O2. WORK-BASED AND PLACEMENT LEARNING

For students on programmes and awards validated by the University of Plymouth this section of the CAPR has been agreed by the University (as the awarding institution) as meeting its regulatory requirements in relation to work-based placements and placement learning.   The shaded sections below GSM London regulatory and policy framework as applied to Plymouth University and GSM awards.

Related guidance and codes of practice can be found at the QAA Code of Practice, Admissions in Higher Education, Chapter B10 Managing Higher Education Provision with Others.

Purpose and scope

2.1   This section of the Consolidated Academic Policies and Regulations (CAPR) explains how student may undertake work-based and placement learning (WBPL), and provides a framework and guidance for programme teams who organise and manage this learning.

2.2   The policy does not apply to learning outside the College that is not part of a programme, such as part-time, term-time and vacation work that students arrange for themselves.

Definitions

2.3   'Work-based learning' means learning that is integral to a Higher Education programme. It is achieved and demonstrated through engagement with a workplace environment.

2.4   'Placement' means work experience, assessed project work or a period of programme and course-based study:

(a)   for which academic credit is awarded;

(b)   during which the student remains subject to College regulations; and

(c)   in which the College transfers the student's direct supervision to a third party for a time.

Placement includes circumstances where students have arranged their own learning opportunity with a placement provider, with College approval.

2.5   'Placement provider' means people, partnerships, companies, institutions and other organisations giving opportunities for placement learning.

2.6   'Work-based learning or placement coordinator' means the member of the College's staff – normally the programme or module leader – responsible for agreeing, organising and managing WBPL in line with the College's policies.

2.7   'Placement supervisor' means a person, employed and designated by the placement provider, who is responsible for supervising the student on placement.

2.8   'Placement mentor' means a person designated to facilitate the student's professional and personal development in the workplace. They are often regarded as a 'critical friend'. Some professional, statutory or regulatory bodies (PSRBs) have specific mentoring requirements.

2.9   'Learning outcome' means what a student should be able to do or demonstrate, in terms of particular knowledge, skills and attitudes, by the end of a module or stage of a programme.

<u>Introduction</u>

Overview

2.10   The College is responsible for the academic standards of its awards and the quality of its programmes. This policy and related procedures are mechanisms to assure academic standards and quality of provision for the College, external stakeholders and students.

2.11   This policy also aims to facilitate the design and development of workbased and placement learning within an innovative and flexible portfolio of programmes, courses and professional which respond rapidly to the needs of students, employers, and the professions, thereby supporting the College's overall mission and strategic objectives.

2.12

NOTE: This policy provides some standardisation and also aims to be flexible enough to allow the College to meet the specific requirements of individual programmes and courses and any PSRBs. How the College organises and manage WBPL will vary according to programme and course aims and learning outcomes, and their related learning, teaching and assessment strategies. The policy allows for these variations. Please read the policy alongside more detailed documents that the College agrees at approval and re-approval; they set out specific programme and course-level arrangements.

Principles

2.13   WBPL may serve various purposes:

(a)   The associated learning outcomes may be highly specific (for example, to develop practical skills and competencies required for practice in professional or other employment).

(b)   The associated learning outcomes may be more general (for example, to develop an understanding of the cultural or employment context of an academic discipline).

2.14   Arrangements for WBPL should be agreed as part of initial programme approval and re-approval as set out in the Partnerships Handbook. Any subsequent changes to the validated arrangements should be submitted to the Programme and Course Approvals Group and Joint Academic Committee (JAC) for approval under the programme and course-modification process.

2.15   In the design, approval and monitoring of programmes with a WBPL component, programme and course teams must ensure that:

(a) the roles and responsibilities of all parties (College staff, placement supervisors, placement mentors and students) are clearly defined;

(b) the learning outcomes for placements are identified and that they explicitly contribute to the programme's overall aims and learning outcomes;

(c) placement learning forms an integral part of the programme's overall teaching and learning strategy;

(d) the assessment of placement learning forms an integral part of the programme's overall assessment strategy;

(e) the arrangements for placements enable students to demonstrate they have achieved the specified placement learning outcomes; and

(f) the learning outcomes, assessment strategy, formal procedures and day-to-day practices for managing the placement accord with this policy, relevant external reference points including the Quality Code and QAA subject benchmark statements, and any PSRB requirements.

