



PLACEMENTS CODE OF PRACTICE SEPTEMBER 2025

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Placements Code of Practice

1.	Purpose	3
2.	Scope	3
3.	Introduction	5
	Definitions	5
4.	Management of placement learning.....	7
	Placement Practitioner Toolkit.....	7
	Considerations for the provision of placement learning opportunities.....	7
	Quality assurance of placements.....	8
	Quality and standards	10
	Health and safety	10
	Compliance with Competition and Markets Authority requirements	11
	Insurance	12
	Assessment of placements	12
	Progression.....	14
	Student visa holders	14
	Support available to students	15
	Preparing students for/supporting students through a placement.....	16
	ASET - the Work Based and Placement Learning Association.....	21
5.	Responsibilities	22
	Responsibilities of all staff: OfS Condition E6: Harassment and sexual misconduct	22
	Responsibilities of the Academic Registrar	22
	Responsibilities of Legal and Compliance Services	22
	Responsibilities of Insurance Services (sits under Legal and Compliance Services).....	22
	Responsibilities of the Finance Office.....	23
	Responsibilities of the Risk and Resilience team	23
	Responsibilities of Education Policy and Quality	23
	Responsibilities of Health & Safety Services	23
	Responsibilities of Wellbeing and Student Support.....	24
	Responsibilities of Immigration and Compliance.....	24
	Responsibilities of Student Records	24
	Responsibilities of Student Mobility	24
	Responsibilities of the Doctoral College	25
	Responsibilities of Warwick Data Labs.....	25
	Responsibilities of Conduct and Resolution	25

Responsibilities of Internships, Placements & Work Experience team, Student Opportunity	25
Responsibilities of Academic Departments and programme teams	27
Responsibilities of Placement Students.....	29
Responsibilities of Placement providers	30
6. Operational use of this document	30
Developing Standard Operating Procedures	31
Training	31
Training opportunities for practitioners and professional development	31
Health and safety training	32
7. References	32
8. Document control	32
8. Appendices: further detail of responsibilities.....	34
Appendix 1 – Responsibilities of the Placement Practitioner	34
Appendix 2 – Responsibilities of placement students	38
Appendix 3 - Responsibilities of Placement Providers	41

1. Purpose

A Code of Practice interprets existing University Policy in the context of a given area of provision. The Placements Code of Practice (PCoP) outlines the activities and standards that underpin work placement activity within degree courses at Warwick. This PCoP is designed to bring together in one place the varying and numerous activities associated with placement learning to provide an overarching framework for the management of placement learning.

The PCoP is based on a unified approach to overall accountability for placement learning and identifies the roles and responsibilities of academic departments, professional service teams and individual roles to provide understanding of the scope and remit of placement activity within different areas of the University.

This PCoP has been developed with reference to the University's Academic Regulations and Policy Framework and should be read in conjunction with the policies referenced, and the placement practitioner toolkit.

This Code of Practice is developed and maintained by the Student Opportunity team with key contributions from EPQ (relating to matters of Education Quality and Standards) and HSS in relation to practical and statutory requirements.

◆ **Practice Placeholder:** *Further work is needed to clarify Placement Approval Processes. This content is expected to be included in next year's revised edition of this Code of Practice.*

2. Scope

Placement activity and its management align with the [Education & Student Experience Strategy](#).

This Code of Practice applies to:

- academic departments and schools at Warwick that offer credit-bearing work placements or work-placement modules as part of their courses (see exclusions, below)
 - both UK-based and international, and
 - at all levels of study
- University staff involved in placement learning within academic departments, programme teams and schools

The audience for this document is therefore University staff, to inform local practice.

This Code **does not** provision for:

- additional requirements set by Professional, Statutory and Regulatory Bodies (PSRBs); in particular, professional placements in medicine and teaching are subject to unique standards and practices that are outside the scope of this inaugural Code of Practice.
- *co-curricular provision* such as the [Voluntary Year Out for Work Experience](#), as any work undertaken during this time is not part of the degree programme
- *extra-curricular work experience* undertaken outside the degree programme, such as part-time work and vacation work that students arrange for themselves
- study abroad or international exchange activity

- students who are [Temporarily Withdrawn](#)

Reporting requirements for student visa holders are applicable regardless of the length of the placement. Information and processes relating to overseas placements are also applicable regardless of the length of the placement.

This Code is **fully** applicable to placement years, but takes a proportionate view of placement learning, based on sector good practice; the Code acknowledges that placement opportunities: “are distributed along a spectrum, both in terms of length, and of integration into the curriculum”.¹ Where placements are shorter in duration, it is expected that the principles outlined in this document will be applied proportionately to ensure a reasonable and practicable approach to operationalising placement learning.

Throughout this document, there are two note formats that are attached to the text:

◆ **Practice Principles:**

Baseline expectations for all placement types have been highlighted at the start of each section

- ◆ **Practice Placeholders:** *where further work is needed to clarify this element of practice. This content is expected to be included in next year’s revised edition of this Code of Practice.*

¹ wording taken from [ASET Good Practice for Work Based and Placement Learning in Higher Education](#), September 2022

3. Introduction

- **The purpose of placement learning** is to: “consolidate and complement the academic learning, knowledge and skills, with experience.”² The University of Warwick is further committed to embedding real-world application and employability within the curriculum.
- **Work placements involve a three-way** partnership between the student, University and placement provider, obliging each to follow expected behaviours and agreed responsibilities, outlined later in this document.
- **The day-to-day delivery of placement learning activity is the responsibility of academic departments.** Academic departments and programme teams are supported with good practice and specialist advice from professional service teams, as outlined later in this document.

Definitions

This section provides definitions of key placement terms referred to within the PCoP. The Placement Practitioner Toolkit includes a substantial [glossary](#) of placement-related terminology to support understanding and consistency of use across the University.

Work placement

A period of work experience, paid or unpaid:

- which is undertaken as a credit-bearing part of the student’s course, and
- where the student is enrolled at Warwick during this period, and
- where there is a transfer of direct supervision of the student to a third party

Types of provision

◆ **Practice Placeholder:** *A Warwick taxonomy of work experience is in parallel development and has been proposed to the Quality & Standards Committee but has not yet been approved. This content is expected to be included in next year’s revised edition of this Code of Practice.*

- Embedded – provision within a taught academic year at Warwick
- Extended – provision outside a taught academic year at Warwick
 - Integrated – included in the award classification average
 - Additional – not included in the award classification average

² definition taken from the [ASET Good Practice Guide for Work Based and Placement Learning in Higher Education](#), September 2022

Placement practitioner

A proxy term for the individual(s) responsible for *operational* placement activity within academic departments and programmes, regardless of their job title or local organisational structure.

Placement Provider

A third party (usually but not always an employer) who, during the placement, has responsibility for the direct supervision of the student. Any Higher Education provider (including Warwick) providing work experience on their premises as a placement, would still be the Placement Provider.

Placement Approval Process

The activity between receiving placement information from a student who has sourced their own placement (Placement Proposal), then confirming that the student will undertake that placement. The exact process will differ between academic departments.

4. Management of placement learning

This section outlines the activities and procedures that are essential to the design and delivery of placement learning.

Placement Practitioner Toolkit

The University's framework for placement administration is provided within the [Placement Practitioner Toolkit](#). The toolkit, created and maintained by the Internships, Placements & Work Experience team (IPWE) in Student Opportunity, is a single point of truth for placement guidance and good practice.

The toolkit is an essential resource for practitioners to use throughout the placement cycle, bringing together relevant processes, good practice and helpful guidance in one place. Information provided in the toolkit is relevant to all work placements regardless of length, noting the statement above that: "Where placements are shorter in duration, it is expected that the principles...outlined will be applied proportionately to ensure a reasonable and practicable approach to operationalising placement learning."

Staff who are new to post or take on responsibility for elements of placements practice within a current role should be signposted to this resource as part of their induction process or handover/assignment of new responsibilities.

Advice and guidance for placement providers looking to work with Warwick students, and support their experience, is provided in [IPWE's employer toolkit](#).

Considerations for the provision of placement learning opportunities

◆ Practice Principle

Placement Learning has implications across multiple areas of activity and should be considered for its benefits and its complexities before implementation

Resourcing

Resourcing of placement learning is a key factor for departments when planning such activity.

Placement learning covers a broad spectrum of responsibilities for both the department and departmental or programme staff involved with the administration of placement activities (placement practitioners).

