



# Placement Supervisor Handbook

Student Tutoring  
Student Volunteering  
Learning from Work  
  
Year-long modules

(to be given to the Supervisor by the student at initial visit)

## Introduction

Students from a wide range of degree courses at Newcastle University and Northumbria University can choose to undertake work-related **placements for academic credit** that will also benefit the local community.

Students work alongside regular staff at their placement, working to achieve the **goals of the organisation hosting** the placement and continually reflecting on and trying to improve their own knowledge and skills.

Students **negotiate** all work at their placement. Most students will attend over 10-12 weeks between October and May and offer the following hours depending on the route they are taking:

<b>Route through module</b>	<b>Hours</b>
<b>Student tutoring</b> in schools, colleges and community learning centres <sup>1</sup> (see page 8)	65
<b>Student volunteering</b> in the local community and in the University Students' Union (see page 9)	70
<b>Learning from Work</b> using part-time term-time work on or off the University campus (see page 10)	70

Students identify personal goals and targets and maintain a record of evidence of their competence and achievements.

**Assessment** is via a formal written review, a Supervisor Evaluation and a University-based interview or presentation.

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<sup>1</sup> Student tutors also provide support for an aspiration-raising event on campus

## **Placement supervisors and other staff should:**

- Confirm requests for support from students through contact with the University or directly with an individual student.
- Arrange an initial meeting at placement to discuss students' personal goals, organisational aims, key issues, visit details (who, what, when, where), procedures, communication.
- Also, arrange a **formal induction** to discuss health and safety, safeguarding and/or other relevant legislation - at the end of the induction, complete and sign a checklist relating to these matters that the student will bring with them.
- Provide support and formative feedback for the student, including a mid-year review, and re-negotiate their role as appropriate. The student should be proactive in identifying any problems, issues and needs during their placement.
- Periodically, sign the student's Record of Activities Form to verify their attendance and completed hours.
- Contact the University (see page 12) if there is anything that can't be resolved through discussion with the student.
- Discuss the Supervisor Evaluation form with the student. Provide a formal evaluation of the work of the student at the end of the placement by completing this form.
- Ensure that students work within relevant statutory guidelines and that a nominated member of staff is clearly responsible for the work that the students do at all times.

## Placement Supervisor Evaluation

The aim of the module is to develop students who can independently self-manage, proactively interact and ethically apply their knowledge and skills in a work-related context.

The students work to a set of graduate employability skills that are summarised in a list of skills (competences). They complete an audit at the start of the placement and are expected to improve their 'performance' through a reflective self-improvement cycle of planning-doing-reviewing-learning-planning etc.<sup>2</sup> Students collect evidence of their competence that they will use in their assessment, which includes a presentation or an interview. Throughout the placement, the student should work in partnership with the placement supervisor/s to maximise their contribution to achieving the goals of the organisation hosting the placement. The evaluation by the placement supervisor will verify the student's own evidence of their competence and is the basis for 25% of the final mark awarded to the student for the module. In addition, it can be used as the basis for any subsequent references for the student e.g. to support a job application.

The mark awarded to a student is based on assessment against skills criteria together with an additional comment. Moderation of this mark is in accordance with standard University procedures.

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<sup>2</sup> See Kolb, D and others for research on Learning Cycles, Experiential Learning etc.

## **Guidelines for completing the Supervisor Evaluation**

- The evaluation by the placement supervisor for each of the 4 skill areas (criteria) should reflect the overall performance by the student against all of the criteria in relation to that particular placement.
- Students are expected to attempt to perform to the highest standard as shown in the Excellent grade, in as many of the criteria as possible through proactive negotiation with the placement supervisor.
- E = Excellent; VG = Very Good; G = Good; W = Weak; U = Unsatisfactory. To be assessed as a University First Class performance (70%), a student should have E's in all 4 criteria. Similarly, all VG's would result in an Upper Second (60%), GGGG would get 50% etc.
- Where supervisors provide explicit evidence of outstanding work, students may be awarded more than 70%.
- Outstanding work can be evidenced though e.g. exceptional quality of performance, undertaking significant additional duties and or visits/engagement, developing innovative resources, major impact on placement host. Our web pages (see page 12) provide examples of previous supervisor comments where students have done outstanding work.

Placement supervisors should contact the University Office for further information and guidance if required.

## Evaluation criteria and standards

	<b>Planning &amp; Organising</b> Set objectives, plan actions and manage time and resources effectively in order to achieve personal and organisational goals	<b>Communication</b> Use speech, writing, technology and behaviour effectively to present and exchange opinions, ideas and information in order to achieve personal and organisational goals
E	Always arrived at agreed time; completed a range of well-researched personal actions in consultation with appropriate people and in response to feedback	Communicated effectively throughout with everyone using a wide range of appropriate verbal and non-verbal methods
VG	Arrived 75-99% at agreed time; completed some personal actions in consultation with appropriate people	Usually communicated effectively and with some evidence of a range of appropriate methods used
G	Arrived 75-99% at agreed time; completed a small number of personal actions involving limited discussion with others	Some evidence of effective communication
W	Arrived <75% at agreed time; completed a small number of personal actions	Inconsistent, ineffective and/or limited range of communication methods used
U	Arrived < 75% at agreed time; did not discuss or complete any personal actions	Was frequently not able to communicate effectively with people e.g. lacked clarity, did not listen etc.

