

Work-Based and placement Learning

CIMSPA GUIDANCE

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Scope

This guide provides information regarding work-based and placement learning experience within the sport and physical activity sector. It includes potential opportunities and support for education providers, employers, and students. In this guide you will also find information about work-based and placement processes and what the placement and/or learning experience can do for employers, education providers and students.

Purpose

The aims of the guide are to ensure:

- The experiences gained by students based in the sport and physical activity sector act as a foundation upon which to develop personally and professionally.
- Clear definitions and scope of the roles, responsibilities and tasks of sport and physical activity, sector professionals as determined by industry recognised qualifications/course/programme.
- The importance of the relationship between theory and applied practice.
- Information is provided to employers, education providers and students on areas relating to work-based and placement learning. This guide is intended to assist all parties in establishing structured placements which will ensure the maximum benefit for employers and students.

The intention of this document is for employers, education providers and students to use and adapt the forms and supporting documents to meet the needs of the organisation.

1

Work-based and placement learning

The opportunity for a student to complete placements within any industry is a major and unique component of any programme with a professional relevance. Placement experiences are an essential component of the learning process. The experiences enable students to practise and develop their personal and professional knowledge, skills, and behaviour, thus building on the theoretical aspects of their learning and preparing the individual to enter the working environment on completion of their studies.

1.1 Aims of the work-based and placement learning

- Enable students to learn new technical skills in a real-world environment.
- Practice, reinforce and complement existing skills.
- Develop and exercise thinking in a practical context.
- Encourage self-development through reflection.
- Improve employability by gaining insight into the soft skills and attitudes required by employers.
- Improve motivation, self-confidence, and experience.
- Develop closer relationships between education providers and employers.
- Develop an awareness and the practical application of the importance of health and safety in a working environment.

1.2 Types of work-based and placement learning

Work-based and placement learning involves learning through work, learning for work and/ or learning at work. The experience is an authentic structured opportunity having been designed to meet the learning needs of the employee-students, developing their knowledge, skills, and professional behaviours. Work-based and placement learning can take place virtually, within education organisations and/or in the workplace on a continuum that can differ based on the scale of the project and the degree to which the student is integrated into the organisation.

The table below shows a non-exhaustive list of the types of work-based experiences students may have access to, depending on the employers setting:

Type of work based or placement learning	Description
Generic work placement	<p>Generic work placements can be a compulsory element of some programmes. These can be employment situations (paid or unpaid) where the work students undertake will provide a key source for their learning. They can be short-term (e.g. less than 120 hours), medium term (e.g. 12 weeks), long-term (e.g. 24-46 months) or for an agreed period within a set timeframe. There can be flexibility to integrate the work-based learning experience into or out of qualification/course or programme time (e.g. seasonal recruitment) dependent on the nature of the qualification/course or programme. The authentic learning experience provides unstructured development of knowledge skills and behaviours linked to professional standards.</p>
Practice-based Work Placement	<p>Practice-based work placements are normally a compulsory element of some qualifications/courses or programmes and governed by a formal agreement between an education provider and employers. These placements are usually undertaken on qualifications/courses or programmes where the qualification/course/programme needs to fulfil the assessment of specific knowledge, skills and behaviours required by a professional standard. Students can be required to undertake multiple structured practice placements as part of their programme of study and employer supervisors can be involved in validating and assessing if students meet the required standards expected by the professional standard and sector.</p>
Detached Live Briefs or Projects	<p>This type of learning can include learning that involves employers in the commissioning of 'live' briefs or authentic projects that students, either in groups or as an individual, can work on independently of employer supervision. This type of learning can provide some learning and organisational benefits.</p>
Integrated Live Briefs or Projects	<p>This type of learning can include learning that involves employers in the commissioning of 'live' briefs or authentic projects that students, either in groups or as an individual, can work on with employer supervision and/or within the workplace. This type of learning offers dual function of a more authentic and integrated experience for the student whilst delivering organisational benefits.</p>



