



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

Faculty of Business & Management:
School of Tourism and Hospitality
LEISURE, EVENTS, TOURISM &
SPORTS MANAGEMENT (LETS) PROGRAMMES

Placement Handbook

2014-15

FOR STUDENTS AND PLACEMENT PROVIDERS



WELCOME

Welcome to the UWTSD Placement Programme! We would like to thank all this year's placement employers and wish all our placement students best wishes for an exciting and unrepeatable placement experience.

In previous years, our placement programme has received an excellent rating in quality audits. This is partly due to the support provided by our placement employers which is greatly appreciated.

The Placement Programme is an integral unit on both HND and Degree programmes. There are two version of the placement outlined in this document. As a minimum, all students are required to undertake a compulsory 8+ week placement during the 2nd year (minimum 200 hours). Students may also elect to undertake a longer one year sandwich placement.

Placement weeks are based on a minimum 25 hour week and students working less than this will be required to work additional weeks on a pro rata basis in order to make up the minimum placement hours of at least 200 hours over at least 8 weeks.

Sandwich Placement is a minimum of 1200 hours over at least 40 weeks and students may complete up to 3 separate placements.

Students are assessed on their full contract duration as opposed to the minimum placement in order to ensure that they complete their full placement to the highest standard. If they leave placement for any reason during this time (unless there is serious mitigating circumstances which are approved by the extenuating circumstances panel or placement management team) then this will be deemed as a resit and the student will either be awarded a maximum pass (40%) grade for the practical placement if they have completed the minimum number of weeks and hours, or they will be required to resit the outstanding placement to gain a maximum pass grade (40%). In serious situations the student may be deemed to have failed the placement and may not be given the opportunity to resit at the discretion of examination board.

Students will complete a preparation for placement module beforehand which includes research work (a placement development plan, portfolio and presentation) and in the placement module itself will be required to submit a placement development record, employer appraisal and DVD on completion of the placement. We appreciate the supervisors help in completing the appraisal forms at the end of the placement.

We greatly appreciate the help, support and feedback employers give our students. 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 Unit direct or complete the enclosed report form so that the issue can be assessed.

The placement unit works closely with the Quality Assurance Agency (QAA) and Association of Sandwich Education and Training (ASET). We have adopted the updated QAA code of practice for placements (2007) and are advised by these bodies regarding Health and Safety issues. The code of practice is referred to frequently throughout this guide and the placement unit will be happy to help employers update regarding new developments and research undertaken concerned with placements and graduate employment.

If you have any concerns during the placement or you wish to discuss any matter with the Placement Unit please do not hesitate to contact the placement team who are Mike Davies (Placement Tutor), Jacqui Jones (Programme Director), Phil Ainsworth (Year Tutor) and Andrew Campbell (Head of School).

Finally, thank you for supporting our placement programme, the students, Tourism and Hospitality and Sports Management team greatly appreciate your support and hope that the experience will be a highly beneficial learning experience for all concerned.

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PLACEMENT UNIT – 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

☎ 07540 919913, 07540919910, 07824156652, 07837562758 or

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.

UWTSO Switchboard:

☎ 01792 481000 (Do not leave messages)

PLACEMENT UNIT – INDIVIDUAL CONTACT DETAILS

Jacqui Jones:

Programme Director and Senior Lecturer

☎ 01792 481129 (voice mail) or 07850321695

jacqui.jones@uwtsd.ac.uk

Phil Ainsworth:

Year Tutor and Senior Lecturer.

☎ 01792 481165 (voice mail)

phil.ainsworth@uwtsd.ac.uk

Andrew Campbell:

Head of School and Senior Lecturer

☎ 01792 481146 (voice mail)

andrew.campbell@uwtsd.ac.uk

Mike Davies:

Placement Tutor and Lecturer

☎ 01792 481214 (voice mail)

mike.davies@uwtsd.ac.uk

TITLE: Professional Development for Applied Placement
DATED: 11/12/2014
LEVEL: 5
CREDITS: 20
JACS CODE: N800 Hospitality, Leisure, Tourism, Travel and Transport

AIM(S)

- To enable the student to audit and analyse their professional skills and training needs, in order to develop a detailed career and personal development plan for their future and consider a range of suitable industry opportunities.
- To develop the professional needs and skills of the students in order to secure an appropriate placement in line with their personal career ambitions.

LEARNING OUTCOMES

Upon the successful completion of this module the student will be able to:

1. Identify opportunities for personal and professional development in terms of specific learning outcomes and professional career development;
2. Successfully consider a range of industry opportunities in order to apply and secure a relevant position within the leisure, events, tourism, hospitality, sport and recreation industry.

INDICATIVE CONTENT

- Placement Preparation: To include CV writing, interview skills, qualification audits, training needs analysis and professional development planning in order to help the student secure an appropriate placement to meet their personal and professional needs and the course guidelines.
- Vocational Development: The experience will be linear and individually designed to focus on either specialist or generic areas of study within the industry according to the student's level of experience, needs, interests and chosen career pathway.
- Personal Development – Learning Styles (Honey and Mumford), Development wheel, Professional Skills focus for industry, Qualifications.
- Key skills for the industry– communication, team work, task management, personal skills – guest services, operational issues.
- Industry opportunities – positions, training programmes, organisational research, roles and responsibilities, career planning, recruitment and training strategies and organisational policies.

