

London's  
International  
Drama School

**Rose  
Bruford  
College**

of Theatre  
& Performance

# Work-based learning and placements

POLICIES and  
PROCEDURES

# WORK-BASED LEARNING AND PLACEMENTS

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## 1.0 Introduction and purpose

Rose Bruford College recognises the importance of work-based and placement learning and its current and potential future impact on the way in which students learn.

This policy is intended to ensure that minimum requirements are in place prior to the commencement of work-based or placement learning. Programmes may vary in how they ensure these requirements are in place.

***The policy should be read in conjunction with the Work-based Learning and Placement Handbook, which outline the procedures for placements and work-based learning and offers further guidance to staff and students.***

The policy has been informed by the QAA Quality Code for Higher Education Chapters B4 and B10 (2013) and by UCEA's Health and Safety Guidance for the Placement of Higher Education students (2009)

## 2.0 Scope and applicability

The College defines work-based learning to mean any learning which takes place in a workplace which is directly relevant to the programme of study and contributes to the student meeting relevant learning outcomes. Work-based learning may be paid or unpaid. The term work based learning does not apply to any employment undertaken outside of a programme of study which does not contribute towards the meeting of the relevant learning outcomes.

This policy relates to any situation where a student works or studies in an approved non-Rose Bruford location, whether in the UK or overseas, and where their work or placement situation contributes towards the assessed learning outcomes of their programme of study.

The placement may be organised by the student or by their Programme Director/subject leader or Tutor. It must be specifically related to a set of programme learning outcomes which are noted by the Programme Director/subject leader and the student. The placement will then be approved in writing by the Programme Director/subject leader and Head of School.

Each placement or work based learning activity will have a named Tutor or Programme Director/subject leader who will monitor the placement.

This policy also relates to Erasmus funded placement where the student is placed with an employer.

This policy **does not** relate to :

- situations where a student undertakes study at another educational institution either in the UK or overseas which **necessitates them becoming a registered student of that institution.**
- extracurricular activities (paid or unpaid) with an employer that do not contribute to assessed learning outcomes, even if tutorial staff have been consulted or informally advised students on that activity

## 3.0 Approval of placement providers

It is the responsibility of Programme Directors/subject leaders to ensure that each placement provider, whether allocated by the College or independently found by the student, is suitable. Procedures for securing, approving and allocating placements should be transparent to all, and take into account:

- the suitability of the placement in allowing students to successfully meet the learning outcomes of their programme of study;
- health and safety requirements;
- disability and accessibility issues;
- support for students, including the mechanisms for dealing with any problems or complaints relating to the placement.
- relevant requirements relating to working with children and vulnerable adults (CRB checks)

When a Programme Director/subject leader recommends that a student should go on placement information will be given to them on the consequences of a failure to either secure or complete the placement.

Where a placement needs to be terminated early by the parties involved an alternative means of completing the placement will be agreed and provided. A student cannot terminate a placement without the written consent of their Programme Director/subject leader.

## 4.0 The role of placement providers

The Programme Director/subject leader or Tutor should make placement providers aware of their responsibilities and role in relation to:

- the provision of learning opportunities as defined in the student's brief;
- their role in relation to the mentoring of students, and, if applicable, a written assessment of a student's work while on a placement;
- the health and safety of students, including provision of any specialist materials or clothing needed;
- their responsibility in relation to employers liability insurance cover in the event of accident;
- their responsibility for making reasonable adjustments for students with a disability;
- any obligation to attend any meetings concerning the placement, or provide a report on the placement;
- any changes in a student's circumstances either before commencement or during the placement;
- providing a copy of their equal opportunities policy.

A pro-forma or contract confirming that the necessary requirements are in place will be signed by the provider for each placement.

## 5.0 Student rights and responsibilities

The Programme Director/subject leader should ensure that students are made aware of:

- their responsibilities in relation to the programme of study of which the placement is a part;
- their responsibilities as representatives of Rose Bruford College;
- their responsibilities in relation to health and safety issues; (RBC, Risk Assessment for Placements and Field Trips)
- their need to remain in contact with the tutor monitoring the placement in order to provide feedback on progress;
- a brief which will detail their entitlement in relation to tutoring or mentoring;
- the need to alert the placement provider and programme director to any problems with the placement that may impede satisfactory progress and completion;
- the ability of the placement provider to raise any issues with the Programme Director /subject leader or Tutor regarding the student's suitability to undertake the placement or to continue with it;

- their need to comply with professional, statutory or regulatory body (PSRB) requirements, if appropriate;
- the formal Rose Bruford College complaint procedure; (RBC, Student Hand Book)
- any information relating to royalties or copyright, if relevant;
- entitlement to funding to meet disability related costs. Students should contact the disability advisor for further information. (RBC, Guidance document for tutors for arranging work placement/overseas exchange for disabled students)

## 6.0 Complaints

Students and placement providers should be aware that the College has a formal complaints procedure which includes a section specifically for disabled students. Any complaints or problems should firstly be directed informally to their Programme Director/subject leader. The relevant Programme Director/subject leader has the responsibility for resolving the complaint in consultation with the placement provider and course tutor. If any student feels that an informal complaint has not been dealt with satisfactorily, a formal complaint should be submitted to the Programme Director/subject leader in writing.

