

Work-Based Learning Policy

Synopsis

This document sets out the University of Aberdeen Work-Based Learning Policy. This Policy applies to all staff, students and work-based learning hosts involved in work-based learning.

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1.0 Purpose of the Policy

The University of Aberdeen is committed to providing high-quality, inclusive, and safe Work-Based Learning (WBL) opportunities as an integral component of the student experience.

The Policy ensures that all WBL opportunities associated with University of Aberdeen, whether organised or facilitated by the University, provide meaningful learning experiences that promote employability, inclusivity, student wellbeing and the continuous improvement of these work-based learning experiences.

The Policy sets out expectations and requirements for structured agreements between the university, students, and employers (including when the university acts as the employer) involved in WBL, detailing key stakeholder roles and responsibilities.

The Policy is informed by QAA guidelines¹ and aligns or connects with existing Institutional policies and strategies as required.

2.0 Definitions

For the purposes of this policy, the following definitions apply.

2.1 Work-Based Learning (WBL) can:

- refer to a range of structured learning activities that occur in, through, or for work.
- provide students with authentic opportunities to apply and develop their academic knowledge, technical skills, and professional behaviours in a workplace setting, or through activities designed to meet specific workplace needs.
- be integral to the student's programme of study or take place alongside a programme of study, with activities either organised or facilitated by the University.
- be characterised by its structured nature, learning objectives, and connection to the University.
- take place online, at an organisation's premises or be hybrid.
- include internships, placements, work-based projects, work-integrated learning, work-related learning, volunteering, part-time work, shadowing, apprenticeships and other opportunities.

2.2 Statutory Definitions

- For the purposes of statutory recording and reporting to the Higher Education Statistics Agency (HESA), this policy adopts their definitions of placements, which can be found on the HESA website.²

¹ www.qaa.ac.uk/the-quality-code/2018/advice-and-guidance-18/work-based-learning

² www.hesa.ac.uk/support/definitions/students

- For the purposes of UKVI compliance, a work placement is integral and assessed as part of the approved programme of study.

2.3 Stakeholder Roles

There will be a range of roles for people involved in supporting WBL activities. Common stakeholders may include:

- **Host Organisation:** An organisation (e.g., company, public sector body, charity) that provides the WBL opportunity and hosts the student. This could be an external organisation or the University of Aberdeen.
- **Student:** A fully registered University of Aberdeen undergraduate or postgraduate student undertaking an approved WBL activity that falls under the scope of this policy.
- **Academic Supervisor:** The designated member of University academic staff responsible for overseeing the academic aspects of the student's WBL (if required). Responsibilities include defining and agreeing academic learning outcomes, monitoring academic progress against those outcomes, providing academic guidance, and supporting the marking of any academic assessments. This could be the same person as the WBL Coordinator dependent on the nature of the WBL activity.
- **WBL Point of Contact:** A designated member of staff acting as the student's primary University contact for support during the WBL activity. This may be the same individual as the Academic Supervisor or the WBL Coordinator dependent on the nature of the WBL activity.
- **WBL Coordinator:** The designated member of University staff (who may be based centrally in a service like the Careers and Employability Service, or within a School) responsible for the operational organisation and administration of WBL activities. Responsibilities typically include sourcing opportunities (either directly or via employer engagement colleagues in the Careers Team), managing documentation, facilitating the WBL setup process (including risk assessments and learning agreements), and acting as a key contact for logistical matters.
- **Employer Engagement Advisor:** A member of University staff, typically based within the Careers and Employability Service, responsible for developing and maintaining relationships with external organisations to support WBL provision. Key responsibilities include identifying new employer partnerships, promoting WBL opportunities to relevant sectors, liaising with employers to understand their needs and capacity for hosting students, and ensuring that opportunities align with academic and institutional standards. The Advisor works closely with WBL Coordinators and academic colleagues to facilitate the matching of students to suitable WBL opportunities and to support the quality and sustainability of employer engagement.

