



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Faculty of Business & Management:

**School of Tourism
and Hospitality**

**School of Sport, Health &
Outdoor Education
(Sport –Swansea)**

Placement Handbook 2015-16

**FOR STUDENTS ON PLACEMENT
AND
PLACEMENT EMPLOYERS/PROVIDERS**

**Applied Industrial Placement (M5X01422)
Sandwich Internship**

WELCOME TO THE PLACEMENT PROGRAMME

Overview of placement

The Placement programme is an integral part of the second year of study of the University of Wales Trinity Saint David's (UWTSD) HND and degree programmes in:

- Events Management
- Tourism Management
- International Travel & Tourism Management
- Sports Management

Students have completed a preparatory module in advance designed to develop their personal skills, career development and some initial research into the proposed placement provider and an appreciation of the business environment facing their host employer.

This handbook is designed to clearly set out the expectations, policies and assessment framework for the placement to provide guidance to students and employers on what is expected overall. The placement programme and handbook have been developed with reference key guidance for higher education institutions in this area including:

- the Quality Assurance Agency (QAA) UK Quality Code for Higher Education, including Chapter B10: Managing Higher Education Provision with Others (2012)
- UWTSD Academic Quality Handbook 2015/16 (Chapter 10)
- Universities and Colleges Employers Association (UCEA) Health and Safety Guidance for the Placement of HE students (2009)
- Association of Sandwich Education and Training (ASET), Good Practice Guide for Work Based and Placement Learning in Higher Education (2013)
- ASET Good Practice Guide for Health and Safety for Student Placements (2010).

Types of placement

There are two versions of placement outlined in this document:

- Applied Industrial Placement (compulsory) – applies to the majority of students
- Sandwich Internship (optional top-up) – applies only to those opting to take an extended placement over 40 weeks

UWTSD students may opt to undertake a Welsh language only or bilingual placement opportunity. Further details are available from the placement team.

Key requirements

As a minimum, all students are required to undertake a compulsory applied industrial placement during the 2nd year of study (of a minimum of 200 hours duration over 8+ weeks). Students can also elect to undertake a longer one year sandwich internship (a minimum of 1200 hours over at least 40 weeks).

Students may opt to complete up to three separate placements to meet these requirements cumulatively.

Within each placement, students must complete their agreed contract duration in full – even if this exceeds the minimum period for placement specified above. Leaving placement early for any reason will incur penalties sanctioned by the examination board. These range from a downgrade to a pass (40%) if the minimum period has been completed, to a resit to obtain a maximum pass grade (40%), or even a fail with no guaranteed resit. The only exceptions are where serious mitigating circumstances occur which have been approved by the extenuating circumstances panel or placement management team.

During the applied placement, students will be required to submit a number of assessments including an ongoing placement development record, a video presentation reflecting their placement and to facilitate an employer's assessment of their performance. Please note that it is the placement student's responsibility to manage this process and to ensure that the required assessments are completed, submitted and received in accordance with the published timescales and deadlines.

Introduction for students

UWTSD is committed to supporting work placements in order to enhance the vocational relevance of the award and the learning experience of its students.

At undergraduate level, this is a mandatory requirement and demonstrates the University's ability to prepare its undergraduates for the working environment, ensuring they develop transferable/key skills (communication, numeracy, IT and learning skills) as well as discipline-based skills.

Going on placement can be a positive, life-changing experience but may seem quite daunting at first. This handbook will provide advice and information on how to best prepare and organise beforehand, and some useful guidance for settling into the placement. Whilst on placement and registered with the University, all students remain as much a part of the student body as when studying on campus. Please keep up to date with what is happening on campus through the University's website, Moodle and by keeping in regular contact with your nominated Placement Tutor by email or telephone – they can also provide help in the event of any difficulty, whether academic or welfare related.

As with most things in life, a great deal depends on personal enthusiasm, persistence and commitment. Similarly, once on placement the quality of a student's experience will, partly depend on their own initiative, enthusiasm and persistence. A positive attitude and a willingness to learn and ask questions will help to make the most of the placement experience.

Introduction for Placement Providers

Thank you for agreeing to host one of our students for their placement this year. I hope both you and they will find it a mutually beneficial and rewarding experience. Placement operates as a tripartite agreement between the student, employer and University; therefore it is essential that each party is clear about their respective responsibilities under this agreement. More details can be found in this handbook. If there is cause for concern in the performance of the student before the conclusion of placement (positive or negative), employers should contact the Placement Co-ordinator direct or complete the report form so that the issue can be assessed. Details are given later in the handbook.

Please do not hesitate to contact me if you have any further questions. Your support is greatly appreciated.

Mike Davies
School Placement Programme Co-ordinator and Placement Tutor

CONTENTS PAGE

Key Dates during placement.....	5
Main contact details	6
Code of Conduct: What is expected of Placement Students	7
What is expected of the Employer	17
Placement Assessment Guide	20
Health and Safety	33
After placement	41

Appendices

Applied Industrial Placement module descriptor	42
Sandwich Internship module descriptor.....	45
Placement registration form PL1A.....	48
Placement registration form PL1B.....	53
Placement registration form PL1C.....	57
Placement registration form PL1F.....	63
Placement registration form PL1G.....	65

Key Dates during Placement – Spring/Summer 2016

March 24: Term 2 ends

Students are now available to commence their placement if they have not already done so. You do not have to commence your placement immediately – you will have registered your dates as part of the placement registration process.

April 29: Placement Registration deadline

Students must register their placement before it begins in accordance with University rules. This date is the absolute deadline for students to submit their placement registration forms if they intend to undertake a later placement over the summer period. The placement itself must commence no later than 1 June 2016.

1 June: Deadline for commencing your summer placement

Your placement must have been registered by 29 April to allow you to commence no later than this date.

1 August: Deadline for Submission of All Assessments

Please submit your work regularly, and as soon as your placement is completed. Do not delay this.

Please note that **ALL ASSESSMENTS ARE REQUIRED BY 1 AUGUST** – this applies whether you are still on placement or not. Submissions received after this date will be classed as late in the normal way unless we are advised of extenuating circumstances by the ECP panel. Your work will be marked by your tutor.

Early September

The Level 5 examination board will be convened to determine final student outcomes for the 2015-16 academic year.

Late September: Return for Year 3 – Thursday 29 September 2016 (provisional date)

Induction includes placement debrief and assessment feedback.

PLACEMENT PROGRAMME – MAIN CONTACT DETAILS

During the holiday period contact is best made through the School office

☎ 01792 481132 Fax: 01792 481127
tourism.placement@uwtsd.ac.uk (main e-mail address to use)

Out of Hours Emergency ☎ 01792 481200 / 07540919913 / 07837562758 (security)
This is a 24 hour line – please leave a message and the details of the emergency and someone will return your call as soon as possible.

UWTSD Switchboard: ☎ 01792 481000 (Do not leave messages)

PLACEMENT TUTORS:

Mike Davies: Placement Co-ordinator and Lecturer
☎ Office 01792 481214 (voice mail)
☎ Mobile 07540 919913
mike.davies@uwtsd.ac.uk

Phil Ainsworth: Placement Tutor and Senior Lecturer
☎ Office 01792 481165 (voice mail)
☎ Mobile 07824156652
phil.ainsworth@uwtsd.ac.uk

Technical advice: Helpdesk 0300 500 5055
itservicedesk@uwtsd.ac.uk

Important - Communicating with you during your placement

It is a University regulation that you access and read your University e-mail regularly, and only use this e-mail address for communication that is University related. This is the main way in which we will communicate with you during placement.

Placement Tutors will use your University email address to communicate important information to you throughout your placement. Other University departments will use it to e-mail you regarding important matters such as registration, enrolment, and assessment.

You therefore have a responsibility to ensure that your University e-mail account can receive incoming mail and that you do not have a full inbox! Check your student e-mail regularly when on placement – there could be an important message waiting!

PLACEMENT CODE OF CONDUCT

WHAT IS EXPECTED OF PLACEMENT STUDENTS

Before placement commences

When the student has found a possible placement opportunity, it does not constitute "an agreed placement" until it has been fully registered with and approved by the Placement Co-ordinator, by submitting the specified documentation (see appendices). It is the student's responsibility to liaise with their provider to ensure that this process is completed in advance of commencement of placement. For students undertaking multiple placements, this process must be completed for each one individually.

NB Approval for placement will not normally be given retrospectively.

In addition to be eligible to commence their placement, students must have attended the compulsory health and safety and placement preparation briefings.

As soon as a student has accepted an offer of a placement, all other offers must be rejected and any applications withdrawn. Offers and acceptance are binding even if only spoken, but it is acceptable for the student to require an offer to be confirmed in writing before cancelling other applications. It is never acceptable for a student to accept an offer and then attempt to back out of it in favour of another offer.

Once the placement is formally registered then this is deemed to be the student's placement. Any change to this will incur penalties unless authorised by the Placement Co-ordinator/Tutor.

During Placement

In summary, during the placement students are required to:

- a) Comply with all rules regarding health and safety requirements, and other practices and procedures of the placement organisation. Ensure that your employer returns the completed Student Placement Induction checklist (appendix PL1F) to the Placement Co-ordinator within one week of your commencement on placement.
- b) Report to the University any incidents in which they are involved and any health and safety concerns that are not addressed by the Placement Provider, e.g. in the event that appropriate induction and health and safety training is not provided.
- c) Carry out the work programme specified by the Placement Provider under the supervision of the Workplace Supervisor.
- d) Keep a log of hours worked. This will be needed at the end of the placement.
- e) Monitor your progress in achieving the identified learning outcomes and discuss these regularly with the Workplace Supervisor and Placement Tutor, as appropriate.
- f) Conduct in an appropriate manner within the relevant ethical framework, ensuring confidentiality and treating others with respect and dignity.
- g) Act in a professional manner, including notifying the Placement Provider in a timely fashion in the event that they are unable to attend their placement due to illness etc.
- h) Respect any other requirements of the workplace such as dress codes.

- i) Notify their Placement Coordinator or Tutor should any issues of concern arise.
- j) Consult with the Placement Coordinator or Tutor prior to seeking any changes in the terms and duration of the placement.
- k) Complete all relevant academic coursework relating to the placement experience

Most importantly, the placement student must take every opportunity to optimise the learning experience relating to academic course content, developing personal and interpersonal skills, and learning professional expectations and behaviour. Ideally, this will include generating evidence of professional key skills development.

At the same time, a cultural change should be taking place, where students begin to appreciate the dynamics of the modern workplace and the roles and responsibilities of employers and employees alike.

Students should ensure that they always pursue a high level of performance. Here are some suggestions:

- Be diligent and consistent in your work performance – work hard from the outset
- Show enthusiasm and keenness to learn and develop new skills
- Be flexible in both your availability and attitude towards work
- Be prepared to accept constructive criticism
- Be trustworthy and maintain complete confidentiality in relation to employer policy.
- Take a notebook and a pen
- Placements often start off slowly whilst you learn the ropes. This is normal as it takes time to 'settle in'. Research to find out what everyone else does and what their roles are,
- Be proactive. Put forward coherent suggestions and ideas to improve individual work performance, or the operation's overall efficiency – make yourself indispensable and become a model employee.
- You will be surrounded by people willing to help. Ask lots of questions and do not be embarrassed, you will only find out by asking. No one expects you to know at the beginning, but this honeymoon period is often short so use it wisely.
- Do not be passive and await the next set of instructions – be brave and ask what else you can do, perhaps a special project of benefit to the employer and your own academic development
- Follow the instructions and directions given to you.

If internet and telephone access are available at work, please note that they are supplied for work use only. Do not download or pass on any material that is not related to work or make personal calls without permission. The tone of your messages should reflect your professional status. Do not send messages to colleagues in the same conversational tone that you would use for other students. You should be very careful with the wording and read it over again before sending each message to make sure you are not causing offence and that your message is clear and unambiguous. Please remember that email is not secure and that any emails sent can be retrieved and read by the employer, even if deleted. Check your employer's policies on this matter to ensure that you are clear on what is and is not acceptable use as this often varies.

