

# Work-Based Learning Policy

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## 1. Purpose

1.1 This policy aims to:

- Provide a comprehensive overview of the University's principles, processes and procedures that govern the quality management, risk management and compliance of Work-Based Learning activity at Regent's University London.
- Clarify the relative roles and responsibilities of internal and external stakeholders involved in Work-Based Learning.

1.2. This policy has been drafted to support compliance with the Office for Student's relevant conditions of registration, particularly the 'B' conditions which pertain to the quality and standards of the education offered and awards made to students as well as best practice guidelines defined by the professional placements body, ASET. Additionally, the policy has been written to align as closely as possible with the [QAA Code, Advice and Guidance: Work-based Learning](#) and subsequent good practice defined by the QAA. External reference points such as the requirements of any Professional and Statutory Regulatory Bodies (PSRBs) must also be adhered to.

## 2. Principles

2.1 In preparing this policy, we have considered the Quality Assurance Agency's UK Quality Code (2024) which provides guidance for universities on good practice in providing WBL opportunities.

2.2 Universities must follow the Universities Safety and Health Association (USHA) Guidance on Health and Safety of Placements for Higher Education Students. Risk assessments should be conducted for all placements to ensure the safety of students. Specific health and safety requirements must be met, including lone and remote working policies.

2.3 Compliance with the Disclosure and Barring Service (DBS) checks for placements involving vulnerable groups is necessary. Adherence to employment laws is required.

2.4 Universities must ensure that reasonable adjustments are made for disabled students to provide equitable access to WBL opportunities. Policies should be in place to prevent discrimination and promote inclusivity.

2.5 Formal agreements with placement providers should outline the responsibilities of each party, namely the university, the student, and the employer. Clear communication channels should be established to manage expectations and address any issues that arise during the placement.

2.6 Students should be provided with comprehensive information about their roles, responsibilities, and the support available to them during their placement. Universities should have mechanisms in place to handle complaints and grievances related to WBL experiences.

2.7 Confidentiality and data protection must be maintained in line with practice identified in the Regent's University London [Data Protection Policy](#) and [Student Terms and Conditions](#).

2.8 Safeguarding concerns should be dealt with in line with the [Safeguarding & Managing Student Risk Policy](#) with relevant internal and external stakeholders provided with information around how to deal with cause for concerns.

2.9 Regular monitoring and evaluation of WBL activities is essential to ensure they meet quality standards and provide valuable learning experiences. Feedback from students and placement providers should be used to continuously improve the WBL offerings.

### 3. Scope

3.1 The policy is relevant to all staff who are responsible for or involved with the management of Work-Based Learning that form an integral part of a university approved course. It is also relevant to those involved in the design, approval, and review of courses.

3.2 The policy does not cover informal arrangements or internships that are not a mandatory part of the student's course and are self-arranged during or outside of term time.

### 4. Definitions

#### 4.1. Defining Work-Based Learning

4.1.1 Work-Based Learning is broadly defined here as any in-curriculum or extracurricular activity which involves engagement between the University's students and academics, and employers as indicated in Fig.1 below.

4.1.2 Where these three stakeholders are engaged in credit-bearing activity, it is essential that the University has clear oversight of compliance and quality assurance to meet statutory obligations and mitigate against potential risks impacting on the student experience and/or reputation of the institution.

4.1.3 Work-Based Learning activity can take a range of forms depending on the requirements of stakeholders. The definitions provided below are therefore not exhaustive and subject to review as required.

