

Work-Based and Placement Learning Policy

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1.0 Introduction

- 1.1 This policy provides a framework and guidance for programme teams involved in the organisation and management of work-based and placement learning (WBPL). While it provides a degree of underlying standardisation, it is also intended to be sufficiently flexible to allow the specific requirements of individual programmes and any Professional, Statutory or Regulatory Bodies (PSRBs) to be met. The way in which WBPL is organised and managed will vary according to specific programme aims and learning outcomes, and their related learning, teaching and assessment strategies. This policy should therefore be considered in conjunction with the Programme Specification and more detailed documentation that is approved at programme validation and re-approval which will establish specific arrangements at programme level. Specific arrangements for apprenticeship provision are outlined in the Degree Apprenticeship Quality Assurance Framework Documentation.
- 1.2 This framework is informed by, and is consistent with the Expectations, Practices and Guiding Principles of the [UK Quality Code for Higher Education](#) (May 2018), including the [Advice and Guidance on Work-Based Learning](#) (November 2018), the [Advice and Guidance on Partnerships](#) (November 2018), the [ASET Good Practice Guide for Work Based and Placement Learning in Higher Education](#) (2022), the [ASET Good Practice Guide for Managing the Health, Safety and Welfare for Student Placement](#) (2021), the [ASET Good Practice Guide for Supporting Students with Disabilities on Placement](#) (2016) and the [ASET Good Practice Guide to Successful Work Based Learning for Apprenticeships in Higher Education](#) (2019). The QAA 2018 Advice and Guidance for work-based learning defines WBPL as ‘authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet the learning needs of the employees, developing their knowledge, skills and professional behaviours, and also meeting the workforce development needs of the organisation’.
- 1.3 WBPL plays a vital role in supporting educational outcomes and enhancing graduate employability and is a key component of the University’s programmes especially for example Foundation Degrees and Apprenticeships. The learning outcomes that will be achieved through WBPL, whether specific or general, should be relevant, purposeful, and clearly defined for each individual programme. Programme teams should ensure that WBPL opportunities are designed to meet the needs of students and apprentices, developing their knowledge, skills, and professional behaviours.
- 1.4 WBPL can take many different forms and can range from a single module or part of a module within a programme to an entire programme that is work-based, such as Apprenticeships or Foundation Degrees. Arrangements to provide WBPL can involve a number of partners, with the nature of the relationship varying significantly depending on the programme and the needs of the student.
- 1.5 This policy applies to all placement, work based learning or related provision by or on behalf of Plymouth Marjon University and includes:
- Learning that involves employers in the commissioning of ‘live’ briefs or projects
 - Structured work placements or internships

- Employment situations (paid or unpaid) where the work students undertake will provide a key source for their learning, including remote working and work undertaken in non-employed settings (for example voluntary roles)
- Integrated work experience often found within programmes that include substantial and sometimes regulated periods of practise-based learning
- Situations where students are also employees, and their programme of study is embedded in the workplace
- Apprenticeships, where the apprentice is employed with an accompanying learning development programme where the employer provides the apprentice with the opportunity to gain the knowledge, skills and behaviours needed to achieve the professional competence via the University who acts in the capacity of training provider.

1.6 Where work-based learning counts towards 'credit' the responsibility for setting and oversight of quality and standards sits with the University. WBPL activity will be monitored and reviewed through the University's annual monitoring processes. Programme teams are responsible for the creation of programme placement handbooks which will detail the mechanisms for evaluating WBPL and for securing, monitoring, and reviewing WBPL environments. Placement handbooks should be approved at programme validation / reapproval.

1.7 Study abroad, including exchanges and student mobility programmes such as Turing are covered by this policy however the approval and agreement of these should be aligned to the University's International Strategy.

2.0 Definitions

2.1 Fitness to practise - being suitably qualified and prepared, and demonstrating appropriate skills, conduct, values, and attributes, to perform a particular professional role as recognised by the relevant professional body.

2.2 Learning outcomes - what a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

2.3 Placement - a planned period of experience outside the institution (for example, in a workplace) to help students to develop particular skills, knowledge or understanding as part of their programme. This can include study abroad and placement / sandwich years

2.4 Professional, Statutory and Regulatory Bodies (PSRBs) - organisations that set the standards for, and regulate entry into, particular profession(s) and are authorised to accredit, approve, or recognise specific programmes leading to the relevant professional qualification(s) - for which they may have a statutory or regulatory responsibility.

2.5 Work-based learning - learning that takes place, in part or as a whole, in the context of employment. Work-based learning includes learning by a student that requires engagement with a work environment as either an employee, volunteer or in a self-employed capacity. It includes students on Foundation Degrees, Apprenticeships, students undertaking work experience and students whose projects or assessments involve engagement in a work-based activity.

- 2.6 Placement Provider – includes persons, partnerships, companies, institutions, and other organisations providing opportunities for placement or work-based learning
- 2.7 Placement Co-ordinator – the member of University staff responsible for agreeing, organising, and managing the work-based or placement learning in line with this policy and associated University regulations, policies and procedures. Normally a member of the programme team.
- 2.8 Placement Supervisor – the person, employed and designated by the placement provider, who is responsible for supervising the student while on placement.
- 2.9 Placement Mentor – the person designated to facilitate the student’s professional and personal development in the workplace. Some PSRBs have specific requirements which must be met in relation to mentoring, these should be embedded within any placement agreement.
- 2.10 Placement Officer – the member of University staff responsible for the administration and coordination of the work-based or placement learning in line with this policy and associated University regulations, policies and procedures.
- 2.11 Placement Agreement (sometimes referred to as the Service Level Agreement) – the agreement between the University and Placement Provider which clearly sets out the roles and responsibilities of the University, placement provider and student.

3.0 University Guiding Principles for Work-Based and Placement Learning

- 3.1 Arrangements for WBPL should be approved at programme validation and re-approval as set out in the University’s Quality Assurance Framework. Any subsequent changes to the validated programme should be submitted for approval via the Programme and Module Modification Procedure. Approval must include consideration of draft handbooks or equivalent for students and for placement providers and where applicable placement supervisors and mentors.
- 3.2 All WBPL activity integral to a programme is subject to the [University’s Student Regulations Framework](#). Any programme specific regulations relating to WBPL must be agreed and approved at programme validation / reapproval.
- 3.3 During the design, approval and monitoring of programmes with a WBPL or placement element, programme teams must ensure that the following QAA guiding principles are met:
- WBPL elements and opportunities are designed and developed in partnership with employers, students and other stakeholders (i.e. PSRBs and service users where appropriate) and contain learning outcomes that are relevant to work objectives.
 - WBPL consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.
 - WBPL opportunities are underpinned by formal agreements between education organisations, employers, and students.
 - The University and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where applicable.

- WBPL is delivered through a meaningful partnership between students, employers, and the University.
- WBPL opportunities enable students to apply and integrate areas of subject and professional knowledge, skills, and behaviours to enable them to meet programme learning outcomes.
- All parties understand and respect the respective roles, responsibilities and expectations of the University, employer and student and appropriate training and support is provided where required.
- The University and employers acknowledge students have unique needs and collaborate to ensure opportunities are inclusive, safe, and supported.
- WBPL opportunities are designed, monitored, evaluated, and reviewed in partnership with employers.

3.4 In addition, programme teams should ensure that:

- Placement and work-based learning are aligned to relevant external reference points (UK Quality Code for Higher Education, PSRB guidelines etc.), University regulations and policies and any relevant legislation and are approved through the usual quality assurance mechanisms.
- Placement and work-based learning are credit rated with appropriate learning outcomes that contribute to the overall aims and learning outcomes of the programme and/or module(s).
- Placement and work based learning and its contribution to module and programme outcomes will be made explicit in programme documentation, including programme specifications, and considered as part of the programme approval and annual monitoring processes.
- Programmes have in place arrangements for the quality assurance of placement and work-based learning opportunities and the standards of student achievement must be overseen by appropriately qualified external examiners.
- Where employers or their representatives are involved in the monitoring of student progress and/or the assessment of student work, relevant induction and training must be provided. In some cases, a formal partnership may need to be instigated. Employers and their representatives must be provided with written information, regarding their roles, responsibilities, and rights.
- Foundation Degree and Apprenticeship programmes 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.
- Students undertaking placement and work-based learning must be prepared for, and supported in, both their placement learning activities and, if applicable, their return to the University. They should be provided with written information regarding their roles, responsibilities, and rights.
- Mechanisms must be in place to secure feedback about the placement or work-based learning experience from students, University staff and employers/providers.
- Mechanisms must be in place to deal with complaints from students, employers/providers and/or University staff.
- Careful consideration must be given to the management of risks relating to health and safety, quality and other risks associated with the specific proposals for a given programme.

