supplementary documentation (March 2017) Documentation associated with risk assessment and approval of placement reviewed to reflect USHA Guidance on Health and Safety of Placements for Higher Education Students (June 2018) and to take account of CV-19. Approved for immediate use by VCEB 22nd July 2020: Appendix 1 University Risk Assessment Form for Placement Learning Appendix 2 Placement Providers' Health and Safety Questionnaire Appendix 3 Student Placement Conduct and Health and Safety Agreement Guidance for Placement Risk Profiling and Risk Reducing Actions (to be used in completion of Appendix 1 - the University Risk Assessment Form) Other documentation associated with management of placements (updated with review of Policy September 2020) Appendix 4a Placement and Work-based Learning - Audit Record

	Appendix 4b Placement and Work-based Learning - Audit Record - For courses where being in work is a course entry requirement and the student's workplace is the setting for work-based learning Appendix 5 Managing Placement/WBL Experience: Checklist of Key Steps in the Placement Approval Process
Equality Impact Assessment (EIA)	11 th September 2020
Accessibility Checked	9 th September 2020

ANNEX 1: CATEGORIES OF PLACEMENT AND MINIMUM REQUIREMENTS

Annex 1 – Management of Placement and WBL Policy: CATEGORIES OF PLACEMENT AND MINIMUM REQUIREMENTS			
Red Text indicates additional requirements/considerations for international placements			
Placement Type	Purpose and Description	Placement paperwork and process	On-placement Supervision and Monitoring
1. BRIEF VISITS TO A WORKPLACE/ORGANISATION Identified as a required part of a course to provide additional context for students' subject-based vocational studies, as well as contribute to students' general organisational and professional awareness.	• Unaccompanied by University staff • Observational/not working or engaging in workplace activity • Individual or group of students • Supervised by organisation/provider • Normally not exceeding 1 day	These requirements only apply where unaccompanied visits of this kind are formal required course elements. Normally covered by a 'Consent/Supervised Visit Letter' (or equivalent) prepared by the Placement/WBL Coordinator and completed and signed off by a representative of the organisation which is returned to the University/Partner prior to placement. • Confirmation of Employers Liability and Public Liability insurance through Consent/Supervised Visit Letter • Briefing/Preparation for visit in an appropriate format for the activity • Student Placement Conduct and Health and Safety Agreement (Appendix 3) • School approval	A workplace supervisor will need to be identified to allow telephone or email contact by student/module leader/academic tutor.

