



University of
Salford
MANCHESTER

WORK BASED LEARNING POLICY

Version Number 1.7

Effective from October 2023

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1 Purpose

1.1 This policy, associated documentation and guidance sets out the formal requirements for the quality management of Work Based Learning. It is an essential reference point for all staff, programme and professional service teams and collaborative partners that are involved in or responsible for Work Based Learning which is integral to a programme of study (programmes or modules) at undergraduate or postgraduate level.

1.2 It aims to promote good practice and ensure that the University meets its responsibilities regarding managing the quality of the student learning experience as well as their safety and wellbeing in the context of work-based and Work Based Learning as part of a programme of study. This includes all Work Based Learning opportunities provided by third parties wherever it is delivered and regardless of duration, including those that are integral to a programme delivered by collaborative partners of the University.

1.3. The policy aims to:

- provide a comprehensive statement of the University's principles, processes and procedures that govern the quality management of Work Based Learning.
- provide a framework for the identification and assessment of the risks associated with WBL provision, and the proportionate processes and procedures to effectively manage that risk.
- ensure that Schools, programme and related professional service teams, and departments have appropriate procedures in place to plan, secure, approve and/or allocate and manage Work Based opportunities in ways which comply with health and safety and legal requirements.
- provide threshold expectations for the management of different kinds of Work Based Learning opportunities.
- clarify the relative roles and responsibilities of various parties involved in Work Based Learning, including the schools, programme teams, students, and Work Based Learning providers

1.3 The policy is supplemented by additional documentation for the assessment of risk, health and safety arrangements and to check that national and institutional expectations have been taken into account in the planning and management [Work Based Learning Code of practice](#) (Internal Staff only) and [Resources and Templates](#) (Internal Staff only)

- 1.5 This policy and associated documentation sets out the University's approach to assuring that the management of Work Based Learning experiences takes account of relevant institutional and external reference points and guidance, particularly relating to risk management (including health and safety) and academic considerations, where Work Based Learning forms an integral part of a programme of study.
- 1.6. Other activities which might contribute towards students' employability development, such as forms of community engagement, short visits, insight days and experiences play an important and valuable part in the enrichment and enhancement of a student's employability but are purposefully excluded from this policy where they do not form an integral part of a programme of study.
- 1.7. It takes as a key reference point the [UK Quality Code for Higher Education, Advice and Guidance Work-Based Learning](#)

Work Based Learning describes programmes that bring together the University and providers to create learning opportunities. This Theme needs to be considered in conjunction with other regulatory requirements including providers' academic regulations, funding body requirements and professional, statutory, and regulatory bodies' (PSRB) rules and regulations and the academic standards of programmes providing Work Based Learning meet the requirements of the relevant national qualification's framework.
- 1.8. Where a university programme incorporating Work Based Learning is approved for delivery by a collaborative educational partner, the University always maintains responsibility for standards and ensures that all students have an equitable opportunity to succeed and to demonstrate achievement at both threshold and beyond threshold standards, including the achievement of occupational and/or professional competence in workplace or other settings.
- 1.9. This policy is underpinned by a risk-management approach. It seeks to ensure quality of provision by providing procedural guidance and setting out expectations that are proportionate to the nature, purpose and extent of the arrangements envisaged.

Additional external reference points:

- [USHA \(Universities Safety and Health Association\) Guidance on Health and Safety of Placements for Higher Education Students \(June 2018\)](#) (Internal Staff only)
- [UK Quality Code for Higher Education, Advice and Guidance Work-Based Learning](#)
- [ASET Good Practice Guide for Work based and Work Based Learning in Higher Education and TOOLKIT](#)
- [ASET Good Practice Guide for Supporting Students with Disabilities on Work Based Learning and TOOLKIT](#)
- [ASET Good Practice Guide to Successful Work Based Learning for Apprenticeships in Higher Education](#)

- [ASET Good Practice Guide for Managing the Health, Safety and Welfare for Student Work Based Learning](#)

2.0 Scope

The Policy is relevant to all staff (at the University and its collaborative partner providers) who are responsible for or involved with the management of Work Based Learning that form an integral part of a university approved programme of study/programme. It is also relevant to those involved in the design, approval, and review of programmes. The policy is also available to students.

3.0 Definitions

Work Based Learning refer to any planned period of activity during which a student, registered on a University of Salford programme, engages with a third-party workplace as an integral part of their programme of study and where there is transfer of direct supervision of the student to the third-party.

- 3.1 **Work Based Learning (WBL)** can take many different forms, ranging from a single visit to supplement part of a module through to a whole module(s) within a programme to an entire programme that is Work-Based. Arrangements to provide Work Based Learning can involve several partners, both formal collaborative educational partnerships and employer partners, and the nature of the relationship with partners in different arrangements will vary significantly. This makes it difficult to provide a precise definition of Work-Based and Work Based Learning.
- 3.2 For the purposes of this document, the following definitions are used:

Apprenticeships: Is intended to be relevant to all apprenticeships that include higher education. This will include, for example, Degree Apprenticeships, Graduate Apprenticeships and Higher Apprenticeships. Programmes will need to refer to other relevant guidance for sector specific requirements, advice, and guidance, relevant to the apprenticeship being delivered.

Student: Where the term 'student' is used in this document, it should be used to refer equally to those students who are also 'apprentices'.

Work-Based Learning: This involves learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need. This type of learning typically has a dual function of being designed to meet the learning needs of the employees, developing their knowledge, skills, and professional behaviours, and meeting the workforce development needs of the provider. Work-based learning is, therefore, learning which is distinguished from work-related or simulated learning activity that has not been formulated or commissioned by, or in partnership with, employers to address a current workforce need.

- 3.3 **Work-based learning (WBL)** includes learning by a student that requires engagement with a work environment as either an employee, volunteer or in a self-employed capacity (where Visas allow this). It includes students on Foundation Degrees and Professional Doctorates, students undertaking work experience and students whose projects or

assessments involve engagement in work-based activity. It does not include learning activities which involve visits and/or collection of information from providers, or activity

that takes place on campus but is sponsored by an employer or workplace, design briefs and investigative reports or similar.

