

Access restrictions: n/a

From: Ashley Palmer, Assistant Registrar (Regulation and Compliance)

Subject: Student Placements Policy

Status: Final version for approval

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Executive summary

The Student Placements Policy was last reviewed and approved in 2019. Many undergraduate programmes at City currently offer year-long placements, although there is considerable variation in how these placements are delivered, assessed, and recognised. It is proposed to change the Student Placements Policy to introduce a standard model for year-long placements. This model would be adopted across City, except where PSRB or other regulations already govern placement activity (e.g. clinical placements in SHPS). There would be some flexibility to adapt elements of the model to suit School or disciplinary requirements, but it is expected that programmes will adhere to the basic model. The model covers both undergraduate and postgraduate taught programmes and will be implemented for students starting in 2025/26.

The key points of the proposed model are listed below, and are outlined in full in point 26 of the policy (highlighted in yellow):

- All year-long placements must be housed within a 120-credit module, which will normally be weighted at 10% of the final degree classification.
- The module must include appropriate learning outcomes and assessment.
- Students who successfully complete the module will graduate with an award title that reflects their placement work.
- Students who do not wish to take a placement or do not successfully complete a placement will graduate with the standard award title.
- To facilitate the above, there will need to be with-placement and non-placement versions of programmes that offer a year-long placements, with students transferring between the two as needed.

This model is based on a discussion paper that was considered previously at EQC, EEB, and the Employability Workstream committee. This was based on research on how providers across the sector are increasingly standardising and recognising year-long placements. Feedback received in these meetings was taken into consideration when updating the policy wording.

The draft revised policy was circulated to stakeholders across the University and to School Boards of Studies for consultation. In response to feedback, a number of further changes were made, including clarifying that there should be one placement module for use in both three- and four-year undergraduate programmes, removing references to 'industrial' and 'professional' placements and replacing them with 'year-long' for consistency (and alignment with City-wide terminology, noting that 'Sandwich' is being used less and less in this context), adding a reference to placement providers' application processes, and adding a reference to student working hours to appendix B (point d).

In addition, this opportunity has also been taken to review other aspects of the policy and make changes as needed, including updating links, correcting typographical errors, updating out-of-date terminology, and reviewing the wording of the placement throughout to ensure consistency.

The draft revised policy was endorsed by EQC on 22 May 2024, subject to two actions: Firstly, the definitions of different types of placement activity (points 12 to 20) and the content of Appendix A were reviewed and revised to ensure they were in alignment. Secondly, a note to include information on relevant employment rights has been added to the Appendix B (point h), the guidance for staff providing pre-placement briefings to students.

At EQC there was also discussion about other issues, including assessment design, reflecting year-long placements in programme specifications, and operational issues such as workplace visits. It is noted that implementing the proposed changes may pose specific operational questions and challenges for Schools. In response, QUAD will consult with Schools and other stakeholders (e.g. Careers, LEaD) to prepare an implementation guide to support staff in making the necessary changes.

Recommendation(s)

1. Consider and approve the revised Student Placements Policy.

Action(s) required from the Committee:	A. Consider and approve the revised Student Placements Policy.
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The table below outlines which committees/groups have already seen the report and the resulting outcome/action from discussions.

Committee date	Committee title	Outcome/action	Action date	Paper version number
22 May 2024	Educational Quality Committee	Endorsed, subject to reviewing placement definitions and Appendix A to ensure alignment, and adding information about employment rights to Appendix B	Before Senate meeting (10 July 2024)	1



Student Placements Policy

Scope:

All taught and research programmes leading to an award of City, University of London. The principles of this Policy will apply to validated provision. Specific arrangements for validated programmes will be approved at validation of the relevant programme and form part of the Validation Agreement.

Senate Regulations:

[Senate Regulation 15: Undergraduate Programmes](#)

[Senate Regulation 16: Graduate Programmes](#)

[Senate Regulation 17: Postgraduate Programmes](#)

[Senate Regulation 19: Assessment Regulations](#)

[Senate Regulation 23: Masters Degrees by Research](#)

[Senate Regulation 24: Doctoral Programmes](#)

Summary:

The Student Placement Policy details the provision of placement opportunities for students, either as a required or optional element of their programme.

Date approved/re-approved:

Approved July 2017

Re-approved November 2019

Date for review:

To be reviewed by the end of 2027/28 academic year, with allowance for minor updates, as required.

