



2023
**Management of Placement Learning
in Higher Education
(HE17)**

T:C Partnership
Training • Education • Careers

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Description:

This document outlines the rights and responsibilities of TEC Partnership in ensuring an effective placement learning experience for students studying on Higher Education programmes. Placement learning within the remit of this Code of Practice relates to any planned period of learning experience normally outside the TEC Partnership (where the student is enrolled) and where the learning outcomes are an intended part of a programme of study. It also includes those circumstances where students have arranged their own learning opportunity with a placement provider, with the approval of the TEC Partnership. In using this code of practice other documents may need to be considered.

For further advice on how the code of practice works, you should contact the Quality and Standards Department.

Department Contacts: via HE Quality Office Rm: 0H02 (01472) 311222

This document is available in alternative forms on request from the HE Quality Office.

Reference	Change
1.0	New
1.0.1	Update to replace HE Strategic Enhancement Group with HE Quality Assurance Committee.
2	Update to enact code of practice across TEC Partnership

1.0 Introduction

1.1 The code of practice sets out the processes for managing placement learning at TEC Partnership to ensure that threshold quality and standards processes are maintained.

1.2 The management of placement learning at the Grimsby Institute of Further and Higher Education is the responsibility of the designated Skills and Employability Trainers, working in partnership with the relevant programme leaders.

1.3 The management of placement learning at Scarborough TEC is the responsibility of Skills and Employability Trainers and the programme leader of the relevant degree.

1.4 The management of placement learning at East Riding College is the responsibility of the programme leader or other designated tutor.

2.0 Definitions

2.1 Placement learning within the confines of this Code relates to any planned period of learning experience normally outside the TEC Partnership (where the student is enrolled) and where the learning outcomes are an intended part of a programme of study.

2.2 A range of terms may be used by staff across the TEC Partnership to describe placement learning such as 'work-based learning', 'workplace practice' or Personal and Professional Development.

2.3 Placement learning is integral to a programme of study and is undertaken as part, and very occasionally as a whole, of the programme.

2.4 An effective placement learning opportunity is one in which the aims and intended learning outcomes are clearly defined and understood by all parties and where the responsibilities of the TEC Partnership, placement provider and student are made explicit.

2.5 It is the responsibility of TEC Partnership to ensure that that placements provide adequate opportunities for general or specific intended learning outcomes to be achieved, either approved by TEC Partnership or by the partner University.

2.6 The types of placements available to students can take many forms (for example short, extended; full-time, part-time; paid, unpaid; assessed, non-assessed; formal learning, experiential learning; studying or working abroad).

2.7 The TEC Partnership's relationship with the placement provider may vary with the nature of the placement. This may be, for example, a large-scale placement with a single employer; enrolment of students on a programme of study; or a student-negotiated work placement

2.8 Because of the varied nature of placement learning experiences, the TEC Partnership must be responsible for providing clear and well documented evidence to both students and placement providers

setting out respective responsibilities of all parties concerned. In every instance the emphasis will rest upon the importance of partnership working.

2.9 Placement learning, wherever and however organised and delivered, should widen learning opportunities without prejudice to the academic standards of the award being sought, or the quality of the student experience.

3.0 Key Terms

3.1 The **Placement provider** includes persons, partnerships, companies, institutions and organisations providing opportunities for placement learning. Placement providers must be made aware of their responsibilities for:

- i. the provision of learning opportunities
- ii. providing adequate opportunities for the student so that the student can achieve the learning outcomes and assessment criteria (as agreed with the placement supervisor, prior to the student commencing the placement)
- iii. their role, where appropriate, in the assessment of students; and
- iv. the health and safety of students

3.2 The **Placement supervisor/mentor** is a suitably qualified and experienced person, designated by the placement provider, responsible for supervising the student while on placement. The role of the placement supervisor must include the following:

- i. the provision of an effective placement learning opportunity
- ii. the provision of adequate opportunities for students to achieve the intended learning outcomes for their placement assessments.
- iii. the provision of supervision on a regular basis
- iv. student appraisal of organisational policies and procedures such as health and safety
- v. liaison with the placement team (or equivalent) in the instances of any complaints or emerging issues
- vi. completion of relevant student report(s)
- vii. verification of the student hours' placement log (the placement supervisor may nominate a deputy in this instance)
- viii. supporting students (where necessary) in finding opportunities to provide supplementary evidence for assessments such as placement portfolios.
- ix. where possible, the inclusion of students in learning opportunities that will broaden their experience
- x. assisting students to develop the necessary personal and professional skills
- xi. attendance at relevant review/advice meetings where applicable and appropriate
- xii. ensuring that students are responsible for adhering to the norms and expectations of the workplace and/or any professional conduct requirements.
- xiii. ensuring that where required, students are managing their own learning and professional relationships, and for tracking and recording their own progress and achievements

3.3 Placement supervisors / mentor may also be a programme leader or module tutor and must be given the necessary hours to plan, organise and effectively administer placements learning opportunities as defined by this Code of Practice.

3.4 Placement supervisors / mentor (nominated within the workplace) must be appropriately qualified and competent to fulfil their role and this must be checked by the placement team or programme leader.

4.0 Precepts and Guidance: General Principles

4.1 Where placement learning is an intended part of a programme of study, the Placement Team (or equivalent) should ensure:

- i. the maintenance of placement administration
- ii. procedures for securing, approving, and allocating placements are rigorous.
- iii. the responsibilities for placement learning are clearly defined to prospective, current students and placement providers.
- iv. any assessment of placement learning is part of a coherent assessment strategy.
- v. any formal assessments of placement learning are covered by second marking as defined in the TEC Partnership's CoP for Assessment of Students
- vi. the learning opportunities for students during placements are appropriate.
- vii. in the case of professional, funding or regulatory body requirements, the student placement experience can meet standards as defined in professional standards or codes.

4.2 TEC Partnership expects that with regard to securing, approving and allocating placements, the programme leaders and placement team (or equivalent) must ensure:

- i. in cases where organisations in the public, private and voluntary sectors specify safer recruitment decisions, the student must complete a satisfactory DBS check, this may be a standard, enhanced and / or enhanced with barred lists as specified by the placement provider. This is identified as a requirement in the students chosen programme of study and must be completed before the student is permitted to attend placement.
- ii. DBS checks are no longer than 3 years old, or that the student is signed up for the DBS update service. Three years is the period deemed valid and before a repeat check is necessary, each academic year students will be asked to sign a disclaimer to state they have received no additional convictions or are under no investigations since their last check. In a situation where the placement is also where the student is employed the TEC Partnership will abide by the employers DBS checking policy. i.e. if the employer requires a new DBS check every 5 years.
- iii. Copies of the DBS check will not be held by TEC Partnership and the information gathered from the DBS check will only be used for placement sourcing and allocation purposes.. In the event that information disclosed on the DBS check could affect the students' ability to complete their programme of study, their programme leader will be informed. Verification of the appropriateness of the DBS check will be conducted as evidence that the DBS check has been witnessed and the student deemed fit to attend placement. The DBS will be checked by the TEC Partnership and the certificate number, date of issue and whether it is 'clear' or 'not clear' will be recorded and retained on a secure electronic database.
 - A. in cases where a DBS check is not returned clear, the placement coordinator will liaise with the programme leader and curriculum manager/head of area. If appropriate, HE13 Fitness to Practice will be consulted.
- iv. occupational health checks are completed appropriately if a mandatory requirement of the programme of study and recommendations are carried out prior to placement commencing.
- v. students and placement providers know their rights and responsibilities through the provision of appropriate administrative procedures and documentation before a placement is commenced.

vi. A written agreement (for example a placement handbook) setting out the respective responsibilities of all parties is considered a suitable means of ensuring placement providers are informed of the relevant information – see accompanying documentation.