LEARNING AND TEACHING STRATEGY

Pre-placement professional development preparation will take the form of lectures designed to develop the students knowledge and understanding of personal development and to inform the students about potential placement opportunities supported by seminars and workshops designed to further prepare them for the placement experience and to gain developmental feedback. This will focus upon professional skills development, qualifications audits, career development, training needs analysis, C.V. writing , interview skills assessment Schools, skills analysis and psychometric testing. These will then be developed in more depth via group and individual tutorials.

A placement week or weekly placement events will be organised for students where a wide range of placement employers from the UK and overseas will come to UWTSD present to the students. Presentations will be designed so that even if students are not interested in applying they will gain valuable industry knowledge. These sessions will be supported by tutor lectures focusing on opportunities and mentoring from previous students.

The students will be given the opportunity where appropriate to attend interviews, assessment Schools, recruitment events and selection sessions. This is all part of the overall learning and development experience.

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	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

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

Assessment Component 1 – 50%

Assessment 1 is best achieved by students preparing a Personal Development Plan (approx 2,500) in preparation for the placement application process. This will include a placement rationale, Qualifications Audit , Training Needs Analysis, Personal Career Action Plan, Time Management Plan for Placement Applications, Personal Placement Learning Contract with measurable development outcomes and a professional CV in preparation for applying for placements and the Placement Experience.

Assessment Component 2 – 50%

Students will be assessed via detailed viva interview and power point presentation on their selected placement organisation (20-25 minutes).

Assessment Summary

Activity type	Percentage
Written Exam	0%
Coursework	50%
Practical	50%
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 gain the skills required to prepare them for a sustainable career and will also study organisational and industry approaches to sustainable development and employment.	

BIBLIOGRAPHY

Essential

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

QAA, 2008 Placement Learning code of Practice, QAA, London

Trigwell K, 1998 Workbased Learning, Kogan Page, London

Recommended

ASET, 2005, 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 students individual placement

TITLE: Applied Industrial Placement
DATED: 11/12/2014

LEVEL: 5
CREDITS: 20

JACS CODE: N800 Hospitality, Leisure, Tourism, Travel and Transport

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 School 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, 2008 Placement Learning code of Practice, QAA, London

Trigwell K, 1998 Workbased Learning, Kogan Page, London

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LTSN, 2008 Employability Skills, LTSN, Oxford

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

NCWE, 2008 Student Placement Pack, NCWE, London

Journals

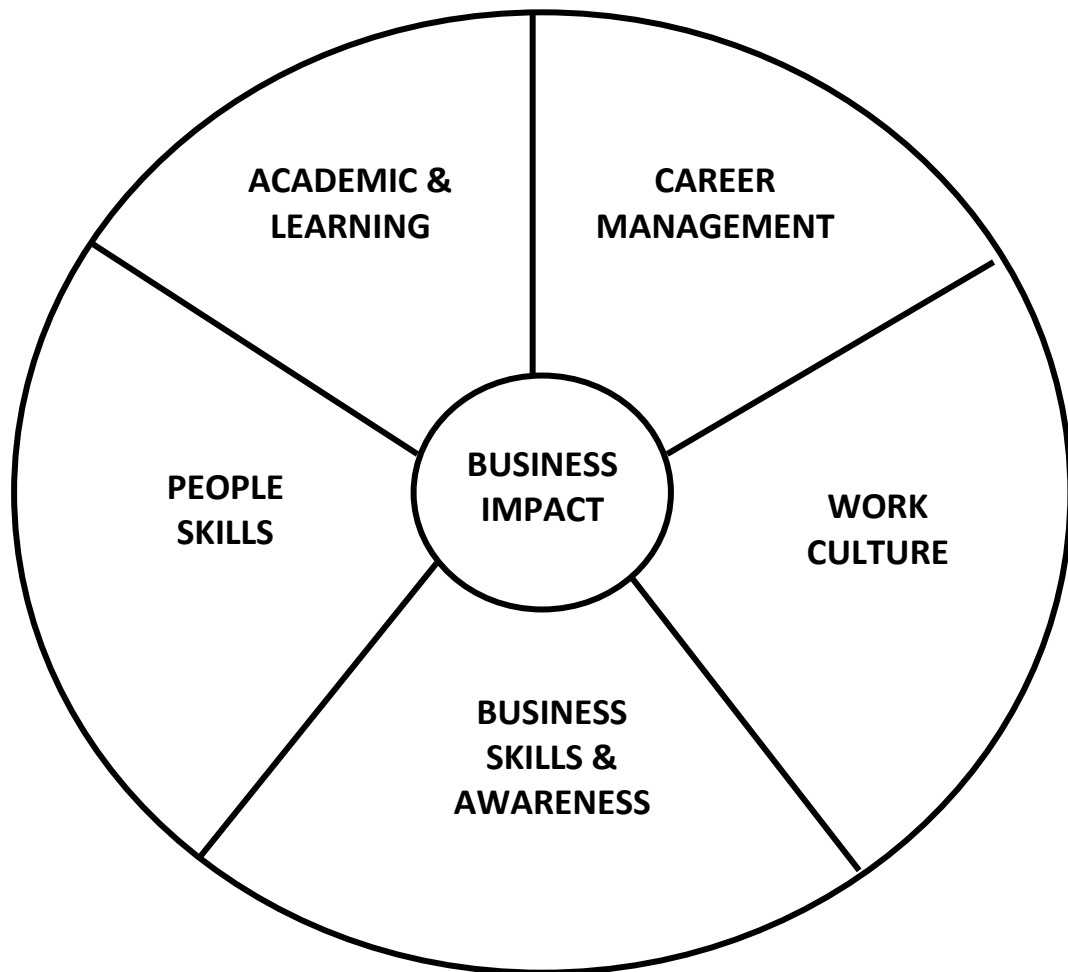
LTSN – Link

Prospects – Workbased Learning

Websites

Organisational websites as personally applicable to the students individual 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 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 Work Experience

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

S

Specific

(make sure the objective has some meaning and focus)

M

Measurable

(make sure the object is measurable)

A

Advantages

(what's in it for me?)