Effective from: 2024/25

To be read in conjunction with:

Forms for student placements:

Tri-party agreement (placements)

Placement Health and Safety Questionnaire

Short Term Placement Information Form

Equality and Diversity Statement

City, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act

2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

Where relevant to the policy, decision-making panels will ensure a reasonable gender balance (with at least one man and one woman) and will actively consider representation of other protected groups.

Introduction

1. The Student Placements Policy details the provision of placement opportunities for students, either as a required or optional element of their programme, by explaining the different types of placements students can undertake and how these placements are developed and monitored. These opportunities add enormous value to the student experience and should be managed within a robust framework to ensure the quality of the student experience and satisfy the University's duty of care for students
2. The policy aligns with the expectations of the [UK Quality Code Advice and Guidance: Work-based Learning](#). It has also been developed with reference to the [ASET Good Practice Guide for Work Based and Placement Learning in Higher Education \(2022\)](#) and the [University Health and Safety Policy](#) (including Safety Procedure No.13 Work Placements for Students).

Equality, Diversity and Inclusion

3. It is City's intention to deliver opportunities that are open to all students and that placements offered fully conform to City's own Equality & Diversity Policy as well as the Equalities Act 2010.
4. It is the student's responsibility to declare at an early stage if they have any specific support or learning needs so that these can be considered. By declaring, the ability of the Placement Provider to support those needs appropriately can also be assessed. Please note that reasonable adjustments in the context of a placement may differ from those in the academic setting. Arrangements will be considered on a case-by-case basis and any agreed reasonable adjustments must not compromise the achievement of learning outcomes or other requirements for educational standards or professional competencies that are required by Professional, Statutory and Regulatory Bodies (PSRBs). Decisions on reasonable adjustments for placement students must be made with reference to other available guidance and information and in liaison with the Student Health and Wellbeing Team as appropriate.
5. Any reasonable adjustments that are agreed must be captured in the Tri-Party Agreement. Placement Coordinators must seek permission from students before disclosing information about a student's disabilities or other protected characteristics to a Placement Provider.

Overviews and Principles

6. This policy covers any work-based, employment or practical experience that students may undertake as part of a programme that fulfils stated learning outcomes.
7. These learning outcomes may be specific (the development of specialist skills, for example) or more general (developing and understanding of the employment context, for example). A placement may be a required element of a programme or an optional extra and they may or may not be credit-bearing, although all year-long placements should adhere to the framework set out below. Both placements organised by City and placements organised by students to satisfy the requirements of their programme are within the scope of this policy.
8. The general principles of this policy also apply to placements that are required by PSRBs (specifically practice-based placements in the School of Health and Psychological Sciences) although some elements of this policy may not apply to such programmes (in particular the section on Year-long Placements below).
9. The policy is not intended to cover learning outside of a programme that is not a planned part of a programme such as part-time, term-time or holiday work/work experience that students may arrange for themselves. However, if a work experience opportunity is sourced, endorsed

or recognised by City (for example, where this is included on a student's transcript) the Short-Term Placement Information Form should be used.

10. Additionally, this policy does not cover students who have interrupted their studies to undertake a period of time in employment.

Types of Placements

11. Below is outline of the range of placement activities that students may undertake at City. This list is not exhaustive and does not preclude other types of placements being established under the arrangements for approval set out in this policy. For a summary of the approval, monitoring and review mechanisms for each type, see Appendix A.

12. **Company visits, insight days, observational placements/shadowing**

Short-term, supervised activity that may be undertaken as an enrichment activity for students. There are rarely any specific learning outcomes associated with these activities and students will not have responsibility for undertaking specific tasks within the organisation.

13. **Short Term Placements**

Short Term Placements are usually less than 12 weeks in duration. Students concurrently study one or more module(s) with attendance at University while undertaking the placement.

14. **Term Placements**

Term Placements are usually a full academic term in length, i.e. 12-15 weeks (full-time). These are normally associated with a specific module within a degree programme. Students normally remain fully registered with the University and there are learning outcomes attached to the experience (for which credit or acknowledgement may be received, depending on the programme). Semester placements might also be undertaken part-time with the student spending 1 or 2 days a week in the work setting.

15. **Micro-Placements**

Micro Placements are elective, credit-bearing, short placements, i.e. 4 weeks (full-time) usually held in June and July of each calendar year. They are organised by the Careers and Employability Team and use separate processes and forms specific to these placements.

