

A Tutor Guide to Successful Work Placement

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Introduction

A period of industrial work placement within a degree programme may be viewed as pivotal in the development of graduates, in the sense that academic disciplines and practical application can be interrelated, and key skills practised and developed.

The opportunity for students to apply their knowledge and skills in an industrial setting whilst experiencing the atmosphere and pace of the work place helps to develop confidence and define future career goals. Such an important aspect of student development requires significant thought and discussion within course teams to ensure that the purpose, timing, length, assessment and management of the placement is well-defined within course documentation and that all concerned are aware of the opportunities, and their roles and responsibilities.

The purpose of integrating work placement into the course curriculum is to:

- facilitate quality of learning from work experience;
- prepare students for effective transition into the workplace;
- build confidence in key skills;
- develop effective links between HEI based studies and work activities;
- help students make educational and career decisions and improve their employability;
- give employers an opportunity to view students in terms of employment opportunities;
- evaluate courses against the requirements of employment and inform the curriculum;
- ensure a supply of graduates with academic and practical experience of their chosen industry.

Students, employers and tutors are the three major stakeholders in organised work placements. Much of the success or failure of placements is due to how well they combine and co-operate in the organisation and management of the process. This guide offers support to academics, students and employers in a way that should ensure that the full value of placements is realised by all.

This guide aims to address the principal issues concerned with effective work placements in the stages:

- preparing;
- during;
- after.

Each of these stages is organised into information of a generic nature which is of interest to all stakeholders and then specific information for students, tutors and employers. The appendices provide detailed information and good practice on specific aspects of the process.

The guide is presented in a way that ensures that everyone can view information specific to their particular role, and also the information for the other two stakeholders. Everyone will be aware of each other's contributions and responsibilities to achieve a successful and rewarding work placement.

For the benefit of tutors, this guide has been compiled in line with the precepts of the Quality Assurance Agency Code of Practice on Placement Learning (these precepts are listed in [Appendix 2](#)). This document is one of a series of interrelated documents which, taken together, will form an overall Code of Practice for the assurance of academic quality and standards in higher education (the Code) for the guidance of higher education institutions subscribing to the Quality Assurance Agency for Higher Education (the QAA).

Of course, the guide is not a 'ready made' solution that can simply be adopted by an institution as its own work placement guide. Institutions that already have work placement information can use the guide to review their own provision and perhaps adopt parts of the guide or further develop some of its ideas. Institutions developing placement programmes for the first time can use the guide as a source of good practice.

Generic terms are used to apply the guide to an interdisciplinary academic audience, i.e.:

Work placement - any period within a work environment as part of a degree course;

Tutor/Institution/HEI - any academic staff or institutional placement staff within any Higher Education Institution.

Preparation > General

1 > What is 'Quality Work Experience'?

The term 'Quality Work Experience' can be defined as a temporary period of student employment as part of a student's course which is effectively planned and managed and takes in the negotiated requisites of the student, employer and HEI.

According to research undertaken by the National Centre for Work Experience, the following items represent a comprehensive definition of quality work experience:

- the student is trained by the higher education institution (HEI) to identify potential learning outcomes;
- objectives are set (by HEI, employer and student);
- supervision is by a supervisor trained in the objectives and learning outcomes of work experience - academic supervision and visits take place;
- regular feedback is given;
- an appraisal is given during and at the end of the work experience;
- where appropriate, a project is undertaken;
- learning and achievements are expressed by the student in written form;
- an assessment is made, including an assessment of skills development (by HEI, employer and student);
- recognition, credit, diploma or a certificate is awarded.

[Appendix 1](#) shows The National Council for Work Experience Code of Good Practice in full.

Preparation > General

2 > Quality Work Placement Plan

A quality work placement plan could include the following:

- development of a work placement handbook for students, staff and employers to describe the placement;
- design and development of appropriate forms/standard letters to be used in the placement process (See [Preparation > General > 5 > Pro-formas - Design and Control](#));
- briefing process for students including potential learning benefits, CV preparation and interview practice;
- designated staff to oversee the academic requirements of the placement;
- designated company member to supervise student on placement and to liaise with the HEI;
- appraisal of student by company member with feedback to student and HEI;
- assessment of student using appropriate form of assignment;
- contact between student and HEI to conduct 'in company' tutorial;
- helpline/ email for student to contact HEI;
- encouraging student to reflect on placement and articulate learning outcomes;
- feedback by student to HEI (staff and students) and employers.

Preparation > General

3 > Why Work Experience is Vital for Students, Tutors and Employers

The following lists highlight the key benefits of an effective Work Placement Programme.

Importance for students:

- to link academic study and theory to real industrial practice;
- to engage with jobs/processes not easily achievable in an HEI e.g. latest technology, work behaviour etc;
- to practise existing key skills and learn new ones;
- to experience the atmosphere and pace of industrial practice;
- to confirm existing career aims or discover new careers;
- to learn critical reflection as a means of self development;
- to apply problem solving in a real industrial environment;
- to learn the 'language' of industry;
- to assess a possible company for future employment.

Importance for tutors:

- to maintain contact with the world of work;
- to identify potential research areas;
- to identify sources of sponsorship;
- to confirm/develop course aims/material relevant to industry;
- to tutor students in an industrial setting;
- to view latest technology in action;
- to identify potential outside speakers;
- to aid progression for students after graduation.

Importance for employers:

- bringing in fresh ideas from a motivated student;
- flexibility of taking students on a short-term basis to help with identified objectives;
- assessing placement students in terms of possible future full-time employment is a cost effective recruitment strategy;
- a relatively inexpensive form of employing an intelligent and flexible resource;
- contact with HEIs can lead to joint research projects;
- good return on investment: average of £6 return on each £1 spent on placement (STEP summer placements 1999).

Preparation > General

4 > Work Placement Brief/ Code of Practice

"An effective placement learning opportunity is one in which the aims and intended learning outcomes are clearly defined and understood by all parties and where the responsibilities of the higher education institution, placement provider and student are made explicit."

(Introduction to the QAA Code of Practice on Placement Learning).

It is imperative that all three stakeholders (students, tutors and employers) share the aims and objectives of achieving a quality work placement.

Each HEI should develop, with due consultation of students and employers, a work placement brief or code of practice, which will form the basis of an agreement between stakeholders (according to the QAA Code of Practice precepts 1,3 and 4 - see full list in [Appendix 2](#)).

The brief or code should set out the aims and objectives of the work placement, which articulate the roles, responsibilities and rights of each stakeholder. Reference to the development of key skills as learning outcomes should be incorporated within the brief or code of practice.

[Appendix 3](#) provides an exemplar code of practice. The example details before, during and after the placement, assessment processes, health and safety requirements, and includes a description of the responsibilities and rights of each stakeholder.

Preparation > General

5 > Pro-formas - Design and Control

The process of communication between the major stakeholders is crucial to the delivery of quality work experience. A good work placement system should have an appropriate number of standardised letters and forms so that managing the communication process at each stage is effective and uncluttered by poorly designed and ineffectual paperwork.

The communication system and its paper and/or paperless methods should be viewed as a liberating provision, rather than a restricting one. Good systems free up people to spend more time on the quality aspects of placement i.e. tutorials/workshops etc.

Below is a list of example letters/records that can be considered as a starting point for such a system. The 'Control' aspect of the title suggests that a co-ordinator should monitor the system, be interested in its development and improvement, and warn against the proliferation of forms that are unnecessary or do not meet the standards aimed for.

Suggested pro-formas for inclusion within a work placement programme.

Information	Who is in receipt of the information?
CV advice	Students
Pre-Placement Information Sheet and Skills Audit	Students
Promote work placement	Employer
Tutor reference	Employer
Finding placements	Students
Student record of applications	HEI
Employer job description	Students/HEI
Performance on placement	All
Thank you letter to company	Employer

Consider also a 'Work Placement Logo' with accompanying letterhead/ leaflet style for a more professional look.

See [Appendix 4](#) for an example of a Pre-Placement Information Sheet and Skills Audit.

Preparation > General

6 > Remuneration/National Minimum Wage

Remuneration

It is in the employer's and student's interest that remuneration is agreed before the commencement of the work placement. Students on sandwich courses where the placement period can vary from 6 to 12 months have to pay course fees and do not receive grants.

Students should be advised to go for placement interviews having calculated in advance what level of wage they must achieve in order to cover fees, accommodation, subsistence, and travel to and from work. Clearly, if a student on placement has to worry about meeting basic subsistence levels they will not be able to put all their energies into work and employers will not get the motivated and focused employee they want.

National Minimum Wage

The national minimum wage is a legal right that covers the majority of workers in the UK. It became law on 1st April 1999 and sets out the level of minimum wage applicable for individuals.

However, paragraph 35 of 'A detailed guide to the national minimum wage' states "*Students who are studying on higher education courses at UK universities or colleges are sometimes placed with an employer as part of their course. Such students need not be paid the national minimum wage for the work that they do while with the employer, up to a maximum period of one year.*"

(For enquiries about the national minimum wage call 0845 6000 678 and more detailed guidance can be sought from 0845 8450 360 including provision of a free copy of 'A detailed guide to the national minimum wage'. Local phone rates apply for both numbers.)

Income Tax

One of the less attractive aspects of earning is paying statutory income tax. Unmarried students will be entitled to a personal allowance tax-free (this currently stands at £4615 for the tax year April 02 to April 03, but please check with the Inland Revenue for an update – www.inlandrevenue.gov.uk).

The allowance is divided into 12 equal monthly amounts (or weekly if so paid). If the student has not been earning in the current tax year (April to April), income will not be taxed immediately while the personal allowance is used up. When earnings reach the tax threshold the student will become liable for income tax.

For example:

Tax allowance for year	£4615.00
Monthly allowance (approx)	£385.00

Tax is then paid on the difference between the gross monthly salary (before anything is taken out) and the tax allowance.

If already earning and paying tax in the current tax year, this will continue.

When the placement is finished, depending on salary and end date, the student may be entitled to a refund, but only where s/he does not continue earning during the tax year. To claim tax back students should use a P50 form from the tax office (again the Inland Revenue website - www.inlandrevenue.gov.uk - is helpful in locating your local office).

Everyone has to pay National Insurance contributions.

Preparation > General

7 > Equal Opportunities

Everyone is protected by law against discrimination based on race, sex, disability or marital status in employment, education and the provision of services.

“A Level Playing Field” Equality & Diversity: A job hunting guide for students and graduates - How to challenge unfair discrimination’ is published by the Association of Graduate Careers Advisory Services and should be available for reference in your Careers Library. This addresses issues of discrimination concerning race, sex equality, age, health, religion, and sexual orientation. It also looks at the position of ex-offenders and those concerned about discrimination on the grounds of politics, ethics, beliefs and social class.

Parity of access to work placements for disabled students is a requirement of the QAA Code of Practice *Section 3: Students with Disabilities* (precept 11). Further, equal opportunities for disabled students will be legally protected from September 2002, when the Special Education Needs and Disability Act (SEND Act) 2001 will come into force. This legislation has specific requirements regarding the entitlement of disabled students to the same opportunities for placement learning as others. The legal responsibility falls on the institution to ensure there is no discrimination against disabled students on the grounds of failure to make a reasonable adjustment or treating a student less favourably. The requirements placed upon the institutions should inform the entire placement process, from the design of the procedures, through the preparation and finding of a placement, to support, monitoring and review of a placement. For more detailed information, see the Department for Education and Skills brochure, ‘Providing Work Placement for Disabled Students: A good practice guide for further and higher education institutions’.

