Work Based and Placement Learning: University Policy and Guidelines

1.   INTRODUCTION

The aim of this document is to draw attention to specific aspects of work based and placement learning which should be addressed to ensure the successful co-ordination, management and operation of the placement process.

These Guidelines do not aim to prescribe a preferred model for Work Based and Placement Learning, nor to list in detail the many academic and supporting functions, which need to be undertaken to monitor all forms of Work Based and Placement Learning. They aim to provide a set of principles, based on existing good practice, which may be of benefit to those involved in courses involving a period of Placement Learning or in the modification of courses to include Work Based and Placement Learning.

To reflect the wide variety of courses, it is envisaged that each School, subject or course may wish to produce their own placement learning document, to supplement the University documents.

2.   OUTLINE OF OPERATIONAL ROLES AND RESPONSIBILITIES

2.1   Operational Roles fall into the Following Categories

Queen's University
- Schools - The unit within the University where students undertaking placement are enrolled.

- Placement Co-ordinator - Designated staff within the University who support students throughout the placement process.

- Visiting/Link Tutor - Designated tutor who will maintain contact with the student while on placement.

Host Placement Provider
- Work Based Supervisor - Designated person within the host placement provider organisation who is responsible for supervising the student while on placement.

- Clinical Supervisor - Designated person responsible for supervising students on clinical placements.

- Host University Co-ordinator - Designated person within the host university who is responsible for supervising the student while on study placement.

- Host Research Supervisor - Designated person responsible for supervising the placement student on a study or research programme.

Student
- Placement Student - Student who is enrolled on or interested in undertaking a period of Placement Learning.

2.2   Responsibilities

2.2.1 Schools are responsible for:

- Ensuring that information produced in relation to Work Based and Placement Learning is clear, unambiguous and consistent i.e. within School handbooks, University prospectuses, websites etc. To accommodate the requirements of students with a disability, all documents should be available in alternative formats.

- Ensuring students are aware that placements must be approved by the School.

- Developing a system to ensure that individual student placements are approved and appropriate to the degree specification.

- Ensuring that the placement provider has appropriate Health and Safety arrangements in place and that all students are aware of both the placement provider's responsibilities and their own in relation to Health and Safety.

- Making students aware of their responsibilities in terms of sourcing and securing individual placements and as representatives of the University while on placement.

- Providing a visiting tutor or other appropriate person, for example, a link tutor, who will maintain contact with the individual student, in line with the procedures outlined in the School's handbook.

- Making students aware of University policy regarding recognition, conversion and recording marks from placement (this includes all forms within the definition of Work Based and Placement Learning). Publicizing to prospective students any requirement to undertake a placement outside the University.

- Ensuring that pre-placement programmes are appropriate to the needs of students and based on guidelines identified in Section 3 of this document.

- Ensuring that intended learning outcomes for Work Based and Placement Learning are appropriate to the placement being undertaken and are explicit in the specific degree programme specification.

- Ensuring that learning opportunities are appropriate and consistent with University guidelines on Work Based and Placement Learning and, in the case of students with a disability, adopting a flexible approach, where appropriate, in order to enable learning outcomes to be achieved.

- Providing written guidelines with specific reference to learning outcomes and assessment for students, placement providers, visiting tutors and placement co-ordinators.

- Ensuring accurate records are kept for monitoring purposes on all aspects of placement learning, for example, securing placements, contact with students and complaints.

- Seeking feedback from placement providers and students regarding the process by which placements are secured and placement allocated.

- Organising a reorientation to university life and study following a period of placement away from the University.

2.2.2 The Placement Co-ordinator is responsible for:

- Ensuring students are made aware of resources to help them source appropriate placements.

- Co-ordinating, managing and monitoring the work/study placement process and reporting to the Head of School.

- In the case of students with a disability ensuring, where appropriate, that "reasonable adjustments" in host organisations have been made. Guidance and support on all aspects of disability will be provided by Disability Services.

- Monitoring students' progress by receiving necessary documentation from student, host provider and visiting or link tutor.

- Liaising with placement providers (employers/host institutions) and, in particular, ensuring that the nominated Work Based Supervisor/host University Co-ordinator is aware of the aims of the placement and the assessment criteria at the start of the placement.