- 3.4 Given the many different forms that work-based learning can take ([see terminology](#)), (Internal Staff only) particularly in relation to the employment status of the student, and the purpose of the learning in the workplace, it is the responsibility of programme teams to consider the extent to which the different parts of this policy apply and to ensure that their interpretation aligns with its general principles..
- 3.5 Work Based Learning includes short and extended Work Based Learning or periods of experience and practice within the workplace (or elsewhere), normally with support of a Work Based Learning provider. Work Based Learning may include paid and unpaid work, exchanges, or Work Based Learning abroad, including where students arrange their own WBL opportunity with a Work Based Learning provider with the approval of the University (or collaborative partner). Work Based Learning can take place within the University or formal educational partner if they meet the requirements for the module or programme, for example, a student could undertake a Work Based Learning in one of the service departments of the University or partner.
- 3.6 Different categories/types of Work Based Learning included in the policy and their threshold requirements for process, documentation and supervision are identified and defined in [Terminology](#). (Internal Staff only)

The policy does not apply to:

Work experiences which are not an integral and planned part of a programme of study, such as vacation or weekend work; Students who take a 'year out' to work or volunteer in an area relevant to their studies but where there is no recognition within the programme structure of the learning derived from the experience nor has University support been offered.

- 3.7 **WBL STAFF:** describes those members of university staff/partner agencies who are responsible for arranging and/or approving WBL opportunities and/or supporting students engaging in WBL (including visiting students on Work Based Learning).
- 3.9 **EMPLOYER:** for Work Based Learning experience as part of a programme of study and in so doing, takes on responsibility for the student whilst in the work environment and will have in place a member of staff who is responsible for supervising the student during their Work Based Learning experience.
- 3.10 **WORK BASED LEARNING OFFICER:** A person responsible for supervising the student while engaged in WBL
- 3.11 **PLACEMENT TUTOR:** Academic Staff who will act as the key contact for the student and the WBL provider whilst the student is on Work Based Learning opportunity. This may be the programme or module leader, a member of the programme team or a specific Work Based Learning supervisory role who has the appropriate level of understanding of the Work Based Learning and programme requirements

3.12 **'Accompanied'**: With an appropriate member of university (or collaborative partner) staff attending in a supervisory capacity

3.13 **'Unaccompanied'**: Without a member of the University (or collaborative partner) staff

4.0 General principles for the design and approval of work-based learning

4.1 Learning associated with WBL and periods in the workplace must be designed to take account of the usual external reference points [UK Quality Code, Advice and Guidance: Work-Based Learning](#), PSRB expectations and guidelines, etc) and University policies.

4.2 Programmes must have in place arrangements for the quality assurance of Work Based Learning opportunities which include the management of risks relating to health and safety, quality and other risks associated with the specific proposals for a given programme.

4.3 Students must be registered as a student at the University (or of an approved collaborative partner provider) for the duration of the Work Based Learning experience.

4.4 Work Based Learning must have appropriate learning outcomes that contribute to the overall aims and learning outcomes of the programme and/or module(s). These learning outcomes will be clearly defined within programme and/or module specifications.

4.5 All Work Based Learning opportunities must be of sufficient length and quality to ensure that the identified learning outcomes can be achieved.

4.6 For some programmes, professional considerations and Professional, Statutory and Regulatory Body (PSRB) expectations may involve an additional set of requirements and/or procedures to those outlined in this Policy/Guidance.

4.7 Programme Specifications, Programme Handbooks and Module Guides, the Prospectus and web-based programme pages made available to prospective and current students must make it clear when periods of Work Based Learning experience are an integral part of the programme of study.

4.8 Documentation must be clear to all parties, including any reasonable adjustments to accommodate needs of disabled students.

4.9 The arrangements for Work Based Learning within programmes must be approved through the normal programme planning and approval processes. Approval must include consideration of draft guides/handbooks or equivalent for students and for WBL providers and, where applicable, for work-place supervisors/mentors, The 'Managing WBL Audit tools' ([Managing Work Based Learning: Checklist of Key Steps in the Work Based Learning Approval Process – Appendix 5](#)). **Provides a framework to complete these requirements.* (Internal Staff only)

4.10 The responsibilities of students, academic staff and employers who provide Work Based Learning opportunities must be clearly defined and communicated to all parties concerned, and there must be evidence that all parties accept their responsibilities. This can be achieved through the use of Work Based Learning agreements, letters, handbooks (or equivalent) for students, staff, and employers and other correspondence

4.11 All outlined in the [WBL Code of Practice and Appendices 1,2,3,4 and 5](#) (Internal Staff only)

1.0 Risk-based Approach

5.1 National guidance on student WBL health and safety emphasises a risk-based approach to the appropriate management of the health, safety and welfare of students and the risks arising from the associated liabilities. This allows a lighter touch on Work Based Learning with relatively low risks and more rigorous control measures where the risks are higher. The University endorses a risk management approach to Work Based Learning and Work Based Learning in relation to health, safety and wellbeing and academic standards and quality.

5.2 It should be noted that specific contractual or legislative requirements apply to some WBL, e.g., nursing students and students on teacher training.

5.3 The following risk management principles are integral to sensible risk management of student on Work Based Learning and ensuring the health, safety, and well-being of students whilst on Work Based Learning:

- Processes for review and approval of prospective Work Based Learning providers accepting the University's health and safety expectations whilst students are on Work Based Learning
- Work Based Learning opportunities will be agreed between the University, employers, and students; they will need to be formally agreed to ensure all understand the respective roles, responsibilities, and expectations. The format and detail of the agreement will vary depending on each opportunity and may follow a format specified by another provider, for example, apprenticeship agreements and commitment statements. (See [QAA Partnerships Theme](#)).
- Preparation of the student/s ahead of going into Work Based Learning such that they can understand the risks and make informed judgements
- Processes for enabling problems, including any health and safety issues, to be raised and resolved prior to, during, and at the conclusion of the Work Based Learning
- Contingency plans in case there are exceptional circumstances
- Briefing of University (and collaborative partner) and where appropriate WBL staff on the policies and the arrangements that they must follow
- Clear processes for the monitoring and evaluation of student Work Based Learning
- A risk-based approach should be applied regarding the nature of the Work Based Learning experience and in assessing the needs of disabled students in order that reasonable adjustments can be made.
- The University, employers (and collaborative partner) and students have responsibilities to themselves and to others in relation to the workplace environment. These will include, for example, health and safety and

safeguarding. The University and employers (and collaborative partner) need to be clear on their respective responsibilities and provide guidance to each other

and to students on the specific issues with relevant training, if required. Formal agreements may also need to include details on how specific issues, such as sharing of data, are dealt with.

