

# Code of Practice for Work-Based and Placement Learning

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Technical updates of this document are undertaken on an annual basis to reflect changes to the  
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## 1 Introduction

- 1.1 The Code sets out the University's approach to work-based and placement learning. It provides guidance for academic teams involved in the organisation, management and administration of work-based and placement learning.
- 1.2 Whilst the Code seeks to provide a level of consistency, it is also intended to be flexible to allow for the specific requirements of individual Schools and their programmes, and any professional, statutory or regulatory

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 rele

### 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 Placement providers 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



to one guidance, placement handbooks and preparation sessions as appropriate.

- 4.3.6 In the event of a work-based/placement learning provider withdrawing from a placement agreement the relevant programme leader will ensure that appropriate and expedient communication, guidance and support is available, and will try to ensure where possible





- 4.4.5 Students should report immediately or as soon as possible to their School any incidents in which they are involved and any health and safety concerns that are not addressed by their placement provider.
  - 4.4.6 Students should complete any work set as appropriate by the placement provider and record their progress and achievements.
  - 4.4.7 Students should evaluate and comment on the benefits of their experience in terms of their learning at the end of the placement.
  - 4.4.8 Students with a disability should consider the level of disclosure they should give to a placement provider to ensure that reasonable adjustments can be put in place.
- 4.5 Responsibilities of the Placement Provider
- 4.5.1 Placement providers should have a named person with responsibility for the work-based/placement learning.
  - 4.5.2 Provide the student(s) with a full and clear induction to the organisation and its working practices, including health and safety arrangements, fire precautions and emergency evacuation arrangements, how to report accidents, incidents etc.
  - 4.5.3 Inform the programme team of any particular risks or hazards associated with the placement.
  - 4.5.4 Placement providers must support their own staff to engage with training/development activities, particularly if they are involved in the mentoring and/or assessment of students.
  - 4.5.5 Participate in monitoring visits with staff from the University of Bolton.
  - 4.5.6 Placement providers are to monitor and evaluate the work-based/placement learning and provide feedback to the University as appropriate about the progress of students.
  - 4.5.7 The placement provider must report as soon as possible to the University details of any serious accidents or incidents involving students or breaches of discipline by a student, or (where necessary) lodge a complaint regarding a student on placement with them.
  - 4.5.8 Placement providers should





The effectiveness of communication between the University of Bolton and placement providers.

7.6 Any issues arising from placements should, like other module issues, be considered at the Student-Staff Liaison Committee (SSLC) meetings and feed into appropriate programme plans. Feedback from External Examiners (who may in some cases have the opportunity to visit placements) and from placement providers should also be used in the review of the placement experience.

## 8 Work -Based/Placement Learning for Students with a Disability

8.1 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 Disability Service. Students in partner organisations should contact their named Disability contact within their own institution in the first instance. Then, any additional requirements or reasonable adjustments should be discussed and agreed with the placement provider in advance of the placement starting. The Disability Service can provide advice but it remains the responsibility of the programme team to discuss relevant matters with the placement provider.

8.2 Programme teams and placement staff should always seek permission from students before disclosing information on disabilities or other protected characteristics to placement providers. In some cases there may be a legal obligation to share (or not share) information regarding the nature of a disability with placement providers, particularly if the disability has implications for the health and safety of them or others. Advice must be sought prior to the placement from the Disability Team within the University.

8.3 Programme teams and placement staff are responsible for liaising with the Disability Service 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.

## 9 Health and Safety

9.1 The work placement should be safe and provide a learning environment that has controlled risks for the evidence based and reflective practice.

9.2 Universities & Colleges Employer Association (UCEA) Health and Safety Guidance for the placement of Higher Education Students. Details of the UCEA document can be found at [www.ucea.ac.uk](http://www.ucea.ac.uk)

9.3 Activities in the workplace are governed by the Health & Safety at Work Act 1974 and the supporting Regulations; Orders; Statutes; Codes of Practice and Guidance Notes.

This requires a general duty for placement providers to provide a safe place of work for and including students on work-based/placement learning.

- 9.4 The Management of Health and Safety at Work Regulations 1999 further extend the HPSOR \ H U D Q G S O D F H P H Q W o n d o R i s k a s s e s s m e n t s on articles, substances, equipment, activities, etc. relating to the workplace. This also includes the need for a risk assessment associated with work-based/placement learning. There is considered increased risk for work placement students because of their lack of experience and attitude toward health and safety risks. The UCEA guidance requires a vetting process to be conducted by the University to assess the risks to health and safety of a student whilst on placement. If the placement is considered to not meet an adequate standard of safety, then the University is duty bound to establish an action plan with the placement provider to effectively manage or control the risks to the student prior to, or within a reasonably short timescale.
- 9.4 The student should commit themselves to the spirit of the work-based/placement learning and in doing so, comply with the various legislation imposed on the placement provider in managing and controlling the risks associated with the placement activities.
- 9.5 It is important that the student discloses any medical conditions as to why they are not able to complete any aspect of the work-based/placement learning, by advising the programme leader, module tutor or placement coordinator as soon as possible.
- 9.6 Throughout the work-based/placement learning, students must adhere to the Code and work only under the

should be carried out on the basis of the information available. If there are reasonable concerns regarding the safety of students on the work-based/placement learning following the risk assessment, it may be necessary for the Programme Leader to reconsider undertaking a site visit. In cases where the Programme Leader does not carry out a site visit on the basis that it is not reasonably practical, it should record the reasoning for this on the Risk Assessment Form.

9.10 In terms of Health and Safety Policy considerations, Heads of School should satisfy themselves of the following:

If it is a requirement for an organisation to have a Health and Safety policy, the placement provider should confirm that they have one to the University.

It is sufficient for the placement provider to confirm that they are compliant with their own Health and Safety policy and that there is a mechanism in place for students on placement to familiarise themselves with it.

Programme teams should instruct students to familiarise themselves with the Health and Safety Policy of the placement provider.

For placements where there is no legal requirement to have a Health and Safety Policy, discussions must be held between the Programme Leader and the student as to what are appropriate risks and health and safety measures to be undertaken.

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Appendix 1: Work -Based/Placement Learning Assessment  
Form

<b>1. PLACEMENT DETAILS</b>	
Organisation Name:	
Occupational Area:	
Postal Address:	Nature of Business:
Post Code:	Main Contact:      Mr, Mrs, Miss, Ms Dr, Other
Telephone No.:	Position:

4. HEALTH AND SAFETY		
4.1	Health and Safety Policy	Yes/No
A	Is there a clear commitment to health, safety & welfare (written policy statement mandatory when 5 or more employees)?	
B	Are the responsibilities and arrangements for health and safety clearly stated (recorded when 5 or more employees)?	

4.2	Risk assessment and control	Yes/No
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)? Comments:	

C Give details of the risks and control measures relating to the occupations and the specific activities carried out in the workplace.



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