Type of work based or placement learning	Description
<p>Virtual Work Placement</p>	<p>Virtual work placements can be one or a combination of the work-based options outlined within this table and can be described as a form of learning which consists of virtual components through a digitally supported learning environment. Virtual work placements can also be a combination or a blend of physical and virtual activities.</p> <p>Virtual work placement may share many similarities with traditional, in-person placements but their online nature allows students to work with organisations locally, nationally, and potentially internationally.</p>
<p>Apprenticeships</p>	<p>Apprenticeships are a job with an accompanying practice-based learning development programme where the employment provides students with the opportunity to gain the knowledge, skills and behaviours needed to achieve the professional competence. The apprenticeship must be linked to a provision of an educational partner who is mandated to provide 20% “Off the Job Training”. Apprenticeships are offered at several levels and may form a market entry proposition as a standalone type of technical qualification, or as part of a graduate or postgraduate qualification.</p>
<p>Work shadowing</p>	<p>Work shadowing involves observing a professional in their job to gain a better understanding of the role. These are often short term, informal activities where a student will spend time on company premises but will have no contract or expectation of contributing to the organisation. Whilst work shadowing is an authentic learning experience; in isolation it may not provide the student with the opportunity to meet the skill and behaviour requirements needed to meet sector professional standards.</p>

2

Work-based and placement learning guidance employer, education provider and student responsibilities

2.1 Education provider

Education providers have responsibility for the health, safety, and welfare of students during their placements. Education providers also have a duty of care, and must ensure that placements are both suitable, and as far as reasonably practicable, safe.

- Ensure that a work-based and placement learning risk assessment, environmental check, and placement checklist have been carried out. These could include placement employer details, placement details, health and safety, risk assessment, safeguarding checks and employer agreement. Students should be made aware of their duty of care whilst working with an employer as well as the employer's duty of care to them.
- Conduct placement and student risk assessment in line with relevant education guidelines e.g. Universities and Colleges Employers Association and AoC Further Education Safety & Health group (FESH) guidelines.
- Should ensure adequate insurance is in place. For example, employers must be able to demonstrate public liability insurance and provide education providers with a copy of that insurance. Where an employer, if it is a voluntary run organisation, may not have the need for a public liability insurance (such as a non league football club) it will need insurance and permission to have public gatherings over a certain size. It is the responsibility of the educational provider to ensure that any form of insurance or safeguarding check has been completed before the student starts a placement or work-based learning opportunity, as part of the education provider's duty of care to the students.

2.2 Employer

There are many health and safety measures which employers should bear in mind when considering hosting students. The list below outlines some of these:

- Negotiate with the student and the education provider to draw up the work-based and learning placement contract (example – appendix 2).
- Enable the student to work in the areas of focus outlined in the work-based and learning placement contract (example – appendix 2) and/or relevant to the industry area for example, community sport.
- Meet with the student regularly while on Placement, during which time the student will be able to reflect on and explore work previously undertaken and identify areas of work for the forthcoming week. On occasion supervision sessions may include a member of staff from the education provider should they visit the employer.
- Provide feedback to the student and/ or their education provider on their progress.
- Contact the education provider immediately in the event of any worries or concerns, particularly if continuation on the placement or achievement of contract aims and outcomes may be in question
- Together with the student, complete a report on their progress and development at the end of the placement.

2.3 Student

- Be introduced to, and agree to abide by the CIMSPA code of conduct
- Work within the guidelines and parameters of the education provider to find a suitable employer to support the achievement of the relevant industry professional standards.
- Meet with the employer to set up the work experience – where possible, the meeting may be in the form of an interview.
- Act professionally and responsibly as a representative of the education provider.
- Comply fully with all health and safety instructions of the employer.
- Record progress and achievement for learning and/or assessment.
- Notify education provider supervisor where there are problems that might prevent progress.
- Be proactive in planning for observations and complete all relevant paperwork prior to and after the observation.
- Notify the Placement Supervisor of any notable change in their personal or professional circumstances which may impact on work-based and placement learning experience.
- Comply with educational provider risk assessment processes alongside employer processes before they start their placements.

2.4 Work-based and placement learning supervisor

Work-based and placement learning supervisors should have at least 2 years' experience working within the sport and physical activity sector (of relevant to the work placement)

- Work-based and placement learning supervisors' knowledge of health, safety and safeguarding are at the forefront of decisions underpinning when agreeing to work with education providers and their students.
- Risk assessments should be completed for all students, during their time on placement for the purposes of health, safety and safeguarding.
- Existing risk assessments may already cover the students, which may also need to cover children and young people under the age of 18 and vulnerable adults.
- The education provider may arrange a visit before the work-based and placement learning begins to confirm the environment is a safe place for their students, particularly to ensure physical premises are compatible with public liability insurance.



2.5 Health and safety requirements (where applicable) of work-based and placement learning

Employers are responsible for providing a full induction to the student embarking on the placement. Student inductions must include information regarding significant risks and should provide suitable information (a named point of contact, the location of key facilities), instruction (how to access or use certain equipment), training, and supervision. If a student is required under the conditions of their work placement to work with machinery, equipment, or substances hazardous to health, safety precautions must be taken including appropriate risk assessments; first aid facilities must be available; relevant training and appropriate supervision provided; protective equipment and clothing must be supplied, and normal operating procedures must be communicated before the student is able to engage in the work.