2. WORK SHADOWING Learning experiences where a student will spend time in an organisation for the purpose of observing particular pre-determined practices with no expectation that they will contribute to the work of the organisation i.e. there will be no prescribed tasks or responsibilities in the workplace.	• Unaccompanied by University staff • Observational/not working or engaging in workplace activity • Supervised by organisation/provider • Normally single days, a few days or up to 2 weeks	• Agreement UW/student/provider • Risk Assessment (Appendix 1) should be proportionate to the risk while students are under supervision • Placement Provider Health and Safety Questionnaire (Appendix 2) • Evidence of Employers' Liability and Public Liability insurance • Briefing/Preparation for visit in an appropriate format for the activity • Student Placement Conduct and Health and Safety Agreement (Appendix 3) • School approval • Workplace Induction • Student Feedback, including learning experience and health and safety arrangements, through Module Evaluation	A workplace supervisor will need to be identified to allow telephone or email contact by supervising academic tutor. Where a student is returning to campus in between placement visits, telephone/email contact can be supplemented with face to face confirmation that the placement is satisfactory/going well
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3. PROJECTS/DATA COLLECTION Negotiated pieces of work, undertaken by an individual student or groups of students, that require the student(s) to spend periods of time located within the workplace/organisation for the purposes of undertaking aspects of a project e.g. data collection, observation. Students who wish to undertake projects/data collection abroad (see 3a for additional requirements)	• Unaccompanied by University staff • Supervised by organisation/provider • Interaction with work environment To a greater or lesser extent, projects will be negotiated between the student, the academic tutor and the organisation and will enable the student to address module learning outcomes and, where relevant, any objectives of the host organisation e.g. as part of an independent study or dissertation Learning outcomes should be part of an agreed learning project i.e. a project brief, an Independent Study or dissertation	• Agreement UW/student /provider • Project Approval - may require referral for Ethical Approval (University process) • Normally covered by a 'consent letter' prepared by the University and completed and signed off by a representative of the organisation which is returned to the University prior to entry to placement/data collection. • Risk assessment (Appendix 1) • Evidence of Employers Liability and Public Liability insurance • Placement Provider Health and Safety Questionnaire (Appendix 2) • Briefing/Preparation for visit • Student Placement Conduct and Health and Safety Agreement (Appendix 3) • School approval • Student Feedback, including learning experience and health and safety arrangements, through Module Evaluation	Workplace supervisor/contact should be identified. Named project supervisor/supervising academic tutor Supervising Tutor should telephone/email student and follow up with face to face review with the student when they are back on campus.
3a PROJECTS/DATA COLLECTION ABROAD (additional requirements for international context) Students who wish to undertake projects/data collection abroad will follow the usual process but should be made aware by the School or the Research School that there will need to be additional documentation and safeguards in place	As 3 above	For International Projects (as 3, including): • Extended Risk assessment (Appendix 1 and <u>Overseas Travel Safety and Security Risk Assessment</u>) • Consultation and registration with the University Insurance Team. • Evidence of public liability insurance and travel/medical insurance • Registration with the International Student Advisor if student travelling to a country where a visa is required or if a Tier 4 international student (i.e. those in the UK on a student visa from outside the EU)	

