

Queen Mary Collaborative Provision Framework

Placement Learning Policy Matrix

Key Points

- This has been developed in the context of the QAA definition of placement learning in the UK Quality Code Chapter B3: Learning and teaching:

“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”

- In all categories of activity below the student remains a student, as defined in the College Ordinances, whilst on placement. This is irrespective of whether the student is also an employee. As such the student is subject to the regulations for the management of student misconduct in the College’s Code of Discipline. Students registered for a primary medical or dental qualification are subject to the Professional Capability and Fitness to Practice Regulations.
- All categories relate to credit-bearing placements or placements which provide teaching that is integral to the delivery of the module curriculum and assessment of learning outcomes.

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	1. Work-based Placements	2. Internship Placements	3. Observer Placements	4. Academic Study Placements
Definition	The student is a contracted employee and the emphasis of the placement is on gaining professional or technical employment experience. The student has the status, remuneration, and access to support structures commensurate with an employee of the organisation. This could be a thick or thin placement arrangement.	It is unusual for the student to be contracted as an employee. They complete work under supervision but the emphasis of the placement is on learning opportunities and educational experience.	The student is not an employee and does not undertake any work; the placement is focused on the provision of learning opportunities.	The student is registered as a student at both the host partner institution and QMUL. The placement provides a period of academic study with an overseas University, which is credit-bearing within a QMUL programme. Placements are either: a) Compulsory: to the award of the QMUL degree b) Optional: part of the award open to UG students from most subjects
Curriculum Features	a) Thick placement: a single credit-bearing placement, as part of a programme of study, generally lasting for one year. b) Thin placement: a single or series of credit-bearing placements, as part of a programme of study, generally lasting between 3-6 months.		Often integrated in the delivery of the curriculum within modules, alongside teaching taking place at QMUL.	a) Thick placement: lasting for an academic year (all compulsory and some optional placements) b) Thin placement: lasting for one semester
Example Activities at QMUL	Undergraduate (BSc/BEng/MEng/MSci), postgraduate taught programmes (MA/MSc), and postgraduate research programmes with a taught element (PhD) E.g. MSci Pharmaceutical Chemistry with a Year in Industry or BEng Sustainable Energy Engineering with Industrial Experience.	All degree programmes.	Undergraduate programmes in Medicine and Dentistry e.g. MBBS and BDS ¹	a) Compulsory placements are an integral part of a four-year undergraduate language degree programme b) Optional placement opportunities are available to all UG degree students except those on an LLB, MBBS or BDS programme.

¹ Medical and Dental placements are treated as teaching placements in the categorisation of learning and teaching methods for the KIS return.

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Assessment Features	<p>a) Credit only assessment: the placement is assessed on the basis that work has been satisfactorily completed. Students are awarded credits but they do not contribute towards the calculation of the degree classification.</p> <p>b) Placement enhanced assessment: the placement is assessed by QMUL and the credits and marks contribute directly towards the calculation of the degree classification.</p>		Placements are embedded in modules; learning outcomes are assessed through continuous assessment methods.	c) Credit and grade bearing enhanced assessment: the placement is assessed, credits and marks achieved at the Partner Institution are converted by QMUL and contribute directly towards the calculation of the degree classification.
Level of Support	Regular contact maintained with students. A visit to students is desirable. In programmes with enhanced assessment features it is expected that students will be visited twice whilst on placement. There will be a named member of staff at QMUL and at the provider who is the key contact/supervisor/mentor.		Regular contact is maintained with students. Representatives of NHS Trusts are members of relevant School Committees.	Regular contact and monitoring of students based overseas.
Responsibilities: QMUL	Responsible for ensuring the quality of the educational provision, resources and supervisory arrangements. This is managed at an institutional level through the QMUL Quality Assurance Framework.			
Responsibilities: School/Institute	<p>Operational management, assurance, and support for placement opportunities, including:</p> <ul style="list-style-type: none"> ▪ Assessment of appropriateness of individual placement providers e.g. through risk assessment mechanisms; ▪ Taking steps to ensure opportunities are consistent with QMUL's Equal Opportunities Policy; ▪ Defining the detailed and specific responsibilities and entitlements relating to students and providers; ▪ Briefing placement providers and making available written guidance such as handbooks, including information on intended learning outcomes. It may be useful to develop a 'learning agreement' with providers. ▪ Providing students with guidance and documentation to support them before, during, and after the placement e.g. placement handbook. ▪ Complete control over setting and marking assessments. Providers 		<p>Operational management, assurance, and support for placement opportunities, in line with the requirements of the GMC and the GDC including:</p> <ul style="list-style-type: none"> ▪ Organising and allocating student placements with partner NHS Trusts. ▪ Provision of guidance to providers on the type of learning opportunities that should be made available to students. ▪ Responsibilities may be defined in individual 	<p>Operational management, assurance, and support for placement opportunities, including:</p> <ul style="list-style-type: none"> ▪ Assessment of appropriateness of individual placement providers e.g. through risk assessment mechanisms*; ▪ Taking steps to ensure opportunities are consistent with QMUL's Equal Opportunities Policy*; ▪ Defining the detailed and specific responsibilities and entitlements of students*; ▪ Providing students with guidance and documentation to support them before, during, and after the