The three areas of responsibility - programme administration, student learning and support, and employer engagement – mean that placement practitioners juggle a complex workload and, as such, these activities need to be appropriately resourced. The Internships, Placements & Work Experience team recommend that departments, programmes and schools provide a clearly designated and dedicated practitioner – example Role Description Forms for an FA6 Placement Officer role are available from IPWE.

Please refer to the [What is Placement Work](#) document on the Placement Practitioner Toolkit for the context, scope and resource implications of placement practice within academic departments and programme teams.

Approval of new placement learning activity

The University, through the work of Education Policy and Quality, has responsibility for approving new courses. The Course Approval process is designed for this purpose and includes a specific set of questions for academic departments to consider and complete where placement learning is part of a new course.

Course Amendments are used when departments wish to amend or add a placement to an existing programme.

[Step-by-step guidance](#) is provided to support departments with the Course Approval process, including considerations for the creation of placement learning opportunities, including:

- Resourcing
- Academic support available to students on placement
- Pastoral support available to the students on placement
- Assessment of the activity
- Monitoring and evaluation
- Health and safety

Quality assurance of placements

◆ Practice Principle

All Placement Learning shares quality considerations relating to teaching and Health & Safety; the latter increases with duration and distance.

The [Policy Statement for the Accreditation of Placement Year in Industry and Year Abroad](#) sets out key principles for placements taking place within and outside the UK, as follows:

“the University must be assured that:

- Work placements offer students the opportunity to undertake work relevant to the discipline they are studying and which contribute to the achievement of the learning outcomes for their course
- Departments ensure that students will be appropriately supported and supervised before, during and after their placement
- Placements are approved prior to a student commencing their work placement
- Assessments set for students during the placement enable students to demonstrate the achievement of the stated learning outcomes.”

The [University’s Education Quality Framework](#) brings together existing quality assurance mechanisms in one place. Work-based learning is a [theme of the framework](#) providing brief expressions of minimum/typical expectations and three lines of assurance, informed by the Quality

Assurance Agency's (QAA) indicators of quality. The QAA provide non-mandatory advice and guidance on designing and operationalising work-based learning opportunities within curricula.

Quality assurance of placements is an essential part of pre-placement administration and Placement Approval. These activities enable departments to check that the placement:

1. meets teaching quality standards, duration, content, and assessment
2. provides assurances around health, safety and welfare, as part of the University's ongoing duty of care towards students
3. conforms to relevant legal requirements as stipulated by the University

Quality assurance of placements: the first line of assurance

Any placement sourced by the student, rather than by University staff who have applied quality assurance to their search for employer partners, should be aligned to University guidance and policy, found on the Placement Practitioner Toolkit. Compliance with central processes enables a record of quality assurance checks to be kept should information be needed for reference at any point during the placement, or required as part of a future audit (internal or external)

Quality assurance of placements: the second line of assurance

The second line assurance provides details of existing feedback mechanisms and processes that support quality assurance of work-based learning opportunities, the following being relevant to placements:

- [NSS](#) Outcomes give course leaders insight into the effectiveness of our delivery in the workplace
- [PTES](#) and [PRES](#) outcomes can look at those postgraduate courses with workplace experience elements
- [Course approval](#) and amendment process enables experts to help ensure that all courses with work-based learning elements deliver a high-quality academic experience that enable students to achieve
- [Module evaluation](#) can identify problem areas, areas of best practice and to feed into other enhancement and assurance activity such as review mechanisms
- [Student Staff Liaison Committee](#) can gain real time student feedback into workplace provision

Quality assurance of placements: the third line of assurance

The third line of assurance provides existing institutional and external processes:

- [ITLR](#) looks at Work-based Learning as well as 'on-campus' delivery
- [TEG](#) evaluates the quality of a department's provision annually. TEG also promotes ongoing enhancement of curricula, student support, student experience, student success and welfare
- [TEF](#) benchmarks measure against internal KPIs

Quality and standards

Departments and programmes should develop a system and process for storing relevant paperwork in line with the GDPR and the University's data management policies.

The University is responsible for ensuring the quality and standards of placement learning.

Departments and programmes should develop systems and processes to monitor and record feedback on placements, seeking the views of both students and providers, analysing and interpreting findings and reporting on the effectiveness of the department's placement activities. This will include conducting regular reviews of processes and procedures related to placement programmes, and recommending and implementing changes where necessary, designed to ensure the continued effective and efficient operation of the programme.

Health and safety

◆ Practice Principle

Health & Safety practice is predicated on taking "reasonable and practicable" care, considering both the risks of an activity and the actions that can be taken to mitigate against them. Some placements will naturally be lower risk due to location, work type or duration, but the University is responsible for considering that risk in advance of the activity.

As outlined in Regulation 26, the [University's Health and Safety Policy](#) outlines accountabilities and responsibilities for health and safety and applies to all aspects of the University's business and activity, including those that take place away from University premises.

As set out in the Policy, Council is ultimately accountable for the governance, management and regulation of health and safety performance within the University. Council has delegated executive accountability for health and safety to the Vice-Chancellor and President. These roles are responsible for ensuring appropriate resources are dedicated to the development of standards and performance across the academic, administrative and commercial strands of the University.

Heads of Department have accountability for ensuring that University policies are followed within their areas of accountability and that necessary health and safety actions are completed for all departmental activities, including placement learning.

The [Leadership and Management of Health and Safety document](#) complements the Health and Safety Policy with further information for those with health and safety responsibilities, including available training.

Health, safety and welfare for placements

The University has a duty to ensure, so far as is reasonably practicable, that students are not exposed to risks to their health, safety and welfare whilst on placement. Health, safety and welfare considerations should therefore follow a risk-based approach during the Placement Approvals Process.

A risk review process is being developed to enable academic departments to make informed decisions about whether a placement can be approved or not based on risk.

Placement practitioners should be familiar with and follow the risk review process for **all** work placement proposals. The process has been designed to provide a reasonable and practicable step-by-step guide for departments to reduce risk to both the student and University whilst students are on placement.

Whilst the risk review process is under development, departments and programmes are advised to seek assurance on health, safety, insurance and welfare arrangements from the placement provider. Template forms are provided on the Placement Practitioner Toolkit for this purpose based on whether it is UK or international. Practitioners should use this form, or local equivalent, as a basis for collating the recommended information from placement providers as part of approving a placement. Where the decision is taken not to approve a placement, for example, for health, safety and welfare reasons, travel security reasons or where a placement provider has not provided the necessary information, students will need to be supported with alternative options.

Students should also be informed of their option(s) if their placement is not approved, for example:

- support they might receive to source and apply for another placement, if time allows
- how they will be supported to meet the learning objectives of the placement if the placement has specific learning outcomes
- that they will be transferred to the non-placement variant of their degree course
- alternative optional modules or a project, where applicable
- other ways that students can gain work experience and/or employability skills

Students should be prepared in advance for the possibility their placement may not be approved. Departments and programmes should inform students at any early point, for example, when students are considering a placement, that placements are subject to approval and can only be approved once relevant conditions have been met and approval given.

Compliance with Competition and Markets Authority requirements

◆ Practice Principle

All degree courses that involve a placement option need to offer clear information from the start

In May 2023, the Competition and Markets Authority (CMA) published new consumer law advice for Higher Education Providers. This requires universities to provide clear, timely and unambiguous information to prospective and enrolling students so they can make informed decisions about their course and at each stage of their course.

Under consumer protection law, we are required to provide the right information to students at the right time. All communication about placements, from any member of staff, needs to inform students that work placements are subject to approval and cannot, therefore, be guaranteed.

The following messaging has been agreed for inclusion within:

- Prospectus
- UG terms page - TBC
- PG terms page - TBC
- Offer holder letter
- At enrolment and re-enrolment

“If your course includes a placement:

Whilst there is lots of support available at the University to help you find a placement, in the majority of cases, students themselves are responsible for finding and securing a suitable work placement.

Please note that work placements within degree courses, including short, module-based placements and a year in industry, are subject to a University approval process and cannot, therefore, be guaranteed. The approval process involves identifying and mitigating any risks to your health, safety and welfare whilst on placement. If a placement is applicable to your course, it will need to satisfy the requirements of the approval process before it can go ahead.