The following health and safety factors should be considered by the employer, student and education provider when completing work-based and placement learning

- The health and safety practices of the chosen placement e.g. standard operating procedures.
- Any task or operation should not be undertaken if the student feels they do not have the required skills or if they have not received the appropriate instruction relating to safe working procedures.
- Full and clear instructions should be provided from the Placement supervisor as to what is expected.
- The student, working with the education provider, needs to ensure that adequate insurance cover, is in place, if required by the employer, before the placement commences, they should also check onboarding details from the placement employer (e.g. health and safety guidelines, insurance cover and a DBS check if applicable).
- If a student is under the age of 18, parent/ guardian permission is required for them to proceed with the placement and the employer may need to obtain a current DBS

clearance if they do not otherwise employ people under 18 years.

- During the student's time with the employer, if they are under the age of 18, they must seek permission to leave the building at any time from their named point of contact.

Insurance

The employer's public liability insurance should indemnify the education providers in the event of legal liability for accidents involving injury to other persons or damage to third party property (subject to any specific policy terms, conditions limits and exceptions) arising out of and during the course of the placement. Policies should always be checked and agreed by both parties.

Student activities on placement should be undertaken under the supervision of experienced persons, unless the student is already qualified in the range of skills and knowledge for which they are employed during their placement, for example personal trainer, coach, or lifeguard. The student should be acting in an assistant role with a named contact in charge who is more qualified/ experienced. Placement supervisors are normally expected to have experience and hold relevant qualifications/ course/programme as appropriate for the sport and physical activity sector and include awareness of their responsibilities with regard to safeguarding for the protection of children and vulnerable adults.

Refer to appendix 1 – work-based and placement learning list.

3

Guidance for assessments of placements on health, safety, and welfare

3.1 Enquiries

Matching the student to the employer/role enables success of the placement. All parties should communicate their requirements clearly so that the best match can be made. Requirements may include aspirations for future employment and areas of interest for work.

Educational providers are responsible for creating appropriate environment, depending on the nature of the work-based and placement learning, for students to have appropriate access to applications for areas of interest regarding future employment.

3.2 Special Educational Needs and Disability (SEND)

Employers and education providers are responsible for making any reasonable adjustments which are recommended as part of the placement agreement. The education providers and employers should be aware of any individual needs that a student may have which may include risks or hazards around accessibility, educational, medical, behavioural, or home circumstances. This information can be included within any work-based and placement learning checklist and risk assessments. It is important that the education provider, student and employer collaborate to discuss and agree what needs they have and what can be done to meet them together.

3.3 General risk assessments

Prior to commencing a work placement, the employer should complete a risk assessment, identify, and action appropriate control measures. Students on work-based and placement learning experience are classed as employees for health and safety purposes, providing there

is appropriate indemnity. Employers owe the students the same duty of care as they would for an employee. An employer's workplace risk assessment may already cover the risks that students may be exposed to. However, it is an employer's duty to take account of potential risks that may arise because of a student's age, experience, or knowledge.

Workplace concerns and incidents

Students should report any concerns with the workplace activities that may cause or have caused distress and/or injury. The employer will have processes that the student will need to follow but it is important that these issues are also registered with the education provider.

Major incidents or accident

If the student is involved in a major accident or workplace incident that affects their long-term health and wellbeing. The incident should be reported to the employer and education provider contact. Whilst the employer may take the lead on student support, the education provider may have additional specialist advice available. All parties will work together to ensure the student has the best possible care.

Workplace Concerns

Work placement concerns may include issues relating to equality, harassment, working environment, health and safety and/or inappropriate tasks.

Any complaints or problems should firstly be directed informally to the employer, who has the responsibility for resolving the complaint in consultation with the education provider contact, and other relevant senior staff within the provider. If the complaint is related to the supervisor, complaints should be directed to the education provider under the complaints policy they have in place.



If any party feels that an informal complaint has not been dealt with satisfactorily, a formal complaint should be submitted to the education provider.

Harassment

Harassment and bullying are unacceptable forms of behaviour. Students on placements who are experiencing or have experienced harassment should not feel that they are to blame or believe that they must tolerate it. Students experiencing harassment should not wait until things become intolerable. Education providers and employers should have policies in place. Students, refer to 2.3 and 2.4 within this document.