6.0 Health and Safety Requirements

- 6.1 The University has a statutory duty of care to protect, so far as is reasonably practicable, the health, safety, and welfare of its students during Work Based Learning activities. Collaborative partner providers that deliver University of Salford awards have a similar duty of care. Thus, the University (and collaborative partner providers) must take reasonable steps to ensure that all Work Based Learning environments are compliant with statutory health and safety requirements.
- 6.2 Students undertaking Work Based Learning experiences have, in effect, the status of being an employee of the provider providing the Work Based Learning opportunity (unless already an employee) for the duration of the activity, and as such are owed an identical duty of care by the employer.
- 6.3 Students also have responsibilities to take reasonable care for their own health and safety and that of others who may be affected by their actions.
- 6.4 The Placement Tutor (or equivalent) must ensure that all WBL activities are covered by a suitable and sufficient risk assessment and that appropriate control measures have been adopted.
- 6.5 A Risk Assessment Form for Work Based Learning [University Risk Assessment Form for Work Based Learning \(Appendix 1\)](#) (Internal Staff only) can be used for initial evaluation of risk and as a record of risk assessment. The template includes guidance for making a judgement on the level of risk and the associated control measures. This is normally completed by a member of university (or collaborative partner) staff. The risk assessment includes the six health and safety risk factors (as identified in the [USHA \(Universities Safety and Health Association\) Guidance on Health and Safety of Placements for Higher Education Students \(June 2018\)](#) (Internal Staff only)
These relate to the Nature of the Work, Travel and Transportation, Location and/or Regional Factors, Environmental Health Factors, Individual Student Factors and Insurance Limitations.
- 6.6 The Risk Assessment Template Form also considers additional factors associated with the nature of the Work Based Learning employer, e.g., contractual status, relationship with the University (or Collaborative partner), their experience in providing Work Based Learning, and activities to be undertaken whilst on Work Based Learning.
- 6.7 In providing WBL opportunities, Employers must confirm that they take proper account of health and safety considerations and must ensure that students who undertake Work Based, or Work Based Learning experiences receive appropriate briefing on health and safety matters related to their provider. This confirmation forms part of the risk assessment and is provided through a completed [Student Work Based Learning](#)

[Conduct and Health and Safety Agreement \(Appendix 3\)](#) (Internal Staff only) which must be received by the Placement Tutor prior to commencement of the student on Work Based Learning.

- 6.8 The planning, procedures, and information requirements associated with the Work Based Learning will vary according to the level of risk identified ('Low Risk', 'Medium Risk', and 'High Risk') with a 'lighter touch' for 'Low Risk' Work Based Learning, and more rigorous processes for 'High Risk' Work Based Learning.
- 6.9 Actions required are dependent upon the issue, the country/region and the level of risk involved. Where the employer does not initially meet the required standard, additional information from the employer will be required and reasonable control measures may need to be put in place (see guidance provided with the [University Risk Assessment Form for Work Based Learning \(Appendix 1\)](#)). (Internal Staff only)
- 6.10 Work Based Learning deemed to be 'High Risk' by the Placement Tutor upon completion of the University Risk Assessment must be referred to the Head of School or named School senior management nominee for a decision as to whether the Work Based Learning can proceed and what control measures are required.
- 6.12 Different types of insurance apply to student Work Based Learning activity (see [UMAL - Employer and Public Liability letter](#)) (Internal Staff only) (University of Salford Insurance Cover). Each of the insurances apply to student Work Based Learning activity, whether it has been arranged by the student or the University (or a collaborative partner). The University's insurance cannot cover anything that is the legal liability or responsibility of someone else. As the Work Based Learning provider has control of the student while they are on Work Based Learning, many responsibilities are their legal liability.
- 6.13 Where a Work Based Learning is overseas, a [Travel Risk Assessment Form](#) (Internal Staff only) must be completed and returned to the Placement Tutor (For more information on Travel insurance for students see [here](#)) (Internal Staff only)
- 6.14 All accidents/ incidents involving students during their Work Based Learning experience must be reported to both the Work Based Learning provider and the Placement Tutor.
- 6.15 Whilst the University cannot accept responsibility for matters over which it has no control, in those circumstances where matters of health and safety arise, the University must undertake prompt investigations and give due consideration to the implications for any other student(s) who may be engaged in the same or a similar Work Based Learning.
- 6.16 The Work Based Learning provider/host provider and students must be informed of who and how to contact the University in case of an accident or emergency involving a student whilst on Work Based Learning.
- 6.17 Details of where and when students are in Work Based Learning experiences should be held within the relevant school. Student's personal details are held centrally by Registry Student Records and students must be reminded to keep these up to date to enable contact with themselves and/or next of kin as necessary.
- 6.18 Preventative measures should be in place prior to any WBL opportunity. While it may not be possible to plan for all contingencies involving our students, the [UoS Crisis](#)

[Management Protocols](#) (Internal Staff only) provides procedures that will allow the University to act responsibly when emergencies arise. The [Incident/Crisis Process Map](#) (Internal Staff only) clearly outlines the process required to be followed to deal with any overseas incident.

6.19 In the case of an emergency involving a student on Work Based Learning activity or major incident (for example, a natural disaster in the vicinity of the student Work Based Learning), please refer to the Travel Crisis Management team's '[Emergency Action Protocols for Traveller in Destination](#)' (Internal Staff only)

7.0 **Safeguarding and Disclosure and Barring Service (DBS)**

7.1 Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and adults in vulnerable situations to protect them from harm. Legislative requirements are encompassed in relevant sections of a variety of Acts, including:

- Local Authority Social Services Act 1970
- Children Act 2004
- Education Act 2002
- Safeguarding Vulnerable Groups Act 2006

These should be read in conjunction with [Working Together to Safeguard Children](#) (2018) [Protection of Freedoms Act 2012](#) clarifies several issues related to Safeguarding, including that all adults are potentially vulnerable in certain circumstances, typically when receiving healthcare.

7.2 Everyone who works with children and adults in vulnerable situations, including students on Work Based Learning experiences, have a responsibility for keeping them safe. Safeguarding is everyone's responsibility.

7.3 The University has clear policies related to safeguarding, Student and applicant Vetting and for _within the [Safeguarding at Salford Hub](#)

7.4 Work Based Learning experiences which involve engagement in regular and unsupervised 'regulated activity' (as defined by the [Protection of Freedoms Act 2012](#)) with children or in certain adult settings may require students to undergo an enhanced DBS check and gain a satisfactory DBS before they start their Work Based Learning. For some PSRB programmes an enhanced DBS will be required prior to the student commencing their programme.