Equality and diversity

2.16 The College's Code of Practice on Diversity, Dignity and Inclusion outlines the College's commitment to an inclusive approach to providing Higher Education, and ensuring equality of opportunity for all staff and students with 'protected characteristics'. These include characteristics relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. In approving new work-based or placement learning settings, the College will ensure the provider meets the requirements of the College's code and can provide a comparable level of support (including reasonable adjustments where appropriate) for students with protected characteristics.

2.17 College WBPL coordinators should ensure that all WBPL providers are aware of the College's code, and that their own policies and practices meet the College's expectations in this regard. The Equality Act (2010) requires the College to ensure its students are not discriminated against for reasons relating to their disability while on placements the College has arranged. The College may delegate some organisational aspects of providing WBPL opportunities, but not its legal responsibilities.

2.18 WBPL coordinators should seek permission from students before disclosing information on disabilities or other protected characteristics to placement providers. Students may require support in deciding whether or how to disclose a disability to a placement provider.

2.19 In some cases, the College may be legally obliged to share (or not share) information about a student's disability with placement providers, for example if the disability has implications for the health and safety of others in the workplace.

2.20 WBPL coordinators should discuss with placement providers any reasonable adjustments that may be needed to enable students with disabilities or other protected characteristics to take a full part in placements. The College's co-ordinators should give advice, guidance, training and support to placement providers to enable them to meet students' declared needs.

Confidentiality

2.21 Many placements involve interactions with patients, clients, children and pupils. Their protection must always be regarded as a priority. The College should discuss their rights, especially to confidentiality, with students during induction/tutorials and include details in the Students' Handbook.

2.22 The College should also alert its students to its expectations regarding their professional conduct while on placement, and the existence of the Fitness to Practise policy if they fail to meet them. Students must sign a programme team form that aims to protect the confidentiality and other applicable rights of patients, clients, children and pupils.

2.23 The College should protect its students' privacy. The College should discuss with placement supervisors or placement mentors its expectations of confidentiality. The College should also set these out in its written guidance for placement staff.

2.24 For each individual programme, the College will clearly define the learning outcomes WBPL will achieve, whether specific or general.

2.25 The opportunities available to students for WBPL take many forms (for example short, extended; part-time, full-time; paid, unpaid; assessed, non-assessed; practice placement, internship; studying or working abroad). The College's relationship with the placement provider will also vary with the nature of the WBPL. It may be, for example, a year in industry with a single employer; time spent in an environment that enables essential professional competencies to be developed; or a period of study at an overseas College, for example under the Erasmus+ scheme.

2.26 A WBPL coordinator should be identified. This is normally the programme and course leader or relevant module leader. They should ensure that:

(a) the above principles underpin what actually happens on placements; and

(b) placements are organised efficiently, effectively and in line with this policy and the requirements of the QAA, PSRBs and health and safety, equal opportunities and other relevant legislation (e.g. Equality Act).

Procedures

Phase 1: Selection and approval of new placement settings

2.27 All proposed new placement providers should complete the Placement Provider Agreement Form and Checklist. In selecting new placement settings, the College should observe the following principles:

(a)   New placement providers should normally have existed for at least six (6) months. This is to ensure that the setting has established systems and routines and that staff members are confident in their own roles as practitioners.

(b)   Arrangements should enable a placement supervisor to be appointed who meets the minimum professional requirements of the relevant PSRB if these apply.

(c)   Placement providers should demonstrate a strong commitment to equality of opportunity and keep to relevant legislation.

(d)   Under the Health and Safety At Work Act (1974), in particular its section 3(1), the placement provider must meet at least minimum health-and-safety requirements to ensure students' personal safety and safe practice in their work with clients, staff, the public, tools, equipment, machinery, chemicals, etc.

(e)   The College's WBPL coordinator is responsible for confirming that any new placement providers, whether identified by the programme and course team or secured by a student, can provide a suitable learning experience for the student and sufficient opportunities for them to achieve the learning outcomes.

2.28   In line with the guidance that the Universities and Colleges Employers Association (UCEA) has published, the College adopts a risk-based approach to approving placements. In this context, the WBPL coordinator should decide whether to make a pre-placement safety visit ('pre-visit') in light of the degree of risk. In this visit the co-ordinator should use a copy of the UCEA risk assessment form (http://www.ucea.ac.uk/en/publications/index.cfm/HSplace_

2.29   If the placement co-ordinator identifies a degree of risk, they or a programme team member should make a pre-visit to newly selected placement providers to decide whether the setting will meet agreed health-and-safety criteria. Before deciding whether a pre-visit is needed, the co-ordinator should consider the general control measures and the more specific factors listed on the risk assessment form.