Advice for dealing with work related concerns

Personal resolution

Students should consider ways in which they can resolve the situation themselves, by making it clear that they find the behaviour offensive and want it to stop. Options to consider include:

- Speaking to the person responsible for the behaviour
- Writing to the person

Local resolution

If the situation does not improve following an attempt at personal resolution or if the allegation is more serious, the student should notify the education provider and contact someone within the employer's workplace with whom the student feels able to discuss the situation. This could be, for example:

- Line Manager
- A member of staff from the Personnel Department
- A Supervisor

The expectation is that the person contacted by the student will seek a resolution of the situation in accordance with the employer's policies and processes.

3.4 Monitoring the placement

What contribution is the student expected to make during the placement?

The student must complete (relevant hours or days) of work with the employer if this is a qualification/course or programme requirement. They should complete self-devised timesheets (appendix 6 – example timesheet), which must be signed by the employer. How that time is allocated is negotiable between the employer and the student, however, the student should be treated as a member of the team completing typical hours of work during a normal working week. The placement is designed to link theoretical aspects of the programme/training/course to the practical realities of working in the profession.

Experience of the students

Students are capable but, for some, this could be their first extended period of working in a Sport and Physical Activity environment. They should be honest with the employer prior to and in their first week and outline what they can and cannot do and their expectations of what they would like to achieve on placement in accordance with the professional standards they are aiming to achieve. The student and employer should work together on any reasonable adjustments within the workplace. All students will have undertaken training/programme/ modules in a range of relevant studies and should be able to provide the employer, if they have not already done so, with further details in their Curriculum Vitae (CV).

The employer should:

- Permit students to develop knowledge and new/existing skills in the workplace
- Apply knowledge and skills to situations during the placement relevant to the professional standard(s)
- Allow students to collect material to compare theoretical approaches with practical underpinning experiences

What is the student expected to do?

The student is expected to play a fully-fledged role whilst with the employer. They can only do this with support. A job description should be compiled by the student, with support from



the education provider, countersigned by the employer, and emailed to all parties involved by the end of the first week of placement. The employer should permit students as much access as possible to their organisation but realise that some issues are sensitive and access to critical information is sometimes restricted. They must meet regularly with their placement appointed supervisor and record these meetings. How the hours are organised is a matter for negotiation between the employer and the student.

What does the employer have to do when hosting a student?

- Ensure that they have interviewed the student prior to the placement and confirm that they are happy to host the student by signing a contract/agreement between employer, education provider and student.
 - Explore with the student about suitable working times; finish dates and expected standards of behaviour. The employer should talk through expectations of the student, and these will be agreed by both parties. Based on what is discussed here, the student and/or employer may propose a job description that will form the basis for their evaluation at the end of their period with the employer. If it is possible include some form of performance indicator to set the student realistic objectives against the professional standard(s) they are aiming to achieve. The employer will be asked to sign a copy of the job description and emailed to the students contact at the education provider.
 - Agree expectations of working times, processes, absence, behaviour, dress code, responsibility, and professional standards.
 - Provide students with an appropriate induction, which will:
 - a) Allow the student to feel connected to the employer and the people they are working for.
 - b) Enable the student to understand the priorities of the organisation and how the placement and tasks the students are undertaking will be contributing to the organisation's activities and goals.
 - c) Meet as regularly as required with the students.
- Employers are asked to be proactive in supporting students to ensure that they maximise opportunities presented by the placement or work-based learning process, and the student gets the most benefit from the experience.
 - Employers can discipline students as required in line with their policies and procedures and inform the education provider immediately of any issues. The education provider contact should respond to all emergency requests immediately, their intention should always be to support the employer providing the placement. If the employer feels the performance of a student is persistently inadequate; they should let the education provider contact know.
 - The employer should provide the student with a detailed evaluation of their performance at the end of their placement.
 - All members of staff, who may have been involved in the supervision of the student during the placement, should be able to comment on all aspects of the student's individual performance, suggest areas for development and highlight the student's strengths/achievements.

3.5 Work placements where students work with under 18-year-olds and/or vulnerable adults

The students may be required to complete a DBS check prior to commencing their placement. The employer should confirm this early in the application/process. If a DBS check is required, the education provider may be able to supply a DBS Application Form and guidance on the process of completion and checks of the relevant ID.

3.6 Safeguarding

All parties involved need to understand what safeguarding, and child protection means – details of this should be within the employer agreement. The student should make the employer aware of any factors that may affect their placement.