**Fig. 1 Definitions of Work-Based Learning Categories**

<b>Volunteering</b>	Unpaid, non-credit-bearing work-based learning undertaken on a part-time basis alongside study at Regent's University London, which might be related to study (but not necessarily). This activity is undertaken on an extracurricular basis by the student in an individual capacity and does not fall within the areas of liability outlined within this policy.
<b>Placement</b>	<p>Paid/unpaid, part-time work-based learning undertaken as a credit-bearing part of a course at Regent's University London.</p> <p>Placements can be worked remotely (online) for no longer than 50% of the total duration of the placement. A placement can be overseas provided if: i) It is not a remote (online) placement (i.e. working remotely more than 50%); ii) a student does not have simultaneous classes they need to attend in person; iii) students hold valid immigration permission in the country of destination for the purpose of their placement and if they have demonstrated understanding that being away from the UK can affect Graduate visa eligibility.</p> <p>Placements must not exceed the end date of the module it relates to, and students must complete the minimum amount of hours on placement stated for the learning outcomes. Placement and placement destinations must be assessed and approved by academics, Careers and the Student Immigration and Compliance Team.</p>
<b>Internship</b>	Paid/unpaid, part-time/full-time, non-credit-bearing work-based learning undertaken alongside study. This activity is undertaken on an extracurricular basis by the student in an individual capacity and does not fall within the areas of liability outlined within this policy.

<b>Shadowing</b>	Short-term, part-time, unpaid, non-credit-bearing work-based learning providing an opportunity to network with and observe professionals in a professional environment and which includes an element of reflection and no performed work under a contract of employment. This activity may be undertaken as part of curriculum or on an extracurricular basis.
<b>Insight Days/Site Visits</b>	Short-term non-credit-bearing activities (no longer than one day in duration) organised through the University providing an opportunity to network with/observe professionals in a professional environment. This activity may be undertaken as part of curriculum or on an extracurricular basis.
<b>Work Simulation (i.e Live Projects; Challenges, Assessment Centres)</b>	Short-term, unpaid, credit-bearing and/or non-credit-bearing activity organised through the University providing an opportunity to undertake a task, project or activity over a set period of time in collaboration with professionals in a simulated work environment but with no performed work under a contract of employment. This activity may be undertaken as part of curriculum or on an extracurricular basis.
<b>Mentoring</b>	Short-term, unpaid, non-credit-bearing activity providing an opportunity to network with potential employers in activity which is designed for this purpose. This activity may be undertaken as part of curriculum or on an extracurricular basis. This activity may be organised through the University and/or utilising alumni and/or academic networks and/or organised independently by students.

## 5. Responsibilities

5.1 Overall responsibility for any credit-bearing, in-curriculum work-based learning activity lies with the module leader or an individual nominated on their behalf with specific areas of responsibility assumed by students and employers as appropriate or with relevant internal departments. These should be clearly identified in relevant documentation so all stakeholders are aware of their responsibilities.

5.2 The University 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. 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 course. Opportunities may be secured either by the student, the University or by an approved third-party depending on the arrangements for the course.

5.3 For credit-bearing or non-credit-bearing activity delivered in-curriculum, the typical responsibilities of each stakeholders are listed below:

### The University is responsible for:

- Providing students with guidance on sourcing, securing and learning from work-based learning (WBL) activity
- Setting clear boundaries for the scope and length of WBL activity and ensuring that all vacancies and opportunities offered to students meet legal requirements.
- Ensuring that responsibilities and expectations for all are set out clearly in support information provided to students and employers, including being clear about any responsibilities regarding the assessment of students.
- Following institutional policy and process for the authorisation of WBL activity. Ensuring that all institutional processes in relation to health and safety, insurance, due diligence, risk assessment and

visa checks are followed and outcomes recorded. Referring any non-standard responses to institutional processes to colleagues with specialised expertise within the university for resolution.

- Ensuring that any students with additional requirements or adjustments are referred to the appropriate experts, liaising with them as necessary.
- Clearly communicating how issues with WBL activity should be raised and establishing a regular schedule for maintaining contact with students and employers, exchanging and recording contact details for all parties involved in WBL activity.
- Setting up and maintaining records using appropriate systems, ensuring that milestones/check-in points are established, maintained and recorded. Establishing and managing expectations with regard to support including frequency and method.
- Addressing any issues or concerns that arise during the WBL activity promptly and involving appropriate parties.
- Coordinating evaluation and feedback processes throughout and after the WBL activity as relevant, ensuring regular monitoring and evaluation of activity for quality assurance purposes.

