



Teitl: Title:	HE Work Placement Policy
Fersiwn: Version	2
I bwy mae'r Polisi hwn yn berthnasol? Who does this Policy Relate to?	Myfyrwyr a Staff Learners and Staff

Cydraddoldeb ac Amrywiaeth / Equality & Diversity

Dolen at Gam 1 Asesu Effaith (ar Gydraddoldeb a'r Gymraeg): / Impact Assessment Stage 1 (Equality & Welsh) link:	HE Work Placement Policy Stage 1 EIA May 2020
<i>Effaith ar yr Iaith Gymraeg</i> <i>Mae asesiad effaith wedi'i gynnal ar y polisi hwn i ystyried ei effaith ar yr iaith Gymraeg yn unol â Safonau'r Gymraeg (94-104) a Mesur yr Iaith Gymraeg (Cymru) 2011.</i>	<i>Welsh Language Impact</i> An impact assessment has been carried out on this policy to consider its effect on the Welsh Language in accordance with the Welsh Language Standards (94-104) and the Welsh Language (Wales) Measure 2011.

Adolygu a Chymeradwyo / Review and Approval

Perchennog y Ddogfen: Document Owner:	HE Compliance Manager		
Ymgynghoriad / Consultation:	HE & Access Steering Group		
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Anfonwch y ddogfen wedi ei chymeradwyo i'w chyfieithu gan ddefnyddio'r [Ffurflen Cais Cyfieithu](#)
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Rhifwch bob adran a pharagraff
Please number each section and paragraph

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1. Purpose

1.1. The purpose of this document is to provide practical guidance for staff who are arranging and managing work placements for higher education learners, where the work placement is a component part of the programme. It gives guidance on preparing for, completion of, and debriefing from, the work placement.

1.2. This guidance has been designed to meet QAA, Pearson and awarding University expectations. In developing this guidance, account has been taken of the sector recognised good practice document "*A Good Practice Guide for Placement and Other Work-Based Learning Opportunities in Higher Education V2 (ASET 2009)*".

- 1.3. This guidance should be read in conjunction with programme and module specifications, which will give details of the learning outcomes to be covered and how they will be assessed. They may also give details about type of placement, number of hours required and any exemption rules.
- 1.4. For some programmes, guidance on the work placement component has been provided by the University department. Where this is the case these documents should be read in conjunction with this policy. Please see Appendix C.
- 1.5. NB. This policy has been approved by Aberystwyth University, Bangor University, LJMU, Swansea University and Chester University for use on their programmes.

2. Scope

- 2.1. This guidance covers work placements where the achievement of the learning outcomes for a particular module(s) or the programme in general is dependent on the work placement. It includes all HE learners at Coleg Cambria i.e. foundation degrees, full honours degrees, Higher Nationals and PGCE.
- 2.2. Work placements can (depending on the module/programme specification):
 - 2.2.1. take place outside the College timetable or as part of the course delivery time but should have learning outcomes related to the programme of study.
 - 2.2.2. be as an employee, volunteer or in a self-employed capacity.
 - 2.2.3. be completed as either a block placement or a number of hours per week.
- 2.3. Coleg Cambria has a number of HE programmes that have work experience placements embedded into the programme specification, either as a discrete module or an integral part of several modules.
- 2.4. Practice-based learning is learning explicitly designed to relate to professional practice standards. It includes learning, which is work-based, undertaken in placements and which aims to enhance learners' employability. This is the case for the PGCE.

3. QAA Code of Practice

- 3.1. The QAA UK Quality Code for Higher Education Chapter B10, Managing Higher Education Provision with Others, outlines the expectations of the QAA on work placement arrangements. Its focus, in relation to work placements, is on how arrangements are effectively managed and overseen. This means putting in place robust procedures to secure the quality of learner learning opportunities whilst on placement.

4. Work Placement Principles

- 4.1. Coleg Cambria's approach to work placement activity is underpinned by the following principles:
 - 4.1.1. the health, safety and well-being of learners whilst on placement is paramount.
 - 4.1.2. The objective of the work placement experience is to consolidate and complement the academic learning, knowledge and skills, while integrating some aspects of personal career awareness and development .
 - 4.1.3. it will aim to improve a learner's employability through enhancing their awareness of the work environment and developing skills such as communication, teamwork, problem solving, decision making, initiative, and creativity .

- 4.1.4. through a tripartite partnership involving learner, employer and College, the College will support the learner experience before, during and after the placement period to ensure health, safety and wellbeing and maximise learning.
- 4.1.5. where learners have additional learning needs the College will ensure that the work placement is made aware of those needs and is assured that the appropriate support will be in place.
- 4.1.6. employers should benefit from the experience through learners' enthusiasm and creativity as well as their up-to-date knowledge and skills.
- 4.1.7. the College should continuously enhance the work placement experience and effectiveness through the capture of employer and learner feedback.