- **Host Supervisor:** The designated individual within the Host Organisation responsible for the day-to-day supervision, guidance, training, and support of the student during their WBL activity. This person will be the main contact with the Host Organisation.
- **WBL Facilitator Organisation:** An external organisation that supports WBL provision by acting as a connector between students and host employers. The organisation helps to identify, promote, and broker suitable placements or projects across their networks of employers. Responsibilities may include curating opportunities from member or partner organisations, advising on sector-specific trends and employer needs, and supporting the matching process between students and hosts.

3.0 Scope of the Policy

This policy and its associated procedures apply to the following activities and stakeholders to ensure a consistent and high-quality approach to WBL across the University.

This policy applies to:

- All* forms of credit-bearing WBL integrated into undergraduate and postgraduate taught and research programmes across all Schools within the University.
- WBL activities facilitated or organised by the University, such as structured internships, demonstrator/teaching assistant positions and volunteering schemes.
- All stakeholders involved in the facilitation, delivery, support, and participation in WBL, including students, academic staff, professional services staff (e.g., Careers and Employability Service, WBL staff, Registry, Student Support Services, Centre for Academic Development), and external Host Organisations.

** excluding WBL linked to professional requirements e.g. education and healthcare programmes, which have their own quality and policy arrangements.*

This policy does not apply to:

- Employment, work experience or volunteering activities that students arrange independently, and which are not organised or supported by the University.
- Vacancies advertised by the University (such as vacancies on MyCareerHub) but are not organised or supported by the University.

4.0 Governance and Responsibilities

This section outlines the governance structure for WBL at the University and defines the specific responsibilities of all stakeholders, ensuring clear lines of accountability for the quality, safety, and effectiveness of all WBL provision.

4.1 Overarching University Responsibility

In accordance with the UK Quality Code, the University of Aberdeen retains ultimate responsibility for the academic standards of its awards, the quality of the student learning experience, and its duty of care for students engaged in WBL activities that fall under the scope of this policy. This responsibility is maintained irrespective of where or by whom the WBL opportunity is delivered.

4.2 Committee Oversight

- Employability and Entrepreneurship Committee (EEC):** This committee holds strategic oversight for this policy. Its remit includes monitoring the overall effectiveness and strategic development of WBL provision across the University, reviewing this policy and its implementation, and advising the University Education Committee (UEC) on measures to enhance WBL at the University. The EEC will receive and consider annual reports on WBL activity, risk management, and stakeholder feedback.
- Quality Assurance Committee (QAC):** This committee is responsible for the formal approval and periodic review of all academic provision, including all new and existing courses and programmes that contain WBL components. The QAC ensures that such provision meets the academic standards of the University and aligns with the requirements of the Academic Quality Handbook. Where appropriate, the QAC will also disseminate insights from WBL-related reports (such as annual course review documentation) to support the sharing of best practice, highlight emerging trends, and inform continuous improvement across Schools and Services.

4.3 Roles and Responsibilities

To ensure clarity and effective support, the responsibilities of each stakeholder are outlined below for the three main stages of the WBL journey (prior to WBL starting, during WBL activity, and post-WBL activity).

Stakeholder	Pre-WBL Activity	During WBL Activity	Post-WBL Activity
Student	Actively engage in preparatory training and processes; complete all required documentation in a timely manner; proactively discuss and disclose any support	Fulfil duties as outlined in the Learning Agreement or equivalent; adhere to all policies and procedures of the Host Organisation, including those for health and	Complete all required formative/summative evaluations or assessments by the deadlines; participate fully in debriefing sessions; provide constructive feedback