SOCIAL CONDUCT

Students are expected to behave at all times in a courteous manner, acting as an ambassador for both the University and Wales. Students should be sensitive to legal, cultural and ethnic differences, remembering that their actions and behaviour during their social activities may often have an impact within the work environment. Students are therefore strongly encouraged to act

maturely and responsibly at all times, considering the implications and always fostering and promoting the principles of good hospitality.

Personal behaviour

The onus is on you not to cause unnecessary offence and distress to the people of the communities in which you live and work.

You must conform to the employer's dress code and behave in a manner appropriate to your employer's expectations - this will help easier integration into the working environment.

You are likely to be judged on the basis of your appearance and first impressions are important. If in doubt, dress as smartly as your circumstances allow. It will do less damage to your standing in the community to have to relax your dress code later than if you have to overcome an unfavourable first impression resulting from what is considered inappropriate dress.

Breaking the law

You should obviously take all reasonable precautions to ensure that you do not break the law. If you do so inadvertently and find yourself in trouble over it, you should inform your Placement Tutor as soon as possible, giving an honest account of the circumstances.

Fitness to Practice - Areas of Possible Student Misconduct on Placement

This section provides examples of a number of possible areas of misconduct relating to 'fitness to practise' whilst on placement. It should be noted that the list is neither prescriptive nor exhaustive. The School will initiate proceedings against you if any of the following are suspected whilst you are on placement:

- Criminal conviction or caution: child pornography; theft; financial fraud; possession of illegal substances; child abuse or any other abuse; physical violence.
- Drug or alcohol misuse: drunk driving; alcohol consumption that affects work or environment; dealing, possessing or using drugs even if there are no legal proceedings.
- Aggressive, violent or threatening behaviour: assault; physical violence; bullying; abuse.
- Persistent inappropriate attitude or behaviour: uncommitted to work; neglect of administrative tasks; poor time management; non-attendance.
- Cheating or plagiarising: cheating in examinations; passing off others' work as one's own; dishonesty or fraud, including dishonesty outside the professional role; falsifying research; fraudulent CVs or other documents.
- Unprofessional behaviour or attitudes: breach of confidentiality; misleading young people or community members; sexual harassment; inappropriate physical contact or failure to keep appropriate boundaries in behaviour; persistent rudeness to colleagues or others; unlawful discrimination.

A Fitness to Practise Panel will be convened if it becomes apparent that a student has exhibited principles, values and behaviours during the course of their placement studies that demonstrate that they may not be 'fit to practise' in their chosen area of study. Further details can be found in Chapter 10 of the Academic and Quality Handbook on the UWTSD website.

General advice

Forms of address

Since you are a junior member of the team in terms probably of age and of experience, you should be formal in your address to more senior members, calling them Dr, etc., or Mr or Ms. Many will then ask you to call them by their first names, but this should come from them. Do not be over-familiar at the outset. It is better to be too formal, than too informal and cause offence.

Always check how you should communicate with work colleagues and with those outside your organisation.

Ask at the beginning how you should answer the telephone and what your signature should be on the email. Remember always to be formal in emails and letters. Do not address anyone by their first name unless you know them and you have been told it is all right. Especially do not begin letters and emails 'Dear John . . . ' if you have never communicated with the person before and do not know them. It is also a mark of respect to be formal at first, so use titles (Dear Mr X, Ms Y, etc.). Do not use abbreviations e.g. can't, I'll, Uni. etc.). Think carefully about the information you are communicating and ensure it is clear. Do not use colloquialisms or 'friendly' terms and sign off with 'Yours sincerely / Yours faithfully' in letters or 'Kind regards' or 'Many thanks' in emails.

Politics and religion

It is best not to express strong views on politics or religion. You should be wary of entering into political discussions. Be particularly careful of commenting on local politics and on no account become actively involved. You will most likely be welcome to practice your own faith as long as you also respect the official religion and do not attempt to proselytise.

Good time keeping is essential - you should behave as an employee and not as a student.

UNDERTAKING RESEARCH

Students will be expected to behave ethically together with the University's policy outlined in the *University Regulations –Student Guide*. In the event that a student is required to undertake a study relating to a child, young person or vulnerable adult, the student must always ensure that he/she has obtained written consent from the child or young person's parents/guardian, and/or the setting – and, where appropriate, from the child, young person or vulnerable adults themselves. When photographs/video clips are required as part of an assessment, specific consent for this must be obtained in writing. This is particularly relevant for the 'A Day in the Life' video assessment. Indiscriminate use of photographs must be avoided at all costs. Please check with your Placement Tutor if you are in any doubt about this.

VISAS/WORK PERMITS/DBS CHECKS/LIABILITY INSURANCE

It is the student's responsibility to ensure they have any visas, work permits, Disclosure and Barring Service (DBS) checks (formerly Criminal Records Bureau/CRB checks) or liability insurance required to go on placement.

Working with children, young people and vulnerable adults is a privilege, not a right, and it requires a high level of professionalism. It involves the knowledge, skills and values that underpin the approach of professionals to their work with children, young people and vulnerable adults. Those working with children, young people and vulnerable adults need to show, through their actions and their attitudes, that they are fit to undertake this important work.

The University, in conjunction with local employers has a responsibility to ensure that the student exhibits principles, values and behaviours during the course of his/her studies that demonstrate that he/she is 'fit to practise' and is adequately prepared to function at a professional standard upon successful completion of the Programme of Study. The professional standards will vary for different Programmes of Study, for example, the *National Occupational Standards for Youth Work* or the *UK government's Common Core of Skills and Knowledge for the Children's Workforce*. A Disclosure and Barring Service (DBS) check is a

mandatory requirement for all students working with children, young people and vulnerable adults. You must supply your Placement Tutor with a copy of your DBS check if one has been required by your employer for your placement.

Laws and restrictions change over time, and do vary internationally so whilst the Placement Team will advise it is your responsibility to ensure everything is covered and that you take with them all the forms required. Furthermore students should read and familiarise themselves with all visa paperwork and welcome information packs.

INSURANCE COVER

It is the student's responsibility to ensure that they are fully insured during the entire placement period for both work and leisure time. Students are strongly advised to check the cover provided by employers and to take out additional cover if required.

Adequate medical cover is essential when overseas as treatment and repatriation costs can be prohibitively expensive, particularly in the United States of America.

There are a number of insurance related issues to consider before starting a placement. The following are some of the things which can go wrong and how insurance can help to put things right.

The University provides the liability insurance for any claim made against the student, which arises from the placement, providing of course that it wasn't caused by a deliberate or wilful act of the student.

Car insurance

Any student on placement must make sure that their own car insurance policy covers business use. Most car insurance policies allow individuals to travel to and from a normal place of business as a standard, but many have restrictions regarding using a private vehicle for other business activities during the working day. It is the responsibility of the student to ensure that the provisions of their insurance policy are sufficient and appropriate for their requirements whilst on placement.

ADVICE FOR DISABLED STUDENTS

The University is committed to supporting all disabled students who choose to undertake placements and complies with the Equality Act 2010, which seeks to:

- eliminate unlawful discrimination,
- advance equality of opportunity,
- foster good relations between those with a disability and those without.

Before placement begins

If you have a disability, or a condition that might impair your ability to find or undertake a placement, we encourage you to make an appointment to talk it over with your **Placement Tutor** at an early stage. You should also consult **Student Disability Advice** and arrange to have a one-to-one appointment with a Disability Advisor, who can talk through all practical aspects. For some students, it may be useful to have a joint meeting with your Placement Tutor as well.

If you receive Disabled Students Allowance (DSA) (UK students only), you may still have access to this allowance if you are on an unpaid/voluntary placement in the UK, but please speak to the Disability Adviser to check this.

Support whilst on placement

If you develop or have a disability identified whilst on placement, you should contact Student Disability Advice and your Placement Tutor as soon as possible, in order that your needs can be assessed via the relevant routes and advice can be provided about potential support and how to apply for it in anticipation of your return after your placement.

EQUALITIES AND DIVERSITY

Everyone at UWTSD has a responsibility for promoting equality and fostering good relations between all members of the community, staff and students, and also for eliminating unlawful discrimination, harassment and victimisation against anyone for reasons of age, disability, gender, race (includes colour, nationality or national or ethnic origin), religion/belief, sexuality or transgender status.

An important factor in promoting equality and valuing diversity is language and the way that we use it. The University provides guidance on the Positive Use of Language which is designed to raise awareness and develop good practice.

Sexual harassment

Sexual harassment can include suggestive or derogatory remarks; unnecessary and unwelcome physical contact; displaying offensive material (e.g. pornography); unwelcome requests for sexual encounters; written abuse; indecent exposure; sexual/physical assault. Associated with sexual harassment is explicit or implicit promised rewards for cooperation; explicit or implicit threats of punishment or penalty; intimidation creating a hostile or offensive environment.

Racial harassment

Racial harassment can include verbal or written abuse; racist graffiti or symbols; derogatory name calling, insults or jokes; racist assumptions; exclusion from social conversation or events; ridicule of an individual for cultural differences, threats or physical attack.

Other forms of discrimination or harassment

These include persistent teasing; homophobic remarks; comments about personal characteristics; comments about disabilities; unfounded criticism of performance; or persistent phone calls, electronic mail or letters. This can be because of the religious beliefs; age; health; past criminal record; physical/ mental disability; being diagnosed as HIV positive; or responsibilities for dependants.

The defining features of harassment are that the behaviour is unwanted by the recipient and would be regarded as harassment by any reasonable person.

If you encounter any kind of discrimination whilst on your placement, do not assume that you cannot do anything about it. Your Placement Tutor can support you and help you to sort out the situation. You are also advised to ask for a copy of the company's equal opportunities statement and policy when starting your placement. Some employers will provide this as part of their induction arrangements.

Hours of work

These will need to be determined in conjunction with your supervisor, and will generally be defined in your contract of employment. Please remember that the course has specific requirements regarding the number of hours/weeks you need to undertake in order to successfully complete your placement. Ensure you maintain a log of your hours worked, authorised by your supervisor to validate this once your placement is over.

Students may be expected to work both early and late shifts, or at evenings/weekends. This is not unusual in the sector. It may also be the case that you may work slightly longer hours one week to

the next. Your hours of work/working patterns should be defined in your terms and conditions of service. Please report any concerns immediately to your Placement Tutor.

Holidays

Remember that you are expected to behave as an employee and not as a student, and to fit in with the needs of the employer. Your annual leave entitlement and the procedure for requesting it will be defined by your employer in your terms and conditions of service. It has to be requested and approved in advance.

Sickness and absence reporting

If you are ill you MUST inform your employer and Placement Tutor immediately. Please familiarise yourself and comply with your employer's sickness reporting policy as you may be required to provide a doctor's certificate. Keep them up-to-date on your progress and when you expect to return to work. Employers need to be convinced any illness is genuine. Persistent or regular sickness absence may result in disciplinary action by the employer and even termination of your placement itself.

It is also very important you keep the Placement Tutor informed, as arrangements for you to make up for time lost due to absence will be necessary.

FINANCIAL ISSUES

If you experience any financial problems whilst on placement then you can go to, or call, Student Services on campus in Swansea. They offer confidential help and advice on issues such as budgeting, debt management, negotiations with Local Education Authorities and banks and help in maximising income. If you are having financial difficulties before you go, then don't let the problem escalate, contact Student Services as soon as you can.

