

HBC Work Experience Policy and Operational Procedures (amended)

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[Chapter B10 – Managing higher education provision with others](#)

Disseminated to and by:	Principalship, PMT, Curriculum Directors, Curriculum staff, Work Experience Co-ordinator, Study Programme Co-ordinator, Health and Safety Manager, Dean of HE and HEALs. Staff intranet MyDay/Hard Copy/ College Managers/ Curriculum Team Meetings
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1. Aim and Scope

1.1 Hugh Baird College is committed to developing the employability skills and opportunity of gaining employment of all its students. Work experience is a key component in the process of developing the skills, qualifications and experience necessary in the workplace.

Hugh Baird College believes that work experience opportunities should be:

- Available to all students where appropriate.
- Relevant to a wide range of subjects.
- Vocationally relevant to the students' programme of study or intended destination.
- Assessed as safe from both a Health and Safety and safeguarding perspective.
- Monitored, with support provided by appropriate curriculum based staff
- Integrated into the course scheme of work and to the individual Study Programme.
- Subject to appropriate student preparation and induction.
- Contributing to an enterprise culture in the curriculum.
- Hugh Baird College is committed to ensuring that provision of a work experience opportunity is beneficial and rewarding to employers.
- Hugh Baird College is committed to ensuring that students on a work placement perform and conduct themselves in an acceptable manner and reserves the right to refuse or withdraw a work experience opportunity where a student is not behaving to acceptable standards.
- Students will be required to undertake Disclosure and Barring Service (DBS) checks where that is a requirement of the place of work.

1.2 Associated Information and Guidance

- Safeguarding Policy
- Health and Safety Policy
- Teaching, Learning and Assessment Policy
- Customer Relations Management (CRM) guidelines
- Education Funding Agency (EFA) Statutory Guidance: Funding Arrangements for 16 – 19 Education

1.3 Monitoring of implementation

- Statistics regularly presented to Student Services Manager
- Regular curriculum staff visits to students on work placement
- Safeguarding and Health and Safety checks
- Student feedback
- Employer feedback
- Quality audit
- Communication Flow

1.4 This policy will be communicated via:

- Curriculum Directors and Curriculum Assistant Directors
- Student Services Manager
- Study Programme Co-ordinator
- Work Placement Co-ordinator
- Staff intranet MyDay

1.5 Training will be offered for all staff involved in the delivery of the policy.

Implementation:

The roles and responsibilities across College are set out in Appendix A

2. Processes

- 2.1 All students, where appropriate, are entitled to a work experience opportunity that takes place in a safe and healthy environment where due consideration is given to all aspects of their work.
- 2.2 Depending on awarding body/ industry requirements and curriculum timetabling, work experience may be organised to take place on a regular on-going basis or in a block or as a one-off activity.
- 2.3 The Curriculum Directors decide the most appropriate model. In some curriculum areas, where a formal external placement is not a mandatory part of the programme, this work experience opportunity can equate to a formal placement or alternatively work experience option in order to meet the needs of each student (16-19) Study Programme.
- 2.4 Work based learning in HE will be dependent on what has been validated by the particular Higher Education Institution (HEI).
- 2.5 Each Study Programme will identify the number of hours allocated to work experience activities.
- 2.6 Definitions of 'Work Experience' activities can be found in Appendix B.
- 2.7 Definitions of the HE work based learning models can be found in Appendix F.
- 2.8 Cross College processes to be followed where students are attending external work placements, regardless of whether a directorate is using the services of the Work Experience Co-ordinator or not, are set out in Appendix C.
- 2.9 Where a directorate has not previously used the services of the work experience Co-ordinator to arrange external placements, the process and timescales involved are provided in Appendix D.

2.10 The process for co-ordination and management for internal placements are set out in Appendix E

2.11 Consideration of additional needs of 14-16 year old School Link students undertaking external placements.

2.12 Risk assessment

The employer must inform all relevant workers, including students on work experience, about the significant risks to their health and safety identified by the assessment and the measures put in place to control them. When the student is below the Minimum School Leaving Age (MSLA) the work experience Co-ordinator/school link administrator must provide parents/carers of the work experience student with the key findings of the risk assessment and relevant control measures before the work placement starts.

2.13 Section 10 of the College Health & Safety risk assessment must be completed by the responsible person for all students (before commencing work placement) which also identifies any additional support requirements.

2.14 A written record of the arrangements for work placement should be completed to:

- Confirm and agree respective roles;
- Reduce the potential for misunderstandings, particularly about health and safety responsibilities;
- Explain how the student's work will be planned;
- Set out how students will be instructed and trained before the work starts;
- Identify the supervisor and specify the arrangements for supervision.