**The employer is responsible for:**

- Agreeing to the terms and conditions outlined within any tripartite agreements and familiarising themselves with any details on health and safety, Safeguarding, insurance, equality and diversity and due diligence in ensuring that all related processes identified by the coordinator[s] of WBL activity are met.
- Complying with health and safety legislation and accepting liability and responsibility for students for the duration of the period of the activity. Treating students in the same manner as any other employee of the organisation, and with the same rights, and ensuring that they are covered by the same insurance (i.e. Employers Liability Insurance) while they are engaged in all activities related to their work with the employer.
- Where relevant, recruiting and selecting students using the same methods and standards that apply to typical recruitment, ensuring compliance with the requirements of the Equality Act 2010.
- Liaising with designated coordinator[s] of the WBL activity to ensure that opportunities offered meet the academic requirements of the module of which the placement is part.
- Ensuring an onboarding induction for students to outline internal procedures and expectations, including (but not limited to) relevant health and safety requirements and ensuring sufficient training to enable students to deliver and develop within their role.
- Nominating a supervisor to act as a day-to-day point of contact for students and/or designated coordinator[s] of WBL activity and ensuring regular opportunities for students to engage with them for feedback and to proactively address any issues or concerns, as relevant.
- Ensuring that all necessary onboarding, offboarding and monitoring paperwork requested by designated coordinator[s] including (but not limited to) the confirmation of attendance and flagging of non-attendance are provided in a timely fashion and that any access to the student for visits and/or relevant records maintained during the WBL activity are facilitated (where appropriate).

- Provide feedback on the WBL activity to the university or designated coordinator[s] as requested for the purposes of quality assurance as well as any evaluation documents required to complete the placement, as agreed in advance.

**The student is responsible for:**

- Actively seeking advice on sourcing and securing WBL opportunities from appropriate sources at the university where relevant and attending activities designed to develop employability and preparatory briefing sessions.
- Actively engaging in any preparatory and onboarding activities associated with health and safety, and equality and diversity, familiarising themselves with the details on health and safety, insurance, equality and diversity and due diligence identified in supporting guidance provided by the University.
- Ensuring that they complete all institutional processes in relation to health and safety, insurance, due diligence and risk assessment as required.
- Attending all meetings with the module tutor, ensuring a good understanding of the requirements of the module and of the learning outcomes and all assessments prior to commencing WBL activity.
- Conducting themselves in a professional manner throughout activity and in accordance with university policies and regulations, and engaging in all reasonable opportunities for development during the activity,
- Arranging to meet regularly with a line manager/supervisor to discuss challenges and ideas as appropriate
- Reporting any issues or concerns that arise during the WBL activity promptly to university staff and/or the employer as appropriate.
- Participating in all evaluation and assessment activities where students are asked to reflect on the impact of the WBL activity on their employability.

5.4. The university 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, visa compliance and ensuring that activity is of sufficient duration and focus to contribute to clear aims and learning outcomes of any course and/or module(s) it is part of.

5.5. The arrangements for work-based learning within courses must be approved at course design and validation. Approval must include consideration of draft guides/handbooks or equivalent for students and providers and, where applicable, for work-place supervisors/mentors.

5.6. 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. These should contain:

- Provision of relevant information to all key internal and external stakeholders on relevant policies and processes as part of onboarding onto WBL activity.

- 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 activity and contingency plans in case there are exceptional circumstances
- Clear processes for the monitoring and evaluation of student Work-Based Learning.

5.8. 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. Template agreements can be provided via [careers@regents.ac.uk](mailto:careers@regents.ac.uk).