## 7.0 Disclosure and Barring Service (DBS) Check

Some students may be required to have a Disclosure and Barring Service (DBS) check prior to undertaking certain placements, for example those working in a children's theatre company or with vulnerable adults. The College, in agreement with placement providers and Professional and Statutory Bodies (PSRBs) can provide assistance in completing a DBS check. It is the placement provider's responsibility to identify whether a DBS check is required.

## 8.0 Data Protection

Placements will inevitably involve a disclosure of a student's personal data, in order to facilitate and administer that placement. Such disclosure may be necessary so as to enable both the College and the placement provider to comply with its legal obligations. For example, the College may pass on details of a student's disability to ensure that his or her special needs are met during the period of the placement (this may only be done with the explicit consent of the student). On occasion, the information disclosed may be "sensitive personal data" as defined by the Data Protection Act (DPA) 2018.

Before making any disclosure of a student's personal data, the College will ensure that the DPA requirements are satisfied. In practice, this means informing the student of the fact that the disclosure will take place and seeking explicit consent to that disclosure (particularly in relation to sensitive personal data relating to matters such as health, racial/ethnic origin or criminal records). The College obtains a comprehensive and explicit consent from the student at the time of enrolment, authorising the disclosure of their personal data in connection with placements. In the absence of such an explicit consent, the consent of the student to disclosure will be sought.

Whilst the student is on placement, the placement provider's own data protection policies are effective.

## 9.0 Disabled students

Disability legislation requires that disabled students have the same opportunities as others to benefit from work placements and overseas exchanges.

### 9.1 Placement approval

The College has a legal responsibility to ensure that disabled students are not discriminated against and that reasonable adjustments, if appropriate, are made during the work placement. The college should ensure the quality and accessibility of placements and exchanges for particular students before they are approved.

In determining suitability of placements, tutors should consider:

- Ease of travel to work placement
- Physical access to the workplace or institution
- Responsibility for assessing the individual needs of disabled students, including whether disability affects the kind of work or way of working the student can undertake in the work placement, taking into account the adjustments that can be made
- Who will arrange and pay (if there is a cost) for any adjustments that need to be made
- If the student needs a personal assistant or helper has the funding for this been identified- this can take several months to arrange and can be very difficult particularly in the case of overseas placement/exchange
- Responsibilities for health and safety in the workplace/institution and for activities associated with the placement/study - **a specific risk assessment must be carried out**
- Accommodation - is suitable accessible accommodation available and who will pay for any necessary adjustments?
- Are local transport systems accessible or are there other alternatives, for example, taxis, car hire?
- Access to health services- will the student be able to access necessary health services and what are the procedures for emergencies taking place outside the workplace or institution

It is recommended that that the tutor makes contact with the disability adviser as soon as possible once the student has started their course to discuss all of these issues and in order to put all the necessary arrangements in place in time.

### 9.2 Disclosure

Even if the student has disclosed a disability to the college they may not wish to disclose to any external parties, so information on disability should not be passed on without the student's consent. It should be made clear to students that it is their choice as to whether or not they disclose their disability and when they make a disclosure , but that there are benefits as reasonable adjustments can be made. If there are any queries the tutor should contact the disability adviser or refer the student to the disability adviser.

## 10.0 Insurance

See Placement Handbook section 10 *Insurance and other Legal Requirements*

## 11.0 Intellectual Property and Commercial sensitivity

It is possible that intellectual property issues could arise in relation to a student on placement. For example: a student working in a theatre company where they are involved in the creation of designs or copyright. Consequently, the placement provider may impose as a condition of taking the student on placement, a written undertaking from the student (and possibly also the College) that the student waives any claim to intellectual property rights created during the course of the placement.

The same may be true of commercially sensitive information to which the student may be privy and which they may wish to include in any written component connected with a placement. The placement provider has the right to withhold such information, but where possible they should be encouraged to complete a Notice of Commercial Sensitivity which outlines that such information will only be seen by:

- Internal Examiners, for the purposes of marking and assessment
- External Examiners, in fulfilling their duties monitoring marking standards and academic quality
- Members of Rose Bruford College staff directly involved in processes of academic appeals, complaints or audit

The College respects the sensitive nature of such material and ensure its circulation is limited to the above people for the above reasons. The College will securely dispose of the attached material after the above processes are complete.

The ownership of intellectual property should be dealt with on a case by case basis. In some cases, it will be appropriate to assign rights to the placement provider, in others it may be the College/student who should own the intellectual property.

## 11.0 Staffing

Heads of Schools will ensure that all their tutorial staff involved in placements are made aware of any relevant issues relating to the identification and approval of placement opportunities, and provide information and guidance if required.

## 12.0 Monitoring and evaluation of placements

All placements will be subject to the following monitoring procedures.

- Programme Directors will ensure that feedback from students is collected both during and on completion of the placement.
- An analysis of the placements will take place as part of the bi-annual monitoring process.
- Programme Directors will ensure that feedback is collected from placement providers;

- A database of work placements and mentors will be maintained by the College.

DOCUMENT CONTROL BOX		Version 2.0
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<b>Related Policies, Procedures and Guidance:</b>	Placement Handbook Placement Tripartite Agreement Form	
Further information: Reformatted 3 July 2014 Updated August 2018 to reflect structural staffing changes in school of DMTA		