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*PLEASE NOTE*

If you have previously supervised students you will notice that this year we have a new approach to what was formerly the Supervisor Evaluation. It is now the Placement Evaluation and will be completed by both the student and the supervisor. Please see inside for details.
Welcome to your Placement Handbook

Welcome to the Career Development Module’s Placement Handbook. It is designed to guide you through some of the basic information you need to support your student(s) in completing their Placement and outlines expectations.

At a Glance

The Career Development Modules (CDM):

- allow a variety of placements to benefit from additional support or enriched approaches to work by the student(s) placed with them for a total of 70 hours*.
- provide the student with the opportunity to develop the skills graduate employers look for by undertaking work-related learning.
- are like other modules and counts towards the student’s final degree classification. It is worth 20 credits.
- provide students with a selection of tools and resources for use in module assessments and beyond.

*minimum of 70 hours expectation for the module, may vary in places of work

Key Contacts

<table>
<thead>
<tr>
<th>Focus/Placement Type</th>
<th>Team Responsible</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module/Student related issues</td>
<td>Curriculum Team</td>
<td><a href="mailto:csmodules@ncl.ac.uk">csmodules@ncl.ac.uk</a></td>
<td>0191 208 2003</td>
</tr>
<tr>
<td>School placements</td>
<td>Student Recruitment Team</td>
<td><a href="mailto:sis@ncl.ac.uk">sis@ncl.ac.uk</a></td>
<td>0191 208 8684</td>
</tr>
<tr>
<td>Volunteering placements</td>
<td>Go Volunteer Team (NUSU)</td>
<td><a href="mailto:cdm.union@ncl.ac.uk">cdm.union@ncl.ac.uk</a></td>
<td>0191 239 3991</td>
</tr>
<tr>
<td>Learning from Work placements</td>
<td>Curriculum Team</td>
<td><a href="mailto:csmodules@ncl.ac.uk">csmodules@ncl.ac.uk</a></td>
<td>0191 208 2003</td>
</tr>
</tbody>
</table>

Useful Links

For template copies and examples of the resources your students will be completing and asking you to contribute to, please see:

Newcastle University Careers Service web pages: (https://www.ncl.ac.uk/employers/connect/cdm/)
Module and Placement Overview

Newcastle University Careers Service offers work-related learning modules for academic credit to students from a wide range of degree programmes. The aim is to develop students who can independently self-manage, proactively interact and ethically apply their knowledge and skills within the workplace. The modules include a 70 hour* work placement which typically takes place between October and Easter.

*Students placed in schools will usually complete 5 of their 70 hours at a campus based aspiration raising event.

Placement settings are grouped into three routes:

- Student Tutoring: in North-East schools and colleges
- Student volunteering: in the local community and the University Students’ Union
- Learning from Work: in part-time term-time work on or off campus

Students negotiate their role at their placement and work alongside staff to achieve the organisation’s aims whilst also developing their own knowledge and skills. They consider their skill sets and ambitions at the start of the module and are expected to develop these through a reflective cycle of plan-do-review.

Module assessment varies according to stage of degree, but typically breaks down as:

- University based assessment (30%)
- University based final assessment (30%)
- Placement Evaluation (30%)
- Engagement with learning material (10%)

### Timeline

<table>
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<tr>
<th>Month</th>
<th>Event</th>
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<tr>
<td>Oct</td>
<td>Placement confirmation and relevant administration is carried out.</td>
</tr>
<tr>
<td>Nov</td>
<td>By early November, all students should have made initial visit and completed and returned the Placement Learning Agreement (PLA) to Newcastle University Careers Service within 7 days/ by end of November.</td>
</tr>
<tr>
<td>Dec/Jan</td>
<td>Students should be about half way through their placement hours and have agreed a schedule of continued visits to resume in January along with a mid-year review meeting with their supervisor.</td>
</tr>
<tr>
<td>April</td>
<td>Most students will complete their required placement hours by Easter and should arrange a formal sign off meeting with their supervisor to discuss and sign off the placement evaluation and record of activities.</td>
</tr>
<tr>
<td>May</td>
<td>Students submit the relevant documents via their Blackboard module area and complete their assessment at University.</td>
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Roles and Responsibilities