A. examples of appropriate documentation may include a Placement Handbook /, which confirms that appropriate opportunities are available (that learning outcomes can be met) for the student, a signed agreement outlining that each party has understood their rights and responsibilities, documentation relating to health and safety.

vii. copies of documentation provided and signed by the student and placement provider are considered as evidence for internal or external review or in other circumstances such as complaints or appeals.

viii. encourage placement supervisors to attend programme planning or review meetings and offer guidance and support to placement supervisors in the use of attendance logs are kept up to date, formatively reviewed (unless specified otherwise) and upon completion of the programme are signed to acknowledge that the student has met the attendance requirements as determined by the particular programme of study (*for an example attendance log*) This is now included in the placement handbook

4.3 The placement team (or equivalent) must act as the first line of contact for matters relating to concerns and complaints reporting all serious issues to the relevant curriculum manager or head of area.

4.4 The placement team (or equivalent) must also ensure that the following documents are completed:

i. Schedule 3 Form

ii. Student Placement Handbook

The Student Placement Handbook must contain the Learning Agreement, Safety Review Report and visit forms (with the exception of Nursing related programmes who complete a CAP document as per programme requirements).

4.5 The placement team (or equivalent) must ensure that all documentation is checked for suitability and the placement providers' commitment to fulfilling their roles and responsibilities under health and safety legislation in the workplace (having regard to the skill and experience of placement students, before a student formally commences their placement learning experience)

4.6 The placement team (or equivalent) must ensure that students are aware of their rights and responsibilities prior to placements through appropriate preparation and guidance.

Students must be made aware of their responsibilities:

i. to act appropriately at all times in their role as a student representative of TEC Partnership, with the placement provider and its customers, clients, patients, and/or employees

ii. to adhere to the requirements of workplace or professional expectations

iii. to manage their learning and professional relationships

iv. to record their progress and achievements

v. to alert the placement provider and placement coordinator of problems with the placement that might prevent the progress or satisfactory completion of the placement.

vi. to complete the specified number of work based/ placement hours, days or weeks, in order for their qualification to be awarded.

For example, where a foundation degree states that 60 days of placement are required as an integral component of the programme, the student must endeavour to ensure those hours are completed. Should specified hours not be completed, this may jeopardise the award of the final qualification.

Students must be aware of their rights:

- i. to a safe placement environment; and
- ii. to be treated in accordance with applicable legislation

4.7 In the case of European or International placements, students must also:

- i. Notify the placement team, apply and attend an interview with the relevant embassy where appropriate.
- ii. ensure travel insurance is in place prior to travel to European or International placement.

5.0 Student Support and Information

5.1 The placement team (or equivalent) should ensure that students have the appropriate guidance and support in preparation for, during, and after their placements. This must include the provision of:

- i. support to students where the responsibility for securing a placement rests with the student.
- ii. an appropriate induction to the placement environment, including health and safety information.
- iii. any occupational health considerations or requirements, including immunisation (for example for health service or some international placements)
- iv. any legal, professional or ethical considerations (for example client or patient confidentiality)
- v. the means of recording the achievement of specific learning outcomes and progress, for example within a portfolio, placement log or other materials deemed appropriate for the programme.
- vi. availability of additional language or skills preparation.
- vii. the need for personal insurance cover (where relevant).
- viii. cultural orientation and work expectations.
- ix. the institutional support services that will remain available to students during placements.
- x. appropriate re-orientation on a student's return to study (where relevant)