We endeavour to facilitate your placement wherever possible and expect in the majority of cases, placements will be approved; however, where a placement does not meet learning requirements and/or outstanding concerns remain regarding your health, safety or welfare, you may be transferred to a variant of the degree without a placement. You will receive support from your academic department where this is the case, potentially with the option to source and apply for another placement where time allows.”

Insurance

◆ Practice Principle

Students going abroad will need their own insurance,

Placement practitioners should be familiar with and follow guidance provided by the University’s Insurance Services when authorising work placements. Queries relating to insurance matters should be referred to Insurance Services.

Students undertaking a work placement outside the UK should be made aware of the University’s [Overseas Business Travel policy](#), which covers students going on a University-approved work placement for medical emergencies abroad. Students should read the policy, how to make a claim and limitations of the cover. It is strongly recommended that students consider taking out their own private health insurance to ensure they have appropriate cover for their needs. The policy does not cover personal liability if a student is working for an overseas employers.

Please see the [Placement Practitioner Toolkit](#) for guidance on insurance matters.

Assessment of placements

◆ Practice Principle

The choice of assessment type is often straightforward, but departments need to plan for when the placement or its assessment encounter a problem

Students should be informed how their placement will be assessed e.g. pass/fail, percentage weighting, and whether those marks will contribute to the award classification average.

Learning outcomes, expected levels of competency, required skills and training (where relevant) and deadlines should be explained to students pre-placement. Students should also be reminded of any upcoming assessment deadlines during the placement to ensure awareness of timeframes and so that any [personal circumstances](#) may can be taken into account.

Students should be informed of the availability of reassessment under the right to remedy failure policy and, if it is not possible for reassessment to be offered, the options open to them in the event that they did not pass the placement module (e.g. transfer to course without placement / intercalated year). Departments would be expected to have such an alternative route available to students in this eventuality. (See *Progression*, below)

PGR students should be informed that assessment remains examination of their thesis, including work from the placement as applicable.

If a student contacts the department or programme team encountering difficulties during the placement due to circumstances outside of their control or they could not have predicted, for example, serious illness, death of someone close, being the victim of crime, family difficulties and/or financial hardship, and this results in the student potentially being unable to complete all or part of the placement module or related assessment, Mitigating Circumstances should be submitted by the student to the department via the Mitigating Circumstances Portal as soon as possible so these can be considered in the context of reassessment where available. See the [Mitigating Circumstances webpages](#). The Students' Union Advice Centre can support students with the submission of Mitigating Circumstances. Students should be aware that they may need to look at temporary withdrawal if a large period of placement will be missed

Assessment information is published in the [module catalogue](#) and is visible to staff and students (requires ITS log in). Updates to module content (including, but not limited to, assessment information) is done via the module approval system. Changes to modules that are to be introduced at the start of the academic year should be made and approved in the module approval system by the end of the preceding April vacation period. The exact April deadline is displayed in the module approval system. For courses starting at any other point in the academic year, the deadline is four months prior to the course start date.

Please see the 'Examinations and Assessment' section of the [Education Policy and Quality Good Practice Guide on Providing Information to Students](#) for additional points to include in this area, such as:

- Marking criteria and scales
- Academic integrity
- Extension requests

- Release of marks and feedback
- Examinations and online assessment
- Departmental assessment strategies

Students who started their programme of study in or after the 2021/22 academic year have the [right to remedy failure](#) on one occasion in each module at the earliest opportunity. Assessments related to placement years should have a submission date enabling consideration at the Summer Board of Examiners and reassessment should be offered in the Summer Vacation Resit Period. When designing assessment for a placement year, departments need to bear in mind that the assessment submission date may come before the placement end date. In this case, students may not have reached the end of projects or activities or be able to reflect on all of their placement when submitting their assessment.

If a placement module does not allow for students to undertake reassessment (e.g. if they did not complete the work based learning), the module should be submitted to the Quality and Standards Subcommittee to grant [approval for exemption from the right to remedy failure](#).

Progression

◆ **Practice Placeholder:** *EPQ are currently reviewing progression onto and off course with an additional placement year as part of the review of the Rules for Award. Future versions of this Code of Practice will refer to this information.*

The [Policy Statement for the Accreditation of Placement Year in Industry and Year Abroad](#) explains that students are required to pass their placement year and should also be provided with opportunities to remedy failure, the same as other years. The following mechanisms are currently recommended for placement years:

“Work Placement: where a student is undertaking a short term placement replacing a research project at Warwick, they should be reassessed using the approaches in place for the Warwick modules.

Where a student fails a full year placement following a resit assessment, they will be required to transfer to a variant of the degree which does not include a placement year. This will ensure that students can proceed to complete a degree at the University.”

Student visa holders

◆ **Practice Principle**
Student Visa Holders might encounter additional complexity when securing their placement; monitoring is a key activity during a placement of any length

Home Office requirements must be met where placement learning opportunities are available to student visa holders. These requirements should be considered when new placement activity is being designed. Please see the [staff guidance on work placements](#) on the Immigration and Compliance webpages for further information.

Appropriate measures for monitoring and supervising student visa holders should also be in place to ensure compliance with Home Office regulations, as outlined in [Monitoring Student Engagement and Progress - Education Policy and Quality Team](#)

Support available to students

◆ **Practice Principle**

Students continue to belong to the Warwick community during a placement – they are paying fees, can access services, and should feel that they are connected to their department and course

Placement students continue to be enrolled at the University, and, as such, have access to University student support services whilst on placement. This should be communicated to students before their placement begins.

Departments and programme teams should ensure continuity of access to pastoral support, including continued contact with personal tutors (by email or by other means). Students on placements are entitled to access to the University's Student Support services.³

Heads of Department, or their named delegated representative, should ensure that there is a designated point of contact for students throughout their placement, for example, a Placement Officer or Placement/Personal Tutor, to approach with any issues or questions.

Where a placement continues for longer than a month, a placement check-in, either virtual or on site, should be carried out by the relevant member of departmental staff to check on the student's progress and any concerns. A virtual check-in should ideally take place during the student's working hours at their place of work. A second check-in via email is recommended if the placement is longer than one term in duration. Group check-ins can be helpful for students, but care should be taken to ensure that students can access a 1:1 conversation in real-time if preferred.

Where departments seek to discuss relevant information about a student's progress with the Placement Provider, in-principle agreement should be sought from the student at the point that the placement is approved. If the discussion is considered necessary for assessment, this should be made very clear to prospective placement students at the earliest possible point, and permission confirmed as a mandatory element of approval.

For further guidance, refer to the [placement check-ins section](#) of the Placement Practitioner Toolkit.

³ Taken from [Education Policy and Quality's Good Practice Guide for Placement Learning: Monitoring Progress: Pastoral Support](#)

Preparing students for/supporting students through a placement

Departments and programmes should provide detailed information to students before their placement commences, in written form (essential) and via briefing meetings, where this is practical.

The [Placement Practitioner Toolkit](#) details the key messages and webpages to share with students, along with a checklist of areas to cover in communications post-approval.

Health and safety

Students should be made aware that the placement provider has primary responsibility for health and safety and that health and safety arrangements should be explained as part of their induction. The department should make students aware of their responsibilities to understand and adhere to health and safety arrangements and reporting procedures, and what to do if they have concerns about health and safety within their workplace. Refer to the placements health and safety process.

◆ **Practice Placeholder:** *Further work is needed to clarify Placement Approval Processes, which incorporate a Health & Safety element. This content is expected to be included in next year's revised edition of this Code of Practice.*

Financial considerations

Departments should encourage students to consider the financial implications of a placement, particularly if the placement will be unpaid, and signpost to relevant services and information, for example, [Student Funding Support](#) and the [Students' Union Advice Centre](#).

The University charges a reduced fee for a placement year. Fee information can be found on the [Student Finance website](#).

For staff supporting postgraduate research students, there is a [Paid Internships Procedure](#) where a placement is facilitated by the University as part of a PGR course.

Accommodation

The Students' Union Advice Centre provides housing advice for students, including renting accommodation on long (more than 6 months) and shorter-term (less than 6 month) lets. Students can be signposted to the [Housing webpage](#) and [Renting webpage](#) for further information.

Student visa holders

Student visa holders should be made aware of their responsibilities whilst on placement, including timely responses to monitoring point requests for compliance with Home Office regulations.

Immigration & Compliance provide [student guidance for work placements](#).

Where a student is able to transfer to a course variant that includes an additional or integrated placement year, the [Course Transfer procedure](#) must be followed so the University is compliant with Home Office reporting requirements.