The Placement Supervisor should:

- Work with/oversee the student, ensuring they work within relevant statutory guidelines and with a nominated member of staff responsible for their work at all times.
- Confirm requests for supporting students through contact with the University or directly with the student.
- Arrange a formal initial meeting with the student and complete the Placement Learning Agreement (PLA) which covers:
  - Health and Safety
  - Safeguarding (where relevant)
  - Other relevant legislation
  - Placement aims and objectives
  - Student’s personal development goals
  - General placement details (who, what, when, where)
- Help ensure the PLA is completed as soon as possible for the student to submit to Newcastle University Careers Service and officially commence their placement hours.
- Provide support and formative feedback for the student, including a mid-year and final review, and re-negotiate their role as appropriate. The student should be proactive in identifying and addressing problems, issues and needs.
- Regularly sign the student’s Record of Activities Form to verify their attendance and completion of required 70 hours.
- Alert the University point of contact (see key contacts) if there is anything that can’t be resolved through discussion with the student.
- Discuss and complete the Placement Evaluation form with the student, verifying the student’s summary of their skills competence alongside overall performance. See this handbook for guidance.
- **For template copies and examples of the resources your students will be completing and asking you to contribute to, please see:**
  Newcastle University Careers Service web pages: [https://www.ncl.ac.uk/employers/connect/cdm/](https://www.ncl.ac.uk/employers/connect/cdm/)
Students

Student tutors in schools and colleges should:

- Take a proactive approach in order to contribute effectively at the placement.
- Hold an Enhanced DBS Disclosure and not have substantial unsupervised access to learners.
- Negotiate their role and placement visit schedule with the supervisor at the initial meeting, use the PLA to convey their personal goals, and keep the placement/University informed about any change in circumstance.
- Help with any aspects of learning, provide a role model to help raise aspirations and work to maximise their contribution to other relevant objectives for the school.

Examples of student tutors’ work:

- Tutoring in academic work with any learners or targeted work such as mentoring with e.g. less/more able learners.
- Discussing personal experience of continued education, including study skills, and relating work in placement to a wider context including employment.
- Making a presentation on ‘university life’ or helping with UCAS applications.
- Researching, developing and delivering resources.
- Supporting extra-curricular activities or accompanying visits e.g. field trips.
- Linking to other priorities e.g. Basic Skills, Coding and Programming, Creativity, Enterprise, Gifted and Talented, Numeracy, Personalised Learning, Reading, Special Needs, Transition, Vocational Education.

Student volunteers should:

- Confirm with Newcastle University Students’ Union staff that they can undertake a suitable voluntary activity on or off campus.
- Take a proactive approach in order and work to maximise their contribution to achieving the aims and objectives of their volunteering placement.
- Negotiate their role and placement visit schedule with the supervisor at the initial meeting, use the PLA to convey their personal goals, and keep the placement/University informed about any change in circumstance.

Examples of student volunteers’ work:

- Within Newcastle University Students’ Union (NUSU)
  - Campaigning and project management e.g. helping with the ‘Give it a Go’ scheme, running an environmental project.
  - Fundraising e.g. plan and manage events in the community to raise money for and/or awareness of e.g. Hope Not Hate.
  - Market research e.g. attracting international students into the Students’ Union.
- External projects
  - Education e.g. Success4All, helping children with after-school learning in specific subject areas.
  - Community e.g. Friends Action North East, supporting disabled people by befriending and attending events together.
  - At Risk e.g. NACRO, working with hard to reach communities to encourage young people away from crime.
  - Mentoring and advice e.g. Action Foundation, mentoring refugees and asylum seekers to encourage integration.
Learning from work students should:

- Confirm with their supervisor at work that they will be able to use their part-time term-time work as the basis for academic credit through this module.
- Take a proactive approach in order and work to maximise their contribution to achieving the aims and objectives of their volunteering placement.
- Negotiate their role and placement visit schedule with their supervisor at the formal initial meeting, using the PLA to convey personal goals and keep the placement/university informed about any change in circumstance.