R

Realistic

(how realistic is it?)

T

Timescale

(When will the objective be achieved?)

PLACEMENT CODE OF CONDUCT

WHAT IS EXPECTED OF PLACEMENT STUDENTS

❖ Before Placement

The student's role in preparing for the placement experience starts with enrolment on the course, in the clear knowledge and acceptance of its implications in terms of preparation and commitment.

The seeking of placement opportunities is a **co-operation activity**, the student will recognise that **ultimately it is his/her individual responsibility to secure and deliver a satisfactory placement experience**. UWTSD can train, help, brief, prepare and introduce employers, but cannot "give" placements directly: only the student can agree that contract directly with an employer.

The student should, therefore, make full use of all the support offered by the Placement Unit in connection with both seeking and preparing for the placement experience. This is likely to involve both academic and practical activities, including opportunities to meet post-placement students and to share their learning experiences, and to hear visiting placement employers who attend the University to promote placement opportunities in their own companies.

The student should make an appropriate number of applications either through the Placement Unit, directly, or independently. **"Appropriate"** can vary widely according to the student's ability and focus - a strong candidate with a clear idea of a desired placement opportunity may be expected to make fewer applications than a weaker student with as yet undeveloped career plans. It will also depend on the student's decision-making style - some will prefer a carefully selective strategy while others will opt for the "blunderbuss" approach, firing vaguely at every opportunity, however unlikely.

At all stages when dealing with an employer, the student should recognise his/her role as a representative of the course and UWTSD, and act appropriately.

Where the student is active in seeking placement opportunities beyond the placement system, the Placement Unit must be advised, both to reduce the danger of parallel applications and so that the true extent of that student's application activity is known.

NB: When the student has found a possible opportunity by this means, it does not constitute "a placement" until the Placement Unit has approved both the activity content and the employer's compliance with Health and Safety criteria.

STUDENTS WILL NOT BE ABLE TO UNDERTAKE THEIR PLACEMENT IF THEY FAIL TO ATTEND ONE OF THE 3 PLACEMENT BRIEFING SESSIONS WHERE THEY WILL BE UPDATED ON THE HEALTH AND SAFETY ISSUES AND FORMALLY REGISTER THEIR PLACEMENT BY COMPLETING THE FORMS REQUIRED. THEY MUST ALSO ENSURE THAT THE EMPLOYER HAS COMPLETED THE HEALTH AND SAFETY FORMS REQUIRED FOR THE PLACEMENT WITHOUT THESE THEY MAY NOT START PLACEMENT.

It is the student's responsibility to use every possible means to research the company to which they are applying, i.e. personal contact, placements officers, careers departments, company literature, Internet, current/past placement students, and current/past visiting tutors.

Students **must** attend all placement presentations and acknowledge interview appointments that have been made by the Placement Unit and ensure that both the Unit and employer are advised in advance if appointments cannot be kept.

Where a student makes an interview appointment direct with an employer, the Unit **must** be told the details so that clashing appointments are not set up.

Where a student has had an interview and realises in the light of this that the opportunity is no longer appropriate, he/she should withdraw his/her application within 48 hours and ideally before an offer is made, so that the employer can make offers elsewhere.

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. Under no circumstances is it ever acceptable for a student to accept an offer and then attempt to back out of it in favour of another offer.

At the placement registration and briefing the student must provide the Placement Unit with specified details of any position accepted, for reference and to enable accurate records to be maintained.

Even after a placement has been arranged, the student must continue with the pre-placement preparation academic module.

Students about to commence placements must attend appropriate the compulsory briefing sessions, including those on Health and Safety: otherwise the Unit may not recognise the employment as a placement and not provide consent for its undertaking.

Once the placement is formally registered then this is deemed to be the students placement. Any change to this unless approved by the Placement Management Team or the Extenuating Circumstances Panel will be deemed to be a resit and graded as a maximum grade pass (40%) for the practical placement grade.

❖ During Placement

Most importantly, the student must take every opportunity on placement 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, whereby the student recognises that while universities are organised largely around the needs of the learner whilst employers have their own objectives and do not exist solely for the benefit of students.

Students on placement must realise that at all times they remain students as well as employees, and should behave so as to enhance the reputation of their course, department/faculty, and the University, and maximise the potential for repeat placements in future years.

Prior to placement, students should provide the Unit with full details of the placement including details of placement employer, start date, work and residential addresses, telephone, mobile phone number, fax, e-mail contact details, and contact number of workplace supervisor. This is essential for contact with the University and ongoing communication during placement itself.

Students should ensure that they notify University of any changes of location within 48 hours.