NOTE: The UCEA guidance suggests that 'in most cases [pre-visits] are not required unless there are specific concerns that are best resolved by a visit and inspection'.

2.30   When considering placements abroad, College co-ordinators should take particular account of legislation appropriate to the country concerned and consider any particular risks associated with the specific region and location.

2.31   In deciding whether placement settings are suitable, the placement co-ordinator must be assured that the placement provider meets the following criteria:

(a)   Provides an appropriate, positive working environment that is conducive to learning and provides opportunities for the student to identify good practice.

(b)   Provides sufficient opportunities for students to achieve the learning outcomes.

(c)   Has an appropriate number of suitably qualified staff to fulfil the requirements of placement supervision.

(d)   Meets the requirements of any relevant PSRBs.

(e)   Has a sound and functioning equal opportunities policy.

(f)   Is able to make reasonable adjustments for students with disabilities in line with the College's Code of Practice on Reasonable Adjustments for Students, and gives such students comparable levels of support to those the College provide.

(g)   Provides evidence that Disclosure and Barring Service (DBS) checks are in place where required.

(h)   Has an adequate standard of facilities and physical resources to ensure that students' learning needs can be met.

(i)   Has appropriate health-and-safety policies, procedures and practices.

(j)   Has insurance cover for students on placement (employer liability insurance). It must be in place before any students attends the placement. The College should follow the requirements and procedures of each of its delivery centres for getting confirmation of placement insurance.

2.32   If a placement proves unacceptable, the College should seek an alternative placement. Any students affected should be given support and guidance. In some cases a validated alternative may be available if no placement can take place.

2.33   The College's WBPL coordinator should maintain a record of placement details, for example:

(a)   name, address, phone number and type of establishment;

(b)   size of establishment, e.g. in terms of number of clients, children, hospital beds;

(c)   number of staff and their qualifications;

(d)   opening hours, where applicable;

(e)   number, level and type of students who can be taken.

Phase 2: Allocating and securing placements

2.34   In allocating and securing placements, the College should observe the following principles:

(a)   The allocation and securing procedure must be made clear to students before the College allocates them a placement or they begin arranging their own placement. The procedure should also be clear to supervisors before they act as supervisors.

(b)   The allocation of placements must be fair, always safeguarding the interests of the placement provider and their clients while meeting the students' needs.

(c)   Programme and course teams should seek to mitigate the effects of any potential competition for placements from other programme and courses and institutions by:

- maintaining strong lines of communication with placement providers;

- making arrangements for placements as early as is practical;

- providing students who are likely to be effective in, and well prepared for, the placement.

2.35   After allocating placements, the College should keep a record of the details of current placements, including:

(a)   contact name, address and phone number of the placement;

(b)   dates of student experience in that placement;

(c)   number and names of students on a placement at a particular time.

Phase 3: Placement induction, guidance and support for students

2.36   There must be a thorough induction programme for students before their first placement experience. The College should also provide another induction for further or specialised placements.

2.37   Students must be supported in their placement experience by regular contact with the College's WBPL coordinators or their delegates. This will most commonly occur in the form of scheduled placement tutorials and visits by tutors, or via e-mail correspondence. Such occasions provide a forum for discussing the student's strengths, progress, needs and concerns; they can also help to identify aspects of a student's practice that warrant improvement, and help to ensure an appropriate variety of experience.

2.38   The placement issues that the College should discuss with students during induction or placement tutorials include:

(a)   an overview of the programme and course / module placement structure, management, organisation and validating body or PSRB requirements;

(b)   the aims, learning outcomes and value of the placement experience, particularly as these apply to students as individuals;

(c)   the range of placements used;

(d)   dates of block placements and semester start-and-finish dates for regular weekly placements;

(e)   attendance requirements and formal procedures for notifying absence;

(f)   explanation of the need for, and procedures relating to, DBS checks / disclosure forms / learning contracts;

(g)   protocol for an advance visit to, or initial contact with, the placement provider (i.e., before the student's official start date);

(h)   what students may expect on entry to / induction at placement (see the health and safety checklist in Appendix 3);

(i)   travel arrangements to the placement for the student, costs and, where applicable, reimbursement procedures;