Students should see their tutor, industrial placement officer, or a careers adviser at their institution to discuss anything of concern regarding equality of opportunity within the work placement process. Students should act immediately to report any incidents of harassment.

‘UKCOSA Guidance Notes for Students 2001-2002 “Students and employment”’ covers issues of work restrictions and prohibitions imposed by the UK immigration authorities that may affect international students from outside the European Economic Area.

Contacts:

Equal Opportunities Commission (EOC) www.eoc.org.uk - 0161 833 9244 - Employment Department

Commission of Racial Equality (CRE) www.cre.gov.uk - 020 7828 7022

The Disability Law Service - 020 7831 8031

Disability Rights Commission Helpline – 08457 622 633

The Employment Law Website www.emplaw.co.uk/free/index.html

Lesbian and Gay Employment Rights (LAGER) www.lager.dircon.co.uk/index.htm

CANDO Database (Careers Advisory Network on Disability Opportunities)
cando.lancs.ac.uk

UKCOSA – 020 7354 5210 – www.ukcosa.org.uk

Preparation > Tutors

1 > Putting Together a Placement Programme

Students, tutors and employers each have an interest and commitment to make sure that things go well on the placement, but all should be aware that successful outcomes have to be planned for, and therefore monitored regularly.

Devising a management system that deals systematically with the stages of placement and identifies areas where monitoring is essential and most importantly is agreed to by all three parties will provide the structure of a work placement process that works.

Consider the following key activities when devising your management system:

Preparing the placement processes:

- identify staff to deliver the work placement scheme (staff development is covered in QAA Code of Practice on Placement Learning precept 6 - see [Appendix 2](#));
- identify resources (accommodation/communication technology) necessary;
- monitor the industry to build up database of company contacts;
- compose pro-formas (forms/letters/leaflets etc);
- develop collaborative links with industry;
- devise/review the placement process;
- consider the process from the student's point of view (seek student input);
- consider the process from the employer's point of view (seek employer input).

Preparing the students for placement:

- brief students about the work placement process;
- obtain employment opportunities for students;
- prepare students for making job applications;
- prepare students for interview;
- organise the work placement agreement.

Student support and assessment during the placement:

- visit students on placement (or ensure virtual support for those on overseas placements);
- assess students on placement;
- devise support systems for students on placement;
- organise a call-back day for students to come back to the institution;
- deal with problems on placement.

Post-placement evaluation:

- organise de-briefing/student feedback after placement;
- review/improve the process in the light of experience;
- organise accreditation requirements.

Preparation > Tutors

2 > Organising Work Placements

The work of planning, organising and monitoring student placements should be designated to a named staff member and in some institutions an 'Industrial Placement/Liaison Unit' is formed.

The designated member of staff works closely with appropriate course teams, students and employers to develop a professional placement system that will satisfy the policy and procedure requirements placed on Universities by the QAA Code of Practice on Placement Learning precept 2 - see [Appendix 2](#).

The importance of developing good communication systems including the generation of standard forms/leaflets/letters etc is explained in [Preparation > General > 5 > Pro-formas - Design and Control](#), and it should be noted here that there is significant potential for using computer programmes to assist the placement process. Software can be used to keep track the progress of individual students from initial tutorial to successful completion of placement. Potential benefits from some ready-made programmes (e.g. WorkExpo - www.infoplan.com.au/Features.htm) can be summarised as:

- tracking student progress;
- ease of emailing students and employers;
- automatic archive of student/group records;
- new work experience arrangement form;
- help file;
- printing individual employer/student records;
- listing employers by post code;
- certification of placements.

The following list outlines key stages in the placement process that should be included into your programme:

- explain work placement to 1st year students/meet key staff;
- brief students prior to placement about the respective responsibilities of themselves and staff involved;
- brief students about the time schedule of key activities in the placement process;
- brief students on the aims and objectives of work placement including the benefits of the activity to themselves, employers and the institution;
- brief students about the different jobs in the industry;
- hold workshops on CV preparation and covering letters;
- hold workshops on interviewing techniques using available video programmes and practice interview sessions;
- organise interviews for students;
- thank company for accepting student for placement.

Preparation > Tutors

3 > Programme of Activities

The following example is an indicative timetable of the process of placement on a sandwich degree course, assuming a typical academic year spanning from October to July. In this case the companies are from the Fashion and Textiles industry, but the example is readily transferable.

Programme of Activities

1. **Early October** - Industrial Liaison Induction Meeting (*to introduce Industrial Liaison Unit and explain the programme that will follow*)
2. **Mid October** - Presentation by M&S
3. **Mid October** - Presentation by Arcadia
4. **Late October** - 'Tips on completing M&S and Arcadia Application Forms' seminar by the Careers Department
5. **Late October** - Presentation by Debenhams
6. **Mid January** - Talk by Bernshaws
7. **Mid January** - 'CV Seminar' by the Careers Department
8. **Late January** - 'Interview Techniques Seminar' by the Careers Department
9. **Early February** - Individual 20 minute tutorials
During this tutorial:
Students are asked about the size and type of company they would like to be placed with and in which job area. They are informed of the type of companies that the Industrial Liaison Unit has contacts with and the role within the team. An analysis of where students were placed last year is also available at request. They are also given advice on their CV and covering letter.

Students are given an idea of the time framework ie. when they can expect to start getting interviews, job offers. (Students are encouraged to send their CVs out to companies with whom they would prefer to work).
10. **Early March** - Presentation by current third year students about their placement experience. This enables current second year students to clear up concerns and queries about their placement year.
11. **Mid March onwards** - students' CVs are sent out to companies that have previously placed students.

Interviews are organised and either communicated directly to the student or via the Industrial Liaison Unit. During these months the Industrial Liaison Unit should have an open door policy. Extra tutorials are also often organised where a student requires more help.

Throughout this period new companies are always being sought.

A contract is sent out to companies once a student placement has been confirmed.

12. June - Presentation to first year students on the different roles in the Fashion Industry and typical questions asked on early placement application forms to companies such as M&S, Debenhams and Arcadia.

See [Appendix 6](#) for an adaptation of this calendar into a bookmark format, as an idea for distributing to students.

Preparation > Tutors

4 > Placement Records

The nature, timing and duration of work placements varies between courses and universities but the need for putting in place systems that ensure placement objectives are met is a common requirement.

Control of the placement process serves two main purposes:

- i. Tracking the individual students progress before, during and after placement.
- ii. Ensuring that each student accomplishes the requirements of the placement.

i. Tracking students' progress

The journey that a student takes through the preparation for/accomplishment of/ reflection on the work experience process can be viewed as a critical path involving a number of identified stages. The general increase in student numbers adds to the necessity for control to be exercised to ensure that 'current status' is evident for each student and progress can be monitored. The record may start at the point where students are first briefed about the placement and conclude with the feedback presentation after completion of the placement.

A well-designed pro-forma should detail each stage with a section to track accomplished tasks to date with room for comment where necessary. It will be evident from the completed form where students have successfully completed the path or have missed critical stages. Action can then be taken to redress the situation.

ii. Placement requirements

Any requirement to show evidence of successful completion of the work placement component of a course could be facilitated by the development of a placement record card. Such evidence is normally required for examination boards.

Each requirement of the placement year should be addressed on the record card including the actual placement (e.g. minimum of 35 weeks of successful placement required) and assessments (e.g. placement diary/evidence of reflective learning/ company reports).

Preparation > Tutors

5 > Relating Work Experience to the Course

Work experience should be an integral part of the course curriculum and not treated as a separate entity that is 'attached' to the course. Many opportunities to maximise the experience in terms of its learning potential can be lost if the links and connections between theory and practice are not realised.

It could be advantageous for curriculum development teams to develop a course approach to the integration process and to identify a variety of experiences to achieve the course aims in this respect.

The QAA Code of Practice on Placement Learning in precept 1 (see [Appendix 2](#)) stresses the importance of ensuring that:

- *the intended learning outcomes contribute to the overall aims of the programme; and*
- *any assessment of placement learning is part of a coherent assessment strategy.*

Establishing the strong links between the course curriculum and the experience gained should be done in all stages of the placement process:

Before placement

The curriculum prior to work placement can do much to introduce students to the language and culture of work and each unit of study can play its part in this process. Unit content can identify industry issues, teaching and learning methods can develop industry skills and assessment can require an industry perspective.

A curriculum that is sensitive to the opportunities of including an industry dimension can be supported by actual industry involvement. This can take the form of:

- student visits to companies;
- acquiring video film of industrial processes;
- inviting guests from industry to speak to students;
- using practising specialists as visiting tutors;
- developing projects with industry involvement;
- appointing external examiners with industry experience.

The pre-work placement curriculum can be overlaid with a process of preparing the student by including information on job types, CV preparation and interview practice. This process combined with a curriculum that engages with industry can increase the chances of securing good placements and the students doing well in them.

During placement

The placement period focuses particular attention on the integration of theory and practice and the experience can be pivotal in developing in the student a holistic view, (for example the student may focus on sizing issues in a more general sense in the classroom, but then see them used in a much more specific way on their placement). The comparative information students gain on the work placement may also be useful to your own research or course material in the future.

Tutor visits to students on placement can assist integration if it is perceived to be one of the objectives of the visit.

Assessments related to the placement period can also be phrased in a way that draws out the relationship between theory and practice.

After placement

The curriculum after placement can encourage and develop the skill of reflective learning.

Projects and/or dissertations can incorporate an industrial/commercial application.

Presentations of placement experiences by returning students can form part of the pre placement curriculum of students yet to reach the placement stage.

Preparation > Tutors

6 > Preparing Students for Work Placement

Most students look forward to work placement for many reasons. For them it represents a taste of the real world and a chance to be considered an adult rather than a student. For some, the placement may cause some anxiety as it is in effect an unknown quantity and challenging. It is also a time when students feel that only the 'right' company will suit them and the 'wrong' company will be a waste of time. In other words, students tend to think very much about their 'ideal' placements and may not consider the realities of the situation.

A preparation programme should seek to *'ensure that students are provided with appropriate guidance and support'* (QAA Code of Practice on Placement Learning precept 5 - see [Appendix 2](#)). It should alleviate anxieties by thoroughly explaining the kinds of jobs and their responsibilities, and should use workshops offering the chance to practise the worrying aspects like CV preparation and interview techniques.

The preparation process should start in the first year of study with introductions to the people involved in placement and a brief overview of the process to come. As the placement period approaches the preparation should intensify with students being aware of the stages prior to placement and their deadlines.

[Preparation > Tutors > 2 > Organising Work Placements](#) shows in more detail what should be included in the pre-placement programme and gives an example of a typical academic year of organised events by placement staff.

In order to clarify your role and the role of the student in the placement process, writing a 'learning contract' is a useful exercise (see [Appendix 7](#) for an example).

Good Luck Letter

Recognising that work placement is a challenging and sometimes daunting prospect it is important to let the student know that they still 'exist' in terms of the academic institution and that their progress and welfare remain a matter of concern.

It can be comforting for students commencing their placement to receive a letter from the institution setting out the support mechanisms in place to help them (e.g. telephone help line/email address of designated staff etc.) particularly if they are undertaking the placement abroad.

It may be useful to produce a leaflet of 'common problems' experienced by previous students on placements with appropriate advice, and a course web site with 'chat room' facilities could help students keep contact with their friends.

The briefing process will have emphasised the duties and responsibilities aspects of placement and students may well feel that this is the only concern of the institution so a letter offering support and wishing them well could help the transition from education to industry.

