

Work-Based and Placement Learning Code of Practice

Assuring Quality and Standards

November 2013

This document sets out a Code of Practice for the effective delivery of work-based and placement learning. It has been designed to help the University meet the Expectations of the Quality Code, with particular reference to Chapter B10 (Managing higher education provision with others), which places new obligations on institutions.

It is intended to support those developing or delivering a programme which includes work-based or placement learning.

This Code does not cover voluntary placements or work experience, separate guidelines for which are being developed.

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Acknowledgement

We are grateful for permission to draw upon the University of Newcastle's '*Policies and Procedures for Assuring the Quality and Standards of Work Based Learning and Placement Learning*' (2008).

1. Introduction

Work-based and placement learning opportunities can greatly enhance the development of graduate attributes and the student experience and, as such, the University strongly encourages Schools and Research Institutes to include such opportunities in their provision. However, when our students are involved in learning at off-campus locations, ensuring their safety and well-being and that their learning is appropriate has to be actively considered in a different way to our approach to campus-based studies. A range of factors need to be considered to help ensure a positive and fulfilling experience.

There are two main reasons for developing an institutional Code of Practice at this time. First, the QAA has introduced new Expectations of the Quality Code which require us to evidence how we manage these learning opportunities. Although work-based and placement learning delivery is long established at Glasgow and there is evidence of a wide range of activity within different subject areas, no single set of institutional guidelines exist and staff have expressed a desire for guidelines and procedures to ensure the quality of provision through the delivery of sound practice. Second, student demand for work-based and placement learning is increasing, as are our strategic partnerships with others both nationally and internationally. There is therefore both a desire and a need to deliver more such learning opportunities to attract prospective students and achieve greater satisfaction levels about the student experience.

This Code sets out the responsibilities of staff, students and placement providers in order to ensure that robust processes are in place to secure the quality of student learning opportunities and mitigate risks. It incorporates good practice guidance and principles. It is intended to be facilitative and supportive and builds upon existing good practice. It embraces a risk-management approach which is aimed at maintaining existing, and developing new, high quality work-based learning and placement learning opportunities for students.

Using the *QAA Code of Practice: Chapter B10* as a reference point, the University Code sets out a series of principles and guidance that should be followed whenever work-based and /or placement learning is incorporated into academic provision whether this is delivered in the UK or transnationally¹.

1. Definitions: What the Code covers and doesn't cover

The terms 'work-based' and 'placement' learning are often used interchangeably. For the purposes of this code of practice, placement learning is defined by the QAA as:

'the learning achieved during an agreed and negotiated period of learning that takes place outside the institution at which the full or part-time student is enrolled or engaged in learning. As with work-based learning, the learning outcomes are intended as integral parts of a programme of study.' (QAA Quality Code Chapter B3, 2011)

¹ For guidance on academic collaborative activity visit
<http://www.gla.ac.uk/services/senateoffice/academiccollaborationsandpartnerships/>

‘Placements’ may include:

- those in industry, those required for teacher education, experience necessary for qualifications in the health professions (including for a Primary Medical Qualification) and continuing professional development
- study abroad, including exchanges and student mobility programmes such as ERASMUS
- summer research projects
- the year or semester abroad working as a language assistant

The term ‘placement’ is **not** normally used to cover the following situations:

- ‘Work-related learning’ that derives from the context of work but which is wholly campus based and includes activities such as business simulation, role play, case studies or reports arising from visits to companies, field trips or similar.
- Where students take a ‘year out’ to work or volunteer in an area relevant to their studies but where there is no recognition within the programme structure of the learning derived from the experience nor is University support offered.
- Field trips, educational visits and short periods of data collection outside the University for research purposes
- Where students undertake tasks within an organisation where they have an ongoing relationship with that organisation as an employee or equivalent

2. Principles

Where work-based or placement learning is part of a programme of study, the following principles will be used to ensure sound practice:

- We will seek to offer our students placements which enhance their learning experience and contribute to the development of graduate attributes
- We will remain responsible for academic standards and quality of provision leading to our academic awards, regardless of where students’ learning is taking place
- We will ensure that placements comply with any additional requirements placed upon us by accrediting Professional, Statutory and Regularly Bodies (PSRB)
- We will carry out due diligence in advance of placements and monitor placement management systems regularly
- We will ensure that the health, safety and welfare of our students is our foremost concern when establishing placement arrangements
- We will effectively manage the risks associated with off-campus learning and put in place appropriate and proportionate safeguards
- We will ensure that the processes we used to manage off-campus learning are appropriate, well-documented and comprehensive
- We will provide our students with the information and support required to ensure the achievement of their placement’s intended learning outcomes
- We will ensure that non-university staff who have responsibilities for student learning are appropriately trained and have access to relevant resources

- We will regularly review and evaluate placement arrangements to ensure that they meet the high standards required of our provision
- We will ensure that the needs of disabled students are appropriately considered and that reasonable adjustments are in place, which meet the requirements outlined in the Equality Act 2010.

3. Key issues: University responsibility and mitigating risk

There are two key matters that must inform the University's approach to placement/work-based learning.

Firstly, that the University remains responsible for the academic standards and quality of provision leading to its academic awards, irrespective of where these are delivered or who provides them and wherever associated learning takes place.

Secondly, when our students are involved in learning at off-campus locations, ensuring their safety and well-being and that their learning is appropriate has to be actively considered and in a different way to our approach to campus-based studies. A range of factors need to be considered to help ensure a positive and fulfilling experience. As the Code may impact upon a very wide variety of types of arrangements involving different partners, a risk-based approach is taken when such arrangements are being set up and subsequently monitored. The key point is that the steps taken will be proportionate to the risks involved. These risks will vary depending on the placement concerned. The range of risks to be considered relate to: risk to safety and the well-being of the student or staff member; reputational risk; financial risk to academic standards and quality risk. An example of a risk assessment checklist can be found in Appendix 6.

4. Policy and Procedures relating to work-based and placement learning

4.1. Approval process

All credit-bearing courses and programmes, including those containing placement/work-based elements, must follow the approval procedure established by Senate. This may be found at:

<http://www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/progapproval/index.html>

4.2. Essential criteria for the approval of provision with work-based/placement learning

In proposing courses and programmes that contain placement/work-based components, Schools and Research Institutes must firstly ensure that the following criteria are met. Schools and RIs may maintain their own lists of criteria to be satisfied in initially considering and periodically reviewing potential placement /work-based learning opportunities, but these must also address the following matters:

1. That the work-based or placement learning has clear intended outcomes which contribute effectively to the overall aims of the programme;
2. That students will have the opportunity to achieve the same intended learning outcomes across the range of work-based or placement learning settings available;
3. That a full risk assessment of the work-based/placement learning opportunity has been carried out;

4. That where it is proposed that the work-based or placement learning should be assessed the following should be taken into consideration:
 - a) That the proposed methods of assessment are appropriate to test student attainment of the intended learning outcomes;
 - b) That those involved in the formal assessment process, whether University, work-based or placement learner provider staff, are appropriately equipped for their roles and responsibilities in terms of awareness of the course aims and outcomes and subject and/or professional expertise;
 - c) That there are appropriate arrangements for maintaining standards;
 - d) That the standards are appropriately calibrated with internal and/or external referents, for example subject benchmarks or QAA frameworks;
 - e) That the assessment strategy for the work-based or placement learning should consider appropriate means of re-assessment.
5. That there are explicit mechanisms for identifying potential placement opportunities and, where this is the responsibility of the student, that appropriate support is available, e.g. the assistance of the placement organiser;
6. That the information given to potential placement providers is adequate to enable them to judge whether they can offer a suitable placement;
7. That the information provided by potential placement providers is adequate to enable the evaluation of the suitability of the placement;
8. That there are effective mechanisms for organising and administering placements;
9. That prospective students are adequately informed about the placement opportunity;
10. That students who are eligible for placements should be given appropriate and timely information and guidance;
11. That there are appropriate mechanisms for monitoring student progress on placements;
12. That there are clear procedures to deal with complaints;
13. That there are clear procedures for evaluating placements.