3.5 The Programme Leader is responsible for ensuring that the above principles underpin practice relating to placements and that placements are organised efficiently, effectively and in line with this policy and the requirements of the OfS, QAA, PSRBs and any relevant legislation (health and safety, equal opportunities etc).

4.0 Selecting and Approving Placement Settings

4.1 The University has a risk-based approach for all partnership work, including WBPL. Programme Teams are responsible for formalising all placement settings via a formal placement agreement which clearly outlines the areas of responsibility for both the University and placement provider.

4.2 The University's risk-based approach ensures that as WBPL integration increases, any increased risk is mitigated by the implementation of increasingly formal agreements with the placement provider. This will normally take the form of a formal placement or service-level agreement.

4.3 Where a student is tasked with finding a work-based experience as part of a credit-bearing placement module the Programme Team must ensure that the proposed workplace will allow the intended learning outcomes to be achieved and to check the suitability of the workplace in terms of legislative requirements. The risk assessment form (annex 2) should be completed as part of this process.

4.4 In selecting new placement settings, the following principles should be observed:

- New placements should normally have been in existence for a minimum period of six months to ensure that the setting has established systems and routines and that staff members are confident in their own roles as practitioners.
- Arrangements should enable a placement supervisor to be appointed who should meet the minimum professional requirements of the relevant PSRB where these apply.
- Placements should demonstrate a strong commitment to equality of opportunity and meet the requirements of relevant legislation.
- Under the Health and Safety at Work Act (1974), the health and safety provision in any placement must meet at least minimum health and safety requirements to ensure the personal safety of students and safe practice in their work with clients, members of staff, the public, tools, equipment, machinery, chemicals, etc, noting that primary responsibility for the management of the health and safety for a student while on the placement rests with the placement provider.
- The placement coordinator is responsible for confirming that any new placements, whether identified by the programme team or secured by a student, have the capacity to provide a suitable learning experience for the student and sufficient opportunities for them to demonstrate achievement of the specified learning outcomes.

4.5 The placement coordinator should gather information on potential risks and control measures as part of an initial risk assessment exercise (annexes 1 and 2). The following six factors should be considered as part of this risk assessment:

- Work factors: the nature of the work the student will undertake, the hazards to which they may be exposed and associated control measures.

- Travel and transportation factors: any health, safety and/or welfare issues associated with the student travelling to and from the placement.
- Location and/or region factors: whether there are any increased or atypical risks in the location of the placement, especially if overseas.
- Health and environment factors: any health, safety and/or welfare issues associated with the environmental conditions in the workplace or general location.
- Individual student factors: factors such as physical and mental health and knowledge, skills and experience that could have an impact on health and safety in particular environments and may require reasonable adjustments (for example to procedures, activities and/or physical environments) and/or bespoke support (recognising the importance of an inclusive approach to the provision of WBPL opportunities).
- Insurance limitations: the extent and limitations of the insurance arrangements in place.

4.6 The outcomes of the risk assessment should be clearly documented. If risk levels are identified as high in relation to any of the six factors identified above, or if there is insufficient information to make a reliable judgement, a more detailed risk assessment should be undertaken, which may include a preliminary visit to the proposed placement by the placement coordinator or a member of the programme team in order to determine the suitability of the setting against agreed health and safety criteria.

4.7 When considering placements abroad, consideration should be taken of legislation appropriate to the country concerned and consideration of any particular risks associated with the specific region and location. The University's Risk Assessment Tool for Student Exchange should be completed for all international WBPL or study abroad opportunities.

4.8 In determining the suitability of placement settings, the following criteria should be met. Placements should:

- provide an appropriate, positive working environment which is conducive to learning and provides opportunities for identifying good practice.
- provide sufficient opportunities for students to demonstrate achievement of the intended learning outcomes.
- have an appropriate number of suitably qualified staff to act as placement supervisors, mentors or equivalent.
- meet the requirements of any relevant PSRBs.
- have a sound and fully operational equal opportunities policy.
- be able to make reasonable adjustments for students with disabilities in accordance with the University's Regulations, and provide such students with comparable levels of support to that provided by the University.
- provide evidence that Disclosure and Barring Service (DBS) checks are in place where required.
- have an adequate standard of facilities and physical resources to ensure that the learning needs of students can be met.
- have an appropriate health and safety policy, procedures, and practices.
- have Employers Liability Insurance.

4.9 Any placement setting unable to fulfil the above criteria should not be used. If a placement proves untenable, an alternative placement should be sought and any students affected

should be given support and guidance in line with the University's Student Protection Plan. In some cases, a validated alternative may be available if it is not possible for a placement to take place.

5.0 The Placement Agreement

- 5.1 Any WBPL activity must be underpinned by a formal placement agreement. The placement agreement must be agreed and signed by the University, the student and the placement provider before the placement commences. This agreement will set out the expectations, intended learning outcomes, roles, and responsibilities of each party.
- 5.2 Annex 5 sets out the requirements which must be met by placement agreements. It is likely that programme teams will wish to add in additional clauses particularly in respect of any PSRB requirements however these should be added to the standard template (annex 6) and approved by the placement coordinator. Subject to all 'essential' requirements being met, all 'optional' requirements duly considered and all requirements of this policy fulfilled the Dean of School can sign the placement agreement on behalf of the University. Placement Agreements along with the completed risk assessment form (annex 2) and placement provider agreement form (annex 1) and checklist should be retained centrally by the Placement Officer.
- 5.3 For those students completing study abroad the University's Collaborative Provision Regulations and Procedures shall apply. Programme teams should liaise with the Quality and Academic Standards Unit as early as possible to ensure that the correct documentation is completed.

6.0 Managing WBPL opportunities

- 6.1 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. Students may secure their own placement, or these may be identified and / or allocated by a member of University staff. In all cases a designated member of University staff must oversee the management of all WBPL experiences.
- 6.2 Deans of School in liaison with the placement officer must ensure there are named individuals with responsibility for the management, approval, support and monitoring of WBPL.
- 6.3 The Placement Officer plays a significant role in the management and oversight of WBPL. The responsibilities of the Placement Officer normally include:
- Ensuring risk assessment of WBPL opportunities is completed;
 - In liaison with the Placement Co-ordinator arranging and / or approving WBPL opportunities;
 - In liaison with the Placement Co-ordinator supporting students in identifying relevant WBPL opportunities;
 - Briefing students on WBPL requirements and student responsibilities;
 - Ensuring a record of students in placement is maintained normally via InPlace;

- In the case of Tier 4 students, monitoring and reporting to Student Records any changes in students circumstances whilst on placement;
- Providing advice and guidance to staff, students, placement providers and supervisors/mentors in relation to WBPL;
- Supporting students during the WBPL experience;
- Contacting students during the WBPL experience as required;

6.4 Record keeping is an essential element of the management of WBPL experiences and accurate and up-to-date records must be maintained, including details of placement providers, risk assessments, health and safety questionnaires, any formal placement agreement, student details, the period and duration of the WBPL activity and their progress during the WBPL. These should be stored and maintained centrally and where applicable within InPlace.

7.0 Health and Safety

7.1 The University is legally responsible for the safety and wellbeing of its students while on placement or during any WBPL activity. The University must take reasonable steps to ensure that all WBPL environments are compliant with statutory health and safety requirements. As a minimum this should ensure that the placement provider has:

- A written health and safety policy that is currently in force (where five or people are employed)
- Suitable and sufficient risk assessments with risks suitably controlled
- Appropriate accident and incident procedures
- First aid equipment and the required number of trained first aiders.