For all work placements, departments and programmes are required to follow the [Change of Study Location and Reporting Work Placement procedure](#) when a student visa holder goes out on placement and upon their return to the University. This procedure is in place so that the University continues to meet its sponsorship requirements. The procedure applies regardless of the duration of the placement and to placements worked in person or remotely.

For PGR student visa holders, the Home Office requires justification for a work placement that students undertake as part of their course. Documentation must be submitted to the Immigration and Compliance team as part of the approval process, and approval from the team must be granted before the student is informed that they can go on the placement as part of their course. The procedure is outlined below:

- For PGR student visa holders, the Home Office requires justification for a work placement that students undertake as part of their course.
- The department must submit one of the following to the Immigration and Compliance team:
 - a copy of the student's approved Research Proposal, ensuring it explains how the work placement will contribute directly to the research and thesis and/or how it will be an assessed and integral part of the PhD,
 - or, if not available, a brief narrative to describe the ways in which the work placement will contribute directly to the research and thesis and/or how it will be an assessed and integral part of the PhD,
 - Submit either document to the Immigration resource account: immigrationservice@warwick.ac.uk
- The Immigration & Compliance team will review the information on a case-by-case basis and provide approval, usually within 5 working days wherever possible.
- Approval must be received from the Immigration & Compliance team before the practitioner continues with this process

Wellbeing concerns and disability

Wellbeing and Student Support can support students who have wellbeing concerns and/or a disability that may affect their experience of the placement.

Where a student makes the department aware of wellbeing concerns and/or a disability, prior to, during or after a placement, the student can be signposted to [Wellbeing and Student Support](#) for advice. For reference, students can request a brief online or in person consultation with a member of the Student and Wellbeing Support team [via the Wellbeing Portal](#), to help identify their needs.

We are unable to share details of any disabilities or adjustments with employers. It is the student's choice to decide whether or not to make a disclosure to their placement provider.

Placement practitioners should read the [wellbeing concerns about a student; supporting disclosures](#) guidance on the Placement Practitioner Toolkit for advice and steps to follow when there are concerns about a student's wellbeing and/or when supporting disclosures.

Wellbeing and Student Support, in conjunction with the Dean of Students Office, and the Student Administrative Services, have developed guidance on missing students 'to give departments recommendations on how to try and re-engage students following non-engagement. The aim of this guidance is to establish that a student is safe and well.'⁴

If a student's personal circumstances or other factors known to the department raise additional wellbeing concerns following non-engagement, please refer to the [guidelines on the Wellbeing and Student Support webpages](#).

Skills and personal and professional development

Students should be made aware of any available skills training either provided by the department, programme or centrally that can support the preparation and development of skills during the placement.

Students should also be signposted to relevant resources to support their personal and professional development whilst on placement, and means of recording their learnings, progress and outcomes. Resources are also available to support students' transition to employment, cultural orientation and work expectations, including the [WorkReady Work Experience Toolkit](#).

WorkReady Work Experience Toolkit

The [WorkReady Toolkit](#) supports students throughout any type of work experience, providing resources, activities, opportunities and training for their needs.

Students can be directed to the Toolkit throughout the placement cycle (or other form of work experience), as they:

- get started and look for a placement
- prepare for and make the most of their placement
- return from their placement and reflect on and evaluate their experience

Early termination of the placement

There should be a process in place if a placement is terminated early by the placement provider through no fault of the student. The department should make all reasonable endeavours to support the student in sourcing an alternative placement, or provide an alternative mode of learning and assessment that is appropriate to their degree programme, enabling them to achieve the learning outcomes identified for the placement experience.

If a student contacts the department or programme wanting to leave the placement due to circumstances outside of their control or they could not have predicted, for example, serious illness, death of someone close, being the victim of crime, family difficulties and/or financial hardship, Mitigating Circumstances should normally be submitted by the student to the department via the Mitigating Circumstances Portal as soon as possible. The student should be encouraged to speak to their Personal (academic) Tutor or to the Senior Tutor in the department and to the placement coordinator (or appropriate member of staff) for advice. In some cases, it may not be appropriate for

⁴ Taken from Wellbeing and Student Support's ['Guidance for academic departments around non-engagement and missing students'](#)

a student to submit Mitigating Circumstances and departmental staff should be in a position to advise the student on the most appropriate course of action.

If the student must leave the placement due to medical issues, the Senior Tutor and other appropriate staff, such as the Director of Studies, should be involved. Mitigating Circumstances may apply – see [‘Assessment of placements’](#).

If a student contacts the department or programme wishing to leave their placement due to homesickness or other non-medical reasons, they must be made aware of the academic consequences of failing to complete the placement. The student should speak to the Personal (academic) Tutor or to the Senior Tutor, or to another appropriate member of staff such as the Director of Studies for advice. In some cases, it may still be appropriate for students to apply for Mitigating Circumstances under these circumstances.

In either situation, the department or programme should maintain contact with the placement provider and the student.

Departments and programmes should have support measures in place as far as reasonably possible to identify signs when a student may be struggling, and signpost relevant University support services throughout the placement cycle, so that a student can be given the opportunity of receiving support before a situation becomes more serious.

The Dean of Students Office and Students’ Union Advice Centre can provide advice and guidance to students on submitting Mitigating Circumstances.

The guide to [pre-placement communications](#), and [monitoring points and placement check-ins section](#), on the Placement Practitioner Toolkit, provide further advice on communicating key messages before the placement commences and setting up check-ins with students during their placement.

Guidance for supporting students with wellbeing concerns, and/or disclosures, is also available on the [toolkit](#).

Temporary Withdrawal

Where a student decides to withdraw from their placement early, the student may choose to request a period of temporary withdrawal from the course. Information about the [Temporary Withdrawal Policy is available in Regulation 36](#); students should be signposted to this page for information about the process, important information and how to apply.

Going on Temporary Withdrawal if the placement fails is **not relevant to PGRs**, who can return and continue with their usual studies.

Students should follow these steps to apply for temporary withdrawal:

1. Students should consult with their departmental placement contact(s) and their Personal Tutor/supervisor or a member of the University’s Student Support Services before

completing the form. Students requesting temporary withdrawal must complete the electronic request form, available at [Student Records Online](#).

2. The request will require the support of the Senior Tutor or the Director of Graduate or Undergraduate Studies in the department.

Once the request is approved, Student Administrative Services will notify the student and their department by email, confirming last date of attendance, date of expected return and new expected completion date.

If the request is not approved, the department or programme should contact the student to explain the reason(s) and discuss next steps.

Students requesting temporary withdrawal on medical or health/social care related grounds must supply a recent medical note from a health/social care professional in support of their request.

Following a report made to the Home Office UKVI, Student visa holders, overseas nationals will be required to return to their home country during the period of their temporary withdrawal. Students should consult the [Immigration and Compliance team's webpages](#) for further information on breaks in studies.

Home and EU students should be advised to contact the Student Loans Company for advice as to how a temporary withdrawal may affect their student loan, maintenance grant or other student financial support.

PGT and PGR students who are in extension are not normally permitted to request temporary withdrawal as they have already gone beyond their original expected end date and should request further extensions.

Following a student's withdrawal from a placement, the placement provider should be directed back to the departmental colleague or University team who referred them, following usual practice within the department, to maintain connections for future conversations.

Preparing students for returning to university

Where students are working away from the University for long periods, it is helpful to inform and prepare students for returning to university. Information about module choices and registration for the next academic year as well as how and where to seek careers advice, and gain recognition of skills development through the Warwick Award, should be included in any communications.

Once students have returned to the university, departments or programmes may wish to host re-orientation meetings and events. Where resource allows, departments or programmes might consider hosting a joint event for returning students and outbound placement students to share peer insights into the placement experience.

The [Placement Practitioner Toolkit](#) provides advice on messaging to include to students returning from a placement after a long period away (6 months or more).

Monitoring and review

All placement arrangements should feed into departmental and programme monitoring and review processes. There should also be mechanisms in place to solicit feedback from current and former students and placement providers to ensure the quality and standards of a placement. The review process should include any concerns about health and safety.

Information gathered through the review process should be referred to during the approvals process of subsequent placement cycles and departmental-level quality monitoring and review exercises.