(j)   role and responsibilities of students, and what professional codes of practice require of them in a placement, for example:

- their responsibility as a representative of the College and their programme and course;

- recording and reflecting on progress and achievements in meeting their learning outcomes;

- ethical issues, especially confidentiality and the protection and rights of clients, children, patients;

- their responsibility in light of the College's Safeguarding policy to report to the placement supervisor and relevant member of our staff any instance or allegation of abuse involving children, young people and vulnerable adults of which they become directly or indirectly aware;

- the confidentiality of placement information not in the public domain and the requirement to seek authorisation for its use outside the placement if necessary, for example as part of assessment;

- where appropriate, the need for the student to sign a confidentiality form;

- advice on arrival and departure times;

- guidance on appropriate dress for the placement;

- guidance on behaviour in various placement contexts, for example interactions with staff, clients, children, parents and patients, and managing effective professional relationships;

- anti-discriminatory practices;

- responsibilities of students with regard to personal health, for example decision-making in case of infection;

- planning, preparing and evaluating regular placement activities, practice or duties.

(k)   alerting students to and discussing potential risks and difficulties in placements, so that they can make informed judgements about risks, for example regarding:

  •   physical injury (e.g. from chemicals, animals, lifting patients/children, machinery, equipment);

  •   health hazards (e.g. mumps, measles, hepatitis);

  •   other health-and-safety issues;

  •   social dangers (e.g. walking home late at night);

  •   discrimination;

  •   sexual harassment;

  •   professional issues (e.g. relationships with clients, staff, patients);

  •   coping sensitively and ethically with intimate procedures relating to clients, patients, children;

(l)   procedures to enable students to deal sensitively and effectively with concerns or difficulties arising in the placement;

(m)   an account of the roles and responsibilities of the College's programme and course staff involved in placement organisation and management;

(n)   an outline of the roles and responsibilities of placement supervisors;

(o)   procedures for monitoring and assessing the student's progress and performance, for example assessment processes / guidelines and assessment criteria used in reports and during visits;

(p)   procedures for the student's evaluation of their placement;

(q)   details of insurance cover.

2.39   During their placement induction and orientation, the College should give all students comprehensive written guidelines in the form of a placement handbook or chapter of the main Students' Handbook. It should contain at least the following:

(a)   Statement noting that on the student's request to the programme and course leader, the College can produce the handbook in a larger font.

(b)   The value of work experience / placement / practice.

(c)   Statement on equality of opportunity / anti-discriminatory practice in work experience / placement / practice.

(d)   Work experience / placement / practice aims and learning outcomes.

(e)   The key skills the student can achieve during placement.

(f)   Health and safety.

(g)   Insurance cover.

(h)   The student's role and responsibilities in the work experience / placement / practice setting (this means guidance about what to do before, during and after the placement, including any legal and ethical considerations).

(i)   The supervisor's role in work experience / placement / practice.

(j)   The tutor's role.

(k)   Tutorial arrangements.

(l)   How students can continue to get access to library or other resources.

(m)   Arrangements for monitoring progress.

(n)   Assessment – to include the nature of assessment(s), guidelines, weighting, word count/limit; assessment criteria, including key skills.

(o)   Arrangements for assessment of practice, including moderation procedures.

(p)   Attendance requirements.

(q)   Dealing with concerns, including how to use the College's Safeguarding policy.

(r)   Reference to the College's diversity and equal opportunities policies and complaints procedure as stated in the main Students' Handbook, or inclusion in this handbook if preferred.

(s)   Relevant forms, for example:

•   work experience / practice / placement report form;

•   sample disclosure form or learning contract or equivalent;

•   sample or actual confidentiality form;

•   evaluation form.

Phase 4: Working with placement staff

2.40   Placement staff (see Definitions 2.6 – 2.9) must feel supported, confident and well informed about supervising and, where relevant, assessing students. Lines of communication between the College and the placement provider should be set up as soon as the College accepts a setting as a potential placement. The roles and responsibilities of relevant placement provider and College staff should also be set up.

2.41   The College should send comprehensive written guidance to all placement supervisors or placement mentors before students begin their placements.