7.2 Primary responsibility for the management of health and safety for a student while on a placement lies with the placement provider. Students undertaking WBPL experiences should be treated as equivalent to one of their own employees in relation to health and safety matters for the duration of the activity and placement providers should ensure that students are suitably inducted.

7.3 Programme teams have a duty to ensure that students undertaking a placement with a placement provider are not exposed to avoidable risk and that the placement meets any learning requirements. Placement providers must confirm that they take proper account of health and safety considerations. Requirements relating to health and safety must be covered in the placement agreement.

7.4 Student pre-placement briefings, induction sessions and written guidance for students and placement supervisors should include advice on relevant health and safety issues relating to the placement. This should include encouraging the student to learn how to assess and manage risk as an integral part of their learning and development experience while on placement. All students should complete the Health and Safety Induction Checklist (annex 3).

8.0 Insurance Cover for Students on Placement

8.1 Insurance cover for students on placement is the responsibility of the placement provider and must be in place before any students can attend their placement. Evidence of this should be confirmed via the University's risk assessment form (annex 2). All placement providers must have sufficient Employers Liability Insurance in place and evidence of such provided and placed on file.

9.0 Safeguarding and Disclosure and Barring Service (DBS)

9.1 All University staff and students who work with children and adults in vulnerable situations, including students on placement or work-based learning opportunities have a responsibility for keeping them safe. The University has clear policies on safeguarding, including processes for checking where DBS is required (see the Safeguarding Policy and [Student and Programme Compliance Policy](#)).

9.2 WBPL which involve engagement in regular and unsupervised activity with children or in certain adult settings may require students to undergo an enhanced DBS check and gain satisfactory DBS before they start their WBPL experience. For some University programmes an enhanced DBS will be required prior to the student commencing their programme.

9.3 DBS checks are normally arranged through the University's Registry Services. Programme teams should discuss any DBS requirements during the design of the programme. The placement officer should ensure that all students completing WBPL have gained satisfactory DBS prior to commencement of the WBPL experience.

9.4 Students must be fully briefed on safeguarding prior to the WBPL experience and should be provided with both the University's and placement provider's Safeguarding policies and procedures. Programme specific safeguarding processes must be supplied where applicable.

10.0 Fitness to Teach

10.1 It is a requirement under The Education Act (2002) for the health of all applicants to teaching courses to be assessed. The aim of the fitness to teach requirement is to ensure that a future teacher has both the physical and mental fitness to perform their duties without putting children and young people at risk. Fitness to teach must be completed before students commence placement.

11.0 Fitness to Practise in a Health and Social Care setting

11.1 It is a requirement under The Health and Social Care Act 2008 (Regulated Activities) Regulations 2014, that service providers only employ 'fit and proper' staff who are able to provide care and treatment appropriate to their role and to enable them to provide the regulated activity. Fitness to practise must be completed before students commence placement.

12.0 Working with placement staff

- 12.1 Placement staff must feel supported, confident and well informed about supervising and, where relevant, assessing students. Communication networks between the University and partner should be established as soon as a setting is accepted as a potential WBPL environment, and the roles and responsibilities of relevant placement and University staff should be established.
- 12.2 Comprehensive written guidance in the form of a handbook should be emailed to all placement supervisors and/or placement mentors in advance of students commencing their WBPL experience. This written guidance should be updated regularly. Handbooks should contain at least the following information, plus any necessary programme specific and/or PSRB requirements, guidance or information:
- 12.3 Information about the programme and associated placement requirements, for example:
- general structure and outline of the programme.
 - programme aims and intended learning outcomes.
 - aims and intended learning outcomes for the placement experience.
 - the relationship between practice obtained and theory taught.
 - range, organisation and pattern of placements.
 - the process of sourcing a placement and the students role in that process.
 - processes and procedures for approving WBPL and the consequences of not securing (or of losing) a placement.
 - student responsibilities while on placement.
 - opportunities to provide feedback on their WBPL.
 - student entitlements whilst on placement.
 - information on whistleblowing and/or raising concerns about specific matters whilst on placement.
 - complaints procedure and relevant University policies, procedures and regulations.
 - any PSRB requirements.
 - the extent and limitations of the student role, as well as the level of skill and experience of students.
 - dates of block placements and/or semester start and finish dates and days for regular weekly placements.
 - details of the criteria and monitoring system for ensuring the continuing quality of the placements.
- 12.4 Guidelines on the role of the placement supervisor or mentor, for example:
- their status and formal responsibilities.
 - information on the relationship with the University or partner institution and programme team.
 - details of relationships with PSRBs.
 - strategies which might be employed to assist student learning.
 - resources to be acquired / maintained (where applicable).
 - resources provided by the University (where applicable).
 - their managerial relationship with / supervision of students.
 - details of their role as supervisor or mentor and in supporting students.
 - appropriate placement induction for students.

- negotiation of a placement agenda for individual students.
- details of placement assessment strategies and criteria and the Supervisor or Mentor's expected contribution to assessment (when there is any involvement of Placement Provider staff in summative assessment, roles should be clearly defined and appropriate training should be provided by the University or partner institution).
- information on insurance and health and safety requirements for students.

12.5 Information to support communication between the placement and the University, for example:

- programme team and placement coordinator names with telephone numbers and email addresses.
- advance information on students joining their setting (i.e. brief personal details as appropriate).
- programme attendance policy.
- protocol for recording student attendance and dealing with concerns relating to student absence.
- programme strategy to enable supervisors and/or mentors to deal effectively with worrying situations relating to their student(s) such as alleged cases of professional misconduct in placement within and, where applicable, outside normal working hours.
- means of communicating issues with regard to student performance.
- expectations for members of the programme team visiting students, including the specified number and/or frequency of visits and mechanisms for monitoring the student experience of placement provision and opportunities.

12.6 Placement providers should receive copies of any student handbook or guidelines, and links to relevant University policies and procedures and the [Student Regulations Framework](#). This should include as a minimum the Health and Safety Policy, the Equality and Diversity Policy, the Safeguarding Policy, the Complaints Procedure and the Fitness to Practise Procedure.

12.7 There should be regular formal, as well as informal, liaison between the programme team and placement staff. The nature and frequency of this should be sufficient to ensure that key information is communicated between all parties in a timely manner. Expectations for the nature and timing of communications between programme and placement staff should be agreed in advance of the start of the placement. Where appropriate, representatives from placement providers may be invited to attend briefing or update sessions, programme meetings and/or become involved in curriculum development and review at the University.

12.8 A contact person should be identified within each placement, which may be the placement supervisor or mentor, or may be another designated member of staff in larger organisations. Protocols to communicate significant change such as the status of placements, the number of students who can be accommodated and any other changes which might affect the experience of students should be established and recorded in the Placement Agreement.

12.9 It is the programme team's responsibility to ensure that placement staff are aware of their roles and responsibilities in relation to the education process as it is affected by the University's quality assurance framework, student regulations framework, relevant policies and

procedures, and the requirements of relevant PSRBs and/or other external bodies. Placement supervisors and/or mentors should be encouraged to contact University staff via the placement coordinator promptly with any concerns they may have regarding a student's progress or performance.

- 12.10 Placement supervisors, placement mentors and University staff should work together to ensure that helpful and accurate feedback is collated and provided to students. Placement staff should be encouraged to provide feedback that recognises individual strengths as well as areas for development. A feedback form which encourages positive and constructive feedback on students' performance should be developed by programme teams.

13.0 Work-based and placement learning for students with a disability

- 13.1 If any special requirements are needed by a student who has a disability, the student and the programme team should be advised to consult the University's Disability and Inclusion Advice Service (DIAS). Any additional requirements or reasonable adjustments should be discussed and agreed with the placement provider in advance of the WBPL experience. The University's DIAS can provide advice but it remains the responsibility of the programme team or placement coordinator to discuss relevant matters with the placement provider.
- 13.2 University staff should ensure permission is sought from students before disclosing information on disabilities or other protected characteristics to placement providers. In some instances, there may be a legal obligation to share information regarding the nature of a disability with placement providers, particularly if the disability has implications for the health and safety of the student or others. Advice must be sought prior to the commencement of the placement from the University's DIAS.
- 13.3 Programme teams are responsible for liaising with DIAS to determine funding eligibility for additional support for students with a disability, for example a BSL interpreter or a sighted guide, well in advance of the placement.

