**PASS - Placement Agreement for Students in Sport**

**Guidance Version.**

**Work-Based Placement Partnership Agreement**

|  |  |
| --- | --- |
| **Employer** |  |
| **Educator** |  |

‘Work-based placements involve learning through work, learning for work and/or learning at work. The experience is an authentic structured opportunity, designed to meet the learning needs of the students’ Chartered Institute for the Management of Sport & Physical Activity (CIMSPA).

This placement agreement template can be used as a space to design and guide your placement partnership. We would encourage you to tailor the content and details to meet your specific needs.

* [Further guidance to build your placement.](https://sportscotland.org.uk/secure/placements/build-your-placement/guidance)
* [Additional tools to build your placement.](https://sportscotland.org.uk/secure/placements/build-your-placement/tools)

**Purpose of this Agreement**

***Guidance Note –*** *a successful partnership has a clear purpose for both parties. Use this space to clarify your purpose for this placement partnership.*

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| --- | --- |
| **Employer** | *e.g…to develop potential future employees through opportunities to learn by carrying out duties required by our organisation.*  |
| **Educator** |  |

**Placement Details**

***Guidance Note*** – *quality work-based placements start strong with clarity on some of the basic details required to make it a success for everyone. This space enables the employer and educator to work together to discuss and define; courses relevant to opportunities with the employer, the number of students that can feasibly access and be supported, define the type of placement experience (delivery, project, remote etc), and iron out any basic logistical challenges or efficiencies.*

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| --- | --- | --- | --- | --- |
| **Course** | **No. of Students** | **Placement** **Hours** | **Placement Type***(Practice, Project or Shadow)* | **Locations/Venues/Travel Notes** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

**Making it Relevant**

***Guidance Note –*** *a quality placement experience for everyone ensures that employer, educator, and student are clear about what makes the placement relevant and meaningful. This space enables educator and employer to discuss and describe how the placement requirements of the college course and its students match with the tasks and needs of the role with the employer. As well as meeting the students needs, the placement should also meet the needs of the employer. Therefore, its important to record any additional tasks under the employer descriptor, alongside those tasks that match with the students needs.*

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| --- | --- | --- |
| **Course** | **Students Placement Requirements*****Educator describes knowledge & skills*** | **Employers Placement Requirements*****Employer outlines tasks*** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

**Making it Happen**

***Guidance Note –*** *use this space to build a quality placement experience for everyone by outlining key tasks across the placement timeline. Discuss and define the educator and employers’ tasks with clear expectations and understanding of roles and responsibilities. Tasks relevant or required to be undertaken by the student could be outlined within the student agreement.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pre-Placement** | **During-Placement** | **Post-Placement** |
| **Course** | **Timelines** |
| 1. | *e.g. Sept-Dec* | *Jan-Apr* | *May.* |
| 2. |  |  |  |
| 3. |  |  |  |

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| **Actions & Responsibilities** |
| **Pre-Placement** |
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| ***Hints & Tips:*** *(from practitioners in HeFe, Sport & Leisure)** ***partnership working*** *– develop a clear understanding of each other*
* ***introduce –*** *assist students & employer to connect. PASS Profiles can assist in key info sharing. Consider how specific needs/barriers may be met (travel, disability, religion, other protected characteristics)*
* ***induct –*** *outline training, reading or interventions that will help maximise the experience &/or meet min. requirements. Ensure PVGs in place.*
* ***inform*** *– use a Student Agreement to clearly outline commitments & expectations and discuss for clarity.*
* ***equip*** *– ensure students will have in place necessary kit and resources for the role, and their health, safety & wellbeing are fully considered.*
* ***mentor –*** *identify a mentor to support, develop & provide student feedback. Support students to be ‘mentee’ ready.*
* ***assess*** *– work together to outline and agree feedback &/or assessment appropriate to course needs and employer capacity.*
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| **During-Placement** |
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| ***Hints & Tips:**** ***partnership working*** *– stay connected, share positives, trouble-shoot issues together as a partnership*
* ***student check*** *– educators connect regularly with students to support placement experiences*
* ***mentor –*** *employers**regularly connect with students to reflect on their experiences & areas for development.*
* ***assess*** *- complete feedback &/or assessments as agreed.*
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| **Post-Placement** |
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| ***Hints & Tips:**** ***partnership working*** *– openly reflect, and celebrate success*
* ***review & improve –*** *use anecdotal & data intel to reflect on the partnership and student experience. Adapt and evolve for future partnership.*
* ***celebrate –*** *support the value of placements, share your stories & impact through networks & social media.*
* ***recognise*** *– students benefit from employer recognition, consider writing a testimonial*
* ***employability*** *– where mutually beneficially and viable, extend employability opportunities through further volunteering, interview experience, or paid work.*
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**Lead Points of Contact**

***Guidance Note –*** *communication is key to ensuring the partnership remains effective throughout. Identify key contacts.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Mobile** | **Email** |
| **Employer** |  |  |  |
| **Employer** |  |  |  |
| **Educator** |  |  |  |
| **Educator** |  |  |  |

**Check-In Dates**

***Guidance Note –*** *communication is key to ensuring the partnership remains effective throughout. Identify key touch points.*

|  |  |  |
| --- | --- | --- |
| **Date / Time** | **Format** | **Purpose / Notes** |
|  |  |  |
|  |  |  |
|  |  |  |

**Agreement Signatories**

|  |  |  |
| --- | --- | --- |
|  | **Date** | **Signature** |
| **Employer** |  |  |
| **Educator** |  |  |