

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE

Theme – Work-based Learning

Expectations for standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Core practices for standards

- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

Common practices for standards

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for quality

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core practices for quality

- The provider has a reliable, fair and inclusive admissions system.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

Common practices for quality

- The provider’s approach to managing quality takes account of external expertise.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

| Guiding Principle | Mapping to the University’s policies and/or practices | Additional notes |
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| 1. Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives. | <p>Key policy - Work-Based and Placement Learning Policy https://www.ed.ac.uk/files/atoms/files/work-based_placement_learning.pdf</p> <p>This policy applies to all Colleges and Schools involved in Work-based and Placement Learning (WBPL) as a</p> | <p>Minor amendments were made to the Work-based and Placement Learning Policy in 2019/2020 and 2021/22. A fuller review of the policy is scheduled for 2022/23.</p> |

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compulsory element of undergraduate, postgraduate taught or postgraduate research degree programmes. This policy does not apply to informal, non-compulsory work-based or placement learning.

All credit-bearing courses involving work placements must be approved by the School Board of Studies. The Programme and Course Approval and Management Policy notes the Work-based and Placement Learning Policy as an internal reference point for new course and programme proposals. School Boards of Studies ensure that all course proposals are academically appropriate and supported by evidence and documentation. The Work-based and Placement Learning Policy 4.1 states that when reviewing WBPL for approval, School Boards of Studies should particularly consider:

- A) Suitability of the placement in delivering the learning outcomes of the course and/or programme;
- B) Safety and welfare of students, including health and safety considerations and risk assessment, which needs to be kept under review and not just considered at original approval stage;
- C) The ability of the host to fulfil the University's expectations and legal responsibilities in relation to students in protected characteristic groups, including disabled students, and children and vulnerable adults.
- D) The capability of the School/Subject Area to manage the placement;
- E) Arrangements for the supervision and support of students, e.g. arrangements for Personal Tutors/Student Support Teams and Research Supervisors, where relevant;
- F) Arrangements for the assessment of students.

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| | <p>Course and programme development (including but not restricted to WBPL) is underpinned by guidance and resources for staff on supporting students with careers and employability , and guidance and resources for students on developing 'Graduate Attributes'. These resources support the development of effective links between course learning outcomes and work objectives.</p> <p>See also sections 5 and 9 on engagement with employers.</p> | |
| <p>2. Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.</p> | <p>A key principle of the <u>Work-based and Placement Learning Policy</u> is that WBPL, wherever and however organised and delivered, should widen learning opportunities without prejudice to either the academic standard of the award being sought or the quality of what is offered to students (2.1).</p> <p>All credit-bearing courses involving work placements must be approved by the School Board of Studies. The <u>Programme and Course Approval and Management Policy</u> notes the Work-based and Placement Learning Policy as an internal reference point for new course and programme proposals. School Boards of Studies ensure that all course proposals are academically appropriate and supported by evidence and documentation. The <u>Work-based and Placement Learning Policy</u> 4.1 states that when reviewing WBPL for approval, School Boards of Studies should particularly consider:</p> <p>A) Suitability of the placement in delivering the learning outcomes of the course and/or programme; B) Safety and welfare of students, including health and safety considerations and risk assessment, which needs to</p> | |

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| | <p>be kept under review and not just considered at original approval stage;</p> <p>C) The ability of the host to fulfil the University’s expectations and legal responsibilities in relation to students in protected characteristic groups, including disabled students, and children and vulnerable adults.</p> <p>D) The capability of the School/Subject Area to manage the placement;</p> <p>E) Arrangements for the supervision and support of students, e.g. arrangements for Personal Tutors/Student Support Teams and Research Supervisors, where relevant;</p> <p>F) Arrangements for the assessment of students.</p> <p>Therefore, the course proposal should contain information on the arrangements for the supervision and support of students, and information on the arrangements for the assessment of students. Under <u>Work-based and Placement Learning Policy 6.2</u>, the course and programme documentation should make clear the division of responsibility for student assessment between the University and the WBPL host. Under 3.4, the WBPL host is responsible for providing support to students during their WBPL activities.</p> | |
| <p>3. Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.</p> | <p><u>Work-based and Placement Learning Policy 3.3 and 3.4</u>: Schools / Subject Areas have a responsibility to agree the learning opportunity in writing with the host and student, and the WBPL host is responsible for agreeing the learning opportunity arrangement in writing and working in accordance with the agreed arrangements.</p> | |

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| | <p><u>Work-based and Placement Learning Policy 8.1</u>: Schools should maintain a register of all formal and compulsory WBPL activities.</p> | |
| <p>4. Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.</p> | <p><u>Work-based and Placement Learning Policy 5</u>: provides guidance on conducting risk assessments and providing accessible placements. This includes guidance from the Health and Safety Department on <u>students on work-based placements</u> and guidance from the Student Disability Service on <u>accessible placements</u>.</p> <p>See also section 8 below.</p> | |
| <p>5. Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.</p> | <p>Evidence of meaningful partnerships has been captured in a range of Internal Periodic Review (IPR) reports in recent years.</p> <p>School of Engineering IPR report 2018/19: The School holds poster day event to which placement providers are invited, to discuss opportunities for future placements (2.7.4). The report also noted an example of good practise in student evaluations of Mechanical Engineering placements. These student evaluations are shared with placement providers for information and feed into placement development (2.3.2).</p> <p>Edinburgh College of Art IPR report 2018/19: Each subject area in ECA has a Director of Outreach responsible for strategic partnerships with external agencies, and ECA has established strategic partnerships with specific galleries and other institutions within Edinburgh (2.7.1). Architecture were commended for creating a Projects Office to set up residences for students (2.7.5). The</p> | |