16. **Practice Placements**

Practice Placements are defined as placements undertaken on programmes where the final qualification leads to a licence to practice, such as in some regulated Health Sciences or Law programmes. These are governed by a formal agreement between City and employers. Students may undertake multiple practice placements as part of their programme of study and employers may be involved in the assessment of students.

17. **Year-long Placements**

These placements are typically 30-52 weeks in length away from the University. Students remain fully registered with the University during your placement, programme learning outcomes are attached to the experience and the placement is normally acknowledged or represented on your final transcript and degree certificate. Further information on the framework for year-long placements at City is provided below.

18. **Projects**

These are negotiated periods of work undertaking a specific tasks for an employer. Projects can be of various lengths, and may or may not be additional to the student's module diet (i.e. some projects may be undertaken as part of a module).

19. **Internships**

Internships are structured periods of work experience, which may be in a profession or industry related to the programme of study, but is not a formal requirement of the student's award.

20. **Work based learning**

The student's primary role might be considered to be that of an employee, and they are based in their work setting for the majority of their time. The employment settings provide the contextual focus for learning throughout the degree.

Modes of Undertaking Placements

21. Alternative modes of undertaking placements, such as via distance or online methods, are permissible in circumstances where an in-person placement may not be possible owing to conditions beyond the control of either the placement host or the student's circumstances. Any placements that involve distance or online participation or engagement would still need to comply with this policy, the student code of conduct and the Equalities Act (2010).

General Principles

22. This policy sets out the principles and processes which apply to the development, delivery and monitoring of placement learning. Application of this framework ensures that City will operate robust processes to ensure its ultimate responsibility for the quality of placements you may undertake. During a placement period, although students are normally registered with the University and remain subject to University regulations, their direct supervision is transferred to a Placement Provider for a set period of time.

23. Therefore, the Placements Policy has three key objectives to:

- a. Preserve our duty of care for students who undertake placements.
- b. Ensure that placement activity is appropriate, enriches students' experience and enables defined learning outcomes to be met.
- c. Provide a transparent and consistent framework for the approval, monitoring and review of placement activity.

Definition of terms

24. The following terms are used in this policy and its associated guidance. Specific role titles may vary between programmes, for example, in the School of Science and Technology placement activity is managed by a specialist team of professional staff. However, in all cases the responsibilities of each role will be clearly defined for students in an appropriate location:

- a. The **Module or Programme Convenor** refers to the designated person or persons within City with overall responsibility for a programme or module that may include placement activities.
- b. The **Placement Coordinator/Manager** refers to any person within the School or within the Careers Service responsible for the management of student placements.
- c. The **Placement Provider** is the host organisation providing the placement.
- d. **Placement students** are registered City students working under the supervision of a Placement Provider (usually) away from University premises.
- e. An **Academic Supervisor/Tutor** is any member of academic staff who visits a placement student and/or is responsible for a placement student.
- f. **Learning outcomes** describe what a student should be able to do or demonstrate in terms of knowledge, skills and attributes by the end of the module or programme.

Approval of Placement Activity

25. Programme Design

Placement activity must be an approved part of a programme. Proposals to incorporate these opportunities can be considered either through City's programme approval procedures (for new programmes) or through amendments to existing programmes of study. Opportunities to participate in placement schemes must be clearly indicated in Programme Specifications.

During the design and approval of programmes that incorporate placements it is required that proposals define:

- a. How placement learning contributes to the overall aims and learning outcomes of the award.
- b. Whether placements are mandatory or optional.
- c. Who is responsible for sourcing placements.
- d. The mode of attendance for placements.
- e. How placement activity forms part of the assessment strategy for the module/programme.
- f. Whether it will be credit bearing or non-credit bearing. The expectation is that all placement activity should be credit bearing, unless there is a specific rationale or PSRB requirement for it to be non-credit bearing.
- g. The implications for students not securing a placement, not completing the placement or needing to change their placement.
- h. The capacity of the Programme Team (or other unit) to manage placement activity.

26. Year-long Placements

Unless they are subject to an external PSRB or regulatory framework that specifies a structure for delivering year-long placements, integrated year-long placements that form part of undergraduate programmes should adhere to the following framework.