ASET - the Work Based and Placement Learning Association

[ASET, the Work Based and Placement Learning Association](#), plays an important role in placement learning across the sector. The organisation:

- provides strategic leadership
- champions the concept of work based and placement learning
- advises on best practice, providing staff training and development opportunities
- offers informed and authoritative representation, advice and support to professionals working in the field
- provides a forum for discussion
- prepares, develops and publishes information and research relating to work based and placement learning

The University has institutional membership, organised by IPWE in Student Opportunity, providing practitioners with access to a wide range of good practice resources and a network of peers from a broad range of Higher Education Providers.

Practitioners are strongly encouraged to utilise the resources available and actively take part in the range of events and training.

IPWE's framework of good practice is based on the information published by ASET.

5. Responsibilities

The responsibilities for each of the parties involved with placement work are incorporated within this section.

Responsibilities of all staff: OfS Condition E6: Harassment and sexual misconduct

All University staff, regardless of role, must abide by Office for Students Condition E6: Harassment and sexual misconduct, which refers to incidents of harassment and sexual misconduct between staff and students, or students and other students. The University's single comprehensive source of information relating to this is at <https://warwick.ac.uk/services/conduct-and-resolution/regulations> and should be reviewed by all staff regardless of their role pertaining to placement learning.

Responsibilities of the Academic Registrar

The University, through the role of the Academic Registrar, has overall accountability for work placements that are approved by academic departments or programme teams on behalf of the University. The Academic Registrar has responsibility for committing to provide the necessary central resources to plan and manage central placement activity, where distinct from academic provision.

The Academic Registrar receives assurance on how work placement activity is being operationalised in academic departments and programmes through an annual report on placement activity authored by the Internships, Placements & Work Experience team in Student Opportunity. Assurance is complemented on a termly basis by the provision of minutes, shared with the Academic Registrar, from the Placements Practice Group meetings. The Internships, Placements & Work Experience team will inform the Academic Registrar of any important issues that arise from placement learning activity.

Responsibilities of Legal and Compliance Services

Legal and Compliance Services are responsible for:

- Providing general legal advice to practitioners on contractual matters and legal issues relating to placement learning, such as, placement agreements, data protection and data sharing, consumer law and Competition and Markets Authority (CMA) Guidance, and Non-Disclosure Agreements
- Providing legal support in case of conflicts or disputes arising from legal matters such as a breach of the terms of a contract
- NB: the University's legal team cannot provide advice to students

Responsibilities of Insurance Services (sits under Legal and Compliance Services)

Insurance Services are responsible for:

- Assessing the University's insurance needs in relation to placement learning and providing guidance to staff on insurance matters connected to placement learning, such as, the extent and limitations of the University's public liability and employer liability insurance
- Managing the University's Overseas Business Travel Insurance Policy, including managing queries about the policy from practitioners
- NB: the University does not provide insurance advice to students

Responsibilities of the Finance Office

The Finance Office is responsible for:

- Developing financial procedures and institutional policies to minimise the University's exposure to financial and contract risk, such as the correct application of the FP11 process as it applies to Placement Approvals, and related financial and reputational due diligence
- Providing training to improve financial knowledge and know-how amongst non-specialists, for example in relation to financial regulations, and to increase awareness and understanding of financial compliance across the University.

◆ **Practice Placeholder:** *Further work is needed to clarify Placement Approval Processes and the application of University-templated agreements (contracts). This content is expected to be included in next year's revised edition of this Code of Practice.*

Responsibilities of the Risk and Resilience team

The Risk and Resilience team are responsible for:

- Helping the institution manage risk through communicating and encouraging understanding of risk management across the University and facilitating the sharing of good practice. This will involve the co-ordination of risk management workshops and the provision of required guidance and support
- Undertaking reviews with risk owners to determine whether risks are being appropriately considered by Committees/Groups and working with relevant colleagues to ensure the outcomes of Committee/groups are appropriately considered/actioned
- Supporting the identification, scoring, management and appropriate escalation of individual and thematic risks across all Professional, Academic and Commercial Services' groups
- Offering guidance and advice to departments on local risk management issues
- Reporting significant risks which impact several areas to the University Executive Board and the Audit & Risk Committee, on at least a quarterly basis

Responsibilities of Education Policy and Quality

With respect to placement learning, EPQ advises on the design and approval process of modules, courses and academic partnerships in line with the Qualifications and Curriculum Framework and matters of quality assurance and quality enhancement. EPQ supports placement provision by:

- overseeing the publication of academic regulations and policies in line with the Academic Regulation and Policy Framework
- offering advice on the application of approved regulation and policy to Boards of Examiners on progression decisions to or from a placement year.
- working with Student Opportunity on matters relating to the academic governance of placement learning

Responsibilities of Health & Safety Services

Health & Safety Services are responsible for:

- promoting a positive health and safety culture in all aspects of the University's business and activity, including placement learning
- developing systems and providing training for those whose role includes health and safety accountabilities and responsibilities
- developing health and safety competency across the institution
- reviewing health and safety practices across the institution and providing recommendations for enhancements
- providing advice and guidance directly to academic departments and programmes on health and safety queries or issues relating to placement learning
- working with Student Opportunity to clarify guidance for academic departments and the University community on Health & Safety matters relating to placement learning

Responsibilities of Wellbeing and Student Support

The Wellbeing and Student Support team are responsible for:

- providing a range of services and resources to support students to navigate the personal challenges potentially posed by placement learning, before, during and after their placement
- to support staff understanding of and familiarity with wellbeing guidance and referral mechanisms

Responsibilities of Immigration and Compliance

The Immigration and Compliance team are responsible for:

- providing guidance to student visa holders and academic departments and programmes on visa conditions and compliance requirements for students wishing to go on placement
- implementing and monitoring compliance procedures for adherence with UK Visas and Immigration and the University's responsibilities as a student sponsor

Responsibilities of Student Records

The Student Records team is responsible for:

- managing and maintaining accurate central student records
- developing and managing essential administrative procedures and workflows to ensure that placement data is integrated into the student's academic record, wherever feasible
- recognise placement activity on student transcripts of study or Higher Education Achievement Record
- supporting academic departments and programmes to understand and implement the administrative procedures associated with the University's student records system so that student records reflect:
 - the student's placement status within the limitations of the systems available
 - changes to placement status e.g. withdrawal
 - compliance with regulatory requirements, e.g. change of study location for student visa holders

Responsibilities of Student Mobility

Student Mobility are responsible for:

- maintaining the Student Mobility Tool that keeps a record of all student placements overseas for departmental approval and to meet the requirements of HESA reporting

- providing advice and guidance to academic departments and programme teams and professional service colleagues on using the Student Mobility Tool, and the application of emerging changes in practice
- collating and analysing international placement data to inform enhancements to mobility programmes

Responsibilities of the Doctoral College

The Doctoral College is responsible for:

- providing funding information for postgraduate research students in relation to placement activity within PGR courses
- provide guidance and practical support to secure and maintain high-quality supervision and monitoring for postgraduate researcher students
- support postgraduate research students in developing their professional skills through the Researcher Development Programme
- keep the Internships, Placements & Work Experience team informed of any emerging factors that may affect the delivery of placement learning

Responsibilities of Warwick Data Labs

Warwick Data Labs are responsible for:

- providing fit-for-purpose systems to enable the capture and processing of placement and student data
- creating and maintaining management information dashboards pertaining to strategically and operationally important placement data, for example, HESA returns and quantifying institutional placement activity

Responsibilities of Conduct and Resolution

The Conduct and Resolution team are responsible for:

- developing and managing effective and empathetic policies in relation to student behaviour and discipline, which include student conduct on placement
- managing and overseeing the University's conduct and resolution policies and processes, which also apply to students on placement
- offering support and guidance to all students, including those on placements, who have experienced or witnessed incidents on or off campus
- offering support and guidance to academic departments and programme teams in the event of issues with student conduct on placement

Responsibilities of Internships, Placements & Work Experience team, Student Opportunity

The Internships, Placements & Work Experience team (IPWE) are a central point of expertise and good practice to guide and support University staff in managing placement opportunities.

IPWE reports to the Head of Employer Engagement, who, as the direct representative of the Director of Student Opportunity, has responsibility for central placements work as a component of the Student Experience and Education strategy. Student Opportunity is part of Education Group, led by the Academic Registrar, who has overall accountability for central placement activity.