For details of on writing intended learning outcomes visit:

<http://www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/progdesign/ilosguidelines/>

5.3 Monitoring and Review of Provision with work-based/placement learning

It is the responsibility of the School/Research Institute to ensure that placements/work-based learning continue to meet the criteria set out above.

The University requires that all provision is monitored annually and is subject to periodic review. This also includes provision containing work-based/placement components. The monitoring and review of work-based or placement learning will be undertaken as part of the normal procedures governing these activities. In Periodic Subject Review, the review panel will be asked to review the evidence and judge whether the work-based learning/placement continues to meet its requirements. This judgement forms part of the overall endorsement of the review panel (guided by the External Subject Specialist) that the programmes remain current and valid.

Details of University requirements for Annual monitoring and Periodic Subject review may be found at:

<http://www.gla.ac.uk/services/senateoffice/qea/>

5. Roles and Responsibilities

The following sections set out what offering a placement/work-based learning means in practice for all parties involved.

5.1. The University

The University is ultimately responsible for the academic standards of its awards and the quality of the provision leading to them. It is committed to:

- Promoting and providing high quality learning opportunities which meet the aims and intended learning outcomes set for courses and programmes;
- Providing well managed placements by making available to Colleges and Schools the administrative guidance that enables the University to meet its obligations and responsibilities as the placement organiser;
- Providing high quality student support and information for students planning, undertaking and returning from placements;
- Ensuring that, wherever is reasonably possible, students with disabilities have equal access to placements and that where it is not possible, alternative provision to enable students to meet the course/programme intended learning outcomes are provided

The University is responsible for ensuring appropriate mechanisms are established for organising and administering work-based or placement learning and that these arrangements are detailed in an appropriate written agreement with the provider. Those responsible for identifying and developing work-based or placement learning opportunities within schools will undertake the following responsibilities:

- Identifying work-based or placement learning opportunities, or if this is to be done by students, supporting them to identify such opportunities;
- Completing a risk assessment checklist for establishing placements;
- Approving of the work-based or placement learning opportunities as appropriate;
- Selecting students for placements in accordance with the University policy on equal opportunities, where appropriate;
- Identifying any additional learning needs of students and where possible ensuring that these are met in accordance with relevant statutory duties;
- Providing information and briefings to students;
- Supplying information to potential work-based or placement learning providers;
- Being the institutional contact for work-based or placement learning providers, supervisors and students;
- Monitoring of student progress during the work-based or placement learning including, where appropriate, briefing visiting tutors and receiving their reports;
- Dealing with complaints;

- Evaluating work-based and placement learning opportunities to ensure that these offer the learning opportunities necessary to enable students to meet the intended learning outcomes of the programme: Ensure that where work-based or placement learning may involve working with children or vulnerable adults reference is made to the University's Policy for the safeguarding of under 18s and vulnerable adults and ensure that appropriate Disclosure Scotland checks have been undertaken;
- Ensuring that the needs of disabled students are appropriately considered and that reasonable adjustments are in place which meet the requirements outlined in the Equality Act 2010;
- Identifying sources of financial support to ensure that, where possible, students are not restricted from accessing work-based or placement learning due to financial constraints.

Additional information can be found at:

<http://www.gla.ac.uk/services/equalitydiversity/>

5.2. The Placement Provider

It is assumed that a Placement Provider will assess the suitability of any student who is nominated by the University or puts themselves forward for consideration.

A Placement Provider reserves the right to refuse to appoint or admit any student on reasonable grounds.

When agreeing to host a student of the University of Glasgow the Placement Provider will be confirming that:

- It can offer an appropriate study/work programme or project and will nominate a placement supervisor who will be responsible for making arrangements for day to day supervision of the student;
- It is able to contribute to the assessment of the work undertaken by the student and that it will indicate in advance of the placement whether the agreed means of assessment might be affected by any issues;
- It has the means to enter into correspondence with an individual student in order to formalise the placement arrangements and to consider the questions the student may have in advance of arrival. It will also indicate to the student what, if any, financial support is available to the student, and how this is administered
- It allows visits (where appropriate and feasible) by a designated member of staff from the student's home School/subject area;
- It has discussed insurance and health and safety arrangements with the University of Glasgow and can confirm that it will provide the following:
 - Contact details for a person with responsibility for health and safety
 - Health and safety guidance and training upon the student's arrival and throughout the placement and emergency evacuation arrangements, instruction about any potential hazards and how to report accidents, incidents and unsafe conditions

Health and Safety guidance can be found at:

<http://www.gla.ac.uk/services/seps/a-z%20index/workplacement/>

5.3. Rights and responsibilities of University of Glasgow students

Each student who undertakes a placement should expect:

- To have access to appropriate and relevant information and support with which to plan, organise and execute their placement
- To receive adequate and effective supervision
- To be placed in a safe environment
- To be treated in accordance with applicable legislation of the host country (statutory work-place legislation or statutory legislation applicable to a safe university learning environment)
- The results of the placement to be assessed within a timeframe laid down by the home academic school.

The University expects each student to:

- Abide by the University's Senate Office regulations in relation to students
- To act with increased self-responsibility whilst preparing for and undertaking their placement and to be mindful of their role as a representative of and an ambassador for the University
- To attend advertised briefing sessions/meetings and to have accessed all information which has been brought to their attention
- To inform the University of any personal factors that may affect the level of risk associated with undertaking the placement or may require adjustment on the part of the Placement Provider
- To follow with due care all requirements made of them by the Placement Provider , especially with reference to health and safety
- To maintain good and prompt communication with their home academic school by responding promptly to emails/letters, completing all reports and other requests for information and by maintaining regular contact with their school and host supervisor
- To report all accidents they are involved in using the appropriate school procedure and to provide feedback on any health and safety concerns that are not addressed by their Placement Provider.
- To complete at least one piece of formal feedback
- To alert the appropriate University placement co-ordinator/identified contact at the earliest opportunity of any concerns relating to the placement in terms of risks to health and safety as well as lack of opportunity to meet course/programme intended learning outcomes.

Appendices

Appendix 1: UK Quality Code for Higher Education - Chapter B10: Managing Higher Education Provision with Others

The Indicators of sound practice

Indicator 1

A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained.

Indicator 2

Governance arrangements at appropriate levels are in place for all learning opportunities which are not directly provided by the degree-awarding body. Arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the degree-awarding body.

Indicator 3

Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.

Indicator 4

Degree-awarding bodies that engage with other authorised awarding bodies to provide a programme of study leading to a joint academic award satisfy themselves that they have the legal capacity to do so.

Indicator 5

The risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently on a periodic basis. Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place.

Indicator 6

Appropriate and proportionate due diligence procedures are determined for each proposed arrangement for delivering learning opportunities with an organisation other than the degree-awarding body. They are conducted periodically to check the capacity of the other organisation to continue to fulfil its designated role in the arrangement.

Indicator 7

There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. It is signed by the authorised representatives of the degree-awarding body (or higher education provider without degree-awarding powers arranging provision by a third party) and by the delivery organisation, support provider or partner(s) before the relevant activity commences.