2.15 The information that has been gathered should be reviewed regularly, and as new information is brought to the organiser's attention. The frequency of any subsequent checks of the initial assessment will depend on factors such as:

- The outcome of preliminary enquiries, initial visit etc;
- The nature of the work activity and the level of risks identified at the placement – higher risk would require more frequent contact;
- Whether the student has any specific need relating, for example, to health, disability or learning difficulties Section 10 of the College Health and Safety Assessment form;
- The standards of health and safety management;
- Any changes or variations in the work undertaken by students;
- Feedback from the students via their Directorates and Schools.

The higher the risk, the more frequent and detailed the reviews will need to be, and the higher the likelihood will be that revisits will be required.

2.16 There should be mechanisms in place to feedback information on placements from all involved, i.e. placement providers, tutors who have visited students during work placements, and from students themselves. If feedback indicates that health and

safety arrangements at a placement are no longer satisfactory, the responsible person will notify the Work Experience Co-ordinator who will:

- Raise the concerns with the placement provider immediately;
- Establish what the provider will do to rectify the situation, and by when;
- Consider whether to withdraw the student from the placement;
- If there are significant health and safety risks, contact the relevant enforcing authority (Health and Safety Executive or the environmental health department of the local council) for further advice.

2.17 Parents and carers should:

- Provide the student's tutor with relevant information about their child's medical or behavioural conditions, which may make the placement unsuitable for them. It may be necessary to provide consent for any support to the 14-16 school link administrators. This information will be supplied to the placement provider, so it can be taken into account in the risk assessment for the student's work placement;
- Inform the student tutor and/or work experience Co-ordinator of any actual or potential health and safety problems in the placement which their children may tell them about;
- Provide their consent to the work experience placement, normally by signing and returning a form, which includes the company details, duties to be undertaken, and the risk assessment and control measures.

2.18 Parents and carers should receive:

- The results of the placement provider's risk assessment for the work experience placement and of the control measures to eliminate/control the identified risks;
- A copy of the consent form for the work experience placement. This may include further information on the placement, for example a plan of work during the placement, training and supervision, and procedures in the event of an accident;
- Information on insurance cover for the student in case of an accident. (If the student has been placed in the family business, the relevant Employers' Liability insurance cover must be in place.);
- Information showing that it is a condition of work experience that students do not receive payment. They will therefore not be entitled to industrial injuries benefits if they are involved in an accident while taking part in work experience.

2.19 Students and trainees, including children, on work experience are regarded in health and safety law as employees. Students on work experience placements must be provided with the same health, safety and welfare protection given to other employees. [Restrictions](#) may apply to the types of work which young people, including pupils below the MSLA on work experience, are allowed to do. See HSE website for details of restrictions.

<http://www.hse.gov.uk/youngpeople/law/experience.htm>

2.20 Consideration of additional support requirements for all students:

Reasonable Adjustments

Students who have disclosed a disability covered by Equality legislation have the right to request reasonable adjustments in the work place as in college. The Work Experience Co-ordinator and Curriculum Tutors should liaise with the college learning support service to ensure correct adjustments are agreed and established before a placement is undertaken. The adjustments needed in the work place are likely to be different from those requested in college. The College is able to liaise with employers where the adjustments needed are likely to be unfamiliar or appear challenging. The College learning support team can support with the setting up of work placements for any students with disabilities covered by Equality Legislation including long-term medical conditions, mental health issues and specific learning difficulties.

Appendix A – Work Experience Procedures

Student Services Manager will:

- Manage a Work Placement Co-ordinator who will ensure common service and quality standards and procedures are followed.
- Ensure Safeguarding and Health and Safety legislation and appropriate measures are in place and that the Work Placement Co-ordinator is fully trained and supported.

Student Services and Health and Safety Managers will be responsible for ensuring that procedures are in place to ensure that:

- Students are undertaking a work placement in an environment that is safe and where risks are minimised
- Employers co-operate with the college, putting in place and subscribing to appropriate safeguards and commit to safeguarding students' welfare
- DBS checks and specific risk assessments (RA's) are completed in the following cases where students are identified as vulnerable for educational, medical, behavioural or home circumstances where it involves:
 - Regular lone working
 - Placements located in isolated environments with 1:1 working
 - Placements involving a high degree of travelling on a 1:1 basis
 - Placements which include a residential element.

Curriculum Directors will be responsible for:

- Identifying the extent to which they wish to incorporate work placement opportunities for their students.
- Liaising with the Work Experience Co-ordinator to establish good working practice in accordance with College policies, regardless of whether or not that Directorate is working directly with the Work experience Co-ordinator to arrange their placements. A flowchart outlining the process for a Directorate which wishes to utilise the services of the Work Experience Co-ordinator where the Work Experience Co-ordinator has not previously been involved in co-ordinating work placements for that Directorate is set out in Appendix B.
- Ensure that curriculum tutors engage in the process for visiting their students on work placement, liaising with students and employers as appropriate.