All students should email either the Placement Unit or nominated tutor to confirm that they have commenced their Placement and to update any contact details. It is advisable to stay in monthly contact during the Placement in order to update developments.

Students should ensure that they are fully aware of the University's requirements while on placement, including assessment, and comply as necessary.

Student Performance Expectations

Students should ensure that they always pursue a high level of performance. This should be achieved by meeting the various needs required including;

- diligent and consistent work performance,
- enthusiasm and keenness to learn and develop new skills
- flexibility in both availability and attitude towards work and acceptance of constructive criticism
- trustworthiness and complete confidentiality in relation to company policy.

Students should also

- follow orders and directions put forward
- put forward coherent suggestions and ideas to improve individual work performance, or the operation's overall efficiency and
- seek out opportunities to undertake special projects relevant to the student's academic development, and for the company's operational benefit.

SOCIAL CONDUCT

Working within the international hospitality industry 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 culture and ethnic differences. Remember that their actions and behaviour during their social activities may often have a detrimental effect 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 hospitality.

VISAS/WORK PERMITS/CRB CHECKS/LIABILITY INSURANCE

It is the student's responsibility to ensure they have any visas, work permits, CRB checks or liability insurance required to go on placement. Laws and restrictions change over time so whilst the Placement Team will advise students it is their responsibility to ensure everything is covered and that they take with them all the forms required. Furthermore students should read and familiarise themselves with all visa paperwork and welcome information packs.

INSURANCE / HEALTH & SAFETY

It is the student's responsibility to ensure that they are fully insured during the FULL placement period for both work and leisure time. We strongly advise that students check employer's policies and, if cover is not sufficient, take out additional cover. **If students have health & safety concerns on placement for example, relating to job responsibilities / duties / training / accommodation / equipment / processes / procedures etc..... they must contact the University immediately for advice.** Minor health & safety issues should be discussed during the placement visit.

Please check if your insurance covers you for activities before you take part. Don't take any risks as medical care and repatriation are incredibly expensive.

WITH REGARDS TO GENERAL HEALTH AND SAFETY WHILST ON PLACEMENT, STUDENTS ARE REQUIRED TO READ THE PLACEMENT RISK ASSESSMENT ON MOODLE, THE "HEALTH AND SAFETY GUIDANCE NOTES FOR STUDENTS ON PLACEMENT" [Ref: UCEA] ON PAGES 34 – 41 ALL OF WHICH HAS BEEN COVERED IN BRIEFINGS

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 the Placement Unit, Tutor or School Office via e-mail or phone.

Please remember that placement tutors do take holidays too, however voicemail and email messages are always available with clear updated information with on-call contact information. 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. If this occurs the students placement will be deemed to be a resit and will be recorded as maximum grade pass (40%) for the practical placement grade even if the 8 weeks and 200 hours have been completed as the placement is assessed over the full placement contract period.

PLEASE BE AWARE THAT FAILURE OF THE PLACEMENT MODULE AND POSSIBLY FAILURE OF YOUR YEAR OF STUDY.

In addition, students whose placement is terminated for behavioural or performance issues will be recorded as fail and at the discretion of the Placement Management Team and examination board they may not be given the opportunity to resit .

Students are assessed upon the full placement contract, not the minimum 8 weeks (200 hours) or sandwich placement 40 weeks (1200 hours), and therefore if they fail to complete the full contract they will as either as a resit maximum grade pass (40%) or a fail.

This also refers to students who leave placement early, even with employers permission and University's permission can only be given by ECP or the Placement Team.

**In the event of an
emergency,
the out-of-hours
emergency contact
number
is available on either**

**07540 919913
or 07540919910
or 07824156652
or 01792 481200
or 07837562758**

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 by email for marking to the nominated tutor.
- Conscious integration of the placement learning into 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.

WHAT IS EXPECTED OF THE EMPLOYER

❖ Before Placement

Employers can best contribute significantly to the smooth running of the recruitment process if they:

- Are clear about their motives for recruiting placement students and have realistic expectation of what induction/training will be needed and of what student can then deliver.
- Are aware of the student's requirements and the School's expectations.
- Recognise that recruitment will follow a natural cycle, annual or otherwise, related to the academic year and, where feasible, adjust recruitment cycles to fit in with this.
- Treat the recruitment of placement students in the same way and using the same procedures as for any other graduate level staff, e.g. in drawing up job and person specifications, thinking through appropriate remuneration packages, and complying with all relevant legislation including working-time directive, holiday time entitlement, payment of national insurance, tax, and compliance with legislation against discrimination on the grounds of disability, ethnic origin, gender, and good practice in respect of non-discrimination on the grounds of age.
- Make employment offers as soon as reasonably possible after interview/testing, in view of the fact that students frequently need to juggle with several offers or potential offers and that it is in the interests of all parties that arrangements be firmed up soon as possible.
- Note that the placement employment may in some cases be the first time that the student has lived away from home, and give support where appropriate in finding or providing accommodation.
- Support the student with their pre placement research however student requests should be made in advance and where information is available from other sources the students should utilise this and only request information from the employer that is not available elsewhere.
- Co-operate with Swansea Metropolitan University in all procedural matters **including confirmation of adequate legal Health and Safety provision.**

❖ During Placement

Employers should:

- Accept that placement students are in every respect full-time employees, e.g. involving them in staff appraisal schemes, since this is a valuable way of learning about employment norms.
- Provide induction and training **including Health and Safety issues.**
- Ensure that the immediate supervisor or manager has access to UWTSD's contacts, placement tutor or officer.
- Consider appointing a mentor for each student, distinct from the line manager and possibly from another department, to oversee the training, development and general learning process of the student.
- If required, make appropriate provision for the student to be visited at a mutually convenient time, use of a meeting room and availability of the student's manager.
- Co-operate with UWTSD in all course requirements, such as the need for the student to undertake assessed work whilst on placement, possibly involving some way of dealing with sensitive data, and to attend UWTSD during the placement e.g. for resits (UK only).
- If anything goes seriously amiss with the placement or the student, involve UWTSD immediately and jointly seek ways to resolve the situation: if necessary, involve UWTSD in any disciplinary action.
- Provide, on request, an appropriate statement on the student's conduct and performance.
- Provide the student with a debrief session and receive suggestions as to how to make the placement experience even more rewarding for all parties.

- Where a placement student is required for the following year, wherever possible, involve the existing student in the recruitment process (e.g. drawing up the job and person specifications) and ideally in the handover and introduction of the new recruit.

FEEDBACK AND ASSESSMENT

- The student will need to receive regular feedback regarding performance and if possible formal performance appraisals.
- During the placement, students will complete and submit monthly learning logs and management reports. Your co-operation is requested in ensuring that the student:
 - (i) Is monitored undertaking normal roles and responsibilities;
 - (ii) has regular, in-depth discussions with the employer/supervisor regarding their on-going progress and performance;
 - (iii) if required, participates in an in-depth “viva” (interview) with the placement tutor to discuss their progress.
- If the employer feels that there have been changes and development (both positive and / or negative) during the placement itself, they should complete the monitoring report form and send it to the Placement Unit. A copy is included in the appendices for your reference. This report is confidential and it is the employer's decision if they want to show it to the student. Employers are also required to complete the end of placement assessment report - a copy is appended for your information. This is a requirement as it constitutes an important part of the student's overall placement evaluation.

PROBLEMS

- Supervisors should immediately notify the student regarding problems/performance issues.
- In the event of any serious problems regarding the student, the employer should contact the Placement Unit immediately where the tutors will assist wherever possible in ensuring that matters are resolved to the mutual satisfaction of all parties.
- The Placement Unit also appreciates regular and detailed feedback regarding the placement programme.

RESEARCH RESOURCES

Many students will be undertaking research during the placement that they will utilise for their final year of study. They will also need to prepare assignments (copies included in the appendices) during the placement. It would, therefore, be greatly appreciated if, wherever possible, employers would take time to provide students with information and assist them with their research, and facilitate the emailing of these reports if there is limited internet access on site.

Students must complete an ethics form (E3) before placement.

PLACEMENT UNIT SUPPORT SERVICES

❖ *Pre-Placement*

- The Placement team will assist in advertising vacancies and approaching suitable candidates from within the School on behalf of the organisation. Placement organisations will then be invited to give a presentation at the University to students from the HND and Degree courses.
- The Placement Unit will liaise closely with the employer to assure that suitable students are employed and that appropriate placement positions are offered that meet student academic needs and importantly **health and safety** requirements. To ensure the safety of students whilst on placement, health and safety requirements are rigorously considered. This includes liaisons between the university and employer, distribution of health and safety information and employer completion of health and safety forms as shown on pages 55 - 58. Where needed the placement unit will pre-select students and if needed interview students on behalf of the organisation. Confidential references will be provided as required.

❖ *During Placement*

- A Placement tutor will be nominated as a point of contact throughout the placement itself. If required, this will involve in-depth discussions with the employer and student in order to assess the student's overall performance.
- The Placement team will be available throughout the period of employment as a point of reference for both the organisation and student.
- If the student has a problem during placement they should not hesitate contacting either their tutor, or placement team member for advice or assistance.
- If there are problems the tutor will then liaise with both the employer and student and assist in deciding upon an appropriate course of action.
-

**In the event of an emergency,
the out-of-hours emergency contact number
is available on either**

**07540 919913
or 07540919910
or 07824156652
or 01792 481200
or 07837562758**

❖ *Post Placement*

- After completing the placement, many students decide to utilise their placement experience and the research undertaken as the basis for their final year modules, including dissertation or organisational consultancy projects. In doing so they will develop this research in more depth and it is often of great benefit to the employer both in terms of raw data and policy recommendations.
- Many students return to the placement organisation either on a part-time/temporary or permanent basis on completion of their studies.
- The Placement Unit is also able to offer assistance with graduate recruitment / staff training opportunities. Please contact Mike Davies or Jacqui Jones for further details.

