Placement Supervisor Handbook

Student Tutoring  
Student Volunteering  
Learning from Work

Career Development 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 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 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 their role at their placement. Most students will attend regularly between October and Easter and offer the following hours depending on the route they are taking:

<table>
<thead>
<tr>
<th>Route through module</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Student tutoring</strong> in schools, colleges and alternative education (see page 8)</td>
<td>65&lt;sup&gt;1&lt;/sup&gt;</td>
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<tr>
<td><strong>Student volunteering</strong> in the local community and in the University Students’ Union (see page 9)</td>
<td>70</td>
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<tr>
<td><strong>Learning from Work</strong> using part-time term-time work on or off the University campus (see page 10)</td>
<td>70</td>
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Students identify personal goals and targets and maintain a record of evidence of their competence and achievements.

**Assessment** is via a mid-year assignment, 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 a **formal initial meeting** to discuss health and safety, safeguarding and other relevant legislation within the Placement Learning Agreement (PLA). This should cover students’ personal goals, organisational aims and priorities, visit details (who, what, when, where), communication etc. Complete and sign the PLA form provided within the Student Handbook relating to these matters.

- 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.

- Regularly 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 student’s work at the end of the placement by completing the form provided in this handbook with guidance on page 5.

- Ensure that students work within relevant statutory guidelines and that a nominated member of staff is clearly responsible for the work that 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 a personal skills 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. 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 normal University procedures.

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2 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.

- All ‘Excellents’ will translate to a mark equivalent to University first class performance (70+). Similarly, all VGs would result in a mark of 60+, all Gs 50+ etc.

- Where supervisors provide explicit evidence of outstanding work students may be awarded more than 70%.

- Outstanding work can be evidenced through e.g. exceptional quality of performance, undertaking significant additional duties and/or visits/engagement, developing innovative resources, exceeding agreed goals e.g. deliver results early or using fewer resources than anticipated. See web page for details and examples (URL on page 12).

- Placement supervisors should contact the University Office for further information and guidance if required.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators of <strong>Unsatisfactory</strong> competence include:</th>
<th>Indicators of <strong>Weak</strong> competence include inconsistent and/or ineffective use of skills resulting in:</th>
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</table>
| **Newcastle University Graduate Skills** | ▪ Not setting personal goals;  
▪ Frequently not following instructions;  
▪ Not learning from feedback;  
▪ Poor time and resource management. | ▪ Setting personal goals that are unrealistic in relation to personal strengths and weaknesses;  
▪ Setting personal goals that are not achievable in relation to placement policies and practice. |
| **Planning and Organising**  
Set targets, plan actions and manage time and resources effectively to achieve personal and placement goals.  
**Goal setting and action planning will inform development of the other Graduate Skills.** | | |
| Communication  
Use speech, writing, non-verbal methods and technology to present and exchange opinions, ideas and information effectively. | ▪ Frequently not engaging in appropriate communication;  
▪ Not listening. | ▪ Providing inaccurate or confusing messages;  
▪ Failing to meet the needs of the audience. |
| Teamwork  
Build effective working relationships and collaborate with other people. | ▪ Frequently opting out of teamworking activities;  
▪ Acting in ways that adversely affect the team. | ▪ Not building and maintaining working relationships;  
▪ Making a limited contribution to achieving team goals. |
| Personal Enterprise  
Use creative problem solving to respond to opportunities to improve own performance and work processes. | ▪ Not actively seeking opportunities;  
▪ Not anticipating problems;  
▪ Avoiding challenges. | ▪ Not identifying opportunities or problems that are relevant to role;  
▪ Not generating ideas to solve problems. |
To demonstrate **Good** competence the student will have:

- Set and communicated personal goals;
- Planned actions;
- Managed time and resources to improve own performance and contribute to placement goals.

To demonstrate **Very Good** competence the student will have consistently and effectively:

- Set challenging personal goals;
- Planned SMART actions: Specific, Measurable, Achievable (considering placement policies and practice), Realistic (considering own strengths/weaknesses), Time bound;
- Recorded and reflected on progress.

To demonstrate **Excellent** competence the student will have consistently and effectively:

- Exceeded personal and placement goals e.g. delivered results early or used fewer resources than anticipated;
- Demonstrated professional practice.