The Work Experience Co-ordinator will:

- Prioritise all essential placement.
- Support in the set up of desirable placements (work load permitting).
- Deliver tutorials (work load permitting) as requested.
- Work to relevant policies and procedures.
- Develop processes, documentation and audits for each area annually.

- Assist in the training of Curriculum representatives with HSS8 qualifications and the processes and documentation.
- Support directorate teams in maintaining and forging effective links with employers.
- Work with Business Development Centre directorate and staff and to identify additional employers to provide placements.
- Manage the College work experience database for effective monitoring of work placement provision.
- Ensure consistent implementation of work placement Health and Safety and Safeguarding policies.
- Attend/chair regular meetings of Curriculum representatives for work placement
- Develop awareness among employers of the specific needs of college students to have placements, which maximise learning and the development of employability skills.
- Obtain feedback from students and employers and curriculum staff.

Where a Directorate has chosen to use the services of the Work Experience Co-ordinator to arrange placements on their behalf:

Work Placement Co-ordinators will:

- Risk assess and setup essential work placements.
- Will assess and set up desirable work placements (work load permitting)
- Identify assist curriculum teams to locate placement opportunities, which are suitable for student aptitudes, skills and abilities.
- Ensure that all placements have been vetted for Health and Safety and Safeguarding compliance, whether the Work Placement Co-ordinator has sourced the placement or the student has found their own placement opportunity.
- Advise academic staff on how to complete 'Section 10' risk assessment for each individual student.
- Undertake vetting Risk Assessments where appropriate.
- When requested prepare and brief students (group sessions) prior to work placements commencing.
- Ensure that all necessary and appropriate documentation is completed.
- Ensure that there is a contact point at all times for students on placements
- Provide support for any student experiencing difficulties on their placement, in conjunction with their tutor.
- Facilitate the evaluation of placements, both from the student and employer perspective at the end of each academic year.
- Advise the Health and Safety Manager of any accidents reported by the student or their employer during the Work Placement.

Curriculum Directors and their teams will:

- Identify the preferred timings and patterns of work placements as part of curriculum planning and assessment; this is recorded on each student's ProMonitor record.
- Identify and confirm work placement provider details with the Work Experience Co-ordinator.
- Identify with students the type of placement sought to ensure that the placement will offer appropriate and relevant experience.
- Co-ordinate and administer any necessary DBS checking and Parental/ Student Consent paperwork.
- Complete the request forms with the student and countersign them to say that all information needed has been provided.
- Ensure that students are aware that they may not attend a placement that has not been risk assessed.
- Ensure that students are made aware of the possible risks in the specific work environment and explain the risk assessment process.
- Undertake pregnancy risk assessments where appropriate.
- Ensure that any reasonable adjustments required as a result of risk assessment processes are put in place.
- Liaise with employers and students in relation to the particular situation where an employer and/or a student has an issue about the placement activity, The initial information about a 'problem' situation is likely to come from the Work Experience Co-ordinator as the first point of contact for employers.
- Where the student has found their own placement ensure the placement details are vetted and relevant to the programme.
- Link with ALS to ensure that appropriate support is in place where necessary.
- Undertake placement visits - tutors should carry out at least one visit to the work place of placement providers where the student is on placement, to discuss with the student and employer the activities undertaken. The purpose of a work placement visit may be to discuss the learning objectives of the placement before it commences (especially if it is an employer new to the college), to observe the student's practical ability in a real working situation, to monitor students during placements or to visit on the request of the placement provider.
- Record information gathered as part of the review of progress on work placement of individual students in their Individual Learning Record.
- HE course leaders to maintain the work based learning spread sheet and ensure all course related and extracurricular work based learning is added with relevant confirmation uploaded to enable evidence to be collated for the Higher Education Achievement Record (HEAR).
- HE work based learning co-ordinator to ensure the work based learning spread sheet is up to date with all relevant evidence available for audit and inspection purposes.

Students will:

- Either request or find their own placement in a timely fashion, in line with the requirements of the Work Experience Co-ordinator
- Organise an interview with the placement provider
- Behave appropriately whilst on placement and sign up to the College Code of Conduct
- Notify the placement and the course tutor in the event of absence for any reason on the first day of absence and on subsequent days.
- Notify the Work Experience Co-ordinator and tutor of any accident sustained whilst on placement.
- NOT move placements without prior agreement.
- If a student is dismissed from a placement because of behaviour or non-attendance issues (other than certified sickness), the Work Experience Co-ordinator reserves the right, depending on the circumstances, to ask the student to find their own 'replacement' placement. This may result in a delay if the premises have not been vetted previously.