- Arranging for visiting tutors to carry out the placement visits as appropriate.

- Obtaining confirmation from the placement provider that the student will be covered by employer and public liability insurance. (See Information on Insurance in separate documentation available from Careers, Employability and Skills)

- Ensuring compliance prior to and during placement by monitoring Health and Safety arrangements for placements, ethical considerations, Intellectual Property Rights (IPR) and equality of opportunity for students.

- Arranging, where appropriate, the presentation panels on completion of the placement.

- Any other subject specific duties which are associated with the role.

2.2.3 Visiting staff should:

- Be familiar with the course regulations and the assessment requirements for the students visited.

- Contact each student, preferably with a visit, to discuss progress, provide course information, check log books/diaries and complete assessment forms.

- Contact the host Placement Supervisor and discuss the student's progress, assessment, clinical/professional/technical reports or projects.

- Report to the Placement Co-ordinator any relevant matters relating to Health and Safety, ethical considerations, IPR, and confidentiality.

- Monitor the quality of the placement to ensure that learning opportunities are appropriate.

- Complete a written report on the visit (including an assessment) and return it to the Placement Co-ordinator.

- Endeavour to foster further links between the organisation and the University with a view to developing strategic alliances in the form of research collaboration, student sponsorship, input to curriculum content and design.

2.2.4 A Work Based Supervisor will:

- Be directly responsible for the student while on placement.

- Prepare a work programme in consultation with the student and the placement and/or visiting tutor.

- Arrange a programme of induction to the workplace for the student, and continue to provide sufficient instruction to maximize the effectiveness of learning during the placement.

- Arrange regular meetings with the student to discuss progress.

- Monitor the progress of the student and complete assessment forms as required.

- Notify the Placement Co-ordinator of any problems which may arise.

- Meet with the visiting tutor to discuss student progress.

2.2.5 A Clinical Supervisor should:

- Schedule and monitor the student's training and assessment programme.

- Ensure that each student obtains the required clinical experience for each particular placement.

- Organise tutorials, demonstrations and seminars as necessary.

- Complete the student's evaluation for the placement and return the evaluation, along with all assessment marks, to the Placement Co-ordinator according to the required timetable.

- Liaise between the organisation and the Placement Co-ordinator.

- Ensure that the placement evaluation is completed by the student.

- Ensure that the clinical supervisor evaluation is completed by the supervisor.

- Ensure that all of the above are compliant with professional body accreditation and Fitness to Practise.

2.2.6 A Host University Co-ordinator will:

- Be directly responsible for students while on placement.

- Prepare a study programme before departure in consultation with the student and the Placement Co-ordinator. This programme may be subject to amendment on arrival.

- Provide an orientation programme where possible.

- Notify the School Placement Co-ordinator of any problems which may arise.

- Provide a transcript of marks to the student and to the Queen's University Co-ordinator at the end of the placement.

2.2.7 A Host Research Supervisor will:

- Be directly responsible for students while on placement.

- Prepare a study and research programme before departure, in consultation with the student and the School Placement Co-ordinator.

- Provide an orientation programme where possible.

- Provide academic and pastoral support for the student.

- Ensure the provision of necessary facilities (eg. computing, laboratory).

- Notify the School Placement Co-ordinator of any problems which may arise.

- Provide a report/transcript of marks at the end of the placement.

2.2.8 The Placement Student is responsible for:

- Finding his/her own work/study placement, if appropriate, given the assistance, resources and information provided by the Placement Co-ordinator, academic staff, Queen's International, Careers, Employability and Skills (CES).

- Ensuring that if they secure their own placement that they seek approval from the School.

- Failure to do so will result in the placement not being recognized.

- Informing the Placement Co-ordinator of any health issues, including any disability, which may affect their Health and Safety on placement.

- Completing the Health and Safety checklist as directed by the Placement Co-ordinator.

- Where necessary, maintaining and making available all appropriate documentation for inspection by the Visiting Tutor during visits.

- Ensuring that all documentation specified by the Placement Co-ordinator is submitted at the end of the placement by the required date.

- Complying with the placement provider's terms and conditions of employment/and or enrolment. This includes abiding by all rules and regulations and attendance at any briefings in relation to policy issues e.g. company Health and Safety Policy.