7.5 Where a satisfactory DBS is a prerequisite for a programme (or a Work Based Learning experience that is a required element of the programme), this must be clearly communicated to applicants in advance of entry to the programme, and/or to students prior to selection of modules that include a mandatory Work Based Learning through published materials, including the programme specification, prospectus and programme webpages and any other relevant information and guidance.

7.6 [DBS Check Request Form](#) (Internal Staff only) can be requested through the University and should be initiated in sufficient time to ensure that the student's programme, Work

Based Learning experience can go ahead. Occasionally they may need to take place through a Work Based Learning provider.

- 7.7 Students must be fully briefed about the University's [safeguarding policies](#) (Internal Staff only) and procedures prior to the commencement of their Work Based Learning activity.

7.0 Lone Working

- 7.1 In circumstances where a situation of lone working may be required this should be identified in the [Work Based Learning Providers' Health and Safety Questionnaire \(Appendix 2\)](#) (Internal Staff only) and taken into consideration in the risk assessment and approval of the Work Based Learning . The Work Based Learning provider /host provider is normally responsible for risk assessment if sending a student into a situation of lone working and may have procedures that apply. For further information see the Health and Safety Executive guidance '[Working alone. Health and safety guidance on the risks of lone working](#)'.

8.0 Types/Categories of Work Based Learning and relative requirements

- 8.1. The 'Categories of Work Based Learning' table ([Terminology](#)) (Internal Staff only) identifies a number of different 'Work Based Learning types. It uses the term 'Work Based Learning' as a generic term for any planned specific experience or period of learning, including WBL and regardless of length or type, normally outside of the University (or collaborative partner) either in a workplace or at another institution, where the Work Based Learning outcomes are an intended and integral part of the programme of study.
- 8.2 Each category of Work Based Learning is defined together with an outline of the threshold expectations for the management of the Work Based Learning activities for each type of Work Based Learning, including:
- the necessary paperwork and process for managing the Work Based Learning, including the risk assessment, health, and safety documentation, and learning experience requirements
 - the supervision/number of significant contacts that should be made with a student during a Work Based Learning
- 8.3 Work Based Learning (in any category) may occur as a required element of programmes where the qualification leads to a licence to practice and will be arranged in accordance with the requirements of the relevant Professional, Statutory or Regulatory Body (PSRB).

9.0 Managing the Work Based Learning opportunity

- 9.1 The University of Salford retains overall responsibility for the quality management and oversight of Work Based Learning activities that form an integral part of any award delivered in its name.
- 9.2 Work Based Learning opportunities may be arranged in different ways and by different people depending on the length and breadth of the experience required by the programme. Opportunities may be secured either by the student or by a member of university or collaborative partner provider staff, depending on the arrangements for the programme. In all cases, a designated member of university or collaborative partner provider staff must oversee the management of all Work based Learning experiences.

- 9.3. The management and provider of Work Based Learning activities involves a range of processes and procedures that are encompassed within this policy and identified for each category of Work Based Learning in [Terminology](#). (Internal Staff only)
- 9.4. The Placement Tutor (or equivalent) plays a significant role in the oversight and management of Work Based Learning experiences. The responsibilities of the Placement Tutor normally include:
- Ensuring risk assessment of Work Based Learning opportunities is conducted.
 - Arranging and/or approving Work Based Learning opportunities.
 - Supporting students in identifying relevant Work Based Learning opportunities.
 - Providing preparation for students on Work Based Learning orientation and responsibilities.
 - Ensuring a record/database of students on Work Based Learning is maintained.
 - In the case of Student Visa (International) students, monitoring and reporting to Registry any changes in students' circumstances whilst on Work Based Learning, e.g., attendance.
 - Providing advice and guidance to staff, students, Work Based Learning providers and mentors in relation to Work Based Learning.
 - Supporting students during the Work Based Learning period.
 - Arranging and/or making visits to students during their Work Based Learning experience for assessment and/or other purposes.
 - Updating Work Based Learning programme audit form and reporting to the [Learning and Teaching Committee \(LTC\)](#)
- 9.5 Key elements of the processes and responsibilities associated with the quality management of Work Based Learning experiences are summarised in a flow chart (see separate [Appendix 5- Managing Work Based Learning Checklist of Key Steps in the Work Based Learning Approval Process](#)). (Internal Staff only)

10 Approving and allocating Work Based Learning opportunities

- 10.1 Each School has a duty to ensure, so far as is reasonably practical, that students undertaking a Work Based Learning with the specified Work Based Learning Provider, are not exposed to avoidable risk, for example appropriate health and safety measures are in place, and that the Work Based Learning meets any learning requirements. All individual Work Based Learning opportunities must be approved by the Dean of School or their nominee, normally the Placement Tutor, depending on the level of risk.
- 10.2 Work Based Learning activities will require careful management and provider which includes the use of the following documentation as appropriate:
- [University Risk Assessment Form for Work Based Learning](#) (Appendix 1) - added February 2022 (Internal Staff only)
 - [Work Based Learning Providers' Health and Safety Questionnaire](#) (Appendix 2) - added February 2022 (Internal Staff only)
 - [Student Placement Conduct and Health and Safety Agreement](#) (Appendix 3) - added February 2022 (Internal Staff only)
 - [Work-based Learning - Audit Record](#) (Appendix 4) – added February 2022 (Internal Staff only)

- [Managing Work Based Learning: Checklist of Key Steps in the Placement Approval Process](#) (Appendix 5) – added February 2022 (Internal Staff only)
- [Accessible High-Quality Work Based Learning for all Students](#) – added February 2022 (Internal Staff only)

10.3 The overall content of these documents should not be changed however they can be adapted to reflect:

- Local nomenclature relevant to programmes
- Formatting of the document can be changed to suit local needs

10.4 Completed documents must be retained for 6 years to comply with legislative requirements related to potential civil claims against the University and/or its collaborative partners.

10.5. All student Work Based Learning activities must be approved in line with the level of risk established through the [University Risk Assessment \(Appendix 1\)](#). (Internal Staff only). The Placement Tutor or person approving the Work Based Learning activity must be assured that the Work Based Learning will:

- Provide the opportunities and resources for the student to achieve the intended learning outcomes at the required standard and level as per the module specification.
- Provide support for the student from a designated member of staff in the Work Based Learning setting.
- Fulfil their responsibilities under health and safety legislation.
- Provide an experience that complies with the requirements of any relevant statutory, regulatory, professional, or funding bodies, as appropriate.
- Make reasonable adjustments as identified through a need's assessment for students with disabilities.