Where a Directorate has decided to co-ordinate their own work placement programme, the Curriculum Director and their staff are responsible for ensuring that:

- Placement opportunities are identified which are both suitable for student aptitudes, skills and abilities.
- Work placements integrate effectively with student programme of study and course schemes of work and are meaningful and relevant.
- Any necessary DBS checking is co-ordinated and administered and that all Parental / Student Consent paperwork is completed and stored with student files.
- Risk assessments and Safeguarding checks are carried out on employer premises in line with the College Work Placement Health and Safety Policy before a student commences a placement.
- Individual task risk assessments, Section 10 assessments and specific risk assessments where the student is considered to be vulnerable are carried out with students as appropriate.
- All risk assessment; employer and student information is recorded.
- Students are appropriately briefed as to the purpose of work placement and the required behaviour whilst on placement and that the students sign the College Code of Conduct, which should be retained on the student file.
- HE students complete all necessary HEI paperwork prior, during and after the placement.
- Accurate records are kept of where and when students are on placement
- Curriculum staff are undertaking placement visits in accordance with College Policy (at least once for every 10 days the student is on placement).
- Curriculum staff provide a contact point and support as required for students on placement, including a contact point for students to notify curriculum when the student does not attend placement for any reason.
- Links are made with ALS to ensure that appropriate support is in place.

- Any reasonable adjustments required as a result of risk assessment processes are put in place.
- In situations where an employer and/or a student has an issue about the placement activity, curriculum tutors will be responsible for liaising with employers and students in relation to the particular situation.
- Tutors should use Pro-monitor to record information gathered as part of the review of progress on work placement of individual students.
- The evaluation of placements, both from the student and employer perspective at the end of each academic year is facilitated.
- The Health and Safety Manager is advised of any accidents reported by the student or their employer during the Work Placement.

Work Placement Providers will:

- Provide a safe and appropriate environment in which the student can experience work.
- Providers should have in place a safeguarding policy and the employer's staff should have had appropriate training and have copies of the College policies and procedures for Safeguarding Children and Vulnerable adults.
- Record the student's progress and attendance whilst on placement.
- Be asked to provide feedback to the college about the standard of service offered by Hugh Baird College and about the student.
- Report to the Work experience Co-ordinator any accident where a student has been injured whilst undertaking the period of Work Placement.

Appendix B: Definitions of Work Experience Options

Definitions of Work Experience Options *(please note that not all options are offered by the College or the responsibility of the Work Experience Co-ordinator)*

Employer talks:

Provision of information by individuals active in the labour market about the occupation, sector and company in which they work.

External work placements:

Formal work placements co-ordinated by the Work Experience Co-ordinator or Directorate staff (e.g. in Health, Social and Child Care). Historically done where the placement is a mandatory part of the course staff liaise directly with employers to establish what placement pattern they can offer, for how long and for how many students. They also liaise with curriculum staff to ensure that students are matched to suitable placement opportunities. Curriculum staff responsible for ensuring college policy on student visits is applied.

Internal placements:

A formal placement offered by one of the departments within College, such as Human Resources or Marketing. The Department will have determined what placement pattern they can offer and would interview students who have applied through the central placement vacancies site on the student intranet.

Mentoring:

Pairing of students with adults in the community to support their learning about work / other issues related to career development – this will include the ‘Day in the Life’ activity that the Career College students will be undertaking as part of their work experience. Students will be accompanying senior staff in relevant organisations to learn about a typical day in their chosen industry.

Mini-enterprises:

Form of enterprise learning where students set up an actual or simulated business

Project work:

A model of teaching and learning that focuses on a theme/task. It allows for a wide scope of self-determined action for both the individual and small group of students within a general framework of a structured activity. It could involve delivering a project on behalf of a local employer

‘Real work’ environment:

As an example of this, the hair and beauty salon at Thomas Danby offers students from the Directorate to work in a commercial environment and develop their skills. This operation is managed by the Directorate itself, including any necessary risk assessments

Taster Days:

A period of time (less than half a day typically) whereby students are exposed to working life with an employer. The day may include team-building, role-play, undertaking certain functional tasks. These days are attended by students in small groups, accompanied by curriculum staff or caseworkers.

Volunteering:

The giving of time and energy for the benefit of others. It often provides an opportunity for individuals to develop their skills with different types of work.

Work shadowing:

Internal: Where a student spends time with either a member of staff at the college for a short period to get a flavour of what that job entails or, as occurs in Hairdressing and Beauty therapy, Foundation Level students shadow level 3 students when they are working in the in-house salon.

External: An observation of the daily routine of an employee in an external company, usually accompanied by 'interviews' with the employee to discover more about his/her role

Work simulations:

An operational representation of work tasks outside of a real work situation. For instance, teams of students taking part in business games to resolve business-related problems and using role-play, teamwork, decision-making and problem-solving skills.