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| | <p>Landscape Architecture outreach course was also noted as an emerging example of good practice (2.7.9). The MSc Research Collections and Curating Practises was also commended for building on efforts to increase placements and advance employability (1.7).</p> <p>History of Art IPR report 2018/19: The placement co-ordinator was commended for their work in liaising with host institutions, supporting students on placement, and ensuring and maintaining the quality of the work placements offered (2.3.3).</p> <p>Moray House School of Education and Sport IPR report 2017/18: The School were commended on their proactive approach to partnerships and the work of their Partnership Steering Group (2.3.15). The School was also commended on the innovative opportunities and support mechanisms for students on placement (2.3.9).</p> <p>Social Work IPR report 2016/17: The subject area was commended on the programme team’s commitment to engaging with practice partners through knowledge exchange, and students spoke highly of the work of the Practice Learning Fellow (2.4). Staff on the programme team were recognised as having strong links with practice learning partners as well as membership of the local authority professional panel (4).</p> | |
| <p>6. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes.</p> | <p>All credit-bearing courses involving work placements must be approved by the School Board of Studies (<u>Work-based and Placement Learning Policy</u> 4.1). The <u>Programme and Course Approval and Management Policy</u> notes the <u>Work-based and Placement Learning Policy</u> as an internal</p> | |

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| | <p>reference point for new course and programme proposals. School Boards of Studies ensure that all course proposals are academically appropriate and supported by evidence and documentation. See sections 1 and 2 for further details.</p> | |
| <p>7. Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required.</p> | <p><u>Work-based and Placement Learning Policy 3</u>: This sets out the detailed roles and responsibilities of the student, School / Subject Area, and WBPL host.</p> <p><u>Work-based and Placement Learning Policy 7.2</u>: An individual within the School should be identified as being responsible for managing each WBPL arrangement. This individual should be competent to do so and should be provided with support and development opportunities to establish and further develop his and her capabilities to manage the arrangements.</p> <p><u>Work-based and Placement Learning Policy 10</u>: University staff and host staff should be appropriately qualified and should have opportunities to develop their own knowledge and practise.</p> | |
| <p>8. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported.</p> | <p><u>Work-based and Placement Learning Policy 5</u>: provides links to guidance on conducting risk assessments and providing accessible placements. This includes guidance from the Health and Safety Department on <u>students on work-based placements</u> and guidance from the Student Disability Service on <u>accessible placements</u>.</p> <p><u>Work-based and Placement Learning Policy 3.4</u>: the WBPL host is responsible for ensuring reasonable adjustments are</p> | |

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| | <p>made to support the participation of disabled students in WBPL activities.</p> <p><u>Work-based and Placement Learning Policy 3.2</u>: the student is responsible for advising the appropriate WBPL Co-ordinator, at application stage, if they have a disability which will impact on their WBPL.</p> <p>All education organisations and employers in the UK are subject to the Equality Act 2010. Information on equality and diversity is available to staff and students on the University <u>Equality and Diversity</u> website.</p> | |
| <p>9. Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.</p> | <p><u>Work-based and Placement Learning Policy 11</u>: Monitoring and review should be carried out using the established processes of School Annual Quality Assurance Reports. This should include opportunities for feedback from all participants and stakeholders, including students, University staff associated with WBPL activity, and any external organisations associated with WBPL activities.</p> <p><u>Work-based and Placement Learning Policy 3.3</u>: The School / Subject Area is responsible for regularly monitoring and reviewing the WBPL arrangements</p> <p><u>Work-based and Placement Learning Policy 3.4</u>: The host is responsible for making suggestions to the University about how the WBPL activity could be improved, and for raising concerns or complaints about any aspect of the arrangement.</p> <p>The <u>School Annual Quality Report Template</u> guidance on scope states that report covers all taught and research</p> | |

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credit-bearing provision including collaborative provision and credit-bearing CPD.

The [Student Voice Policy](#) supports feedback from and dialogue with students on all courses and programmes

The [University Internal Periodic Review standard remit](#) states that work-based provision and placements are included within the scope of the review. Examples of comments and commendations reported via Internal Periodic Reviews are noted elsewhere in this document.

Several Schools have Industrial Advisory Boards or equivalent, to allow external stakeholders to input into course and programme development, including WBPL. Accreditation by Professional, Statutory, and Regulatory bodies (PSRB) is also a mechanism for employer input and the [Work-based and Placement Learning Policy](#) states that the requirements of relevant PSRBs will be given precedence over University requirements.