14.0 Dealing with concerns and planning for contingencies

- 14.1 It is important that any potential issues or concerns related to placement activity are addressed as promptly as possible and escalated as appropriate. To facilitate this, it is important that the means of contacting University staff is clear to placement staff and is included in the written guidelines for placement supervisors and/or placement mentors. Any emerging issues or concerns should be communicated to the University as a matter of priority via the placement coordinator.
- 14.2 Programme teams should establish protocols to support placement supervisors and/or placement mentors in dealing with irregular incidents which might:
- cause difficulties for placement staff and their clients/patients/children etc.
 - have educational consequences for an individual student on the programme.
 - have relationship and/or reputational consequences for the University, and/or the placement provider.
 - have legal consequences for any party.

- 14.3 Placement supervisors should be made aware of the University's Safeguarding Policy and the responsibility that this places on the student to escalate any concerns that they have. They should also be made aware of the University's [Fitness to Practise Procedure](#) and [Complaints Procedure](#).
- 14.4 Students should be provided with details of the means for contacting University staff in the event of any issues or concerns about their WBPL experience, including a 24/7 telephone number to contact the University in the event of an emergency whilst on placement. Contingency plans should be put in place in case there are exceptional circumstances, particularly where the WBPL experience is abroad (for example medical aid and possible repatriation following injury or illness).

15.0 Confidentiality

- 15.1 Many placements will involve interactions with patients, clients, children and/or pupils. Their protection must always be regarded as a priority. Their rights, especially to confidentiality, should be discussed with students during induction/tutorials and included in their handbook. Students should also be alerted to expectations regarding their professional conduct whilst on placement, and the consequences of not meeting those expectations in terms of the [Fitness to Practise Procedure](#). Students should be required to sign a form developed by the programme team for the purpose of protecting patient, client or children's confidentiality and other applicable rights.
- 15.2 Protection of the student's privacy and any expectations of confidentiality should be discussed with placement supervisors and/or placement mentors and set out in the written guidance for placement staff.

16.0 Placement induction, guidance and support for students

- 16.1 There must be a thorough induction programme for students prior to their first WBPL experience, adapted as necessary to reflect the level of risk involved. Subsequent induction for additional or specialised WBPL should also be made available.
- 16.2 Students must be supported in their WBPL experience by regular contact with the placement coordinator/officer and programme team, in accordance with the method and frequency of contact agreed prior to the commencement of the WBPL experience. This is most commonly provided in the form of scheduled placement tutorials and visits by members of the programme team, and/or via e-mail correspondence. Such occasions provide a forum for discussing individual student's strengths, progress, needs and concerns; they can also be used to identify aspects of a student's practice which warrant improvement, and to ensure an appropriate variety of experience.
- 16.3 Placement issues, to be discussed with students during induction and/or placement tutorials, include:
- an overview of the programme / module placement structure, management, organisation and PSRB requirements.

- the aims, learning outcomes and value of the placement experience.
- the range of placements used.
- dates of block placements / semester start and finish dates for regular weekly placements.
- attendance requirements and formal procedures for notification of absence.
- explanation of need for, and procedures relating to, DBS checks / disclosure forms / learning contracts.
- protocol for advance visit to, or initial contact with, placement (i.e. in advance of a student's official commencement date).
- what students might expect on entry to / induction at placement.
- travel arrangements to placement for individual students, costs and, where applicable, reimbursement procedures.
- role and responsibilities of students, and requirements of professional codes of practice in placement, for example:
 - their responsibility as a representative of the University and their programme.
 - recording and reflecting on progress and achievements in meeting their learning outcomes.
 - ethical issues, especially confidentiality and protection and rights of clients / children / patients.
 - their responsibility in the context of the University's Safeguarding Policy to report to the Placement Supervisor and relevant member of University staff any incidence or allegation of abuse involving children, young people and/or vulnerable adults of which they become directly or indirectly aware.
 - the confidentiality of placement information not in the public domain and the requirement to seek authorisation for its use outside of the placement where necessary, for example as part of assessment.
 - where appropriate, the need for the student to sign a confidentiality form.
 - advice on arrival and departure times.
 - guidance on appropriate dress for placement.
 - guidance on behaviour in various placement contexts, for example interactions with staff, clients, children, parents and patients, and managing effective professional relationships.
 - strategies for anti-discriminatory practices.
 - planning, preparing and evaluating regular placement activities, practice or duties.
- alerting students to and discussing potential risks / difficulties in placements, so that students are able to make informed judgements about risks, for example relating to:
 - physical injury (e.g. from chemicals, animals, lifting patients/children, machinery, equipment).
 - health hazards (e.g. mumps, measles, hepatitis).
 - other health and safety issues.
 - social dangers (e.g. walking home late at night).
 - Discrimination.
 - sexual harassment.
 - professional issues (e.g. relationships with clients, staff, patients).
 - coping sensitively and ethically with intimate procedures relating to clients, patients, children.
- procedures to enable students to deal sensitively and effectively with concerns or

- difficulties arising in placement.
- an account of the roles and responsibilities of programme staff involved in placement organisation and management.
- an outline of the roles and responsibilities of placement supervisors and/or mentors;
- procedures for monitoring and assessing student progress and performance, for example assessment processes / guidelines and assessment criteria used in reports and during visits.
- procedures for students' evaluation of placements.
- details of insurance cover.

16.4 Comprehensive written guidelines for students, in the form of a placement handbook, should be presented during the induction process to all students undertaking placement as part of their programme. It should cover the information provided above, and contain at least the following:

- Statement on equality of opportunity / anti-discriminatory practice in work experience / placement / practice.
- Work experience / placement / practice aims and learning outcomes.
- The key skills that can be achieved during placement.
- Health and safety risk factors and control measures.
- Insurance cover.
- Student role and responsibilities within the work experience / placement / practice setting (guidance relating to before, during and after the placement and including any legal and/or ethical considerations).
- Placement supervisor and/or mentor's role.
- Placement coordinator's role.
- Placement officer's role
- Tutorial arrangements.
- How students can continue to access the library and other University resources.
- Arrangements for monitoring of progress.
- Assessment (to include nature of assessment(s), guidelines, weighting, word count/limit, assessment criteria).
- Arrangements for assessment of practice.
- Attendance requirements.
- Dealing with concerns including reference to the University's Safeguarding Policy.
- Reference to equality and diversity policies and the [Student Complaints Procedure](#)
- Relevant forms.

17.0 Monitoring of student attendance and performance in placement

17.1 Student attendance during placements must be monitored and auditable evidence made available. Placement supervisors or mentors should be encouraged to email the placement officer / programme team if they have concerns about a student's absence from placement.

17.2 The programme team should ensure that mechanisms are in place to formally monitor and assess students' performance in their placements. These may include:

- regular visits by programme staff (formally recorded).

- assessment meetings (formally minuted) with individual students and placement supervisors or mentors.
- completion of practice evidence records.

17.3 Report forms should be completed by placement supervisors or mentors, discussed with the student and sent to the placement officer to be retained centrally in the student's file after any necessary reflection and discussions have occurred.

18.0 Dealing with complaints

18.1 Students should be made aware of the University's Student Complaints Procedure at Induction and links to this should be signposted within the Virtual learning Environment (VLE) and Placement Handbook. Placement staff should also be provided with a link to the [Student Complaints Procedure](#). Students should be encouraged to resolve any complaint informally in liaison with relevant University or placement staff at the earliest opportunity before embarking on the formal complaints procedure. The University's Complaints Procedure should be followed for all formal student complaints.