4. PLACEMENTS A full placement where the student will be participating in the work of the organisation but will also be required to use the experience to fulfil modular learning and assessment requirements. Normally no longer than one academic year, undertaken by the student during the semester(s) (may include the vacation period where this has been pre-arranged, approved and fulfils all requirements). Students may be given the option of a placement abroad, provided it is an integral part of the course and the student remains registered with the University throughout (see 4b for additional requirements).	• Supervised by organisation/provider • Working (normally unpaid but may include paid work which fulfils modular requirements) • Contributes to module learning outcomes and assessment requirements Placements are normally linked to 15 or 30 credit modules depending on length and purpose of placement. Length of placement period may vary. Placements may occur as a block or as x day(s) per week over x weeks of a semester There may be a placement 'hours requirement' for engagement in the placement/WBL identified within the module specification/programme specification in order to fulfil the learning outcomes and requirements of the specific module(s)/course Additional requirements for the award to be met through placement may include, specific practice hours, competences, skills assessment	• Agreement UW/student/provider • Agreed roles and responsibilities • Risk assessment (Appendix 1) • Placement Provider Health and Safety Questionnaire (Appendix 2) • Evidence of Employers Liability and Public Liability Insurance • Briefing/Preparation for placement • Student Placement Conduct and Health and Safety Agreement (Appendix 3) • School approval • Workplace Induction • Student Feedback, including learning experience and health and safety arrangements, through Module Evaluation	Workplace supervisor identified Supervising academic tutor allocated Placements lasting up to 6 weeks – as a minimum student should be contacted by email/telephone/Skype. Placements in excess of 6 weeks undertaken full-time - normally a visit to the student on placement by an academic tutor will be required (or full contact via Skype). If the placement exceeds 14 weeks, then as a minimum, the tutor must visit the student and have two detailed conversations with the student in their placement or by telephone/email/skype contact.
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4b INTERNATIONAL PLACEMENTS (additional requirements for international context) International placements will require similar baseline documentation and process as UK placements but Schools will need to have additional safeguards in place.	As 4 above	For International Placements (as 4 above and to include): - Extended Risk assessment (Appendix 1 and Overseas Travel Safety and Security Risk Assessment). - Consultation and registration with the University Insurance Team. - Evidence of public liability insurance and travel/medical insurance (if placement provider has no PL insurance, seek guidance from University's Insurance Team) - Registration with the International Student Advisor if student travelling to a country where a visa is required or if a Tier 4 international student (i.e. those in the UK on a student visa from outside the EU) - Extended Briefing/Preparation for visit - Workplace Induction in country Erasmus Traineeships/Placement Learning should be referred to the International Mobility Coordinator who will advise on documentation.	Contact with students on placements outside the UK will be rigorous. As a minimum, the tutor must have at least monthly email exchange/report and have two detailed conversations with the student in their placement by telephone/email/Skype etc. Where virtual technologies e.g. Skype are to be used, access to appropriate technology must be confirmed prior to travel. Student (and employer) should inform the University if the student is either absent from placement/work due to illness or ceases working for the employer. Attendance of Tier 4 students on placement abroad must be closely monitored and a record kept.
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5. SANDWICH A placement (either supervised work experience or studying at a partner institution) equivalent to at least a year's academic study (36 weeks or FTE) and up to 52 weeks, usually undertaken by students in an additional/penultimate year of study. Sandwich placement is not credit-bearing but is a required element of a degree bearing the title of a 'sandwich degree' as specified in the Programme Specification. Students undertaking work experience in a pre-defined role within an organisation should be salaried accordingly. Where the Sandwich placement is abroad, additional requirements associated with international placements will apply.	Supervised by organisation/provider Working (normally Paid) Extended period In addition to 'work experience', students may use the opportunity to gather data/undertake research required for modules in a subsequent level. Students may also be required to complete a piece of academic/project work to satisfy pass/fail completion requirements of sandwich element of degree, e.g. presentation and personal reflection.	• Agreement UW/student/employer/provider • Project Approval - may require referral for Ethical Approval (University process) if also undertaking research/gathering data • Employers Contract • Agreed roles and responsibilities • Risk assessment (Appendix 1) • Employer/Placement Provider Health and Safety Questionnaire (Appendix 2) • Evidence of Employers Liability and Public Liability insurance • Briefing/Preparation for placement • Student Placement Conduct and Health and Safety Agreement (Appendix 3) • Workplace Induction programme • School approval • Student Feedback, including learning experience and health and safety arrangements, through Module Evaluation • Employer appraisal of student performance Staff and students should consult the International Mobility Coordinator if all or part of their year will be in the EU	Workplace supervisor/mentor to be identified Supervising academic tutor allocated The supervising academic tutor should make contact with the student and their workplace supervisor in the first week of placement to check arrangements in place and settling in. The tutor should visit the student at least once during the year and have two detailed conversations with the student in their placement, or by telephone/email/Skype contact. UK based students would normally be invited to return to university for a mid-placement workshop. Students should be supported to reintegrate into University following the placement
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6. YEAR ABROAD Undergraduate students may opt to transfer to a four year programme where the third year is spent abroad either studying at a partner institution, on a work placement or doing a combination of both. Students will remain registered with UW throughout their year abroad.	See 'Policy for the management of student international mobility' (2016) for specific guidance on Year Abroad	See 'Policy for the management of student international mobility' (2016) for specific guidance on Year Abroad Staff and students should consult the International Mobility Coordinator if all or part of their year will be in the EU	Contact with students on placement outside the UK must be rigorous. As a minimum, the supervising academic tutor must have at least monthly email exchange with the student and conduct at least three detailed conversations/virtual meetings with the student and their placement supervisor in their placement by telephone/email/Skype etc. Where virtual technologies e.g. Skype are to be used, access to appropriate technology must be confirmed prior to travel. Student (and employer) should inform the University if the student is either absent from placement/work due to illness or ceases working for the employer. Attendance of Tier 4 students on placement abroad must be monitored and a record kept.
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6. Work Based Awards, e.g. Foundation Degrees Full programmes of study where the student's normal workplace setting (or a sustained placement(s) for the duration of the course) are used as a focus for their learning. Elements of the student's programme of study may be negotiated on the basis of work-based and work-related objectives and outcomes	Working and normally subject to employment contract (or placement agreement) Specific work-based learning outcomes, including negotiated learning agreements between the University, the student and their employer Contributes to modular/course assessment requirements	• Agreement UW/student/employer • Evidence of employment contract (where applicable) • Project Approval if undertaking work-based project(s) which may require referral for Ethical Approval (University process) if also undertaking research/gathering data • Risk Assessment as appropriate (Appendix 1) • Employer/Placement Provider Health and Safety Questionnaire (Appendix 2) • School approval • Student Feedback, including learning experience and health and safety arrangements, through Module Evaluation NB Where WBL is achieved through a sustained placement rather than employment, additional requirements as for placements apply. This may include practice hours requirements and their duration and distribution across the programme to meet course and module learning outcomes and assessment requirements (see Category 4)	Workplace supervisor/mentor to be identified as appropriate Supervising academic tutor allocated Visits to student (which may include virtual meetings with the student by Skype etc) and telephone/email contact to check progress and verify that course related learning opportunities are in place. Where a student attends modules face to face confirmation that the working environment is a safe and suitable learning environment
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ANNEX 2: UNIVERSITY OF WORCESTER GUIDANCE ON INSURANCE REQUIREMENTS