Safeguarding students includes maintaining as safe an environment as possible. In most cases there may be no changes required for employers, employees, supervisor, or supervisors who have regular contact/responsibility for the student. However, decisions are made based upon the potential risks posed to a young person along with the systems in place to minimise these risks:

- Young people identified as vulnerable for education, medical, behavioural circumstance reasons.
- Longer term work-based experience where it involves regular lone working over extended periods, placements located in isolated environments with one-to-one working and/or work-based experiences involving a large amount of lone travel.
- Work-based experiences that include a residential element.

Responsibilities of Employers, Students and Education providers

CIMSPA believes that to enhance public confidence and trust in the sport and physical activity sector, the CIMSPA partners which support the sectors workforce must commit to achieving a high standard of conduct which is detailed within this CIMSPA partner Code of Conduct.

The CIMSPA Code of Conduct (the Code) is the standard of conduct expected of all CIMSPA partners and members, regardless of partnership type, membership level, category, or status. It outlines the minimum standards in relation to practice, behaviour, and attitudes that clients, customers, students, colleagues, peers, employers, sector agencies, or any other engaged party (Individuals) can expect to experience from CIMSPA members/partners.

CIMSPA partner code of conduct:

<https://www.cimspa.co.uk/about/governance/member-and-partner-codes-and-policies/partnership-code-of-conduct>

CIMSPA member code of conduct:

<https://www.cimspa.co.uk/about/governance/member-and-partner-codes-and-policies/membership-code-of-conduct>

3.7 Equality, diversity and inclusion

Within all placement situations, employers should be asked to assure the education provider and student that they will operate appropriate recruitment and selection systems that allow for the adoption of reasonable adjustments to working conditions, and to confirm their understanding of the principles of Equality and Diversity.

Where smaller or international employers may not already be familiar with employment legislation relating to equalities, it is suggested that they are directed to the Equality Act (2010) and to information available on the ACAS website about (www.acas.org.uk) accommodating equalities considerations within the workplace.



4

Appendix 1: Work-based and placement learning list

1. Where placement learning is an intended part of a programme of study, the education provider should ensure that:
Their responsibilities for placement learning are clearly defined;
The intended learning outcomes contribute to the overall aims of the programme; and
Any assessment of placement learning is part of a coherent assessment strategy.
Policies and procedures
Irrespective of what form placement learning takes, the education provider will wish to consider the contribution that placement learning makes to the overall aims of the programme and the specific programme outcomes when they:
Design, approve, monitor, and review the programme;
Design and implement the assessment strategy for the programme.
These considerations should be reflected in:
The programme specification;
The assessment guidelines; and
The information and guidance for applicants, student, and organisations.
The education provider will wish to consider:
Whether any assessment of placement learning is covered by their arrangements for internal moderation and external examining;
And whether the standards, which are applied to any assessment of placement learning, are consistent with available subject benchmarks and other relevant reference points and, where appropriate, fulfil professional or regulatory body requirements
2. The education provider should have in place policies and procedures to ensure that their responsibilities for placement learning are met and that learning opportunities during a placement are appropriate.
In their policies and procedures on placement learning the education provider should:
Define their procedures for securing, approving, and allocating placements, including information on the consequences for students of a failure to secure or complete a placement;
Define their procedures and criteria for the approval of individual placement opportunities;
Consider health and safety requirements;
Consider the requirements of relevant statutory regulatory, professional, or funding bodies; and ensure there is clear information available about the allocation of placements
Where these involve collaborative agreements between employers and organisations or students from more than one education provider (for example regional or transnational consortia).



The criteria to be used when approving placements should address organisations' ability to:
Provide learning opportunities that enable the intended learning outcomes to be achieved;
Support students on placement; and
Fulfil their responsibilities under health and safety legislation in the workplace, having regard to the level of skill and experience of placement students.
Organisations
3. Education providers should be able to assure themselves that organisations know what their responsibilities are during the period of placement learning.
Organisations should be aware of their responsibilities for:
The provision of learning opportunities;
Their role, where appropriate, in the assessment of students; and
The health and safety of students.
Student responsibilities and rights
4. Prior to placements, Education providers should ensure that students are made aware of their responsibilities and rights.
Students should be aware of their responsibilities:
As representatives of the Education provider;
Towards the organisation and its customers, clients, patients, and employees;
For managing their learning and professional relationships;
For recording their progress and achievements; and
For alerting the organisation and Education provider to problems with the placement that might prevent the progress or satisfactory completion of the placement.
Students should be aware of their rights:
To a safe placement environment; and
Be treated in accordance with applicable legislation.
Student support and information
5. Education providers should ensure that students are provided with appropriate guidance and support in preparation for, during, and after their placements.
Education providers should consider providing guidance to students, developed whenever possible in consultation with organisations, on:
The support they provide to students where the responsibility for securing a placement, rests with the student;
Appropriate induction to the placement environment, including health and safety information;
Any occupational health considerations or requirements, including immunisation (for example for health service or some international placements);
Any legal or ethical considerations (for example client or patient confidentiality);
The means of recording the achievement of specific learning outcomes and progress.

