



Work Integrated Learning – Placements Policy

Teaching Practice | Practice Placement | Field Placement

Version 2

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1. Purpose

1.1. At the IfE, a number of programmes are designed to offer course participants the opportunity to apply the theoretical knowledge gained from their academic settings to a work-based scenario. The Work Integrated Learning concept aims to ensure that course participants develop their ability to integrate their learning through a combination of acquired academic knowledge and work-related activities.

2. Objectives

2.1. The objective of this Policy is to set out the IfE's minimum required standards for the organisation and management of Work Integrated Learning practices. The placements as defined in clause 3 are governed by specific Rules and Regulations which are provided to the course participants at the commencement of the placement module they are pursuing.

2.2. The policy:

- Outlines the clear and transparent processes for the organisation and management of the placements.
- Establishes the roles and responsibilities of the IfE, the course participants, practicum visitors and placement providers.
- Sets out the general procedures of the placements .

3. Definition

3.1. The IfE has three parameters for the diverse placements offered which throughout the policy are referred to collectively as '*placement/s*' unless otherwise specified:

3.1.1 **Teaching Practice** refers to the practical component of the teacher education qualifications where aspiring teachers gain hands-on experience in a real classroom setting.

3.1.2 **Practice Placement:** refers to the practical component offered by the IfE for Awards. Through this practice component, course participants, get to witness first-hand the challenges and dynamics of the classroom.

3.1.3 **Field placements:** these placements are available within qualifications/awards that do not specifically focus on preparing for the teaching profession. These programmes provide participants with valuable work experience in their chosen field, typically within an educational setting,

3.2. The Course participants are the learners reading for a qualification or award at IfE.

3.3. The IfE is the administrator of the placements module.

3.4. Placement Provider is an approved educational establishment committed to holding course participants for their placements.

4 Roles and responsibilities

4.1. The IfE shall:

- Act as the administrator of the training programme.
- Issue the qualification or award for each training programme in accordance with the Malta Qualifications Framework.
- Issue the EUROPASS Certificate/Diploma Supplement or similar to the course participant on successfully completing the programme.
- Take all necessary actions to ensure the well-being of the course participants.
- Co-ordinate the placements.
- Mediate on issues that may arise between the learner and the placement provider.
- Develop assessment criteria for the placements that are linked to appropriate intended learning outcomes.
- Send Practicum Visitors to assess course participants on placements.
- Monitor the progress of course participants during the placement.

4.2. The IfE reserves the right to terminate placements:

- i. If a student is not upholding the standard of the content being taught in class, therefore failing to meet expected standards.
- ii. Negligence is found in preparation or lack of content knowledge shown, which puts students in class at a disadvantage.
- iii. Engage in gross misbehaviour.
- iv. If the course participant poses a danger to themselves or others.

4.3. In cases of 4.2 above, the course participants is deemed to have failed the placement module. Any course participant being terminated from pursuing their teaching practice module as per clause 4.2 will be subject for their progression to be reviewed by the Admission Board.

4.4. The Practicum Visitors shall:

- Help course participants grow in their teaching methods and practices. Therefore the aim of the Teaching Practice visits should primarily be to support and give feedback to improve practice upon reflection.

- Ensure that they visit the course participant during the Teaching Practice period established by the IfE and during the lesson/s as per the course participants' timetable.
- Observe the course participant during the Teaching Practice, assessing their practice using the assessment tool provided by the IfE for grading purposes and engaging him/her in a dialogue when giving constructive feedback.
- Act as silent observers through the lesson that they are observing. However, if the practicum visitor deems that an intervention is necessary, this shall be conducted in a professional, discreet and respectful manner.
- Ensure that they are using the latest assessment report as provided by the IfE.
- Refrain from discussing the progress of the course participant with the head of schools/school administration and other colleagues.
- Raise any concern about a course participant's performance throughout the teaching practice duration, to the Work Integrated Learning Department on: ife.wil@ilearn.edu.mt.
- Foster a sense of collegiality between themselves and the course participants, so as to maintain the highest respect for the teaching profession.