1. **Different types of insurance apply to student placement/WBL activity. They are set out below. Each of these insurances will apply to student placement/WBL activity whether it has been arranged by the student or the University.** (Please note that student experiences, like those arranged by organisations such as “Work the World” are not covered by the University’s insurance policies.)
2. The University’s insurance cannot cover anything that is the legal liability or responsibility of someone else. As the placement provider has control of the student while they are on placement, many responsibilities are their legal liability.
3. Therefore any injury, loss or damage that the student may cause whilst they are under the supervision of the placement provider is the responsibility of the placement provider.
4. Similarly any injury, loss or damage suffered by the student while they are under the supervision of the placement provider is also the responsibility of the placement provider.
5. Criminal acts committed by the student are not covered under any insurance arrangements.
6. **Public Liability**
 - 6.1. The University holds Public Liability insurance cover up to the value of £25 million. This insurance covers the University in the event of a claim arising out of our own negligence. A claim could be brought by the student against the University.
 - 6.2. It also covers the University, and the relevant student, for any claim made as a result of a negligent act carried out by our student whilst they are on placement. A claim could be brought by the placement provider against either the student or the University.
 - 6.3. Should placement providers require evidence that the University has Public Liability insurance in place for its students, a “To Whom it May Concern” letter can be downloaded from [the University’s Insurance tab](#) of the Finance page of the University’s Website.
7. **Employer’s Liability**
 - 7.1. Host organisations providing student placements are asked by the University to accept liability for the student for the duration of the placement/WBL activity as the student is directly under the control and supervision of the Host. This is evidenced by obtaining a copy of the Employer’s Liability Certificate of Insurance, so that we are aware of the policy number, limit of liability, date of expiry and insurance company. The minimum limit of liability cover should be no less than £5 million, preferably £10 million.
 - 7.2. Within the UK a reciprocal arrangement is in place within the Insurance sector and most Employer’s Liability insurance policies accept the student as a ‘temporary employee’ within the Host Organisation.

- 7.3. From time to time the University may be asked to sign a contract with the placement provider that asks for the University to indemnify the placement provider against 'all loss or damage' arising from the placement. No-one from the University should sign such a term as our insurance cannot meet this requirement. There is an ABI agreement that confirms this is the responsibility of the placement provider's insurer to provide an appropriate Duty of Care and be responsible for the health and safety of the student.