2.42 The College's guidance should contain at least the following information, plus any necessary programme and course-specific and PSRB requirements, guidance or information:

(a) Information about the programme and course and associated placement requirements, for example:

- general structure and outline of the programme and course;

- programme and course aims and intended learning outcomes;

- aims and planned learning outcomes for the placement experience;

- the relationship between practice obtained and theory taught;

- range, organisation and pattern of placements;

- the extent and limitations of the student role, as well as the level of skill and experience of students;

- dates of block placements or semester start-and-finish dates and days for regular weekly placements;

- 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 College and its programme and course team;

- details of relationships with professional/validating bodies or consumer groups;

- strategies that may be used to assist students' learning;

- resources to be acquired/maintained (where applicable);

- resources the College provide (where applicable);

- their managerial relationship with and supervision of students;

- details of their role as supervisor and in supporting students;

- appropriate placement induction for students;

- negotiation of a placement timetable and activities list for individual students;

- details of student assessment strategies and criteria that will take place during the placement and the supervisor's expected contribution to assessment;

- information on insurance and health-and-safety requirements for students.

(c)   Information to support communication between the placement provider and the College, for example:

• programme and course team names with phone numbers and email addresses;

• advance information about students who are going on placement (i.e., brief personal details as appropriate);

• the College's policy on programme and course attendance;

• protocol for recording student attendance and dealing with concerns about student absence;

• the College's programme and course strategy to enable supervisors or mentors to deal effectively with worrying situations regarding their student(s) such as alleged cases of professional misconduct in placement within and, where applicable, outside normal working hours;

• how to tell the College about concerns with student performance;

• what the College expects of tutors regarding visits to students, including the number of visits in a year/semester, and how they can tactfully and informally audit the placement.

(d)   A copy of the College's written guidelines for students, and its relevant policies and procedures including:

• its Equality and Diversity policy,

• Student Conduct and Behaviour policy ,

• Safeguarding policy and

• Fitness to Study/Fitness to Practise policy.

2.43   There should be regular formal, as well as informal, liaison between the programme and course team and placement provider's staff. Its nature and frequency should be sufficient to ensure that all parties communicate key information in a timely way. Before the placement begins, the parties should agree their expectations for the nature and timing of communications between programme and course and placement staff.

2.44   If appropriate, the College may invite representatives from placement providers to attend briefing or update sessions and programme and course committee meetings, and become involved in developing and reviewing its curriculum.

2.45   The College should identify a contact person in each placement provider. They may be the placement supervisor or mentor or, in larger organisations, another designated member of staff.

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

(a)   in the status of placements;

(b)   in the number of students who can be accommodated;

(c)   any other changes that may affect students' educational experience.

2.47   Placement staff should also be aware of their roles and responsibilities regarding the education process in the light of College policies on quality assurance, diversity and equal opportunities, and health and safety, and the requirements of relevant PSRBs and validating bodies. The College should encourage placement supervisors or mentors to contact its tutors promptly with any concerns about a student's progress or performance.

2.48   Placement supervisors, placement mentors and the College's staff should work together to ensure the most helpful and accurate feedback to students. The College should encourage placement staff to give feedback that recognises individual strengths as well as areas for development. Programme and course teams should create a report form that encourages honest feedback on students' performance including positive and constructive comments.

Dealing with concerns

2.49   It is important that placement staff address any potential concerns and issues related to placement activity as promptly as possible and escalates them as appropriate. So they need to be clear about how to contact the appropriate tutors in the College.

2.50   To enable this, the College will include the details in its written guidelines for placement supervisors and placement mentors. Placement staff should tell College staff about any emerging concerns or issues as a matter of priority.

2.51   College programme teams should establish protocols to support placement supervisors or placement mentors in dealing with irregular incidents that may:

(a)   cause difficulties for placement staff and their clients/patients/children etc.;

(b)   have educational consequences for an individual student on the programme and course;

(c)   have relationship or reputational consequences for the College or the placement provider;

(d)   have legal consequences for any party.

2.52   The College should make placement supervisors aware of the College's Safeguarding policy and the responsibility it places on the student to escalate any concerns. The College should also make them aware of the College's Professional Misconduct / Professional Unsuitability procedure.

Monitoring the student's attendance and performance in the placement

2.53   Student attendance during placements must be monitored and auditable evidence made available. The College should encourage placement supervisors or mentors to phone or email its tutors if they have concerns about a student's absence.

2.54   The College's programme and course team should ensure that methods are in place to formally monitor and assess students' performance in their placements. These may include:

(a)   regular visits by programme and course staff (formally recorded);

(b)   assessment meetings (formally minuted) with individual students and placement supervisors;

(c)   completion of practice evidence records.