Availability of additional language or skills preparation;
The need for personal insurance cover particularly when on placement abroad;
Cultural orientation and work expectations;
Staff development
6. Education providers should ensure that their staffs who are involved in placement learning are competent to fulfil their role.
Employers should consider the extent to which:
All placement staff are competent to identify and develop placement opportunities; and
The development needs of all placement staff are met.
Dealing with complaints
7. Education providers should ensure that there are procedures in place for dealing with complaints and that all parties are aware of and can make use of them.
Education providers should consider:
Keeping records of all formal complaints received in connection with a placement, and follow up action taken; and
Investigating and responding to reasonable causes of complaints about placement learning.
Monitoring and evaluation of placement learning opportunities
8. Education providers should monitor and review the effectiveness of their policies and procedures in securing effective placement learning opportunities.
Encouraging placement supervisor and students to provide feedback on progress and communicate any concerns in a timely way to the Education provider;
Periodically reviewing the progress of students;
Using feedback from all placement staff, placement supervisors/supervisors, external examiners, and students;
Establishing procedures within which feedback on the quality and standards of the placement can be received and appropriate action taken where necessary; and
Formal and informal means of gathering feedback from organisations about the placement arrangement.



Appendix 2: Work-based and placement learning contract

Parties to this contract:

Education provider:

Employer:

Student:

Industry placement description

Dates of the placement: *From* _____ *to* _____

Address of workplace:

Total work hours per week:

Working pattern
(Weekly hours, start and finish times):

Workplace line manager contact number:

Employer main contact number:

Frequency of communication

How often/how will the education provider, student and employer communicate?

Appropriate dress code (business attire/dress and PPE)

What clothing and footwear that is appropriate for the workplace and this nature of work?



Industry placement – role profile

Role title		Working pattern	
		Duration	

Objective(s)		
Typical activities		
1)		
2)		
3)		

Learning goals	Reference
<p>On the placement the student will need to further develop and hone through activity 1:</p> <p>Employability skills</p> <p>Technical skills</p> <p>On the placement the student will need to further develop and hone through activity 2:</p> <p>Employability skills</p> <p>Technical skills</p> <p>On the placement the student will need to further develop and hone through activity 3:</p> <p>Employability skills</p> <p>Technical skills</p>	
Minimum starting requirements	
Suggested prior learning	



Appendix 3: Placement forms

Partnership Agreement, Pre-Placement Visit Form and Health and Safety Checklist for <insert course title> Programme Placements

Placement Experience Offered:

Partnership Agreement between organisations involved in the provision of practice learning experiences.

1. Purpose of the Agreement

- 1.1 The provision of quality education and training of sport and physical activity students depend on an effective partnership between the education provider, and Organisations involved in providing practice learning experiences.
- 1.2 The Partnership Agreement is designed to supplement the Agreement between the Education provider and the Organisation providing the practice learning experience.
- 1.3 Practice learning experiences are provided in a wide range of organisations including sports clubs, sport and fitness centres, schools, healthcare centres, sport development contexts and hospitals. In this Agreement, the word 'Organisation' is used for all organisations providing practice learning experiences for students on sport programmes.
- 1.4 This Agreement is written for practice learning experiences in pre-registration and pre-qualification programmes.

2. Supervision, and assessment of practice learning

- 2.1 The Organisation will make appropriate and sufficient staff available to ensure students receive an educationally relevant experience through effective supervision, and assessment of practice learning.

- 2.2 The Education provider will provide information to staff in the Organisation involved in the supervisory process Facilities.

3. Facilities

- 3.1 The Organisation will make available facilities to support students undertaking practice learning in their areas.
- 3.2 The Organisation will ensure that students undertaking practice learning are provided with suitable work facilities and amenities in line with the requirements of the Workplace (Health, Safety and Welfare) Regulations 1992.

4. Preparation and Induction of Students

- 4.1 The Education provider will ensure that students undertaking practice learning will have appropriate preparation, commensurate with the practice learning opportunity being undertaken.
- 4.2 The Organisation will ensure that the students receive an appropriate introduction and induction to the practice area in which the learning will take place. The induction must include any information necessary to safeguard their health and safety while on placement.