- Knowing about the Health and Safety aspects of placement, particularly the individual's and placement provider's responsibilities and what should be covered in induction.

- Personal conduct which upholds and enhances the good standing and reputation of the University.

- Contacting the designated person within the School if a problem arises relating to the work/study programme and also general Health and Safety matters.

3.   PLACEMENT APPROVAL

3.1   Establishing a Placement

Schools should publish their procedures for managing any placements required as part of Degree/Diploma programmes. It is the responsibility of Schools to ensure that all of their partner institutions/employers reach the required standards. In developing student placements, the School should ensure where appropriate that the learning content and outcomes accommodate the requirements of any relevant accrediting professional and statutory bodies.

The Degree/Diploma programme specification should indicate clearly the contribution of the placement to the learning and assessment process.

The provision of placements should promote equality of opportunity for students, as encouraged by the University and required under anti-discrimination legislation relating to equal opportunities, disability discrimination and sex discrimination. Where required, advice should be sought from the University's Equal Opportunities Office or Disability Services.

Where appropriate, there should be a formal written agreement between the placement provider and the School [see example attached]. The agreement may take various forms depending on the nature of the placement, for example, an exchange of co-operation agreement directly with the partner, or a formal contract for an industrial work placement/teacher training position, listing the responsibilities of the parties.

Regular contact between University staff and the placement partners is essential for ensuring successful placements. Where there is an expectation that the students will engage with a period of work based learning there must be a nominated Placement Co-ordinator carrying overall responsibility for managing placements. The School should have on record the name of the main contact person at the placement location.

Regularly used placement providers should be visited occasionally by the School Placement Coordinator, ideally while a student is present, to evaluate the success of the arrangement and to discuss any matters of concern. Professional courses may have specific requirements in this regard. This may not always be an annual visit, particularly in respect of international placements, but the School should have a clear policy relating to the frequency of such visits. Schools should note that limited funding exists towards travel costs for such visits to students within the Socrates-Erasmus programme.

As part of their Pathway Reviews, Schools should regularly review their range of placement providers, to ensure that high standards of academic quality and support are maintained.

4.   PRE-PLACEMENT PREPARATION

4.1   Securing a Placement

4.1.1 If the placement experience is to be meaningful, students must be able to learn from it. As the learning to be gained from a placement can be extremely relevant to an individual's chosen career path, the development of reflective learning materials to improve the quality of learning from placement should be a key feature of any programme of preparation prior to placement.   The students should also be advised of any sources of information/help available to them from CES, Queen's International, Learning Development Service, Policy Office, Postgraduate Office, Disability Services and Student Counselling and whether a pre-placement module is in operation.   Based on good practice, Schools should develop a preparation for placement programme which should:

- Ensure that students are aware of the range of work/study placement opportunities.

- Illustrate how placement will contribute to the development of career management and transferable skills including verbal and written communication skills, self awareness, self promotion, action planning, team working, assertiveness, negotiation and decision making and exploring opportunities.

- Provide the opportunity for all students to address individual issues in relation to their specific situation, for example, advice on disclosure of disability.

- Inform students about professional issues in relation to work/study.

- Expand student awareness and understanding of the value of work experience, study abroad and work related learning and how their objectives may be achieved.

- Develop student awareness of what skills, qualities and abilities employers seek in potential employees and how these are measured.

- Provide knowledge about employer use of aptitude/psychometric tests.

- Provide the opportunity for students to meet and interact with: placement providers visiting the University; and, post placement students.

- Cover Health and Safety arrangements, ethical considerations, confidentiality and IPR, the latter particularly in the case of research placements.

4.1.2 In the case of clinical placements students must be made aware of the following:

- Code of Professional Conduct

- Patient confidentiality

- Rules for students in clinical placement

- Health and Safety requirements

- Fitness to practise legislation

4.2   Students with disabilities

Chapter B3: Learning and teaching within the QAA UK Quality Code for Higher Education incorporates and supersedes the Code of Practice, Section 3: Disabled students (2010). Central themes of the chapter are the promotion of an inclusive learning environment through the promotion of equality, diversity and equal opportunity. Indicators of sound practice within the chapter stress that they are mutually dependent and should not be considered in isolation .In relation to effective learning and teaching it is stressed in Indicator 2 that;

'Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes'

This would imply that Institutions should ensure that, wherever possible, students with disabilities have access to academic and vocational placements, including fieldwork and study abroad. Where placements including international placements are a formal requirement or standard component of the programme institutions should consider ways of ensuring that specific learning opportunities are available to students with disabilities by:

- Seeking placements in accessible contexts.

