

WORKBASED LEARNING PROCEDURE

1.0 INTRODUCTION

Please refer to appendix 1 for a glossary of terms used in this procedure.

- 1.1 The University of the West of Scotland (UWS) identifies as a 21st Century University with a commitment to employability and ensuring our graduates are work ready with skills that contribute to local, national and global economies. UWS is committed to ensuring that all learners on award bearing programmes will be given the opportunity to engage in Work Based Learning (WBL) or Work Related Learning (WRL) assessed as part of their qualification. As WRL occurs in a traditional classroom learning environment a separate procedure is not needed for this type of learning activity. UWS is also committed to developing Work Based Learning (WBL) opportunities. As WBL takes place outside the institution a procedure is needed to aid definition, development and support of WBL.
- 1.2 This procedure provides information on WBL opportunities and the framework needed to design, implement and support these. It will also outline the recommended responsibilities of Schools, Student Services, other relevant support departments, students and employers to make these opportunities successful.
- 1.3 This procedure takes account of current good practice within UWS and practices elsewhere in the sector, the Quality Assurance Agency (QAA) Quality Code, UWS regulations and *ASET Good Practice for Work Based and Placement Learning in Higher Education*.

2.0 SCOPE OF PROCEDURE

- 2.1 The Work Based Learning (WBL) Procedure is intended to provide information and support to UWS staff in relation to the lifecycle of any WBL activity from creation/validation to assessment, award and reflection. The procedure will also be available as a reference point for students and external stakeholders engaging in WBL.
- 2.2 This procedure is not intended to cover all requirements for professionally accredited programmes such as Teaching, Social Work, Nursing, Midwifery and Careers Guidance that are governed by professional bodies. Examples of good practice are to be found in such areas and full programme requirements are detailed in programme specifications and course documentation.

3.0 STATEMENT

- 3.1 The procedure aims to raise the awareness of WBL within UWS and to encourage a culture that supports and embeds employability activities within the curriculum and the student experience. The UWS Corporate Strategy aims for every learner on an award-bearing programme to be given the opportunity to engage in WBL. The University has developed a set of Graduate attributes [here](#) to ensure our graduates are work-ready. Where a work based activity cannot be provided, a Work Related Learning (WRL) opportunity should still be evident within the programme. Such opportunities will contribute to the learner experience by allowing students to become more prepared for increasingly competitive labour markets.
- 3.2 Schools are responsible for the academic standard and quality assurance of WBL opportunities. It should be decided at Programme level whether it is the responsibility of the student or the Programme Team, or both, to seek and secure WBL activities. If such learning activities are a compulsory, integrated part of a programme, the School must take ultimate responsibility for sourcing suitable opportunities. Responsibilities will be clearly outlined in programme specifications and programme documentation.
- 3.3 UWS aims for WBL opportunities to be easily integrated into programmes by academic staff through transparent frameworks, accessible supporting material and transferable examples. Support and information will be provided for academic and administrative staff through this procedure, supporting handbooks, Enterprise and Employer Engagement and other relevant Departments with specific expertise.

4.0 PROCEDURE

4.1 Overview of procedure

- 4.1.2 Every WBL activity will be written with clear learning outcomes, and an overview of the contribution to the purpose of the overall programme. When creating a new module or programme that includes WBL, academic staff can draw on examples of existing modules within UWS and other institutions. Supporting materials which include more detailed recommendations on credits, duration and modes of study will be made available to staff.
- 4.1.3 Before undertaking a WBL activity, students will be provided with information and documentation, similar to traditional classroom led learning activities. The documentation will include information on what can be expected from all relevant parties, learning outcomes, support and guidance. If the student has to secure or apply for a learning opportunity they must be provided with information and referrals to support available within UWS. (e.g. Careers and Skills Team can provide information on CV preparation.)