10.6 Every Work Based Learning must have prior approval before the student commences the Work Based Learning. In the case of delays in documents being returned to the University (or collaborative partner) for approval, the student should be informed that the Work Based Learning cannot go ahead. An auditable trail should be kept of all requests to obtain information from both the Work Based Learning provider and student.

10.7 Students who commence Work Based Learning without University (or collaborative partner) agreement will not be insured; this must be made explicit in guidance to students and Work Based Learning Providers.

10.8. The Placement Tutor must be assured before the commencement of the Work Based Learning that Work Based Learning Providers are willing and able to provide the student with a safe, legal (legislation in respect of the host country) and appropriate working environment and that they are aware that it is their legal responsibility to provide this. Communication and agreement with these responsibilities is supported through the use of the [Work Based Learning Provider Health and Safety Questionnaire \(Appendix 2\)](#) (Internal Staff only)

10.9. Placement Tutors must ensure that Work Based Learning providers are:

- a. aware that they have responsibilities to ensure that the student placed with them receives adequate support and guidance pertaining to their role and/or activities within the Work Based Learning provider.

- b. aware of and willing to undertake any role they may have in the assessment of students in a fair and appropriate manner.
- c. aware that they are expected to provide the University with feedback about the progress of the Work Based Learning as requested.

10.10. Where the student is responsible for selecting, organising, and securing a Work Based Learning, they must be given sufficient notice of this responsibility as per programme/module requirements and must be given adequate guidance from the Placement Tutor.

This guidance may include:

- the expectations for the type of Work Based Learning activities to fulfil module/programme requirements and the appropriateness for level of study.
- considerations of the specific needs of the student with respect to their achievement of the learning outcomes and those arising from any student entitlements, e.g., in relation to disabilities
- considerations of equal opportunities and inclusivity
- The extent to which the student's preference for type and/or geographical location of Work Based Learning can be facilitated and supported.

10.11. The student must not commence a Work Based Learning experience prior to the approval of the Work Based Learning Provider. Where students organise, their own Work Based Learning, the student must understand that any change made to the originally approved Work Based Learning provider will require a new Work Based Learning approval process.

11 Termination of a Work Based Learning Arrangement

11.1 Placement Tutors/Programme Teams should ensure that procedures are in place to enable the identification at an early stage of potential problems which may prevent the progress of the student or the satisfactory completion of the learning outcomes. Students should be informed of the procedures which they should follow and the University or collaborative partner provider member of staff with whom they should make contact if problems do occur.

11.2 Programmes must have in place an appropriate process for considering and supporting students who have failed Work Based Learning, including opportunities to retrieve the failure, in line with University Regulations.

11.3. If it is necessary for the University to withdraw a student in situations where s/he has consistently demonstrated an unacceptable level of engagement with their Work Based Learning experience, or in the event of a student wishing to leave the Work Based Learning activity and temporarily withdraw from studies, the University's regulations and procedures for student withdrawal or temporary withdrawal from the programme will apply.

11.4. The University's Fitness to Practice procedure may also be applied for the suspension and exclusion of students from programmes on grounds of professional unsuitability, where a student who is registered on a programme leading to a professional qualification or conferring practitioner status is deemed to have become professionally unsuitable for that qualification or status.

11.5. The Work Based Learning Provider must have clear information about the action to be taken if they are no longer able to offer the learning opportunity or if they have any problem or complaint concerning the conduct of the student.

12. Information for Students and their responsibilities

12.1. Students must be fully informed about their responsibilities and entitlements relating to Work Based Learning, and be provided with timely and appropriate written information, guidance, and support in preparation for, throughout, and following, their Work Based Learning experience. This will normally be in the form of a Work Based Learning briefing (either individually or in a group) and through a Student Work Based Learning handbook or equivalent.

12.2. As well as the relevant learning outcomes and assessment requirements, the Handbook or equivalent should also include information about:

- contact details for the Placement Tutor /supervisor and a named contact at the Work Based Learning provider
- the process of sourcing a Work Based Learning and the student's role in that process
- processes and procedures for the approval of a Work Based Learning experience, and the consequences of not securing (or of losing) a Work Based Learning
- their rights to a safe environment and to be treated in accordance with applicable legislation
- legal issues, e.g., visa requirements, applicability of Disclosure & Barring Service (DBS) checks
- consideration of safety issues, e.g., lone working, some overseas travel
- nature of insurance provided by the University and whether personal insurance is required
- student responsibilities whilst on Work Based Learning /in the workplace:
 - Professional and responsible behaviour as representatives of the University/partner institution and towards the Work Based Learning provider and its customers/clients/patients and employees
 - For appropriate understanding and awareness of ethical and health and safety issues, including issues of confidentiality, data protection and intellectual property
 - For health and safety and related risks, including in relation to themselves
 - For managing their learning and professional relationships
 - For recording their progress and achievements
 - For alerting the Work Based Learning provider and University to problems with the Work Based Learning that might prevent the progress or satisfactory completion of the Work Based Learning

- Student entitlements whilst on Work Based Learning /in the workplace with respect to the nature and scope of support they can expect from the Work Based Learning provider and from the academic and Work Based Learning staff at the University (or collaborative partner).
- Opportunities to provide feedback on their Work Based Learning experience
- Information on whistleblowing and/or raising concerns about specific matters whilst in the Work Based Learning experience
- Complaint procedures
- Cultural awareness and adapting to differences in culture (if applicable)
- Practical considerations, e.g., travel arrangements, finding accommodation (if applicable)

12.3 All communication and published materials for students in respect of Work Based Learning experiences must be transparent about costs additional to the programme fee that will be incurred by students, for example travel and insurance appropriate to the Work Based Learning.

12.4. Students must complete and sign a Work Based Learning conduct agreement or equivalent (see [Appendix 3 - Student Work Based Learning Conduct and Health and Safety Agreement](#)). (Internal Staff only) Placement Tutors must arrange for students to sign this conduct agreement before commencement of their Work Based Learning (s). Students attending multiple Work Based Learning may complete one copy for the duration of the programme if they inform their Placement Tutor of any changes in their circumstances. This agreement should contribute to [the University Risk Assessment for Work Based Learning \(Appendix 1\)](#) (Internal Staff only) as will the [Work Based Learning Health and Safety Questionnaire \(Appendix 2\)](#) (Internal Staff only) and thereby forms a tripartite agreement between the student, the University and the Work Based Learning provider.

12.5. The student has a responsibility to notify the Placement Tutor of any individual factors or circumstances that may affect their performance while on Work Based Learning experience, both prior to the Work Based Learning and any changes occurring whilst on Work Based Learning. Placement Tutors may need to seek guidance on referral of cases to Occupational Health if necessary.