Preparation > Tutors

7 > Briefing Students on Assessment Requirements

Successful completion of work placement is normally dependent on two things:

1. Satisfactory completion of the requisite number of weeks in placement.
The number of weeks will vary from course to course and staff should be aware of what constitutes 'satisfactory'.
2. Satisfactory completion of assessment requirements.

One of the potential problems of students on placement having academic requirements as well as work pressures is that HEI needs are given a lower priority than those of the employer. This must be born in mind when setting workloads and the form of assessment must be seen as relevant by the student to their industrial practice and skills development.

The requirements of assessment during work placement must be explained in a student handbook and given to students prior to starting work with the company. Consider following up the briefing with small group seminars to discuss the assessment and to allow students to share their views about its requirements. The form of assessment should be clearly explained with details of the criteria. Most importantly key dates should be included and where work is to be sent and to whom. It may be appropriate to require students to submit a proposal of their intended topic that could be viewed by employers and staff. Topics agreed between students, staff and employers stand much more chance of being tackled well as all parties are then aware of requirements.

A common form of assessment relating to work placement involves the student addressing a real industrial topic within their company with a written report of findings. Some companies arrange in house presentations of student projects with appropriate institution staff invited.

Students should be briefed on the importance of keeping a placement diary, to recall information for assessment and to think reflectively about their placement in terms of their learning or developing key skills.

Preparation > Tutors

8 > Developing Relationships with Employers

Universities can build up and develop databases of company contacts over time by adding each new placement to its list. Initially though this process can seem daunting and even the work of adding new companies can take time. The quality of placement is certainly important to students and staff just as the quality of student is important to the employer. It is evident then that all three stakeholders have a vested interest in developing quality work placement schemes.

It was suggested in [Preparation > General > 5 > Pro-formas Design and Control](#) that a clearly defined institution style should be adopted for all forms of communication used with maybe an appropriate logo to help sell your placement scheme to employers.

Generally though, the process of acquiring companies willing to take placement students can be helped by:

- promotional marketing literature using 'success stories' from previous placements;
- looking through trade journals for possible contacts;
- attending trade exhibitions to speak to company representatives;
- visits to companies to speak directly to appropriate staff;
- nurturing existing contacts - use tutor visits to students on placement;
- developing employer forums;
- contacting past students who now work in the industry;
- websites;
- careers services;
- employment agencies;
- trade associations;
- employment fairs;
- other forms of contact with employers (e.g. course projects/staff professional practice).

Literature generated for use in communicating with employers should define clearly what is expected of them; some examples being:

- adherence to relevant employment legislation e.g. health & safety at work (see example of an employer declaration at [Appendix 8](#));
- remuneration that allows students to pay for their living/travel expenses;
- an agreed start and finish date of placement;
- a supervisor to oversee the work of the student;
- tutor visits to the company to speak to student and supervisor about progress;
- a suitable induction to the company and job;
- agreement to contribute to the guidance of company based assignments;
- appropriate training;
- appraisal of students in the work place;
- opportunity for key skills development;
- provision of a reference at the conclusion of placement.

Preparation > Tutors

9 > Confirmation of Placement

Confirmation of placement

Formal confirmation of placement and agreement of key responsibilities of the employer is fundamental to the attainment of quality work placements. Misunderstandings at the start of placement can lead to excessive time being needed later to undo ensuing problems with inevitable loss of goodwill between education and industry.

Example of Placement Confirmation Letter	
Institution Address _____	
Date _____	
<u>PLACEMENT CONFIRMATION</u>	
Dear _____	
Thank you for offering our student _____ a placement within your organisation.	
COMPANY _____	
ADDRESS _____	
SUPERVISOR _____ PHONE No: _____	
DURATION _____	
START DATE _____ END DATE _____	
SALARY _____	
WORK PROGRAMME _____	
Please note:	
1. The student is required by the terms of their degree programme to undertake a project and complete a report as an integral part of their placement.	
2. The Industrial Liaison Unit is required to approve any contract of employment the student is asked to complete. Please could you ensure any such contracts are promptly sent to us prior to student signature.	
Check the details above (alter or amend as necessary) and return one signed copy, together with the attached insurance sheet, as confirmation of the terms of the placement.	
Signed/Position _____ Date _____	
Thank you for supporting the industrial liaison programme. We hope that the placement will be of mutual benefit.	
Best regards _____ Industrial Liaison Unit	

Preparation > Tutors Summary

- ◆ *Ensure that you have fulfilled the QAA Code of Practice on Placement Learning by:*
 - *having an official work placement policy and/or procedure*
 - *making sure the intended learning outcomes contribute to the overall aims of the placement programme*
- ◆ *Create a clear and fulfilling programme for the students.*
- ◆ *Make students aware of assessment requirements prior to the placement.*
- ◆ *Continue to develop relationships with existing and prospective work placement employers.*
- ◆ *Use codes of practice/learning contracts/confirmation letters to ensure that all stakeholders are fully aware of, and agree to, their responsibilities and roles prior to the placement.*

During > General 1 > Placement Assessment

In its broadest sense assessment can extend to all three stakeholders. Students expect to be assessed, as it is the nature of education to set tasks and measure results. The monitoring process however should aim to assess the contribution of education and employer too because successful systems rely on all concerned playing their roles effectively.

Students should expect to be assessed formatively (during placement) and summatively (after placement) and they should also realise that assessment can be formal and informal.

Informal Assessment

A student's day to day activities will undoubtedly evoke judgement by employers as to how well they are adapting to the company and how they are 'fitting in'. Each task a student tackles will be viewed, as will how they relate to others. Do they show initiative or wait to be told what to do? Do they start work on time? Are they dressed appropriately? Do they understand instructions?

The key to managing any anxieties evoked by this process lies in regular feedback of performance, praise when warranted, and support in dealing with weaknesses.

Formal assessment

For the HEI, successful completion of placement depends on clearly defined outcomes and these can include:

- a designated number of weeks in placement;
- a diary or learning log;
- a satisfactory report from the employer;
- a project/report on some aspect of placement;
- a satisfactory report from visiting tutors.

During > Tutors

1 > Supporting Students on Placement

Students should be well aware of the nature of work placement and what is expected of them to ensure that they gain maximum benefit from the experience.

Course curricula can go a long way to helping students learn about their chosen industry and its operational techniques and processes (see [Preparation > Tutors > 5 > Relating Work Experience to the Course](#)). However, academics realise that not all knowledge and skills can be learned in the classroom, and work experience is pivotal not only in contextualising theory but also putting into practise in getting involved in a real industry atmosphere.

On commencing the placement your students should be fully briefed and prepared for their experience and how to make the most from it. Students should know in advance what employers expect of them and that they will be ambassadors for their HEI. Assignment work and assessment criteria should be clear and the timing of them should take account of the company's needs and work patterns.

However, it is very important that students don't feel totally cut off from the institution and in accordance with QAA Code of Practice on Placement Learning precept 5 (see [Appendix 2](#)), guidance and support should remain available during the placement.

There are a number of ways to maintain contact with students on placement, even those abroad, examples of which are:

- telephone number of a named member of academic staff;
- telephone number of placement tutor;
- tutor visits to students;
- email addresses of appropriate staff;
- periodic newsletters to keep placement students aware of life and developments at the institution;
- telephone hot line for advice/tutorial support;
- course web site for information/chat room facilities;
- letting students know where other students are placed.

Regarding complaints, QAA Code of Practice on Placement Learning precept 7 (see [Appendix 2](#)) requires a procedure to be in place in order to:

- keep records of all formal complaints received in connection with work placement and follow up action taken; and
- investigate and respond to common causes of complaints about learning.

(Also see QAA Code of Practice on Academic Appeals and Student Complaints on Academic Matters.)

During > Tutors

2 > Assessing Students on Placement

Placement learning should be considered as an integral part of the course programme and subject to the same procedures as institution based assessment. Furthermore, the form and level of assessment should be appropriate to the course aims and objectives.

Irrespective of what form placement learning takes, the institution will wish to give consideration to the contribution that the experience impacts into learning and specific programme outcomes when it:

- designs, approves, monitors and reviews the programme;
- designs and implements the assessment strategy for the programme.

"The institution should have in place policies and procedures to ensure that responsibilities for placement learning are met and that learning opportunities in the placement are appropriate."

(QAA Code of Practice on Placement Learning precept 2 - see [Appendix 2](#)).

Assessment and accreditation

Institutions should make clear the extent to which the workplace assessment contributes to the final degree award. For example, in the case of a degree programme, is workplace assessment a compulsory activity but ungraded in terms of the degree class. If it is a separate award or classification, how is it composed?

- free standing module;
- optional or compulsory;
- internal or external award;
- transcripts and/or progress files.

Forms of assessment

The assessment should be appropriate to the award both in terms of type and level. Common types of work-based assignments include:

- a situational analysis of the company detailing its organisation structure, operational systems and position in the market;
- a description and analysis of a section/department that the student works in with recommendations for future development;
- a report of an investigation into a problem/opportunity area identified by the student/company.

Problems peculiar to workplace assessment

The nature of placing students with a variety of companies brings with it certain problems for academic staff in relation to assessment. Some companies will have been offering placements for some time whereas for others it may be a new experience. Of course with appropriate briefings by the institution all companies should be aware of the assessment requirements but even so, uniformity can be difficult to maintain when considering the wide span of different placement experiences.

Particular problems to consider are:

- Different start dates of student placements leaving some with ample time to address assessment requirements and others with too little (you may wish to develop an 'extensions to hand-in date' policy when delays to starting placement are not caused by the student).
- Variability of company support for an assignment, some students are assisted within the company in identifying and working on the task whilst other students do not. This problem is not easily overcome even with adequate briefing information to the company. The size of company and nature of the placement may lead to variations in support level provided and the assessment process should recognise this.

During > Tutors

3 > Tutor Visits

The prime purpose of visiting students on placement is to ensure that the experience is working out satisfactorily for both the student and the company. The visit provides an opportunity to remedy any problems or concerns. The visit also emphasises to students the important nature of workplace learning and will almost always lead to really effective one-to-one discussion about the company and industry and how theory and practice relate.

Visiting companies can also be a means of updating industrial developments, confirming appropriateness of course curricula and informing the course development process, and can be interpreted as staff development.

Visit Agenda

Each visit to a work placement student should have a pre-arranged agenda forming the backbone of the discussion. To avoid confusion the agenda should be known to the student and the placement company prior to the visit. It is just as important to spend some time with the supervisor as with the student to demonstrate the institution's commitment and aspirations to the attainment of quality work placements.

It is normal procedure to meet with the supervisor first, not only to observe normal hierarchical protocol, but also to establish how the company views the student's commitment and progress. Establish the acceptability of conducting the tutorial with the student as part of a tour of the company to achieve greater understanding of the placement and to observe current industrial practice.

A typical agenda for a first visit to a placement student would be:

- Establish how well the student has settled in.
- Has the student received an induction from company? (Including health and safety issues).
- Look at the student's placement diary.
- Ask questions about the company to establish the student's understanding.
- Discuss the student's ideas about oncoming assignments - particularly if the institution requires topic proposals.
- Ask if the student has any unresolved problems with the placement.

Agendas for subsequent visits

Agenda content will depend on the nature, duration and level of course but example topics for discussion could be:

- Look at placement diary.
- Questions of a deeper nature which show if student has grasped the company's operational systems and how the company fits into the industry at large. Seek analytical views as to how the company could improve.
- Look at progress towards institution assignments.
- Look at draft proposal of final year dissertation or project (if applicable).
- Student's career aspirations as a result of learning on placement.