19.0 Evaluation of placement experience

19.1 Feedback from students and Placement Providers should be obtained at the end of each placement, for example through questionnaires or group / individual discussions. Any issues arising from the review of placements should be considered at Programme Voice Panel meetings and feed into the Annual Monitoring process. Any concerns or good practice should be identified and raised to the Teaching, Learning and Academic Quality Committee (TLAQC) through Academic School Reports. Feedback from External Examiners (who may in some cases have the opportunity to visit placements) should also be used in the review of the placement experience. In some instances, data on the effectiveness of placements will also be provided through the National Student Survey (NSS) and mid-module and end of semester evaluation.

19.2 Consideration should be given to the overall placement experience, including the effectiveness of the placement in enabling the student to engage in authentic structured opportunities for learning and demonstrate achievement of the intended learning outcomes. Other factors worthy of consideration include:

- the availability of suitable placements and any instances in which placing students proved a challenge.
- the identification of any good practice in terms of placement processes which is worthy of dissemination.
- preparation of students and placement staff for their respective roles.
- the quality of support provided by placement and University staff.
- the effectiveness of communication between University and placement staff.
- students' views on health and safety arrangements while on placement, including any incidents or concerns.

19.3 This evaluation activity should inform reviews of risk assessments for individual placement

providers. These reviews should be conducted at appropriate intervals dependent upon the perceived level of risk associated with the placement. Any concerns arising from the process should be investigated and resolved before any further placements are approved. Concerns should be raised to the Teaching, Learning and Academic Quality Committee via the relevant Dean of School.

20.0 Terminating an arrangement with a Placement Provider

- 20.1 Where it becomes necessary to terminate an arrangement with a Placement Provider, at the instigation of the University or the provider, the implications for students of ceasing the placement should be carefully considered in line with the University's Student Protection Plan. All students taking part in the placement should be formally notified of the decision and the associated timescales for ceasing the arrangement, and full guidance and support should be provided to enable them to continue with their programme and demonstrate achievement of the required learning outcomes.

ANNEX 1: PLACEMENT PROVIDER AGREEMENT FORM AND CHECKLIST



Placement Provider Agreement Form and Checklist To be completed by the Placement Provider

Annex 1 Plymouth Marjon University's *Work-based and Placement Learning Policy*

- ❖ The completed checklist should be returned to the placement student.
- ❖ On receipt, the student should arrange a pre-placement approval tutorial with their Placement Coordinator and forward the completed checklist for review.

Name of placement provider:		Click or tap here to enter text.	
Name of student(s) placement offered to:		Click or tap here to enter text.	
Address:		Click or tap here to enter text.	
Name of person with overall responsibility for placement student(s):		Click or tap here to enter text.	
Named person's job title:	Click or tap here to enter text.	Named person's email address:	Click or tap here to enter text.
Names person's location if different to address above:	<input type="checkbox"/> Tick if not applicable.	Named person's phone number.	Click or tap here to enter text.
	Click or tap here to enter text.		

Checklist

		Yes	No
1	Do you have a written health and safety policy?	<input type="checkbox"/>	<input type="checkbox"/>
2	Do you employ five or more persons?	<input type="checkbox"/>	<input type="checkbox"/>
3	Do you have an on-site health and safety advisor/officer?	<input type="checkbox"/>	<input type="checkbox"/>
	<i>If yes, please provide name and contact details below.</i> Click or tap here to enter text.		
4	Will you provide relevant health and safety training for placement student(s) as part of their induction?	<input type="checkbox"/>	<input type="checkbox"/>
5	Will you give placement students appropriate supervision at all times?	<input type="checkbox"/>	<input type="checkbox"/>
6	Insurance:		
	a) Is Public Liability Insurance held and currently in force?	<input type="checkbox"/>	<input type="checkbox"/>
	b) Is Employer's Liability Insurance held and currently in force?	<input type="checkbox"/>	<input type="checkbox"/>
	c) Will your insurance cover any liability by placement students as a result of their duties as an employee or trainee?	<input type="checkbox"/>	<input type="checkbox"/>
7	Risk assessment:		
	a) Have you carried out risk assessments of your work practices to identify possible risks whether to your own employees or to others within your undertaking?	<input type="checkbox"/>	<input type="checkbox"/>
	b) Are risk assessments kept under regular review?	<input type="checkbox"/>	<input type="checkbox"/>
	c) Are the results of the risk assessment implemented?	<input type="checkbox"/>	<input type="checkbox"/>
8	Accidents and incidents		
	a) Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) 1995?	<input type="checkbox"/>	<input type="checkbox"/>

	b) Do you have procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?	<input type="checkbox"/>	<input type="checkbox"/>
	c) Will you report to the university all recorded accidents involving placement students?	<input type="checkbox"/>	<input type="checkbox"/>
	d) Will you report to the university any sickness involving placement students which may be attributable to work?	<input type="checkbox"/>	<input type="checkbox"/>

9	First aid		
	a) Are students made aware of your first aid procedure?	<input type="checkbox"/>	<input type="checkbox"/>
	b) Do you have an adequate number of trained first aiders?	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you have a fully operational equal opportunities policy in place that ensures compliance with relevant legislation, including the Equality Act (2010)?	<input type="checkbox"/>	<input type="checkbox"/>
11	Are you happy for university placement staff to undertake site visits before and/or during the placement?	<input type="checkbox"/>	<input type="checkbox"/>
12	Do you foresee any issues relating to confidentiality and disclosure which will affect university procedures for assessing the work or activities undertaken by student(s) on placement?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide details below.</i> Click or tap here to enter text.			
13	Is there anything else that you would like to bring to the attention of the university regarding the placement setting?	<input type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide details below.</i> Click or tap here to enter text.			

Authorisation by Placement Provider

The above statements are true to the best of my knowledge and belief.

Signed:	Click or tap here to enter text.	Position:	Click or tap here to enter text.
Name (in capitals)	Click or tap here to enter text.	Date:	Click or tap to enter a date.

For use by Plymouth Marjon University

Date student forwarded to Placement Coordinator:	Click or tap to enter a date.	Date received by Placement Coordinator:	Click or tap to enter a date.
Date when Checklist discussed at pre-placement approval tutorial.	Click or tap to enter a date.	Date Checklist forwarded to placements@marjon.ac.uk by Placement Coordinator.	Click or tap to enter a date.

ANNEX 2 RISK ASSESSMENT FORM



Placement Risk Assessment Form

To be completed by the University’s Placement Coordinator
 Annex 2 Plymouth Marjon University’s Work-based and Placement Learning Policy

- ❖ The Placement Risk Assessment Form should be completed by the University’s Placement Coordinator, with the student, during the pre-placement tutorial.
- ❖ A copy of the completed form should be emailed to the student(s) and Placement Officer – placements@marjon.ac.uk for recording.

Name of Placement Provider: Click or tap here to enter text.	Name of student(s): Click or tap here to enter text.	Start date:
Address and location of Placement Provider? Click or tap here to enter text.		End date:

1. General control measures.

			Action necessary?	Action completed?	
	Yes	No		Yes	No
Has the Placement Provider confirmed receipt and acceptance of your written communication?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Has this Placement Provider been used before and been reviewed with regard to health and safety?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
If yes, do any concerns remain unresolved?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Has the Placement Provider provided evidence of current:					
a) Employer’s Liability Insurance?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
b) Public Liability Insurance?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Has the placement provider confirmed updated risk assessments and are they appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Is a Placement Agreement or equivalent outlining relative roles and responsibilities in	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

place?					
Does the Placement Provider have a health and safety advisor?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Has the student(s) been briefed on general information for health and safety and their responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Has the student(s) received a Placement/WBL Handbook or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

2. Risk Profile (see University Guidance on Risk Factors and Risk Reducing Actions)

Risk profile Factors below reflect those of the [ASET Good Practice Guide for Health and Safety for Student Placements \(2016 Update\)](#).