- Providing specialist guidance on international placements.

- Relocating field trips to alternative sites or providing alternative experiences or comparable opportunities, which satisfy the learning outcomes.

- Working with placement providers to ensure accessibility.

- Providing support before, during and after placement that takes into account the needs of students with a disability.

5. PRE-DEPARTURE PREPARATION

Once a suitable placement has been identified, the student and the School should arrange a predeparture programme which covers all key aspects. It is recommended that Schools should publish a Placement Handbook, containing the following information for each type of placement.

5.1 All Placements

5.1.1 Student Conduct: Students should be made aware by Schools of their own responsibilities towards the successful outcome of a placement, including the need to communicate regularly with the home School, to meet academic requirements and to observe the expectations of both the University and the host provider relating to the management of the placement.

5.1.2 Academic: Students should be made aware by Schools of a placement's academic content, including aims, intended learning outcomes, assignment and assessment requirements and submission deadlines. The contribution to a programme's overall assessment and consequences of failure should also be made clear to all students. The School and the intending student should always agree, in writing, a programme of activity before the beginning of a placement. This may take the form of a Learning Agreement for study placements, or a Learning Contract document for work placements.

5.1.3 Feedback: Schools should ensure that feedback from students returning from placement is used as part of the pre-departure preparation of those intending to go on the same placement in the future. Requested feedback should include information regarding academic, financial, social and cultural issues, as well as more practical matters such as accommodation and travel.

5.2 Work Placements in the UK

Each student should be provided with the University document 'Work Placement within the United Kingdom - Conditions of Participation' and associated forms (available from Deirdre Deery, email:d.deery@qub.ac.uk Careers, Employability and Skills). The Declaration should be signed and returned, confirming their understanding and acceptance of the Conditions, including the risks which are outside the control of the University. The Declaration should be returned at least 1 month before departure. In addition, each student will be required to complete, with the assistance of the School and the placement provider as appropriate, the following forms which will be provided with the Conditions of Participation:

- Learning Agreement: Work Experience detailing the Work Placement to be followed while with the host employer. This should also include confirmation of any support adjustments that have been put in place.

- A placement details form which the student undertakes to sign and return to the University once a placement has been secured with the host employer.

- Student induction checklist, including Health and Safety guidelines which the student must undertake to complete within two weeks and return to placement co-ordinator.

5.3 International Placements

In addition to previous section 5.2 schools should be aware of the following:

5.3.1 Credit Transfer: Where the placement is at an EU partner university, the European Credit Transfer System (ECTS) enables transfer of credits between different country systems.

5.3.2 Living Abroad: Students should be provided with appropriate advice on the customs and culture of the country in question and on any health requirements. This may take the form of directing students to appropriate websites.

5.3.3 Work/Study Placements: Language Requirements:

If the language of tuition is not English:
Schools should ensure that information about such preparatory classes is widely available to students in good time. In the case of a study placement, if a student is required to undertake assessment in a language other than English, this must be made clear in the Learning Agreement. Early liaison between schools and the Language centre is encouraged.

If the language of tuition is English:
Where the language of tuition is English in a country where the principal language is not, Schools must have a clear, published strategy for ensuring that the students concerned are equipped sufficiently to participate in a social context. Early liaison between Schools and the Language Centre is encouraged.

5.3.4 Each student should be provided with the University document 'Work or Study Placement outside the United Kingdom – Conditions of Participation' and associated forms (see Appendix 3). The Declaration should be signed and returned, confirming their understanding and acceptance of the Conditions, including the risks which are outside the control of the University. The

Declaration, it is advised, should be returned at least 1 month before departure.

5.3.5 In addition, each student will be required to complete, with the assistance of the School and the placement provider as appropriate, the following documents which will be provided with the Conditions of Participation:

- Pre-departure Agreement listing areas of study or types of course or work placement to be followed while at the host institution.

- A confirmation of arrival form which the student undertakes to sign and return to the University following arrival at the host location.