5. Access

5.1 Staff of the education provider involved in the supervision of students undertaking practice learning at the Organisation, and liaison with staff involved in the supervision, and assessment of practice learning, will have access to all placement settings (having first agreed with the person responsible for the placement setting).

6. Insurance and Liability

6.1 The Organisation will hold and maintain adequate public liability, employer liability, and such other appropriate insurance as are necessary to cover the provider, its staff, and the education provider in respect of personal injury or death, or injury, loss or damage to property, and vicarious liability.

6.2 For these purposes, the Organisation is deemed to be the employer of students undertaking practice learning opportunities.

7. Disciplinary Issues

7.1 The Organisation may reserve the right to remove a student from a placement setting in any case where it considers this is necessary having regard to the student's conduct or professional suitability. The Organisation will inform the education provider immediately in this case. The education provider and the Organisation will co-operate in any disciplinary proceedings taken in connection with a student in a placement setting. Placement Supervisor staff of the Organisation should have the right to counsel a student. However, any case where more serious disciplinary action may be contemplated will be referred immediately to the education provider.

7.2 The Organisation and the Education provider will co-operate in answering complaint or defending any practice negligence or personal injury claim involving a student in a placement setting.

7.3 The Organisation will encourage and support appropriate staff to participate in any disciplinary and appeals processes relating to student performance in practice, at the invitation of the Education provider.

8. Information/Communication

8.1 The Organisation will provide information to the education provider including:

- List of all placement settings and contact person for each.
- Reasonable advanced warning of any changes to the placement.
- Details of policies implemented by the Organisation concerned with risk management and governance, for example: clothing requirements.
- Moving and Handling.
- Fire Prevention.
- Security.
- Personal Safety.
- Confidentiality.

8.2 The education provider will provide information to the Organisation including:

- Learning outcomes for placement settings.
- Names of students for each placement setting.
- Updated lists of visiting/link lecturers.
- Policies of the education provider which may impact on staff of the Organisation.
- Materials designed to support Student learning in practice settings.

9. Data protection and Freedom of Information

9.1 The Organisation shall be expected, within the operation of its activities, with the education provider, to adhere to and comply fully with the provisions of the Data Protection Act 1998.

9.2 The education provider is subject to the Freedom of Information Act (2000) and all recorded information will be dealt with in accordance with the Act's provisions. This will include recorded



information relating to this partnership. The education provider agrees to consult the Organisation about freedom of Information requests relating to this partnership before information is disclosed.

This Agreement will run for one year from the date of the Agreement after which it will be reviewed by both parties.

Signed by: _____ (Signature)

Print Name: _____

(On behalf of the Organisation)

Appendix 4: Placement forms for student

Student Name	
Programme/course/module	
Personal education provider contact	
Name of Placement	
Address of Placement	
Telephone Number of Placement	
Contact Person (Name, position, and email address)	
Dates of placement (anticipated start and finish)	
Briefly outline work carried out by placement Aims and objectives of placement	



Health and Safety – to be submitted to Placement Named Contact at the education provider

Health and Safety Checklist		(Please tick as appropriate)	
		YES	NO
1.	Do you have a written health and safety policy?		
2.	Do you have a policy regarding health and safety training for your staff, and will you provide the necessary health and safety training for the placement student?		
3.	Is the organisation registered with:		
	a. The Health and Safety Executive (or overseas equivalent – specify)?		
	b. The Local Authority Environmental Health Department (if applicable)?		
4.	Insurance:		
	a. Is Employer Liability Insurance held?		
	b. Is Public Liability Insurance held?		
	c. Will your insurance cover any liability incurred by a placement student because of his/her duties as an employee?		
5.	Risk Assessment:		
	a. Have you carried out risk assessments of your work practices to identify possible risks, whether to your employees or to others?		
	b. Are risk assessments kept under regular review?		
	c. Are the results of the risk assessments implemented?		
6.	Accidents and Incidents:		
	a. Is there a formal procedure for reporting and recording accidents and incidents in accordance with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (or overseas equivalent – specify)?		
	b. Do you have your procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?		
	c. Will you report to the education provider contact all recorded accidents involving placement students?		
	d. Will you report to the any sickness involving placement students, which may be attributable to the work?		

Contact Personnel:

Who is the nominated contact for compliance with the requirements of Health and Safety legislation?