The Access to Learning Fund is administered by the University and exists to help students with financial difficulties. The amount available is limited and priority will be given to students with exceptional needs e.g. single parents who require assistance with child care, mature students with dependants, emergency expenditure etc. Money from the fund is available to UK undergraduate students, including placement students. Undergraduate students must apply for the full amount of Student Loan available to them before they can be considered. You can apply for part of this fund at any time, but please be aware that administrators of these funds are not very sympathetic to situations that could have been sensibly foreseen. Contact one of the advisors at Student Services for advice if you are in any doubt about your funding before you fully commit to a placement.

COUNCIL TAX, INCOME TAX, NATIONAL INSURANCE

Council tax

In the UK, under current legislation, houses occupied only by students are "exempt dwellings" and are therefore NOT liable for Council Tax. You should contact the Council Tax Office when you move in to inform them of your student status. They will need to see written evidence of this - you can photocopy your University Registration slips and send them with a letter attached explaining your circumstances and your name and address. If you need to get proof of your student status, contact the Registry Office.

If there are students and non-students living in your property, it is more complicated. If there is only one non-student living in the property, a 25% sole occupier discount is applicable. This is

because the students are treated as 'invisible'. A property with more than one non-student living in it will qualify to pay the fully amount of council tax. It is very important that if you are going to be living with one or more non-students that you decide who will be paying this bill. Students are treated as invisible when calculating the tax, but your housemates may find it unfair for you not to contribute. It is worth remembering that non-students may be able to claim Council Tax Benefit if they are on a low income.

If you have any difficulties/queries on matters such as tax, Social Security, Council Tax then contact the Students' Union who are experienced in helping students with these issues.

ADVICE REGARDING PLACEMENT PROBLEMS

Students frequently face problems on placements. Initially students should discuss any problem or concern with their supervisor. If this does not solve the problem students should contact their Placement Tutor, the Placement Co-ordinator, or School Office via e-mail or phone.

Please remember that placement tutors do take holidays too, but an on-call system is in operation to provide cover. Messages left will normally be returned within 24-hours or on the next working day. Tutors will offer advice, support and guidance.

In an emergency please use the 24 hour contact number and if needed leave a message and phone number.

On NO account should students leave a placement without the Placement Team's permission.

PLEASE BE AWARE THAT FAILURE OF THE PLACEMENT MODULE COULD HAVE IMPLICATIONS ON YOUR ABILITY TO PROGRESS IN YOUR STUDIES.

In addition, students whose placement is terminated for behavioural or performance issues will be recorded as having failed and their eligibility or otherwise for a resit will be considered by the examination board.

Tackling problems and troubleshooting

How to discuss problems with your supervisor

If you want to discuss concerns or suggest changes it is important to be tactful and diplomatic. Choose time carefully – do not expect your supervisor to have time to talk on the spur of the moment. Arrange an appointment and be well prepared for the discussion.

Clarify in your own mind what you want to get out of the placement and be positive – do not just go along with a list of complaints and criticisms.

Remember your expectations or interpretation of the tasks may be different from your supervisor's. A review meeting with your supervisor can establish clearer lines of communication between you for the future. Do not be afraid of making suggestions for improving or developing the scope of the placement – most people welcome the display of interest and initiative, providing your request is reasonable and realistic, of course.

Handled in a positive way, a review meeting of this kind will usually result in a better programme and will earn you the respect of the supervisor and team as well.

Some supervisors are very busy and need pinning down so setting diary dates is always a good idea. At the end of the discussion it is worth ensuring that the proposed action is recorded in writing (you can do this) and agreed with your supervisor to avoid any misunderstandings.

Actions to take if things do not improve

If things do not improve immediately inform your Placement Tutor, but be patient. It does take some time to sort things out but try not to let your motivation diminish.

If nothing improves despite tactful reminders, the next step is to telephone or email your Placement Tutor to talk things through – if you are unsure how to tackle the situation do this first, rather than upset people by taking inappropriate action.

However, do not expect your Placement Tutor to intervene at the outset if you experience problems – you should make the first approach yourself. Remember, no one will know you have problems if you do not raise the matter with your supervisor, and things are often easily resolvable.

Your placement as a learning experience

On a positive note, tackling problems can be valuable experience in developing interpersonal skills. Even if your placement is not ideal you will find, on reflection that you have learned a lot both about yourself and the world of work, management styles, culture, etc.

Keeping a positive attitude is important. Remember that how you conduct yourself will affect others and those who work with you will want to enjoy having you in their department.

Finally, most students agree that ‘a placement is what you make of it’ and ‘get out as much as you put in’. This may sound clichéd but it is usually very true. Whether the placement proves to be superb, good, or not as good as you had hoped, you are certain to come away with some valuable experience for the future. Above all, try to enjoy yourself and your work and maximise what you get from the experience.

Problem checklist

1. Identify the problem

Is it due to:

- The nature of the job?
- Supervisor's misunderstandings of your needs?
- How you have been behaving?

2. Establish what you want

- Your aims, what do you want to get out of the job?
- Which topics/areas are you most interested in?
- Would it be possible to be seconded to a particular area/person/department?
- Do you require further training or help?
- Are there any projects you can identify that it would be possible for you to do? (This is especially useful if your current work is not very stimulating).

3. Decide who to talk to

- Supervisor/manager/immediate boss/mentor or colleague
- Placement Tutor/Co-ordinator
- Personnel Officer

4. Raise the issues

- You could suggest a more balanced programme of work.
- You could ask for more variety and work in a different area/different project.
- You could ask for training or to attend courses/meetings

Be clear

Make sure you clarify your objectives and try to arrange regular appraisals with your supervisor to ensure that all parties are happy. Do not just complain without offering any alternatives or possible solutions. If you have been at fault then do not be afraid to admit that and start afresh with a different attitude.

If necessary take the initiative and arrange for an early meeting with your Placement Tutor – this is often instrumental in sorting out difficulties and makes the host organisation think about the work you are doing and re-appraise it. Liaise with your Placement Tutor to keep him informed of progress or problems.

Difficult people

Not everyone with whom you interact will be easy. Keep your calm, and always be polite and professional. Sometimes situations or personal factors can influence someone to behave inappropriately or aggressively towards you. Make sure you familiarise yourself with the relevant policies and procedures in the organization which will guide you in dealing with such situations.

Speak to your placement supervisor about any training you feel you may require and remember it is your responsibility to ask for advice and support concerning situations you are unsure about. Communicate with your supervisor and with the Placement Tutor.

Hidden meanings

Not everyone is direct in saying or stating what they want or how they want it done so the placement or any workplace can seem full of hidden meanings. Often the way things are said may seem to be a suggestion but it is actually a 'softer' way of telling you that you *should* do something, such as:

'You might like to....'

Have you considered . . .'

'Perhaps you could just.....'

'If you have time could you . . .'

'This seminar might be useful...'

The above are all implied commands and actually mean 'Do this!'

Similarly if someone says to you, 'I just want a word . . .' this may be to discuss something related to your placement, your work, etc., Take a notebook along to write down any points made.

If someone says, 'We're having a meeting', take along a notebook. It looks professional and you will not forget what is said or what you are being asked to do if you make notes.

Lastly . . . Should your supervisor say, 'Had a late night?' it may mean you look terrible or scruffy or that you are late (again) and he/she is not impressed.

In summary....

To resolve any problems during placement you should:

BE ACTIVE - BE POSITIVE - BE PROMPT

Most importantly, see the placement as a unique experience, get the most out of it and

ENJOY IT!

It is a unique opportunity, don't waste it.

WHAT IS EXPECTED OF THE PLACEMENT PROVIDER/EMPLOYER

A Placement Provider is a third party (usually an employer), who, during the placement, has responsibility for the direct supervision of the student. Placement providers are required to:

- a) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1A Placement Provider Agreement.
- b) Provide a safe working environment. Comply with health and safety legislation and define the liability and other insurance cover that will be provided for the activities of the student, with regard to the student and to others who could be affected by the student's actions or inactions. See Appendix PL1B Placement Provider Health and Safety Questionnaire.
- c) Provide a designated Workplace Supervisor who will:
 - i. act as the first point of contact for any problems or queries during a student's placement and contact the University immediately in cases of serious accidents, incidents or breaches of discipline involving the student;
 - ii. conduct or make arrangements for the day-to-day supervision of the student including periodic progress checks and instruction regarding hazards and health and safety precautions;
 - iii. provide the University with student attendance data, where required.
- d) Provide the student with a full and clear induction to the organisation and its working practices, procedures and requirements, including health and safety arrangements, how to report accidents, incidents and unsafe conditions. See Appendix PL1F Induction Checklist and return this to the Placement Co-ordinator within one week of the student's commencement.
- e) Ensure that the student is fully informed about responsibilities, including those contained in any statutory legislation and/or honorary contract.
- f) Provide the student with appropriate instruction and training in working practices to enable him/her to carry out his/her duties efficiently and safely.
- g) Work with the student to identify appropriate learning outcomes for the placement (these must be agreed by the student, the Workplace Supervisor and the University).
- h) Facilitate access to the student for visits by the Placement Tutor, where appropriate.
- i) Ensure that the student is treated with respect.
- j) During and on completion of the placement, provide feedback to the University on the student's performance and confirmation of the hours in practice, where required.

SHOULD PROBLEMS OCCUR

- Supervisors should immediately notify the student in the first instance regarding any performance related problems or performance issues.
- If the issue is deemed serious, the employer should contact the Placement Co-ordinator immediately. Tutors will assist wherever possible in ensuring that matters are resolved to the mutual satisfaction of all parties.

- The Placement Co-ordinator also appreciates regular and ongoing feedback regarding the placement programme from students and employers, particularly where it is the first time that the employer has hosted a placement student.

The University's responsibilities:

The University has a responsibility to:

- a) Commit appropriate levels of staff and other resources to placement governance activity to ensure strategic oversight for the learning to be delivered and managed by the Placement Provider. This includes the identification of:
 - (i) a Placement Coordinator, whose duties would normally include the authorisation of placements and organising/managing the placement arrangements, in liaison with the Placement Provider and student, and
 - (ii) a Placement Tutor, who will act as the first point of contact, visit the student on placement where appropriate, and/or assess the student.
- b) Ensure that any placement learning that forms part of a programme of study has associated learning outcomes which:
 - are clearly defined;
 - contribute appropriately to the overall aims of the programme;
 - are appropriately assessed. In cases where it is considered appropriate for the assessment be jointly conducted by the University and the Placement Provider, the Placement Tutor will work with the Workplace Supervisor to establish and document the procedure by which this shall be achieved.
- c) Assess the suitability of a proposed placement through appropriate and proportionate placement due diligence procedures, using a risk-based assessment process. The approval process will require the Placement Coordinator to undertake a Risk Profile for each placement using the PL1D Placement Risk Profiling Guidance, and record the outcomes in Appendix PL1E Risk Assessment. This risk assessment activity will include consideration of the information supplied in Appendix PL1A Placement Provider Agreement, Appendix PL1B, Placement Provider Health and Safety Questionnaire and Appendix PL1C Student Placement Agreement.
- d) Negotiate reasonable adjustments with the Placement Provider in the case of a student assessed under the Equality Act, 2010.
- e) Provide specialist advice and guidance for students with additional support needs.
- f) Clearly define appropriate points of contact and lines of communication between the University, the Placement Provider and the student. These should include:
 - i. Mechanisms for the Placement Provider to raise concerns or complaints about any aspect of the placement, including an individual student's performance or conduct.
 - ii. University emergency contact details.
- g) Retain a full and detailed record of each placement.
- h) Provide students with appropriate briefing, including health and safety, prior to commencement of any placement.
- i) Monitor all placement activity, ensuring that milestones are established, maintained and records, and identifying and addressing issues of concern and sharing good practice.

- j) Arrange appropriate opportunities for gathering feedback from students, Placement Providers and Placement Tutors, including suggestions for improvement. See Appendix PL1G.