The Internships, Placements & Work Experience Manager has delegated accountability for operationalising the strategic elements of placement activity and its accompanying good practice framework, and oversees the institutional Placements Practice service. The Project Officer (placement activity) reports into the Internships, Placements & Work Experience Manager and has delegated responsibility for operationalising the good practice framework and managing the Placements Practice service on a day-to-day basis.

The responsibilities of the Internships, Placements & Work Experience team are to:

- Be the central point of expertise and good practice to guide and support University staff in managing placement opportunities: share institutional processes in relation to health and safety, due diligence, quality, student complaints and code of conduct, equality and diversity, and additional areas of compliance
- Act as a single point of truth for advice and guidance relating to placement activity
- Collaborate across the University to seek to provide technical, policy and practical resources to support the development of placement learning and students and staff involved.
- Champion the placement agenda through formal and informal networks, stay current with sector good practice and seek at all times to support Warwick's continued progress towards sector-leading placement provision
- Provide guidance on the design and development of placement activity at a central and departmental level
- Coordinate activity across the University to support placement practitioners, including the evaluation of placement practice
- Produce an annual report on the University's placement activity, including providing assurance on operational and compliance aspects of placement learning
- Support student interest in placement opportunities
- Undertake periodic sampling of risk reviews previously processed by placement practitioners
- Understand how employment law and related legislation relates to placements
- Provide clear guidance around placement resourcing, including suggesting role descriptions and resource allocation
- Provide a central platform to support students seeking, preparing for, and reflecting on their placement experience
- Develop toolkits and employer relationships to unlock work experience and engagement opportunities
- Facilitate learning and sharing of good practice across the institution and the wider HE sector
- Periodically review repeat providers of placement opportunities and evaluate against:
 - student need and interest
 - whether the provider continues to meet the University's expectationsand look for additional opportunities that enable the promotion of equality and diversity

Responsibilities of Academic Departments and programme teams

Academic departments are responsible for the design, implementation and delivery of placement learning within the curriculum and for ensuring duration, provider and content meets immediate learning requirements, complies with relevant requirements from Professional, Statutory and Regulatory Bodies, where relevant, the Competition and Markets Authority (CMA) and UK Visas and Immigration (UKVI), and delivers designed final degree learning outcomes for the activity.

The role of academic departments and programme teams is also to support participation in placement opportunities, and observe institutional policy and good practice guidance in relation to the administration of placement learning, which is broken into specific levels of accountability:

Responsibilities of Head of Department/School/Programme Team (or their nominated representative)

The accountability for ensuring compliance with internal and external policy and guidance for placement work sits with a Head of Department/School, who is accountable for all placement activities taking place within their respective department and programmes.

Delegated responsibility for operationalising placement work rests with the appointed placement practitioners, outlined in the next section. These could be academic *or* administrative staff, and could be split between several individuals.

The Head of Department/School, supported by their local managers and personnel, are accountable for:

- Ensuring that information for prospective students, including UCAS entries, course-specific web content, Student Handbooks and information shared on Open Day in relation to placements, contain the approved CMA-compliant text relating to the University's right of approval or rejection of student-sourced placements.
- Engaging with appropriate professional services regarding careers, employability and placement learning
- Resourcing placements appropriately, taking into account the complexities of placements work and associated workload
- Commit to providing the necessary departmental resources to plan and manage placement opportunities
- Allocating responsibility for placement practitioner tasks clearly within one or more roles
- Ensuring decision making responsibilities are allocated to a suitable grade
- Ensuring course approval guidelines are followed when implementing new placement activity
- Ensuring placement practitioners have access to and are supported to engage in training relevant to their role
- Signing off on escalated approval decisions as per the approval process published by IPWE
- Decision making in how to run placements safely and effectively, and to optimise student learning

- Ensuring that local placement procedures are in place (SOPs, reporting lines/lines of escalation, emergency procedures) are created and communicated, adhere to University policy, process and guidance and detail how processes are carried out, managed and monitored
- Following the University's Health and Safety Policy and standards within their own areas of accountability, ensuring that necessary actions across all placement activities within the department are completed. General guidance for planning, actioning and checking health and safety activities is provided in the [University's Leadership and Management of Health and Safety document](#).
- Identifying the departmental Points of Contact to act as the primary interface for students, placement providers and professional services
- Determining departmental approaches to reviewing feedback and monitoring placement activities
- Supporting staff participation in a community of institutional placement practice by supporting them to share insights and successful new practices with colleagues across the University, and facilitating their contribution to Warwick's Placement Practitioner Toolkit where appropriate
- Ensuring the escalation of any non-compliance reported to them, to the Responsible Team, as outlined above

Responsibilities of academic lead

All teaching and learning aspects of placement activity, including module/course design and assessment, rests with the academic member(s) of staff involved in designing and leading the module or placement year, as with any other part of the curriculum.

Academic leads are also responsible for enabling students to integrate learning from their placement into future studies and periodically review placement duration and format (e.g. part-time, full-time, split, blocks, multiple) against learning objectives, assessing suitability of offer against other potential formats.

Responsibilities of Placement Practitioners

The responsibilities listed below could sit fully within a Placement Officer role, be actioned as part of academic or administrative colleagues' portfolios of responsibilities, or split across several individuals. Departments, schools and programmes are invited to consider how best to allocate responsibility according to available resource and within their local context.

Day-to-day administrative activities

The day-to-day administration of placement work and adherence to University policy, process and guidance rests with the allocated placement practitioner(s) within the department or programme team.

Responsibility for communication with students and placement providers, and responding to queries and issues, rests with the allocated placement practitioner(s). Where a placement practitioner is unable to resolve an issue or needs support in order to do so, responsibility rests with the established lines of escalation within the department or programme team and escalation to professional services, where needed.

Please see [Appendix 1](#) for a full breakdown of practitioner responsibilities in table form. The table is separated into detailed responsibilities for pre-placement, on placement and post placement stages with each responsibility labelled as essential or good practice.

Quality assurance of placements:

1. Placement approval – decision making

Accountability for decisions made to approve a placement rests with a named senior member of the department, as agreed by the Head of Department, for example, the practitioner's line manager, Head of Administration, or equivalent, or academic responsible for the module or placement year. Signing off escalated Placement Approvals should follow an approval process published by IPWE, where available. This accountability also involves ensuring adherence to University policy, process and guidance is followed.

2. Reviewing placements and actioning Placement Approval

Responsibility for reviewing information relating to a placement and actioning Placement Approval rests with the placement practitioner(s). The practitioner is responsible for escalating any concerns to the senior member(s) of staff who has responsibility for Placement Approvals before approval is given. Signing off escalated Placement Approvals should follow the approval process published by IPWE.

Practitioner: Mitigating and managing issues

Responsibility for responding to placement issues rests with the placement practitioner(s). Where the placement practitioner is unable to resolve an issue or needs support in order to do so, responsibility rests with the established lines of escalation within the department or programme, escalation to IPWE and further escalation to professional services, where needed.

See the [Managing Issues section](#) of the Placement Practitioner Toolkit for further guidance.

Responsibilities of Placement Students

Departments and programme teams should impress upon students their role as representatives of the institution and responsibilities towards placement providers, customers, clients, patients- (where applicable) and other employees. This is good practice in all placement learning contexts.

Students should attend all briefing sessions and access and engage with information provided about their placement by both the University and the placement provider.

Students are also required to follow all rules regarding health and safety requirements, and other practices and procedures of the placement organisation.

Students should comply with assessment activities relating to their placement to the same extent as any other assessed part of their course. Provided that the placement itself is unfolding as expected, the same expectations apply regarding processes, communication and timeliness.

Where a placement may provide the student's first experience in a foreign country or work environment, it is also important to inform students of their responsibilities for managing both their own learning and professional relationships, recording progress and achievements and for alerting the placement provider and University to problems with, or when seeking any changes to, the placement as soon as possible.

A full list of student responsibilities is provided in [Appendix 2](#).

Responsibilities of Placement providers

Placement providers have primary responsibility for placement students during the course of the placement, including for health and safety.

Placement providers should have relevant insurance, and health, safety and welfare practices in place, acknowledging that these will differ for providers based outside the UK. The student should receive an induction into workplace practices, including information about relevant policies, procedures, risks, training and supervision.

Placement providers should notify the department of any injury, damage or 'near miss' involving the student and make the department aware of any serious wellbeing concerns that arise during the placement such as prolonged periods of absence or absence without any notice.