For examples of a visiting tutor questionnaires in alternative formats - see [Appendix 12A-D](#).

See [Appendix 13](#) for an example of skills tracking as part of the placement process, in which a definition of skills is provided and the student and the placement supervisor both fill out a skills assessment at the start and end of the placement and at each visit.

During > Tutors Summary

- ◆ *Maintain support and guidance for students on placement - use a variety of ways to keep in contact.*
- ◆ *Use your complaints procedure to record, investigate and respond to any complaints in connection with work placement.*
- ◆ *Ensure that the form and level of any assessment is appropriate to the course aims and objectives.*
- ◆ *Get the most out of tutor visits by ensuring both the student and the employer have a copy of your agenda (or the questionnaire to be completed).*

After > General

1 > Post Placement Feedback

The success of a student's work placement period can be measured by monitoring and assessment methods, both by the academic institution and employer. This kind of feedback whilst helpful to the student is not enough to maximise the experiences gained. A number of different methods can be used to help students reflect on placement experiences and identify the tangible benefits that have accrued such as key skills and personal development.

This reflective process however will not happen for all students, if there are no strategies in place to foster it.

Performance on a course of study and performance in an industrial environment can be markedly different and it is not unknown for students who are academically gifted to find working life more challenging to excel in, and of course, some students who appear only average academically can really excel in the workplace.

Students may benefit from objective feedback but they learn much more by being reflective about the skills they have developed and what they found out about themselves in the workplace.

Completion of the placement period is certainly a time for students to reflect on the work experience in order to maximise its value and to develop their CV's. Contacts that have been made in industry should be noted and a fresh approach to career aspirations can be taken in the light of experience.

Both the employer and institution can play a part, using their experience of the post placement period, by helping the student to use reflective learning to its full potential.

The employer can help by conducting a post placement interview with leaving students to summarise their placement with them and provide an objective view of what they have contributed to the company and how they developed as individuals.

The institution can help by holding debriefing sessions with students in relation to key skill acquisition and also by organising presentations by returning students to staff, employers and students who have yet to commence work placement.

After > Tutors

1 > Organising Student Feedback presentations to Peers and Tutors

Providing a forum for returning students to give feedback on their work placement, offers many opportunities to maximise the benefits of a valuable period of experiential learning.

Students should be aware of the feedback forum prior to starting their work placement so that material for the presentation can be developed during the placement. Company material of a sensitive or confidential nature should not be included in any 'out of company' presentations.

Feedback could be in the form of individual students presenting aspects of their placement experience, or it may be beneficial to organise students into groups of 'similar job roles' for small group presentations.

In order to make the most of such an event, time should be taken in defining the target audience. The audience could include:

- Peers on the same year of the course;
- Peers on other years of the course;
- Employers;
- Academic staff;
- Placement organising staff;
- Institution senior management/Department heads.

The briefing for the student presentation should outline its purpose and time allocation with advice on possible forms of presentation, and the possibility of video recording.

The benefits of conducting student feedback sessions can be summarised thus:

For the student;

- Valuable practise at giving presentations,
- Encouraging an analytical approach to placement experience,
- Encouraging reflective learning,
- Learning about other companies from their peers,
- Observing different approaches to presentations by peers,
- Showcasing their abilities to potential employers,

For the institution;

- Assessing quality of placements,
- Observing how students handle the task of making presentations,
- Informing curriculum development needs,
- Learning about different aspects of placement company activities,

For the employer;

- Maintaining contact with the HEI,
- Observing a number of student presentations to assess possible employment potential,
- Observing the student perception of their placement,
- Observing how other companies organise their placement,
- Identifying areas where the placement experience could be improved.

After > Tutors Summary

- ◆ *Devise a method of student feedback that will provide most benefit to all three stakeholders. Encourage your students to be reflective about their placement, and help them to place their experience within the objectives of the curriculum.*

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Contacts

- **WORK PLACEMENT/WORK EXPERIENCE**

National Centre for Work Experience:

Prospects House, Booth Street East, Manchester, M13 9EP
Tel: 0845 6015510. www.work-experience.org

STEP (Shell Technology Enterprise Programme):

Harling House, 62 Copperfield Street, London SE1 0DJ
Tel: 020 7921 5450 www.step.org.uk

Student Employment Services Ltd:

3 Westbrook Court, Sharrow Vale Road, Sheffield S11 8YZ
Tel: 0114 266 9999

Student Support Services:

2 Park Avenue, Hutton, Brentwood, Essex CM13 2QL
Tel: 01202 739 181

TOPs (Training Opportunities Placement Scheme):

LGO, Layden House, 76-78 Turnmill Street, London EC1M 5LG
Tel: 020 7296 6508

Prospects - www.prospects.ac.uk

National Work Experience Bank - www.workbank.man.ac.uk

Jobs Unlimited - www.jobsunlimited.co.uk

Monster - www.monster.co.uk

Top Jobs - www.topjobs.co.uk

Ask Jeeves (has a number of job links) - www.ask.co.uk

- **EQUAL OPPORTUNITIES**

Equal Opportunities Commission (EOC) www.eoc.org.uk

0161 833 9244 - Employment Department

Commission of Racial Equality (CRE) www.cre.gov.uk - 020 7828 7022

The Disability Law Service - 020 7831 8031

Disability Rights Commission Helpline – 08457 622 633

The Employment Law Website www.emplaw.co.uk/free/index.html

Lesbian and Gay Employment Rights (LAGER) www.lager.dircon.co.uk/index.htm

CANDO Database (Careers Advisory Network on Disability Opportunities)

www.cando.lancs.ac.uk

UKCOSA (The Council for International Education)

020 7354 5210 – www.ukcosa.org.uk

- **MISCELLANEOUS**

Environmental Health Department or Health and Safety Executive

www.open.gov.uk/hse/hsehome.htm

Public Enquiry Point 0114 289 2345

WorkExpo readymade work experience programs

www.infoplan.com.au/Features.htm

The Suzy Lamplugh Trust (National Charity for Personal Safety)

www.suzylamplugh.org

National Minimum Wage

Enquiries line - 0845 6000 678 Detailed guidance - 0845 8450 360

CV guidance - www.alec.co.uk/cvtips

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Appendix 1

The National Council for Work Experience Code of Good Practice



CODE OF GOOD PRACTICE

A definition of quality work experience:

Quality work experience is temporary employment of a student, usually off campus, within a framework of learning and assessment where the individual student takes control of the learning.

The following represents criteria for good practice based on the experience of practitioners:

- The student is taught by the HEI to identify and recognise potential learning outcomes, including key skills development and subject related skills, where appropriate
- Learning objectives are set by the HEI, employer and student within an agreed structure or framework
- Supervision is by an employer supervisor or mentor who understands the objectives and benefits and learning outcomes for both sides
- Regular feedback is given
- Where possible, academic supervision and visits take place at an agreed frequency
- A project or series of tasks is undertaken and a report is written
- Learning, development and achievements are articulated by the student in written form
- Guidance is provided to integrate this learning into longer term career planning
- An assessment is made of skills development
- Recognition, credit or a certificate is awarded

Employers need, therefore, to know what constitutes good practice on their side:

- Relevant legislation is adhered to, e.g. health and safety at work, employer's liability insurance and equal opportunities legislation
- Students who contribute to the profitability or objectives of the organisation are paid a proper wage for their work
- A job description is given and where appropriate a contract of employment is given
- Induction is given into the organisation and the job
- Learning objectives are set
- Supervision is given by an employer supervisor who understands the objectives, benefits and learning outcomes of the work experience
- Regular feedback is given
- Opportunities for training are given where appropriate
- An appraisal is given during and at the end of the placement by the supervisor
- An assessment is made of achievements and key skills development, with guidance, where necessary from the HEI.
- Access to a visit from the HEI to the workplace is made possible

Appendix 2

Code of practice for the assurance of academic quality and standards in higher education.

Section 9: Placement learning The Precepts

General principles

1

Where the placement learning is an intended part of a programme of study, institutions should ensure that:

- their responsibilities for placement learning are clearly defined;
- the intended learning outcomes contribute to the overall aims of the programme; and
- any assessment of placement learning is part of a coherent assessment strategy.

Institutional policies and procedures

2

Institutions should have in place policies and procedures to ensure that their responsibilities for placement learning are met and that learning opportunities during a placement are appropriate.

Placement providers

3

Institutions should be able to assure themselves that placement providers know what their responsibilities are during the period of placement learning.

Student responsibilities and rights

4

Prior to placements, institutions should ensure that students are made aware of their responsibilities and rights.

Student support and information

5

Institutions should ensure that students are provided with appropriate guidance and support in preparation for, during, and after their placements.

Staff development

6

Institutions should ensure that their staff who are involved in placement learning are competent to fulfil their role.

Dealing with complaints

7

Institutions should ensure that there are procedures in place for dealing with complaints and that all parties (higher education institutions, students and placement providers) are aware of, and can make use of them.

Monitoring and evaluation of placement learning opportunities

8

Institutions should monitor and review the effectiveness of their policies and procedures in securing effective placement learning opportunities.

Appendix 3

An example of a Work Placement Code of Practice

In line with accepted codes of practice, the Work Placement Scheme, provides the following activities:

- the generation of placement opportunities;
- the negotiation of placement conditions;
- the preparation of students for placement;
- the overseeing of the applications of students for placements;
- the monitoring of progress of students on placement;
- the integration of feedback from students following their placement.

Objectives of placement

All placements have a common set of objectives which are:

- to develop student enterprise and **key skills** such as **communication, numeracy, I.T., working with others and learning how to learn**;
- to consolidate, complement and extend aspects of the academic programme carried out at the institution;
- to enhance students awareness of the work environment in both a professional and social context;
- to assist students to assess and develop their career focus;
- to maintain and develop links between the institution, employing organisation and the community.

Preparing students for placement

The stages in operation of students for the application process are:

- initial introductory talk to all beginning first level students;
- collective presentation to all interested students in their first year, involving representatives from Industry and the Institution;
- a workshop providing opportunity to research information on companies, discuss and prepare CV's, cover letters and application forms, and to discuss and practice interview skills;
- opportunity to read reports of past placement students.

Students are advised of materials available in the Careers Service. Feedback is sought from students on their views of pre-placement preparation.

Monitoring Progress

- Placement students are made fully aware of their responsibility to contact their placement co-ordinator and/or academic supervisor to seek advice and to inform them of any problems.
- The placement co-ordinator will endeavour to respond to any requests made by students in placement. Regular contact with students in placement is made by e-mail, telephone or post.

- Visits will be made to students on placement twice a year by their academic supervisor. Academic supervisors will meet with the industrial supervisor and student, both alone and in group discussion. The academic supervisor will provide a feedback form to the co-ordinator. Any problems can be discussed and acted on as necessary.
- In the case of placements abroad, the institution will attempt to make a site visit. However, regular contacts (by the student) with the co-ordinator are emphasised.
- Students will be provided with guidance detailing useful information and deadlines.

Assessment

Students should be advised of the assessment components and criteria in advance of the commencement of their placement.

(Insert outline of the assessment requirements of the institution for students on placement).

Accreditation

Final degree certificates are awarded as 'Programme of Study with industry' in acknowledgement of the work placement year.

Post-Placement

Following placement, a debriefing meeting will be held, where students are asked to reflect upon their placement and to discuss any difficulties encountered.