Work visits:

Organised visits to employers to enhance the students' knowledge of different employer options.

- Appendix F specifies the HE work based learning models.

Appendix C: Co-ordination of external work experience

Where a Directorate is using the services of the Work Experience Co-ordinator to arrange external work placements, the following process will be followed:

Pre-placement activity

- Curriculum staff identify the placement patterns for the coming academic year as part of curriculum planning and inform the Work Experience Co-ordinator as appropriate
- Work Experience Co-ordinator will make contact with known and new placement providers as required to establish the dates within which they would be able to offer placements
- Students should follow a work placement preparation programme across College, which should include a basic understanding of health and safety, safeguarding and behavioural requirements. This will complement any 'employability' module being taught as part of curriculum.
- Curriculum will oversee the administration of DBS checking, including issue of forms, collection of funds and necessary documents, in areas where this will be a necessary requirement of placement activity.
- The Co-ordinators will check the status of the Risk Assessment for the placement chosen and if necessary, either undertake the vetting RA or in certain circumstances, outsource the Vetting to an external supplier such as Sefton EBP for 14 to 16 year olds.
- Sourcing of placements: this will be done by curriculum tutors and on request by the Work Experience Co-ordinator, or, students can find their own placements, subject to the suitability of the placement provider and environment.
- If the Work Experience Co-ordinator is asked to find a student a placement, they need at least six weeks notice of this by formal request from the student this request must be counter agreed by the student's personal tutor.
- Where the student finds their own placement, they must notify the Work Experience Co-ordinator at least two weeks before the placement is due to begin.
- If a student chooses to use their current employer as a placement opportunity, it must still be notified to the Work Experience Co-ordinator and agreed by the personal tutor and risk assessed as normal. Where placement hours are a mandatory part of the course, unless placements are risk-assessed the student will not be able to use the hours of work

towards their course requirement. Where it is not mandatory, the risk assessment must still be undertaken, in order to comply with College Health and Safety Policy and Skills Funding Agency and Education Funding Agency rules. Failure to adhere to this process will render the college liable in the event of any health / safety / safeguarding incidents that befall the student whilst on work placement, and could result in withdrawal of funding

- Where Co-ordinators have found a placement for the student, it is the student's responsibility to organise an interview with the work placement provider to meet, discuss requirements, hours of work etc.
- The tutor will complete all the administrative activities – writing to the employer and the student to confirm the placement details and update the College work experience database.
- The individual learning objectives of the work placement should be identified, discussed and agreed by the student, tutors and placement provider before the placement commences.

During placement:

- Students must notify the tutor if they are absent from placement on the first day of absence and each day subsequently. They must notify the tutor and Work Experience Co-ordinator if they have an accident whilst undertaking their placement. They must also notify the College staff in case of any issues or concerns they have arising from the placement.
- Students must keep a timesheet whilst on placement (as required), to be signed off by their supervisor there. The method of recording of activities will be determined by curriculum staff.
- Tutors will arrange to visit the student in placement at least once during their time there, in order to discuss and review placement activity with the student and the employer. This should then be recorded on ProMonitor.
- Tutors will act as the first point of contact for employers.
- Tutors must notify the Work Experience Co-ordinator where they find that a student is moving / has moved to a different placement (NB Students **SHOULD NOT** move without prior agreement)
- In the event that the Work experience Co-ordinator finds that a student has started a placement that has not been risk assessed, they will contact the employer / student / tutor to inform them that the placement cannot continue until the necessary checks have been carried out