	needs or circumstances that may impact the activity; conduct themselves professionally during the application and selection process.	safety and professional conduct; maintain regular contact with the WBL and University Named Contacts; report any problems, incidents, or concerns promptly to the WBL/University contact as appropriate. Conduct themselves professionally during the WBL activity.	on the WBL experience through official evaluation channels to contribute to quality enhancement. Return host organisation property or data; confirm completion of agreed work; clarify any arrangements for ongoing involvement after the WBL activity.
WBL Host Organisation (including Named Contact *) (e.g., Line Manager; Project Supervisor; HR Representative; Mentor; Training Coordinator)	Provide clear description of the WBL opportunity; complete all required documentation in a timely manner; agree learning objectives (if required); prepare induction plan. Designate a named contact to act as liaison with the university/student and plan induction/training.	Deliver induction; provide supervision and meaningful tasks; ensure health and safety compliance; monitor progress; report issues promptly to university contact. Named contact provides day-to-day guidance and support for the student(s).	Offer feedback; complete evaluation forms; provide reference where appropriate. Named contact contributes to final review and confirms completion of agreed work.
University Contact † (e.g., WBL Tutor; Placement Coordinator; Programme	Ensure 'Learning Agreement' and other documentation is complete to ensure that WBL opportunities are fit for purpose; brief student on	Maintain regular contact with students and host organisation to monitor progress and resolve concerns as required.	Ensure all post WBL activities are complete, e.g. assessments, reflective exercises. Collect and review student and WBL host feedback to inform

Leader; Course Coordinator)	expectations and support; act as named contact for student(s) and WBL host organisation(s).	Notify Immigration Adviser of any students with Visa requirements participating in WBL within 10 days of the WBL commencing.	curriculum development and the continuous enhancement of WBL provision. Ensure WBL activity is accurately recorded (in addition off campus activities must be reported via SRS for HESA reporting).
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** Named Contact at the Host Organisation*

Each WBL Organisation should designate a single named contact responsible for supporting the student throughout the activity. This individual acts as the primary liaison between the organisation and the university, ensuring continuity of communication and oversight.

Responsibilities of the Host Organisation Contact:

- Act as the primary liaison with the university and maintain clear communication.
- Provide day-to-day supervision and guidance to the student.
- Ensure compliance with health and safety regulations and organisational policies.
- Support induction and training activities for the student.
- Monitor the student's progress and provide feedback.
- Report any issues or concerns promptly to the University contact.

† Named Contact at the University

Each WBL activity should have a designated named contact (or contacts) at the University who supports the student and liaises with the host organisation. This individual (or individuals) ensures academic oversight, provides or signposts to guidance, and helps resolve issues promptly.

Responsibilities of the University Contact:

- Act as primary liaison with the host organisation and maintain clear communication.
- Provide support (e.g., academic and pastoral) to the student.
- Monitor student progress and ensure learning objectives (if required) are met.
- Resolve issues promptly and escalate concerns where necessary.
- Support assessment and feedback processes (if required).
- Ensure compliance with University policies and quality assurance requirements.

5.0 Equality, Diversity, and Inclusion in Work-Based Learning

This section establishes the University's commitment to embedding the principles of equality, diversity, and inclusion (EDI) into all aspects of WBL provision, in line with its legal obligations under the Equality Act 2010 and institutional values including wider equality areas.

5.1 Commitment to Inclusive Opportunities

The University is committed to ensuring that all students have equitable access to WBL opportunities and are supported to succeed within them, regardless of their background or any protected characteristic. All processes, from the promotion of opportunities and selection of students to the support provided during the WBL activity, will be designed, monitored, and reviewed to be inclusive and accessible.

5.2 Supporting Disabled Students and those with Support Needs

The University acknowledges its legal and ethical duty to support disabled students and those with other support needs (e.g., caring responsibilities, mental health conditions, learning differences) to access and succeed in WBL. This requires a proactive and partnership-based approach involving the student, the University, and the Host Organisation. This may include making reasonable adjustments to placement environments, considering accessibility of transport and facilities, providing tailored support plans, and maintaining regular communication between all parties to monitor progress and address emerging needs.

5.3 Disclosure and Confidentiality

- The University will provide clear, accessible, and supportive guidance to students on the benefits of disclosing a disability or health condition and the process for doing so.³ This empowers students to access the support to enable them to effectively engage with work-based learning.
- The Student is responsible for disclosing any disability or health condition information, and any related adjustments or additional requirements to the Host Organisation, should they choose to do so. The University will not share any information about a student's disability or health condition with the Host Organisation.
- The use of tools such as a "WBL Support Plan" is encouraged if deemed appropriate. This would be a document co-created with the student that details the necessary adjustments, empowering the student to manage the communication of their needs with different Host Organisations in a structured way.

