

Version Control			
Version	Author	Date	Changes
1.01	Quay Huong Tran ¹	23 rd May 2022	Included a version control table

¹ This date is only indicative, and the said policy may be reviewed before due to changes in the macro and/or microenvironment.

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1 Scope of the policy

This policy covers the principles of course management and administrative procedures offered through college ensuring that the welfare and general interest of learners are prioritised.

Work-based and/or placement learning is usually taken as part of a programme of study.

Work-based and placement learning opportunities can generally occur in the UK or abroad. These opportunities exist within various levels of programmes including Bachelors, Foundation Degrees, Masters, and other programmes that are academically validated.

This could take the form of a year spent studying in a different institution, work undertaken over an entire academic year as part of a sandwich course, work during a whole year or a short block of work. The placement may be paid or unpaid. The learner may have organised this themselves, but it would need to be approved. It does not apply to employment undertaken outside of a programme of study, even if relevant to the learners' programme of study here. It should include the assessment of reflective practice and the designation of appropriate learning outcomes, which the learner may have negotiated themselves.

This policy is intended to include opportunities for learners that are offered through an employer providing work-based placements for learners.

2 Purpose of the policy

The purpose of this policy is to implement Bliss College commitment to develop a learning environment where all applicants and learners are given the opportunity to demonstrate and realise their full potential. It is aimed at ensuring that Bliss College management is made aware of its responsibilities to ensure that as much as possible, all staff and learners that are involved in placement learning are aware of their responsibilities.

3 Location of the policy

You can obtain of this policy by ringing our administration team on 02085144977.

4 Communication of the policy

It is important that personnel involved in the management, assessment, and quality assurance of all programs on offer, are fully aware of the contents of the policy. Management will assume the responsibility for communicating all updates to this policy to all stakeholders affected by it.

5 Review of the policy

This policy will be reviewed on an annual basis and revised where necessary based on feedback from stakeholders, external agencies, and regulatory authorities. The review of the policy will ensure that procedures continue to be consistent with the regulatory criteria

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and are applied properly and fairly in arriving at judgments.

6 Principles and Definitions

Bliss College recognises and values the importance of work based and placement learning and its current and potential future benefits for the approach to learners' learning. The policy has been informed by the QAA Code of Practice on Work-based and Placement Learning (2007), and the ASET Good Practice for Placements Guide – Volume 2 (2009).

This policy is intended to be a general policy which gives guidance on the minimum requirements prior to the commencement of a placement, but the method by which this is done can be adapted to suit the needs of the situation. The policy will be supported by guidance notes on, for example, Disclosure and Barring Service (DBS) checks or health and safety, and examples of effective practice, such as learner, staff, and employer handbooks and most importantly the UKBA guidance on work placement.

Placement learning on the other hand is defined as "...the learning achieved during an agreed and negotiated period of learning that takes place outside the Institution at which the full or part time learner is enrolled or engaged in learning. As with work-based learning, the learning outcomes are intended as integral parts of a programme of study. It is important that each learner is supported by the institution throughout his/her placement period to ensure that specific learning that relates to the programme can be achieved.

The QAA defines work-based learning as "learning that is integral to a higher education programme and is usually achieved and demonstrated through engagement in a workplace environment, the assessment of reflective practice and the appropriation of appropriate learning outcomes". Work-based learning is often accredited, ranging from a single module to within a programme to an entire programme that includes at its core, activities and learning outcomes designed around the learner occupation paid or unpaid.

Courses containing work based and/or placement learning should have a clear rationale for doing so. Intended learning outcomes should identify the knowledge and skills that learners will achieve. There should be an opportunity for personal development planning and reflective practice. Work based and/or placement learning should be assessed according to the appropriate regulations. learners should also be adequately prepared for such learning.

With Bliss's emphasis on enabling learners' employability, it would be helpful for programmes of study to consider and reflect attention to key skills, including interpersonal skills; information handling; self-application; and personal development.

7 Responsibilities

The college's placement contact should be satisfied that each placement provider, whether allocated by the college or independently found by the learner, is suitable. Procedures for securing, approving, and allocating placements should be transparent to all, and consider, as a minimum:

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- the opportunity for learners to successfully meet the learning outcomes² (which should be clearly identified; contribute to the overall aims of the learners' programme; and should be assessed appropriately, including providing an opportunity for reflection) of the placement.
- health and safety requirements.
- any relevant professional, statutory, or regulatory body (PSRB) requirements governing the suitability of placements example UKBA.
- learner support on placements, including support provided for learner learning.

Information should be given to learners on the consequences of failure to either secure or complete a placement.

Employers may be involved with the mentoring, supporting and assessment of learners.

Where staff are developing assessments of programmes that include an element of work based or placement learning, the following should be considered:

- Ensuring that intended learning outcomes are clearly identified; that they contribute to the programme's aims; and are assessed appropriately.
- It may be helpful to align intended learning outcomes with those determined by relevant PSRBs. As of January 2012, the UKBA guideline states that overseas learners can be engaged in work placement not exceeding 1/3 of their course duration.
- Assessment should include strategies to support learner learning as well as measure achievement. Failure or non-completion of this element of the programme should be considered carefully; and thought given to strategies to allow learners to be re-assessed in these instances.

8 Information, Support and Guidance

The college's placement contact should make placement providers aware of their responsibilities in relation to:

- their responsibility for the provision of learning opportunities.
- their role in relation to the mentoring of learners, and, if applicable, the assessment of learners.
- the health and safety of learners, including provision of any specialist materials or clothing needed.
- their responsibility in relation to insurance cover in the event of accident.
- the need to make placement providers aware of their responsibility for making reasonable adjustments for learners with a disability.

9 Learner Rights and Responsibilities

The college's placement contact should ensure that learners are made aware of:

² Consideration should be given to relevant external reference points, such as Sector Skills Councils; any requirements of PSRBs; and National Occupational Standards and UKBA.

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- their responsibilities in relation to the programme of study which the placement makes up part.
- their responsibilities for managing their behaviour as representatives of the college.
- their responsibilities in relation to health and safety issues.
- their need to remain in contact with the school placement contact in order to provide feedback on progress.
- opportunities for personal development planning.
- intellectual property rights.
- their entitlement in relation to tutoring or mentoring.
- the need to alert the placement provider and the placement contact to any problems with the placement that may impede their satisfactory progress and completion of the Placement.
- the ability of the placement provider to raise any issues with the school placement contact regarding the learners' suitability to practice.
- their need to comply with PSRB requirements, if appropriate.
- the formal complaint procedure.

10 Staffing

Services should ensure that all staff involved in placements are made aware of any relevant issues relating to the identification and approval of placement opportunities.

The college should also ensure that staff at placement providers receive any additional training required, including any orientation or procedures or policy, which may impact their role in the placement setting.

11 Monitoring and Evaluation

All placements should be subject to effective monitoring procedures. These should include as a minimum:

- The placement contacts should ensure that feedback from learners is collected both during the placement and on completion of the placement.
- Analysis of the placements should take place as part of the annual monitoring process.
- The placement contacts should ensure that feedback is collected from placement providers, perhaps by means of a focused employer's group.

12 Other Information

At time of preparing this policy, Bliss was exploring the possibilities of reviewing with a view to adopting the 'Work Placement Toolkit' (developed by the Arts Council England) for sample templates including:

- Pre-screening questionnaire.
- Guidance on preparing a CV and cover letter.
- Health and safety statement.
- Risk assessment.
- Monitoring form.

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- Feedback form.
- Equal opportunities statement.
- Contract guidelines.
- Guidance on preparing a personal learning plan.
- Learner guide to work placements.

End.

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