5. Processes / Key Stages

5.1. Pre Placement

5.1.1. Securing the Placement

- 5.1.1.1. In some instances, learners will organise their own placement which will then be approved by the College, however, the College will help learners by communicating placement opportunities or guiding the learners whenever possible.
- 5.1.1.2. The College has a database of currently approved employers which is to be found on Happeo under Our College / Estates / Approved Work Placements. Any new employers that are not on the list will need to be approved by the Health and Safety team and this usually takes between one and two weeks.
- 5.1.1.3. Placements can take place within the College. For example, a learner could undertake a placement in one of the service departments of the College.
- 5.1.1.4. Where a learner is already in employment they may use that as their work placement subject to it being relevant to the learning outcomes and a successful health and safety vetting.
- 5.1.1.5. Criteria for the placement organisation will sometimes be specified by the University within the programme specification. In all cases, however, the placement organisation should have:
 - 5.1.1.5.1. a successful health and safety vetting – carried out by Coleg Cambria's Health and Safety team
 - 5.1.1.5.2. the capacity to offer adequate opportunities for the intended learning outcomes to be achieved and assessed
 - 5.1.1.5.3. the physical resources to enable the learning outcomes to be met
 - 5.1.1.5.4. the infrastructure and resources to be able to provide a Workplace Mentor to support the learner whilst on placement
- 5.1.2. If an issue emerges with any particular employer, which prevents the learner completing their programme or puts their health, safety and safeguarding at risk the College will remove the learner and identify an alternative placement.

5.2. Approving the Placement

- 5.2.1. Once an employer has agreed to take a learner the following steps need to be taken before final approval is given:
 - 5.2.1.1. A check needs to be carried out to ensure that the employer is on the approved list and the health and safety vetting does not expire before the end of the placement. If it does, or the placement is not on the list, then a health and safety vetting needs to be requested as outlined in 5.1.1.2 above. NB when carrying out the health and safety vetting, checks are also carried out to ensure the employer has employers liability insurance.

- 5.2.1.2. Where appropriate further due diligence checks should be carried out. For example, when placing a learner in a childcare setting the most recent external inspection reports could be consulted.
- 5.2.1.3. Once the employer has been approved by the Health and Safety team the College standard letter needs to be sent to the employer. The letter along with further guidance can be found on Happeo under Our College / Estates / Approved Work Placements (see link below):
- 5.2.1.4. <https://drive.google.com/drive/u/0/folders/0B16syWWa9245eHV6eFdNbFV0WIU>

5.3. Preparing the Learner

- 5.3.1. The learner will need to be given information and guidance about the placement experience beforehand. This should include:
 - 5.3.1.1. expectations of them whilst on placement including appropriate behaviours and what to do in the event of absence
 - 5.3.1.2. details of any records/logs/journals that will need to be kept
 - 5.3.1.3. roles and responsibilities of staff both at College and in the organisation handbook
 - 5.3.1.4. learning outcomes
 - 5.3.1.5. formal and informal assessment arrangements
 - 5.3.1.6. monitoring arrangements ie frequency of visits, Workplace Mentor reports
 - 5.3.1.7. contact details for the College Link Tutor
 - 5.3.1.8. The Programme's Work Placement Handbook
- 5.3.2. A meeting should be arranged with the learner and the employer (preferably with the Workplace Mentor) to discuss and agree the placement agreement (see below).
- 5.3.3. Ensure the work placement has in place an appropriate induction for the learner which should include health and safety arrangements.
- 5.3.4. It is good practice to provide a learner handbook which outlines all of this information or include details in the Module / Programme Handbook. Please see Appendix D for the Learner Work Placement Handbook.
- 5.3.5. Learners can also complete the Work Placement Diary / Evaluation Form to help them evaluate their performance during the work placement - See Appendix E.

5.4. Preparing the Employer

- 5.5. Once the placement has been approved a Workplace Mentor will need to be assigned by the organisation to support the learner on placement. The College should support the employer to select the most suitable person for the role through providing criteria. The criteria will vary depending on the subject and nature of the placement but in all cases the mentor should have a good understanding of the organisation and its work, be geographically close to the learner to allow for face to face support, and to have the time to support the learner.
- 5.6. The employer, and in particularly the Workplace Mentor, will need to be given information and guidance about the placement experience beforehand. This should include:
 - 5.6.1. role, responsibilities and expectations of the Workplace Mentor e.g. frequency of meetings with the learner, records/logs to be completed, reports to be given the College Link Tutor.
 - 5.6.2. role and responsibilities of the College Link Tutor.
 - 5.6.3. learning outcomes that are to be developed in the workplace and how they will be assessed (please note that unless the module specifications stipulate otherwise all formal assessment is to be carried out by the College/University staff).
 - 5.6.4. Information about any additional learning needs of individual learners.
 - 5.6.5. monitoring arrangements – how often will the College Link Tutor Visit.
 - 5.6.6. contact details for the College Link Tutor.