## Evaluation criteria and standards

	<b>Teamworking</b> Work with others in order to establish and achieve personal and organisational goals	<b>Personal Enterprise</b> Respond to opportunities and initiate change in order to achieve personal and organisational goals
E	Formed effective working relationships with all involved through undertaking a variety of roles e.g. collaborative, leadership (at an appropriate level)	Consistently generated appropriate ideas to address problems and to improve personal effectiveness
VG	Was able to form effective working relationships with a range of different people	Usually used personal enterprise methods appropriately
G	Was able to form a limited number of working relationships	Used personal enterprise methods appropriately some of the time
W	Was not able to form effective relationships	Showed little evidence of personal enterprise
U	Was not able to form effective relationships and/or frequently created poor relationships	Repeatedly failed to demonstrate any aspect of personal enterprise and/or took inappropriate independent action

Outstanding work can be evidenced though e.g. exceptional quality of performance, undertaking significant additional duties and/or visits/engagement, developing innovative resources, major impact on placement host i.e. achievement against organisational aims. See web page for details and examples (page 12).

## **Student tutors in schools, colleges, community should:**

- Help learners with their work and provide a positive role model who can help to raise aspirations, and address any other specific objectives relevant for a particular placement.
- Apply through the University for enhanced CRB disclosure and, at the discretion of the headteacher or equivalent, may be allowed supervised access to children and/or vulnerable adults whilst this is being processed. Student tutors should not have substantial unsupervised access to learners.
- Negotiate with their placement supervisor to complete the required number of hours of attendance at their placement (see page 2).

## **Examples of student tutors' work**

1. Tutoring in academic work with any learners or targeted work such as mentoring with e.g. less/more able learners.
2. Discussing personal experience of continued education, including study skills, and relating work in placement to a wider context including employment.
3. Making a presentation on the topic of 'university life'.
4. Researching, developing and delivering resources.
5. Supporting independent, self-led learning including project work or coursework, or accompanying visits e.g. field trips.
6. Linking to other priorities e.g. Basic Skills, Creative Curriculum, English Baccalaureate, Enterprise, Gifted and Talented, ICT, Numeracy, Personalised Learning, Reading, Special Needs, Transition, Vocational Curriculum.

## **Students' Union volunteers (Newcastle University only) should:**

- Contact Newcastle University Students' Union staff to confirm that they can undertake a suitable voluntary activity within the Students' Union or through SCAN.
- Work to maximise their contribution to achieving the aims and objectives of their particular volunteering placement.
- Negotiate with their placement supervisor to complete the required number of hours of voluntary activity (see page 2) within the university academic calendar.

## **Examples of student volunteers' work**

### **Newcastle University Students' Union**

1. Campaigning/project management e.g. helping with the 'Give it a Go' scheme, running an environmental project.
2. Fundraising - organise, develop & run events in the community to raise money for and/or awareness of e.g. Hope Not Hate.
3. Market research e.g. into attracting international students into the Students' Union and producing a report.

### **External projects**

4. Educational e.g. Going 4 Success, helping children after school with their work and skills for use in school.
5. Youth and community e.g. St Nicholas Hospital, volunteering for the art projects with the patients.
6. Mentoring and advice e.g. JET, working with people for whom English is a second language to gain employment, organising events to raise awareness.

## **Learning from work students (Newcastle University only) should:**

- Confirm with their workplace supervisor that they will be able to use their part-time term-time work as the basis for academic credit.
- Work to maximise their contribution to achieving the aims and objectives of the organisation hosting their placement.
- Negotiate with their placement supervisor to complete the required number of hours of direct engagement with work (see page 2) within the university academic calendar.

## **Examples of students doing learning from work**

### **Newcastle University campus work**

1. Careers Service Student Communications Team and Enterprise Interns
2. Student Ambassadors (through DARO, MCD, SAgE Faculty)
3. Officer Training Corps, Defence Undergraduate Scheme

### **Work off campus**

4. Part-time, term-time employment (paid or unpaid) e.g. The Co-op, Living North Magazine, Marks & Spencer, MP Press Secretary, O2 Academy, PWC, Special Constable, William Hill.
5. Continuation of industrial placements e.g. BMW UK, Bradford & Bingley Plc, Carillion, Edmund Nuttall Ltd, Jacobs Engineering, Reuters Ltd.
6. Self-employed students e.g. student businesses, consultants, artists/musicians, social enterprises.

## **University staff will:**

- Provide appropriate support for individual students and liaise with other University staff to facilitate recruitment and timely registration of students onto modules.
- Liaise with placement supervisors to create and support suitable placement opportunities for students.
- Ensure that all participants are provided with relevant information about what they need to do to prepare for placement e.g. health and safety processes, CRB application.
- Induct students, match with appropriate placements and provide relevant information to students and placements.
- Support students to enable them to develop personally and to be successful in the assessment for the module.
- Establish and maintain a working partnership with individual placement providers to resolve issues and maximise benefits for all participants.
- Assess and moderate students' work, provide formative feedback, enter marks onto University systems, and manage resit procedures.
- Comply with all University Quality Assurance procedures for all assessment.
- Use feedback from all participants to evaluate and improve procedures and administration.

## Contact details

Curriculum Unit, Careers Service

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Newcastle upon Tyne

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0191 222 7748

careers@ncl.ac.uk

[www.ncl.ac.uk/careers/employers/placements/cdm.php](http://www.ncl.ac.uk/careers/employers/placements/cdm.php)

[www.northumbria.ac.uk/brochure/visit/el/sis/](http://www.northumbria.ac.uk/brochure/visit/el/sis/)

## Important dates

October	Placement confirmation forms sent to placements in first two weeks
November	All students should have made initial visit by first week and completed and returned Health and Safety checklist to University Office
December	Students should have completed 30-35 hours before the Christmas break and plan to continue in January by offering an additional 30-35 hours between Christmas and Easter
April	Most students will complete the required hours of visits/engagement by Easter break and should arrange a formal sign-off at the placement that includes the Evaluation and Record of Activities
Early May	Supervisor evaluation forms returned to University Office (possibly via student)