PLACEMENT MODULE ASSESSMENTS - 2015/16

APPLIED INDUSTRIAL PLACEMENT	
NB ALL ASSESSMENTS ARE DUE TO BE SUBMITTED BY THE END OF YOUR PLACEMENT OR BY NO LATER THAN 1 AUGUST 2016	
Placement Development Record (Learning Logs) - 1 per month submitted monthly throughout the duration of placement - Learning and Development Grid to be submitted with log 1	BLOG SUBMISSION VIA MOODLE PAGE - See module MX501422 and use heading 'Monthly Learning Log' - link as follows: http://moodle.swanseamet.uwtsd.ac.uk/mod/oublog/view.php?id=75201 SUBMIT MONTHLY ON A REGULAR BASIS Penalties will be applied if late/submitted together at the end
Employer Appraisal (at the end of placement or by no later than 1 August 2016)	Employer appraisal to be sent via email from the nominated supervisor's email address to the tutor direct by email. Students must ensure this is done on their behalf and should liaise with the employer to ensure this occurs on time.
Placement DVD or Powerpoint (at the end of placement or by no later than 1 August 2016)	DVD: send to tutor by post/hand-in hard copy. Electronic submission is not acceptable. or if used Powerpoint: Upload via the Turnitin link provided on moodle.
	PENALTIES WILL APPLY FOR LATE SUBMISSIONS

<u>Sandwich Internship (Optional) – Pass or fail grade only</u>	
Tutor Viva	DATE TO BE ARRANGED IT IS THE STUDENT'S RESPONSIBILITY TO ORGANISE THIS AND FAILURE TO DO SO MAY RESULT IN FAILING YOUR PLACEMENT
Employer Appraisal	DATE TO BE ARRANGED IT IS THE STUDENT'S RESPONSIBILITY TO ORGANISE THIS AND FAILURE TO DO SO MAY RESULT IN FAILING YOUR PLACEMENT

PLACEMENT DEVELOPMENT RECORD

The placement development record is designed for the student to reflect on (not describe) their learning experience in order to critically review their development. Students should focus upon their:

- vocational development
- self development
- academic development.

Students are to refer to their aims and objectives for placement, the module's learning outcomes against the NCWE (National Council for Work Experience) 's six levels to enhance learning through work experience (see later).

The Development Record should include:

1. A brief generic overview of the overall placement. This should review the experience in terms of the placement objectives and the student's own learning outcomes. Students may wish to provide evidence of achievement of the aims put forward in their action plan and learning agreement. Particular attention should be paid to issues re self, vocational and academic development as well as highlighting 'lost' opportunities.
2. The learning and development grid should be completed in detail and be submitted with learning log 1.
3. A detailed monthly learning log (development record) which will be reviewed by your placement tutor. The log should be kept up to date throughout the placement as a point of reference which tutors can request to review at any stage. The log aims to self assess and review development, and should be completed comprehensively with regard to personal learning and development.
4. Within each log, students should highlight one management issue or problem that the placement provider organisation has experienced. This may be an operational issue they have been directly involved in or an issue which management has tackled. The issue should be critically analysed, and possible solutions proposed based upon practical considerations wherever possible using relevant theories to reinforce the analysis. Actionable solutions should therefore result from this. Problems may focus on issues of performance, management, guest services, marketing, people management, culture, communication, teamwork, etc.
5. Applied evidence of developing the following key skills criteria:
 - a) Self Management & Development
 - i) The student understood and applies areas covered by training programme.
 - ii) The student imposes an acceptable level of self discipline.
 - iii) The student has settled in to the new working environment and operating culture.
 - iv) The student is aware of and welcomes opportunities to develop knowledge, skills and abilities.
 - b) Managing Tasks
 - i) All work is completed to the desired standard.
 - ii) All work is completed to the desired timescale.
 - c) Communication
 - i) Spoken communications are clear and to the point.
 - ii) Spoken communication is appropriate to employer, colleagues and customer expectations.
 - iii) Written communication is well presented and effective.

- d) Working with and relating to others
 - i) The student has an efficient and effective working relationship with the supervisor/manager.
 - ii) The student has an efficient and effective working relationship with colleagues.
 - iii) The student demonstrates a high standard of customer care through understanding and empathising with the needs of the customer.
 - iv) The student works well as a member of a team, and is aware of his/her role in that team.
- e) Applying Knowledge
 - i) Skills and knowledge gained are well applied.
 - ii) Problems are identified, analysed and resolved in a structured and logical manner.
 - iii) Advice is sought whenever and wherever necessary to overcome any knowledge deficiencies.
- f) Applying Initiative in Work Problems
 - i) The student understands when the use of initiative is desirable / necessary.
 - ii) The student understands how far that use of initiative should / could be taken according to employer policy.
 - iii) The student is able to cope with changing circumstances and environmental problems.
 - iv) The student shows self-motivation in seeking solutions to non-typical problems.

Assessment Criteria

Students will be assessed upon their ability to critically evaluate their personal performance and development as well as their reflective analysis of the overall learning experience, outcome achievements, key skills development, application of theory in practice, identification of lost opportunities and future career development/skills application. This record should not be descriptive in nature but reflective, analytical and critical.

LEARNING AND DEVELOPMENT OBJECTIVES GRID – MONTH 1 ONLY

NB: SUBMIT WITH LEARNING LOG 1 AT THE END OF MONTH 1

INTRODUCTION: *To make the most of your work experience, it is essential to develop a balance in the key areas identified below*

INSTRUCTION: By the end of the month 1 ensure you have identified and completed the five learning objectives for each area

PLACEMENT AIMS AND OBJECTIVES

Academic and personal learning 1. 2. 3. 4. 5.	Career Management and People Skills 1. 2. 3. 4. 5
Work Culture and Business Awareness 1. 2. 3. 4. 5.	Business Skills 1. 2. 3. 4. 5.

FURTHER INSTRUCTIONS: This form is to be completed in Month 1 only and provides a written record of your learning objectives. You may find it useful when periodically reviewing your progress, especially on returning to study or moving on to a new experience.

USE THIS TEMPLATE FOR EACH MONTHLY BLOG SUBMISSION VIA MOODLE

MONTHLY LEARNING LOG **NAME:** _____ **BLOG #:** _____ **DATE:** _____

This record is designed so that you reflect upon your performance and development. Submit 1 per month regularly throughout the duration of your placement to your nominated placement tutor via the moodle blog.

Work Undertaken

List new work and additional responsibilities undertaken this month.
.....
.....
.....

Self Appraisal – Key Skills Development

Discuss how you feel you are performing, highlighting strengths and weaknesses, lost opportunities faced this month either by yourself or management and offer possible solution.

.....
.....
.....
.....
.....
.....
.....
.....
.....

Critically discuss a management issue that you have observed during this month and based on your academic studies put forward strategic recommendations for ways in which the organisation can overcome these

.....
.....
.....
.....
.....
.....
.....
.....
.....

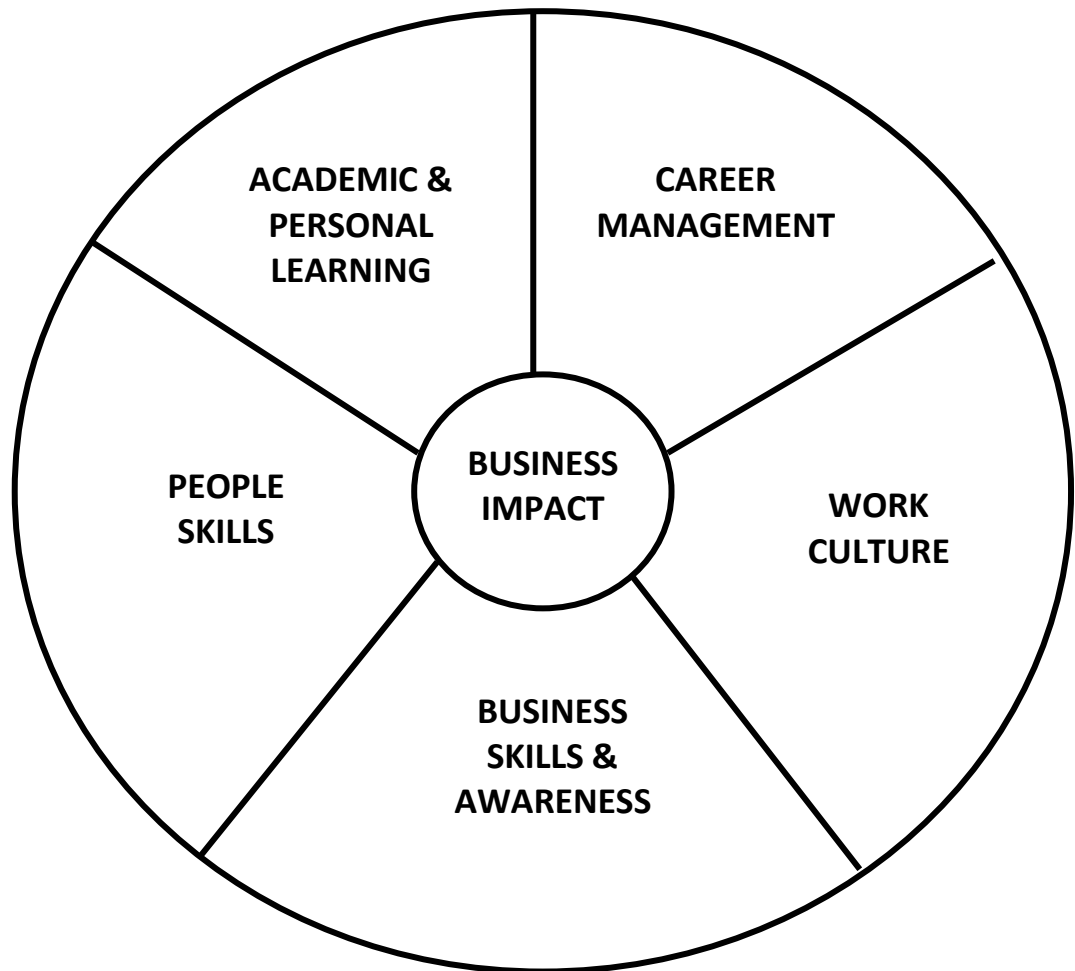
Key objectives for the next month - list your placement activities, learning and targets

Signed: Date:

Submit via the blog link <http://moodle.swanseamet.uwtsd.ac.uk/mod/oublog/view.php?id=75201>
Email to your tutor direct if you are having any difficulties or contact the IT helpdesk for advice.

Background advice: Consider the following when completing your assessments

THE PLACEMENT LEARNING AND DEVELOPMENT OPPORTUNITIES WHEEL



THE LEARNING AND DEVELOPMENT OPPORTUNITIES WHEEL - Broad Definitions:

1. Academic and Personal Learning

To enhance the quality of your academic knowledge, learning, and the application of that learning to workplace.

2. Career Management

To maximise the experience in order to develop your self-reliance and career management skills so as to boost your career potential.

3. Work Culture

To maximise your understanding of how organisations work and the relative benefits of different work cultures

4. People Skills

To gain a broad range of people, team, and client skills, whilst maximising what can be learnt from individuals in a variety of work situations.

5. Business Skills

To develop a range of general and specialist skills, which meet the needs of your organisation and which are transferable to broader work contexts.

6. Business Impact

To maximise your impact, become indispensable, and provide evidence of the value you add to the organisation.

ENHANCING LEARNING DURING THE PLACEMENT EXPERIENCE

LEVEL 1:	Experience Only
Students experience the learning without giving any thought to it - it just happens. They find it hard to relate the areas of work covered to their learning objectives. They are often not sure if they have encountered a topic or not.	

LEVEL 2	Record and Make Explicit the Experience
Students are able to articulate their learning experience to others but only at a superficial level.	

LEVEL 3	Reflection on the Learning Experience
Students know what the learning has meant to them. They are able to interpret the learning in a deeper way, providing a range of examples and a clear articulation of what they have gained from the experience.	