- Change of address form.

- A Health and Safety checklist which the student must undertake to complete within two weeks.

- Contact numbers in case of emergency.

- If required a mark report sheet which student should give to each course tutor at the host provider.

- A departure notification form.

6. SUPPORT FOR STUDENTS ON PLACEMENT

For each placement, Schools should ensure that students are provided before the placement commences with:

- The name of the Placement Co-ordinator in the home School who is responsible for managing the placement.

- The name and contact details of an initial contact at the host placement location who provides information on the support arrangements in place.

- The nature of the support available to the student from the home School which should include information on contact staff and the frequency and type of contact.

- Named contact persons should have clear and explicit roles and responsibilities of which students should be made aware. Schools should ensure that they communicate to the host contact person the expectation that these responsibilities will be met.

Monitoring of a student's progress and development during a placement is an essential part of student support.

Schools should act swiftly on problems raised by students, host supervisor, organisation or Placement Co-ordinator.

In addition to university policy on complaints there should also be explicit mechanisms to raise issues of both a personal and professional nature. Guidelines issued to students and placement providers should include reference to appropriate contacts in the university.

Staff supervising placements should remind students and employers that the University support services are still available for students to use on a confidential basis should they encounter difficulties while away from the University. Members of staff from the Academic and Student Affairs Directorate are available to discuss problems with students or placement supervisors. Services include advice on issues arising from disability, harassment and physical and mental health.

7.   RECOGNITION OF WORK AND STUDY PLACEMENTS

The modular degree system requires the recognition in terms of credit (CATS) points of all the assessed components of a student's degree programme. Where appropriate, credit should therefore be applied to study and work placement components which contribute towards the overall qualification. Such accreditation should apply to all placements including those that involve a student working in industry or taking paid employment as a language assistant, provided the placement is an assessed element of the degree programme. It is therefore recommended that if a work or study (taught or research) placement is an assessed element of a degree programme, credit points should be calculated in relation to specific learning outcomes. For study placements, the credit system at the University is easily dovetailed with the European Credit Transfer System (ECTS) whereby one semester is equivalent to 30 ECTS credit points (=60CATS points). Most European universities, including Queen's, have adopted ECTS. To facilitate recognition of the placement within the degree programme, Schools must ensure that details of all student results are recorded electronically.

7.1   Assessment

7.1.1 All Placements

- The assessment of the placement may use a variety of methods appropriate to the programme of study.

- The placement's contribution to a programme's overall assessment must be transparent.

- The results of the assessed components of a placement should be recorded on a student's

- transcript.

- The effect on student progression in the case of failure on placement should be explicit.

- Deadlines for the submission of assessed work should be made explicit.

7.1.2 Work Placement

- Students must be made aware before the commencement of a placement whether the experience will contribute to final degree classification and, if it does not, how it will be assessed and marked.

- In addition to academic credit, Schools should give consideration to formal programmes of accreditation e.g. a Queen's Diploma, the Queen's Employability and Skills Award or an award by a professional awarding body linked to their discipline, for example, British Computer Society, chartered Engineering Institutes etc., and encourage students to participate as appropriate.

- The University Diploma of professional practice recognises the work based experience and skills of individuals at professional levels. This award may be used to complement a degree by accrediting relevant experience and competence gained during work placement. Candidates must successfully complete two years of undergraduate study followed by one year of professional experience during which they are required to demonstrate the application of knowledge and competence in specified personal skill areas. More information is available from the 'host' school.

- The placement provider should be encouraged to be involved in assessing the student. Appropriate guidance should be provided by the School to ensure parity across different placements within a particular degree programme.

7.1.3 Study Placement

- A full year spent on study placement as an integral full-time part of a degree programme will normally attract 120 (undergraduate) or 180 (taught postgraduate) CATS points, awarded on the basis of assessments carried out during the year and/or a subsequent assessment carried out on a student's return. Placements of a shorter duration will attract credit points on a pro-rata basis.

- All study placements which are an integral element of a degree programme must attract a mark or set of marks which may include the following: marks for examinations/assessments undertaken during the placement; marks for assessments undertaken on return; and/or marks for any additional work undertaken by the student as part of the syllabus (for

example, a learning journal). Where the placement provider does not directly assess a student's placement, the School should clearly explain the process for assessment.