4.5. Course participants shall:

- Understand that placement credits will not be awarded retroactively for duties/tasks performed at an earlier time.
- Foster ethical, respectful, and professional relationships with learners, staff, and the broader community. Engage actively in the school community, adhering to any school expectations, and contributing positively to its environment.
- Be aware that any days of absences during the placement period will be replaced and the placement period is extended accordingly.
- Ensure that the timetable, dates and times agreed with the placement provider and as established by the are respected and adhered to.
- Inform the tutor in good time when they will not be present at the placement site, such as absences, any school activities which will not enable them to do their lessons as part of the placement.
- Consult with the cooperating teacher (if applicable).
- Request access to relevant school documents including timetables, class lists, class profiles, relevant resource materials (if applicable).

- Keep an updated and organised file available to the practicum visitor at all times in accordance with the guidelines provided by IfE.
- Plan during 'non-contact' time with learners.
- Make appropriate arrangements to accommodate the additional time demands required during the placement.
- Participate in all school activities including supervision; professional development sessions, staff meetings, and school events that occur during placement if applicable.
- Utilise a variety of teaching materials and strategies in order to determine those which are most appropriate.
- Develop and implement effective classroom management strategies.
- Submit the Assessment report compiled by the practicum visitor by no later than 5 days after the visit is conducted.

4.6. The Placement Provider shall:

- Ensure that the course participant is familiar with its rules, regulations and procedures.
- Ensure that course participant are provided with the appropriate environment to achieve the learning outcomes in accordance to the programme that they are following.
- Inform the IfE of any course participant's shortcomings in order for necessary action to be taken.
- Allow access for monitoring/assessment purposes by the IfE official representatives and any other official authorised by the IfE.

5 General Procedures

- 5.1.1 At the end of each visit, the tutor will fill in the An Assessment Report (one for each visit) which will then be discussed with the course participant on-site.
- 5.1.2 To successfully achieve the module, a pass mark in both components (visit and file) during the visits is required.
- 5.1.3 In case a course participant fails one visit, they will need to have an external visit. If they fail again in addition to the external visit, they will have to repeat the module. In such cases, additional [administrative charges](#) may be incurred.
- 5.1.4 If the updated file is not available to the practicum visitor, the course participant would fail the visit.

- 5.1.5 In the eventuality that the practicum visitor is not informed about any absences, or about any school activities, the course participant would fail the visit.
- 5.1.6 Course participants shall be aware that repetition of the Teaching Practice shall be allowed once only throughout the duration of the whole programme of studies.
- 5.1.7 In general, no time off is permitted during the teaching practice duration.
- 5.1.8 Any request for time off shall be made in writing with justification to the Work Integrated Learning Department for consideration on: ife.wil@ilearn.edu.mt.
- 5.1.9 During the placement period, the course participant must not accept duties at school or otherwise that will keep her/him out of class. For example, a course participant must not accept duties related to prize days; travel abroad; etc.
- 5.1.10 The placement must be carried out either in a class, laboratory, workshop for Vocational Education Training (VET) subjects, or in a playground and/or gymnasium for Physical Education and in an environment adequate/suitable to the qualification or award being read by the course participant.
- 5.1.11 All placements are to be approved by the Work Integrated Learning Department before their commencement takes place.
- 5.1.12 The course participant will need to make up for the number of days of absence if they are sick or absent over the placement period.

6 Related policies and Documents

- [Attendance Policy and Procedures](#)
- [General Data Protection Regulation \(2018\)](#)
- [Teaching, Learning and Assessment Policy and Procedures](#)
- [Administrative Charges](#)

7 Version history

Originator	Version	Date	Changes Done
QA Department	1.0	22/11/2018	Initial Release
QA Department	1.1	23/01/2019	Updating of Section 4.3
QA Department	1.2	2/11/2021	Updating of Section 4.3 and 5
WIL Department	2	18/09/2023	Revision of the whole policy document