6.0 Monitoring and Evaluation of Placement Learning Opportunities

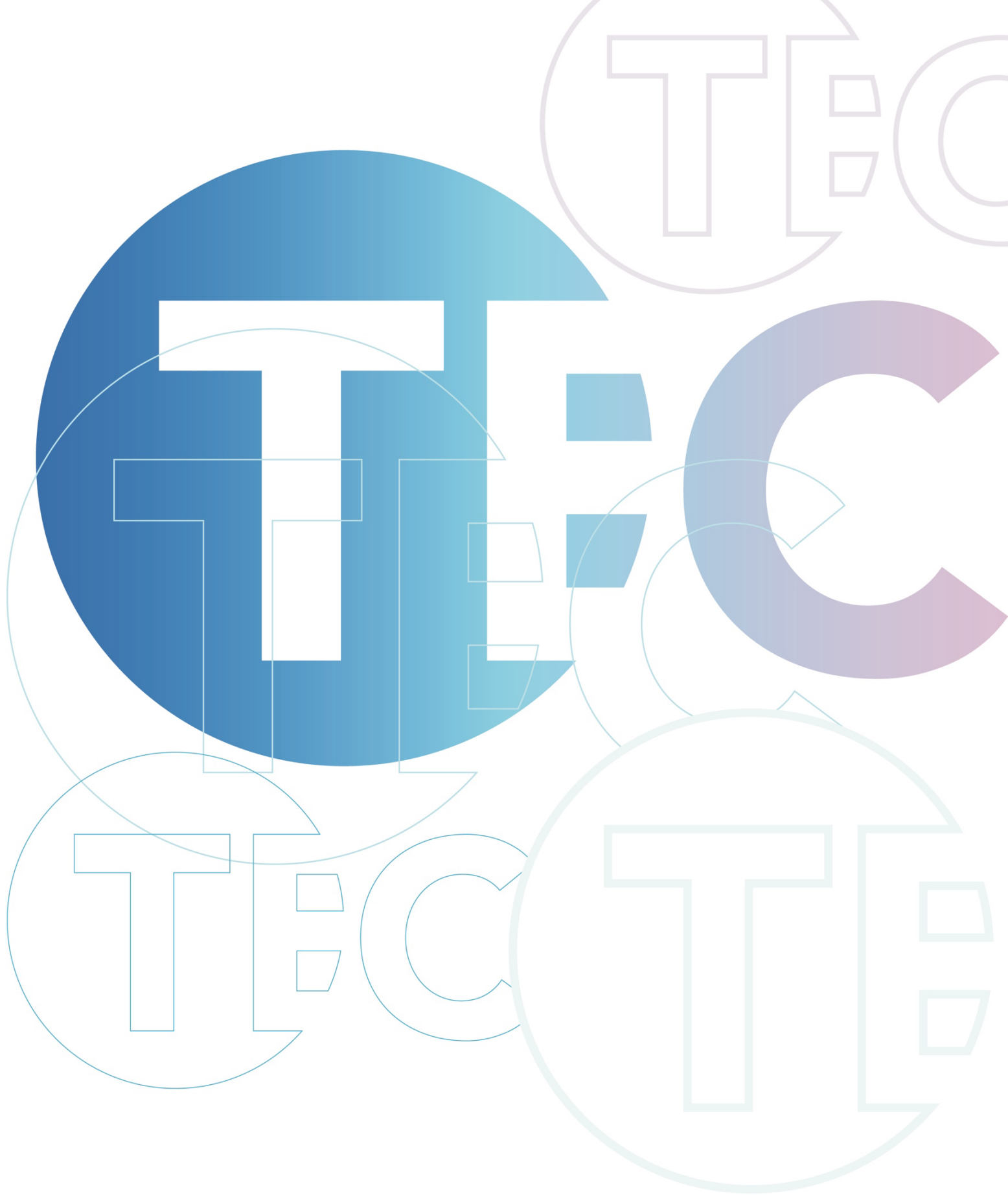
6.1 TEC Partnership places significant emphasis upon the review and evaluation of the student experience. Placement coordinators must:

- i. encourage placement supervisors and students to provide feedback on progress and communicate any concerns in a timely way to the placement coordinator.
- ii. periodically review the progress of students
- iii. using feedback from placement supervisors/mentors, external examiners and students, establish procedures within which feedback on the quality and standards of the placement can be received and appropriate action taken where necessary; and formal and informal means of gathering feedback from placement providers about the placement arrangement.

6.2 To ensure the quality and standards of the placement learning experience is safeguarded, programme teams must annually review the student experience, ensure immediate concerns are addressed and that suitable planning for enhancement occurs.

6.3 The HE Quality Office may at the direction of the HE Curriculum, Quality and Standards Committee, carry out thematic reviews on placement learning to monitor and review compliance to the precepts within this code.

6.4 Periodic review activities take into account compliance to the code's precepts, where schools have foundation degree provision or any other provision, where placement learning is an integral component of the programme of study.



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