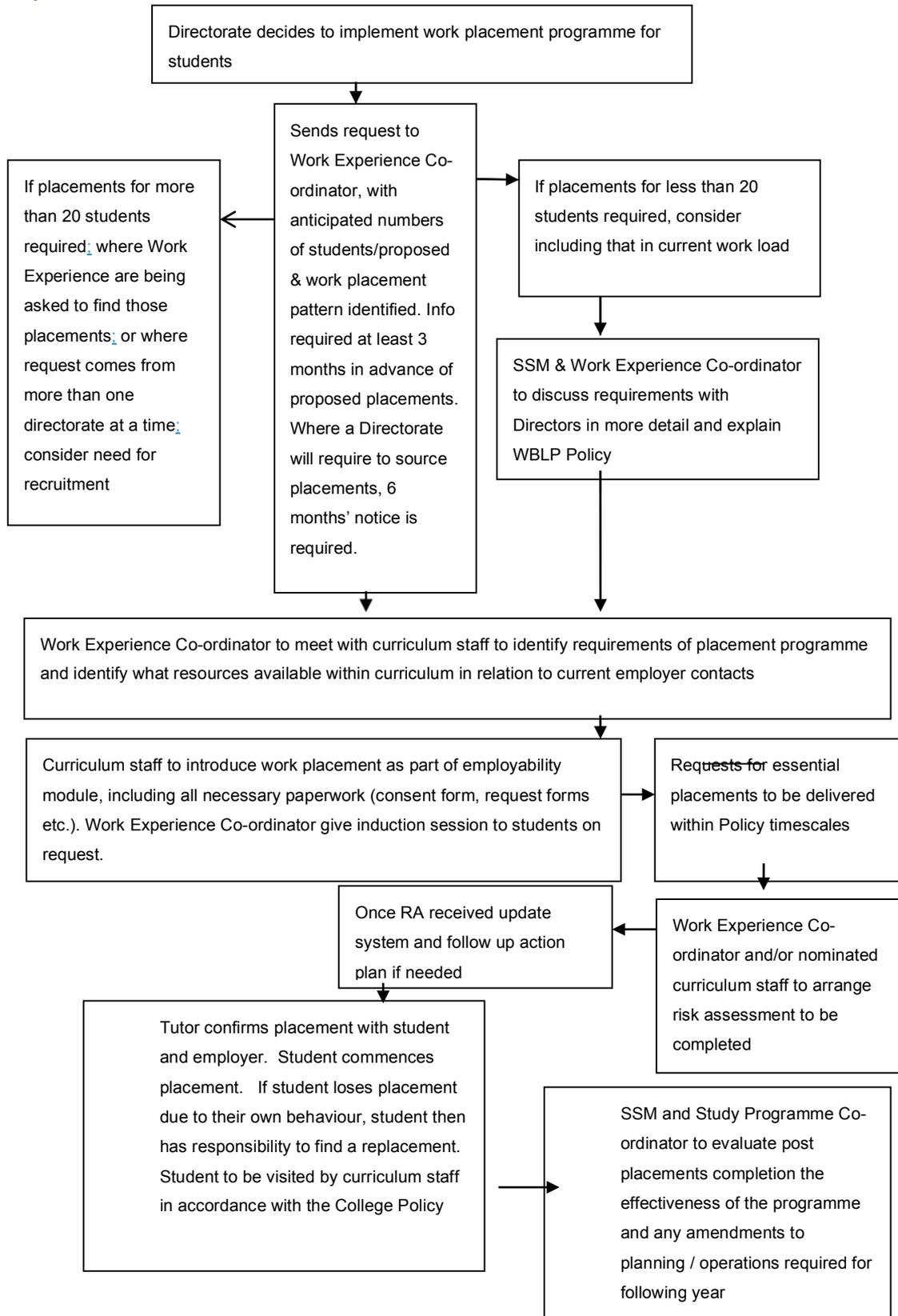
After placement:

- Students and tutors will conduct a review of the placement experience. An evaluation of the skills gained from the work experience are recorded by the student on their ProMonitor file.
- Work Experience Co-ordinators will apply the College quality systems to survey all employers at the end of each academic year for their feedback on providing placements.
- Tutors will survey all students after their work placement experience to gather feedback.
- At the end of each academic year, the Work experience Co-ordinator will meet with curriculum staff to gather their feedback on our service and identify any improvements to be made for the following year.

Where a directorate chooses to use their own staff to co-ordinate external placements, all of the above activity where reference to Work Placement Co-ordinators is made, should be undertaken by curriculum staff.

Appendix D: Flowchart for Directorate

(Introducing EXTERNAL Work Placements for first time where support from WP team required).



Appendix E – Process for organising internal work placements within Hugh Baird College

- (i) Directors / curriculum managers to determine what placement opportunities they can offer
- (ii) The Directors / curriculum managers need to identify the following: when, how many students, what day(s) of the work experience, what functions will they expect the student to carry out (placement activity should be meaningful)
- (iii) Business Development Centre to upload information onto the work placement site on MyDay as 'vacancies'. Each vacancy will include the name of the contact within the department to whom the application should be sent.
- (iv) Curriculum staff to identify which opportunities would suit their students and discuss with them.
- (v) Students apply directly to relevant department (named individual) using standard application form.
- (vi) Department organise Interview as necessary and identify which student (s) they will take on and notify students (whether successful or unsuccessful) and relevant tutors.
- (vii) Curriculum staff should do individual risk assessment with student to cover what kind of tasks they are likely to undertake and those they shouldn't.
- (viii) Curriculum staff to monitor students while on placement – either visit or review as part of tutorial.
- (ix) On completion, student should complete evaluation form.

Appendix F: HE Work Based Learning

Work-based Learning

The UK Quality Code for Higher Education chapter B10 Managing higher education provision with others, sets out expectations and indicators of sound practice where the achievement of the learning outcomes for the module or programme are dependent on the arrangement made with the other delivery or support organisation(s).

The chapter includes arrangements for work-based and placement learning, which is integrated into the programme of study. This policy relates to the expectations of chapter 10, which states:

Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.