Risk Factors	Level of Risk (High, Medium, or Low)	Identify action(s) needed to reduce the risk.	Action completed. (Date)	Risk profile after, action taken.
Work Factors Click or tap here to enter text.	Work with hazards that have potential to cause permanent injury or fatalities, including: <ul style="list-style-type: none"> • Construction site with work at height or below ground, dusts, moving machinery, electrical systems. • Operation of machinery with mechanical hazards such as high speed rotating parts, crushing or entanglement risks. • Laboratory work with toxic/hazardous materials. • Community work with known high risk groups of clients or locations addicts, violent or vulnerable people • Work with animal bedding or large or dangerous animals. • Activities requiring specific licences or qualification (for example diving, flying aircraft, crewing an aerial device). • Work involving significant hazards in small companies that do not have professional health and safety advice. Significant potential impact on mental health (e.g. high stress, long hours, isolation, work with challenging people- such as social work, medicine, psychiatry)	H <input type="checkbox"/>	Click or tap here to enter text.	H <input type="checkbox"/>
	Working in proximity to high risk factors (but not directly with them)	M <input type="checkbox"/>		M <input type="checkbox"/>
	Office work or other low hazard environments and activities.	L <input type="checkbox"/>		L <input type="checkbox"/>

Travel and Transportation Factors Click or tap here to enter text.	Significant travel to reach placement, prolonged or on local transport facilities known to be high risk (poor driving or vehicle safety standards)	H <input type="checkbox"/>	Click or tap here to enter text.	Click or tap to enter a date.	H <input type="checkbox"/>
	Demanding travel during placements	M <input type="checkbox"/>			H <input type="checkbox"/>
	Student required to drive others, or in unfamiliar vehicles				H <input type="checkbox"/>
	Night travel				H <input type="checkbox"/>
	Long daily commuting requirement				H <input type="checkbox"/>
	Student required to drive familiar vehicle in reasonable conditions				H <input type="checkbox"/>
No significant travel, comfortable daily commute	L <input type="checkbox"/>	L <input type="checkbox"/>			
No driving associated with placement	L <input type="checkbox"/>	L <input type="checkbox"/>			
Location and/or Regional Factors Click or tap here to enter text.	Significant risk of civil disorder, crime or similar danger	H <input type="checkbox"/>	Click or tap here to enter text.	Click or tap to enter a date.	H <input type="checkbox"/>
	Unavoidable lone or remote working in proximity to significant risk, or where lone or remote working impacts mental health	M <input type="checkbox"/>			H <input type="checkbox"/>
	Medical and rescue services not available quickly or locally. Means of communications likely to be difficult or compromised				H <input type="checkbox"/>
	Higher than normal risk of civil disorder, crime or comparable danger				H <input type="checkbox"/>
	Delays likely in communicating with tutors and others				H <input type="checkbox"/>
	Placements abroad in areas identified as low risk by the FCDO				H <input type="checkbox"/>
Placements in the UK with no significant local risks	L <input type="checkbox"/>	L <input type="checkbox"/>			
General/Environmental Health Factors Click or tap here to enter text.	Regional/ local health risks require mandatory and specific health protection measures, for example vaccinations	H <input type="checkbox"/>	Click or tap here to enter text.	Click or tap to enter a date.	H <input type="checkbox"/>
	Very hot or strenuous working conditions	H <input type="checkbox"/>			H <input type="checkbox"/>

	Very cold working conditions			
	Regional / local conditions require some precautionary measures, for example optional vaccinations against diseases, medical travel kit is a sensible precaution	M <input type="checkbox"/>		M <input type="checkbox"/>
	No significant environmental health risks	L <input type="checkbox"/>		L <input type="checkbox"/>
Individual Student Factors Click or tap here to enter text.	The student has personal factors (physical and / or mental health disability, linguistic or cultural) which may increase the risk of illness or accident during work-related activity even following adjustment	H <input type="checkbox"/>	Click or tap here to enter text.	Click or tap to enter a date.
	The student has personal factors which may require specific adjustment or support if living away from home	H <input type="checkbox"/>		
	The students knowledge, understanding, and skills are low for the type of work	H <input type="checkbox"/>		
	The student has personal factors which may require specific adjustments or support during work, or in social interactions at work	M <input type="checkbox"/>		
	The student has no personal factors likely to cause episodes of illness or require specific support whilst on placement	L <input type="checkbox"/>		
	Student has relevant knowledge, understanding and skills for the type of work	L <input type="checkbox"/>		L <input type="checkbox"/>
Insurance Limitations Click or tap here to enter text.	Locations, activities and /or circumstances that are excluded from the University's travel and other insurance cover	H <input type="checkbox"/>	Click or tap here to enter text.	Click or tap to enter a date.
	Countries where the placements providers insurance does not cover the student for personal or third party liability associated with the work by the student	H <input type="checkbox"/>		
	Locations, activities and /or circumstances that require prior acceptance from the University's insurance before being covered	M <input type="checkbox"/>		
	Locations, activities and /or circumstances that are automatically included in the University's insurance cover.	L <input type="checkbox"/>		
	UK location and the placement provider has Employers and	L <input type="checkbox"/>		L <input type="checkbox"/>

	Public Liability Insurance cover			
Additional Notes <i>This can be used to record key information from the placement provider and student that has informed your judgement.</i> Click or tap here to enter text.				
Conclusions	Please tick	Describe any necessary action(s).		Action completed (Date).
Is a site safety visit required before placement is approved?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.		Click or tap to enter a date.

Additional Considerations (this information can be recorded separately for specific students).

Student(s) with Entitlements Contact DIAS for advice where student requires additional support or reasonable adaptations for placements. List advice below.		
Does the student have any entitlements?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the student require additional support or reasonable adaptations or adjustments to be made to compete the placement? <i>Note: keep a record for each student being places in one host organisation (this information can be recorded separately).</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Student(s) from outside the UK Please contact the Registry and Compliance Manager for all placements involving students from outside of the UK to ensure that the placement is compliant with visa and immigration rules and to arrange support. Maintain a record of advice and associated correspondence.		
Is the student from outside the UK?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Advice: Click or tap here to enter text.

Declaration

Are the risks tolerable such that the placement can be approved?	Yes <input type="checkbox"/> No <input type="checkbox"/>
--	--

Risk profile completed by:

Name:	Click or tap here to enter text.
Job Title:	Click or tap here to enter text.
Have the above actions been completed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Placement Approved	Yes <input type="checkbox"/> No <input type="checkbox"/> *
Signed:	
Date:	Click or tap to enter a date.
<i>* Refer this placement to the Head of Quality and Standards where any risk factors remain high after action taken.</i>	

Referred by:	Click or tap here to enter text.	Insert date of referral: Click or tap to enter a date.
Head of Quality and Standards Approval		
Placement approved <input type="checkbox"/> Placement not approved <input type="checkbox"/> please add an explanation below. Click or tap here to enter text.		
Signed:		
Date:	Click or tap to enter a date.	

ANNEX 3 SAMPLE HEALTH & SAFETY STUDENT INDUCTION CHECKLIST

(to be completed by the student)

Student name		Student ID	
Programme			
Placement Provider <i>Please provide name and address</i>		Placement start date	
		Placement end date	
Placement Supervisor		Contact phone number	
		Contact email address	

The following items should be included in your induction into your placement, preferably on your first day. Please check off the items below when they occur and inform the University's Placement Coordinator of any items not covered within one week of the start of the placement.

	Date covered
Relevant risk assessments and safe systems of work discussed	
Emergency procedures, including fire arrangements discussed	
Safety policy received or location known	
First aid arrangements (including names of first-aiders) discussed	
Accident reporting and location of accident book discussed	
Harmful substances discussed (COSHH regulations) (if relevant)	
Display screen equipment procedures (safe workstations) discussed	
Manual handling procedures discussed	
Protective clothing arrangements (if relevant)	
Instruction on equipment student will be using (list equipment)	
Other issues	

Signed:

Date:

.....

Please return to the University's Placement Officer or relevant Module Leader as soon as possible.