³ www.abdn.ac.uk/students/support/services/support-for-disabled-students/

5.4 Reasonable Adjustments

- The Host Organisation, under the Equality Act 2010, is responsible for implementing agreed adjustments within the workplace environment.
- Adjustments will be considered on an individual, case-by-case basis and can apply to the recruitment process (e.g., extra time for interviews), the work environment (e.g., assistive technology, flexible hours), and to assessment methods.
- Any adjustments made must not compromise the core competence standards or learning outcomes of the programme.
- Funding for adjustments will be explored through all available channels, including Disabled Students' Allowance (DSA) for study-related costs and, where the student is considered an employee, the government's Access to Work scheme.

6.0 Student Support and Wellbeing

This section reflects the University's responsibilities for supporting students and the established link between student wellbeing and successful learning outcomes for WBL activities.

6.1 Pre-Activity Preparation and Briefing

Attendance at a pre-activity briefing session is mandatory for all students undertaking WBL. These sessions, delivered by the relevant School and/or the Careers and Employability Service, will cover:

- The roles, responsibilities, and expectations of the student, the University, and the Host Organisation.
- Standards of professional conduct, including communication, timekeeping, and attendance.
- Key health and safety procedures, including how to report accidents, incidents, or safety concerns.
- A clear list of key contacts at both the University (WBL Tutor, Academic Supervisor) and the Host Organisation.
- The University's problem resolution and escalation procedure (see [Section 10](#)).
- For students undertaking overseas WBL activities, specific guidance on cultural awareness, local laws and customs, emergency procedures, and contact details for in-country support.

6.2 In-Activity Support and Contact

- A schedule of minimum contact between the student and their designated WBL Tutor will be established and communicated in the Learning Agreement. This ensures regular, proactive checks on student wellbeing and progress, not just reactive contact when problems arise.
- The WBL Tutor serves as the student's confidential, first point of contact for any pastoral, wellbeing, or non-academic issues that may arise during the WBL.

6.3 Access to University Support Services

- Students, regardless of location, retain their status as fully registered University of Aberdeen students and have access to all support services. Students should be reminded of how to access these services remotely, including, Student Advice & Support, Counselling Service, Student Helpline and Chaplaincy.

6.4 Safeguarding

- 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.
- Where activities involve "regulated activity" with children or protected adults as defined by law, students must undergo the required criminal record checks (e.g., Protecting Vulnerable Groups (PVG) scheme in Scotland, Disclosure and Barring Service (DBS) in England/Wales) prior to commencement.
- All stakeholders (students, staff, and hosts) must be made aware of their shared responsibility to report any safeguarding concerns immediately and in accordance with the Host Organisation's policy and procedures.

7.0 Management Arrangements for Work-Based Learning

This section details the core operational procedures that underpin the successful and safe management of all WBL activities.

7.1 Learning Agreements

A tripartite Learning Agreement is a mandatory requirement for all WBL activities governed by this policy*. It must be completed and signed by the student, an authorised representative of the Host Organisation, and the relevant University representative (e.g., WBL Coordinator or Academic Supervisor) before the WBL begins. The Learning Agreement formalises the expectations and responsibilities of all parties. A standard University template is provided in the associated guidance document. As a minimum, it should include:

- Host Organisation information
- Agreed academic learning outcomes (if required)
- Key tasks and responsibilities of the student
- Supervision arrangements
- Details of assessment (if required)
- Signed declarations confirming health, safety, and insurance arrangements are in place

*Note that arrangements for Postgraduate Research students in Teaching support roles are detailed separately in Section 8.0.

7.2 Health, Safety, and Risk Management

Work-based learning (WBL) activities should be safe and compliant with legal and regulatory requirements. All new host organisations and WBL opportunities must undergo proportionate due diligence before approval. This includes checks on health and safety arrangements and written confirmation of adequate, current insurance (Employer's Liability and Public Liability).

- A **risk-based approach** underpins the management of WBL. The level of scrutiny and monitoring will reflect the nature and complexity of the activity. For example, an office-based placement in the UK will require less oversight than fieldwork in a remote international location.
- A **health and safety risk assessment** is required by the host organisation as part of the tripartite work-based learning agreement. The assessment should be shared with the student before the WBL activity begins.
- Students participating in [funded opportunities](#) managed by the Go Abroad team should adhere to any additional documentation requirements as specified by the Go Abroad team.