Health and Safety

- The institution has a duty of care to students in placement, although the placement institution has responsibility under the Health & Safety Act.
- Placement institutions are asked to complete a Placement Health & Safety Checklist to confirm they are registered with the Health & Safety Executive, or the Local Authority Environmental Health Department.
- Students must complete and return a Student Induction Checklist at the start of their placement, which is contained in their Work Profile.
- Although visiting academic supervisors are not expected to be experts in Health & Safety at Work, they should be aware of, and report on, any obvious safety shortcomings in the work environment.

RESPONSIBILITIES OF PARTIES INVOLVED

Of the Institution

To the student:

- to appoint an academic supervisor to visit the student on placement;
- to monitor the performance of the student and advise him/her appropriately;
- to conduct assessments.

To the employer:

- to guide the employer in the assessment criteria used by the Institution;
- to co-operate with the employer on any aspect of concern regarding the performance or behaviour of the placement student;
- to maintain confidentiality concerning the employer's work.

Of the Employer

To the student and the institution:

- to plan the training and work programme to be undertaken by the student in consultation with the work placement co-ordinator;
- to offer a contract, with the duration of the placement and the terms of employment specified;
- to treat the student as a member of the workforce;
- to provide an induction to the organisation and its working practices;
- to nominate a supervisor for day-to-day care of the student;
- to ensure a safe working environment, in conformity with Health & Safety legislation;
- to provide appropriate liability and insurance cover;
- to facilitate communication between the student and academic supervisor;
- to participate in the assessment of the student;
- to advise the work placement co-ordinator of any case of breach of discipline.

Of the Student

To the employer:

- to abide by the company's employment rules;
- to maintain confidentiality concerning the company's work;
- to carry out the work programme specified by the employer under the supervision of the specified supervisor(s), with professionalism.

To the institution:

- to complete all reports and records for the institution as specified;
- to consult with the co-ordinator before making any changes in the terms and duration of the placement;
- to provide access to all records maintained during the placement for the visiting academic supervisor, except where there is an issue of commercial secrecy or national security.

Appendix 4 Pre-Placement Information Sheet & Skills Audit

Student:

The Placement Data Sheet is intended to present a focused view of your placement interests and also of the range of abilities/personal skills relevant to your placement situation. The information will be of value in arranging a placement for the year ahead. Every effort will be made to holistically consider all your interests and make the best use of all your skills.

Specific Areas

	Interested	Would be OK	Definitely Not
Marketing			
Advertising			
Publishing			
Event Management and Promotion			
Design/Project Development/Management			
Television/Radio/Music/Entertainment			
Architecture/Property Development			
Information Communication Technology			
Arts/Antiques/Heritage/Culture			
Tourism/Leisure			
Research			

Location

	Would like this	Would be OK	Definitely Not
Anywhere			
London only			
Anywhere except London			
Stay local to NTU			
Other (Please state)			

Accommodation Contacts

Do you have accommodation contacts e.g. relatives/friends in certain areas	YES	NO
If YES, what are the areas		
Do you wish to work overseas?	YES	NO
If YES, where would you like to go		
Do you have the use of a car?	YES	NO
If YES, do you have a clean driving licence		
Some Placements, particularly those overseas and in London may involve considerable additional expense in terms of accommodation and travelling. Have you considered the cost implications and are you in a position to support this? (i.e. the salary you earn may not be sufficient to cover all costs incurred).	YES	NO

Specific Skills

	Good	Fair	Not confident
Team work, negotiation and collaboration			
Planning and Organisational Skills			
Independent and self motivated			
Time Management			
Numeracy – analysis of financial information			
ITC Internet and e-mail PhotoShop Freehand Quark Supercard PowerPoint Microsoft Office Other – specify			
Research Skills and Methods			
Problem Solving			
Communication and presentation Written Verbal Visual			
Language (Please specify) e.g. French, level one			
Any other information			

Short personal statement that your placement officer could use to describe you as an individual to a prospective employer.

Appendix 5 'What employers want' - survey results

What do Employers want?

“The vast majority of employers want more than just a degree. They will be looking for other skills and attributes. A survey of graduate recruiters found the 10 most important to be...”

- Communication skills
- Teamwork
- Enthusiasm
- Motivation
- Initiative
- Leadership
- Commitment
- Interpersonal skills
- Organising
- Competence in a foreign language

“You can illustrate these skills by work experience even if not directly ‘relevant’ to the job you are going for.”

Source: AGCAS/AGR Subcommittee on Racial Equality
Autumn 1997

What Employers Want - The Top 25 attributes

Rank order of importance		Employer ratings (%) for	
		Importance	Satisfaction
1.	Willingness to learn	93	83
2.	Commitment	88	74
3.	Dependability/reliability	88	73
4.	Self-motivation	88	74
5.	Team work	87	70
6.	Communication skills (oral)	87	62
7.	Co-operation	86	77
8.	Communication skills (written)	86	57
9.	Drive/ energy	84	73
10.	Self-management	84	64
11.	Desire to achieve/motivation	84	76
12.	Problem-solving ability	84	63
13.	Analytic ability	83	67
14.	Flexibility	83	73
15.	Initiative	83	64
16.	Can summarise key issues	82	60
17.	Logical argument	82	66
18.	Adaptability	81	70
19.	Numeracy	81	71
20.	Adaptability (organisational)	80	67
21.	Can cope with pressure/stress	80	64
22.	Time management	80	58
23.	Rapid conceptualisation of issues	79	65
24.	Enquiry and research skills	79	68
25.	Self-confidence	78	69

Source: Employer Satisfaction: Summary by Lee Harvey and Diane Green. QHE project. University of Central England 1994.

Key Skills (Guardian Article 24.02.98)

'Glaring mismatch between the skills employers value most and what students thought employers desire, according to a recent large scale research by the Department of Education and Employment. True, the majority of students rightly believe employers seek to hire graduates who can communicate. Students may need to think again about how much weight employers ascribe to the ability to learn new material and solve problems. Interestingly students rightly assume employers welcome students who are good at managing their own work, yet it is this particular attribute that employers find it hardest to recruit.'

Key skills

• Verbal communication	=	3
• Written communication	=	2.9
• Problem solving	=	2.8
• Numeracy	=	2.5
• IT	=	2.2
• Teamwork	=	2.7
• Self management	=	2.6
• Learning	=	2.8
• Technical	=	2.1

1 = Unimportant

2 = Indifferent

3 = Important

Source: The GET (Graduate Employment and Training) Report published by Hobsons.

Appendix 6 Placement Programme Calendar - Bookmark Idea

This bookmark is an alternative method of presenting the calendar of the work placement process to students, and as it can be used day-to-day it will act as a regular reminder:

Industrial Liaison Unit	
<u>Timetable of Events</u>	
<u>Year 1</u>	
<u>June</u>	- Presentation introducing the different roles in industry
<u>Year</u>	
<u>Oct - Dec</u>	- ILU Induction - Presentations by M&S, Arcadia and Debenhams - Seminar giving tips on how to complete these application forms - Individual advice and help on completing these application forms from ILU officer
<u>Jan - Feb</u>	- CV Seminar - Interview Techniques Seminar - Individual 20 minute tutorials
<u>March Onwards</u>	- Student's CVs sent out - Interviews organised - Placements confirmed
Open Door Policy	
- Students encouraged to pop into the office to find out where their CVs have been sent and to gather more information on the company and job if they have secured an interview - Extra tutorials organised when necessary.	
<u>March - April</u>	- Presentation by previous placement students about their experience
Any queries contact:	Industrial Liaison Officer
Contact details	

Appendix 7 An example of a Learning Contract

Industrial Placement - Learning Contract

What we require from you:

1. To meet all deadlines as indicated by Course Team/Industrial Placement Tutor.
2. To provide a CV and covering letter, to a professional standard, by deadline identified by Course Team.
3. To attend all tutorials/appointments arranged or to notify tutor beforehand of unavailability.
4. To be available for work for a minimum of 6 weeks between May and September (or on release as negotiated with the Course Team).
5. To attend all interviews arranged by, and agreed with, the Industrial Placement Tutor, or your Course Director.
6. To carefully consider and discuss with the Work Placement Tutor or Course Director - all offers made as a result of interviews.
7. To start and finish work on dates agreed with employers and the Course Team.
8. To NEVER WALK OUT or leave a placement without prior consultation with the Course Team.
9. Once placement has been completed, to agree not to approach companies participating in the work programme on your own; discuss it first with the Course Team.
10. To keep the Course Team informed of any other work arrangements made directly or individually by you at any time.
11. To behave in a professional manner at all times during the industrial placement.

What you can expect of us:

1. A thorough initial briefing to outline key dates and assessment requirements.
2. Advice on the production of CVs/ covering letters.
3. An individual tutorial with the Industrial Placement Tutor to identify personal strengths/weaknesses and most appropriate areas of industry for placement.
4. Appropriate support and guidance in finding industrial placements.
5. To keep you informed of suitable vacancies and to assist in arranging interviews where necessary (ie where companies have contacted course team directly).

I have read, understand, and agree to abide by the above conditions.

Signed:..... **Group:**.....

Name: (*printed*).....

Date:.....

Appendix 8 An example of an Employer Declaration

BA (Hons) P.D.F.I./Industrial Liaison Unit

Organisation providing placement _____

Student _____

Duration of placement: From _____ to _____

Placement Providers Declaration

- a) We accept responsibility for the student under the Health and Safety at Work Act 1974
- b) We confirm that the student is deemed to be an employee for the purposes of our Employer's and Public Liability insurances.
- c) Should the student be expected to work with restricted machinery, equipment or substances hazardous to health, safety precautions will first have been taken, first aid facilities will be available, training, supervision, and protective clothing will be provided.

Signed on behalf of the Organisation providing placement

_____ Position held _____

Date _____

Appendix 9

Detailed Health & Safety Information

Health and Safety for students on Work Placements

1. Action to be taken in an emergency

Due to the wide variety of work that is carried out and the possible complex layout of the various buildings, it is not possible to produce a set of valid and detailed emergency instructions to cover every situation that may arise. For this reason, each employer has its own emergency instructions relating to particular buildings. There should be in every building a notice setting out the procedure to be adopted in case of fire.

This instruction should be studied and committed to memory.

There are certain points that apply to all emergency situations:

- you should commit to memory the standing orders for emergency action. You will have no time to read them in an emergency;
- remember you are expected to act in the spirit of the instructions. There is no substitute for common sense;
- the most important consideration at all times is human safety;
- remember if you become a casualty someone must rescue you, possibly at personal risk to themselves;
- you should act quietly and methodically. You should not rush or attempt to pass others when leaving the scene of an emergency;
- the senior person present should assume control of the situation, ensuring the safe evacuation from the premises of all persons present and be prepared to warn the Emergency Services, etc, of known specific hazards.

If you have to telephone for assistance in an emergency, the following information must always be given:

- who you are;
- where you are: i.e. the location and telephone extension from which you are telephoning;
- the nature of the emergency and what services are required ;
- the exact location where assistance is required.

You should ensure that the message has been correctly received by asking for it to be repeated back to you.

It is essential that the location is clearly defined. Local terminology should not be used because for instance, 'the research site' means very little to the Emergency Services.

It is important always to give the correct name for the building and the street where it is located. If the postcode is known that should also be provided.

2. The Health and Safety at Work Act 1974 (HASWA)

The Act is based upon the concept of a general duty of care for most people associated with work activities. The specific aims are to:

- secure the health, safety and welfare of persons at work;
- protect persons other than persons at work against risks to health or safety arising out of, or in connection with, the activities of persons at work;
- control the keeping and use of explosive or highly flammable or otherwise dangerous substances, and generally prevent the unlawful acquisition, possession and use of such substances;
- control the emission into the atmosphere of noxious or offensive substances.

