



Guidelines for Placement Learning at Edge Hill

Introduction

Edge Hill has a tradition of providing students with the opportunity to undertake placement learning as part of their programme of study. It is the responsibility of the institution to provide its students with an effective, efficient and worthwhile experience. The guidelines are designed to provide a reference framework for staff when considering placement learning as part of a programme of study. They are to ensure the college is consistent in its approach to placement learning. The guidelines are for staff, either academic or support who have any involvement in placement learning. The guidelines should be read in conjunction with The Quality Assurance Agency Code of Practice Section 9 Placement Learning. www.qaa.ac.uk/public/cop/COPplacementFinal/letter.htm.

Definitions

Placement learning is defined as learning that is planned and intended as part of an academic course, normally taking place outside of the institution. If the student wishes to arrange their own placement perhaps using part-time, full-time, term time or vacation work this must be approved by Edge Hill and the learning must adhere to the guidelines below.

Learning outcomes are simply the outcome from a learning process. The intended learning outcomes should be specified in course documentation and handbooks.

Placement provider includes individuals, partnerships, companies, institutions and organizations providing opportunities for placement learning.

Staff Guidelines

Below is a checklist for staff involved in placement learning. This list should be used to ensure as far as is possible the placement delivers a worthwhile learning experience.

1. The school/programme should ensure the contribution that placement learning makes to the overall aims of the programme is considered and reflected in all course documentation including course handbooks.
2. The requirements of professional and statutory bodies, subject benchmarks and other reference points should be taken into account. Schools/programmes which have professional and statutory obligations may wish to make additions to the guidelines to ensure they meet the needs of such bodies.
3. There should be defined procedures for how placements are secured and allocated. The procedures should also indicate what happens if a student fails to find a placement.
4. The learning outcomes of the placement should be clear and the placement should be suitable to enable them to be achieved.
5. The assessment methods to be used for placement learning activities should be made clear.
6. The placement should satisfy health and safety requirements. The health and safety questionnaire should be completed before the placement commences. [Link to Edge Hill intranet.](#)
7. If a student has a disability or specific learning difficulty any disclosure to the placement provider should be discussed and agreed with the student beforehand. For further details refer to "Providing Work Placements for Disabled Students: A Good Practice Guide for Further and Higher Education Institutions." DfES. Copies available from the Careers Centre and Student Services
8. Procedures for the monitoring of and gaining feedback from placements should be in place. This should include feedback from students and placement providers.
9. The school/programme should identify a member of staff with overall responsibility for placement learning. The institution will provide relevant training and support where necessary.
10. The student should be informed in good time if the placement requires Criminal Records Bureau enhanced clearance.

Student Support and Responsibilities.

To ensure a worthwhile learning experience it is important that students are provided with support throughout the placement. It is also important students are made aware of their own responsibilities whilst on placement.

1. Students should be provided with information about how they will be supported whilst on placement
2. All students should be aware of what is expected of them on placement in terms of learning and behavior. STUDENT HANDBOOK, Student Code of Behavior and Disciplinary Procedures, pages 24- 29.
3. It would be good practice to provide a reorientation event for students who have had a lengthy period of time out on placement.

Complaints and Problems

The vast majority of students who undertake placement learning find the experience beneficial and worthwhile. However, occasionally a problem may occur. Below are some suggestions and guidelines for avoiding problems and dealing with complaints.

1. Before any placement commences check that it meets what is required in terms of learning outcomes and health and safety requirements.
2. Ensure all staff involved with the placement are familiar with the QAA Code of Practice on Academic Appeals on Student Complaints and the college complaints procedure.
www.qaa.ac.uk/public/COP/COPappcomp/contacts.htm . The College Complaints Procedure is available from Student Services.
3. Check that placement providers have completed the Health and Safety forms. Link to forms.