ANNEX 4: PLACEMENT GUIDANCE ROLES AND RESPONSIBILITIES

Roles and Responsibilities

Programme Teams are responsible for:

- Developing placement activity that allows the student to meet the intended learning outcome of the module/programme and that takes into consideration any PSRB requirements (if relevant);
- Developing assessment activities for the placement that are linked to appropriate intended learning outcomes;
- Enabling the student to obtain an appropriate placement provider either through finding placement activities themselves or providing the students with appropriate guidance for them to source placements independently;
- Approving all work-based and placement providers and ensuring that a risk assessment is completed. Visits to all new providers should take place to ensure a safe and healthy experience for the student;
- Ensuring that appropriate induction and briefing sessions are provided to students prior to and during their work-based activity or placement;
- Ensuring that all placement providers are given sufficient training and guidance on their roles and responsibilities. Where placement providers are involved in the formal assessment of students, the Programme Team should ensure that staff are fully briefed on the University policies and expectations;
- Making available and maintaining records of contact points for students and placement providers;
- Ensuring that all required adjustments have been put in place for any student who requires them;
- Ensuring alternative means of achieving the learning outcomes if for whatever reason the placement is unable to take place;
- Monitoring the attendance of students on placement;
- Monitoring the progress of students on placement and ensuring that students have regular contact with University staff, including with personal tutors;
- Keeping accurate records of duration and location of all students on placement;
- Informing Student records of the relevant dates and placement contact information when an international student undertakes placement activity;
- Ensure that where work-based or placement learning may involve working with children or vulnerable adults reference is made to the University's Safeguarding Policy and ensure appropriate Disclosure and Barring Service checks have been undertaken.

Students are responsible for:

- Signing a placement learning agreement, in collaboration with their placement supervisor, within the first week of placement activity and signing an appropriate legal agreement if necessary;
- Meeting the norms and expectations for professional conduct while on placement as ambassadors for the University;
- Disclosing any information that may have a bearing upon their ability to undertake the work-based or placement learning;

- Familiarising themselves and complying with the placement providers' policies and procedures;
- Familiarising themselves with the aims and intended outcomes of the placement and engaging fully with the opportunities provided to them;
- Maintaining contact with University staff;
- Alerting the placement provider and the University to any issues which may prevent the progress or completion of the placement;
- Sourcing any additional insurance required over and above the standard University insurance;
- Contacting the relevant consulate/embassy about any necessary visas, in the case of overseas placements;
- Complying with the placement providers' legal duties, including Intellectual Property Rights and Confidentiality.

Employer / Placement Providers are responsible for:

- Providing a safe environment for students, including a full induction at the start of the placement covering all aspects of health and safety;
- Signing a student learning agreement, in collaboration with the student, that establishes key objectives and learning outcomes for the placement;
- Providing learning opportunities that will allow the student to meet the intended learning outcomes of the placement and the programme;
- Identifying a named placement supervisor/mentor and ensuring that they are appropriately trained and fully aware of their roles and responsibilities;
- Arranging for the student to assign Intellectual Property Rights, if relevant, before the commencement of the placement;
- Ensuring any reasonable adjustments required for students are fully implemented.

ANNEX 5: PLACEMENT AGREEMENT CHECKLIST

This checklist applies to all WBPL experiences excluding study abroad funded through Turing.

Purpose

This Checklist should be used by Schools when developing placement learning agreements. The School and/or Placement Officer is responsible for ensuring that the requirements listed below are integrated into the placement learning agreement in a way that is appropriate for the individual placement.

The terms of the placement agreement should be proportionate to the placement in question and each placement should be considered on a case-by-case basis. “Essential” requirements should be covered by all placement learning agreements. Schools should decide which “optional” requirements are required, depending on the nature and complexity of the arrangement.

The sample wording provided is by way of illustration – the School has discretion as to how best to incorporate the requirements into each placement agreement.

Structure

All placement learning agreements should ensure that the obligations of (i) the student; (ii) the University; and (iii) the placement provider are clearly set out and, if this is covered by more than one agreement, that each of the above parties is aware of the obligations of the other.

Requirement	Sample wording
Placement Information	
Essential	
1.Start and end dates of the placement	<i>School to draft</i>
2.Contact details (name, phone, email address, postal address) for (i) the placement contact; and (ii) the Programme Team/Placement Coordinator representative responsible for the placement	
3.Identify the student’s supervisor at the placement provider.	
4. Full description of the placement project including: (i) its objectives; (ii) the activities to be carried out by the student; (iii) placement location; (iv) hours of work; and (iv) any written work to be produced by the student.	
5. Details of monitoring arrangements to take place during the placement, e.g. review arrangements, progress meetings, visits, feedback and/or appraisals.	
Practical Information	

Essential:	
6. A statement that the placement provider will provide an induction for the student.	<i>The placement provider shall ensure that the Student receives a comprehensive induction, including, without limitation, an introduction to: placement provider procedures and practices; health and safety procedures; and the content of their role.</i>
7. The student and the placement provider have a duty to keep the University informed of any developments during the course of the placement.	<i>The placement provider and the student shall each promptly report to the University: any unauthorised absences by the student; any matters of concern relating to the student and/or the student's behaviour; and any incidents or accidents involving the student; any risk factors relating to the placement; and any other factors reasonably requested by the University.</i>
Optional	
8. Agreement by the placement provider to facilitate University visits if required.	<i>When requested by the University, the placement provider shall facilitate reasonable visits by University staff.</i>
9. A statement that the student will be subject to the placement provider's standard working practices.	<i>The Student shall be subject to the placement provider's standard policies and working practices, including policies relating to holiday entitlement and absence. The Placement Provider shall explain these policies and working practices to the Student and, where applicable, make copies available. The Student shall comply with these policies and practices.</i>
10. The student should take steps to ensure their own safety and well-being on the placement.	<i>The student should take all reasonable steps to ensure their own safety and well-being whilst on placement.</i>
11. The student should follow the supervisor's instructions	<i>The student should follow all reasonable instructions of the supervisor</i>
Legal / insurance Information:	
Essential:	
12. The placement provider shall be responsible for supervision of the student and for the student's day-to-day operational activities.	<i>The placement provider is responsible for appointing a supervisor for the student during the placement and is responsible for the student's day-to-day operational activities. The placement provider shall ensure that the Supervisor is aware of the terms of this Agreement.</i>

13. The placement provider shall hold public liability, professional indemnity and employer liability insurance which provides coverage for the student to an equivalent level as a placement provider employee (or student if applicable).	<i>The placement provider shall hold public liability, professional indemnity and employer liability insurance which provides cover for the Student, to an equivalent degree as is maintained for any [employee] or [student] of the placement provider.</i>
14. Confirmation that the placement provider shall comply with legal obligations, including local health and safety requirements.	<i>The placement provider shall ensure that it complies with all statutory obligations and maintains all insurances required by law. Without limitation, this shall include complying with all local health and safety requirements, as well as any reasonable health and safety directions from the University.</i>
15. Term of the agreement	<i>This agreement shall take effect on [insert date, which must be on or before the first date of placement] and shall remain in effect until the last day of the placement.</i>
16. Jurisdiction	<i>This agreement will be subject to the laws of England and Wales and to the non-exclusive jurisdiction of the English courts.</i>
Optional	
17. The University must be aware of the terms of any separate agreement with the student.	<i>The placement provider will not enter into a separate written contract with the student without the University's prior consent.</i>
18. The student is not an agent of the University.	<i>The student is not an agent of the University and has no authority to contractually bind the University, nor to give consent on behalf of the University.</i>
19. The student will not be an employee of the placement provider at any time during the period of the placement.	<i>The student shall not be, nor deemed to be, an employee of neither the University nor the placement provider during the placement.</i>
20. Confirmation that the placement provider shall comply with the Equality Act 2010.	<i>The placement provider shall comply with the Equality Act 2010 (as amended) and, without limitation, shall not discriminate on the basis of disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sexual orientation or age.</i>
21. Confirmation that the placement provider shall comply with the Data Protection Act 2018.	<i>The placement provider shall comply at all times with the Data Protection Act 2018.</i>