- a. Undergraduate year-long placements should be housed within a 120-credit module covering the year in which the placement activity takes place. The module should be at level 6 and be taken after completion of the second year (in a standard three year-programme) or third year (in a standard four-year programme). The 120 credits are in addition to the 360 credits for a standard three-year programme or the 480 credits for a standard four-year programme.
- b. The module should include learning outcomes and assessments. Schools will determine the learning outcomes relevant to their discipline and the most appropriate forms of assessment.
- c. The module will normally be weighted to contribute 10% of the final degree classification for four-year programmes (including the placement year), and a lower proportion of the final degree classification for five-year programmes (including the placement year). The weighting should be taken proportionately from the other years of the programme.
- d. Students who successfully complete their placement will have this reflected in their final award title as well as their transcript. The School will determine the most appropriate wording to add to the award (e.g. '... with Professional Placement' or '...with Industrial Experience', etc). Where students do not successfully complete their placement, they will be transferred to the standard version of the programme and graduate with the standard award title.

For postgraduate programmes, integrated year-long placements should adhere to a similar framework.

- e. Postgraduate year-long placements should be housed in a 120-credit module covering the year at level 7.
- f. The module should include learning outcomes and assessments. Schools will determine the learning outcomes relevant to their discipline and the most appropriate forms of assessment.

- g. The module will normally be weighted to contribute 10% of the final degree classification.
- h. Students who successfully complete their placement will have this reflected in their final award title as well as their transcript. The School will determine the most appropriate wording to add to the award (e.g. '... with Professional Placement' or '...with Industrial Experience', etc). Where students do not successfully complete their placement, they will be transferred to the standard version of the programme and graduate with the standard award title.

27. Approval of Placement Settings

Each placement setting must be approved by the relevant Module or Programme Convenor as appropriate to meet students' needs and the requirements of this policy. The Tri-Party Agreement provides a template to ensure that all the relevant matters are considered by the Module or Programme Convenor before a student starts their placement. These include the Code of Conduct, that any relevant Health & Safety issues are given due consideration and where relevant, that reasonable adjustments are made. It is important to note that for some programmes, the requirements of placement settings are defined by the relevant PSRB.

An approved placement must provide the following

- a. A defined role within an established organisation. Placements with start-ups and other newer businesses are not automatically excluded, but the University must be assured that all of the other criteria can be met.
- b. Clear opportunities for the programme learning outcomes to be achieved.
- c. A nominated academic supervisor and a commitment to regular supervision by the supervisor throughout the placement.
- d. Evidence of employer's health and safety procedures in place and provision of training and briefing in relation to these. Employer's would confirm these arrangements to the University and to the student.
- e. Adequate facilities and resources to support successful undertaking of the placement role.
- f. Opportunities to meet the requirements of PSRBs, where appropriate.
- g. Employers Liability insurance cover.

New Placement Providers

- 28. Placements may be sourced by City or by students. Arrangements for sourcing placement opportunities may differ between Schools. Each programme handbook will set out how placements are arranged and whom is responsible for finding the placement.
- 29. In all cases, appropriate checks must be undertaken by City before students are approved to go on placement. The Tri-Party Agreement outlines questions that provide an appropriate due diligence process. For some programmes the due diligence processes may be determined by PSRB requirements.

30. Pre-placement Visits

The requirement for a pre-visit must be determined through the process of approval of placements settings by a Module or Programme Convenor. A pre-placement visit is not normally required unless there are specific concerns raised by either the placement provider, by the student or the Module or Programme Convenor. The decision on whether or not a pre-visit takes place would depend upon the details supplied by the placement provider in their initial response in the Tri-Party Agreement.

The purpose of a pre-placement visit would be to assess the placement setting, discuss any concerns arising from the Placement Provider's risk assessment of the role and to clarify

understanding of arrangements for health and safety (using the criteria set out in the [University's Placement Health and Safety Questionnaire](#)).

31. Placements Abroad

- a. There is a higher element of risk when students undertake a work placement abroad. When considering placements abroad, particular account should be taken of legislation and laws appropriate to the country concerned and consideration of any particular risks associated with the specific region and location.
- b. The Placement Coordinator should explore both what health and safety procedures are in place and also what insurance might be provided by the Placement Provider to cover any illness or injury suffered by the placement student.
- c. Where satisfactory arrangements are not deemed to be in place, as determined by the module or programme convenor, you will be informed, in writing,
 - i. of the risk that the placement carries; and
 - ii. that you may have little or no legal protection in the event of a workplace incident.
- d. If the student still wishes to undertake the placement, the Module or Programme Convenor must advise the student to seek appropriate advice with regard to alternative insurance cover.
- e. If a placement is abroad, the student should complete the [overseas work placement](#) risk assessment with a sign-off from the Module or Programme Convenor or Placement Coordinator as appropriate.