LEVEL 4	Making the Links and Matching the Learning
Students are able to draw together and internalise their learning through concepts and models. They can see the links and applications to other learning situations and/or potential careers.	

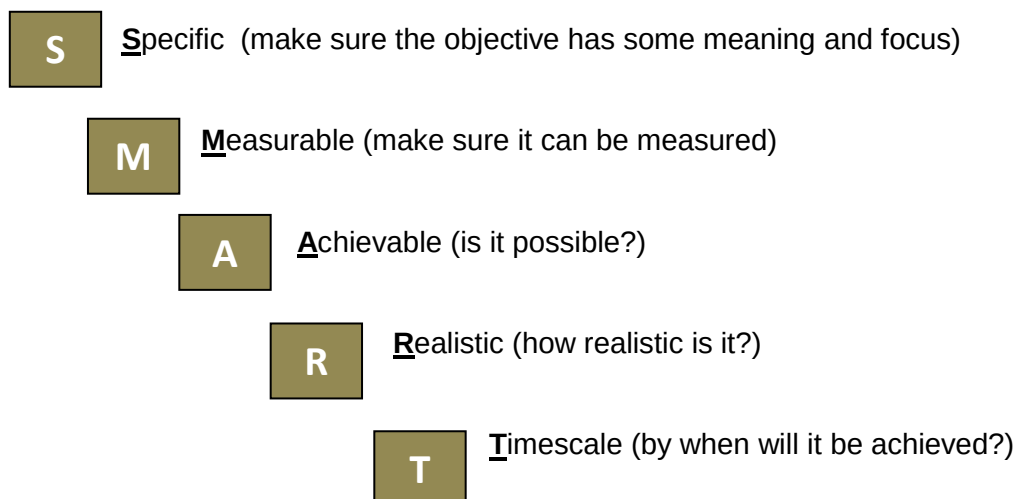
LEVEL 5	Application of Learning to New Situations
Students can put their learning into practice in new situations. They can make connections and piece together what they have learnt. They are able to transfer their learning, and add value in the new context.	

LEVEL 6	Adaptation to New Situations
Students are more flexible and effective in applying their learning to new situations, constantly evaluating its worth and adapting their model of thinking accordingly, thus taking responsibility for, and control of, their own development.	

WORK EXPERIENCE CHECKLIST: TOP TEN TIPS FOR MAKING THE MOST OF YOUR PLACEMENT

1. Focus on continual improvement
2. Increase your self-awareness
3. Gain relevant skills and experience
4. Develop your teamwork skills
5. Become indispensable
6. Explore opportunities
7. Use your contacts and develop the area of networking
8. Boost your self confidence
9. Learn to learn
10. Promote your success.

Placement Experience – Setting Objectives



ASSIGNMENT: “A DAY IN THE LIFE!” (DVD OR POWERPOINT PRESENTATION)

SUBMISSION DEADLINE:

AT THE END OF YOUR PLACEMENT OR NO LATER THAN 1 AUGUST 2016

Scenario

Your placement employer is rapidly expanding operations and is keen to expand their placement programme. As an ex-placement student you are invited by your organisation to prepare a detailed placement DVD or Powerpoint presentation entitled a “Day in the Life” to promote the placement opportunity to future prospective placement students.

Task

You will be required to produce and submit a 10 minute video/presentation for prospective students. The aim of the DVD is to inform and “sell” the placement experience to potential placement students using the theme a day in the life.

It can be in the format of a DVD or Powerpoint presentation incorporating photos, music and engaging presentation designed to include the following:

1. A brief overview of the placement organisation and relevant background information about its history, locations and position in the marketplace (20%)
2. An in-depth explanation of the placement itself: roles and responsibilities, induction, on the job training, organisational support and feedback, terms and conditions, remuneration, accommodation, working hours, etc. (50%)
3. Advice to future candidates regarding applications, placement challenges/problems, new opportunities, lost opportunities (20%)

DVD/Powerpoint Presentation (10%) - Wherever possible, students should utilise organisational data and material such as statistics, literature, photos, music to make the presentation engaging and informative for future prospective placement students.

Students working for the same organisation may prepare a group presentation (maximum of 2 per group) which must last a minimum of 10 minutes per person.

If you produce a DVD, this should be submitted on a memory stick or DVD to your placement tutor via the School office; Powerpoints can be uploaded via the link on Turnitin on the module's moodle page (Applied Industrial Placement M5X01422).

Please factor in time for postal delays from overseas /any unforeseen technical issues – it is your responsibility to ensure that your work is received on time in a format which can be opened without delay to allow for marking to take place. Penalties will apply if this is not the case.

NB

When photographs/video clips are used for this assessment, specific consent for this must be obtained in writing. Please check with your employer also to ensure that you comply with their policies in this area. Indiscriminate use of photographs must be avoided at all costs.

ASSIGNMENT: Supervisor Evaluation of Student Performance

Interim / Final report:

Date completed:

NB: FORM MUST BE RECEIVED AT END OF PLACEMENT OR BY NO LATER THAN 1 AUGUST 2016

Student Name: Dates of Employment:/...../.....

Employing Organisation: Supervisor's Name:

Interest in Work

☐

High interest in job. Very enthusiastic.

☐

More than average amount of interest and enthusiasm for job.

☐

Satisfactory amount of interest and enthusiasm for job.

☐

Interest spasmodic. Occasionally enthusiastic.

☐

Little interest or enthusiasm for job.

Comment

Initiative

☐

Self-starter. Asks for new jobs. Looks for work to do.

☐

Acts voluntarily in most matters.

☐

Acts voluntarily in routine matters.

☐

Relies on others. Must be told frequently what to do.

☐

Usually needs to be told what to do next.

Comment

Organisation and Planning

☐

Does an excellent job of planning and organising work.

☐

Usually organises work well.

☐

Does normal amount of planning and organising.

☐

More often than not fails to organise and plan work effectively.

☐

Consistently fails to organise and plan work effectively.

Comment

Ability to Learn

☐

Exceptionally quick.

☐

Quick to learn.

☐

Average.

☐

Slow to learn.

☐

Very slow to learn.

Comment

Quality of Work

☐

Very thorough in performing work. Very few errors if any.

☐

Usually thorough. Good work with few errors.

☐

Work usually passes review. Has normal amount of errors.

☐

More than average amount of errors for a trainee.

☐

Work usually done in a careless manner. Makes errors often.

Comment

Quantity of Work

☐

Highly productive in comparison with other students.

☐

More than expected in comparison with other students.

☐

Expected amount of productivity for a student.

☐

Less than expected in comparison with other students.

☐

Very low in comparison with other students.

Comment

Judgement

☐

Exceptionally good. Decision based on thorough analysis of problem.

☐

Uses good common sense. Usually makes the right decision.

☐

Judgement usually good in routine situations.

☐

Judgement often undependable.

☐

Poor judgement. Jumps to conclusions without sufficient knowledge.

Comment

Dependability

☐

Can always be depended upon in any situation.

☐

Can usually be depended upon in most situations.

☐

Can only be depended upon in routine situations.

☐

Somewhat unreliable, needs above average checking.

☐

Unreliable.

Comment

In order to assess the overall performance of the placement student we have identified a number of areas on which we would welcome your feedback:

Please give your view of the student's performance (*see attached guide for definitions*):

	A	B	C	D	E
Self-management & development					
Managing Tasks					
Communication skills					
Working with & relating to others					
Applying knowledge					
Applying initiative in work problems					

A - Outstanding

(consistently exceeded the standard expected of a placement student)

B -Very Good

(frequently exceeded the standard expected of a placement student)

C - Good

(always achieved (at least) the standard expected of a placement student)

D -Satisfactory

(achieved (at least) the minimum accepted standard for a placement student)

E - Unsatisfactory

(did not achieve the minimum accepted standard for a placement student)

Your opinion of their overall performance: _____ (A to E)

Concluding Comments /Overview of Student Performance:

Finally, could you please confirm that at the date of this form's completion the student:
(please circle as appropriate)

- a) Has fully completed their contracted term of employment/placement term
- b) That the time spent exceeded 200 hours in total over at least 8 weeks
- c) Has yet to complete their contract and agreed number of hours
- d) That upon completion they will have exceeded a minimum of 200 hours over at least 8 weeks

I confirm that I am the student's nominated supervisor/their nominee and am able to comment knowledgeably on their performance whilst on placement.

Signed..... Position.....
Date.....

Please email this form at the end of placement /by no later than 1 August 2016 to the student's nominated placement tutor direct from your work email address

mike.davies@uwtsd.ac.uk or phil.ainsworth@uwtsd.ac.uk

Placement Performance Criteria & Key Skills – Guide for Employers

a) Self-Management & Development

1. The student understood and applies areas covered by training programme.
2. The student imposes an acceptable level of self-discipline.
3. The student has settled in to the new working environment and operating culture.
4. The student is aware of and welcomes opportunities to develop knowledge, skills and abilities.

b) Managing Tasks

1. All work is completed to the desired standard.
2. All work is completed to the desired timescale.

c) Communication

1. Spoken communications are clear and to the point.
2. Spoken communication is appropriate to employer, colleagues and customer expectations.
3. Written communication is well presented and effective.

d) Working with and relating to others

1. The student has an efficient and effective working relationship with the supervisor/manager.
2. The student has an efficient and effective working relationship with colleagues.
3. The student demonstrates a high standard of customer care through understanding and empathising with the needs of the customer.
4. The student works well as a member of a team, and is aware of his/her role in that team.

e) Applying Knowledge

1. Skills and knowledge gained are well applied.
2. Problems are identified, analysed and resolved in a structured and logical manner.
3. Advice is sought whenever and wherever necessary to overcome any knowledge deficiencies.

f) Applying Initiative in Work Problems

1. The student understands when the use of initiative is desirable / necessary.
2. The student understands how far that use of initiative should / could be taken according to employer policy.
3. The student is able to cope with changing circumstances and environmental problems.
4. The student shows self-motivation in seeking solutions to non-typical problems.

STUDENT INFORMATION – MODULE ASSESSMENT CRITERIA

GENERIC BA GRADING CRITERIA

1st	70% +	Outstanding ability has been demonstrated in meeting the performance criteria and placement performance has been of an extremely and consistently high standard.
2:1	60 - 69%	Very good ability has been demonstrated in meeting the performance criteria and in general placement performance has been of a high standard. At no stage has performance fallen below satisfactory.
2:2	50 - 59%	A good ability has been demonstrated in meeting the performance criteria and placement performance has been generally been good and has not fallen below a reasonable standard.
3rd	41 - 49%	A reasonable ability has been demonstrated in meeting some of the performance criteria but placement performance has been weak in some areas.
Pass	40%	Placement performance has been basic in meeting performance criteria and just a bare pass overall has been reached.
Refer	30% - 39%	A weak performance where a number of performance criteria have not been met. With additional work these could reach a pass performance.
Fail	Under 30%	A very weak performance which does not meet performance criteria.

GENERIC HND GRADING CRITERIA

Distinction

Student demonstrates outstanding ability, commitment and performance in all aspects of the placement with a consistently high level throughout all areas of assessment.

Merit

Student demonstrates an extremely good level of performance and commitment in most areas of the placement. At no stage has performance fallen below satisfactory.

Pass

Student demonstrates a sound level of performance and commitment overall and throughout all areas of the assessment has generally been satisfactory.

Bare Pass

Student demonstrates the basic level of performance and commitment needed to pass and certain areas may be below satisfactory, but overall criteria are met.

Refer

Student demonstrates below satisfactory level of performance throughout the placement or one area of the placement is unacceptable. The student will be required to resubmit work, or undertake a further period of placement, or resit the placement module in order to achieve a pass.

Fail

The student's performance is totally unacceptable to the employer and/or the overall assessment process. The student must resit the placement module in order to achieve a pass.