Indicator 8

Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards of awards where learning opportunities are delivered with others. No serial arrangements are undertaken without the express written permission of the degree-awarding body which retains oversight of what is being done in its name.

Indicator 9

Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so in the event that a delivery organisation or support provider or partner withdraws from an arrangement or that the degree-awarding body decides to terminate an arrangement.

Indicator 10

All higher education providers maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.

Indicator 11

Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated. Therefore, degree-awarding bodies ensure that the standards of any of their awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that they confer at the same level. They are also consistent with UK national requirements.

Indicator 12

When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB) that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements. The status of the programme or award in respect of PSRB recognition is made clear to prospective students.

Indicator 13

Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree awarding body.

Indicator 14

Degree-awarding bodies clarify which organisation is responsible for admitting and registering a student to modules or programmes delivered with others, and ensure that admissions are consistent with their own admissions policies.

Indicator 15

Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements approved by the degree-awarding body for the components or programmes being assessed in order to maintain its academic standards. In the case of joint, dual/double and multiple awards or for study abroad and student exchanges, degree-awarding bodies agree with their partners on the division of assessment responsibilities and the assessment regulations and requirements which apply.

Indicator 16

Degree-awarding bodies retain ultimate responsibility for the appointment, briefing and functions of external examiners. The external examining procedures for awards where learning opportunities are delivered with others are consistent with the degree awarding body's approved practices.

Indicator 17

Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations, support providers or partners are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them.

Indicator 18

Degree-awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.

Indicator 19

When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records of study in relation to student achievement.

The certificate and/or record of academic achievement states the principal language of instruction and/or assessment where this is not English. Subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or the record of achievement records the name and location of any other higher education provider involved in the delivery of the programme of study. Where information relating to the language of study or to the name and location of the delivery organisation or partner is recorded on the record of achievement only, the certificate refers to the existence of this formal record.

Appendix 2: UK Quality Code for Higher Education – Chapter B3: Learning and Teaching

Indicators of sound practice

Indicator 1

Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its learning outcomes are:

- clearly identified
- contribute to the overall and coherent aims of their programme
- assessed appropriately.

Indicator 2

Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.

Indicator 3

Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.

Indicator 4

Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.

Indicator 5

Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.

Indicator 6

Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.

Indicator 7

Awarding institutions ensure that:

- Their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s)
- where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning.

Indicator 8

Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are effective and reviewed regularly.

Appendix 3: Information and Guidance

Work-based or placement learning provider

Adequate information should be provided to potential placement providers to enable them to judge whether they can offer a suitable work-based or placement learning opportunity and should cover the following:

- The intended learning outcomes of the placement and examples of the typical sorts of learning opportunities and experiences which would enable students to achieve these outcomes;
- The requirements of supervision which should include the appointment of the learning provider staff as supervisor/mentor/tutor who will be responsible for supervision of the student;
- An indication of the types of support students may require such as learning resources or where appropriate language support is required;
- The requirements of induction which may include induction to the geographical area and any particular protocols, techniques or computer software the student will be required to employ in course of the placement as well as the organisation and where appropriate, the job; the Induction Checklist provides information on the areas to be covered by the work-based or placement learning provider;
- Whether the learning outcomes envisaged will require the placement provider to make any particular equipment available to the students undertaking the placement, e.g. laptop, camera, etc, or whether these will be provided by the University Subject Area, student, or other; and whether any separate insurance liability for this equipment may arise;
- The requirements in terms of the health, safety and welfare of students undertaking work-based and placement learning which should include providing induction for students and fulfilling all relevant statutory obligations.

Students

Appropriate support and guidance should be provided to students prior to undertaking work-based or placement learning; this should cover the following:

- The need for students, prior to commencement of the learning opportunity:
 - To disclose any relevant information which might have a bearing on their ability to undertake the work-based or placement learning to the learning provider;
 - To consult with parents, guardians and families and any others who may need to know about the placement;
- Where appropriate, the selection policy for the work-based or placement learning, which should be in accordance with the University's policies on equal opportunities;
- Arrangements for identifying and meeting any additional learning needs of students;
- Where appropriate, the consequences of failure to obtain or failure to complete the placement;
- The educational aspects of the placement, including the intended learning outcomes, the learning opportunities and experiences which underpin them, and where appropriate assessment methods, timings, marking criteria and weighting;

- Arrangements for induction, supervision and support by the learning provider;
 - The Placement Provider Induction Checklist (*to be created*) outlines the areas which should be considered during the induction period;
- The provision of named contacts at both the University and the Work-based or Placement Learning provider for the discussion of any queries or concerns and for reporting accidents or incidents;
- Arrangements for monitoring student progress on placements and access to support from the University; this should include:
 - Agreed arrangements for contact with the work-based or placement learning supervisor/mentor at regular intervals to discuss progress of students and records to be kept of these contacts.
 - Arrangements to visit students, where appropriate, on work-based and placement learning should be in place. In cases, such as overseas placements it may not be possible for a member of University staff to visit each student on placement and alternative means of contact should be agreed prior to commencement of the work-based or placement learning, these can include contact via telephone, email or online discussion;
- Health, safety and welfare aspects, including assessments of any risks associated in working or studying in a country, region or for a learning provider and any need for personal insurance cover:
 - The Health and Safety Placement Provider Checklist (*to be created*) outlines the areas which should be taken into consideration by the University and work-based or placement learning providers.
 - Students should be made aware of insurance requirements for the undertaking of work-based or placement learning; information can be accessed at: <http://www.gla.ac.uk/services/finance/staffsections/insuranceandrisk/studentplacements/>
- If the placement is in another country any relevant cultural information relating to attitudes and behaviours while on placement, e.g. with regard to dress, interactions with the opposite gender, use of alcohol;
- Financial aspects such as tuition fee and any other additional costs arising from the placement;
- Information on discipline and complaints procedures.

Appendix 4: Approval of placement provision checklist

Criteria	Member of staff responsible	✓ / ✗
Information, guidance and support		
There is appropriate support to aid students in identifying their own potential placement opportunities (where applicable)		
Adequate information has been given to the potential placement provider to enable them to judge whether they can offer a suitable placement experience		
Adequate information has been returned from the potential placement provider to enable you to determine whether they can offer a suitable placement experience		
Students have been provided with adequate information and guidance to make an informed choice about the placement opportunity		
Learning and assessment		
The placement has clear intended learning outcomes which contribute effectively to the overall aims of the programme		
Students have the opportunity to achieve the same intended learning outcomes across the range of placements offered		
The proposed methods of placement assessment are appropriate to test the achievement of intended learning outcomes		
University/placement provider staff with assessment responsibilities have the necessary professional expertise and knowledge of the course aims and outcomes to effectively assess student achievement		
Assessment standards have been appropriately calibrated against internal/external references (e.g. subject benchmark statements)		
The assessment strategy for the placements has considered appropriate means of re-assessment		
Quality control and risk		
A full risk assessment has been carried out		
Appropriate arrangements for maintaining the security of standards are in place		
There are effective mechanisms in place to organise and administer the placements		
Appropriate mechanisms are in place to monitor students' progress while undertaking placements		
There are clear procedures in place to deal with placement complaints		
There are clear procedures in place to evaluate placements		