Main provisions of HASWA

There have been a number of Regulations, etc, since HASWA but fundamentally they only amplify the basic concepts contained within HASWA. Those provisions applicable to people place various duties upon employers, employees and others. In brief, these are:

General duties of employers

Employers are required, as far as reasonably practicable, to:

- ensure the health and safety and welfare of employees;
- provides safe plant and systems of work;
- ensure safe use, handling, storage and transport of articles and substances;
- provide information, instruction, training and supervision;
- maintain a safe place of work and safe means of access and egress.

General duties of employers to employees

The effect is to make criminally enforceable the common law duty to take reasonable care for the safety of employees. This includes the requirement, as far as reasonably practicable, to ensure:

- employees know the risks;
- employees know the precautions ;
- the precautions are available;
- employees know the precautions available.

General duties of employers to persons other than employees

Employers have a general duty to protect anyone affected by the undertaking, eg the general public. Regulations:

- require information to be given to persons affected, eg living near the plant;
- prescribe situations regarding emission of fumes, smoke, etc.;
- place duties on persons in control of premises in relation to harmful emissions into the atmosphere.

Duties towards the customer

Duties of those who design, manufacture, import or supply and install articles or substances are to:

- ensure that they are safe and without risk to health;
- carry out tests, examination and research (or have it done on their behalf);
- provide adequate information regarding proper use, maintenance, etc.;
- install erect plant and equipment safely.

The duties can be relieved by a written undertaking from the supplier that he/she will take the steps to ensure that the article or substance will be safe in use or while being cleaned, maintained, etc

Duties of employees

No levy on employees is permitted for the provision of statutory protective equipment.

Employees must:

- take reasonable care for themselves and others;
- co-operate with the employer and use safety appliances;
- not recklessly and wilfully interfere with safety appliances;

Written safety policies

Companies must prepare and revise, when necessary, a written statement of their general policy towards health and safety at work setting out:

- the organisation - i.e. who is responsible;
- the arrangements - i.e. what is to be done.

Safety representatives and committees

Trade Unions may, in accordance with Regulations, appoint safety representatives and ask for a safety committee.

There is a duty on an employer to enter into consultation with representatives, whose functions and rights are prescribed by Regulations.

Disclosure of information

Inspectors may tell safety representatives what they ask the firm to do.

Powers of inspectors

Inspectors have wide powers of:

- entry;
- inspection ;
- interview of persons;
- collections of information;
- photographing and recording;
- taking samples;
- seizing dangerous substances or plant;
- taking written statements.

Enforcement

• Improvement Notice

This requires an organisation to take remedial action within a specified period. Failure to comply incurs a large fine (or an unlimited fine on indictment).

• Prohibition Notice

Activities giving rise to imminent danger must cease on the date stated - which may be immediate. Failure to comply incurs a large fine (or an unlimited fine on indictment).

• Codes of Practice

These are admissible as evidence in determining practicable, reasonably practicable and by practical means.

• Other Offences

These can incur a large fine on summary conviction or, on indictment, an unlimited fine and up to two years' imprisonment.

• Appeals

Employers may appeal to an Industrial Tribunal within 21 days against Improvement and Prohibition Notices. Improvement Notices are suspended until the appeal is heard, but not Prohibition Notices.

Prosecution is the ultimate deterrent. Prosecutions can be taken out against corporate bodies or individuals but in all cases the onus of proof lies with the accused ie an organisation or individual is deemed to be guilty and must prove they exercised all due diligence or took all reasonable precautions to prevent the incident happening.

3. General safety

INTRODUCTION

The prevention of accidents in laboratories, stores, workshops and all other places of work is a duty of every individual using or entering them. Ensuring the safety of others is as important as the avoidance of personal injury.

Everyone should make it his or her first task to become familiar with any special instructions issued for dealing with emergencies peculiar to the place in which he or she is working.

GENERAL SAFETY RULES

Eating, drinking, smoking and the application of make-up in laboratories or when handling or working with chemicals is prohibited. Smoking may also be prohibited in many other areas as well.

You should familiarise yourself with:

- the layout of the building;
- the location of fire-fighting appliances and how they work;
- ways to get out of the building in an emergency, which may be different to the way you came in;
- the siting of telephones; and
- first aid arrangements.

Remember: it may be too late to find out the appropriate action to take when an emergency actually happens.

If you have any queries on safety matters: consult your supervisor or safety representative.

4. Specific Topics

FIRE

General information

Most fires can be prevented by applying routine precautions, some of which are set out below. When a fire occurs, the principal hazard to people is the smoke that is generated and most deaths at fires are due to asphyxia by smoke. Double doors in corridors and doors leading from kitchens, for example, are designed to retain the smoke to allow the remaining corridors to be used for evacuating the building. The walls of corridors have a specified fire resistance so that the fire can be contained in a small section of the building.

Means of escape

Ensure that rooms, passages, corridors and stairways are not obstructed and that corridor fire doors are kept closed. If a room contains an emergency exit, make sure that it is unobstructed so that it is immediately available for use in an emergency.

Fire extinguishers

Do not attempt to use an extinguisher unless you have received appropriate instruction and training and if it is safe to do so.

Discretion is essential in deciding the lengths to which fire-fighting is pursued. Portable fire-fighting equipment is not designed to cope with extensive fires and it is important that fire-fighting should cease and the location should be evacuated as soon as the effects of fire threaten the means of escape, the building structure, or otherwise indicate that it is out of control.

Although further action might reduce material losses no such saving can compare in importance with human safety.

Before attempting to fight a fire: always ensure the alarm has been raised and you are able to leave the area if the fire escalates out of control.

Ensure you know: the correct fire extinguisher to use and have received instruction in its use. For example, in a laboratory situation, use of the wrong choice of extinguisher can turn a minor incident into a major disaster.

Use carbon dioxide extinguishers with care: they can reduce the oxygen content of the atmosphere in a confined space to a dangerously low level.

There are many kinds of fire-fighting equipment in the workplace: it is the duty of everyone to know where they are located, and for what types of fire each one is intended. Whenever fire-fighting equipment has been used an immediate report should be made to the supervisor so that the equipment may be recharged or replaced.

Use of fire extinguishers

- **Carbon Dioxide** (usually black in colour) extinguishers are the type most generally used for electrical fires or in laboratories, and have several advantages in dealing with small fires. No mess is made and there is little danger of apparatus nearby being knocked over or damaged. They can be used where live electrical circuits are involved. However, they have little cooling effect and until the extinguished material has cooled below the ignition temperature care must be taken that the fire does not re-ignite.
- **Water** (usually red) extinguishers discharging water under pressure from a carbon dioxide cartridge are recommended for use on fires involving paper, wood, etc. They must not be used on fires where there are live electrical circuits. They may be used for solvents miscible with water. It should be noted that the strong jet of water can itself cause damage.

- **AFFF (Aqueous Film Forming Foam** - usually cream) multi-purpose extinguishers are suitable for most types of fires (materials, etc) and are ideal for dealing with the majority of fires involving flammable liquids. The aqueous film prevents re-ignition of the fire with limited cooling properties. Foam extinguishers may be used on immiscible liquids that are lighter than water, eg petrol and most oils. They must not be used where live electrical circuits are involved.
- **Hose reels** are usually sited in corridors or in large rooms, for use where extinguishers discharging water may be inadequate for the risk involved. They are intended to be used on fires involving wood structures, paper, fabrics etc. The hoses are usually of 22mm diameter and from 25-40 metres in length. Where a control valve is fitted, it is important to ensure that it is fully open before the hose is run out. Hoses fitted with automatic valves operate when between 1 to 3 metres of hose has been run off the wheel.

Fire/smoke-stop doors

Fire/smoke-stop doors may be installed throughout buildings so as to prevent smoke and hot toxic gases circulating along routes to safety. These doors must not be wedged or propped open. They must be kept closed at all times after access and egress has been effected.

Fire instructions

These appear in the Emergency Procedures for the organisation and possibly in the internal telephone directory. They should be displayed on notices in all buildings.

Fire detection systems

Fire detectors give an early warning of a fire, particularly if the fire starts in an unoccupied area. There are generally two types of detector used.

- **Heat detectors** contain either a bimetallic or thermistor device and operate when a rapid increase in temperature occurs. They are fitted in some kitchens, laboratories and corridors. Other heat detectors operate when a fixed temperature, normally 60-70°C, is exceeded and they are used when a rapid rise in temperature can be anticipated in normal operation, eg oven rooms and kitchens.
- **Smoke detectors** contain an ion-chamber and detect the products of combustion. They are the most sensitive of the automatic detectors. Because of their high sensitivity, larger areas can be protected by a single detector and these systems are found in most buildings.

All fire detectors are necessarily sensitive devices and can be easily activated to give a false alarm. Smoke detectors for instance can be activated by dust, steam, or exhaust from petrol or diesel engines. Misuse of fire-fighting equipment, eg hose-reels, fire-extinguishers and fire-alarms, may render it inoperable when required in an emergency and could even result in loss of life. Moreover it is a criminal offence that may result in the imposition of severe penalties by the Courts and disciplinary action by the employer.

PRECAUTIONS IN OFFICES, LIBRARIES ETC

A recent nation-wide survey has revealed that offices are the scene of a substantial number of serious accidents every year. Most of these are avoidable. There is an increasing use of machinery in offices, eg paper-guillotines, duplicators etc, which should be operated only according to the makers' instructions. Only maintenance personnel should remove the enclosing panels of machines.

All portable electric appliances should carry a current Portable Appliance Test label. Leads should not be allowed to trail in a manner likely to cause persons to trip over them or to pull over the item. You should not leave appliances in precarious positions not use waste-paper baskets as ashtrays.

Care must be taken to avoid spillage of water in rooms in which there are electric power points set in the floors. It is possible in some circumstances for a person standing on such a wet floor to receive a severe, possibly fatal, electric shock.

When carrying files, you should not carry so many that your vision is obscured. Filing cabinet drawers should always be closed as soon as you have found what you want. The corner of a metal drawer can inflict a very painful injury. Open only one drawer at a time because more than one drawer open may cause a filing cabinet to tip forward.

You must never stand on revolving stools or chairs and should avoid using any chair or stool where steps are provided. A fall on to the end of a desk or an open drawer can cause a very serious injury.

You should not leave stacks of boxes, kit bags or files on the floor near doorways for people to fall over. Polished floors, particularly if waxed or wet, offer a hazard. You should never run on the polished floors of corridors or common rooms.

WORK OUTSIDE NORMAL HOURS

Many companies have their own rules with regard to work outside normal hours, eg 0800 to 1800 hrs, Mondays to Fridays. Saturdays, Sundays, Bank Holidays and other official holidays are usually regarded as outside normal hours.

Extreme care should be exercised when working outside these times and then only with the explicit authority of the management of that organisation. It should be forbidden to perform operations deemed hazardous by the employer, or his/her nominee, unless some other person is within calling distance, and only after prior permission has been given by the Head of the Section or his/her nominee for the particular work involved.

ELECTRICAL HAZARDS

Two of the worst electrical hazards are careless or unskilled workmanship and faulty or worn out equipment. Neither of these hazards need arise. Electric and electronic supplies and equipment, including batteries and electrolytic capacitors can be responsible for personal injury and even death. They can also cause fires and explosions. Remember, some foreign colour coding of electrical leads differs from British practice. If in doubt, ask.