HEALTH AND SAFETY

GUIDANCE NOTES FOR STUDENTS ON PLACEMENT

IF YOU FACE AN EMERGENCY ON PLACEMENT PLEASE INFORM THE UNIVERSITY IMMEDIATELY – FULL CONTACT DETAILS ARE AVAILABLE IN THIS HANDBOOK

Action to be Taken in an Emergency

Because of 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 ie. 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 post code is known that should also be provided.

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
- Provide 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 or 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 willfully 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 - ie who is responsible
- The arrangements - ie 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
- Collection 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 up to a £20,000 fine (or 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 £20,000 fine or, indictment, an unlimited fine and up to two years' imprisonment.

• Codes of Practice

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

• Other Offences

These can incur a £20,000 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.

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 very much when an emergency actually happens.

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

Specific Topics

Fire:

General Information

Fires: 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 first-aid fire-fighting is pursued. Portable fire-fighting equipment is not designed to cope with extensive fires and it is important that first-aid 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 indicated 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 to ensure 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 water jet 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 one to three 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 nor 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 Monday to Friday. Saturday, Sunday, 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 a mechanical and visual check that all socket 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 the equipment. You should extinguish an 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 ear drum. 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 ten 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 School or First Aider.

Eye Injuries

All eye injuries must be irrigated thoroughly then treated at the Medical School 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 School or First Aider, as soon as possible.

To ensure your own safety, as far as reasonably practicable, you should employ the age old maxim: ***If in doubt, ask.***

After your placement ends

After your placement ends take time to think about the return to university and how your learning fits in with academic life and the other units you have studied as part of your degree programme and will study next year at level 6.

Updating your CV and careers guidance

After Placement

Students should realise that they can learn from the placement even after the placement itself is ended and be pro-active in optimising this experience. This learning can take the form of:

- Further reflection on the placement learning as recorded, for example, in the placement learning logs. One should be submitted each month via moodle for marking to the nominated tutor.
- Conscious integration of the placement learning into future academic modules, where experience can intensify and deepen the understanding to be gained.
- Sharing of experience with other students in the same cohort, since there is likely to have been a wide variety and spread of experience.
- Using the experience as a basis for directing and focusing career plans, which may be with the same employer in the same line of work or not. Even a career decision along the lines of "not that employer, not that type of work" can be constructive if genuinely informed. Students are always encouraged to remain active within the organisation, assisting with briefings, recruitment and presentations.
- Sharing of experience with pre-placement students, to enable them to have the best preparation for, and benefit from, the placement.
- Sharing experience with staff such as placement tutors and placement officers who are involved with the presentation and overseeing of placement, so as to optimise this provision.

Your placement may have inspired ideas for future careers as well as further study. Take time to update your CV and add your placement. Do maximise your placement learning and make a feature of it on your CV. The placement was a substantial period of time working in a professional environment. Add all the tasks in which you were involved, the responsibilities you had and skills you acquired. Do not be shy of stating your achievements. The experience working in your placement will set you above many other students out there when you compete for jobs and courses. Preparing your CV now means in the final year it is ready to send to prospective employers or to add to applications for further study. The Careers Service has information about courses and jobs.

Returning to university

At the end of your placement you should

- submit all required assessment materials by the due date
- comply with any terms and conditions that still apply after the placement has ended,
- reflect and evaluate your placement and be prepared to share your experiences with potential new placement students.

Whilst the placement year has been exciting, it is also very different to a year of study. You may find it a little disorientating fitting back into university life and settling into a pattern of assignments and exams and leaving the placement behind. We aim to help you with the transition and welcome you back to the University.

Level 6 induction begins with a placement debrief workshop to help facilitate your return to University study following your time away in the workplace. This takes place during the late September induction period.

TITLE: Applied Industrial Placement
MODULE CODE: M5X01422

LEVEL: 5
CREDITS: 20

AIM(S)

- To provide students with a practical first-hand experience within the leisure, events, tourism, hospitality, sport and recreation industry and a practical introduction to the business disciplines and management issues studied during level 4 and 5 in order to appreciate what constitutes good practice.
- To develop the student's key skills, notably team work, communication, guest service and task management, focusing upon self-management and developing the skills and competency required for their future careers.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Undertake efficiently an operational position within their chosen sector and critically appreciate the importance of work based key skills within leisure, events, tourism, hospitality, sport or recreation;
2. Critically analyse management performance within the workplace environment and discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be linear and individually designed to focus on either specialist or generic areas of study according to the student's level of experience, needs, interests and chosen career pathway. Students are required to undertake a minimum 8 week placement (200 hours). Students whose placement contract is for more than 8 weeks will be required to complete the full agreed contract period, if they leave early (other than for agreed extenuating circumstances) they will receive a fail grade for the employer appraisal element.
- Key skills – communication, team work, task management, personal skills – guest services, operational issues.
- Operational tasks – task management, performance.
- Review – reflection, self appraisal, reaction to feedback.
- Organisational Issues: Policies and procedures, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.

LEARNING AND TEACHING STRATEGY

The practical placement component is an individual student experience which will be based upon self-managed learning supported by a tutor advice where practicable. The student will therefore be responsible for managing their own learning and development according to the placement aims and objectives.

Students will be required to undertake management and organisational observational research and analysis in order to consider industry issues and offer strategic operational recommendations. The assessment will enable students to reflect upon their learning and apply their academic knowledge within an industry and organisational context as well as reflecting upon their personal and professional development.

As needed throughout the placement the student will receive on-going learning support from the placement tutor via e-mail or telephone links with the University. This will be available as required by the student or organisation. However, it is the student's responsibility to seek support as required. It must be noted that in certain situations students may not have internet or computer access on placement and may instead have to rely on their mobile phones or letter to contact UWTSD if required.

It must be noted that, whilst students will receive on-going support and guidance in organising a placement, it is the student's responsibility to secure an appropriate placement NOT the placement tutors.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	200	100%
TOTAL	200	100%

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix of assessments.

Students must successfully complete an 8 week/200 hour placement. It should be noted that the students who elect for a longer placement contract will be assessed upon their full agreed contract.

Assessment Component 1 – 50%

Students will submit a detailed Employer Performance Appraisal signed by both their supervisor/manager and the HR department and a professional 10 minute DVD or power point record of their placement experience entitled "A Day in the Life" which will be completed as a video /photographic diary of the placement experience.

Assessment Component 2 – 50%

Students will submit via Turnitin/Moodle an e learning Development Record which will include a placement overview, evidence of learning and development outcomes achieved, learning logs, and a detailed analysis of operational, organisational and industry issues. (50%)

Assessment Summary

Activity type	Percentage
Written Exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
	No
If yes please provide brief details (no more than 100 words): Students will experience first-hand industry and organisational initiative regarding sustainable development and the impacts of these strategic approaches.	

BIBLIOGRAPHY

Essential

Hagg, E (2013) Internship Guide Eleven, The Hague

QAA(2012) Quality Code for Higher Education, QAA, London

Trigwell K, 1998 Workbased Learning, Kogan Page, London

Recommended

ASET(2013), Placement Code of Practice, ASET, Sheffield

NCWE, 2005 Workbased Learning : Code of Practice, NCWE, London

Background

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Fanthorne, C (2004) Work Placements – Survival Guide for Students Macmillan, Basingstoke

Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Placement Pack, NCWE, London

Journals

LTSN – Link

Prospects – Workbased Learning

Websites

Organisational websites as personally applicable to the student's individual placement

MODULE CODE:
TITLE: Sandwich Internship
DATED: 16/12/15
LEVEL: 6
CREDITS:

AIM(S)

- With the Government and QAA's increased focus on employability and work based learning this elective module is designed to provide students with an opportunity to fully develop their vocational skills within the Industry whilst focusing on enhancing their practical organisation and management understanding. The module allows students to spend a year working in industry and so provides greater opportunities for observation and evaluation in order to apply learning in a practical context. Where possible the module aims to progress the student work based skills to gain either supervisory experience or develop a specialism.
- In the current economic climate it may also allow students who are struggling financially to earn much needed revenue to help support them through their final year of studies. The Sandwich Internship also allows students to experience working in the UK or internationally, and if they wish an opportunity to develop their skills working with more than one organisation. Furthermore this allows for greater comparative evaluation of management issues and policies. Students will be encouraged to complete the level 6 consultancy project module or dissertation linked to their sandwich internship experience.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Reflect upon their development of their personal and professional skills and enhance their CV and employability skills.
2. Critically discuss, compare, analyse and assess in detail specific or generic concepts regarding resources, organisational, financial and motivational issues affecting the organisation and its performance.
3. Critically apply a range of theories in a work based context to evaluate and discuss a variety of industry issues and organisational policies and procedures in order to put forward actionable strategic recommendations.

INDICATIVE CONTENT

- The organising of an appropriate sandwich internship relevant to the programme aims and objectives and the student's individual career goals and aspirations. Linked to this will be the need to complete an internship learning contract and risk assessment in preparation for the experience.

- Development of personal and professional skills (vocational and reflective learning). Undertaking operational roles and in addition and where ever possible the development of supervisory or specialist skills via practical experience as well as observation. To include Communication skills, team work, task management, problem solving and initiative.
- Industry and organisational issues and the application of academic knowledge (observation, research, evaluation and analysis) which may include management structures, management styles, motivation theory and practice, delegation, training policies and procedures, staffing issues, quality policies, performance measures, marketing strategies and evaluation, market position, competition, pricing policies, funding, financial management, budgets, health and safety, standards, industry sector, corporate culture.
- Detailed research, problem solving and the ability to think critically discuss and debate issues and put forward strategic policy initiatives.

LEARNING AND TEACHING STRATEGY

This module is a student self-managed learning experience. The internship team will discuss possible internship opportunities and support, however, the student is responsible for organising their own internship experience which will develop their employability skills and provide them with the required learning experience. This will encourage them to further develop their self-management ability as well as gain a detailed management understanding and an organisational management appreciation from operational experience, observation, research and reflection.

The tutor will assist in facilitating reflection, critical analysis and in-depth debate. The students will also be supported in the research and analysis process by the employer but will be encouraged to develop their independence.

Tutors and employers will also facilitate and support students in evaluating issues and applying theories to produce critical and strategic solutions to work based problems. Organisations will be encouraged to set the student a internship research project to undertake during their internship for submission to the organisation and the university which may be linked to the organisational consultancy module.

Whilst the student will be supported and assisted by the internship unit it is the student's responsibility to secure an appropriate and acceptable sandwich internship experience, and manage the experience and not the internship tutor.

Notional Learning Time = Minimum 40 week internship (approx. 2000 hours)

If the student elect to undertake the consultancy project module whilst on internship the module support and guidance hours will be increased in line with the support available for the consultancy project module.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning		
Internship learning	200	100%
TOTAL	200	100%

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix of practical internship, tutor assessment viva to include student reflection and an internship organisation project.

Evidence of Learning Outcomes 1 and 2 will be in the form of an internship viva assessment by a tutor from the programme. Students will be required to demonstrate cognitive thought and depth in analysing and discussing relevant organisational management issues. They will need to critically apply theory to discuss issues and put forward strategic recommendations for policy improvements. This will be supported by an employer appraisal to evaluate the student's overall performance and development in the workplace and an e- portfolio development record designed for the student to reflect upon their learning and development. Students will also be required to successfully complete the full duration of the sandwich internship contract.

Evidence of Learning Outcome 3 will be in the form of a detailed internship research project (equivalent to 5000 words). Employers will be encouraged to agree an internship project for the student to undertake whilst an intern.. They will be required to select a management/organisational issue to research in depth and produce a project that discusses the topic from a practical and theoretical stance offering strategic policy recommendations for the organisation. Projects will require work based research and a detailed theoretical review to support critical analysis and develop strategic policy initiatives. The project is designed to link back to the student's academic studies, prepare students for their final year's research and be of benefit for the organisation.