- Where a study placement is a formal part of the curriculum it should contribute to the final award for the degree programme. Its weighting within a School or degree programme's assessment criteria for the final award should be supplied within the Pathway Regulation and Programme Specification.

- In the case of study placements, the School will provide notification of results to the Student Records Office in respect of students who have spent a period on placement. This information should be recorded on the Student Information System and retained by the School in both raw and conversion form.

- The result of work placements should be reported on the student's transcript.

- The assessment of study placements should normally be in the form of mark(s). The mark(s) should be reported on the student's transcript.

7.2   Conversion of Marks/Grade

- Marks awarded to students by a partner institution abroad should be converted to the assessment system normally used by a School as long as the conversion criteria are consistent for all students. The conversion criteria must be approved by the University. (Advice may be sought from Queen's International.) Marks or grades arising from international study placements are likely to originate from one of two sources:

  - Institutions operating the European Credit Transfer System: Schools should ensure that there is a clear process for converting the ECTS grades of their partner institutions into marks compatible with the existing QUB marking schemes.
  - Non-EU Partner Institutions: Schools should ensure that their students are assessed locally and appropriate conversion schemes developed to process the assessment results received from the partner institution. Schools must ensure that the conversion schemes adopted allow parity of treatment among students on similar pathways attending different institutions.

- Details of the assessment and mark/grade conversion schemes should be made available for monitoring by the external examiners.

- For international study placements, Schools should have in place a system to deal with appeals from students against a) the marks awarded by the

partner institution for study placement; and b) the marks awarded to the student after conversion.

7.3 Board of Examiners

The procedures described under 7.1 and 7.2 above will produce results for a placement. If the placement is an assessed component, or a compulsory element of a programme of study leading to an award or qualification, the results should be submitted for confirmation to a Board of Examiners. Placement assignments undertaken by a student, which contribute to the module mark, should be available for monitoring by the appropriate external examiner.

All programmes must make provision for the consequences arising from failure on placement. Information issued to students by Schools must clearly explain the implications of failure.

7.4 Exemption and Non-Completion

Schools should have clear procedures for managing exemptions from placements which are otherwise required for the successful completion of a programme of study.

Schools must publish clear statements of the academic consequences of non-completion by students of any part of a placement (which may be for reasons beyond their control) or of a failure to secure a placement.

Schools must ensure that they communicate the academic and possible financial implications of withdrawal from a placement (for example, full repayment of a Socrates-Erasmus grant).

8. PLACEMENT MONITORING

It is essential that Schools have a policy in relation to visiting and monitoring students while on placement. It should be recognised that placement visits are an important mechanism for securing or retaining placement contacts and ensuring quality assurance and compliance with the University's guidelines in relation to Health and Safety regulations and liability. Policy statements devised by each School must provide guidelines to ensure:

- All students are visited, where possible and appropriate, and within required time schedules.

- The development of a procedure to be undertaken, on a case by case basis, if a student is asked to leave a placement, or if additional problems arise, for example, harassment, conflict, role etc. Consideration should also be given to at what stage issues should be escalated to Academic council.

- Confirmation that placement providers have appropriate Health and Safety procedures in place consistent with the requirements of the University's Health and Safety checklist.

- All staff involved in visiting students are afforded time to conduct visits and are aware of the role of the visiting tutor.

All students undertaking an element of work experience/study placement as part of their course should receive visits, where possible, and as deemed appropriate by their Placement Coordinator.

The objectives of placement visits are to monitor progress and assess performance.

The number of visits will depend on the length of placement and be conducted in line with School policy. It is essential that a professional service be provided to the student and the placement provider. In addition to monitoring of placements by visits on site, the visiting tutor could, on a case by case basis, make contact with students by telephone, email and a variety of social media. All contact with students should be documented for monitoring purposes.

Tier 4 (General) Student visa

Students who are studying at Queen's University on a Tier 4 (General) Student visa can undertake a work placement only if it is an *assessed and integral* part of their course, e.g. sandwich placement.

