



ICHAS

Section 7 – Teaching, Learning & Assessment

Subject:	Policy on Work Based Learning		
Applicable Standard	QQI	Core	Teaching and Learning
Date Approved by Academic Council:			October 2022
Policy Version	1/2022	Date due for Revision	February 2024

CONTEXT

The College recognises that having students engage in practice-based learning may be both challenging and complex (Graham 1994). The preparation of learners for many areas of professional practice, through academic learning programmes must accommodate the learner with opportunities to both learn from practice and apply academic learning in practice environments.

This is especially true in the health and welfare areas of practice, which pride themselves on the development of an ethos of ongoing and evolving competence in reflective practice and learning. One of the key theorists in the field of Reflective Practice (Schon, 1983) argues that reflection enhances the capacity to cope with change and challenge and respond professionally and appropriately to unpredictable and demanding situations. Benner (1984) described the development of ‘phases’ of learning from Novice practitioner through sequential stages to the level of Expert Practitioner. A central unifying theme in most areas of professional caring practice is that the level of expertise becomes evident in the evolving capacity of practitioners to reflect on practice and to think critically about issues that arise in the workplace at advanced practice levels.

POLICY STATEMENT

Work Based Learning through engagement in Professional Placement is an integral part of some of the undergraduate and post-graduate degree programmes offered by the College. The core purpose of professional placement is to facilitate the translation of theory to practice by offering students the opportunity to acquire quality experiential learning in a professionally mentored environment. There is a strong tradition of practice-based training in third level studies and this been evidenced as an essential component of academic training both at undergraduate and postgraduate level (Lee et al 2013).

SCOPE

Applies To	Staff	Students	Both	
			✓	
Responsible for Implementation	Practice Placement Director, Placement Officer, Director of Studies, Programme Director			
Responsible for Monitoring & Review	Vice President (Corporate Affairs)	Vice President (Academic Affairs)	Registrar	Practice Placement Director
		✓	✓	✓

DEFINITIONS

'A Placement is the Work based experience where the trainee will gain their vocational or 'on the job' experience. For the counselling and Psychotherapy trainee, this usually means taking on an unpaid role in

- An organisation offering therapeutic services as a primary function
- An organisation offering therapeutic support as a secondary or pastoral service to staff or service users (Oldale & Cooke, 2015: 2/3').

Work based learning opportunities may occur at any level of primary, secondary or tertiary care, and may include employment or volunteer work at an individual, community or population health level through various employers or industries where the required field is practiced. In all situations, placements must be agreed with the Module Leader and the Practice Placement Officer in advance of placements commencing.

RELEVANT GUIDELINES/ POLICIES INFORMING THIS POLICY

- Oldale, M. & Cooke, M. J. (2015), Making the most of Counselling & Psychotherapy Placements. Sage. London.
- Assessment and Standards (QQI, Revised 2013)
- QQI (Revised, 2013) Quality Assuring Assessment Guidelines for Providers
- QQI 2014 Common Awards System Restatement of Policy and Guidelines (2014)
- QQI 2018 Green Paper on Assessment of Learners and Learning (Draft 2018)
- ENQA 2015 European Standards & Guidelines for Quality Assurance in the European Higher Education Area (ENQA, 2015)
- Effective Practice Guideline for External Examining (QQI, 2015)

- HET Core Validation Policy and Criteria (2013)
- The International Center for Academic Integrity (2012). The Fundamental Values of Academic Integrity (2nd Edition)
- European Network for Academic Integrity (2018) Glossary for Academic Integrity Report
- Quality and Qualifications Ireland (2016) Statutory Quality Assurance Guidelines Developed by QQI for use by all Providers
- European Association for Quality Assurance in Higher Education (ENQA) et al (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- Quality and Qualifications Ireland (2016) Sector Specific Statutory Quality Assurance Guidelines Developed by QQI For Independent/Private Providers Coming To QQI On A Voluntary Basis
- Government of Ireland (2012) Qualifications & Quality Assurance (Education and Training Act).

Linked Policies or Procedures

Linked Policies	Policy on Teaching & Learning Policy on Assessment of Learner Policy on Marking, Grading and Certification in Assessment
Linked Procedures	Procedures associated with Teaching & Learning Procedures associated with Work Based Learning Procedures associated with Assessment of Learner Procedures associated with Marking, Grading and Certification in Assessment