Student Support, Information and Guidance

32. During the placement, students will remain registered with City, University of London. City will support students by providing clear information and academic guidance before, during and after placement has finished. The briefing processes will include opportunities for students to discuss any aspect of their placement with us. Please see Appendix B for examples of the types of information that would normally be covered in student briefings and handbooks.
33. The Programme (or School) must nominate both a 'Placement Coordinator' and an 'Academic Supervisor' (or equivalent) who will be responsible, with the Placement Provider, for the development of the Tri-Party Agreement (or equivalent agreement in the case of programmes subject to PSRB requirements) and for maintaining contact with students during their placement. City's specific responsibilities, and the Placement Provider's key contacts are set out in the Tri-Party Agreement.
34. Visits by City staff to students on placement are encouraged, wherever possible, and are required if the placement is away from the University for a full semester or more.

Allocating Placement Places

35. Many placement places will be decided through a documented application and selection process. The processes for applying for placements must be communicated to students before they look for a placement. The process for applying for a placement will ideally be included in programme specifications. In some Schools, SHPS for example, placements are allocated to students (other than elective placements). Where placements are allocated, fair and transparent procedures will be determined locally and communicated to students.
36. Some Placement Providers may run their own application processes. Where this is the case, information about the processes should be communicated to students.

Health, Safety and Welfare

37. The University has a legal responsibility to ensure, so far as it is reasonably practical, that students are not exposed to any risks to your health and safety. Specific details are set out in our Health and Safety Policy. The Student Placements Policy and its associated pro-formas ensure that the City meets its obligations in the operation of this activity. City will also make reasonable enquiries about arrangements for health and safety before students begin any placement activity.
38. This duty of care covers students whether placement opportunities are sourced by City or by students. The Placement Coordinator (or equivalent) must ensure that the Placement Learning Health and Safety Questionnaire is completed satisfactorily by the Placement Provider. A Placement Provider will only be required to complete one Placement Health and Safety Questionnaire, however, if placement roles and responsibilities vary significantly or if students are located on different sites then additional forms may be required (at the discretion of the Placement Coordinator).
39. The Placement Provider should also provide a copy of a placement risk assessment to the Placement Coordinator no more than 2 weeks after the placement has commenced, ideally sooner. A copy of the risk assessment and/or other relevant health and safety information must be provided to the student.
40. Where a Placement Provider has fewer than 5 employees, requirements for health and safety and risk assessment may be different. In these circumstances, the Placement Coordinator should undertake appropriate due diligence checks (Section 4 of the Tri Party Agreement) via a telephone conversation or in person and should record relevant information within the Tri Party Agreement form.
41. For some placements, PRSB, regulatory or other placement provider requirements mean that additional precautions must also be taken such as the completion of Disclosure and Barring Service check. These requirements will be set out locally.
42. The Academic Supervisor/Tutor, or other member of staff, visiting a student on placement is not expected to be an expert in health and safety matters, but should be aware of, and understand, their health and safety monitoring role. When visiting students on placement it will be necessary to observe the health and safety processes, discuss any concerns or incidents with students and take action that is considered necessary.
43. In the case of some international placements, where it is not possible to confirm that satisfactory arrangements for health and safety are in place, students may continue with the placement but should note that they have little or no legal protection in the event of a workplace incident. In such cases students should be advised to seek appropriate advice about alternative insurance cover.
44. All students and Placement Providers should be provided with sufficient advice about ensuring their health and safety in the workplace. The University's briefing sheet 'Health and Safety on Work Placement' provides generic guidance.

Insurance

45. By completing the Placement Health and Safety Questionnaire, Placement Providers confirm that appropriate insurance is in place. It is not necessary for City to retain copies of insurance certificates for Placement Providers.
46. If students are on an approved placement in the UK or abroad, travel to and from the

placement provider is covered under the terms of the University's insurance.

47. Some placements may require additional professional indemnity insurance. These requirements will be clearly stated within placement information and arrangements for cover will be managed within Schools.