22. Statement regarding confidentiality obligations	<i>Each party to this Agreement may receive confidential information relating to staff, clients, products, processes, know how, research and/or business affairs of the other parties ("Confidential Information"). Except as required by law, or as set out in this Agreement, no party will disclose Confidential Information received as a direct result of the placement to a third party, without prior written consent.</i>
23. Intellectual property allocations	If valuable IP is likely to arise during the placement, please discuss with the Research Office.
Written Work	
Essential	
24. Confirmation that written work will be required from the student	<i>The placement provider acknowledges that the student's placement experience shall be used in support of a [report / dissertation / thesis] in furtherance of the student's university studies.</i>
Optional	
25. Copyright in written work for University programme remains with student.	<i>Any copyright in any reports or publications produced as part of the student's university programme will lie with the student.</i>
26. University provides no warranty in respect of any written work provided (if the placement provider is to use for other purposes).	<i>The University provides no warranty in relation to any reports provided, nor their fitness or suitability for any particular purpose.</i>
27. Student permitted to publish work arising from the placement.	<i>The student may wish to publish information arising out of the placement, subject to any reasonable conditions by the placement provider.</i>
Signatures	
Essential	
28. Signature on behalf of the University (Dean of School), placement provider and student.	Signed for any on behalf of the University: Signature: Name: Position: Date: Signed for any on behalf of the placement provider: Signature: Name: Position: Date: Signed by the student: Name: Date:

ANNEX 6: PLACEMENT AGREEMENT TEMPLATE

Placement Learning Agreement

between:

University of St Mark & St John (trading name Plymouth Marjon University) Derriford Road, Derriford, Plymouth, PL6 8BH (the **University**);

INSERT NAME OF PLACEMENT PROVIDER of **insert address** (the **Placement Provider**); and

INSERT NAME OF STUDENT of **insert address** (the **Student**);

(each a **Party** and together the **Parties**).

Definitions

Placement means the placement described in Appendix 1.

The terms **End Date**, **Start Date**, **Supervisor** and **Placement Coordinator** are all defined in Appendix 1.

Parties' Obligations

Details of the placement offered by the Placement Provider are set out in Appendix 1 and have been read and understood by all Parties.

The obligations of each Party in respect of this Placement are set out in Appendix 2.

Each Party agrees to use all reasonable endeavours to ensure that the Placement is carried out in accordance with the description in Appendix 1 and to carry out the obligations described in Appendix 2.

General Provisions

This Agreement shall commence on the Start Date and shall terminate on the End Date.

Each Party shall ensure that it complies with all statutory obligations and maintains all insurances required by law. Without limitation, no Party shall contravene the Equality Act 2010 and shall take all steps required to comply with the Data Protection Act 2018.

The Student is not an agent of the University and has no authority to contractually bind the University, nor to give consent on behalf of the University.

This Agreement and its two Appendices (which are incorporated into and made a part of this Agreement) constitute the entire agreement between the University, the Placement Provider and the Student in relation to the Placement. The terms of this Agreement cannot be changed without the written approval of all Parties.

This Agreement shall be subject to the law of England and Wales and to the non-exclusive jurisdiction of the English courts.

Signed for and on behalf of the UNIVERSITY:

Signature:

Name: Position: Date:

Signed for and on behalf of INSERT NAME OF PLACEMENT PROVIDER

Signature:

Name: Position: Date:

Signed by INSERT NAME OF STUDENT

Signature:

Date:

Appendix 1 – Placement Overview

Brief description of placement	<p>Insert summary description of placement</p> <p>This placement forms an integral part of insert name of programme.</p>
Placement Location	<p>Insert address at which the placement will be carried out</p>
Start Date of Placement	<p>Insert date (Start Date)</p>
End Date of Placement	<p>Insert date (End Date)</p>
Hours of Work	<p>Insert</p>
Placement Objectives	<p>Set out the objectives of the placement</p>
Activities to be carried out by the Student	<p>Insert description of placement activities</p>
Written work to be produced by the Student	<p>Insert details of any written work to be produced, e.g. placement report, dissertation or thesis, including who will mark the work.</p>
Placement Provider Supervisor Contact Details	<p>Name: Position: Phone Number: Email Address: Postal Address: (Supervisor)</p>

Placement Provider Contact Details (if different from Supervisor)	Name: Position: Phone Number:
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	Email Address: Postal Address:
University Placement Co-ordinator Contact Details	Name: Position: Phone Number: Email Address: Postal Address: (Placement Coordinator)
Placement Visit, Contact and Monitoring Arrangements	Insert details of monitoring arrangements, e.g. visits, feedback forms, review meetings, appraisals, including dates. Describe contact expectations between University, placement provider and student.
Review of Placement Learning Agreement	[Consider if a formal date to review the Placement Learning Agreement is appropriate. If not, include the following statement: Any Party may request that the terms of this Placement Learning Agreement are reviewed at any time during the Placement, particularly if either the Student or the Placement Provider are not reasonably satisfied with the progress of the Placement.
[Insert placement specific arrangements if applicable]	[If applicable, insert details of any placement specific arrangements, e.g. payments, holiday arrangements, assessment arrangements].

Appendix 2 – Obligations of the Parties

Area	University	Placement Provider	Student
Induction	Provide appropriate pre-Placement information for the Student as reasonably required for the Placement.	Provide a comprehensive induction to the Student to ensure that the Student understands, without limitation: Placement Provider practices and procedures; health and safety procedures; and the content of their role.	Attend and adhere to all reasonable instructions provided by the Placement Provider during the induction or during the course of the Placement.
Placement Content	Provide any information about the content of the Student's academic studies required by the Placement Provider.	Ensure that the Student's role supports the Placement objectives. Provide all training reasonably required to enable the Student carry out the Placement.	
Responsibility and Supervision	Provide appropriate support and guidance to the Student and Placement Provider as required.	Responsible for ensuring that the Student's day-to-day operational activities are supervised during the Placement and that the Supervisor is aware of the terms of this Agreement. Comply with all local health and safety requirements and comply with any health and safety requirements reasonably requested by the University.	Make the most of all learning opportunities offered on the Placement. Take all reasonable steps to ensure their own safety and wellbeing on the Placement. Follow all reasonable directions of the Placement Supervisor during the Placement.
Employment Status	The Student shall not be, nor deemed to be, an employee of either the University or the Placement Provider during the Placement.		

Working Practices		The Student shall be subject to the Placement Provider's standard policies and working practices. The Placement Provider shall explain these policies and
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		working practices to the Student and, where applicable, make copies available. The Student shall comply with these policies and practices.	
Support and Monitoring	Provide information, advice and support to the Placement Provider and Student during the Placement. When required, carry out monitoring visits during the course of the Placement.	Provide ongoing feedback during the Placement to the University and the Student. Support the monitoring arrangements described in Appendix 1. When requested by the University, facilitate reasonable visits by University staff. Remain in contact with the University by phone and email.	Seek feedback and clarification from the Placement Provider and University on an ongoing basis where required. Remain in contact with the University by phone and email.
Insurance (to be confirmed once insurance arrangements are finalised)		Hold public liability, professional indemnity and employer liability insurance which provides cover for the Student, to an equivalent degree as is maintained for any employee of the Placement Provider.	If the Placement is taking place outside the UK, the Student shall purchase a comprehensive personal travel policy before leaving the UK, to include personal accident insurance, medical insurance and personal liability insurance.
Confidentiality	Each party to this Agreement may receive confidential information relating to staff, clients, products, processes, know how, research and/or business affairs of the other party (Confidential Information). Except as required by law, or as set out in this Agreement, no party will disclose Confidential Information received as a direct result of the placement to a third party without prior written consent. The Student shall be entitled to use information arising from the Placement towards any written work required by the University. If this requires the use of any Confidential Information, any personal data shall be anonymised and the written work shall be treated as confidential by the University and/or Student.		

Intellectual Property	All patents, registered designs, copyright, database rights, know-how and any similar right (Intellectual Property) produced or developed by the Student during the Placement without intellectual input from the University shall belong to the Placement Provider. Copyright produced by the Student in any written work required for the Student's studies
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	shall remain with the Student.	
Reporting		<p>Promptly report to the University Placement Coordinator:</p> <ul style="list-style-type: none"> any absence by the Student; any matters of concern relating to the Student, or the Student's behaviour and wellbeing/safety; and any incidents of accidents involving the Student; any risk factors identified in relation to the Placement; and any other matters reasonably requested by the University.

Document Title	Work Based Learning and Placement Policy
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Custodian	Head of Quality and Standards
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