8. Travel and Personal Accident Cover in relation to Overseas Travel

- 8.1. The University offers Comprehensive Travel and Personal Accident Cover (Travel & PA) to students on overseas placements. Please ensure that the student has reviewed the British Foreign Commonwealth Office (**FCO**) [travel advice](https://www.gov.uk/foreign-travel-advice) before they incur any costs associated with the trip (<https://www.gov.uk/foreign-travel-advice>). If the FCO advise against travel to a country or region, the student should liaise with the [University's Insurance Officer](#), in order to establish whether the trip can proceed.
- 8.2. The student should complete the [Overseas Travel Risk Assessment Form](http://www.worc.ac.uk/finance/documents/Overseas_Travel_Risk_Assessment_Form.docx) at least one month before they are due to travel and forward it to the University's Insurance Officer (contact details are on the risk assessment form) after it has been signed by the Head of School. The form will be reviewed and if the trip can proceed, insurance documentation issued. The University will not provide insurance cover unless this form is completed ([http://www.worc.ac.uk/finance/documents/Overseas Travel Risk Assessment Form.docx](http://www.worc.ac.uk/finance/documents/Overseas_Travel_Risk_Assessment_Form.docx))
- 8.3. Issues can arise when the host organisation either has inadequate liability insurance (Employer's Liability or equivalent) or no liability insurance in place, leaving the student and/or the University exposed in the event of negligence. It is important that the student has been made aware of the insurance cover that is in place (in writing) ahead of travel, has acknowledged this fact and confirmed that they still want to proceed with the placement.
- 8.4. In the event that the student is unexpectedly taken ill, injured or killed whilst on an overseas placement then the University's Travel & Personal Accident insurance cover will apply.
- 8.5. In the event that the student is involved in an accident in the workplace arising from the host organisation's negligence, the University's Travel & Personal Accident insurance will still apply. However, there may not be any possibility of the student obtaining additional financial compensation for the injury from the host if they have no, or inadequate, insurance to cover this. In these circumstances the student may seek to obtain additional financial compensation from the University but the claim would only be successful should the University be proved to have been negligent in approving the placement. This is because the University cannot be liable for the acts of the host organisation, but is liable for its own acts. The risk assessment process outlined in this policy and guidance will provide evidence that the University has undertaken due diligence.
- 8.6. It is acceptable for the University to inform the student that they should not go on a particular placement for a variety of reasons including insurance, cultural, governmental advice, reputational or ethical reasons. It is also acceptable for the University to permit a placement

to take place in a country where the insurance arrangements are not comparable to the UK. This may be a low risk placement or a high risk placement. In any event, the decision to allow the placement to proceed, rests with the Head of School. Some high risk travel for placement may require the notification to, and approval of, the Pro-Vice Chancellor (Students) or the Vice Chancellor. The University's Insurance Officer will advise where this is necessary.

- 8.7. Placement providers overseas should be asked by the Placement Coordinator if their liability insurance includes cover for the student for any damage arising from their duties within the organisation and injuries to third parties, including clinical errors. If the provider answers "No" to these questions, the placement must not go ahead without permission from the Head of School.
- 8.8. Further advice regarding overseas placements can be found in the [Overseas Flowchart](#) .

9. Medical Malpractice/Clinical Negligence/Professional Indemnity Insurance

- 9.1. Students working within NHS hospitals in the UK are covered for professional risks under the Clinical Negligence Scheme for Trusts. If the placement is in a GP's surgery, independent practice (such as a physiotherapy practice), private hospital, hospice or nursing home, the Placement Coordinator needs to ask the provider if their insurance covers the liability of the student for injuries to third parties, including clinical errors, or property damage arising from their duties within the organisation. If such cover is not provided please liaise with the University's Insurance Officer for further advice. It may be necessary for the student to be a member of their professional body in order for Clinical Negligence cover to be in place. For further advice please contact the Work-Based Learning Support Office in the School of Allied Health and Community (wblso@worc.ac.uk) or email the [University's Insurance Officer](#) .

10. Motor Insurance

- 10.1. Students asked to use their private car whilst on placement for business purposes, other than driving to and from the placement, must check with their motor insurers to ensure that they have 'business use' on their policy, not just 'social, domestic and pleasure' use.
- 10.2. In limited circumstances the University may agree to hire a car for a student and recharge the cost. In this instance the student would be covered by the University's motor insurance policy provided that the student has completed the Motor Driving Form, holds a driving license that enables them to drive the vehicle concerned and has not been disqualified from driving. For further information see the [Work Related Drivers Questionnaire](#) .

For further information related to insurances, contact the [University's Insurance Officer](#) in Finance by email or on 01905 542206