2.55   Report forms should be completed by placement supervisors, discussed with the student and sent to the College's WBPL coordinator to be kept in the student's file after any necessary reflection and discussions have occurred.

Dealing with complaints

2.56   The College provides students with a copy of its Student Complaints procedure on entry to their programme and course. The College should remind them about it during placement induction and refer to it or include it in placement handbooks.

2.57   The College should also give placement staff a copy of the Student Complaints procedure. The College should encourage students to raise any complaint early and informally with relevant College or placement staff, before they take the formal complaint route.

Evaluating the placement experience

2.58   The College should get feedback from students at the end of each placement, for example through questionnaires or group / individual discussions. The College should consider any issues arising from the review of placements at programme and course committee meetings and feed them into the College's risk-based monitoring and enhancement (annual programme monitoring) processes and action plans. The College should also use feedback from external examiners (who sometimes visit placements) and placement providers in its review of the placement experience. In some instances, data on the effectiveness of placements will also arise from the National Student Survey.

2.59   The College should also consider students' overall experience of their placement, including its effectiveness in enabling them to achieve the learning outcomes and the quality of support provided by placement staff and College staff. The College should consider too such things as:

(a)   whether suitable placements were available and instances when placing students proved difficult;

(b)   identifying good practice that merits dissemination;

(c)   how well the College prepared students and placement staff for their roles;

(d)   the effectiveness of communication between the College and placement staff.

Terminating an arrangement with a WBPL provider

2.60   If the College needs to terminate an arrangement with a WBPL provider, either at the College's instigation or that of the provider, the College will should carefully consider the implications for students.

2.61   The College should formally notify all students on the placement of the decision and the associated timescales for ceasing the arrangement. The College should give full guidance and support to enable them to continue with their programme and demonstrate the required learning outcomes.

Advice and support

2.62   Advice for students on WBPL, and the associated lower-level rules, is available from their programme leader or Head of Department. More complex queries may be referred to appropriate individuals.

2.63   Advice for staff on WBPL is available from their nominated Academic Policy Partner or the Designated Workplace and Placement Lead.

2.64   Development needs regarding WBPL should be considered in the staff appraisal / review process. Programme and course-team members should inform their line manager of any staff development activity they need to help them fulfil their placement role.

Fees

2.65   Exceptionally, a fee may be charged for risk assessments of student placements as set out in the College's list of charges. This will usually be where a placement is requested by a student and has significant health-and-safety considerations before placement.

2.66   The College is not liable for financial or other consequences arising from action under these regulations.

Legal and regulatory context

2.67   The policy is informed by, and is consistent with, the expectations and indicators of Chapter B10 of the QAA UK Quality Code for Higher Education: Managing Higher Education provision with others (2012). As reference points for the policy, the College has also used University and College Employment Agency (UCEA) guidance and the ASET Good Practice Guide for Work Based and Placement Learning in Higher Education (2013).

2.68   The College may not be bound by the principles in paragraph 2.66 and this policy alone may not provide the procedure to meet all of these principles, some of which may be met by other College policies and procedures.. It uses the principles as guidance only, to help it deal soundly with these matters.

Enforcement, monitoring and review

2.69   If any person or body in the College refuses to comply with a request or decision made to enforce this policy, their refusal must be reported to the Academic Registrar, who will take such action to enforce this policy as they think necessary.

2.70   Each year, the College must receive a report that enables it to monitor, identify and act on any shortfalls in how this policy is interpreted and applied.

2.71   The annual report must include statistical data on the number of workplace and placements, Departments and programmes from which they originate; the length of the process; and the equality characteristics (including sex, disability and ethnicity) of those in placements.

2.73   The legal context of WBPL is complex and evolving, so this policy will be continually reviewed. However, at least every two (2) years, the College must review this policy to ensure that:

(a)   it remains up to date and continues to meet the expectations of the UK Quality Code, applicable legislation or guidance;

(b)   areas of improvement, or any concerns, raised by students, external examiners, or professional bodies have been addressed; and

(c)   opportunities to reduce unnecessary bureaucracy have been taken.

Schedule (not part of the policies or regulations):

Responsible Officer: Provost

Approved by: Board of Directors and Academic Board

Version: 2.0

Date: June 2017

Monitoring and Review Body: Academic Regulations and Awards Committee

Effective From: July 2017

Next Scheduled Review: April 2018