5.9. Every Work-Based Learning activity delivered in curriculum (whether credit-bearing or non-credit-bearing) must have prior approval before the student commences the Work-Based Learning. All credit-bearing in-curriculum activity involving the Careers Team must be approved via the relevant platform used by the department to log such information (i.e. Handshake or equivalent) and in line with the relevant process documentation for that activity. An auditable trail should be kept of all requests to obtain information from both the Work-Based Learning provider and student.

5.10. The student must not commence a Work-Based Learning experience prior to approval by the University. If a student has already had a WBL placement approved, and they subsequently find their own placement, the student and the new employer will be required to complete the process again for the new placement.

5.11. Areas of liability outlined in this policy do not apply to activity which is not an integral and planned part of a course, including:

- Internships, holiday or weekend work.
- Part-time work undertaken alongside study.

5.12 The University does not require payment for credit-bearing placements or work-based learning, which is an integral part of study, because the primary goals of the university are to ensure that the experience contributes to the student's academic progress and that the experience is completed safely. The University encourages employers to offer remuneration for non-credit-bearing work-based learning opportunities. While payment is not mandated, it is strongly recommended as it can enhance the student's experience and commitment. The University believes that fair compensation for work undertaken during placements supports the principles of equity while recognising a student's contribution to the host employer. However, the decision about whether to provide payment remains at the discretion of the placement provider.

## **6. Types/Categories of Work-Based Learning and Related Requirements**

6.1 Below, each category of Work-Based Learning is outlined with the threshold expectations for the management of the Work-Based Learning activities for each type of Work-Based Learning:

**Fig. 2 Overview of Work-Based Learning Categories and Areas of Responsibility Across Activity**

Key

\*if credit-bearing

+if not credit-bearing

Activity	Curriculum Status	Overall Responsibility
Placement	In Curriculum	Academic
Internship	Extracurricular	Student
Volunteering	In Curriculum/Extracurricular	Academic*/Student+
Shadowing	In Curriculum/Extracurricular	Academic*/Student+
Insight Day/Site Visit	In Curriculum/Extracurricular	Academic*/Careers+
Work Simulation	In Curriculum/Extracurricular	Academic*/Careers+
Mentoring	In Curriculum/Extracurricular	Careers+

6.2 An overview of the necessary paperwork for each category of Work-Based Learning is below:

**A tripartite or learning agreement** formalizes the expectations and responsibilities of the student, employer, and university ensuring the activity aligns with academic learning outcomes, meets quality and legal standards, supports fair assessment and credit allocation, and protects all parties by clearly defining roles and resolving potential disputes.

**A health and safety risk assessment** ensures that the student will be working in a safe environment that complies with legal and institutional standards. It identifies potential hazards, evaluates the risks involved in the placement activities, and outlines measures to mitigate those risks. This protects the student's well-being, ensures the employer meets their duty of care, and helps the university fulfil its legal and ethical responsibilities under health and safety legislation, such as the Health and Safety at Work Act 1974.

**Safeguarding cause for concern guidance** is needed to protect students and vulnerable individuals they may work with during their activity. It ensures that all parties understand how to recognize and report signs of abuse, neglect, or inappropriate behaviour. This guidance helps maintain a safe and supportive environment, aligns with legal duties under safeguarding legislation (such as the Children Act 1989/2004 and Working Together to Safeguard Children), and ensures that concerns are addressed promptly and appropriately by the university and provider.

**Attendance monitoring** (in line with Regent's Attendance Policy) is needed to help verify that the learning outcomes are being achieved, supports student welfare by identifying issues like absenteeism or disengagement early, and ensures compliance with institutional policies and external requirements, such as those from professional bodies or visa regulations. It also provides a clear record for assessment and quality assurance purposes.

**Student and employer surveys** provide structured feedback on the student's experience, learning progress, and the quality of the activity. Mid-point surveys help identify and address any issues early, ensuring performance stays on track and supports the student's development. End-point surveys evaluate the overall effectiveness of the activity assess whether learning outcomes were met, and inform future improvements to

activity design and support. These surveys also contribute to institutional quality assurance, student support, and continuous enhancement of work-based learning opportunities.