Placement providers should facilitate a placement check-in, either virtual or on-site, undertaken by University staff in a safe and confidential environment. A virtual check-in should ideally take place during the student's working hours at their place of work.

Placement providers should also provide ongoing supervision and training for the student in the performance of their duties.

A full list of placement provider responsibilities is provided in [Appendix 3](#).

6. Operational use of this document

This document is a central reference point when designing Standard Operating Procedures for placement learning, providing an overview of the activities involved. For further detailed guidance and procedures relating to these activities, the [Placement Practitioner Toolkit](#) should be consulted to support the development of operational procedures within academic departments and programme teams.

In summary, the PCoP, and in turn, the toolkit, provide information, process, where applicable, and guidance on:

- Resourcing considerations
- Course approval and amendments
- Guidance for assessment
- Student visa holder processes
- Course transfer procedures
- Quality assurance of placements, including the risk review process
- Guidance on insurance matters
- Good practice for monitoring student engagement and progression
- Guidance for wellbeing concerns and supporting disclosures
- Induction and preparation of students
- Seeking feedback from students and placement providers

Developing Standard Operating Procedures

- *Placement approval risk review*
- *Preparing students for their placement*

Health & Safety Services and the IPWE team are developing a risk review process to support departments and programmes with the health and safety elements of Placement Approval. The process is designed to capture the minimum requirements for Placement Approval and provide a reasonable and practicable approach for departments to adopt at local level.

The Health and Safety process document will include a flowchart and written version of the procedure to support departments and programmes to develop a Standard Operating Procedure, or local equivalent, in relation to Placement Approvals.

◆ **Practice Placeholder:** *Further work is needed to clarify Placement Approval Processes and the application of University-templated agreements (contracts). This content is expected to be included in next year's revised edition of this Code of Practice.*

Training

Training opportunities for practitioners and professional development

Externally, ASET provide [training](#) in different areas of placement learning to support practitioners' personal and professional development and provide opportunities to develop and share good practice across the sector.

Internally, training for practitioners is provided by IPWE to support understanding of the placements context at Warwick and support discussion, embedding of good practice and ongoing learning across the breadth of placement activity.

Internal training opportunities can be found on the [training pages of the Placement Practitioner Toolkit](#).

Health and safety training

It is recognised that those with accountabilities and responsibilities for health and safety, will require training and support to meet the expectations of their roles, as set out in the University’s Health and Safety Policy. The Health and Safety Services team is responsible for developing systems to support these training needs, and each academic department/faculty has a named [Health & Safety contact](#).

For leaders and all tiers of managers, the [Leadership and Management of Health and Safety guidance](#) provides a list of available training, noting that some departments will have local training requirements and provision in place.

Training in the health and safety elements of Placement Approvals will be provided jointly by IPWE and Health & Safety Services once the risk review process has been developed.

7. References

- [Education Quality Framework](#), consulted in August 2024
- [Leadership and Management Policy for Health and Safety](#), consulted in September 2024
- [ASET Good Practice guides](#), consulted in April 2024
- [Universities Health and Safety Association \(USHA\): Guidance on Health and Safety Placements for Higher Education students 2018](#), consulted in April 2024
- [Placement Practitioner Toolkit](#), consulted in July 2024
- [Placement roles and responsibilities](#), consulted in July 2024
- [Education Quality and Policy’s Good Practice Guide for Placement Learning](#), consulted in May 2024
- [The University of Birmingham’s Placements Code of Practice](#), consulted in March 2024

8. Document control

Document control			
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V1.0	September 2025	Jo Ramsay Kimberley Harris	

Owner: Student Opportunity		Authorised by:	
Source location:		Approval date:	
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*a full review of the Code of Practice is due to be carried out annually. Changes may be required in the interim and where this is the case, changes will be documented here.

9. Appendices: further detail of responsibilities

Appendix 1 – Responsibilities of the Placement Practitioner

This table provides a list of day-to-day responsibilities for placement practitioners, establishing where they are essential or good practice.

Pre-placement	Essential or Good Practice?
<p>Explain availability and accessibility of placement opportunities to students in a timely fashion</p> <p>Source <i>and/or</i> signpost to sources of placement opportunities for students.</p> <ul style="list-style-type: none"> • Refer to the student resource: ‘Finding a Placement’ on the toolkit • Liaise with Senior Careers Consultant to understand current Student Opportunity services relating to finding a placement 	Essential
<p>Engage with potential placement providers to highlight placement provision opportunities, advising on, for example:</p> <ul style="list-style-type: none"> • timescales • benefits of placement learning to the Placement Provider • appropriate job roles, academic requirements, including assessment, and learning outcomes • general expectations • support for students as employees before, during and after placement • university processes • information relating to health and safety, insurance, equality and diversity and due diligence 	Good practice <i>Essential for practitioners whose department is committed to <u>sourcing opportunities for students</u></i>
<p>Only promote those competitive external placement opportunities that can be reasonably assumed to meet legal requirements (i.e. are not undertaking illegal business activity or working practices). Practitioners must avoid knowingly publishing unlawful content and are obliged to remove illegal/discriminatory adverts once notified.</p>	Essential
<p>Provide support to students through the applications and recruitment process, signposting relevant contacts and services such as the departmental Senior Careers Consultant and relevant Student Opportunity services</p>	Essential
<p>Share guidance with students on sourcing a placement that meets module and/or course requirements, and any other requirements identified by the academic department</p>	Essential

Compile and distribute all relevant supporting information to students	Essential
Establish and communicate procedures to all parties for instances where responsibilities are not met	Essential
Discuss and agree the arrangements for monitoring engagement with the placement provider	Essential
Understand and follow institutional processes to approve work placements, including written agreements, wellbeing, student record processes and health and safety policies, and guidance for student communications	Essential
Be familiar with access points for, and liaise with, appropriate services where students have additional requirements, such as Wellbeing & Student Support for health conditions and disabilities and the Immigration team for individual student circumstances (change of course, visa extension)	Essential
Provide a named contact and appropriate contact point within the department to students and placement providers, for the duration of the placement	Essential
Ensure all parties are aware of their responsibilities (department, student and placement provider) via a formal written agreement – a template agreement for UK placements will be available on the Placement Practitioner Toolkit	Essential
Authorise work placements that are part of a programme of study	Essential
Maintain accurate and up-to-date records of student placements, including contact details for all parties, following data protection regulations	Essential
Engage in professional development through available channels such as the University's Placements Practice Group and ASET membership	Good practice

On placement	Essential or Good Practice
Establish check-in points and maintain contact with students during their placement. In the case of non-student visa holders, organise and log at least: <ul style="list-style-type: none"> • One email check-in (all placements) 	Essential

<ul style="list-style-type: none"> • One placement check-in (in person or via phone/video call) if the placement is more than a month in duration and preferably a second check-in via email if continuing over more than one term <p>In the case of student visa holders:</p> <ul style="list-style-type: none"> • Request and record monitoring points on a monthly basis for UKVI purposes. The monitoring point can be remote if in-person is not feasible. • Organise one placement check-in (in person or via phone/video call) if the placement is more than a month in duration <p>Please refer to the ‘departments’ responsibilities’ and ‘work placements’ section of the monitoring attendance and progress: good practice guide for further information on recording monitoring points and acting on concerns.</p>	
<p>Ensure student wellbeing is monitored through contact points, and signpost to relevant services wherever necessary.</p>	<p>Essential</p>
<p>Act as a first point of contact for queries, guidance and assistance in managing any issues with placements as they may arise, referencing established reporting procedures, support services and escalating issues where necessary</p> <ul style="list-style-type: none"> • See managing issues on placement on the toolkit 	<p>Essential</p>
<p>Inform the placement provider if there are new factors that will affect completion of the placement or change the planned end date</p>	<p>Essential</p>
<p>Support students as and when required with; the transition to the workplace; queries; and issues</p>	<p>Essential</p>
<p>Provide activities or materials for students, to reflect on, and capture learnings from, their experience</p>	<p>Essential</p>
<p>Prepare students for returning to study with relevant supporting information, which may include: changes in the department, module information, information about accommodation for the following year</p>	<p>Essential</p>
<p>Organise and advertise opportunities for current placement students to share learnings and experiences with other cohorts</p>	<p>Good Practice</p>
<p>Engage in professional development where possible through available channels such as the University’s Placements Practice Group and ASET membership</p>	<p>Good Practice</p>