Appendix 5: Matrix of Responsibilities for Placements

Placement aspect	University staff should...	Placement providers should...	Students should...
Placement identification	Identify high quality placement opportunities / support students to identify their own placement opportunities	-	Identify a suitable placement that will fulfil all course requirements (where placements are not assigned)
Risk assessment/ health and safety	Complete risk assessment checklist in advance of placement (see appendix 5)	Provide health and safety guidance/training upon the students' arrival, and outline accident reporting procedures	Attend training and read risk assessment thoroughly; disclose any personal factors which may impact on risk assessment.
Placement supervision	Assign support contacts for placement supervisors and students, and ensure that the placement provider has identified a designated placement supervisor	Nominate a placement supervisor to undertake day to day supervision, and inform university support contact of any issues arising as soon as possible	Maintain good communication with university contacts, responding promptly to emails/letters and completing all information requests fully
Disclosure checks	Ensure placement supervisors have passed Disclosure Scotland checks (where applicable)	Undertake Disclosure Scotland check well in advance of proposed placement period	-
Briefing	Provide students with all necessary information and guidance to make informed placement choices	Consider questions students may have in advance of arrival, and indicate what (if any) financial support is available	Attend all placement briefings and read supplied placement information thoroughly
Recruitment / equality and diversity	Consider needs of students with disabilities and select students in accordance with University Equality and Diversity Policy (where appropriate)	Make reasonable adjustments to accommodate students with disabilities where necessary (see Equality Act 2010)	Inform university staff of any anticipated adjustments that will be required due to disabilities before placement selection
Placement agreement	Supply prospective placement providers with information required to make an informed commitment	Thoroughly check placement agreement and expected roles and responsibilities	Sign and abide by placement agreement duties and responsibilities
Placement visits	Undertake visits to students on placement as required	Allow university staff to visit placement students as required (where feasible)	Carry out any assigned preparation in advance of placement visits
Conduct	Act upon any concerns reported by the placement provider quickly and effectively	Report conduct concerns promptly to the university's placement support contact	Act with mindfulness of their role as a representative and ambassador for the University
Placement assessment	Develop an assessment strategy which clearly maps ILOs to assessment	Contribute to placement assessment, and identify any issues which may impact on the agreed assessment plan	Complete any placement assessment tasks to agreed timescales and specifications
Placement evaluation	Ensure placements are enabling students to meet ILOs	Complete any placement evaluation materials to the best of their ability	Complete at least one piece of formal feedback
Dealing with complaints	Act upon student complaints quickly and effectively	Handle first line student complaints wherever possible	Notify placement/university staff of any issues arising as soon as possible

Appendix 6: Example risk assessment checklist from Queen's University Belfast

Risk Assessment Checklist for Establishing Placements

All Schools and other units of the University making use of work or study placements (local, national or international) for their students as part of academic degree programmes must ensure that they have fully considered a range of quality assurance issues. The checklist below will assist Schools in this process. There will be an expectation that all new programme proposals which include placements will have addressed the checklist. It will also allow Schools to review current practice and provide those involved in Programme Review with an additional tool in this process.

1. Establishing the Placement

- (a) How are suitable placement providers selected? What criteria are used for selecting placements?
- (b) Location – is there a particular risk (EU, non-EU Europe, USA etc.)?
- (c) Will the placement provide a safe environment?
- (d) What is known about the academic status and suitability of the institution?
- (e) Has a site visit been undertaken by QUB staff?
- (f) What details of the host's Health and Safety arrangements have been supplied?
- (g) Has the institution/employer public liability cover?
- (h) What will the student's status be at the host (student, temporary employee)?
- (i) What sources of finance are available to the student?

2. Selecting the Student

- (a) Whose responsibility is it to secure the placement (student or School)?
- (b) How do students choose a placement? Are they given a choice, or are certain placements recommended? Is there a mechanism in place to see if the placement provider and the student are compatible?
- (c) What steps are taken to ensure as far as possible that the student will be able to cope with an international placement?

3. Pre-Departure Information

- (a) What pre-departure information is provided to the students about the placement, including information about cost? e.g.

For all placements:

Health and safety; personal responsibility; travel/health/possessions insurance; finance available; support for students on placement; occasions when the University will disclaim liability; integration on return to QUB.

For international placements:

Health and safety in-country (eg. copy of FCO country guidance); immigration requirements; linguistic preparation; academic programme to be undertaken abroad; transfer of credit and marks and contribution to QUB degree.

- (b) What information is provided for the students on the University's expectations of them on placement?
- (c) What information/help is provided about finding accommodation and other related student support issues?

4. Students with disabilities

- (a) Does the student require a work needs assessment prior to the placement?
- (b) If the placement is not a year-out has Disability Services been made aware of the placement so that the DSA may be applied for?
- (c) If the placement is a year-out has Access-to-Work (N.I.) been applied for in time to benefit from its full capacity?
- (d) Has the employer been advised of Access-to-Work (N.I.) and how to access it?
- (e) Has an Access Audit to be carried out with the host organisation?

5. Agreement with the Placement Provider

- (a) Is there a formal agreement or contract between the University and the placement provider which clearly sets out aims and objectives, duties and obligations?
- (b) In the case of work placements, do key personnel receive an employer information pack?
- (c) Are there named contact persons at the host institution responsible for managing the placement (these may be different staff for academic and non-academic issues)?
- (d) What liaison is there between these people and the QUB Placement Co-ordinator?

6. During the Placement

- (a) What level of academic supervision and pastoral support is given to the student by:
 - i. The placement provider
 - ii. By the School?
- (b) Is it clear how (and how often) the student should report back to the School during the placement?
- (c) How (and how often) should the contact person at the placement report back to the School during the placement?
- (d) What provision is there for a placement visit and how will it be funded?
- (e) Is there a complaints/arbitration procedure (both for the student and for the placement provider)?
- (f) Is there provision for changing the placement if it proves unsuitable?
- (g) Is the student aware of any financial penalties which he/she may incur through withdrawing from a placement?
- (h) Has the School a procedure to follow if a student fails either to begin or complete the placement e.g. change of programme, non-contiguous placement, credit on medical grounds?

7. Assessment

- (a) How will the placement be assessed? Has this been clearly publicised to potential students?
- (b) What is the role of the contact person at the placement in the assessment, and is this made clear to both the student and host institution?
- (c) In the case of a study placement, does the host institution use ECTS?
- (d) What system will the School use to convert marks obtained overseas into the QUB marking system, and has this been clearly publicised to students?
- (e) In the case of work placements, what sort of assessment requirement is given to the provider? (*cp. Template Framework for Approval of Work-Based/Placement Learning*) (f) What is the procedure in the case of student appeal against marks?

8. Feedback

- (a) What provision is there for student feedback, particularly to students considering future placements?
- (b) Is there provision for feedback from placement providers?
- (c) How often do placement contact persons meet?
- (d) What provision is there for student de-briefing and re-integration into student life?

