QUALITY ASSURANCE APPROACH FOR WORK-BASED LEARNING PROVISION

This document provides guidance on the approach to quality assurance for work- based learning provision, including practice and placement learning

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1. INTRODUCTION

1.1.   Canterbury Christ Church University (CCCU) is committed to supporting students to achieve academic excellence through all activities within the curricula, including work-based learning which adds value to student learning and enhances their employability.

1.2.   Across the University, there is a range of work-based learning provision requiring different levels of management and monitoring. It is essential that these activities are considered in a holistic and coherent manner.

1.3.   The quality assurance approach aims to provide general guidance on the approach to quality assurance for all work-based learning provision and should be considered alongside more detailed specific policy, procedure and guidelines. The approach will aim to provide a common understanding of this type of provision to ensure appropriate and coherent practice.

1.4.   The quality assurance approach is informed by the QAA's Advice and Guidance on Work-Based Learning (2018)[1].

2. CATEGORIES OF WORK-BASED LEARNING (WBL) PROVISION

> Work-Based Leaning (WBL) 'involves learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need' (QAA, 2018). [2] WBL is different from work-related or simulated learning activity. There are various forms of WBL, with an example being Placement or Practice Learning.
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> As WBL is an all-encompassing term and provision across the University is diverse with different levels of requirements, therefore varying levels of risk need to be well understood. To ensure that an appropriate level of policy and governance is put in place, WBL provision is divided into the following broad categories.

2.1.   **PSRB regulated WBL (Placement WBL [PWBL]) -** also referred to as Practice-based Placement Learning. The placement is mandatory to achieve the required outcomes and/or the award of credit, which leads to a professional qualification regulated by a Professional, Statutory and Regulatory Body (PSRB). The placements take place as specified by the PSRB. These types of placements include, the health care courses (for example, nursing), and teaching training courses. These placements impact on the accreditation of a course or the University as an accredited provider. They are usually highly regulated.

2.2.   **WBL linked to vocational courses** - these types of WBL might include short-term placement or longer term as for example year-long industrial placement. These WBL might include:

2.2.1.   Courses such as archaeology and engineering where students are encouraged to undertake practical experience in a work environment to enhance the application of the theoretical

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principles covered in the course. Students might need to participate in these placements during University breaks and undertaken these as extracurricular activity.

2.2.2. Courses where students are involved in live work-based ('live briefs') projects in collaboration with an industry, for example creative industry to complete projects. Students may spend only brief periods in the placement.

2.3. **WBL linked to general courses** - this is where, for example, a course is designed to include optional or mandatory placements or internships which may last a year or less. In some cases, this may extend the duration of the degree. The placement may be local, national, or international. In general, these courses are designed to develop employability and or enhance internationalisation (of students). Should students not be able to be placed, the students are able to shift to the equivalent module or standard course.

2.4. **Apprenticeships and work-based courses** combine work-based learning which is employment based and university study to enable learners to gain a university award. This could be through Foundation Degrees or Apprenticeships This is a very different type of WBL and is covered by separate policies and procedures such as those for apprenticeships.

3. PRINCIPLES FOR QUALITY MANAGEMENT OF WORK BASED LEARNING

3.1. For its awards, the University has a responsibility and obligation to ensure that all WBL processes are managed and monitored according to high standards, whether taught by the University or a partner delivering a University award.

3.2. In view of the diverse range of WBL provision, appropriate levels of scrutiny should be put in place which do not present unnecessary barriers while ensuring that high academic standards are maintained and support an excellent student experience.

3.3. Where a course includes WBL offering (including extra-curricular placements), the University has obligations to ensure that placements are appropriate to the needs of students and the requirements of the course, and that students are supported throughout the work-based learning. This responsibility is essentially delegated to Faculties and normally delivered by course teams supported by Graduate Futures. For Professionally regulated PWBL (PSRB), this support will be the responsibility of faculty-based academic staff members with expertise in the relevant PSRB.

3.4. All WBL provision must adhere to University policy and procedures for WBL, and PSRB requirememts (where applicable).

3.5. All WBL provision must adhere to the periods of practice experience as stipulated in the PSRB stanndards (where relevant) and course documents.

3.6. In order to protect students and the University, WBL needs to be monitored, regularly evaluated and reviewed. It is expected that WBL elements are considered within Continuous Course Improvement procedures including module evaluations, Boards of Studies, Student Forums, Course Performance Plans and periodic reviews. Students and stakeholders should provide feedback used in the monitoring, reviews, and enhancement.

3.7.   Faculties will scrutinise proposed WBL arrangements though course approval, course change, Course Performance Plans and Periodic Course Review processes. In addition, faculties will ensure registers are in place of work-based learning arrangements, and maintain oversight of the operation of WBL through a Faculty Work-based, Placement and Practice Learning Sub-Committee.

4. COURSE APPROVAL/RE-APPROVAL/PERIODIC REVIEW

4.1.   It is important that regardless of the type of WBL, at course design and development stage, the WBL is articulated and there is clear planning for the support for students. Course approval/re-approval/periodic review should ensure that there is appropriate planning for delivery of any WBL which will adhere to the policies and procedures, including:

4.1.1.   Clear responsibility for identifying placement places and placing students.

4.1.2.   Provision of resources for supervision, monitoring and engagement with placement mentors.

4.1.3.   Defined responsibilities of staff, students and workplaces in adherence to the relevant policy and procedures.

4.1.4.   Alignment to any requirements including PSRB standards (where relevant and the management of risk (appropriately accounting for the location of the placement)

4.1.5.   Arrangements for placement evaluation.

5. GOVERNANCE AND RISK MANAGEMENT

5.1.   The governance and management of WBL must be sufficient to address the level of risk and complexity of the specific WBL arrangements.

5.2.   Except where alternate arrangements are required for PSRB regulated WBL, the course team has primary responsibility for the operation of WBL. The school maintains responsibility for ensuring quality delivery and the faculty for oversight. However, each faculty should be aware of who will coordinate WBL and liaise with the University central structures and the placement centres.

5.3.   The individual coordinating WBL will identify WBL providers and ensure effective arrangements for preparing and placing students. This may be undertaken collaboratively with identified faculty-based staff members with responsibility for placement or Graduate Futures where appropriate.

5.4.   Where students are responsible for identifying their own placements, the WBL coordinator and Graduate Futures partners will still ensure that the placement and the activity that the student will undertake are appropriate, and all processes are duly put in place.

5.5.   Except where alternate arrangements are required for PSRB regulated WBL, the monitoring of placement activities should be undertaken at course and school levels, and activity reported to Boards of Studies. Each course will report on WBL activities and produce an updated register of WBL, which will be presented to the faculty level committee.

5.6.   The overall responsibility for all WBL activities rests with the faculty. This oversight responsibility will be delivered through the Faculty Work-Based, Placement and Practice Learning Sub-committee reporting to the Faculty Quality Committee.

5.7.   The Faculty Quality Committee will be responsible for reporting any significant WBL issues to the Quality Monitoring and Review Sub-Committee and for providing an annual risk-based report on the management and enhancement of WBL.

5.8.   The Quality Monitoring and Review Sub-Committee will be responsible for providing a summary report to Education and Student Experience Committee, flagging key cross-institutional matters or key areas of risk.

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