The following work placement details must be provided to International Student Support so that they can be reported to UK Visas and Immigration (UKVI) **within 10 days** of the start of the placement:

- Start and end date of placement
- Name and address of placement

Students on a Tier 4 (General) Student visa will continue to be subject to attendance monitoring requirements while we sponsor their visa during placement. There must therefore be an arrangement in place between the school and a named contact at the placement provider to confirm that the student is attending and engaging in their placement. This could be, for example, an attendance form which is completed and returned by the named contact or a fortnightly email from the named contact.

There are other categories of visa which will have their own regulations in relation to working, for example, a student on a Student Visitor visa, which allows a student to undertake study in the UK for up to six months, cannot

undertake any kind of work (paid or unpaid) or work placement during their period of study in the UK.

Schools should contact International Student Support with any student immigration related queries.

iss@qub.ac.uk

Ext. 3899

8.1 Visits to Placements outside the UK

It is strongly recommended that a representative of the University visit students in this category at least once. If this is not possible, the School should nominate a person of appropriate standing in the country of placement to act on its behalf in visiting the student in accordance with the practice for placements in the UK.

8.2 Assurance of Quality

For each placement, Schools must assure themselves that students will receive a beneficial academic and cultural experience appropriate to their programme. Attention should be paid to the following areas:

- Examination of the academic content, standards and learning outcomes of the placement and its value in relation to the remainder of the programme.

- Contact between the Placement Co-ordinator and the placement contact person, including progress reports on students.

- Formal mechanism for student evaluation of the placement, both during and following completion.

The effectiveness of Schools in preparing students for work and study abroad placements should be tested through their internal evaluation procedures (including feedback from students after the period away) and through the Pathway Review process. The use of questionnaires and other evaluation techniques should be made clear to students, including feedback to those who completed them and the subsequent use of results.

Schools should evaluate the progress and experience of students on placement from different perspectives, for example, International Students and students with a disability. Where required, advice should be sought from the University's Equal Opportunities Office or Disability Services.

9. REFLECTION ON COMPLETION OF PLACEMENT

Providing the opportunity for students to give feedback on their return from placement is an important element of the learning process both for the

student and for the University. It is an indication of the importance the University places on the experience. It also assists students to reflect on their personal achievements; and could be incorporated into a student's personal development portfolio. Schools should organise this process, and provision should normally be made for the following:

- All returning students should be asked to provide feedback to their School on their placements, through questionnaires, group meetings or interviews.

- Students should be enabled to reflect on the value of their placement experience in the context of their degree programmes and lifelong learning.

- Schools should assist students to benefit from the work or study placement during the remainder of their degree programmes.

- The experiences of students on placement should be made available to those going to the same placement in the future, in terms of academic and practical arrangements. The methods could include presentations and use of other social media.

- Feedback from the placement provider should therefore also be involved in the debriefing to facilitate reorientation to university life and study.

10.   COMPLAINTS PROCEDURE

Literature provided to students, placement providers and staff by the University should clearly indicate procedures for dealing with complaints from any party involved in Placement Learning. Accurate records should be kept by Schools of complaints for monitoring purposes and so that the University can learn from the exercise and put in place such procedures that will be of future benefit to all parties engaged in Placement Learning. Currently, documentation available to placement providers outlines the method by which complaints may be referred to the Placement Co-ordinator/link tutor. From the student perspective advice and complaint forms may be obtained from the Academic Affairs Office.

Schools should review any difficulties or risks identified by students in their report or feedback.

Schools should address any negative feedback received from either the student or the host placement provider

11.   OTHER SOURCES OF ADVICE

Students should be directed to the following websites which contain useful advice for students taking up placements abroad:

- • Careers, Employability and Skills (www.qub.ac.uk/careers)

In relation to disability support and information about the Disabled Student's Allowance (DSA), please refer to the Disability Services website (www.qub.ac.uk/disability).

APPENDIX 1

QUEEN'S UNIVERSITY BELFAST

UNIVERSITY POLICY ON PLACEMENT LEARNING

Chapter B3: Learning and teaching within the QAA UK Quality Code for Higher Education includes practice relating to effective learning and teaching, the learning environment and student engagement in learning. It incorporates and supersedes the QAA Code of Practice, Section 9: dealing with Work-Based and Placement Learning (September 2008).This development is to be welcomed as placement is assimilated within Learning and Teaching.