9. Additional Considerations for Work Placements

- (a) Does the host employer have suitable Employers Liability and Public Liability insurance cover? Have the employer's insurers been notified of the student placement?
- (b) Is the student to be fully covered, in all respects, by the employee's insurers?
- (c) Does the employer have a formal accident/incident reporting procedure?
- (d) Is there a system in place to ensure that all accidents/incidents involving placement students are reported to the University for information

Appendix 7: University of Glasgow case studies of existing practice

Activity title	Active Citizenship Honours course
Subject & college	Public Policy (taught in Urban Studies) College of Social Sciences
Describe the activity	<p>It is a service-learning course run in semester 2 in alternate years, and combines academic coursework (citizenship education theory and policy) with a voluntary work placement in the community (public, private or voluntary welfare service agencies). The placement is a minimum of six hours per week for eight weeks.</p> <p>Students link the two course components through a process of structured critical reflection in small group tutorials and literature based seminars. The course material from a co-requisite course 'Education for Citizenship' in semester 1 also forms the basis of the academic study (this is also a standalone course for students not wishing to continue with the semester 2 'Active Citizenship' course)</p>
How did you find your industry partner /placement provider?	Originally, (i.e. in 1998) through a directory of voluntary organisations. Since then, additional organisations have been found online or through students already undertaking voluntary work.
What are the intended outcomes/objectives?	<p>Aims</p> <p>The aims of this course are to combine academic coursework and practical experience in a welfare agency; and to link theory with practice through critical reflection.</p> <p>Intended Learning Outcomes</p> <p>By the end of the course students should be able to:</p> <ul style="list-style-type: none"> • Outline the aims and service of a welfare agency; • Evaluate their role as a volunteer in a welfare agency; • Assess the impact of their participation in community service on recipients of service; • Evaluate their own educational and personal development; • Demonstrate personal development of employability skills. <p>In addition, by the end of the course, students should have developed their transferable skills further. These skills include:</p> <ul style="list-style-type: none"> • Structuring an argument making appropriate use of relevant material • Communicating ideas effectively orally and in writing • Managing time effectively • Working independently and using your initiative • Working collaboratively in a team or small group • Demonstrating leadership and effective interpersonal skills • Demonstrating reflective work practice

Is it optional or mandatory?	The Active Citizenship course is optional.
Is it credit bearing and if so how many credits?	The Active Citizenship course is 40 credits; the co-requisite course, Education for Citizenship, is 20 credits. Altogether, service-learning students accrue 60 credits.
What time of year does it run?	Education for Citizenship is in semester 1 and Active Citizenship is in semester 2.
How is it assessed? (if applicable)	<p>Formative assessment consists of:</p> <ul style="list-style-type: none"> • <i>Six Progress Reports</i> <p>These reports are a brief record of students' service activities, the date and number of hours they have worked each week. They must be validated and signed by the agency contact person every week. Submission of progress reports are made in tutorials on a regular basis. These reports are not graded.</p> <ul style="list-style-type: none"> • <i>A Critical Incident report</i> 500 words maximum • <i>An Oral Presentation</i> <p>The title is <i>Aims and Service of the Welfare Agency</i> and should last for approximately 5 minutes. Students complete a self-assessment form immediately following their presentation and at the end of the presentations, agree an appropriate mark with the course convenor, who will also have made an assessment of their presentation. If an agreement of marks cannot be reached, the course convenor will decide the final mark.</p> <p>Summative assessment consists of:</p> <ul style="list-style-type: none"> • <i>A Critical Incident report (10%)</i> 500 words maximum • <i>An Oral Presentation (10%)</i> <p>The title is <i>Development of Employability Skills</i> and should last for approximately 5 minutes. Students complete a self-assessment form immediately following your presentation and at the end of the presentations, agree an appropriate mark with the course convenor, who will also have made an assessment of your presentation. If an agreement of marks cannot be reached, the course convenor will decide the final mark. A written summary of this presentation (approx. 200 words) should be included as an appendix to the journal but is not included in the journal grading as the oral presentation will already have been assessed.</p> <ul style="list-style-type: none"> • <i>A Reflective Journal (80%)</i> 5,000 words <p>The journal concerns students' placement experiences in a welfare agency. Students are expected to connect their experiences with the academic work on the course. Using extracts from Chisholm (2000) as a guide, the journal is</p>

	structured using the stages of a metaphorical journey as in a literary 'monomyth'. As a rough guide, a typical journal entry for each stage of the metaphorical journey might include a brief description of students' service activities; analysis of how their service experience relates to the course material; and evaluation of their personal development. It is important that the journal demonstrates evidence of action/reflection compatible with an experiential learning cycle (Beard and Wilson, 2002, p. 29). The title, format and structure of the journal is discussed further in class.
Were there any health and safety, insurance or other considerations that you feel should be highlighted (as a help to others)?	I am concerned about students' safety when they travel in certain areas of the city to and from their placement. I was particularly concerned last year when I discovered that a female student had done a sleep over night shift, on her own, in a hostel for homeless male asylum seekers. I spoke to the person in charge of the agency who apologised for putting her at risk. Clear two-way communication about 'boundaries' at the onset is essential.
How much time does it take to run?	Organising placements takes up most of semester 1, in time for students starting the placements in semester 2.
What issues required attention or what prompted you to change your previous practice?	I have developed rather than changed my practice. From experience, I try to prepare students as much as possible for their placements.
Have you developed any new, innovative practice?	I have introduced summative co-assessment (see above) which involves students reflecting on the development of their employability skills and attributes through the placement and course as a whole.
What are the most important points to consider for prospective practitioners?	<ul style="list-style-type: none"> • the need for effective communication with placement providers • the importance of building and sustaining good, civil, and professional relationships with placement providers • the time-consuming nature of this type of activity
Conclusions and recommendations	Service-learning aims to benefit students' learning and the communities they serve: it is a reciprocal and mutually beneficial relationship. Service-learning is multi-disciplinary and could be used in different contexts.

Activity title	PGT MLitt Material Culture and Artefact Studies Work Placement [ARCH5048] Convenor Dr Nyree Finlay
Subject & college	Archaeology, Arts
Describe the activity	8-10 week work placement full-time–final assessment option.
How did you find your industry partner/placement provider?	We have established placement providers since the programme began in 2006 in the museum and cultural heritage sector. We approach potential providers to become partners and if a student expresses an interest in a particular organisation where we have no placement agreement in place, the course convenor will explore possibilities which have taken place.
What are the intended outcomes/objectives?	3 identified personal ILO's in consultation with student, academic and placement supervisor. See attached documentation for generic ILO's
Is it optional or mandatory?	Optional choice in final assessment – students chose dissertation (60 credits) or work placement portfolio (30 credits) and research report/student exhibition design (30 credits). About 90% of students on the programme opt for the work placement and the vocational nature of the programme reflected in SFC funded places.
Is it credit bearing and if so how many credits?	30 credits
What time of year does it run?	April-Sept
How is it assessed? (if applicable)	Assessed by academic supervisor and second internal marker; pro-forma used – see attached. Separate feedback from placement provider on whether they feel student has met ILOs and another feedback pro-forma on process and how to improve future placements.
Health and safety / insurance / other considerations	H&S issues pertinent for some students on commercial archaeological fieldwork. University insurance cover for some activities has been a grey area in the past and additional insurance cover is sometimes needed. Checklist of issues to discuss at first meeting and signed off by all involved. Time and placement/intern fatigue an increasing concern for providers and consideration given to flexibility and responsiveness to provider concerns. We have also been exploring potential fee payment to providers to facilitate placements. Marking by academic staff only as issues with another programme in relation to staff marking inexperience and delays in grading.
How much time does it take to run?	Probably 3 days per student – pre-placement meetings, set up time and 3 meetings, usually hourly at the start, middle and end of the placement with the student, academic supervisor and placement provider plus travel time or Skype time. In addition to marking which is a lengthy process due to the elements.
What issues required attention or what prompted you to change your previous practice?	We have refined documentation for students to assist collation of portfolio evidence and to promote reflexive engagement with the placement. We also streamlined amount of evidence for each ILO.
Have you developed	We are moving to an e-portfolio with Mahara to promote student employability and

any new, innovative practice?	so students can export elements post-University as part of the LTDF funded Evidencing Employability project that will be delivered in 2014. This will also review feedback and other elements of the delivery.
What are the most important points to consider for prospective practitioners?	Time factors and commitment from providers. Flexibility in relation to ILO's and opportunities. Issues of commercial sensitivity and redacted materials.
Conclusions and recommendations	<p>Value of vocational training value and sector experience and work while for all participants. One student was employed by their placement provider full-time after the end of their placement and others have highlighted the value to career pathways.</p> <p>Additional financial support for travel to enable rural and foreign placements for students (accommodation and travel) and also to facilitate face-to-face meetings to support the student learning experience and develop the placement experience.</p> <p>Discussions about financial support/incentives to providers to facilitate placements in what is becoming a vulnerable resource with interns etc.</p>
Additional information	<p>E.g. Induction/risk assessment checklists/agreements, etc.</p> <p>Yes induction and checklists used and guide to responsibilities and roles, see additional documentation.</p>