12.6. In some circumstances the University or collaborative partner may need to share student information with Work Based Learning Providers. If this is necessary, students must be made aware of this and what information will be shared.

13 Information for Providers of Work Based Learning opportunities

13.1 Providers of Work Based Learning must be fully informed of their responsibilities, and be given appropriate and timely information, support, and guidance in preparation for, during, and after students' Work Based Learning experience. This will normally be in the form of a Work Based Learning Provider's Handbook or equivalent.

13.2. Work Based Learning Providers must confirm their agreement in writing; this is normally achieved through their completion and return of the [Work Based Learning Provider Health and Safety Questionnaire \(Appendix 2\)](#) (Internal Staff only)

13.3. The information made available to Work Based Learning Providers should include:

- an outline of the programme, its aims, learning outcomes etc. (the amount of detail is likely to vary according to the purpose of the Work Based Learning and the role of staff from the workplace in delivering and/or assessing learning)
- the objectives of the Work Based Learning activity
- the specific roles and responsibilities of the Work Based Learning provider/employer and, where applicable, workplace mentor, including any supervisory role that they undertake
- their involvement in monitoring student progress and reporting it to the University (or collaborative partner)
- their role, where appropriate, in the assessment of students
- contact for advice in making reasonable adjustments for students with disabilities and to meet equality and diversity legislation requirements where appropriate.
- Information about quality assurance of the Work Based Learning and feedback/evaluation
- University complaints procedures
- University policies, procedures and support structures that may apply where issues arise that relate to student performance and/or to discipline or conduct.
- arrangements and procedures for visits to the Work Based Learning Provider by University or collaborative partner staff.
- contact details for the University (or collaborative partner) Placement Tutor.
- contact information in case of incidents or emergencies involving the student

13.4. Where Work Based Learning, providers have a specific role in the teaching, learning or assessment of students, appropriate briefing relevant to the respective role/s must be provided.

14. Assessment of Work Based Learning

14.1. All Work Based Learning activity integral to a programme/programme is subject to the University's Academic Regulations. Any programme-specific regulations relating to Work Based Learning activities must be approved.

14.2. Programme teams should ensure that the assessment of any period of Work Based Learning experience is appropriate to the activity and enables students to demonstrate their ability to meet relevant module and/or or programme learning outcomes.

14.3. Programme teams should ensure that assessment procedures for Work Based Learning experiences in programmes comply with the University's Assessment Policy and with the University's requirements for External Examining.

- 14.4. In cases where Work Based Learning Providers, employers or mentors have a designated role in the formal summative assessment of students, briefing must be provided to ensure that the Work Based Learning providers/employers are competent to fulfil their roles and understand their responsibilities. A record of Work Based Learning provider staff involved in the summative assessment of students should be maintained.
- 14.5. In cases where a student is unable to complete the Work Based Learning experience because of the Work Based Learning Provider withdrawing from the arrangement or other circumstances beyond the control of the student, the programme team must look to provide an alternative opportunity to demonstrate achievement of the relevant learning outcomes.

15 Disabled Students and Reasonable Adjustments

- 15.1 Disabled students have a general entitlement to the provision of educational opportunities in a manner that meets their individual requirements, including Work Based Learning. The University (including its collaborative partners) and the Work Based Learning provider both have responsibilities and some overlapping duties to disabled students on Work Based Learning regardless of whether the Work Based Learning is arranged by the University or by the student. The legal responsibility to ensure students are not disadvantaged in finding a Work Based Learning, or whilst on a Work Based Learning, lies with the University. However, responsibility to make reasonable adjustments for disabled students on Work Based Learning resides with the Work Based Learning provider.

The University and/or the provider, should establish the unique learner needs for the learning environments and work in partnership to ensure an inclusive approach to the provision of WBL opportunities. This will include through reasonable adjustments to procedures, activities and physical environments ([The 5 enablers to student success](#))

- a. Programme teams should ensure that students are given an early opportunity to disclose a disability for any appropriate reasonable adjustments to be put in place to support their Work Based Learning experience. The disclosure of such information to a Work Based Learning employer will normally be subject to obtaining the informed consent of the student.
- b. In conjunction with the Work Based Learning provider, the University has a duty in relation to the proposed Work Based Learning experience to, as far as is reasonably practicable, assess the student's fitness or suitability for the work involved and their general capabilities prior to the commencement of their Work Based Learning experience.
- c. Individual needs assessment is crucial to ensure that the student has the skills and general capabilities for the Work Based Learning experience, that any pre-existing health conditions are not worsened by a particular activity and that they do not pose a risk to others. Similar arrangements must be put in place by collaborative partner providers delivering University of Salford awards.

- d. Good practice guidance on reasonable adjustments for Work Based Learning can be found in the [Accessible high-quality Work Based Learning for all students' documents](#). (Internal Staff only)

16. Dealing with Complaints

- 16.1 Before the commencement of the Work Based Learning, both students and Work Based Learning providers must be given information about whom to contact if they have concerns or wish to make a complaint about any aspect of the Work Based Learning experience. Often concerns and complaints can be quickly resolved if they are raised promptly with the relevant staff member.
- 16.2 Complaints must be dealt with promptly and appropriately and in an impartial manner.
- 16.3. Records must be kept of all complaints and the follow up action taken. These must be reviewed as part of the monitoring and evaluation processes to ensure that complaints are being handled effectively.
- 16.4. Unresolved concerns on the part of a student about the provision of education or other service made by the University in relation to Work Based Learning, fall within the scope of the University's [Student Complaints Procedure](#) (or those of the collaborative partner where appropriate).
- 16.5. Complaints involving a Work Based Learning provider will be considered under the University's [Student Complaints Procedure](#) in the first instance (or that of the Collaborative Partner Provider as laid out in the Partnership Agreement).

17 Academic Regulations for Taught Programmes

- 17.1 All Work Based Learning shall take the form of modules with a clearly stated credit value (if applicable). Aims and intended learning outcomes and the components of assessment (Academic Regulations for Taught Programmes) should be made clear. All monitoring and assessment of WBL must adhere to [Academic Regulations for Taught Programmes](#).
- 17.2 The provider and operation of Work Based Learning requires Schools to record clear documentary evidence that all Work Based Learning complies with legislative and University requirements for: equality and diversity, disability and learner support needs, health and safety, employer liability and student travel, personal and legal liability, and insurance.
- 17.3 The purpose of the [University's Code of Practice](#) (Internal Staff only) is to not only to ensure that all individual programmes of study offering Work Based Learning meet their responsibilities (as listed in 7.3) regarding safeguarding the student learning experience as well as their safety and wellbeing. But to also act as a signpost to resources that support all staff involved with the provision and management of Work Based Learning across the university.