- 4.1.4 A Health and Safety Risk Assessment should be carried out by each School before approving a WBL activity. The School should be governed by the [ASET Good Practice Guide for Health and Safety for Student Placements Guides and UCEA Health and Safety Guidance for the Placement of HE Students](#). Unless there are specific safety concerns, for most office based activities risk assessments can be carried out via email or telephone contact with an employer. UWS Health and Safety services can provide support and guidance on any questions or issues.
- 4.1.5 Where the WBL activity is to take place abroad UWS should take account of the relevant legislation to the appropriate country. A general guide to Insurance both in the UK and internationally is provided in Section 8 of *ASET Good Practice Guide for Health and Safety for Student Placements Guides*. Information and support is also available from the Study Abroad Coordinators within UWS.
- 4.1.6 For every WBL the School will ensure that a Learning Agreement is signed by a representative of UWS (generally the Academic Tutor or appointed Education Guidance Adviser (EGA) for those on part-time, flexible programmes), the student and the employer. The Learning Agreement will outline the expectations of the roles and responsibilities of each party and health and safety agreements. The Learning Agreement should be signed by all parties prior to the commencement of the WBL activity.

4.2 Role of Academic Tutor

- 4.2.1 Each student engaged in WBL should have a named member of academic staff (EGA for those on part-time flexible programmes) allocated to them as their main point of contact. This Academic Tutor will be responsible for pastoral support and guidance during the learning activity and ensuring that all compulsory administrative tasks and assessments are complete. Development opportunities should be provided where staff need specialist knowledge or guidance to fulfil this role. Staff should familiarise themselves with the UWS Equality, Diversity and Human Rights Policy.
- 4.2.2 Each student should be contacted by their academic tutor or EGA at least once during a WBL activity. Where the contact is not a personal visit (e.g. due to the activity taking place abroad or the volume of students allocated to one tutor) a telephone or video conference call should be conducted instead.
- 4.2.3 The employer should be allocated a contact in the School to provide full support and information throughout the learning opportunity. This contact should also be available to provide support should an issue or complaint arise regarding the learning activity or the conduct of the student.

4.3 Responsibility of Assessment

4.3.1 WBL opportunities should be appropriately and formally assessed to demonstrate that the learning outcomes have been achieved. If employers are contributing to the formal assessment of a student on a WBL activity they must fully understand their role and responsibility in this assessment and the full criteria of their marking. Each school will provide the information and training necessary to the employer in order to ensure that their role is carried out effectively. It is recommended that while an employer may contribute to the assessment of a student, UWS has responsibility for the assessment process, including moderation of marks.

4.4 Support from the Careers and Skills Service

4.4.1 Both the Careers and Skills team and Enterprise and Employer Engagement team provide centralised support and information where academics, students or external stakeholders can be referred or self-refer. Contact will be arranged with the appropriate persons to liaise with depending on the question or issue. For example, a Careers Adviser may be involved in providing CV and interview support and guidance to students, and Employer Engagement staff may provide advice to employers seeking to advertise opportunities or engage with academic programmes. Academic staff and students should familiarise themselves with the level of support available from both teams.

4.5 Reflection and Review

4.5.1 WBL activities should be continuously reviewed and monitored to ensure that the opportunities are providing relevant and beneficial learning for all parties concerned. In order to improve efficiency and quality, each school should seek to obtain reflection and feedback on the activities from academics, support staff, students and employers involved in organising WBL opportunities.

5.0 APPENDICES

Appendix 1 – Glossary of terms

Appendix 2 – Example of a Learning Agreement

APPENDIX 1

GLOSSARY OF TERMS

SANDWICH PLACEMENT OR RECOGNISED SANDWICH WORK EXPERIENCE

Sandwich learning takes place when a student is placed in (or secures for him or herself) a relevant job for a substantial period. This normally takes place between Levels 8 and 9 or Levels 9 and 10 of a programme of study. The credit awarded for this learning is additional to the 360/480 points needed for graduation with a degree/honours degree. All three of the parties involved (employer, student and University) need to enter into a Tripartite Learning Agreement covering this learning arrangement. Minimum 36 weeks, either in one block or 2 blocks.