Working with Placement Providers

48. City will provide adequate support to Placement Providers. The use of the Tri-Party Agreement helps to define the scope of the placement, the intended learning outcomes and the responsibilities of each party. Further information should also be provided and as a minimum this might include:
- a. General programme information.
 - b. Processes for communicating issues with regard to student performance or other concerns.
 - c. Expectations for when Academic Supervisors, or other staff, visit students on placement.
 - d. Any requirements for recording student attendance or participation.
 - e. The extent and limitations of the student role, the level of skill and experience of the student.
 - f. Suggestions for strategies that might be used to facilitate placement learning.
 - g. University Health and Safety information.
 - h. Full details of any training that is required to participate in the assessment of the student and the relevant Assessment Regulations, where appropriate.

Monitoring and Review

49. Placement Attendance Monitoring

Schools must ensure that they can monitor appropriately the location of all of their students. Programmes are expected to maintain records of where students are based on placement and to manage regular channels of communication. This is of particular importance for students that are undertaking year-long placements. Placement Providers must inform the Placement Coordinator if a student is unexpectedly absent from their placement for more than 48 hours without authorisation, or if they have any other concerns about the student's attendance.

50. Requirements for Student Visa Holders

Home Office regulations require that the attendance of all students studying on a Student visa is monitored at all times, including when on placement as City continues to be responsible for its students. Schools must inform the University's Visa Compliance Team of planned off-campus activity before it begins. Detailed procedures including the Off Campus Activity Reporting Form, are detailed in the University's procedures for [Off Campus Attendance Monitoring](#). Changes to any off-campus activity must be reported by the School to the Visa Compliance Team. Placement Providers should be briefed by Placement Coordinators on any requirements to monitor attendance in line with this guidance and the correct procedures to follow if there are concerns about a student's attendance.

51. Research Students

If students are enrolled on a Research programme and have a Student visa, they will be permitted to do a work placement if this is a formal part of the programme. The Associate Dean (Research) must confirm in writing to the International Visa Advice Team that the work placement is an integral part of the programme.

52. Student Feedback

Programmes will have arrangements in place for students to provide feedback on their experience during the placement and at the end. Students can provide feedback through

module evaluations, focus groups or other appropriate means. Feedback opportunities are important contact points and offer an opportunity for City to address any concerns about the placement at an early stage. Issues that arise through student feedback, where appropriate, should be considered at SSLCs, Programme Committees and/or other relevant committees and addressed. Where students might require additional support or guidance on providing feedback, they should speak to the Placement Coordinator in the first instance. Actions should be incorporated in Programme Action Plans and reported back to students on placement. Feedback from the Placement Provider and from External Examiners, where they have had the opportunity to visit students on placement, should also be captured.

53. Annual and Periodic Review

Placement provision is subject to evaluation and review as part of the University's procedures for Annual Programme Evaluation and Periodic Review. Appropriate reflection should be captured by the School in all cases and the number of students involved in placements should be reflected within these documents. Matters that have arisen in placement activity should be addressed by the School in a timely manner.

Termination of a Placement

54. Regular communication is an essential factor in the management of placements. Students and Placement Providers are reminded (via the Tri-Party Agreements) and other guidance of the need to inform the Placement Coordinator and/or the Academic Supervisor if there are any concerns so that an early resolution can be sought.

55. On rare occasions it may be necessary for the student or the Placement Provider to terminate the placement early. Terminating a placement could have serious implications for a student's studies and for future relations with Placement Providers and these should be considered carefully where possible.

56. In some cases, it may be necessary for a student to take a complete break from their studies, including the work placement. Where this is the case, the [Interruption of Studies and Withdrawal Policy](#) should be followed.

57. The Placement Coordinator should provide full guidance and support in these situations, enabling students to continue with their programme of study, where appropriate.

58. Where a placement is terminated, City cannot guarantee that an alternative placement (or access to the same placement) may be possible. However, City will work with students to identify alternative ways for them to meet any required learning outcomes for their programme, where appropriate.

Complaints About Placements

59. A complaint that is raised by a student about the provision of a programme, including a work placement, may relate to:

- a. matters falling under the authority of the University
- b. matters more properly falling under the procedures of the Placement Provider.

60. Unresolved matters which fall under the University's authority about a student's placement can normally be brought under the [Student Complaints Policy](#). In the first instance, any complaint should be raised informally with Placement Coordinator in order that students can be directed to the correct procedure. Complaints relating directly to the placement provider should also be raised with the placement provider and may need to be managed via the placement provider's internal policy and process.