Placement Learning is defined as:

"A planned period of learning, normally outside the institution at which the student is enrolled, where the learning outcomes are an intended part of a programme of study. It includes those circumstances where students have arranged their own learning opportunity with a placement provider, with the approval of the institution."

In the context of Queen's, Placement Learning includes work or study placement locally, nationally or internationally, which forms a component of a programme of study leading to an award or qualification and includes:

- Work Based Placements
- Clinical/Professional/Practice Placements
- International Work Placements
- International Study Placements
- Research Placements
- Internships
- Field work

The main objectives of work/study placement programmes are:

a)   To develop employability skills, intellectual skills, linguistic skills, core or key skills, personal attributes and gain insight into how different professions and cultures work.

b)   To consolidate, complement and extend the academic programme and enable the essential integration of clinical/professional practice.

c)   To assist students to evaluate and understand how work/study abroad experience relates to their personal, career and future professional development.

d) To develop clinical/professional skills and to strengthen the application of theory to practice within the context of the commitment to life long learning and the continuing professional development of the individual.

e) To enable students to have a positive cultural/academic experience.

f) To enhance students' familiarity with the world of work and different cultures and enable them to reflect constructively on the experience.

g) To maintain and develop links between the University, the placement provider and the community.

This policy is endorsed by the Education strategy within the university which stresses the importance of integration, coherence and internal collaboration as part of an institution-wide commitment to preparing students for their future career.

This internal collaboration is also reflected in the established links within Careers, Employability and Skills and academic departments, personal tutors, admissions tutors, placement tutors, student employment job shops and other student support services. It is assumed that Schools should ensure, wherever possible, that students with a disability have appropriate access to placement learning.

The University should ensure that Schools use these documents to support the management and operation of placement learning throughout the University.

To reflect the wide variety of courses, it is envisaged that each School may wish to produce their own placement-learning document, to supplement the University documents.

The University's Policy on Placement Learning is supported by a number of documents including:

- Guidelines for Placement Learning.

- Conditions of participation for work or study outside the UK.

- Conditions of participation for work or study within the UK.

- Health and Safety risks arising from student placement and risk assessment for establishing placements.

- Insurance guide to Student Placements

- http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B3.pdf

Review of Placement Learning

This document is reviewed on a regular basis in line with changes to policies in Higher Education relating to placement learning, health and safety requirements and indemnity for students undertaking a period of placement learning.

University policy is guided by the Expert placement learning group which is comprised of placement tutors within schools across the university.

SAMPLE LEARNING AGREEMENT

QUEEN'S UNIVERSITY BELFAST: STUDENT INDUSTRIAL EMPLOYMENT (Ref. 05/V003/JS)

TEMPORARY ASSISTANT PLACEMENT OFFICER: School of Management

The School of Management Work Placement Agreement.

Placement student to provide IT, office and project support to the School Placement Co-ordinator. The post is tenable from mid August 2012 for 1 year, working 35 hours per week. Main duties associated with the post involve:

IT and Information Systems Development

- Maintenance and development of placement office database and website content to advertise opportunities, news and forthcoming events to students.

- Understanding and developing the potential of Queen's Online to provide learning materials to support and assure quality of placement. (Opportunity to attend QUB Staff IT training courses; ECDL - European Computer Driving Licence etc)

Office Communication and Administration

- Liaison through telephone, email, web and direct contact with employers, staff and students.

- Efficient organisation, filing and reporting of placement information through Microsoft Access, Word, Excel and internet applications.

- To provide a quality service to employers with regard to the recruitment processes.

- To generate publicity materials to market the various placement opportunities.

- Maintenance of office budget and expenses

- Support in the management of Leonardo da Vinci Fund for European Placements.

Development of Placement Learning and Assessment

- To support development of materials for Placement Learning module at the various levels of placement.

- To facilitate workshops and training activities for student groups.

- To organise the various placement events throughout the year.

- To support projects (e.g. Placement Learning module, European Placement Marketing, QAA Code of Practice on Work Based and Placement Learning, Business Plan/Placement expansion) for the development of placement, working with Careers, Employability and Skills and other Central Services in the University.

- Development of Summer Placement Programme across the School.

- Also to undertake* any other duties that may arise in relation to this post.

Placement Organisation Name:
Signatures:

On-site Supervisor/Line Manager   Date

Student   Date

April 2019