WORK RELATED LEARNING (WRL)

WRL can take place in a variety of ways and the student does not need a learning agreement, for example:

- a project analysing the organisation of a real workplace
- a case study of a real work project or issue
- a project or other learning activity in a simulated work setting
- engagement with professionals e.g. through visits to workplaces, guest lectures etc.

WORK BASED LEARNING (WBL)

Here the main location for the learning experience is in the work place. This can take the form of the learner already using an existing job or seeking to secure a position for the purpose of the learning activity.

Using existing job

In this model the student is not being placed in employment by the University but is using their own workplace to facilitate learning which the University assesses and awards credit for.

This type of learning opportunity requires:

- the support and certain concessions from their employer to meet the learning outcomes
- an agreement between the University, the student and the employer
- a risk assessment and approval process
- health and safety checklists

Securing a position

Here the learner or the School (responsibility should be defined in programme documentation) needs to find a position in the work place to undertake the learning activity. These are generally shorter term modular placements (e.g. under 36 weeks).

This type of learning opportunity requires:

- careers guidance support to secure activity (eg.CV, job seeking skills, interview skills)
- a risk assessment and approval process
- an agreement between the University, the student and the employer
- health and safety checklists

RECOGNITION OF PRIOR LEARNING (RPL) THROUGH WORK EXPERIENCE

This relates to cases where a student has acquired learning in a workplace prior to commencement of study with UWS. This prior learning may be assessed and accredited through the University's RPL procedures. (See RPL Procedure)

APPENDIX 2

EXAMPLE OF A LEARNING AGREEMENT

Between

Student

Name: _____

Address: _____

Telephone: _____

E-Mail: _____

Learning Provider

Business
Name: _____

Supervisor
Name _____

Address: _____

Telephone: _____

E-Mail: _____

University of the West of Scotland

Academic Tutor: _____

Address: _____

Telephone: _____

E-Mail: _____

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1. Glossary

Assessment	Work which the University requires a student to submit in order to assess the student's achievement of defined learning outcomes
Learning Outcomes:	Learning outcomes indicate the learning (skills, knowledge, and understanding) that students should achieve on successful completion of a module or programme of study.
Learning Plan	A plan agreed between the student and his or her employer and approved by the University. It sets out how the learning outcomes can be achieved through the work placement period.
Personal Development Planning	A structured and supported process undertaken by an individual to reflect upon their own learning and/or achievement and to plan for their personal education and career development'.
Work Based Learning (WBL)	Learning which takes when a student is placed by the University (or secures an opportunity which is approved by the University) with a business or other organisation for a defined period of paid (or unpaid) work experience through which the student will have the opportunity to meet learning outcomes defined by the University as part of one of its Programmes.
WBL Provider	An organisation or person providing a work based learning opportunity
Work Based Supervisor	Student's line manager as identified by the WBL provider. Also the University's main point of contact with the WBL Provider.
Academic Tutor or Education Guidance Adviser (EGA)	A member of University staff identified by the University as the main point of contact for the Student and WBL Provider. The Academic Tutor/EGA will have contact with the learner and the WBL Provider during the period of WBL and be the student's main point of contact for academic support.
Programme	A course of study leading to a named academic award.
Contact	Communication between the Academic Tutor/EGA, WBL Provider and Student. This can include personal visits, emails, telephone calls or video conferencing (eg Skype).

2. Purpose of Agreement

This agreement

- Defines the learning outcomes which the University expects the student to be able to achieve during the period of WBL.
- Incorporates a learning plan which identifies how the student will be given the opportunity to meet those learning outcomes.
- Defines the responsibilities that each party has agreed to accept during this specific period of WBL.
- Explains how any differences that might arise can be resolved
- Identifies the student's WBL Supervisor and Academic Tutor/EGA.