Electricity and fire

All portable electrical appliances should have a current PAT Certificate. This involves mechanical and visual check that all sockets outlets, switches, flexible leads and electrical appliances are in good condition. In case of fire involving electrical equipment, the first action to take must be to switch off the power supply to that equipment. You should extinguish and electrical fire with carbon dioxide, never with water or foam.

Use of electric points and equipment

Lead length should be adequate for the particular job for which the equipment is currently being used. In no circumstances should you interfere with the wiring or connections of any electric point or appliance. All necessary adjustments or modifications to wiring will be carried out by a duly authorised, competent person.

NOISE

Noise can cause damage to hearing, reduce efficiency or merely annoy. Damage to hearing can result from a sudden violent sound producing an effect as dramatic as the rupture of an eardrum. Continuous exposure to lower noise levels can, however, produce deafness. In the latter case the impairment to hearing may pass unrecognised for a long period of time due to the insidiousness of the effect. For advice on noise problems you should consult the organisation's Safety Officer.

FIRST AID

It is a legal requirement to report all accidents in the workplace. Medical advice should always be sought, however serious the injury. Initially, simple first aid measures may be applied.

Minor cuts

Cuts and grazes are best treated by cleansing under running water and then dried. A dry dressing or plaster should then be applied.

Severe bleeding

Bleeding will be stopped by applying direct pressure on a dressing covering the wound and if possible elevating the affected part.

Burns and scalds

The affected parts should be immersed under running cold water for at least 10 minutes and then a dry dressing only applied.

Chemical spillage

All chemicals must be washed off the body with copious amounts of water. Some laboratories have emergency showers and these should always be used when available.

Needle stick injuries

Allow all puncture injuries to bleed freely and then wash under running water using soap or a hand cleanser. The injury should be reported immediately to the Medical Centre or First Aider.

Eye injuries

All eye injuries must be irrigated thoroughly then treated at the Medical Centre or local hospital. You should never attempt to remove foreign objects from the eye. Always seek medical assistance.

It must also be remembered that any sudden illnesses, bouts of ill health and injuries, should be reported to the Medical Centre or First Aider, as soon as possible.

Further Reading:

Health and Safety Guidance for the Placement of HE Students - Management Guidance, Universities and Colleges Employers Association.

Appendix 10

A Guide to carrying out Risk Assessment of the workplace

The following information is taken from a **Health & Safety Executive guide**, and sets out the key stages in 'risk assessment'.

Five Steps to Risk Assessment

1. This information is intended to help employers and self-employed people to assess risks in the workplace. It is aimed at firms in the commercial, service and light industrial sectors.
2. An assessment of risk is nothing more than a careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill. Accidents and ill health can ruin lives, and affect your business too if output is lost, machinery is damaged, insurance costs increase, or you have to go to court.
3. Don't be put off by the following words:
 - 'Hazard' means anything that can cause harm (e.g. chemicals, electricity, working from ladders, etc.)
 - 'Risk' is the chance, great or small, that someone will be harmed by the hazard.
4. The important things you need to decide are whether a hazard is significant, and whether you have it covered by satisfactory precautions so that the risk is small. You need to check this when you assess the risks. For instance, electricity can kill but the risk of it doing so in an office environment is remote, provided that 'live' components are insulated and metal casings are properly earthed.

How to assess the risks in the workplace

5. Don't be overcomplicated. In most firms in the commercial, service and light industrial sector, the hazards are few and simple. Checking them is commonsense, but necessary. You may have already assessed some of them - for example, if you use toxic or dangerous chemicals, you should already have made an assessment of the risks to health and precautions you need to take under the Control of Substances Hazardous to Health Regulations (COSHH). If so, you can consider them 'checked', and write that down if you are making a written assessment. For other hazards, you probably already know whether you have machinery that could cause harm, or if there is an awkward entrance or stair where someone would be hurt. If so, check that you have taken what reasonable precautions you can to avoid injury.
6. If you are a small firm and you are confident you understand the work, you can do the assessment yourself. If you are a larger firm, you could ask a responsible employee, safety representative or safety officer to help you. If you are not confident, get help from a competent source. But remember- you are responsible for seeing it is adequately done.

Step One - Look for the hazards

7. If you are doing the assessment yourself, walk around your workplace and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate only on significant hazards that could result in serious harm or affect several people. Ask your employees or their representatives what they think. They may have noticed things that are not immediately obvious. Manufacturers' instructions or datasheets can also help you spot hazards and put risks in their true perspective. So can accidents and ill-health records.

Step Two - Decide who might be harmed, and how

8. Think about people who may not be in the workplace all the time, eg cleaners, visitors, contractors, maintenance personnel, etc. Include members of the public, or people you share your workplace with, if there is a chance they could be hurt by your activities.

Step Three - Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done

9. Even after all precautions have been taken, usually some risk remains. What you have to decide for **each significant hazard** is whether this remaining risk is high, medium or low. **First**, ask yourself whether you have done all the things that the law says you have got to do. For example, there are legal requirements on prevention of access to dangerous parts of machinery. **Then** ask yourself whether generally accepted industry standards are in place. But don't stop there - think for yourself, because the law also says that you must do what is reasonably practicable to keep your workplace safe. Your real aim is to make all risks small by adding to your precautions if necessary.
10. Improving health and safety need not cost a lot. For instance, placing a mirror on a dangerous blind corner to help prevent vehicle accidents, or putting some non-slip material on slippery steps, are inexpensive precautions considering the risks.
11. If you find that something needs to be done, ask yourself:
- a) can I **get rid of the hazard** altogether?
 - b) If not, how can I **control the risks** so that harm is unlikely?
- Only use personal protective equipment when there is nothing else that you can reasonably do.
12. **If the work you do tends to vary a lot, or if you or your employees move from one site to another** select those hazards that you can reasonably **foresee** and assess the risks from them. After that, if you spot any unusual hazard when you get to a site, get information from other on site, and take what action seems necessary.
13. If you **share a workplace**, tell the other employers and self-employed people there about any risks your work could cause them, and what precautions you are taking. Also, think about the risks to your workforce from those who share your workplace.

Step Four - Record your findings

14. If you have fewer than five employees **you do not need to write anything down** but if you have five or more employees you must record the significant findings of your assessment. This means (1) writing down the more significant hazards and (2) recording your most important conclusions - for example, 'Electrical installations: insulation and earthing checked and found sound', or 'Fume from welding: local exhaust ventilation

provided and regularly checked'. You must also inform your employees about your findings.

15. **There is no need to show how you did your assessment**, provided you can show that:

- a proper check was made;
- you asked **who** might be affected;
- you dealt with all the obvious significant hazards, taking into account the **number** of people who could be involved;
- the precautions are reasonable, and the remaining risk is low.

Assessments need to be suitable and sufficient, not perfect. The real points are:

- **Are the precautions reasonable; and**
- **Is there something to show that a proper check was made?**

16. Keep the written document for future reference or use; it can help you if an inspector questions your precautions, or if you become involved in any action for civil liability. It can also remind you to keep an eye on particular matters. And it helps to show that you have done what the law requires.

17. To make things simpler, you can refer to other documents, such as manuals, the arrangements in your health and safety policy statement, company rules, manufacturers' instructions and your health and safety procedures. These may already list hazards and precautions. You don't need to repeat all that, and it is up to you whether you combine all the documents, or keep them separately.

Step Five - Review your assessment from time to time and revise it if necessary

18. Sooner or later you will bring in new machines, substances and procedures which could lead to new hazards. If there is any significant change, you should add to the assessment to take account of the new hazard. In any case, it is good practice to review your assessment from time to time. Don't amend your assessment for every trivial change, or still more, for each new job, but if a new job introduces significant new hazards of its own, you will want to consider them in their own right and do whatever you need to keep the risks down.

Getting help

It is a legal requirement to assess risks. In the unlikely event that you get stuck on the assessment, your local health and safety inspector can advise you on what to do.

Appendix 11 An example of a Student Induction checklist

Name of Student:

Start Date:

Employer:

The following items should be included in your induction into the organisation, preferably on your first day. Please check off the items below when they occur and send a copy of this checklist, together with your placement details, to the work placement co-ordinator, as soon as possible after starting. This list is not exhaustive and other topics may be covered, which you may wish to note.

Task	Date
Introduction to key members and their roles explained	
Location of refreshment and recreational facilities	
Place of work	
Dress code	
Work space	
Internal and external communication facilities (telephone, e-mail, post etc)	
Car parking or public transport	

Health and Safety Issues	Date
Emergency procedures	
Safety policy received or location known, informed as to safety organisation and how to raise health and safety issues	
First-aid arrangements and accident reporting	
Fire procedures	
COSHH regulations	
Safe handling procedures	
Protective clothing arrangements	
Instruction on equipment use	
Other issues	

Contacts

Contact with overall responsibility for placement students:

Named supervisor:

Contact for compliance with Health & Safety legislation:

Signature of Student: Date:

Appendix 12A-D Four alternative examples of Tutor Visit Questionnaires

Appendix 12A Work Placement Tutorial Report

Section A:	Routine Information
Student	Name:
Company	Name: Address:
Placement Position	Indicate by Title, Role and/or Brief Description of attachment:
Start Date	
Termination Date	
Date of tutorial visit	
Visiting tutor	Name:
1 st , 2 nd , or 3 rd visit	Please indicate:
Company staff with whom student's progress was discussed	Name: Title:
Student's acknowledgement of tutorial	Signature: Date:

Section B	Progress of Placement
Outline of specific tasks, duties, activities undertaken by the student to date:	
Summary of student's view of placement:	
Summary of employers view of student's performance:	
Visiting tutor's overview of placement:	

Section C	Placement Report and Dissertation
Summary of Student's progress in relation to placement project and report	
Summary of Student's progress in relation to identification of an appropriate topic for dissertation	

Section D	Further Action
<p>Any significant problems or recommendations:</p>	
	<p>Placement deemed: satisfactory/ *unsatisfactory.</p> <p>* If unsatisfactory please ensure that the report contains adequate information regarding the placement from employer/ student and visiting tutor. Reports must be processed with the utmost urgency.</p>

Appendix 12B Alternative Example of a Work Placement Questionnaire

Visit 1

Date of visit..... Academic supervisor.....

Student's name..... Industrial supervisor.....

Company.....

To the student

- (a) Do you feel that you have settled into your new environment?
- (b) Are your workplace colleagues helpful and supportive?
- (c) Do you feel you are coping with the academic demands?
- (d) Is your accommodation satisfactory?
- (e) At present, do you have any concerns?

Yes	No

Please note any concerns/observations. Continue overpage if necessary

To the employer

- (a) Are you satisfied with the student's performance in the workplace?
- (b) Is he/she coping academically with the work?
- (c) Does he/she appear to be socially adept?
- (d) Do you feel that he/she has any obvious weakness at this stage?
- (e) Will the student be given the chance to attend training courses and/or interact with other company departments?
- (f) Have you previously supervised work placement students?

