

Guidance CG(viii)

Placement and work-based learning guidelines

- 1 These guidelines are for use when validating programmes which offer placements and work-based learning. They are designed to ensure that panels consider fully the effectiveness and completeness of those placements, and that any variation from equivalent provision within the University is considered acceptable to the panel.
- 2 These guidelines are based on the QAA Code of Practice, Section 9: work-based and placement learning. For more information please see the [QAA website](#).
- 3 The panel is invited to consider/review the placement and work-based learning arrangements in the context of the following issues. (*Note: the validation panel should decide which of these questions are appropriate in each case*):
 - Is placement learning and assessment identified within the programme specifications?
 - Have the responsibilities of the University, and those partners involved in work-based and placement learning, been identified and met?
 - Will partners providing work-based and placement learning be fully aware of their related and specific responsibilities? For example, the provision of appropriate learning opportunities, the health and safety of students and their role in student assessment.
 - Does the student handbook include appropriate information and guidance for students on their specific responsibilities and entitlements relating to their work-based and placement learning? For example, their entitlements to work in a safe environment and to be treated in accordance with applicable legislation and the need for client or patient confidentiality, intellectual property rights and data protection. Students have a responsibility to meet the norms and expectations for professional conduct in the particular field of work or study that they are undertaking through the work-based or placement learning, including those students who are on an overseas placement.
 - Will students be provided with appropriate and timely information, support and guidance prior to, throughout, and following their work-based and placement learning? Support and guidance can be both academic and/or personal. Academic support can include guidance on academic performance; personal support may include technical support, counselling and careers advice and, for overseas placement students, advice on the culture of the overseas location, on finding accommodation, insurance and travel information.
 - Will work-based and placement learning partners be provided with appropriate and timely information prior to, throughout and following the

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students' work-based and placement learning? For example, they will need clear information about the objectives of the work-based or placement learning, their particular roles and responsibilities, the nature and scope of the activity involved and how responsibilities are to be fulfilled. They will also need guidance about their involvement in the procedures for the monitoring of the progress of students and mechanisms for reporting to the awarding institution at the end of the work-based or placement learning.

- Will the staff involved in work-based and placement learning be appropriately qualified, resourced and competent to fulfil their role(s)?
- Will there be appropriate measures in place to monitor and assure the proficiency of staff involved in the support of the relevant work-based and placement learning?
- Will there be policies and procedures in place for securing, monitoring, administering and reviewing work-based and placement learning that are effective and reviewed regularly?