<table>
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<tr>
<th>To demonstrate <strong>Good</strong> competence the student will have:</th>
<th>To demonstrate <strong>Very Good</strong> competence the student will have consistently and effectively:</th>
<th>To demonstrate <strong>Excellent</strong> competence the student will have consistently and effectively:</th>
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<tbody>
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<td>▪ Set and communicated personal goals;</td>
<td>▪ Set challenging personal goals; Planned SMART actions: Specific, Measurable, Achievable (considering placement policies and practice), Realistic (considering own strengths/weaknesses), Time bound; Recorded and reflected on progress.</td>
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<tr>
<td>▪ Planned actions;</td>
<td>▪ Exceeded personal and placement goals e.g. delivered results early or used fewer resources than anticipated; Demonstrated professional practice.</td>
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<tr>
<td>▪ Managed time and resources to improve own performance and contribute to placement goals.</td>
<td>▪ Evaluated and selected from a range of methods; Communicated with a diverse range of audiences; Communicated for different purposes.</td>
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| Produced accurate and coherent messages that met the needs of the audience; Encouraged dialogue with others. | Used a range of appropriate communication methods; Met the needs of different audiences; Actively listened to others. | Evaluates and selected from a range of methods; Communicated with a diverse range of audiences; Communicated for different purposes. |

| Agreed their role and responsibilities with supervisor and colleagues; Formed working relationships across teams; Contributed to achieving team goals. | Regularly consulted with colleagues and other stakeholders; Developed and adapted their role within the team; Made an important contribution to achieving team goals. | Performed a variety of team roles, including appropriate leadership; Made a substantial contribution to achieving team goals. |

| Identified some problems and opportunities; Generated and shared solutions to some problems for themselves or their team. | Identified problems and opportunities that were relevant to the role; Used creative problem solving techniques to generate ideas; Selected and implemented appropriate actions. | Generated, evaluated, and implemented innovative ideas that improved own performance and work processes. |

| ▪ Regularly consulted with colleagues and other stakeholders; Developed and adapted their role within the team; Made an important contribution to achieving team goals. | ▪ Performed a variety of team roles, including appropriate leadership; Made a substantial contribution to achieving team goals. | ▪ Generated, evaluated, and implemented innovative ideas that improved own performance and work processes. |
Student Tutors in schools, colleges and alternative education 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 DBS disclosure and, at the discretion of the head teacher 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, Coding and Programming, Creativity, English Baccalaureate, Enterprise, Gifted and Talented, Numeracy, Personalised Learning, Reading, Special Needs, Transition, Vocational Education.
Students’ Union Volunteers should:

- Contact Newcastle University Students’ Union staff to confirm that they can undertake a suitable voluntary activity through the Students’ Union.

- 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 and project management e.g. helping with the ‘Give it a Go’ scheme, running an environmental project.

2. Fundraising e.g. plan and manage 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.

External projects

4. Education e.g. Success 4 All, helping children with after-school learning in specific subject areas.

5. Community e.g. Leonard Cheshire Disability, supporting disabled people by organising and promoting various events.

6. At Risk e.g. NACRO, working with hard to reach communities to encourage young people away from crime.

7. Mentoring and advice e.g. Action Foundation, mentoring refugees and asylum seekers to encourage integration.
Learning from Work students 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 undertaking the learning from work route

Newcastle University campus work

1. Newcastle University Alumni Association, Northumbrian Universities Officer Training Corps.

2. Newcastle University Students’ Union bars.

Work off campus

3. Part-time, term-time work (paid) e.g. Jesmond Dene House, Marriott Hotel, Stand Comedy Club, Sunderland Echo, Tesco, The Brandling, Uni-X Events, Waitrose.

4. Part-time, term-time work (unpaid) e.g. British Lung Foundation, HM Coastguard, Meadow Well Connected, Newcastle City Council, Swedish Chamber of Commerce.

5. Continuation of industrial placements e.g. AECOM, Arup, Atkins, BT Bell, Bell Munro Consulting, Capita Symonds, ICE North East, Royal Haskoning.

6. Self-employed students e.g. Creature Encounters, North East Student Guides Ltd, Prime Time Events, Stuff4Uni Ltd.
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, DBS 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 all students’ work, provide formative feedback, enter marks onto University systems, and manage resit procedures.

- Comply with University Quality Assurance procedures for placements and assessment.

- Use feedback from all participants to evaluate and improve procedures and administration.
## Contact details

Careers Service Curriculum Team  
Level One King’s Gate  
Newcastle University  
Newcastle upon Tyne  
NE1 7RU  
0191 208 7748  
careers@ncl.ac.uk  
[www.ncl.ac.uk/careers/employers/placements/cdm.php](http://www.ncl.ac.uk/careers/employers/placements/cdm.php)

## Important dates

<table>
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<tr>
<th>Month</th>
<th>Details</th>
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<tbody>
<tr>
<td>October</td>
<td>Placement confirmation forms sent to placements from second week</td>
</tr>
<tr>
<td>November</td>
<td>All students should have made initial visit by first week and completed and returned Health and Safety checklist to Careers Service</td>
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<tr>
<td>December</td>
<td>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</td>
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<tr>
<td>April</td>
<td>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</td>
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<tr>
<td>Mid May</td>
<td>Supervisor Evaluation forms returned to Careers Service (possibly via student)</td>
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