The University, host organisation, and student share responsibility for maintaining a safe work based learning environment. WBL activities will not proceed where minimum health and safety standards or insurance requirements are not met.

7.3 Insurance

- The Host Organisation is responsible for holding adequate Employer's Liability and Public Liability insurance to cover the student in the workplace, as they would any employee. This is a legal requirement in the UK.
- The University holds its own Public Liability and Professional Indemnity insurance, which may provide certain cover for students acting on its behalf.
- Students undertaking WBL should ensure they have sufficient insurance for their activity.
- Students undertaking overseas WBL are personally responsible for securing comprehensive travel and medical insurance that covers the location, duration, and nature of their activities.
- Note that students can apply for [insurance provided by the University](#). Information to support students in securing sufficient insurance is provided in the "[Guidance note on work-based learning](#)".

7.4 Work-Based Learning in an International Context

- All WBL undertaken outside the UK requires an enhanced level of risk assessment. This must include specific consideration of factors such as Foreign, Commonwealth & Development Office (FCDO) travel advice, local laws and cultural norms, political stability, visa and work permit requirements, vaccination and health requirements, and emergency procedures.

- Students are responsible for ensuring they have the correct visa for their destination country and for the entire duration of the WBL activity.
- Students are responsible for securing comprehensive travel and medical insurance. They must also adhere to the University of Aberdeen Travel Insurance Policy.
- All WBL work placements must follow UKVI rules and be an integral and assessed part of the programme.

7.5 Monitoring of Work-Based Learning

- The level and frequency of monitoring for each activity will be proportionate to its duration, nature, and assessed risk level.
- For longer WBL activities (e.g., a full year), a formal monitoring visit (which may be conducted in-person or virtually) by a University staff member (typically the WBL Tutor) is required at least once during the WBL activity. The purpose of the visit is to discuss progress and any emerging issues with both the student and their host supervisor.
- For all WBL activities, regular contact must be maintained between the student and their named University contact as specified in the Learning Agreement.
- For international students on a Student Visa, specific requirements must be adhered to under UK Visa and Immigration (UKVI) regulations. For all WBL activities which are integral to the course and formally assessed as part of the student's programme of study, fortnightly check-ins are required to ensure the University meets its attendance monitoring obligations. A C6 must be issued if one missed check in is recorded.

8.0 Postgraduate Research Students in Teaching Support Roles

The University recognises the employment of Postgraduate Research (PGR) students in roles such as Teaching Assistants and Demonstrators as a valuable career development opportunity. This section outlines the principles governing such employment to ensure it is managed effectively and does not compromise the student's primary commitment to their research.

8.1 Principles of Employment

- **Dual Role:** PGR students undertaking teaching-related work have a dual role as both registered students and employees of the University. Their primary commitment is to the successful and timely completion of their research degree.
- **Supervisor Approval:** All paid work undertaken for the University must be approved in advance by the student's supervisor or supervisory team. Supervisors should assess the value of the work as a professional development opportunity against the potential impact on the student's academic progress and wellbeing before granting approval.

- **Formal Appointment:** All PGR students engaged in teaching support roles must be issued a formal contract of employment and be paid at the appropriate University rate for all duties performed.

8.2 Duties and Support

- **Appropriate Duties:** The duties assigned to PGR students should be appropriate to their experience and developmental needs. Typical roles include leading tutorials, demonstrating in practical classes, and assisting with formative and summative assessment under the guidance of a suitable academic member of staff. PGR students should not be given sole responsibility for course design, delivery, or final assessment.
- **Training and Mentoring:** The University is committed to providing PGR students with the necessary support to succeed in their teaching roles. It is mandatory for students to complete the required training before commencing any teaching or demonstrating duties. Each student must also be assigned an academic mentor (typically the course coordinator) who will provide ongoing guidance, support, and feedback.

9.0 Intellectual Property

This section outlines the principles governing the ownership of Intellectual Property (IP) created by students during WBL activities. IP refers to creations of the mind, such as inventions, literary and artistic works, designs, and proprietary information.