PLACEMENT ASSESSMENT 2014-15

<u>LETS Applied Placement</u>		
Employer Appraisal and Placement DVD (at the end of placement)		<i>Appraisal via email from the Employer and Placement DVD VIA EMAIL TO VISITING TUTOR OR VIA NORMAL HAND IN PLEASE NOT LATE SUBMISSIONS WILL BE SUBJECT TO NORMAL UWTSD POLICIES AND PROCEDURES AND ANY WORK SUBMITTED THAT IS NOT OPENABLE WILL BE AWARDED A FAIL GRADE EXTENSIONS CAN ONLY BE GRANTED BY ECP</i>
Development Record (Learning Log) - 1 per month submitted monthly		<i>VIA EMAIL TO VISITING TUTOR OR VIA NORMAL HAND IN PLEASE NOT LATE SUBMISSIONS WILL BE SUBJECT TO NORMAL UWTSD POLICIES AND PROCEDURES AND ANY WORK SUBMITTED THAT IS NOT OPENABLE WILL BE AWARDED A FAIL GRADE</i>

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

Professional Development for Applied Placement module – (Assignments submitted prior to placement)

Assessment Component 1 – 50% January 2015

Assessment 1 is best achieved by students preparing a Personal Development Plan (approx 1,500) in preparation for the placement application process. This will include a placement rationale, Qualifications Audit, Training Needs Analysis, Personal Career Action Plan, Time Management Plan for Placement Applications, Personal Placement Learning Contract with measurable development outcomes and a professional CV in preparation for applying for placements and the Placement Experience.

Assessment Component 2 – 50% March 2015

Students will be assessed via detailed viva interview and power point presentation on their selected placement organisation.

GENERIC HND PLACEMENT PERFORMANCE 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.

GENERIC BA PLACEMENT PERFORMANCE 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	35% - 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 35%	A very weak performance which does not meet performance criteria.

PLACEMENT PERFORMANCE CRITERIA & KEY SKILLS –
FOR TUTOR, STUDENT & EMPLOYER DISCUSSIONS/ REVIEW

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 company 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.

LEARNING AND DEVELOPMENT OBJECTIVES GRID – MONTH 1 ONLY

INTRODUCTION:	<i>To make the most of your work experience, it is essential to develop a balance in the key areas identified below</i>
INSTRUCTION:	By the end of the month 1 ensure you have 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.
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MONTHLY LEARNING LOG **NUMBER:** _____ **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 by email.

Work Undertaken

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

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.

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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 (*use separate sheet if required*).....

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

Signed: Date:

ASSIGNMENT: "A DAY IN THE LIFE!"

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 to "sell" the placement opportunity to prospective placement students entitled a "Day in the Life".

Task

You will be required to submit a 10 minute DVD 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.

The DVD can include a power point presentation, photos, music and presentation which will cover the following:

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

DVD Presentation (10%) - Wherever possible, students should utilise company statistics, literature, photos, music to make the DVD exciting for future students

Students working for the same organisation may prepare a group DVD (maximum of 4 per group) which must last a minimum of 10 minutes per person.

The DVD should be submitted on a memory stick or DVD to the School office FAO the visiting tutor, however as students may be away on placement they can submit this work and the development record via email.

IF SUBMITTING VIA EMAIL STUDENTS SHOULD MAKE SURE THAT THEY EMAIL THE WORK AS AN OPENABLE ATTACHEMENT AS PER THE GUIDELINES GIVEN AND THAT THE EMAIL IS SENT WITH A READ AND SENT RECIEPT AS EVIDENCE.

PLEASE REFER TO THE DETAILED GUIDANCE PROVIDED ON MOODLE – PLEASE BE PRPEARED TO RECORD AND SEND THIS FROM AN OVERSEAS LOCATION IF YOU ARE ON AN INTERNATIONAL PLACEMENT AS FAILURE TO SUBMIT OR SUBMITTING AN UNOPENABLE VIDEO WILL RESULT IN A FAIL GRADE

HEALTH AND SAFETY

GUIDANCE NOTES FOR STUDENTS ON PLACEMENTS

IF YOU FACE AN EMERGENCY ON PLACEMENT PLEASE INFORM MIKE DAVIES, JACQUI JONES OR PHIL AINSWORTH 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.***

EXAMPLE COPIES OF EMPLOYER HEALTH & SAFETY DETAILS (1, 2 & 3)

PLEASE GIVE YOUR EMPLOYER A COPY OF THIS LETTER FOR THEIR REFERENCE

Dear Sir/Madam

Re: UWTSD

We are very pleased that you have been able to offer student work placements for this Summer 2015. We regard the work placement as a three-way partnership between the employer, the student and the university. Although we are not a party to the contract of employment, students on placements are enrolled as our students and we would expect to take any action necessary to ensure that a student is proving to be an effective, safe and reliable employee. Please do not hesitate to let us know if there are any problems with which you think we could help.

We have found that health and safety training for students has sometimes been neglected, perhaps because students are temporary employees and are sometimes forgotten when instruction is arranged. Although current legislation places primary responsibility for health and safety training and equipment on the employer, we recognise that the university has a duty of care. We have given information on health and safety as part of the course and further information is contained in the placement documents issued to students and employers (Student and Employer Placement Handbooks). However, this is of a general nature and does not include the specific information needed for any particular job.

The Health & Safety Executive has recommended that we ask formally for assurances on health and safety so, as part of the approval process, we should be grateful if you would complete and return the enclosed checklist. We are sorry to burden you with yet another piece of paper but hope that you will not find the questions too onerous and will understand our reasons for asking them. We have told students that they must not start work before the placement is approved. If there is a change in location or working practice which would cause you to amend your answers as indicated in the enclosed 'Health & Safety Assessment' sheet, we would be grateful if you could notify the university accordingly.

Each student will be given written guidelines which clearly describe the various documents which he or she needs to produce to satisfy the course requirements. These include a 'Student Induction Checklist' which the student should complete within a week of starting work.