5.6.7. A copy of the Learner Work Placement Handbook.

5.7. A meeting should be arranged with the learner and the employer (preferably with the Workplace Mentor) to discuss and agree the placement agreement (see below).

5.8. Agreeing the placement aims and outcomes

5.8.1. A key component of the work placement preparation will be a meeting between the learner, the College Link Tutor and the Workplace Mentor to discuss the placement and to form a written agreement, which should be signed by all 3 parties. This will ensure that all parties are clear about the aims of the placement and their roles and responsibilities in meeting those aims.

5.8.2. The content of the agreement should include:

5.8.2.1. aim of the placement including learning objectives to be covered

5.8.2.2. specific tasks and outcomes expected, along with the key dates for the deliverables

5.8.2.3. any resources required and any key actions that need to be in place to allow successful fulfilment of the learning objectives

5.8.2.4. dates, times and length of placement

5.8.2.5. roles, responsibilities and obligations of each of the parties

5.8.2.6. arrangements for induction which should include health and safety and safeguarding arrangements

5.8.2.7. Support arrangements for learners with additional learning needs

5.8.2.8. monitoring arrangements including frequency of learner, placement and college review meetings

5.8.3. This written agreement will then form the basis of the monitoring visits.

6. During Placement

6.1. Monitoring

6.1.1. When on placement the employer will have responsibility for the learner as an employee. However, they are still also a learner and as such the College should retain a continuing share in the responsibility for the learner's well-being and ongoing learning. This will be facilitated through the provision of a College Link Tutor who will be the point of contact for the learner whilst on placement. The College Link Tutor will ordinarily be the module lecturer of the work based learning related module. They will have the overall responsibility for the provision and delivery of the relevant teaching and learning material for the modules and will also be responsible for the final marking of the assessments associated with the modules. They should be given adequate time to carry out monitoring visits with the learner and the Workplace Mentor. The College Link Tutor will have a responsibility to monitor learner attendance and will ask for records of attendance at the placement.

6.1.2. The frequency of the monitoring visits will depend upon the programme specifications, the duration of the placement and the arrangements for assessment. However, it would be expected that at least one visit per term is carried out.

7. Recording the Experience

7.1. Learners should be asked to record their experience in accordance with the programme or module specifications. Where these do not specify how the experience should be recorded the course team should ensure the learner has some mechanism for recording the experience for example a reflective journal or log.

8. Assessment

- 8.1. Formal assessment is often carried out after the placement as part of a written submission but it may also be undertaken during the placement.
- 8.2. The responsibility for assessing remains with the College staff who have been approved by the University. Responsibility for formal assessment should not be devolved to the employer, unless this is stipulated in the programme specifications.

9. Post Placement Debrief

- 9.1. After the work placement there should be an opportunity for the learner to reflect on the placement, consolidate the learning and share experiences with others. This could be in the form of a written reflection, classroom based discussion or one to one tutorial, for example.

10. Roles and Responsibilities

- 10.1. In order to ensure the success of the work placement it is important to recognise that each person involved in the work placement has an important role to play in ensuring its success. The roles and responsibilities of the learner, College Link Tutor, employer and Workplace Mentor need to be made clear at the start of the mentoring process.

10.2. Learner

- 10.2.1. cooperate as necessary in the process of finding and delivering a suitable period of work-based learning
- 10.2.2. meet the awarding body/University and College requirements including assessment
- 10.2.3. operate as an effective ambassador for the College whilst in the organisation
- 10.2.4. take every action necessary to get the most out of the learning experience, such as relating learning to the course/module, building transferable skills, and using the opportunity to consolidate career planning
- 10.2.5. make themselves aware of the health and safety , safeguarding and/or child protection arrangements at the placement setting
- 10.2.6. Become familiar with the protocols and arrangements at the placement setting (eg dress code, conduct, absence reporting)
- 10.2.7. Adhere to the Learner Work Placement Handbook

10.3. Employer

- 10.3.1. ensure the health, safety and wellbeing of the learner whilst they are on placement and provide them with information and induction in these aspects
- 10.3.2. provide a suitable Workplace Mentor for each learner
- 10.3.3. provide access to the facilities identified and agreed (between the Learner Workplace Mentor and College Link Tutor)
- 10.3.4. allow the learner time to complete the assigned workplace tasks
- 10.3.5. allow the mentor time for supervising and providing feedback to the learner and to the College
- 10.3.6. comply with the College's requests regarding health and safety and safeguarding checks
- 10.3.7. Adhere to the Learner Work Placement Handbook