Students may elect with the agreement of tutors to link either their dissertation or consultancy project to their internship. If this is agreed the student will receive additional support for this module during their internship.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

PLACEMENT PROVIDER AGREEMENT

PLACEMENT PROVIDER CONTACT INFORMATION

Name of organisation:	
Placement Site Address:	
Workplace Supervisor Name (or other provider contact):	
Workplace Supervisor (or contact) Position:	
Telephone:	
E-mail:	

UNIVERSITY PLACEMENT COORDINATOR CONTACT INFORMATION

Name of Placement Coordinator:	Mike Davies
Address:	Lecturer, School of Tourism & Hospitality, University of Wales Trinity Saint David Swansea Business Campus, High Street, Swansea SA1 1NE
Telephone:	01792 481214 / 481132
E-mail:	mike.davies@uwtsd.ac.uk

STUDENT AND PLACEMENT DETAILS

Name of student(s):			
Start Date:		End date:	
Duration of Placement:		Normal Working Hours:	
Outline of Placement Activity/Duties:			

Dear Placement Provider

Re: Work Experience Placement

Thank you for agreeing to accept our student on the work experience placement at your organisation. Quality work experience is vital to equip our students for their future careers and the University is grateful for your offer of this placement opportunity. We hope our student will learn from this placement the skills and competencies specific to their discipline or profession as well as more general work-related and employability skills (time management, team working, communications skills, etc.).

Would you please check that the Placement Provider information and placement details on page 1 are complete and correct, amending if necessary?

Student placements are a partnership between the student, the University and the Placement Provider in which each has specific roles and responsibilities. It is important that all three parties clearly understand the responsibilities and expectations of everyone involved and so the responsibilities are detailed below.

During the placement, we expect the student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the primary duty of care and consequent liabilities must rest with you. As the student's Placement Provider the University requests you to treat him or her in the same way as your employees.

The University therefore requests that you as Placement Provider will:

- a) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1A Placement Provider Agreement.
- b) Provide a safe working environment. Comply with health and safety legislation and define the liability and other insurance cover that will be provided for the activities of the student, with regard to the student and to others who could be affected by the student's actions or inactions. See Appendix PL1B Placement Provider Health and Safety Questionnaire.
- c) Provide a designated Workplace Supervisor who will:
 - a. act as the first point of contact for any problems or queries during a student's placement and contact the University immediately in cases of serious accidents, incidents or breaches of discipline involving the student;
 - b. conduct or make arrangements for the day-to-day supervision of the student including periodic progress checks and instruction regarding hazards and health and safety precautions;
 - c. provide the University with student attendance data, where required.
- d) Provide the student with a full and clear induction to the organisation and its working practices, procedures and requirements, including health and safety arrangements, how to report accidents, incidents and unsafe conditions. See Appendix PL1F Induction Checklist.
- e) Ensure that the student is fully informed about responsibilities, including those contained in any statutory legislation and/or honorary contract.

- f) Provide the student with appropriate instruction and training in working practices to enable him/her to carry out his/her duties efficiently and safely.
- g) Work with the student to identify appropriate learning outcomes for the placement (these must be agreed by the student, the Workplace Supervisor and the University).
- h) Facilitate access to the student for visits by the Placement Tutor, where appropriate.
- i) Ensure that the student is treated with respect.
- j) During and on completion of the placement, provide feedback to the University on the student's performance and confirmation of the hours in practice, where required.

The University of Wales Trinity Saint David will:

- a) Commit appropriate levels of staff and other resources to placement governance activity to ensure strategic oversight for the learning to be delivered and managed by the Placement Provider. This may include the identification of (i) a Placement Coordinator, whose duties would normally include the authorisation of placements and organising/managing the placement arrangements, in liaison with the Placement Provider and student, and (ii) a Placement Tutor, who will act as the first point of contact, visit the student on placement, where appropriate, and/or assess the student.
- b) Ensure that any placement learning that forms part of a programme of study has associated learning outcomes which:
 - are clearly defined;
 - contribute appropriately to the overall aims of the programme;
 - are appropriately assessed. In cases where it is considered appropriate for the assessment be jointly conducted by the University and the Placement Provider, the Placement Tutor will work with the Workplace Supervisor to establish and document the procedure by which this shall be achieved.
- c) Assess the suitability of a proposed placement through appropriate and proportionate placement due diligence procedures, using a risk-based assessment process. The approval process will require the Placement Coordinator to undertake a Risk Profile for each placement using the PL1D Placement Risk Profiling Guidance, and record the outcomes in Appendix PL1E Risk Assessment. This risk assessment activity will include consideration of the information supplied in Appendix PL1A Placement Provider Agreement, Appendix PL1B, Placement Provider Health and Safety Questionnaire and Appendix PL1C Student Placement Agreement.
- d) Negotiate reasonable adjustments with the Placement Provider in the case of a student assessed under the Equality Act, 2010.

- e) Provide specialist advice and guidance for students with additional support needs.
- f) Clearly define appropriate points of contact and lines of communication between the University, the Placement Provider and the student. These should include:
 - i. Mechanisms for the Placement Provider to raise concerns or complaints about any aspect of the placement, including an individual student's performance or conduct.
 - ii. University emergency contact details.
- g) Retain a full and detailed record of each placement.
- h) Provide students with appropriate briefing, including health and safety, prior to commencement of any placement.
- i) Monitor all placement activity, ensuring that milestones are established, maintained and records, and identifying and addressing issues of concern and sharing good practice.
- j) Arrange appropriate opportunities for gathering feedback from students, Placement Providers and Placement Tutors, including suggestions for improvement. See Appendix PL1G.

Students are required to:

Prior to placement: students cannot commence a placement until they have completed all the necessary preparatory work detailed below, and received authorisation from the Placement Coordinator. Students are required to:

- a) Identify a suitable placement (with the exception of students following a professionally accredited programme).
- b) Attend placement preparation briefings, including health and safety.
- c) Complete a Disclosure and Barring Service (DBS) check, if required. The student will retain the original and submit a copy to the University. The student must make the Placement Provider aware of any issues arising from the DBS check and discuss any convictions with the Placement Coordinator.
- d) Complete the ethics approval processes, where relevant.
- e) Have a dialogue with the Placement Coordinator or Placement Tutor to clarify placement requirements, expected learning outcomes and assessment requirements.
- f) Inform the Placement Coordinator and Placement Provider of any personal factors (e.g. health, disability, linguistic or cultural) that may affect the level of risk or may require adjustments.

- g) Complete the defined placement registration and approval process in full. See Appendix PL1C Student Placement Agreement.
- h) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1C Student Placement Agreement.

During the placement the student is required to:

- a) Comply with all rules regarding health and safety requirements, and other practices and procedures of the placement organisation.
- b) Report to the University any incidents in which s/he is involved and any health and safety concerns that are not addressed by the Placement Provider, e.g. in the event that appropriate induction and health and safety training is not provided.
- c) Carry out the work programme specified by the Placement Provider under the supervision of the Workplace Supervisor.
- d) Keep a log of hours worked.
- e) Monitor his/her progress in achieving the identified learning outcomes and discuss these regularly with the Workplace Supervisor and Placement Tutor, as appropriate.
- f) Conduct him/herself in an appropriate manner within the relevant ethical framework, ensuring confidentiality and treating others with respect and dignity.
- g) Act in a professional manner, including notifying the Placement Provider in a timely fashion in the event that he/she is unable to attend their placement due to illness etc.
- h) Respect any other requirements of the workplace such as dress codes.
- i) Notify their Placement Coordinator or Tutor should any issues of concern arise.
- j) Consult with the Placement Coordinator or Tutor prior to seeking any changes in the terms and duration of the placement.
- k) Complete all relevant academic coursework relating to the placement experience.

Would you please confirm that you accept the above responsibilities by signing below?

Also attached is the PL1B Placement Provider Health and Safety Questionnaire. Please could you arrange to complete the questionnaire with regard to your health and safety and insurance arrangements?

I'd be grateful if you would return the completed versions of this PL1A form and PL1B questionnaire either by postal mail or email to the contact details specified on page 1.

If you have any questions or problems, please don't hesitate to get in touch.

Yours sincerely

Mike Davies

Placement Coordinator

PLACEMENT PROVIDER AGREEMENT

I confirm that I accept the responsibilities as detailed above.

Signed:	
Name in block capitals:	
Position:	
Date:	

PLACEMENT PROVIDER HEALTH AND SAFETY QUESTIONNAIRE

Name of provider's organisation:			
Placement Site Address:			
Workplace Supervisor Name (or other provider contact):			
Workplace Supervisor (or contact) Position:			
Telephone:			
E-mail:			
Name of student(s):			
Duration of Placement:		Start Date:	

Dear Placement Provider

Re: Health and Safety for Work Placements

The University of Wales Trinity Saint David has a duty of care to ensure, so far as is reasonably practicable, the health and safety of our students whilst on placement. We ask for your assistance in meeting this obligation by completing this questionnaire and supplying (if requested), a copy of your health and safety policy and insurance certificates.

I'd be grateful if you would return the documents either by postal mail or email to the contact details below.

If you have any questions or problems, please don't hesitate to get in touch.

Yours sincerely

Mike Davies
Placement Coordinator,
School of Tourism & Hospitality
University of Wales Trinity Saint David
Swansea Business Campus
High Street
Swansea
SA1 1NE

01792 481132/481214
mike.davies@uwtsd.ac.uk

PLACEMENT PROVIDER HEALTH AND SAFETY QUESTIONNAIRE

		Yes	No
1.	Does your organisation have a written health and safety policy? If no, please give reason:		
2.	Do you have a policy regarding health and safety training for people working in your undertaking, including use of vehicles and equipment, and will you provide all necessary health and safety training for our placement student(s)? If no, please give reason:		
3.	Is the organisation registered with:		
	a) The Health and Safety Executive?		
	b) The Local Authority Environmental Health Department?		
	c) The relevant authority in your country (if outside the UK)?		
	d) The relevant National Governing Body Registration number: Last assessment date:	/ /	
4.	Insurance (UK Placements)		
	a) Is Employer Liability Insurance held?		
	b) Is Public Liability Insurance held?		
	c) Will your insurance cover any liability incurred by a student as a result of attendance at your course/training sessions?		
5.	Insurance (EU/International Placements, i.e. non-UK)		
	a) Will your insurance cover liability for injuries or sickness suffered by placement students attributable to their duties with your organisation?		
	b) Will your insurance cover liability incurred by the student for injuries to other parties (including their co-workers) or property damage arising from their duties with your organisation?		
	c) Will your insurance cover any liability incurred by a student as a result of attendance at your course/training sessions?		
6.	Risk Assessment		
	a) Have you carried out risk assessment of your work practices to identify possible risks, to employees and to others within your undertaking?		
	b) Are there effective control measures in place for the risks?		
	c) Are risk assessments kept under regular review?		
	d) Are the results of risk assessment implemented?		
	e) Will the student be undertaking any higher risk activities? <i>(If Yes, please provide copies of your health & safety policy and insurance certificates when returning this form)</i>		
6.	Accidents and Incidents		
	a) Is there a formal procedure for reporting and recording accidents and incidents (in accordance with RIDDOR in the UK or other country legislation if an international placement)?		
	b) Have you procedures to be followed in the event of serious and imminent danger to people undertaking courses/training?		
	c) Will you report to the University <i>all</i> recorded accidents involving our students?		

	d)	Will you report to the University any sickness involving our students which may be attributable to the work?		
7	Contact Personnel			
		Who is your nominated contact for compliance with these requirements of health and safety legislation?		
		Name:		
		Position:		

CONFIRMATION

I confirm that the preceding information is correct to the best of my knowledge. I confirm also that the student will receive:

- Induction briefing on their first day of attendance.
- Appropriate training and supervision in relation to their placement.