We expect every student, within their level of competence and training, to have their ability stretched, once you have confidence in it, and hope that your workload and available supervision will allow a varied programme of experience, as you would offer to any other employee.

If a student is doing a real job (ie a job which needs doing) within the industry they will receive useful experience. It is right that the experience comes naturally after training and as a result of doing the job safely, rather than experience being somewhat falsely acquired in the role of an observer. Offering experience which makes use of the knowledge they have is probably of most benefit to both you and the student.

Most of the information in this letter will be of use to the student(s) immediate supervisor(s) within your undertaking so we should be grateful if you would forward a copy, once you know who this will be. We aim to visit the student(s) once during the course of their placement period (normally with 4 – 6 weeks of the placement commencing) and so look forward to meeting the supervisor then. However, we hope that you will not be at all reluctant to contact us if you feel that an earlier visit would be desirable.

Thank you once again for offering a placement. The vast majority of previous placements have worked very well and proved to be of great benefit to both the student and the employer. We trust that this year will be no exception.

(2) Employer 'Health & Safety Assessment' Sheet

LEISURE, TOURISM AND SPORT

Employer (Placement Provider) 'Health & Safety Assessment' Sheet

To all employers: please complete and return this to the placement administrator as shown below.

Name of employer [Click here to enter text.](#)

Address [Click here to enter text.](#)

Telephone No. [Click here to enter text](#)

email: [Click here to enter text.](#)

1.	Do you have a written health and safety policy?	☐ Yes	☐ No
2.	Do you have a policy regarding Health & Safety training for people working in your undertaking, (including those with disabilities) encompassing use of vehicles, plant and equipment, and will you provide all necessary Health & Safety training for our placement student?	☐ Yes	☐ No
3.	Is the organisation registered with:		
a)	The Health and Safety Executive or	☐ Yes	☐ No
b)	The Local Authority Environmental Health Department?	☐ Yes	☐ No
c)	The relevant authority in your country?	☐ Yes	☐ No
d)	The relevant National Governing Body	☐ Yes	☐ No
	Registration number:	Click here to enter text.	
	Last assessment date:	Click here to enter a date.	
4.	Insurance		
a)	Is Employer and Public Liability Insurance held?	☐ Yes	☐ No
b)	Please give details of insurance – (Policy No / Insurer)	Policy No: Enter Policy No. Insurer's Name: Enter insurer's name	
c)	Will your insurance cover any liability incurred by a student as a result of attendance at your course/training sessions?	☐ Yes	☐ No
5.	Risk Assessment		
a)	Have you carried out risk assessment of your work practices to identify possible risks, whether to your own employees or to others within your undertaking?	☐ Yes	☐ No
b)	Are risk assessments kept under regular review?	☐ Yes	☐ No
c)	Are the results of risk assessment implemented?	☐ Yes	☐ No
6.	Accidents and Incidents		
a)	Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR / or if your country requires it?	☐ Yes	☐ No
b)	Have you procedures to be followed in the event of serious and imminent danger to people undertaking courses/training?	☐ Yes	☐ No
c)	Will you report to the University all recorded accidents involving students?	☐ Yes	☐ No
d)	Will you report to the University any sickness involving students which may be attributable to attendance at your courses/training.	☐ Yes	☐ No

Contact Personnel

Who is your nominated contact for compliance with the requirements of health and safety legislation?

Name [Click here to enter text.](#)

Position [Click here to enter text.](#)

Tel: [Click here to enter text.](#)

Email [Click here to enter text.](#)

The above statements are true to the best of my knowledge and belief.

Signature _____ Date [Enter a date.](#)

Position [Click here to enter text.](#)

Thank you for completing the questionnaire. If possible please could you include with this a copy of the organisation's public liability insurance and any relevant risk assessments.

Please return the completed form before the placement contract is due to start either via email to mike.davies@uwtsd.ac.uk If you have any queries regarding this form please contact either Mike, on 01792481214, or Jacqui Jones Programme Director on 01792481129 or via email at jacqui.jones@UWTSd.ac.uk. Or the School office on 01792 481132. Thank you for your help!

(3) Student Induction Checklist **to be completed by Employer**

School of Tourism & Hospitality

WORK PLACEMENT PROGRAMME - HEALTH AND SAFETY -Student Induction Checklist (To be completed in week 1 of placement and returned to placement tutor by post/email)

Name of Student Start Date:-
Employer

The following items should be included in your induction into the organisation, preferably on your first day. Please check off the items below when they occur and inform your placement tutor of any items not covered within two weeks of the start of your placement. This list is not exhaustive and other topics may be covered, which you may note if you wish. Any serious omissions must be notified to the Placement Unit immediately.

<u>TASK</u>	<u>DATE</u>
Introduced to key staff members and their roles explained	
Location of toilet facilities	
Location of rest room, canteen (if relevant) etc.	
Lunch, tea and coffee arrangements	
Place of Work	
Dress Code	
How to answer the telephone, transfer calls and make calls both internally and externally	
Post arrangements	
Sickness / absence procedures	
Car Parking	
HEALTH AND SAFETY ISSUES (When Applicable)*	DATE
Emergency procedures	
Safety policy received or location known	
Location of First Aid Box	
First Aid arrangements (including names of first aiders)	
Fire procedures and location of fire extinguishers	
Accident reporting and location of accident book	
COSHH regulations/requirements	
*Display Screen Equipment regulations/procedures	
*Manual handling procedures	
*Protective clothing arrangements	
*Instructions on equipment you will be using (list equipment)	
Other issues:	

Signed Student:

Date.....