**Non-disclosure agreements (NDAs)** are needed when students may be exposed to confidential or sensitive information during the activity. This could include proprietary business data, intellectual property, unpublished research, or client information. NDAs ensure that students legally agree not to share or misuse this information, protecting the interests of the provider and maintaining professional standards. They are typically required before an activity begins, especially in sectors like research, technology, healthcare, or legal services where confidentiality is critical.

**DBS (Disclosure and Barring Service) checks** are required when the nature of activity involves working closely with vulnerable groups, such as children or vulnerable adults. Specifically, a DBS check is required if the student's role involves regulated activity, such as unsupervised contact with children or providing personal care to vulnerable adults. An enhanced DBS check with barred list check may be needed if the activity includes frequent, intensive, or overnight contact with these groups. The educational institution or provider typically initiates the DBS check process if it's deemed necessary based on the placement duties and setting.

**Parental/Guardian Consent Forms** ensure that the university meets its statutory duty under the Children Act 1989 and 2004 to safeguard and promote the welfare of children (anyone under 18). Parental/guardian consent forms help document compliance and provide a clear record of permissions granted for data use, emergency contact, and medical disclosures to comply with relevant Safeguarding, Health & Safety and GDPR regulations.

**Fig. 3 Overview of Work-Based Learning Categories and Documentation Required**

### Key

\*Required if requested by company

+Required if in-curriculum (credit-bearing or non-credit-bearing)

Type of Work-Based Learning	Tripartite Agreement	Health and Safety Risk Assessment	Safeguarding/Cause for Concern Form	Attendance Monitoring	Student and Employer Survey	Non-Disclosure Agreement	DBS Check Required	Parental/Guardian Consent Form (for under 18s only)
Placement	Yes	Yes	Yes	Yes	Yes	Yes*	Yes*	Yes
Internship	Yes*	Yes*	Yes*	No	No	Yes*	Yes*	Yes
Volunteering	No	Yes+	Yes+	Yes+	Yes+	Yes*	Yes*	Yes
Shadowing	Yes	Yes+	Yes+	Yes+	Yes+	Yes*	Yes*	Yes
Insight Day/Site Visit	No	Yes+	Yes+	Yes+	No	Yes*	Yes*	Yes
Work Simulation	No	Yes+	Yes+	Yes+	Yes+	Yes*	Yes*	Yes
Mentoring	No	No	Yes*	Yes*	Yes*	No	Yes+	Yes

6.3 Overall responsibility for ensuring credit-bearing Work-Based Learning activity meets the criteria set in this policy is owned by the nominated lead on the course for which it forms an integral part.

## 7. Dealing with Complaints

7.1 Students and providers must know whom to contact for complaints, which should be handled promptly and impartially.

7.2 Unresolved student concerns fall under the University's [Student Complaints Procedure](#).

## 8. Termination of Work-Based Learning

8.1 Institutions must identify and address potential problems early, support students who fail, and inform them of procedures to follow if issues arise. University policies and regulations apply if a student consistently underperforms or wishes to withdraw.

8.2 The University's [Fitness to Practise Policy](#) may be used for suspending or excluding students on professional grounds.

8.3 Providers must inform the University immediately if they can no longer offer the opportunity or have complaints about the student.

## 9 Evaluation & Quality Assurance

9.1 Institutions should monitor and evaluate Work-Based Learning, maintain regular contact, and provide feedback opportunities for students and employers.

## 10. Monitoring and Review

10.1 Monitoring of this policy is conducted throughout the year as part of the University's normal business processes.

## 11. Related Documents

- [Safeguarding & Managing Student Risk Policy](#)
- [Data Protection Policy](#)
- [Student Complaints Policy](#)
- [Fitness to Practise Policy](#)
- [Student Attendance Policy](#)