



# **Code of Practice for Work-Based and Placement Learning 2018-19**

Technical updates of this document are undertaken on an annual basis to reflect changes to the amendments to related policies, procedures and regulations

This document relates to the current year. If you become aware of any previous versions that are available on line please notify [SEO@bolton.ac.uk](mailto:SEO@bolton.ac.uk) so that action can be taken to remove the document(s).

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Field trips, residential, employer visits, and short periods outside of the University when managed/supervised by University of Bolton staff.

Situations where students have a break in their studies to take advantage of a volunteering opportunity.

- 1.10 The Code should be read, where necessary, in conjunction with other Codes of Practice and/or policies within the University (see Student Policy Zone).

## **2 Definitions**

- 2.1 **Work-based learning** is learning that is integral to a higher education programme and is achieved and demonstrated, wholly or predominantly, through engagement with a workplace environment. Typically it is focused around an occupation either paid or unpaid and will be measured and assessed against specific learning outcomes and/or competencies.
- 2.2 **Placement learning** is a credit-bearing, planned period of learning which takes place either internally (i.e. Sport and Spinal Injury Clinic, Athlete Development Centre) or outside of the University of Bolton. A placement is defined as work experience, assessed project work or a period of course-based study (for which academic credit is awarded and where the student remains subject to University of Bolton regulations during the relevant period) where there is a transfer of direct supervision of the student to a third party for a period of time. It includes those circumstances where students have arranged their own learning opportunity with a placement provider, with the prior approval of the University.
- 2.3 **Learning outcomes** describe what a student should be able to do or demonstrate, in terms of particular knowledge, skills and attitudes, as a result of learning.
- 2.4 **Placement staff** (e.g. Module Tutors, Programme Leaders, University Link Lecturers, Placement Coordinators) are staff designated by the University of Bolton to arrange and/or approve placements and support students during the placement period.
- 2.5 **Placement provider** includes persons, partnerships, companies, institutions and other organisations providing opportunities for placement learning.
- 2.6 **Placement supervisor** is a person, employed and designated by the placement provider, who is responsible for supervising the student whilst on placement.
- 2.7 **Placement mentor** is personal development in the work place. Some PSRBs have specific requirements which must be met in relation to mentoring.

### **3 Types of Placement**

3.1 The types of placements available to students can take many different forms. They can include: short or extended placements, full-time or part-time, paid or unpaid, assessed or unassessed, formal or experiential learning and studying or working abroad.

3.2 The placement provider will vary with the nature of the placement. This may be, for example, a student negotiated placement or a formal arrangement with a single employer who offers multiple placements. Whichever form the relationship takes the principles of the Code must be followed at all times.

## **4 Responsibilities of Key Stakeholders**

### **4.1 Responsibilities of the University**

4.1.1 The University recognises and values the importance of work-based/placement learning and its current and potential future benefits for the approach to

4.1.2 The University will ensure that the academic standards applied to the assessment of work-based/placement learning are consistent with normal University practices, with available subject benchmark statements and, where appropriate, professional or regulatory body requirements.

4.1.3 Arrangements for work-based/placement learning should be approved at validation/programme review. Any subsequent changes to the validated arrangements should be undertaken via the Module Modification Approvals process.

4.1.4 The University will ensure that, as far as is practicable, the potential for discrimination that could arise within a prospective placement is considered, taking special consideration of the protected characteristics in the Equality Act 2010. Where there are students with a disability, specialist advice may need to be accessed from the Disability Team.

4.1.5 The University will ensure that procedures are in place for dealing with complaints relating to the work-based/placement learning and that programme teams are aware of and can make use of them. A record will be kept of all formal complaints and the follow up action taken in line with the University complaints procedure.

## **4.2 Responsibilities of Heads of School**

- 4.2.1 Heads of School will ensure that explicit reference is made in all relevant documentation of the intended learning outcomes of all work-based/placement learning. The assessment of such learning must form part of a coherent learning strategy for the programme and/or the module as a whole, be reflected in the programme specification, module specification and assessment guidelines, and be subject to the normal processes of assessment and moderation.
- 4.2.2 Heads of School will ensure that staff who are involved in work-based/placement learning within their teams, are competent to fulfil their role and training and development needs are identified and addressed.
- 4.2.3 When undertaking summative assessments, Heads of School must ensure that University and/or placement staff involved are suitably qualified, trained and supported.
- 4.2.4 Heads of School will ensure that the academic standards of a work-based/placement learning are consistent with normal programme monitoring practices.

## **4.3 Responsibilities of Programme Leaders (or equivalent e.g. Directors of Studies)**

- 4.3.1 Programme leaders will seek to align the learning opportunities to appropriate professional practice-based standards where appropriate.
- 4.3.2 Programme leaders will ensure that the overall aims, outcomes, roles and responsibilities relating to work-based/placement learning will be clearly defined and communicated to all parties (students, staff and placement providers). This can be achieved through the use of placement agreements, learning contracts, letters, handbooks for students, staff, and employers or other relevant correspondence that is deemed appropriate.
- 4.3.3 Programme leaders should have appropriate procedures in place if, for a reason, a student is unable to achieve the learning outcomes with the agreed placement provider, due to a change in circumstances.
- 4.3.4 Programme leaders should consider the impact that academic failure in the work-based/placement learning element may have, and incorporate provision for re-assessment of those elements within the overall assessment strategy.
- 4.3.5 Programme leaders will ensure that students receive sufficient preparation for their work-based/placement learning through a variety of means including one





















Post Code:		Main Contact: <i>Mr, Mrs, Miss, Ms Dr, Other</i>		
Telephone No.:		Position:		
Fax No.:		Employer Health & Safety Representative / Competent Person:		
Mobile No.:		University Representative (tutor or supervisor):		
Email address:				
Web Site:				
Number of Employees:	F/T	P/T	Other	Total
What is preferred method of Contact				

Information contained in our database may be used to contact you from time to time.

Please indicate if you want to be contacted

Yes

No

## 2. INSURANCE DETAILS

Date Checked	Current Insurance Cover	Policy Number	Expiry Date
	Employers Liability		
	Public Liability		
	Vehicle/Plant		

## 3. SUPERVISION

**3.1** Will the Employer provide Supervision / Safeguarding Yes or No

Name:

### DEPUTY SUPERVISION

**3.2** In the absence of the main supervisor who will supervise the learner/ employee? Yes or No

Name:



4. HEALTH AND SAFETY		
<b>4.1</b>	<b>Health and Safety Policy</b>	<b>Yes/No</b>
A	Is there a clear commitment to health, safety & welfare ( <b>written policy statement mandatory</b> when 5 or more employees)?	
B	Are the responsibilities and arrangements for health and safety clearly stated (recorded when 5 or more employees)?	
<b>4.2</b>	<b>Risk assessment and control</b>	<b>Yes/No</b>
A	Have risk assessments been carried out and significant risks identified?	
B	Have the significant findings and details of any groups identified (e.g. young persons/ vulnerable adults inexperience) as being especially at risk been recorded (this is optional where there are fewer than 5 employees)? <b>Comments:</b>	
C	Give details of the risks and control measures relating to the occupations and the specific activities carried out in the workplace.	
D	How are the risks and control measures explained to employees and others?	
E	Are risk assessments reviewed e.g. in light of the findings from monitoring activities?	

<b>CODE OF PRACTICE FOR WORK-BASED AND PLACEMENT LEARNING</b>	
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