9.1 Default Ownership by Students

As a general principle, the University recognises that a UGT and PGT student owns the IP they create during the course of their studies. IP developed by PGR students is owned by the University by virtue of assignment on registration and the [University's policy on IP, Equity and Revenue Sharing](#).

9.2 Intellectual Property on External Work-Based Learning Activity

- **Assignment to Host Organisation:** It is common for Host Organisations to require, as a condition of the activity, that the student assigns ownership of any IP created during the WBL activity to the organisation. This is often because the work involves the use of the host's own confidential information, resources, and existing IP.
- **Formal Agreement:** Any requirement to assign IP must be clearly stated in a formal, written agreement that is signed by the student, the Host Organisation, and the University before the WBL commences. This may be included in the tripartite Learning Agreement or in a separate IP assignment agreement. Students should review these terms carefully. If a student does not wish to assign their IP, they may need to seek an alternative WBL opportunity.

- **Student's Right to Use for Assessment:** It is a mandatory requirement for any University-approved WBL activity that, even where IP ownership is assigned to the host, the student retains a non-exclusive, perpetual, royalty-free licence to use the work they have created for their University assessment purposes. This includes, but is not limited to, use in reports, presentations, portfolios, and theses.
- **Confidentiality:** Students may be required to sign a Non-Disclosure Agreement (NDA) with the Host Organisation. Students must respect the confidentiality of all proprietary information they are exposed to during the WBL activity. If a student's thesis or assessment contains information the host deems confidential, the student must discuss this with their Academic Supervisor and the host. This may require the University to place a temporary embargo on the publication of the work to protect the host's commercial interests.

9.3 Intellectual Property Created During University Employment

For PGR students employed by the University in roles such as Teaching Assistants or Demonstrators, any IP created in the course of their employment duties will be owned by the University, in accordance with the University's standard terms of employment.

10.0 Problem Resolution and Escalation

This section establishes a clear, supportive, and transparent process for all parties to raise and resolve issues that may arise during the WBL activity. The primary goal is to resolve issues at the earliest and most informal stage possible, preventing escalation and minimising negative impacts on the student and the host relationship.

Recognising that students can feel vulnerable due to the inherent power dynamic in a WBL setting, this procedure is designed to be proactive and supportive. The regular, scheduled check-ins between the student and their WBL named University contact provide a safe and structured opportunity to raise minor issues before they escalate.

10.1 Informal Resolution

- In the first instance, students are encouraged to discuss any minor concerns or queries directly with their Host Supervisor.
- If a student does not feel comfortable doing so, or if the issue is not resolved, they should contact their named WBL University contact immediately. The WBL University contacts role is to provide a confidential, supportive space for discussion and to help facilitate a resolution at the lowest possible level, for example, by mediating a conversation between the student and the host.

10.2 Formal Escalation Procedure

If informal resolution is not possible or appropriate for the nature of the concern, a formal escalation procedure will be followed. This process is designed to be fair, timely, and clearly documented. The key stages are:

1. **Formal Notification:** The student or Host Organisation formally notifies the designated University contact (e.g., WBL Coordinator or Head of School) of the issue in writing, providing factual details of the concern.
2. **Mediation Meeting:** A formal tripartite meeting is convened, including the student, the relevant Host Organisation representative(s), and key University staff (e.g., WBL Tutor, Academic Supervisor). The purpose of this meeting is to investigate the issue and agree on a formal, written action plan with clear responsibilities and timelines for all parties.
3. **Review Period:** The implementation of the action plan is monitored over an agreed period, with a review meeting scheduled to assess progress.
4. **Final Decision:** If the issue remains unresolved after the review, a senior member of University staff (e.g., Head of School or nominee) will make a final decision. This decision may include, but is not limited to, modifying the WBL arrangements or, as a last resort, terminating the WBL activity.

10.3 Whistleblowing

Students who witness or experience serious malpractice, unsafe practice, or behaviour that contravenes professional codes of practice should be made aware of, and are entitled to use, the University formal Whistleblowing Policy. This provides a confidential and protected route for raising serious concerns. Students can also use the University Online Reporting Tool to raise concerns.