3. Programme and Modules

While engaged with this work based learning opportunity the student is enrolled on the following module(s) *(insert names here)* which form part of the *(insert programme name here)* programme.

Duration of WBL

The planned duration of this activity is from *(insert start date here)* to *(insert finish date)* *(insert number of weeks)*

4. Learning Outcomes

The relevant module(s) learning outcomes should be inserted in this section.

5. Assessment

Details of the relevant assessment requirements and dates for submission should be inserted here. Details should also be included on how reassessment will be conducted.

6. Learning Plan

A learning plan identifying how the student will have the opportunity to meet the learning outcomes is to be attached to this agreement. (This Plan can be in any form provided it gives sufficient details of the job, the main tasks which the student will undertake and a programme for when these will be undertaken. The plan will be prepared by the WBL Provider and the student for approval by the Academic Tutor/EGA. It may need to be agreed and attached after the WBL activity has begun.)

7. Party Responsibilities

University Responsibilities
Be satisfied that the WBL activity provides sufficient opportunities for the student to meet the Learning Outcomes identified above.
Be satisfied that the workplace is covered by appropriate health and safety and equality and diversity policies.
Provide the student with the necessary practical, pastoral and academic support prior to and during the period of placement.
Identify an academic tutor/education guidance adviser who will be the first point of contact with the University for the WBL Provider and student.
Provide the WBL Provider and student with information and advice about the placement as required
Have sufficient and appropriate contact with the student and WBL provider
Conduct the assessments (and reassessments if necessary).
Where assessments may contain material of a sensitive or confidential nature agree suitable arrangements for this with the WBL Provider.
Agree not to terminate this WBL opportunity early without first attempting to resolve any differences which arise between the parties to the agreement using the procedure set out below.
Ensure that if this WBL opportunity is terminated early by either the University or the WBL Provider, the student is given the opportunity to complete his or her programme of study and to achieve the expected or a comparable academic award.
To seek to resolve any differences that arise using the process described below.

Student Responsibilities
Attend the workplace as required by the WBL Provider for the duration of their contract of employment (or equivalent)
Agree to be bound by the University's Regulatory Framework, including the Code of Discipline for Students.
Conduct his or herself responsibly at all times (including respect for ethical, legal, confidentiality, health & safety and any other considerations as appropriate).
Use the WBL Provider's equipment and materials in a responsible manner.
Be bound by the WBL Provider's rules, regulations and policies for employees including in relation to health & safety, equality & diversity, dress code and confidentiality.
Provide the University with necessary contact details to enable communication with the University. Also to provide the University with information about any changes to work and residential addresses, work telephone and fax numbers, work email address, name and contact details of work based supervisor.
Attend all induction and other training events organised for them by the WBL Provider
To inform the WBL provider and the Academic Tutor/EGA as soon as

practicable about any absence (ideally before 10am on the first day of absence).
Undertake Personal Development Planning (PDP) which reflects on his or her learning and development through the WBL experience and maintain a portfolio related to this.
Submit coursework to the University as required.
Agree that the WBL Provider can provide appropriate and necessary feedback to the Academic Tutor/EGA on the student's performance on any matters that are relevant to this learning experience.
To seek to resolve any differences that arise using the process described below.

WBL Provider's Responsibilities
Provide the agreed period of WBL to the student (subject to normal terms and conditions of employment)
Ensure the health & safety and welfare of the student.
Ensure appropriate equality and diversity provisions are in place.
Provide a WBL Supervisor who will be the student's and the University's first point of contact with the WBL Provider
Provide the student with induction on matters including health & safety issues, software and equipment and any other appropriate issues such as the organisation's policies, procedures, protocols or regulations.
To supervise, advise and involve the student within the daily work environment and provide the student with reasonable feedback.
Maintain reasonable contact with the Academic Tutor/EGA as appropriate.
Provide the Academic Tutor/EGA with feedback on the student's performance
Notify the Academic Tutor/EGA as soon as practicable of any material changes in circumstances which might affect the student's WBL or of any significant concerns about student performance
Agree that External Examiners appointed by the University can review student assessed work. Where those assessments may contain material of a sensitive or confidential nature agree suitable arrangements for this with the University.
Agree not to terminate this WBL opportunity early without first following the process for resolving differences described below and only after giving at least one week's notice to the University and the student.
To seek to resolve any differences that arise using the process described below.