Activity title	WestBio DTP BBSRC PIPS Placements
Subject & college	MVLS Graduate School
Describe the activity	<p>The Biotechnology and Biological Sciences Research Council (BBSRC) have recently introduced a new scheme – Professional Internships for PhD Students (PIPS), which gives life sciences postgraduate students an opportunity to carry out a three month non-academic work based placement. More information on the PIPS scheme can be found at the following link: www.glasgow.ac.uk/pips</p> <p>The three month professional internship is funded as part of the student's PhD with their stipend continuing as normal. There is also a small travel grant the students can access to cover reasonable travel and subsistence. The internship can be carried out over three months continuously or in three one month blocks of time.</p> <p>The internship needs to be structured with specific and varied duties that are valuable to the host organisation and to its success and performance. It should involve some decision-making activity, consist of assignments that are usually handled by professional staff (i.e. be challenging rather than be purely clerical in nature). The postgraduate students have developed a range of skills through their undergraduate degrees. Prior to going on their placements they will also have had access to a wide range of generic skills training courses.</p>
How did you find your industry partner/placement provider?	Students are advised to find their own placements and PIPS Coordinator sources placements through their contacts and approaching organisations in the area.
What are the intended outcomes/objectives?	<ul style="list-style-type: none"> • Develop the knowledge, intellectual abilities, techniques and professional standards to do research; • Explore careers outside academia; • Gain transferable and employability skills; • Build new relationships with non-academic organisations that could lead to career opportunities and long-term collaborations.
Is it optional or mandatory?	Mandatory.
Is it credit bearing and if so how many credits?	No. Pass or Fail.
What time of year does it run?	Any time from semester 2 in year 1 until the start of Year 4 of their PhD.
How is it assessed? (if applicable)	Submit a report and case study – approved by their supervisor.
Health and safety / insurance / other considerations	Forms attached.
How much time does it take to run?	Approximately 3 days a week in the first year have been spent promoting, coordinating and developing the scheme. Now that the paperwork and an online database system is being developed this will be less in future years.

What issues required attention or what prompted you to change your previous practice?	When I started in this position last year there was very little guidance and I spent a few months pulling things together and developing the process based on good practice throughout the country.
Have you developed any new, innovative practice?	-
What are the most important points to consider for prospective practitioners?	Risk assessments, health and safety forms and generally ensuring the university has carried out its duty of care to the student.
Conclusions and recommendations	Students sourcing their own placements take some of the [burden off of staff time].
Additional information [Use this optional section to add related materials or content or anything not included above]	E.g. Induction/risk assessment checklists/agreements, etc.

Activity title	Law Voluntary Placements
Subject & college	School of Law, COSS
Describe the activity	<p>Law students are offered the opportunity to apply through the Law school to complete a placement with the Citizens Advice Bureau, Citizens Advice Direct or the Govan Law Centre. Upon completion of 100 hours in placement plus completion of a reflective placement diary, students are eligible to receive 10 academic credits. CAB/CAD put the students through their own in-house, online training scheme and students are supervised within individual bureaux. Govan Law Centre offers students 'on-the job' training.</p> <p>As of last session, CAB volunteers were also offered the opportunity to undergo supervised training to assist with a CAB law clinic and to become accredited Lay Representatives. 15 of our students took up this opportunity and we have a commitment from CAB that they will offer this exclusively to Glasgow Law Students once again this session.</p>
How did you find your industry partner/placement provider?	Our links with CAB have existed for almost 20 years. I approached Govan Law Centre several years ago to establish that particular connection.
What are the intended outcomes/objectives?	<ul style="list-style-type: none"> • To provide students with a well-supported and meaningful work experience opportunity • To help to meet 'unmet legal need' in the community • To enhance student employability
Is it optional or mandatory?	Optional
Is it credit bearing and if so how many credits?	10 credits
What time of year does it run?	Recruitment takes place in October/November and placements run as per agreement between the organisation and the student.
How is it assessed? (if applicable)	<ol style="list-style-type: none"> 1. Completion of 100 hours of voluntary placement. 2. Learning Agreement Form – to be signed and submitted at the start of your placement 3. e-Reflective Learning Diary (via Mahara) – to be completed during and submitted at the end of 100 hours on placement. This will then be approved by the Employability team.
Health and safety / insurance / other considerations	No
How much time does it take to run?	Approximately 3-6 hours of staff time at the pre-recruitment and recruitment phase and then 3-6 hours of staff time (on ad hoc basis) to review and approve learning diary and add on credits.
What issues required attention or what prompted you to change your previous practice?	<p>Timing – when to recruit (must be mutually beneficial)</p> <p>Communications with students – clear contact point, engender sense of support from and link to Uni even though they are based in a third organisation.</p> <p>Question of credits and format of assessment – we are trialling the Mahara e-platform for the learning diary this session</p> <p>Numbers – up until now we have been able to accommodate every student that has applied to do a voluntary placement. As this becomes more popular this may become a competitive process. Also prompts discussion about expanding placement capacity (and related issues of</p>

	staff resources etc.)
Have you developed any new, innovative practice?	<p>We are trialling the use of the Mahara platform for our reflective diaries this session. This would enable students to link up easily to the Graduate Skills Programme in the COSS. Our example e-learning diary can be found here -</p> <p>http://portfolio.gla.ac.uk/view/view.php?t=eBVqa34NtEHzfU9QTloc</p>
What are the most important points to consider for prospective practitioners?	<p>Attention to detail at the start so that the opportunities can roll out more easily in the future on an year-to-year basis</p> <p>Establishing clear contact points within and between Uni and third organisation – and maintaining those</p> <p>Establishing clarity on the matter of how the opportunity ‘fits’ with the curriculum (compulsory/optional, completely extra-curricular/attached to a programme, credit-bearing or not ? etc.)</p>
Conclusions and recommendations	<p>It is worth the effort!</p> <p>The collaboration between academic staff and admin staff is often key.</p> <p>Admin support could arguably be most efficiently be done on (at least) a College level</p>

Activity title	LLM in Intellectual Property and the Digital Economy: Summer Internships Scheme
Subject & college	Law, CSS
Describe the activity	We operate a competitive summer internship scheme for students enrolled on this particular LLM programme (IP and the Digital Economy).
How did you find your industry partner/placement provider?	Personal contacts.
What are the intended outcomes/objectives?	Skills development and valuable work experience for the successful candidates; a USP for the LLM programme (at present, no other IP-related Masters programme in the UK offers a similar opportunity).
Is it optional or mandatory?	The internships are offered on a voluntary, but competitive basis.
Is it credit bearing and if so how many credits?	N/A
What time of year does it run?	Students are offered a two-week placement during the summer (typically: June or August). The application and interview process commences in February each year.
How is it assessed? (if applicable)	Informal feedback from both students and companies offering placements.
Health and safety / insurance / other considerations	N/A
How much time does it take to run?	The application and interview process is not particularly burdensome from a UG perspective. Typically, the firms offering the internships manage the interview process.
What issues required attention or what prompted you to change your previous practice?	N/A
Have you developed any new, innovative practice?	N/A
What are the most important points to consider for prospective practitioners?	I'm uncertain how to answer this question. Who are the 'prospective practitioners' referred to?
Conclusions and recommendations	This is a valuable initiative for the reasons identified above: it offers students a valuable skills development and work experience opportunity; and it provides a USP for the LLM programme that is beneficial from a conversion perspective.