Disciplinary Policy

61. Whilst on placement, students are expected to abide by City's Terms and Conditions especially with regards to their conduct. The Terms and Conditions of Study at City, University of London can be found [here](#). Any breach of the Terms and Conditions which has occurred on or off campus, including online behaviour, during fieldwork or on placement, may be subject to investigation under the [Student Disciplinary Policy](#).

Appendix A: Placements Typology

This typology provides guidance on the definitions of types of placement and the associated approval, monitoring and review processes, which are proportionate to the nature of the placement. This typology is not exhaustive and does not preclude other types of placements being established under the arrangements for approval set out in the Student Placements policy.

Type of placement	Brief description	Approval, monitoring and review
Company visits, insight days, observational placements/shadowing	<ul style="list-style-type: none"> Short-term, supervised activity that may be undertaken as an enrichment activity. Rarely any specific learning outcomes attached. Students will not have responsibility for undertaking specific tasks within the organisation. 	<ul style="list-style-type: none"> No formal approval or review required, but student feedback should be sought to support and improve the delivery of future opportunities.
Short Term Placements	<ul style="list-style-type: none"> Usually less than 12 weeks in duration. Students study one or more module(s) with attendance at the University while undertaking the placement. 	<ul style="list-style-type: none"> The Short Term Placement Information form should be used to capture details of the placement and the appropriate level of due diligence.
Term Placements	<ul style="list-style-type: none"> Usually a full academic term in length, i.e. 12-15 weeks (full-time). Normally associated with a specific module within a degree programme. Students remain fully registered with the University while on placement. Learning outcomes are attached to the experience (for which credit or acknowledgement may be received, depending on the programme). Semester placements might also be undertaken part-time. 	<ul style="list-style-type: none"> Arrangements for placement learning (including assessment) are covered as part of the programme design and approval process and are regularly reviewed via student feedback mechanisms, Annual Programme Evaluation and Periodic Review. The requirements of the policy for the approval of the placement provider and placement opportunity apply in full. Workplace visits should be undertaken during the placement.
Micro-Placements	<ul style="list-style-type: none"> Elective, credit-bearing, short placements, i.e. 4 weeks (full-time). Usually held in June and July of each calendar year. Organised by the Careers and Employability Team. 	<ul style="list-style-type: none"> Separate processes and forms managed by Careers and Employability are used. Arrangements are covered as part of the programme design and approval process or as amendments to existing programmes and are regularly reviewed via student feedback mechanisms, Annual Programme Evaluation and Periodic Review.

<p>Practice Placements</p>	<ul style="list-style-type: none"> • Governed by a formal agreement between the University and employers. • Placements are usually undertaken on programmes where qualification leads to a licence to practice, such as in Health Sciences or Law. • Students may often do multiple practice placements as part of their programme of study. • Employers may be involved in the assessment of students. 	<ul style="list-style-type: none"> • Arrangements for placement learning (including assessment) are covered as part of the programme design and approval process and are regularly reviewed via student feedback mechanisms, Annual Programme Evaluation and Periodic Review. • Formal processes for approving providers and placement opportunities are determined by the PSRB (in liaison with the Department) in order that placements are appropriate for the needs of the qualification. Where this is the case, these requirements supersede the specific requirements of the University policy. • Employers are adequately informed and prepared to undertake their role in the assessment of students. • Students may require additional checks (e.g. DBS) in order to undertake the placement. • Workplace visits should be undertaken on a periodic basis.
<p>Year-long Placements</p>	<ul style="list-style-type: none"> • Usually year long placements (i.e. 30-52 weeks in length) away from the University. • Students remain fully registered with the University. • Programme learning outcomes are attached to the experience and the placement is normally acknowledged and represented on the final transcript and degree certificate. 	<ul style="list-style-type: none"> • Arrangements for placement learning (including assessment) are covered as part of the programme design and approval process and are regularly reviewed via student feedback mechanisms, Annual Programme Evaluation and Periodic Review. • The requirements of the policy for the approval of the placement provider and placement opportunity apply in full. • Workplace visits should be undertaken on a periodic basis. The Tri Party Agreement will outline further information.
<p>Projects</p>	<ul style="list-style-type: none"> • Negotiated periods of work undertaking specific tasks for an employer. • Projects can be of various lengths, and may or may not be additional to the student's module diet. 	<ul style="list-style-type: none"> • Where the University has sourced and promoted the project opportunity, the Short-Term Placement form should be used to capture details of the placement and the appropriate level of due diligence undertaken.