18 The Preparation of Work Based Learning staff

- 18.1 Schools designing a Work Based Learning module should identify suitable Work Based Learning providers and draw up a formal agreement or contract, specific or generic, outlining the responsibilities and rights of university staff, students, and Work Based

Learning employers in respect of the operation of Work Based Learning. Careers & Enterprise will provide basic templates for university staff to use which set out established quality standards in higher education, whilst being flexible enough to be amended to suit individual cases and programmes of study.

18.2 Schools should provide written guidelines, and training as applicable, for Work Based Learning providers to achieve the following:

- a) Ensure that Work Based Learning employers are aware of their responsibilities for enabling the student to achieve the intended learning outcomes through appropriate learning opportunities, including their role in assessment
- b) Ensure that Work Based Learning staff and/or Placement Tutors have adequate time and resources to provide students with necessary support whilst undertaking specific Work Based Learning
- c) Make reasonable adjustments to meet equality and diversity legislation requirements where relevant
- d) It is the responsibility of the Programme Leader to ensure that Work Based Learning staff alert the Work Based Learning employer to any student under 18 who is about to undertake Work Based Learning, to ensure that their insurance cover and all relevant risk assessments relevant to a young person are completed.
- e) Ensure that Work Based Learning employers are aware of the responsibility of the student to achieve the intended learning outcomes
- f) Inform Work Based Learning employers of University policies, procedures and support structures which may apply where action is required in case of difficulties of student performance and/or issues of discipline/conduct.
- g) Inform Work Based Learning employers of university policies, procedures and support structures which may apply where students complain about aspects of their Work Based Learning.
- h) Conduct audits of working environments if required by specific programmes and external accreditation.

18.3 In preparing their own staff for the operation of Work Based Learning modules, Schools are expected to:

- a) Designate the of role Placement Tutor to relevant staff within their School to manage students' Work Based Learning conducted as part of their programme of study and to take responsibility for issues arising and to ensure that all aspects of student Work Based Learning are supported.
- b) Allocate sufficient time and resources to Work Based Learning staff to provide adequate support for student Work Based Learning in line with Academic Role descriptors
- c) Inform Work Based Learning staff of their designated role and specific responsibilities

18.4 In preparing staff for the operation of Work Based Learning modules, Schools and Careers & Enterprise are expected to:

- a) Inform staff of policies and procedures which may apply where difficulties around student performance and conduct or complaints arise within Work Based Learning
- b) Provide, where necessary, staff development and training for Work Based Learning staff in partnership with HRD Digital Skills and Careers & Enterprise
- c) Establish procedures by which Work Based Learning staff, according to their designated role and responsibilities, can:
 - i. Evaluate and approve Work Based Learning
 - ii. Liaise with Work Based Learning providers and Work Based Learning supervisors
 - iii. Maintain student contact details
 - iv. Organise student Work Based Learning induction
 - v. Maintain contact and monitor student progress on Work Based Learning
 - vi. Provide students with opportunities to identify and articulate their learning outcomes
 - vii. Assess learning outcomes appropriately
 - viii. Organise debrief on student return to university
 - ix. Address fitness for practice if relevant (for example, in the case of specific health and social care programmes)

Schools will determine who sets up and maintains processes for the frequency and conducting of evaluations and approvals, who provides admin support and who maintains databases.

- 18.5 Schools, HRD, Digital Skills and Careers & Enterprise are responsible for providing relevant information and, where necessary, training/support for all parties involved in Work Based Learning (students, University staff and Work Based Learning employers/supervisors/assessors). Partnership working across all relevant areas of the University is key in ensuring that policies and regulations are in place to support programme design to engage students in Work Based Learning that provides valuable learning outcomes.

To support this Careers & Enterprise staff has developed:

- [A Work Based Learning Code of Practice](#)(Internal Staff only)
- [Resources & Templates have been developed to assist staff in adhering to QAA guidelines for Work Based Learning to encourage, monitor, support and assess student engagement in Work Based Learning.](#) (Internal Staff only)

HRD, Digital Skills and Careers & Enterprise jointly create and deliver training to staff with Work Based Learning responsibilities, to provide clearer understanding of the support available, interpretation of relevant quality standards and on adapting tools and templates for use in practice.

18.6 Regulations and Policy (Student Support and Information)

Schools are responsible for ensuring that up-to-date information about Work Based Learning is published in School or programme handbooks and on university webpages or via Blackboard. Careers & Enterprise staff seek out Work Based Learning opportunities and promote them online (along with information on job seeking and speculative job seeking) at <http://www.careers.salford.ac.uk/page/vacancies> (Internal Staff only)

Schools shall provide all students enrolled on a module with information (in a document and/or online) at the commencement of the module (Academic Regulations for Taught Programmes)

Schools shall provide students undertaking Work Based Learning with information (in documents and/or online) Guidance relating to the actions which need to be completed prior to a Work Based Learning opportunity can be found in the Pre-Work Based Learning folder within the Work Based Learning Staff Team files.

Assessment and Preparation Sessions which include:

- a) Arrangements for induction for students going on Work Based Learning to prepare students for the professional requirements of the workplace,
- b) All students must be informed of the procedures for either working within the UK or outside the UK and sign appropriate declaration form for within the UK or outside the UK which must be submitted to the school before they undertake their Work Based Learning
- c) Information on health and safety, legal and ethical practice in the workplace
- d) An outline of the responsibilities of all stakeholders involved in the students' Work Based Learning (The student, the University, and the Work Based Learning provider.
- e) Information for students on equality and diversity legislation and the way in which this applies to Work Based Learning
- f) Information on necessary personal/travel and legal liability insurance cover
- g) An explanation of the consequences of failing to successfully complete the Work Based Learning including, where appropriate, possible effects on their subsequent career choices
- h) An outline of the level and type of support to be provided by Work Based Learning staff and/or Work Based Learning supervisors, including a clear point of contact for all Work Based Learning support.
- i) Information on any matters which may impact on the quality and/or support of the Work Based Learning e.g., Work Based Learning overseas where Work Based Learning staff have limited contact
- j) Information on procedures to inform Work Based Learning staff and Work Based Learning supervisors of any concerns related to the operation of the Work Based Learning