Examples of ‘learning from work’ students’ work:

Newcastle University on-campus work

- Newcastle University Alumni Association, Northumbria Universities Officer Training Corps.
- Newcastle University Students’ Union bars.

Work off campus

- Part-time, term-time work (paid) e.g. Marriott Hotel, Stand Comedy Club, Sunderland Echo, Tesco, The Brandling, Uni-X Events and Waitrose.
- Part-time, term-time work (unpaid) e.g. British Lung Foundation, HM Coastguard, Meadow Well Connected, Newcastle City Council, Swedish Chamber of Commerce.
- Continuation of industrial placements e.g. AECOM, Arup, Atkins, BT Bell, Bell Munro Consulting, Capita Symonds, ICE North East, Royal Haskoning.

University staff will:

- Provide support for individual students and liaise with other University staff to facilitate recruitment and timely registration onto modules.
- Liaise with placement supervisors to create or support suitable placement opportunities. **Please note:** the University arranges school placements and NUSU arrange student volunteering placements. It is the student’s responsibility to arrange their own part-time term time job to use as a placement.
- Ensure all participants are provided with information about what they need to do to prepare for placement e.g. health and safety processes, DBS application.
- Introduce students to the module requirements, provide support to enable them to develop personally and to be successful in assessments for the module.
- Establish and maintain working partnerships with individual placement providers to resolve issues and maximise benefits for all participants. Placements will be informed of their relevant lead contact by the University/NUSU.
- Assess and moderate students’ work, provide 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.
Placement Evaluation Guidance

The Placement Evaluation offers the student and you, the placement supervisor, the opportunity to reflect upon the student’s work, the skills and attributes they have developed, and whether or not they met your placement objectives. It will also provide you with the opportunity to suggest areas of improvement for their career development.

- The placement evaluation form is completed by the student and the supervisor at the end of the 70 hour placement, but should frame progress discussions throughout the year.
- The form is within the student’s handbook and examples can be found on the web pages (see Useful Links).
- The evaluation should recognise overall evidence of the student’s skills competence alongside the impact they have had upon the placement organisation.
- It focuses on four skill areas:
  - planning and organising
  - communication
  - team work
  - problem solving
- The student should attempt to perform to the highest standard across all skills, having set personal goals and proactively negotiated relevant opportunities with their supervisor.
- You (the supervisor) should only use the descriptors provided on which to base your verification and tick 1 statement (e.g. it does not require a personal interpretation of ‘very good’ or ‘excellent’, but asks which descriptor best matches the student’s performance and evidence statement).
- As the placement supervisor, when verifying the document, you should tick one box that best describes the level of skills competence and as many as applicable in the ‘impact section’. For any statements of impact that are not applicable you should enter ‘N/A’ so that all the boxes have something entered against them.
- Newcastle University Careers Service will award a mark for the evaluation based on ticks against the skills criteria and impact sections (this forms 30% of the overall module mark) in accordance with normal University procedures.
- You will find an excerpt of the evaluation document overleaf. We have not provided the full document as the responsibility sits with the student, however if you wish to refer to the full version or examples of completed ones, please see Newcastle University Careers Service web pages: (https://www.ncl.ac.uk/employers/connect/cdm/)
<table>
<thead>
<tr>
<th>Evidence of skills (to be completed by student): Planning and Organisation</th>
<th>Tick</th>
<th>Validation of Competence (to be completed by supervisor): Planning and Organisation</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Exceeded personal and placement goals e.g. delivered results early or took on additional actions successfully. Demonstrated professional practice.</td>
</tr>
<tr>
<td></td>
<td>Very Good</td>
<td>Planned and carried out focussed actions (e.g. SMART) for personally challenging goals and regularly reflected upon/ updated supervisor on progress.</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>Set and communicated personal goals/ actions and managed time and resource to improve performance and contribute to placement goals.</td>
</tr>
<tr>
<td></td>
<td>Weak</td>
<td>Set personal goals that were not achievable in relation to placement policy and practice or own apparent skills. Inconsistent time and resource management.</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>Did not set personal goals, frequently did not follow instructions. Poor time and resource management.</td>
</tr>
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Suggested improvements for student to take forward (to be completed by the supervisor)