		<ul style="list-style-type: none"> Where the student has sourced the project opportunity, students should be provided with the standard health and safety briefing/information (where possible).
Internships	<ul style="list-style-type: none"> Structured periods of work experience, which may be in a profession or industry related to the programme of study. Not a formal requirement of the student's award. 	<ul style="list-style-type: none"> Where the University has sourced and promoted the internship, the Short-Term Placement form should be used to capture details of the placement and the appropriate level of due diligence undertaken. Where the student has sourced the internship, students should be provided with the standard health and safety briefing/information (where possible).
Work based learning	<ul style="list-style-type: none"> The student's primary role might be considered to be that of employee and they are based in the work setting for the majority of their time. The employment settings provide the contextual focus for learning. 	<ul style="list-style-type: none"> Arrangements are covered as part of the programme design and approval process and are regularly reviewed via student feedback mechanisms, Annual Programme Evaluation and Periodic Review.

Appendix B: Student Support and Guidance: Areas to Cover in Pre-Placement Briefings

Schools and Departments may have different ways of approaching a pre-placement briefing of students. A full and considered information session is important for a successful placement experience. The following is a list of subjects that pre-placement briefing delivered by the School or Department should cover:

- a. Any academic requirements for the placement (a reminder of formal learning outcomes, assessment requirements etc.). Where there are no specific academic requirements, an indication of the experiential or practical benefits of the placement experience should be provided to the student.
- b. A reminder to students of the purpose and benefits of undertaking a work placement.
- c. Arrangements for placement visits and other contact points, including expectations for maintaining contact with the University/Department and how this will happen (phone, emails, log-ins etc.). These arrangements will be coordinated by the designated placement coordinator.
- d. Support available at City to the student whilst on placement (e.g. ongoing access to University services as well as Departmental contact, Students' Union membership) and advice about balancing placement work with other commitments.
- e. Health and Safety – a general briefing to reinforce information provided in the generic University guidance. Coverage of any specific matters of relevance to placements in particular professions (e.g. engineering, health). Responsibility for this area will be held by the placement coordinator.
- f. Information about the requirements of the Data Protection Act (2018), briefing on City's [Privacy Notices](#) and (where applicable) client/patient confidentiality.
- g. Rights and responsibilities of students and placement hosts under the Equality Act (2010).
- h. Relevant employment rights, e.g. holidays and time off, rest breaks, maximum working hours, protection against unlawful discrimination, protection for whistleblowing, and equitable treatment when undertaking part-time work on placement. This may vary for students undertaking placements outside of the UK where local employment or workplace legislation applies.
- i. Support with assessing any personal risk factors that students should consider. This might include supporting students to think in advance about travel to the placement location, late working, accommodation during the placement period etc. This support would be coordinated by the placement coordinator.
- j. Placement paperwork, including the requirements and the responsibilities of each party.
- k. Any relevant financial information and fees the student may be liable for – fees that must be paid, professional fees or additional insurance that might be required, loans and sources of other funding (if relevant).
- l. What students should do in the event of an emergency and if things are not going as planned whilst a student is on placement.

- m. What will happen when a student completes the placement and returns to University (e.g. requirements for module selection for the following year).
- n. Advice on workplace etiquette – e.g. professional/corporate culture, dress code expectations and other relevant advice to support student success.
- o. Any other tips for making the most of the placement experience.
- p. Opportunities to ask questions of staff and ideally of other students who have undertaken placements.

Policy Title	
Student Placements Policy	
Policy Enabling Owner and Department	Responsible for Implementation and Department
Academic Services	Academic Services
Approving Body	Date of Approval
Senate	July 2017
Last Reviewed & Version	Review Due Date
June 2024 V3	2027/28
Publication of Policy (<i>tick as appropriate</i>)	
For public access online (internet)? <input type="checkbox"/>	For staff access only (intranet)? <input checked="" type="checkbox"/>
Website Link:	Intranet Link: https://staffhub.city.ac.uk/academic-services/policies-and-guidance/quality-manual/student-placements-and-mobility
Storage of Policy (<i>Previous versions of the policy must be stored in the drive by the author</i>)	
Drive Address: Z:\QUAD\Quality Manual\6. Student Placements and Mobility\Placements	
Queries about this policy should be referred to	
QUAD@city.ac.uk	