- k) Information on University procedures which may apply where difficulties arise with Work Based Learning support or difficulties are experienced with the Work Based Learning or Work Based Learning employer
- l) Information on University services which may be accessed during Work Based Learning
- m) Statement that international students engaging in international Work Based Learning (or international work and/or study exchanges) outside the UK can access specialist visa and immigration advice and information provided by askUS [here](#).
- n) Guidance on how to make the most out of their Work Based Learning opportunity

- 18.7 Careers & Enterprise in collaboration with Work Based Learning staff across the University has developed a [Work Based Learning Code of Practice](#). (Internal Staff only)
The purpose of this Code of Practice is to not only to ensure that all individual programmes of study offering Work Based Learning meet their responsibilities regarding safeguarding the student learning experience as well as their safety and wellbeing.
The Code is a central reference point for those schools and programmes that include Work Based Learning which can include, volunteering, work shadowing, Erasmus and Turing Scheme funded Work Based Learning and project work. The Code has been produced so all partners involved in Work Based Learning (University, students, and Work Based Learning providers are clear about what their responsibilities are regarding Work Based Learning and the support and training they can receive.
- 18.8 A risk-management approach has been used to develop the code. This is to ensure quality of provision by providing procedural guidance and setting out expectations that are proportionate to the nature, purpose, and extent of the arranged Work Based Learning.
- 18.9 Careers & Enterprise will work collaboratively with colleagues across the University to pro-actively engage employers who can provide Work Based Learning opportunities.
- 18.10 Careers & Enterprise will provide students with access to potential Work Based Learning and work experience opportunities (that they can apply for) via an online vacancy promotion system
- 18.11 Careers & Enterprise works with colleagues in Schools to organise annual recruitment fairs and employability events to provide students and graduates with opportunities to meet, impress, engage with, learn from, and be inspired by employers. These provide opportunities to learn about Work Based Learning opportunities and how to apply for them.
- 18.12 For specialist visa and immigration advice and information to international students. Please contact homeofficecompliance@salford.ac.uk.

19 Policy on the Monitoring and Evaluation of Work Based Learning

19.1 Schools are responsible for monitoring and evaluating Work Based Learning to assure the quality of the student learning.

Schools should:

- a) Ensure that students are normally visited by a designated member of staff whilst on Work Based Learning and, where this is not possible, ensure that appropriate arrangements for regular contact and monitoring progress are in place
- b) Ensure that the Module Leader for a Work Based Learning module prepares an annual Module Leader's Report for presentation to the Programme Leader which evaluates the module and reports actions taken or planned in response to issues raised which should then be recorded on the Programme Action Log through the Programme Monitoring and Enhancement process.
- c) Provide an opportunity for students and Work Based Learning employers to provide formal and informal feedback on Work Based Learning experiences, provider and support which is considered in the Module Leader's Report, ensuring that feedback/review mechanisms include any necessary provision to ensure that international students can and do engage in providing feedback
- d) Identify and address the needs of international students considering engagement in Work Based Learning and ensure that international student engagement in Work Based Learning is reviewed to identify and address needs throughout the Work Based Learning duration

20. Related Documentation

The following documents can be found on [the University Work Based Learning Staff Teams Channel](#)

- [USHA \(Universities Safety and Health Association\) Guidance on Health and Safety of Placements for Higher Education Students \(June 2018\)](#) (Internal Staff only)
- [UK Quality Code for Higher Education, Advice and Guidance Work-Based Learning](#)
- [ASET Good Practice Guide for Work based and Work Based Learning in Higher Education and TOOLKIT](#)
- [ASET Good Practice Guide for Supporting Students with Disabilities on Work Based Learning and TOOLKIT](#)
- [ASET Good Practice Guide to Successful Work Based Learning for Apprenticeships in Higher Education](#)
- [ASET Good Practice Guide for Managing the Health, Safety and Welfare for Student Work Based Learning](#)

Document Control Information			
Revision History incl. Authorisation: (most recent first)			
Author	Summary of changes	Version	Authorised & Date
T.W.	<i>Change to owner of Policy.</i>	V1.7	October 2023
T.W.	<i>Updated links to supporting code of practice and good practice guides due to staff encountering access difficulties. Updated link and reference to new USHA (Universities Safety and Health Association) Guidance on Health and Safety of Placements for Higher Education Students (June 2018) (Internal Staff only)</i> Replacing old (2009) UCEA document	V1.6	March 2023
T.W.	<i>Updated to reflect strategic and policy changes, updated Library Careers & Enterprise documentation, and support EEOG in its mapping and audit of Work Based Learning to create a consistent approach to placement management and provision and provide a new approach to the management and provision of Work Based learning to increase student and employer engagement and positively affect future Graduate Outcomes surveys and the employability of all Salford Graduates.</i>	V1.5	16 th February 2022
I.B	Updated to reflect strategic and policy changes, updated askUs documentation and support and outcome of the Academic Sub-Committee (AASC) Placements and Work Based Learning Audit to create a consistent approach to placement management and provision and provide an overarching view of governance of Work Based and Placement learning	V1.4	1 st March 2018
	Updated to reflect relevant strategic and policy changes and updated AskUS documentation and support.	V1.3	July 30 th 2014
Policy Management and Responsibilities:			
Owner:	This Policy is issued by the xxx, who has the authority to issue and communicate policy on yyy and has delegated day to day management and communication of the policy to zzz.		
Others with responsibilities (Please specify):	All subjects of the Policy will be responsible for engaging with and adhering to this policy.		
Author to complete formal assessment with the following advisory teams:			
Equality Analysis (E&D, HR)	2. This is mandatory. Specify date completed and brief outcome. Email the completed EA to Equality@salford.ac.uk		
Legal implications (LPG)	3. Please specify date completed and brief outcome, or N/A		
Information Governance (LPG)	4. Please specify date completed and brief outcome, or N/A		
Student facing procedures (QEO)	5. Please specify date completed and brief outcome, or N/A		
UKVI Compliance (Student Admin)	6. Please specify date completed and brief outcome, or N/A		

Document Control Information	
Consultation:	
Staff Trades Unions via HR Students via USSU Relevant external bodies (specify)	2. Specify date/outcomes of any relevant consultations or N/A
Review:	
Review due:	August 2024 (Note: LPG send a reminder to review is due)
Document location:	University Policy & Procedure Pages
https://www.salford.ac.uk/governance-and-management/academic-handbook	
The owner and author are responsible for publicising this policy document.	