Yes	No

Please note any concerns/observations. Continue overpage if necessary

Appendix 12D Alternative Example of a Work Placement Tutor visit report

Student Name

Company Name

Company Supervisor

DATE COMMENCED

1. Student integration into the company

- a) Knowledge of what the company does and how the product/s are produced from conception to supply.
 - b) Who are the main clients/sources of income.
 - c) How does the company train its employees/follow standard protocol.
-

2. Flexibility to company requirements

- a) Understanding of how an organisation achieves its aims with reference to its internal organisation and management.
 - b) Indicate how design fits into this organisation.
 - c) Knowledge of aspects of design management.
-

3. The acquisition of work based skills

- a) Understanding of drawing practise used in company.
 - b) Draft reports, assignments, evaluations.
 - c) Knowledge of appropriate level of responsibility.
-

4. Project development knowledge

- a) Explains principles and theories necessary for development work with the company.
 - b) Uses information/research as supplementary experience
 - c) Recognises the impact of own work on the effectiveness of the company/uses critical judgement.
-

5. Production involvement knowledge

- a) Shows a use of equipment and technical resources effectively.
 - b) Understands the need for confidentiality and takes appropriate action.
 - c) Explains terminology, principles used by the company in production.
-

6. The acquisition of personal skills

- a) Understands the need to prioritise work load.
 - b) Shows plans of motivation during period of placement.
 - c) Demonstrates competence in forms of communications.
-

7) Company response to student

- a) Responds to instruction, advice and criticism.
 - b) Follows standard procedures with competence.
 - c) Uses equipment and resources to required standards.
 - d) Apply theoretical knowledge to practical situations.
 - e) Works effectively and safely as a team member.
-

f) Approaches work with an active interest.

8. Any other suitable evidence which may affect the students work based learning programme.

Tutor Date

Appendix 13 Example Skills Tracking Definition and Forms

Definition of skills and attainment levels.

	Unsatisfactory	Fair	Good	Very Good	Outstanding
Social and Communication Skills: Working effectively with others, individually and/or as a member of a team.	Has not worked effectively with others. Communicates poorly.	Has some difficulty in communicating and working with others; needs to improve	Has worked effectively with others in straightforward situations.	Has worked and communicated well, even in difficult situations.	Has demonstrated excellent personal and communication skills in a wide variety of situations.
Working to Plans: Using time, people and other resources effectively to deliver work on time.	Has wasted time, or has not used available resources or has refused to help.	Has attempted to meet deadlines, but needs to make better use of time and/ or resources.	Has met deadlines, where these were not exceptionally demanding.	Has consistently met deadlines even where this involved extra effort or re-planning.	Has planned own work, obtained resources, and met deadlines in demanding situations.
Practical Ability: Applying laboratory skills effectively to carry out laboratory-based procedures.	Has little or no practical ability; constantly makes errors; is dangerous to self and others.	Is easily distracted; makes errors: poor grasp of experimental design.	Produces reliable data with practice, is able to recognise sources of error.	Is comfortable with new techniques and situations; produces accurate reproducible data.	Analyses new and existing protocols and techniques; suggests improvement.
Written Work (includes completion of laboratory records): Producing work that is clear, concise and fit for the required purpose.	Badly written, numerous errors made; has had to be re-done.	Work has needed extensive correction; shows only basic grasp of principles.	Work has been well written, only a modest amount of correction needed.	Work has been very well written, showing an appreciation of the importance of accuracy and clarity.	Exceptionally high quality, always accurate, clear and concisely organised.
Understanding: Grasping complex concepts, recognising and solving problems.	Slow on the uptake; has not recognised problems; inadequate technical grasp.	Takes longer than usual to grasp new concepts; does not readily offer solutions to problems.	Generally quick on the uptake; can analyse problems and contribute to solutions.	Grasps new information well; analyses problems well and makes good suggestions.	Has readily grasped complex concepts; perceptive analysis of complex problems.
Learning Ability: Accepting criticism, reflecting on their performance, using this information to raise their level of performance.	Refuses to take criticism; unable to improve level of performance.	Needs prompting to reflect on experiences; makes only fair use of criticism.	Able to reflect on what has been learnt, and change behaviour accordingly.	Actively seeking learning experiences; can improve performance from feedback.	Exceptionally high ability for self reflection; excellent use of feedback.
Student Defined Skill:					

Student's Assessment of their Skills Proficiency

Complete each box by writing in the level that you believe you have attained. Use the rest of the space to add additional comments and notes, if you wish.

	Start of Placement	By Visit 1	By Visit 2	End of Placement
Social and Communication Skills: Working effectively with others, individually and/or as a member of a team.				
Working to Plans: Using time, people and other resources effectively to deliver work on time.				
Practical Ability: Applying laboratory skills effectively to carry out laboratory-based procedures.				
Written Work (includes completion of laboratory records): Producing work that is clear, concise and fit for the required purpose.				
Understanding: Grasping complex concepts, recognising and solving problems.				
Learning Ability: Accepting criticism, reflecting on their performance, using this information to raise their level of performance.				
Student Defined Skills:				

Placement Supervisor's Judgement of the Student's Skills Proficiency

Complete each box by writing in the level that, in your judgement, the student has attained. Use the rest of the space to add additional comments and notes, if you wish.

	By Visit 1	By Visit 2	End of Placement
Social and Communication Skills: Working effectively with others, individually and/or as a member of a team.			
Working to Plans: Using time, people and other resources effectively to deliver work on time.			
Practical Ability: Applying laboratory skills effectively to carry out laboratory-based procedures.			
Written Work (includes completion of laboratory records): Producing work that is clear, concise and fit for the required purpose.			
Understanding: Grasping complex concepts, recognising and solving problems.			
Learning Ability: Accepting criticism, reflecting on their performance, using this information to raise their level of performance.			
Student Defined Skills:			

Appendix 14A-B Work Placement report assessment: Sample mark scheme and Assessment and Feedback form

Appendix 14A Sample mark scheme for Work Placement report assessment

BA (Hons) Product Design for the Fashion Industry Year 3 Industrial Placement Report Marking Scheme

- | | |
|--|----------|
| 1. INTRODUCTION | 10 MARKS |
| 1.1 An appropriate title page. | |
| 1.2 A general introduction including acknowledgements and details of the placement. | |
| 1.3 A rationale, context, terms of reference of the report to define boundaries and objectives, methodology. | |
| 2. THE COMPANY | 30 MARKS |
| 2.1 A description of the company, departments, current practices, etc. This could include, environment, health and safety, layout, staffing, training, output, quality issues, technology, paperwork systems, interactions, etc. | |
| 3. ANALYSIS OF THE SITUATION AND /OR PROBLEM | 20 MARKS |
| 3.1 An analysis of the findings evaluating the important factors. | |
| 4. RECOMMENDATIONS AND ACTION PLAN | 20 MARKS |
| 4.1 Recommended course of action with supporting reasons. | |
| 4.2 Time schedule for implementation. | |
| 4.3 Implementation and communication, e.g. responsibilities of personnel. | |
| 4.4 Additional resources, e.g. equipment and training. | |
| 4.5 Monitoring of progress. | |
| 4.6 An indication of the effects on personnel, costs, etc. | |
| 5. CONCLUSION | 10 MARKS |
| 5.1 Summary of the main points of the report with references to the introduction. | |
| 6. PRESENTATION | 10 MARKS |
| 6.1 The body of the report (excluding appendices) should be contained within 4000 to 5000 words. | |
| 6.2 Structure and neatness of written and visual material. | |
| 6.3 Accuracy of spelling and grammar. | |
| 6.4 Report Style. | |

Appendix 14B Example Report Assessment & Feedback Form

Name of Student:

Name of Supervisor:

	Very Good	Good	Average	Below Average	Poor	Comments
Structure						
Summary						
Background						
Methods						
Results						
Discussion/ Conclusion						
Content						
Relevant to topic						
Logically developed						
Critically analysed						
Understanding						
Insight and originality						
Presentation						
Legible						
Spelling						
Grammar						
Diagrams/ Illustrations						
References						
Length (Max 6000 words)						
Overall						

Tick each section as Very Good, Good, Average, Below Average or Poor, giving suggestions for improvement in the Comments column.

Appendix 15A-C Three alternative Employer Evaluation Forms

Appendix 15A Employer Evaluation Form

Dear Placement Supervisor,

In order to ensure the success of our Work Placement Programme it would be helpful if you could fill out the following questionnaire.

Name of Supervisor: _____

Name of Company: _____

Address of Company: _____

Telephone: _____

Name of Student: _____

Job Title: _____

Dates of Placement: _____

Personal and Interpersonal Skills

Skill	Excellent	Good	Average	Poor
Maintains effective relationships with colleagues				
Kept to deadlines and schedules				
Time keeping				
Ability to work on own initiative				
Quick to grasp the main point of the job				
Committed and motivated				
Attitude and aptitude				
Accuracy and presentation of work				

Comments: _____

Industrial Skills

<i>Skill</i>	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>
General workshop duties				
Designing				
Pattern Cutting				
Sewing				
Grading				
Specifications				
Customer supplier liaison				
Sales and promotions				
Computer skills				
Other:				

Comments: _____

Was the student financially supported/rewarded during his/her placement? Yes/No
 If so please give details _____

Other comments: _____

Would you consider a student placement for next year? Yes/No

Thank you for your co-operation in supervising the student and answering this questionnaire.

Appendix 15B Alternative Example of an Employers Evaluation Form

Within the first third of the placement an assessment of the student's performance is requested against the following criteria. Please indicate the student's ability against a five point scale by circling the appropriate letter. Please use a separate sheet if you wish to make further comment. As a guide:

A = Excellent B = Above Average C = Average D = Below Average E = Poor

Student:	Visiting Tutor:				
Employer:	Date of Visit:				
Relationship with other workers/employees	A	B	C	D	E
Standard of personal behaviour	A	B	C	D	E
Punctuality	A	B	C	D	E
Enthusiasm	A	B	C	D	E
Self confidence	A	B	C	D	E
Reliability	A	B	C	D	E
Acceptance of responsibility	A	B	C	D	E
Standard of dress (if appropriate)	A	B	C	D	E
Ability to organise themselves	A	B	C	D	E
Initiative and desire to look for work	A	B	C	D	E
Quality and accuracy of work	A	B	C	D	E
Ability to work under pressure	A	B	C	D	E
Communication - oral	A	B	C	D	E
Communication - written	A	B	C	D	E
Ability to learn	A	B	C	D	E
Reception to constructive criticism	A	B	C	D	E

Supervisor's signature

Visiting Tutor's signature

Student's signature

Appendix 15C Alternative Example of an Employers Evaluation Form

Student Name

Company Name

Placement Period from/...../..... to/...../.....

In accordance with the assessment criteria for the industrial placement certificate/diploma, a satisfactory report is required from the host company. This may be reflected through the companies own appraisal system or by completing the proforma below. May I thank you for your taking the time to evaluate on the students progress to date.

	Company understanding of skill level				
	5	4	3	2	1
Demonstrates knowledge of the company and its operation					
Demonstrates an understanding of external factors which may impact on the operation of the company					
Understands the management structure, line of authority and accountability in the company					
Demonstrates professionalism in terms of timekeeping and an appropriate level of responsibility, and approaches work with active interest					
Demonstrates a level of ability in the following areas (where appropriate):					
Verbal Communication					
Written Communication					
Visual Presentation					
Teamworking					
Professional relationship with members of staff					
Professional relationship with clients					
Ability to accept responsibility and adapt to different roles					
Time management in terms of setting and achieving goals, and prioritising work loads					
Finishing tasks set or undertaken					
Forward thinking and anticipating problems, demonstrates initiative in planning how to deal with problems					
Generates and initiates ideas					
Critical, logical and reflective thinking					

Any Additional comments you may like to add which may help the student in their final and future studies.

Name Position

Signed Date

Thank you once again

Please return / fax to:

The Placement Office

Key to tick boxes	
5	Excellent understanding
4	Good understanding
3	Average understanding
2	Poor overall understanding
1	Very poor overall understanding