Name/Position:

Signed by: _____ Date: _____



Placement Supervisor Details –to be completed by supervisor

Name of Supervisor	
Position of Supervisor	
Qualifications/course/programme of Placement Supervisor	
Experience of Supervisor in undertaking student supervision	
Placement outline e.g. Days/dates/times placement will be undertaken	

Declaration:

This form has been discussed by the student, Placement Supervisor, and it is agreed that the Organisation is suitable for a placement and the student has received details of the placement area's Health and Safety policy

Signed by: _____ Date: _____

(Placement Supervisor)

Signed by: _____ Date: _____

(Student)



Appendix 5: Student Post-Placement Survey

1. Please give an overview of your role and what this involves on a day-to-day basis.

Skills

2. Have you learnt any new skills, or developed your existing skills?
- How would you rate the training provided during your experience?
1 = Poor, 5 = Excellent
 - How would you rate your development of industry-specific skills during the experience?
1 = Poor, 5 = Excellent
 - How would you rate your development of personal / soft skills during the experience?
1 = Poor, 5 = Excellent
 - Please rate how these skills have helped you in your career development
1 = Poor, 5 = Excellent

Responsibilities

3. Were you given much responsibility during your placement / internship?
- Please rate how meaningful you found the work you were doing
1 = Poor, 5 = Excellent

Support & Guidance

4. How much support and guidance did you receive during your placement / internship?
- How would you rate the support and guidance from your line manager?
1 = Poor, 5 = Excellent
 - How would you rate the support and guidance from the wider team?
1 = Poor, 5 = Excellent

Culture

5. What was the company culture and general atmosphere like?
- How would you rate the inclusiveness of the culture?
1 = Poor, 5 = Excellent
 - How would you rate the social opportunities?
1 = Poor, 5 = Excellent
 - How would you rate the diversity initiatives?
1 = Poor, 5 = Excellent
 - How would you rate the charity and sustainability initiatives?
1 = Poor, 5 = Excellent

Your Impressions

6. To what extent did you enjoy your placement / internship?
- Please rate your level of enjoyment on your placement / internship
1 = Poor, 5 = Excellent
 - Please rate how your experience met your expectations
1 = Poor, 5 = Excellent
 - Please rate the future employment prospects at *COMPANY NAME*
1 = Poor, 5 = Excellent

7. *(Yes / No)* Would you recommend *COMPANY NAME* to a friend?

8. What advice would you give to others applying to *COMPANY NAME*?



Appendix 6: Example timesheet

Student Name:

Name of Employer:

Name of Supervisor:

To be handed to education provider once completed

Date	Start time	End time	Total hours
			Total:

I certify that these hours are a true and accurate record of all time worked.

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____



Appendix 7: Student evaluation on work-based placement experience

Student name:

Placement employer:

Name of placement supervisor:

Date of work experience placement:

It would be useful for us to have feedback on your work experience placement to enable us to continue to develop and improve our placements.

Please tick to indicate how you rated the following:	Poor	Fair	Good	Outstanding
	1	2	3	4
Usefulness of information received ahead of the placement				
Usefulness of information available on the website				
Quality of the welcome you received				
Friendliness of staff				
Quality of information received during your induction				
Quality of guidance provided during your placement				
Variety of the tasks you observed / took part in				
The overall quality of the placement				
Usefulness of placement in deciding your future				
Enjoyment you got from the placement				

Which aspects of your work experience did you find most useful?



Which aspects of your work experience did you find least useful?

If anything, what would you change about your placement?

In which way/s could we improve on your work experience placement?

Any further comments:

Student signature: _____ Date: _____



Appendix 8: Employer evaluation on student

Please take a few minutes to feedback on your work experience student. This information can be helpful for future job/education applications or general personal improvement.

Name of Student: _____

Name of Employer: _____

Employability and personal skills feedback Please tick the appropriate column	Excellent		Average		Poor	N/A
	1	2	3	4	5	6
General behaviour; politeness and courtesy to others						
Appearance e.g., appropriate dress						
Punctuality and timekeeping						
Relationship with colleagues/clients/customers						
Working as part of a team						
Communication skills						
Ability to understand and follow written or spoken instructions						
Taking responsibility/initiative						
Problem solving, observation and analytical skills						
Completion of allocated tasks						
Application of Information Technology						
Business awareness						
Positive attitude to work						

Provide specific feedback on the student below:

Signed: _____ Position: _____

Thank you for taking the time to complete the evaluation form and for your time in providing a placement.



Review

This Work-based placement and learning Guide will be reviewed on December 2022 unless a change in policy, governance or other circumstance requires a review prior to this date.



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