10.4. Placement Mentor

- 10.4.1. provide suitable supervision as the learner undertakes workplace practical activities
- 10.4.2. help the learner develop his/her knowledge and skills within the workplace
- 10.4.3. provide appropriate advice and guidance to assist in the understanding and completion of the work based learning outcomes

- 10.4.4. give feedback on the learner's performance and participation in the workplace (although they will not be formally involved in the marking of the assessments for the modules)
- 10.4.5. facilitate the procurement of resources required for the activities within the organisation
- 10.4.6. liaise with the College Link Tutor and provide feedback regarding the learner's' progress
- 10.4.7. attend the pre placement meeting with the learner and the College Link Tutor
- 10.4.8. provide training and induction relevant to the working environment
- 10.4.9. advise the learner on additional skills achieved through the placement and how to promote these skills on CVs and other documents
- 10.4.10. Adhere to the Learner Work Placement Handbook

10.5. College/ Link Tutor

- 10.5.1. ensure that a suitable Workplace Mentor has been assigned for each learner
- 10.5.2. arrange a meeting before the placement with the Workplace Mentor and the learner and produce the written agreement (where necessary and appropriate this could be carried out by electronic communication)
- 10.5.3. ensure that the employer/Workplace Mentor and learner are provided with relevant information prior to the placement commencing
- 10.5.4. provide access to any College resources required by the learner or Workplace Mentor
- 10.5.5. liaise with the Workplace Mentor on a regular basis
- 10.5.6. carry out visits in accordance with course assessment specifications to review progress and resolve any issues arising
- 10.5.7. Adhere to the Learner Work Placement Handbook

Higher Education Programmes Work Placement Agreement Template

Learner	
Programme	
Module Title & Code (where applicable)	
Employer	
Workplace Mentor	
College Link Tutor	
Dates & times of placement	

Mentor/Mentee Agreement	
Workplace Mentor to: <ul style="list-style-type: none"> offer suitable mentoring supervision whilst the mentee undertakes workplace practical activities, helping the mentee to develop knowledge and skills in the workplace to provide appropriate advice and guidance to the mentee in the understanding and completion of the work based learning outcomes give feedback on the mentees performance and participation in the workplace facilitate the procurement of resources required for the activities within the organisation liaise with the College Link Tutor and provide feedback on the mentee's progress 	
Mentee (learner) to: <ul style="list-style-type: none"> meet with the mentor on a regular basis to ensure they are relating their learning experience to the course modules and building transferable skills meet the College and University assessment requirements record the mentor meetings as evidence for the learning outcomes in each module 	
Learning Objectives to be covered	
As detailed in the individual Module handbooks	
Details of any specific tasks & dates for completion	
As detailed in the individual Module handbooks	
Resources required / actions needed to enable learning objectives to be fulfilled	
Resources to be provided by employer	
Resources to be provided by College	
Arrangements for induction which should include health and safety and safeguarding arrangements	
Agreed Review Dates	

Learner Signature		Workplace Mentor Signature	
Date		Date	
College Link Tutor Signature		Employer Signature	
Date		Date	

Please return completed Work Placement Agreements to he@cambria.ac.uk



Mentee record of meeting with mentor

Learner name:		Date:		Mentor Name:	
Review of progress on previous targets set:					
Points discussed:					
Date of next meeting:				Location:	
Targets for next meeting/action plan:					
Learner Signature:				Mentor Signature:	
Date:				Date:	

13. Appendix C - Links to University Partner Work Placement Guidance

University Partner	Links
Aberystwyth University	Placement of Students
Bangor University	Bangor - Procedure for Placement Learning Bangor - Risk Profiling and Risk Reducing Actions
LJMU	Placement Learning Code of Practice
Pearson Programmes	This guide applies for Cambria Pearson programmes.
Swansea University	Not relevant for current applies / Degree Apprenticeship programmes
University of Chester	Information, Policies and Procedures
Wrexham Glyndwr University	Not applicable



Work Placement Diary / Evaluation Form

Date of experience:		Week:	
Type of experience:		Day:	
Employer & address:			

Describe the activities you took part in.....																																				
What did this teach you about the world of work?																																				
What did you enjoy most about the week?																																				
Self-Assessment of the experience																																				
<i>Please rate what you thought of your own performance in each area between 1 (High / Excellent) and 5 (Poor). Please ✓ the appropriate box.</i>																																				
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Learner signature:		Date:	/	/
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