Signed Employer:

Date.....

Signed Tutor:

Date.....

To be completed by the Student

Student Information

Name of Student:

Contact Address	
Tel No	
Email address	
Emergency Contact Information	
Dates of Placement	
Aims for the Placement	
Please note any specific needs you may have that should be met during your Placement	
Please confirm that you have current DBS approval (if applicable)	
Signature: Date:	

PLACEMENT REGISTRATION FORM

PLEASE COMPLETE IN BLOCK CAPITALS

Name:	
Course:	Year:
Home Address & Telephone Number: Student Email Personal Email	
Living Address During Placement & Telephone Number): <i>[in full]</i> Mobile Phone number	
Placement Organisation:	
Job Title:	
Roles & Responsibilities:	
Placement Dates:	
General Working Hours:	
Placement address and phone number including employer contact details: <i>[in full]</i> Email contact for the organisation Placement organisation website	
Head office address and phone number (if different) : Email contact for head office if different	
2 next of kin:	
Address & Telephone Numbers for 2 next of kin:	

Placement Agreement

Name.....on.....programme

I have been made familiar with the placement risk assessment and been given the opportunity to ask questions and appreciate that it is my responsibility to familiarise myself with this, it is my responsibility to insure that I consider risks and my safety at all times and if I have any concerns regarding health and safety to immediately contact UWTSD for guidance.

I have received a Placement Handbook and agree to familiarise myself with assessment criteria and appreciate that this document is my main reference regarding work placement. Failure to satisfy guidelines may result in failure or downgrading.

I appreciate that I must complete the minimum 8 week placement (200 hours minimum) or my full placement contract whichever is the longer, or for the sandwich year 48 weeks or (1200) hours minimum or the full placement contract whichever is the longer.

If I leave placement without prior approval from the Placement Team (unless there is an emergency situation or there are serious mitigating circumstances which are approved afterwards by ECP) or my contract is terminated through no fault of my own then appreciate that even if I have completed the minimum placement weeks and hours my placement will be counted as a resit and marked as maximum grade pass (40%) or if I have not completed the minimum number of weeks/hours I will be required to resit these in order to gain a maximum grade pass for the practical placement module.

If my placement contract is terminated due to behaviour or other issues then I appreciate that I may fail the placement module or even risk failing the programme.

I appreciate that I must make sure that I abide by all health and safety guidelines and that I am fully insured during the placement.

I appreciate that it is my responsibility to submit my coursework on schedule throughout the placement module and keep my nominated placement tutor informed of my progress and any key concerns on a timely basis.

Signed:

Date:

Placement Provider Information

Name of Organisation	
Telephone Number	
Email address	
Organisation's activities	
Placement benefits to Organisation	
Duration of placement	
Normal Working Hours	
Placement Activity Outline	
General duties and expectations of placement student	
Facilities/equipment available to student	
Outline of student induction	
Please confirm that your organisation has the following: a) Equal Opportunities Policy b) Disability Policy Please state how you will meet any special requirements noted by student c) Health and Safety Policy d) Safeguarding Policy including designated child	

protection officer (if appropriate)	
e) Risk Assessment Policy	
Please could you confirm that: _____ will accept _____ as a work placement student.	
The student will be made fully aware of the organisation's rules of conduct, practices and policies, including Health and Safety (accident reporting etc). Yes _____ No _____	
The student will be covered by your employer's liability insurance whilst on your premises and undertaking any tasks assigned to him or her. Yes _____ No _____	
During the placement, the student will be responsible to:- Organisation _____ Name of Supervisor _____ Position _____ Direct Telephone No & Email _____ Date _____	

University Information

Name of Placement Tutor	
Telephone Number	
Email address	

Student, Placement Provider and Placement Tutor to sign below:

I hereby agree to the terms and conditions outlined above Student Signature: Date:
--

Placement Supervisor Signature:

Date:

Placement Tutor Signature:

Date:

Supervisor's Evaluation of Placement Student Performance

Interim / Final report:

Date:

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

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.
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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.
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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.
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Comment

Ability to Learn

☐	Exceptionally quick.	☐	Quick to learn.	☐	Average.	☐	Slow to learn.	☐	Very slow to learn.
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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.
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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.
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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.
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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.
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Comment

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

Please give your evaluation of the student's performance:

	A	B	C	D	E
Self-management & development					
Managing Tasks					
Communication skills					
Working with & relating to others					
Applying knowledge					
Applying initiative in work problems					
(see below for detailed components)					

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)

Overall Grade: _____
(A to E)

Closing Comments /Overview of Student Performance:

Signature: _____

Date of completion: _____

PLACEMENT PERFORMANCE CRITERIA & KEY SKILLS –
FOR TUTOR, STUDENT & EMPLOYER DISCUSSIONS/ REVIEW

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 company 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.

University of Wales Trinity Saint David would be grateful to receive your comments:

Evaluation

Name of Placement Organisation	
Name of Student	
Dates of Placement	
How appropriate was the information you received from University of Wales Trinity Saint David in advance of the Placement?	
Do you have any comments you would like to make about the Placement?	
Do you have any recommendations for future placements?	
Name: Signed: Date:	
Contact Telephone No:	
Email address:	