Work-based and Placement Learning

Work-based learning (WBL) provides the reality of an authentic context for learning which produces the currency of transferable credit. It can enrich student learning, create a Work Experience qualified workforce and open up new markets for HEIs.

The term work-based learning includes a wide range of provision where the focus is on situations where the main location for the student is the workplace. The curriculum meets the needs of both the HEI and employer and is jointly planned, delivered and assessed. It uses the immediacy of the work context to provide practice and to encourage reflection on real issues leading to meaningful applicable learning. (Ball and Manwaring, 2010: 3-4)

The following cases are included in their definition of WBL.

- Employee-students in vocational areas undertaking professional qualifications part-time using their work context as a key component of their learning.
- Employee-students undertaking general degree studies using their work context for learning and assessment.
- Workers undertaking in-house courses that are then credit-rated towards HEI awards.
- Workers undertaking programmes deliberately planned to integrate learning and practice.

(Ball, I. & Manwaring, G. (2010) Making it work: A guidebook exploring work-based learning. QAA)

The courses offered by the Hugh Baird University Centre fall within the category of either franchised or validated programmes. The University of Central Lancashire (UCLan) and Edge Hill University (EHU) are the degree-awarding bodies of the degree courses on offer at the Hugh Baird University Centre.

Hugh Baird University Centre Employability Statement

At the Hugh Baird University Centre we believe that employability is a central focus within all our higher education programmes and we put the achievement and success of our students at the heart of everything we do.

We aim to give each and every one of our students the best possible chance of joining, and sustaining, their chosen career path. This applies equally to full-time students, and to those on part-time study routes who are already combining work and study.

Our focus on employability begins long before we even enrol our first student. Every one of our new and existing programmes is designed by a team of academic specialists from the College and our Partner Universities, working closely alongside experts from within the profession or industry concerned. That way, students can be sure that the course is academically strong, and meets the needs of the people who may be future employers.

When we plan our foundation and honours degrees, we form close and effective working arrangements with local businesses and key employers in the region, liaising with sectors such as the creative industries or the care sector respectively. By designing our programmes in this way, we seek to give independent proof that our courses really are providing exactly what that profession needs.

To apply all of this effectively for our students, our team of academic and industry specialists' work together with employers and a range of groups at the HBUC, to ensure that employability remains at the top of everyone's agenda.

We develop a wide range of employer led projects and opportunities as well as supporting work-based learning or placements for all our students. During the academic year the course team are constantly working in the background to keep employability at the centre of student learning.

To ensure the day-to-day focus on employability remains strong we involve employers in delivery and assessment in many ways. On some courses, there are key sessions throughout the academic year delivered by industry experts as an integral part of the course team, enabling current updates on the very latest developments. For other courses, we have set up a series of workplace mentors, who act as a link between the work place and College, helping to ensure delivery of the required knowledge and skills. We organise regular employer events and also bring in guest speakers who have local, national or even international reputations, and a passion for sharing their expertise to maximise employability opportunities.

Our annual exhibition of the work of our art and design students is backed by a number of industry figures, some of whom started out studying here at the Hugh Baird University Centre.

Our academic focus on employability is backed by an equally strong emphasis on the practical and pastoral aspects of life at the HBUC. Every one of our students has timetabled tutorial sessions, and the content of these includes practical advice in support of writing CVs, careers guidance and applying for jobs; Course Tutors supply job references, which are targeted firmly upon the skills of the industry professional or industry most values.

These sessions, and the diagnostic testing we complete for all new starters, provide the opportunity to identify any need for extra support in order to give our students an employability edge – and whether that is in Maths, written English or IT, we will provide it.

We are passionate about equality and diversity and we provide comprehensive and personalised support for all students who need it; our specialist Student Support team ensures that students have all the support they need to succeed.

Each course we offer will come under one of the three work-based learning models listed:

- 10 Degrees
- Work Experience Placement
- Practice Based Professional Learning

10 Degrees

There are a number of FdA / BA Hons Degrees that come under the umbrella of 10 degrees and each have a strong element within them which is designed to encourage opportunities for commercial enterprise as part of the delivery of the courses, the student experience and the ethos of the qualifications themselves. As part of the course these projects are intended to give students the opportunity to be involved in the running and contributing to a working business which will develop commercial experience and a sense of enterprise in order to support the student when they will leave their course to find employment or be successfully self-employed.

Work-based learning is fundamental to this suite of Foundation Degrees and is embedded throughout many of the modules to be delivered. The programmes provide the opportunity to implement professional practice and theoretical knowledge in the workplace and also through commercial or live projects set by design companies or practitioners to reinforce the learning of business and professional methods.