10.4 Grounds for Termination of Work-Based Learning

The grounds upon which a WBL activity may be terminated by the University or the Host Organisation may include gross misconduct by the student, a serious and unresolvable breach of health and safety, or the unforeseen inability of the host to continue providing the agreed opportunity. In cases of early termination, the University will implement contingency plans to support the student where possible, which may involve seeking an alternative activity or transferring the student to a non-WBL pathway to ensure they can meet the requirements of their programme of study. Termination of WBL due to gross misconduct by the student will be shared with the Student Conduct team for an Initial Review under the Code of Practice on Student Discipline (Non-Academic).

11.0 Monitoring and Review

To ensure the continuous enhancement of WBL provision, the University is committed to a monitoring and review cycle.

11.1 Stakeholder Feedback Mechanisms

- Formal feedback will be systematically collected from all students and Host Organisations upon completion of each WBL activity. This will be conducted using standardised evaluation forms to ensure consistency of data. If the WBL activity is part of an academic programme then Course Feedback and Reflection Forms will also form part of this evaluation process.
- The feedback gathered will be analysed by the relevant Schools and the Careers and Employability Service. The findings will be used to identify areas of good practice and areas for enhancement, and will form a key part of the annual review process.

11.2 Annual Policy and Process Review

- This Work-Based Learning Policy, along with its associated procedures and documentation (e.g., related guidance and documentation), will be reviewed annually by the Employability and Entrepreneurship Committee.
- This review will consider aggregated stakeholder feedback, institutional data on WBL (e.g., uptake, success rates, diversity of participation), reports on any incidents or problems, and any changes in external factors such as legislation or sector good practice. This process ensures that the University's approach to WBL remains current, effective, and subject to continuous improvement.

12.0 Related Policies, Guidance and Documentation

This policy operates within the context of the University's wider regulatory and policy framework. It should be read in conjunction with the following documents.

12.1 Related Internal Guidance

This policy is supported by the following guidance and templates:

- a) [Work Based Learning Guidance Note](#) (note this is the current guidance on the University website. This will be updated to align with and support this policy. Updated guidance will include more details about insurance requirements and outline expectations and instructions for students).
- b) [Work-Based Learning Tripartite Agreement Template](#) (note this has been developed for the ABDN Internship programme and will be adapted to suit the range of WBL activities covered by this policy)
- c) [Work Based Learning Trip and Travel Risk Assessment Template](#) (note this could be utilised instead of, or in addition to, the Tripartite Agreement Template for students making a short visit to the host organisations premises. It is the field trip and travel risk assessment that has been adapted).
- d) [Work Based Learning Monitoring and Reporting Template](#) (note this needs to be developed to include monitoring requirements for international students with visa requirements and to

include reporting steps for HESA data futures, along with any other reporting required. Could include use of Safezone for checking in).

- e) Guidance on Reasonable Adjustments for Disabled Students (Note this document will need to be drafted)

12.2 Related Internal Policies

- [Academic Quality Handbook](#) (including the Code of Practice on Assessment)
- [Data Protection Policy](#)
- [Equality, Diversity and Inclusion Policy](#)
- [Financial Regulations](#) (regarding student expenses)
- [Health, Safety and Wellbeing Policy](#)
- [Intellectual Property Policy](#)
- [Safeguarding Policy](#)
- [Student Discipline and Fitness to Practise Policies](#)
- [Support for Study policy](#)
- [Travel Policy](#)
- [Whistleblowing Policy](#)

12.3 External Guidance and Legislation

This policy is informed by and seeks to align with key external reference points, including:

- The Quality Assurance Agency (QAA) for the [UK Quality Code for Higher Education](#), particularly the [Advice and Guidance on Work-Based Learning](#).
- Relevant UK legislation, including but not limited to: the [Health and Safety at Work etc. Act 1974](#), the [Equality Act 2010](#), and [data protection](#) legislation.
- UK Visas and Immigration Student Sponsor Guidance, Document 2: Sponsorship Duties: [Sponsorship+Duties+.pdf](#)