Signed:			
Name in block capitals:			
Position:		Date:	

Thank you for completing this questionnaire. Please return it as soon as possible to the Placement Coordinator (contact details on page one)

STUDENT PLACEMENT AGREEMENT

STUDENT CONTACT INFORMATION

Student Name:		Student number:	
Mobile Telephone:			
University e-mail:			
Personal e-mail:			
Emergency contact and relationship:		Tel:	

CONFIDENTIAL STUDENT HEALTH INFORMATION:

	YES	NO
1. Do you currently have or have you previously had any form of asthma; diabetes; epilepsy; heart disease; nervous or mental illness; rheumatic fever; stroke; tuberculosis?		
2. Do you currently have or have you previously had any other form of serious illness or operation that may affect your or others health and safety whilst on placement?		
3. Are you currently receiving medical treatment and/or medication?		
4. Are you visually impaired/blind?		
5. Are you hard of hearing/deaf?		
6. Disability - <i>'a physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day duties'</i> .		
If the answer to any of the questions above is "yes", please give further details as to the nature of your circumstances. Please include dates.		
Name, address and contact details of your doctor (for emergency use):		

To protect your health and safety it is imperative that you notify us of any disability or condition that may impact upon health and safety during work placement. If you fail to disclose this it may place you at a disadvantage and impact upon your own health and safety.

PLACEMENT PROVIDER CONTACT INFORMATION

Name of organisation:	
Placement Site Address:	
Workplace Supervisor (or provider contact) Name:	
Workplace Supervisor (or contact) Position:	
Telephone:	
E-mail:	

PLACEMENT DETAILS

Start Date:		End date:	
Duration of Placement:		Normal Working Hours:	
Outline of Placement Activity/Duties:			
Outline of Placement learning/assessment focus:			
Please tick to confirm that you have current DBS approval (if applicable)	YES ☐	NO ☐	N/A ☐

UNIVERSITY PLACEMENT COORDINATOR CONTACT INFORMATION

Name of Placement Coordinator:	Mike Davies
Telephone:	01792 481132 / 481214
E-mail:	mike.davies@uwtsd.ac.uk

Dear Student

Re: Work Experience Placement

Welcome to the UWTSD Placement! Quality work experience is vital to equip you for your future career and will enhance your employability. We hope you will learn from this placement the skills and competencies specific to your discipline or profession as well as more general work-related and employability skills (time management, team working, communications skills, etc.).

Would you please complete the previous sections of this document, ensuring that full and correct information is provided?

Student placements are a partnership between the student, the University and the Placement Provider in which each has specific roles and responsibilities. It is important that all three parties clearly understand the responsibilities and expectations of everyone involved and so the responsibilities are detailed below.

Prior to placement: students cannot commence a placement until they have completed all the necessary preparatory work detailed below, and received authorisation from the Placement Coordinator. Students are required to:

- i) Identify a suitable placement (with the exception of students following a professionally accredited programme).
- j) Attend placement preparation briefings, including health and safety.
- k) Complete a Disclosure and Barring Service (DBS) check, if required. The student will retain the original and submit a copy to the University. The student must make the Placement Provider aware of any issues arising from the DBS check and discuss any convictions with the Placement Coordinator.
- l) Complete the ethics approval processes, where relevant.
- m) Have a dialogue with the Placement Coordinator or Placement Tutor to clarify placement requirements, expected learning outcomes and assessment requirements.
- n) Inform the Placement Coordinator and Placement Provider of any personal factors (e.g. health, disability, linguistic or cultural) that may affect the level of risk or may require adjustments.
- o) Complete the defined placement registration and approval process in full. See Appendix PL1C Student Placement Agreement.
- p) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1C Student Placement Agreement.

During the placement the student is required to:

- l) Comply with all rules regarding health and safety requirements, and other practices and procedures of the placement organisation.
- m) Report to the University any incidents in which s/he is involved and any health and safety concerns that are not addressed by the Placement Provider, e.g. in the event that appropriate induction and health and safety training is not provided.

- n) Carry out the work programme specified by the Placement Provider under the supervision of the Workplace Supervisor.
- o) Keep a log of hours worked.
- p) Monitor his/her progress in achieving the identified learning outcomes and discuss these regularly with the Workplace Supervisor and Placement Tutor, as appropriate.
- q) Conduct him/herself in an appropriate manner within the relevant ethical framework, ensuring confidentiality and treating others with respect and dignity.
- r) Act in a professional manner, including notifying the Placement Provider in a timely fashion in the event that he/she is unable to attend their placement due to illness etc.
- s) Respect any other requirements of the workplace such as dress codes.
- t) Notify their Placement Coordinator or Tutor should any issues of concern arise.
- u) Consult with the Placement Coordinator or Tutor prior to seeking any changes in the terms and duration of the placement.
- v) Complete all relevant academic coursework relating to the placement experience.

The Placement Provider will:

- k) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1A Placement Provider Agreement.
- l) Provide a safe working environment. Comply with health and safety legislation and define the liability and other insurance cover that will be provided for the activities of the student, with regard to the student and to others who could be affected by the student's actions or inactions. See Appendix PL1B Placement Provider Health and Safety Questionnaire.
- m) Provide a designated Workplace Supervisor who will:
 - a. act as the first point of contact for any problems or queries during a student's placement and contact the University immediately in cases of serious accidents, incidents or breaches of discipline involving the student;
 - b. conduct or make arrangements for the day-to-day supervision of the student including periodic progress checks and instruction regarding hazards and health and safety precautions;
 - c. provide the University with student attendance data, where required.
- n) Provide the student with a full and clear induction to the organisation and its working practices, procedures and requirements, including health and safety arrangements, how to report accidents, incidents and unsafe conditions. See Appendix PL1F Induction Checklist.

- o) Ensure that the student is fully informed about responsibilities, including those contained in any statutory legislation and/or honorary contract.
- p) Provide the student with appropriate instruction and training in working practices to enable him/her to carry out his/her duties efficiently and safely.
- q) Work with the student to identify appropriate learning outcomes for the placement (these must be agreed by the student, the Workplace Supervisor and the University).
- r) Facilitate access to the student for visits by the Placement Tutor, where appropriate.
- s) Ensure that the student is treated with respect.
- t) During and on completion of the placement, provide feedback to the University on the student's performance and confirmation of the hours in practice, where required.

The University of Wales Trinity Saint David will:

- k) Commit appropriate levels of staff and other resources to placement governance activity to ensure strategic oversight for the learning to be delivered and managed by the Placement Provider. This may include the identification of (i) a Placement Coordinator, whose duties would normally include the authorisation of placements and organising/managing the placement arrangements, in liaison with the Placement Provider and student, and (ii) a Placement Tutor, who will act as the first point of contact, visit the student on placement, where appropriate, and/or assess the student.
- l) Ensure that any placement learning that forms part of a programme of study has associated learning outcomes which:
 - are clearly defined;
 - contribute appropriately to the overall aims of the programme;
 - are appropriately assessed. In cases where it is considered appropriate for the assessment be jointly conducted by the University and the Placement Provider, the Placement Tutor will work with the Workplace Supervisor to establish and document the procedure by which this shall be achieved.
- m) Assess the suitability of a proposed placement through appropriate and proportionate placement due diligence procedures, using a risk-based assessment process. The approval process will require the Placement Coordinator to undertake a Risk Profile for each placement using the PL1D Placement Risk Profiling Guidance, and record the outcomes in Appendix PL1E Risk Assessment. This risk assessment activity will include consideration of the information supplied in Appendix PL1A Placement Provider Agreement, Appendix PL1B, Placement Provider Health and Safety Questionnaire and Appendix PL1C Student Placement Agreement.
- n) Negotiate reasonable adjustments with the Placement Provider in the case of a student assessed under the Equality Act, 2010.
- o) Provide specialist advice and guidance for students with additional support needs.
- p) Clearly define appropriate points of contact and lines of communication between the University, the Placement Provider and the student. These should include:
 - iii. Mechanisms for the Placement Provider to raise concerns or complaints about any aspect of the placement, including an individual student's performance or conduct.
 - iv. University emergency contact details.
- q) Retain a full and detailed record of each placement.
- r) Provide students with appropriate briefing, including health and safety, prior to commencement of any placement.

- s) Monitor all placement activity, ensuring that milestones are established, maintained and records, and identifying and addressing issues of concern and sharing good practice.
- t) Arrange appropriate opportunities for gathering feedback from students, Placement Providers and Placement Tutors, including suggestions for improvement. See Appendix PL1G.

Would you please confirm that you accept the above responsibilities by signing below?

I'd be grateful if you would return the completed version of this PL1C form to the Placement Coordinator using the contact details specified on page 2.

If you have any questions or problems, please don't hesitate to get in touch.

Yours sincerely

Mike Davies

Placement Coordinator

STUDENT PLACEMENT AGREEMENT

I confirm that I accept the responsibilities as detailed above.

Signed:	
Name in block capitals:	
Programme of study:	
Date:	

STUDENT PLACEMENT INDUCTION CHECKLIST

Student Name:	
Name of Placement Provider organisation:	
Placement Site Address:	

As a minimum, the topics listed below should be included within the induction that you provide for the student on placement, preferably on their first day. Please check off the subjects as they are covered.

Health & Safety Issues	No	Yes	Date
1. Introduction to key staff members and their roles explained			
2. Location of welfare facilities (e.g. toilets, kitchen, rest room, showers, etc.)			
3. Emergency procedures			
4. Copy of safety policy received or location known			
5. Location of first aid facilities and contact for first aiders			
6. Fire procedures and location of fire-fighting equipment			
7. Accident/incident reporting and location of accident book			
8. Use/control measures for hazardous substances in the workplace (e.g. COSHH) – if applicable			
9. Display Screen Equipment Regulations and associated procedures – if applicable			
10. Manual handling procedures – if applicable			
11. Protective clothing/equipment arrangements – if applicable			
12. Instruction on equipment you will be using (list equipment)			
13. Specific training for tasks to be undertaken			
14. Specific information relating to risk assessments covering tasks to be undertaken			
15. Location of health and safety information and advice			
16. Specific disability related induction issues			
17. Other issues covered/to be covered please state:			

PLACEMENT PROVIDER CONFIRMATION

I confirm that the student has been provided with the induction specified above:

Signed:			
Print Name:			
Position:		Date:	

STUDENT CONFIRMATION

I confirm that I have been provided with an appropriate induction as specified above:

Signed:			
Print Name:			
Position:		Date:	

Thank you! Please return the completed checklist to the Placement Organiser within one week of the student starting placement.

Please return to:

Mike Davies
Placement Co-ordinator
School of Tourism & Hospitality
UWTSD
Swansea Business Campus
High Street
Swansea
SA1 1NE

Or by email: mike.davies@uwtsd.ac.uk

For office use only **PLACEMENT COORDINATOR RECEIPT**

Signed:			
Print Name:			
Position:		Date of receipt:	
Action required?			

POST-PLACEMENT REVIEW AND FEEDBACK

Dear Participant

Many thanks for your involvement in the work placement. I hope that the experience was a valuable and rewarding one, whether you were a Placement Provider, Student or Placement Tutor. The University of Wales Trinity Saint David reviews the provision annually for enhancement purposes and so we would be pleased to hear your feedback on any aspect of the placement.

If you wish to participate, please use this form to record your views. I'd be grateful if you would return the form either in person, by postal mail or email to the contact details below.

Yours sincerely

Mike Davies
Placement Co-ordinator
School of Tourism & Hospitality
UWTSD
Swansea Business Campus
High Street
Swansea
SA1 1NE

Name of provider's organisation:			
Name of student:			
What were the positive aspects?			
Were there any problems?			
Do you have any recommendations for enhancement for the future?			
Signed:			
Name in block capitals:			
Position (please tick one):	☐ Placement Provider ☐ Student ☐ Placement Tutor	Date:	

Thank you for completing this questionnaire.

Please return it as soon as possible to the Placement Co-ordinator: mike.davies@uwttd.ac.uk