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	<p>may have an input in the delivery of some assessment exercises.</p> <ul style="list-style-type: none"> Evaluating effectiveness of placements. 		<p>Service Level Agreements and handbooks may be provided for tutors.</p> <ul style="list-style-type: none"> Monitoring the quality of the learning opportunities provided on placement. Such as annual audits of partner NHS trusts, feedback from students and clinical teachers regarding the placement experience, and events for GPs to discuss issues relating to curriculum planning and delivery and training days. 	<p>placement e.g. year abroad handbook*;</p> <ul style="list-style-type: none"> Advise, scrutinise and approve module selection/student's study plan to ensure the plan meets the programme regulations*. An Erasmus Learning Agreement is completed for Erasmus study placements; Host institution conducts assessment and SEB is responsible for conversion of marks. In some programmes in SLLF, students complete additional QMUL assessments. Evaluating effectiveness of placements*. <p>* Central support is provided as well for placements coordinated by the International Exchange Programme</p>
<p>(Generic) Responsibilities: Students</p>	<ul style="list-style-type: none"> Secure and disclose a suitable placement opportunity (where relevant). If abroad, obtain a visa and insurance. If abroad, register with the local British Consulate. Professional conduct and behave as a representative of the programme and QMUL. Appropriate attendance and contact levels with QMUL. Seek out learning opportunities and optimise the learning experience available. Notify the School/Institute if the placement is prematurely terminated. 		<ul style="list-style-type: none"> Professional conduct and behave as a representative of the programme and QMUL. Appropriate attendance and contact levels with QMUL. Seek out learning opportunities and optimise the learning experience available. 	<ul style="list-style-type: none"> To obtain a visa and insurance for period abroad Register with the local British Consulate Develop a study plan /learning agreement following guidance provided on module selection and programme regulations. Notify QMUL and have approved any changes to the agreed study plan. To be aware of and follow the academic regulations at the host

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				institution. <ul style="list-style-type: none"> ▪ Appropriate attendance and contact levels with QMUL. ▪ Seek out learning opportunities and optimise the learning experience available. ▪ Notify the School/Institute if the placement is prematurely terminated.
(Generic) Responsibilities: Placement Provider	<ul style="list-style-type: none"> ▪ Provision of appropriate learning opportunities, with a particular emphasis on professional, practical, or technical experience. Where relevant contribute to the assessment of students. ▪ Responsibilities in line with employment legislation. ▪ Comply with Health and Safety legislation. 	<ul style="list-style-type: none"> ▪ Provision of appropriate learning opportunities, and where relevant contribute to the assessment of students. ▪ Comply with Health and Safety legislation. 	<ul style="list-style-type: none"> ▪ Provision of appropriate learning opportunities in line with the obligations in the 'Learning and Development Agreement' and its schedules. ▪ Comply with Health and Safety legislation. 	<ul style="list-style-type: none"> ▪ Provision of appropriate learning opportunities, conduct assessments, produce transcript of results. ▪ Comply with safety and legislation.

Approved at Senate June 2012