

in industry with a single employer or time spent in an environment that enables essential professional competencies to be developed.

5. This framework is, therefore, intended to be used as a source of reference to inform the development, planning and management of WBPL and to ensure a high quality student experience.

Definitions

6. *Work-based learning* is learning that is integral to a higher education course (whether forming part of mandatory, requisite or optional modules) and is achieved and demonstrated through engagement with a workplace environment.

7. 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 regulations during the relevant period) where there is a transfer of direct supervision of the

12. *Learning outcomes* describe what a student should be able to do or demonstrate, in terms of particular knowledge, skills, attributes and behaviours, by the end of a module or stage of a course.

General principles underpinning the Work-based and Placement Learning Framework

underpin practice relating to placements and that placements are organised efficiently, effectively and in line with this framework and the requirements of the QAA, PSRBs and health and safety, equal opportunities and other relevant legislation (for example the Equality Act).

Selection and approval of new placement settings

16. All proposed new Placement Providers should complete the Apprentice/Student Workplace Health & Safety Checklist, available in Appendix 1. If there are any specific Professional, Statutory or Regulatory Body (PSRB) requirements in terms of selecting and approving placement settings, the process and criteria may be adapted accordingly. In selecting new placement settings, the following principles should be observed:

- a) 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.

b) provide suf G95.32 841.92 reW*nBT/F1 8.04 Tf1 0 0 1 150.62 46.8 Tm0 g0 i/Fci/F5(k3 n6150.62 opk3

23. Placement Coordinators should ensure that all WBPL providers are aware of the University's [Equality and Diversity Policy](#) and the [Code of Practice on Reasonable Adjustments](#)

31. Student induction sessions and written guidance for students and placement staff should

38. 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, drawing on the risk assessment in relation to the six health and safety factors discussed in paragraph 17 above. 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, and emphasising the importance of following instructions and acting sensibly to protect their own health and safety and that of others in the workplace. A sample *Health & Safety Student Induction Checklist* is presented in Appendix 3. All relevant items should be covered in students' induction within their first week of block placements or by a certain specified timescale where placement occurs only one or two days a week. Other items may be added as necessary.

Working with placement staff

39. Placement staff must feel supported, confident and well informed about supervising and, where relevant, assessing students. Communication networks between the University or partner institution and the placement should be established as soon as a setting is identified and well informed about s

details of the criteria and monitoring system for ensuring the continuing quality of the placements.

b) 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 course team;

details of relationships with PSRBs;

strategies which might be employed to assist student learning;

resources to be acquired /

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43. Where appropriate, representatives from Placement Providers may be invited to attend briefing or update sessions, course committee meetings and/or become involved in curriculum development and review at the University or partner institution.

44. 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.

45. A protocol should be established to communicate significant changes, for example:

a) in the status of placements;

b) in the details of placements.

Staff development relating to management of work-based or placement learning

61. Deans of School or Heads of HE in partner institutions must ensure that course teams / staff involved in work-based learning or placement activities have had appropriate training prior to commencing their role. Managers should ensure that staff are competent to undertake the role in accordance with this framework and the requirements of relevant PSRBs and/or external bodies.

62. Ongoing development needs in relation to WBPL should be considered within the staff appraisal / review process, and managers should draw to the attention of staff any training or development activity essential to the execution of their placement role.

Dealing with complaints

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APPENDIX 1

Apprentice/Student Workplace Health & Safety Checklist

Employer/Placement Details:

Employer/Placement name:		Number of employees:	
Nature of business:			
Workplace address:		Main contact: (Name & Tel No)	
		Health and safety contact:	
Apprentice/Student(s) name(s):			
Supervisor(s) name(s):			
Type of work carried out at workplace location:			

Checklist

1	Insurances & health and safety requirements
1.1 Insurances	
Employer/Placement Liability Insurer (ELI)	Policy Number

3	Accidents, Incidents and First Aid	Yes/No/N/A	Evidence/Comments
3.1	Are there adequate arrangements for first aid equipment /facilities?		
3.2	Have adequate arrangements for first aiders and/or appointed persons been made?		
3.3	Are accidents and first aid treatment appropriately recorded?		
3.4	Are/will all RIDDOR reportable events be reported to the enforcing authority and to the University of Suffolk/ partner institution? Will the Employer/Placement Provider investigate the accidents and take suitable action?		

4	Supervision, Information, Instruction and Training	Yes/No/N/A	Evidence/Comments
4.1	Are employees/placement students adequately supervised?		
4.2	Is initial induction and ongoing health and safety information, instruction and training given to all employees/placement students?		

Standard 10 to be completed where an Employer/Placement Provider has an Apprentice/Work Placement 18 years of age or under.

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Position/Title	
Date	

APPENDIX 3

SAMPLE HEALTH & SAFETY APPRENTICE/STUDENT INDUCTION CHECKLIST

(to be completed by the