Activity title	Music Industry Placement
Subject & college	Music
Describe the activity	A dedicated research project for a music industry related company. Lasts 10-12 weeks, 2-3 days a week. Flexibility if the by word! Results in 5000 word report for company and a reflective diary (circa 1500 words)
How did you find your industry partner/placement provider?	Personal contacts
What are the intended outcomes/objectives	Experience of genuine problems in the music industries and attempts to solve them. Taught at the same time as a course on the music industries, which provides a theoretical component.
Is it optional or mandatory?	Mandatory
Is it credit bearing and if so how many credits?	30 credits at PG level
What time of year does it run?	Jan-April, at other times if providers need it.
How is it assessed? (if applicable)	Report (80%) Diary (20%)
Health and safety / insurance / other considerations	A grey area!
How much time does it take to run?	Very labour intensive. At least 60 hours. Currently paid for from AHRC out of out my teaching
Have you developed any new, innovative practice?	Tweaked every year, but no major changes.
What are the most important points to consider for prospective practitioners?	Nor clear what you mean by practitioners. Generally placements are difficult because they have to suit the university, the student and the provider. Not always easy.
Conclusions and recommendations	Get a Placement Officer who can deal with all the providers.
Additional information	E.g. Induction/risk assessment checklists/agreements, etc. We provide a lot of guidance, which can be seen on the M.Litt. website and includes an informal “contract” with the employer – not so much legally binding as making it clear that everyone knows what is expected.

Appendix 8: Useful resources and contacts

Key support contacts

1. Advice and guidance on the development of ILOs for work-based learning

For advice regarding the development of suitable ILOs for work-based and placement learning, please contact your College's Academic Development Unit contact at the Learning and Teaching Centre:

<http://www.gla.ac.uk/services/learningteaching/allocatedcollegecontacts/>

2. Guidance on the development of graduate attributes within work-based learning

Engaging students in work-based and placement learning is a key method of developing the University's [graduate attributes](#). All University programmes and courses should clearly articulate their contribution to the development of students' graduate attributes, and so you may find it useful to base formative/summative reflective logs and other assessments around the graduate attributes model.

You can access the University's student-oriented graduate attributes website here:

www.glasgow.ac.uk/attributes

You can also access a variety of useful staff-oriented resources here:

<http://www.gla.ac.uk/services/learningteaching/goodpracticeresources/graduateattributesemployabilityandpdp/>

For direct support and advice with regards to embedding graduate attributes within your WBL or placement opportunity, please contact:

Jamie Wightwick, Graduate Attributes Development Adviser

Jamie.wightwick@glasgow.ac.uk

3. Support in identifying employer contacts

The Careers Service's Business Relations Team are happy to help academics in identifying suitable employers and external partners to approach for placement opportunities. Please contact:

Lesley McKay, Business Relations Team Manager

Lesley.McKay@glasgow.ac.uk



Archaeology Fieldwork Handbook for Students

Archaeology Fieldwork Requirement

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Fieldwork is a very important aspect of studying for an archaeology degree. Glasgow University's Department of Archaeology gives particular attention to this aspect of archaeological training, as is reflected in the number of weeks of field, museum or post-excavation work students are required to complete before being awarded an honours degree.

Due to this high investment in field training Glasgow archaeology graduates are often highly sought after by field archaeology organisations because of their level of field competence.

Participation in field projects provides an excellent opportunity to gain valuable work experience and enables contacts to be made with potential future employers. Time spent on such placements and the skills developed enhance employability within the cultural heritage industry where experience and motivation are important.

Fieldwork can be tailored to specific interests. Classics and Archaeology joint honours students, for example, may wish to participate in field projects focusing on sites in the Mediterranean, whilst Medieval History and Archaeology students can focus on sites of an historical age.



The Field School is an excellent opportunity to get dedicated field training and is a good starting point. Students are also encouraged to take advantage of other fieldwork opportunities both in the UK and abroad.

Fieldwork convenor: Dr Michael Given (Michael.Given@glasgow.ac.uk)
Archaeology Safety Officer: Dr Richard Jones (Richard.Jones@glasgow.ac.uk)

Student Fieldwork website (with links to fieldwork opportunities, a blank Fieldwork Report Form, and the health and safety videos):
<http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/archaeologycurrentstudents/fieldwork/>

Field School:

<http://www.gla.ac.uk/schools/humanities/research/archaeologyresearch/projects/serf/>

Progress Regulations

All students must complete a minimum of 3 weeks (15 days) of fieldwork as a condition of entry into Junior Honours year.

- Single Honours students need to complete 55 days of fieldwork over the course as a whole, by the end of the Second Semester of Senior Honours year.
- Joint Honours students need to complete 35 days of fieldwork over the course as a whole, by the end of the Second Semester of Senior Honours year.
- Three-year degree students need to complete 15 days of fieldwork over the course as a whole, by the end of the Second Semester of their third year.

Nature of the Fieldwork

Our definition of fieldwork is a broad one: excavation, fieldwalking, walkover survey, standing building survey, artefact processing and analysis, post-excavation work, outreach, museum work, formal workshops, and many more. Note that if you want the work to count towards your compulsory fieldwork requirement, you must ensure that it is approved beforehand by the Fieldwork Convenor (though this isn't necessary for projects run by members of staff).

Fieldwork is normally carried out during vacations; most projects take place in the summer vacation. It can also happen during term time, as long as it does not clash with classes. For example, you might be able to find museum or post-excavation work that takes place one afternoon a week, or at weekends. This is particularly beneficial to students with commitments such as work or childcare. In general, we can be flexible: if in doubt, ask the Fieldwork Convenor.

It is not normally acceptable for fieldwork to be restricted to excavation or museum work over the entire Honours requirement, and it should not consist solely of work undertaken at a single site. You are expected to acquire a range of experience - excavation, surveying, planning, and artefact processing, for example. It is normally expected that at least 50% of your fieldwork experience will consist of excavation or field survey experience.

Fieldwork Support

A small sum of money is made available from central University funds which is used to subsidise students' attendance and participation in the Field School. There is no budget available to support fieldwork carried out elsewhere.

Some excavations offer free board and lodging or some subsistence payment and you should obviously try to arrange such placements if possible. Museums are very unlikely to offer subsistence to volunteers.

Finding and applying for Fieldwork

You will normally be expected to apply direct to the excavation or museum yourself. For external projects, however, you must ensure that your proposed fieldwork is approved by the Fieldwork Convenor *before* you apply to the relevant site director or museum curator. You must also make contact in good time. Last minute applications are unlikely to be met with a favourable response.

The Fieldwork Convenor and other members of staff will work actively to find fieldwork projects that are available for students. Please check your university email regularly, even in vacations, as notices of fieldwork opportunities will be sent out regularly by email. You should also make good use of the links on the fieldwork webpage:

<http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/archaeologycurrentstudents/fieldwork/>

Fieldwork Report Form

For your fieldwork to count towards your fieldwork requirement, you must make sure the project director fills in a Fieldwork Report Form at the end of the season. It is your responsibility to make sure the director receives a copy, fills it in, and either returns it directly to the Fieldwork Convenor or gives it to you to pass on to the Fieldwork Convenor. Please send it as an attachment to an email, either in Word or as a scan. It is particularly important that the form shows the number of days worked on the project (not including days off or fieldtrips). They will go in your file in the School office, and will be used by members of staff writing you references for other fieldwork projects or for future jobs. For the fieldwork to count towards your graduation, all fieldwork forms need to be received by the Convenor by the 15th May.