Post placement	Essential or Good Practice
<p>Coordinate and evaluate feedback from all parties (department/programme, student and placement provider) to inform the review, monitoring and development of future placement activities at a departmental and institutional level</p> <p>Summarise and share anonymised findings with placement providers, students and the University as appropriate</p>	<p>Essential</p> <p>Good Practice</p>
<p>Agree follow up arrangements with the placement provider, which may include placement opportunities for the next cohort, or employer talks</p>	<p>Good Practice</p>
<p>Regularly review content of supporting information for students and placement providers</p>	<p>Essential</p>
<p>Facilitate student learning across and between the cohorts, for example, through peer-led events or peer mentoring</p>	<p>Good practice</p>
<p>Periodically review repeat providers of placement opportunities and evaluate against:</p> <ul style="list-style-type: none"> • course requirements • student need and interest • whether the provider continues to meet the University's expectations <p>and look for additional opportunities that enable the promotion of equality and diversity</p>	<p>Essential</p>
<p>Engage in professional development where possible through available channels such as the University's Placements Practice Group and ASET membership</p>	<p>Good Practice</p>
<p>Share learnings and ideas within the institution and the sector to support good practice and the review and monitoring of work placements</p>	<p>Good Practice</p>

Appendix 2 – Responsibilities of placement students

This section identifies students' responsibilities during the placement cycle and can be shared with students when considering and preparing for a placement.

Pre-placement

- Source an appropriate placement based on current University and departmental or programme guidance and course requirements
- Understand the requirements and assessment of the work placement in relation to your course, including upholding the values and policies of both the University of Warwick and the Placement Provider's team, for the duration of the placement
- Undertaking any assessment activity as required by the academic department or programme team
- Consider any access or support needs that require reasonable adjustments and consider advising the Placement Provider of these needs
- Inform the Placement Provider of any conditions that may pose a substantial risk to yourself or others in the workplace and acknowledge the placement may not be approved if the risk assessment score is too high as a result
- Confirm when a placement is secured and provide details of the placement and placement provider to your academic department or programme team, via the Student Placement Request form, so the necessary risk review can be carried out by the department or programme team prior to approval of your placement
- Agree to expectations and responsibilities of all parties through a formal written agreement, as provided by the University, seeking independent legal advice where necessary. The Students' Union Advice Centre may be able to signpost you to relevant contacts and have dedicated resource for employment matters. Please note that the University is unable to review Non-Disclosure Agreements for you or provide you with legal advice.
- Read and be familiar with information and processes provided by the department or programme and Placement Provider, including assessment
- For compliance with UK Visas and Immigration (UKVI) rules, student visa holders should:
 - Understand that there are attendance requirements for you to meet in order for the university to continue sponsoring your Student Visa. Please refer to the [Immigration and Compliance webpages](#) on '[Immigration Responsibilities](#)' and '[Working during your studies](#)'. The monitoring points are outlined in the [Student Engagement and Progress Monitoring Policy 2024-25](#)
 - You will need to respond to regular, currently monthly, monitoring requests from your academic department so that your attendance can be recorded for UKVI purposes.
 - Notify both the relevant placement contact(s) within your academic department and your line manager/supervisor when unable to attend your placement on agreed dates and times
 - Ensure any changes to your placement are agreed in advance with both your academic department and your placement provider
- Complete and return all necessary paperwork in the given timeframe, including assessment

- Attend any briefing sessions prior to the placement
- Obtain any appropriate visa and work permits in a timely manner, taking responsibility for knowledge of relevant lead times. It is your responsibility to check likely lead times for these processes, as they may be subject to change.
- Make travel arrangements and find suitable accommodation for the placement
- Arrange to have any vaccinations which may be appropriate for the host country
- If travelling abroad for your placement, obtain adequate travel and medical insurance, including cover for;
 - personal money and property risks;
 - any emergency medical expenses; and
 - repatriation in case of a medical emergency or death
- Inform your line manager and academic department contact in a timely manner of any difficulties that arise before or during a placement that may affect your personal ability to complete the placement

On placement

- Provide work-place contact details to the relevant member of academic department staff
- Behave professionally and courteously at all times, in line with the [Dignity Principles Policy](#), upholding at all times the University of Warwick's institutional values
- Abide by all the rules regarding Health & Safety requirements and other practices and procedures of the Placement Provider
- Abide by all the rules regarding GDPR and Privacy legislation requirements and other practices and procedures of the Placement Provider
- Carry out the work specified by the Placement Provider in a professional manner under the supervision of the specified supervisor
- Report any concerns about Health & Safety to the Placement Provider
- Report any incidents in which you are involved, and any Health & Safety concerns that are not addressed by the Placement Provider, to your academic department
- Respond to any communications or requests for information from the academic department in good time, including those relating to assessment. Requests relating to monitoring points must be replied to as soon as possible and within five working days
- Consult with the academic department prior to seeking significant changes in the terms or duration of the placement.
- Agree the timing for a placement check-in(s) with the Placement Provider and your academic department contact, and attend that check-in
- Make use of University support services if and when required, for example, Wellbeing & Student Support
- Participate in review and feedback opportunities with the Placement Provider and academic department

Post placement

- Complete and comply with all assessment and evaluation tasks set by the academic department or programme team in a timely manner

Appendix 3 - Responsibilities of Placement Providers

This section identifies responsibilities for the organisation hosting the placement.

An [abridged version of this document](#) is available to share with placement providers to support understanding of expectations and the role of the different parties involved with a placement.

Pre-placement

- Provide a clear job description setting out the role and responsibilities, skills and experience required, working hours, salary, and working arrangements
 - Remuneration should be stated at the outset, either as a set figure, an appropriate range or expressed comparatively to the National Minimum Wage or National Living Wage
- Recruit and select students using the same methods and standards that apply to regular recruitment
- Understand and fulfil legal responsibility as an employer with regards to recruitment and equality legislation, including Right to Work checks
- Provide an employment contract to the successful candidate(s)
- Seek to become familiar with any relevant university processes, as advised within placement communication
- Provide required information in relation to health and safety, insurance, and due diligence
- Prompt and monitor the completion of risk assessments
- Ensure that sufficient insurance cover is in place (held by the Placement Provider and the student, if appropriate) for the activities of the placement student and to others who could be affected by the placement student's actions or inactions
- Notify the student's academic department of any changes to the placement **within five working days**, for example, if the placement is shortened or terminated.
- Be familiar with and agree to the responsibilities and expectations for all parties through a formal signed agreement
- Arrange an induction programme and appoint a named line manager or supervisor who will act as the first point of contact throughout the placement, supervise the student, and liaise with the practitioner.

On placement

- Provide a sufficiently safe, professional working environment where appropriate, including the provision of guidelines for home working if necessary
- Accept liability and responsibility for students on placement in the same way as for all other employees
- Provide a structured induction and induction materials including information regarding equality and diversity and health and safety
- Provide suitable supervision, training and support throughout the placement
- Agree learning objectives with the placement student and include regular opportunities for two-way discussion, feedback and review sessions

- Inform the student of any changes to the placement and provider contact details for an alternative member(s) of staff during periods when the student's appointed line manager/supervisor is absent or on annual leave, or no longer able to supervise the student
- Allow time, where possible, for the student to reflect on learning, or undertake any other tasks relevant to the academic assessment of their placement.
- Support the student to manage their own learning, by ensuring sufficient access to resources, support, and materials
- Comply with health and safety legislation and the General Data Protection Regulation (GDPR)
- Treat the placement student as a regular employee, excepting the additional needs of the placement
- Maintain good communication with the academic department by responding promptly to emails and other requests for information
- Notify the student's academic department of any changes to the placement **within five working days**, for example, if the placement is shortened or terminated.
- Report any issues or concerns that arise during the placement to the student (in all cases) and to the academic department (issues that threaten the continuance of the placement, unexplained absences) following agreed reporting procedures
 - For compliance with UK Visas and Immigration rules, if the student fails to attend their place of work, or the employer is unable to get in touch with the student, the employer should follow their own absence policy and **inform the academic department within seven working days**.

Facilitate at least one placement check-in by the practitioner or their representative, and ideally at least one further check-in by email if longer than one term

- Complete a final review with the placement student that includes an objective evaluation of their performance, effectiveness in consolidating the knowledge and skills to the workplace, and the learning that they have gained from the placement
- Complete any evaluation forms provided by the academic department