8. Resolving Differences

Should any differences arise between the parties to this agreement, the following process will be followed

- a. A mutually satisfactory solution will be sought through discussion between the Academic Tutor/EGA, the WBL Supervisor and the student.
- b. If a mutually satisfactory solution cannot be found after reasonable discussion between the parties described above, then this agreement may be terminated

by either the WBL Provider or the University, provided at least seven days written notice of this is given to all other parties to this agreement.

A mutually satisfactory solution may include renegotiation of the terms of this agreement.

9. Emergency Contact details

In case of an emergency, the WBL Provider will inform the Academic Tutor and contact the following person:

Name: _____

Address: _____

Telephone: _____

Relationship: _____

Student's GP: _____

Employer Health & Safety Checklist

Student's Name

.....

Name of Employer

.....

Address

.....

Tel. No. Fax No.

	Ye s	No
1 Do you have written health and safety policy?		
2 Do you have a policy regarding health and safety training for people working in your undertaking, including use of vehicles, plant and equipment, and will you provide all necessary health and safety training for the placement student?		
3 Is the organisation registered with: a - the Health and Safety Executive or (tick as <input type="checkbox"/>) b - the Local Authority Environmental Health Department? (appropriate)		
4 Insurance a - Is Employer and Public Liability Insurance held? b - Will your insurances cover any liability incurred by a WBL student as a result of his/her duties as an employee?		
5 Risk assessment a - Have you carried out risk assessment of your work practices to identify possible risks, whether to your own employees or to others within your undertaking? b - Are risk assessments kept under regular review? c - Are the results of risk assessment implemented?		
6 Accidents and incidents a - Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR? b - Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking? c - Will you report to the university all recorded accidents involving WBL students?		

Contact Personnel

Who is your nominated contact for compliance with the requirements of health and safety legislation?

Name and position

Tel. No.

The above statements are true to the best of my knowledge and belief.

Signed

Position Date

Thank you for completing the questionnaire.

Student Induction Checklist

Student Name: _____

Start Date: _____

Employer:

The following items should be included in your induction into the organisation, preferably on your first day. Please check off the items below when they occur and inform your placement organiser of any items not covered within one week of the start of your placement. This list is not exhaustive and other topics may be covered, which you may note if you wish:

HEALTH & SAFETY ISSUES	Date
Emergency procedures	
Safety policy received or location known	
Location of First Aid box	
First Aid arrangements (including names of first aiders)	
Fire procedures and location of fire extinguishers	
Accident reporting and location of accident book	
COSHH regulations/requirements	
Display Screen Equipment regulations/procedures	
Manual handling procedures	
Protective clothing arrangements	

Instruction on equipment you will be using (list equipment)	
Others issues:	

Signed: _____

Dated: _____

TASK	Date
Job duties and main tasks explained and understood	
Equal opportunities policy	
Any adjustments identified and requested from Placement Organiser or Provider	
Introduction to key staff members and their roles explained	
Location of toilet facilities	
Location of rest room, canteen (if relevant) etc	
Lunch, tea and coffee arrangements	
Place of work	
Dress code	
Work space	
How to answer the telephone, transfer calls and make calls both internally and externally	
Post arrangements	
Car parking	

Signed: _____

Dated: _____

10 Overall signatures and agreement to this document and responsibilities outlined

Signature

Date

Student: _____

WBL Provider: _____

Academic Contact/EGA: _____