Blank forms are available on the Student Fieldwork webpage. They may be returned to the Fieldwork Convenor as a hard copy or by email.

<http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/archaeologycurrentstudents/fieldwork/>

The Fieldwork Convenor would value any feedback about your experience on external fieldwork projects. This will help us to recommend projects to future students. Please email the convenor direct.

Fieldwork and Fieldtrip Safety Instructions for Students

Before participating in any fieldtrips or fieldwork you must have completed a Health Declaration Form with contact information etc. This is normally completed at course enrolment at the beginning of the academic year; please inform the Archaeology Office of any changes.

You must also have seen the relevant Archaeology Student Safety video and have read the general Safety Instructions below. Safety considerations will also form part of meetings which take place to introduce you to specific field trips. The videos are available at the bottom of the Student Fieldwork webpage:

<http://www.gla.ac.uk/schools/humanities/studentstaff/informationforcurrentstudents/archaeologycurrentstudents/fieldwork/>

Archaeology distinguishes between field trips and fieldwork:

- Field trips or courses involve visiting localities of archaeological interest. They can be one-day trips or last up to a week, and usually take place in groups with a member of staff as a leader.
- Fieldwork involves practical archaeological work usually related to excavation or survey but includes museum work. Fieldwork often lasts for up to several weeks. The Archaeology Field School is considered to be fieldwork but is organised as a field course.

[Note that 'fieldwork' is commonly used elsewhere as a general term for diverse activities including field trips and other outdoor activities, e.g. The Committee of Vice-Chancellors and Principals (CVCP) of the Universities of the UK, Code of Practice for Safety in Fieldwork July 1995).]

More specifically in archaeology, there are four situations:

1. Field trip run by Archaeology. Staff follow an Archaeology safety procedure which includes conducting a risk assessment before the trip takes place. The University has a personal accident policy to cover staff and students.
2. Fieldwork with, and directed by, Archaeology staff or postgraduate students. The Fieldwork Leader must have conducted a risk assessment and informed participants of any special health/safety matters. The University has a personal accident policy to cover staff and students although there may be special arrangements needed for overseas travel insurance.

3. Fieldwork with an external organisation. This will usually be arranged by you as part of the required fieldwork experience and approved by Archaeology (the 'green form'). It is in your interest to ensure that appropriate safety/health information is provided by any organisation providing the fieldwork experience and that appropriate insurance cover, e.g. for public liability, is in place or obtained.
4. Fieldwork undertaken independently. An Archaeology Fieldwork Risk Assessment Form must be completed for self-directed fieldwork, for example as part of a course project or a dissertation. Appropriate insurance cover should be obtained.

Advice on completing Risk Assessment Forms can be obtained from the Archaeology Safety Officer, Dr Richard Jones, and forms are available from him or from the Archaeology Office. Information on overseas travel safety and health should be sought from the Foreign Office web site:

<http://www.fco.gov.uk/en/travel-and-living-abroad/travel-advice-by-country/>

Information on university insurance may be sought from the Archaeology Safety Officer.

Before going on fieldwork:

- Check that you have been immunised against tetanus. See your doctor or the Barclay Medical Practice, in the Fraser Building (part of the NHS) about getting a vaccination.
- If you are doing fieldwork abroad, check the requirements for other vaccinations.
- Be aware of Lyme disease which is transmitted to humans by ticks that live on animals such as deer or sheep. In tick infested areas, ensure you wear appropriate clothing (a long-sleeved shirt, with trousers tucked into your socks) and use insect repellents. Inspect yourself for ticks, especially at the end of the day. Include your head, neck and skin folds (armpits, groin, and waistband), and check that ticks are not brought home on your clothes. See NHS Direct: <http://www.nhs.uk/conditions/lyme-disease/Pages/Introduction.aspx>.

During fieldwork and field trips:

1. Obey all safety instructions given by field trip leaders or supervisors. Anyone not conforming to the standards required may be dismissed from the fieldtrip.
2. Stay with the trip group except by clear arrangement with the leaders. If working independently when on a field trip, observe instructions for reporting after completion of work. It is the student's responsibility that any such instructions are clearly understood.
3. Wear appropriate clothing for the type of weather and terrain likely to be encountered. It is the student's responsibility to be dressed appropriately. If in doubt, seek advice from the party leader. Inadequately dressed persons may be dismissed from field trips.
4. A wind and waterproof outer jacket is essential in the UK in all seasons and advisable in most other countries. Waterproof trousers may also be necessary. Walking or other comfortable, waterproof footwear (i.e. not trainers) should be worn for walking off surfaced roads and paths. An appropriate number of layers of warm clothing should be taken. Warm waterproof headgear is vital and gloves are useful. Remember that field trips and fieldwork often entail long periods of physical *inactivity*. Inform a leader immediately if you feel unwell or distressed, or if a companion appears so. Have dry, spare clothing to change into on the completion of outdoor fieldwork. Some sugar-rich food is useful (e.g. chocolate bar).
5. When working in hot and sunny conditions, ensure you have a plentiful supply of fluid, and take care to avoid excessive exposure to strong sun. Even in Britain the sun can cause severe burning if sensible precautions are not applied. It is therefore essential to take a hat, sun-cream, long-sleeved shirt and full-length trousers (not just shorts) when hot and sunny conditions are envisaged.
6. Inform the leader about any disability, prior illness or medical condition which might recur when in the field. If in doubt, consult the Barclay Medical Practice (Fraser Building, 0141 531 8822).

Any injury or illness, however trivial, occurring during a field trip must be reported to the party leader immediately. It is your responsibility to disclose a pre-existing condition and failure to do so may result in your removal from the project if the health and safety implications have not been considered.

7. Observe the Outdoor Access code (see below). Pay particular attention to instructions on access to and conduct whilst on private land. Great care should be taken when crossing roads or alighting from vehicles. The latter can be one of the most serious potential hazards.
8. Conduct themselves properly while in field residences. Anti-social behaviour is likely to lead to deterioration in safety and will not be tolerated. Follow rules and guidelines given by the leader and resident staff. During residence in a field centre you must make yourself familiar with fire regulations and with escape routes. Report any untoward incidents - damage, breakages, injury, or presence of unauthorised persons - to the leader immediately.
9. Consult a leader immediately if you are in doubt about any safety matter.

Application of good safety conduct should enhance the academic value and enjoyment of any archaeological field trip or fieldwork.

Students are encouraged to speak to the Archaeology Safety Coordinator if they have a particular health and safety issue concerning fieldwork. The information given above is subject to periodic updating.

The Scottish Outdoor Access Code (in summary)

- 1) Take responsibility for your own actions and act safely.
- 2) Respect people's privacy and peace of mind.
- 3) Help land managers and others to work safely and effectively.
- 4) Care for your environment and take your litter home.
- 5) Keep your dog under proper control.
- 6) Take extra care if you are organising an event or running a business.

For further information on the *Scottish Outdoor Access Code*, see:

<http://www.outdooraccess-scotland.com/outdoors-responsibly/access-code-and-advice/soac/>

For further information on the *Countryside Code for England*, see:

<http://www.naturalengland.org.uk/ourwork/enjoying/countrysidecode/default.aspx>