This is delivered through the creation of an enterprise unit run by the students, promoting a sound experience and understanding of the workplace. The primary purpose of the unit is to give the student the opportunity to work, research and experience professional working practices in their specialist discipline and in some cases to confirm their choice of specialism. Students are expected to liaise with employers in conjunction with the tutors to establish exact requirements and timings of briefs and to ensure that these are compatible with and will develop their skills, and aptitudes in design practice. Initial contact with outside employers will usually be as a result of ongoing links through tutors, but students may, with adequate consultation with tutors, initiate and co-ordinate their own contacts.

The benefits for students from work-based learning/experience are substantial and are usually indicated by increased initiative, drive and self-confidence. Work begun through a work placement or live project may also underpin final year studies, as either the final major project or as the basis for a research project.

Some examples under the umbrella of 10 degrees may include:

Module with live / competition projects

A live / competition project is defined as a work-based project which is distinct in its engagement of real clients or users. This external involvement tends to result in students producing something of value to the client/user group, which might range from ideas, feasibility reports, or research, to completed design briefs set by industry.

Work shadowing

Work shadowing is an informal type of work experience where a student will observe someone in their role to understand how they do their job. This is usually short term – a few days at most – aimed at providing an insight rather than hands on experience. This can be useful experience to gain where little formal internship exists, or where the role is not one an intern or placement student can do with their level of experience.

Short Summer Placement

A negotiated period of employment which can be paid or unpaid. It normally takes place

outside the course delivery time and should have learning outcomes related to the programme of study. The student is supported before, during and after the placement by the University and the placement is 'predetermined and integral part of the award' (QAA, 2007: 5).

Some of our students participate in summer placements to enhance and practice the skills they have learnt on their course. This is an invaluable way to gain industry experience.

Work Experience Placement

Work experience placement – is defined by HEFCE as an organised period of work for an employer either paid or unpaid or a negotiated period of employment, which can be paid or unpaid. This can take place outside the University or as part of the course delivery time and should have learning outcomes related to the programme of study.

HBUC has a number of courses that have work experience placements embedded into the curriculum as either a module or part module, this can be completed as either a block placement or a number of hours per week depending on the module requirements.

Practice Based Professional Learning

Definition - Practice-based learning is that learning which is explicitly designed to relate to professional practice standards. It includes learning, which is work-based, undertaken in placements and which aims to enhance students' employability.

HBUC has a number of courses that have practice based professional learning attached to it, for example the teacher training courses

Personal Development Plan (PDP)

Defined by QAA - PDP is a structured and supported process undertaken by a student to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development. It is an inclusive process, open to all students, in all HE provision settings, and at all levels.

During their time at the HBUC students are also encouraged to participate in extracurricular activities that can improve their skills in a range of ways. This could be a project outside of the curriculum that offers students the opportunities to work alongside their peers i.e. the design and installation of the Christmas displays at the College. Students PDP is also linked to the Higher Education Achievement Record (HEAR) and part of the student tutorial process.

Higher Education Achievement Record (HEAR)

The Higher Education Achievement Record (HEAR) is an electronic document issued by higher education institutions to students on graduation. It provides a detailed record of a student's academic and extra-curricular achievements to supplement the traditional degree classification.

Work Experience Placement

Where WBL is part of a programme of study i.e. Work Experience Placement; its learning

outcomes are clearly identified in the module descriptors and contribute to the overall aims of the programme. These outcomes are tested through standard processes at moderation by the HEI and External Examiners, as well as at course approval and Periodic Course Approval (PCR) / re-validation. It is the responsibility of the course leader to ensure that the placement provides adequate opportunities for the intended learning outcomes to be achieved and assessed.

Work placement learning includes periods of experience and practice within the workplace, or elsewhere, this can be either short or extended placement periods. In some cases students will organise their own placement with a placement / WBL provider with the approval of the HBUC, however there is an opportunity for staff within the HBUC to help with this. Placements can take place within the HBUC – for example, a student could undertake a placement in one of the service departments of the College.

Work based learning includes learning by a student that requires engagement with a work environment as either an employee, volunteer or in a self-employed capacity. It includes students on foundation entry, foundation degree and full honours degrees, students undertaking work experience and students whose projects or assessments involve engagement in a work-based activity. It does not include learning activities which involve visits and/or collection of information from organisations, or activity that takes place on campus but is sponsored by an employer or work-place, e.g. design briefs and investigative reports.

Degree awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree awarding body are implemented securely and managed effectively by HBUC.

Appendix G: List of all associated paperwork – all available on the work placement page on the staff intranet:

- Student Contract
- Employer Evaluation Questionnaire
- Student Evaluation Questionnaire
- Student Placement Handbook
- Thank you Certificate (for employers)
- Thank you letter (for employers)
- Work Placement Consent Form
- Work Placement Handbook – Employer
- Work Placement – College Policy Guide for the Employer



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To inspire, challenge and transform lives.