

Career Development Modules

NCL2007 & NCL3007

**Placement Handbook
2025-2026**

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Welcome to your Placement Handbook

Welcome to the Career Development Module Placement Handbook. It is designed to guide you through some of the basic information you need to support student(s) in completing their placements and outline expectations. Templates for all key contact points between student and placement supervisor are also included for reference both here and in the student handbook.

At a glance:

This year, the Career Development Modules (CDM)

- Allow a variety of placements to benefit from 50 hours* of purposeful activity provided by the students working with them.
- Provide students with the opportunity to develop the skills graduate employers are looking for.
- Are like other university modules and count towards a student's overall degree classification (worth 20 credits).

Key Contacts

Focus/ Placement Type	Team Responsible	Email
Module/Student related issues	Curriculum Team	csmodules@ncl.ac.uk
School placements	Curriculum Team	csmodules@ncl.ac.uk
Volunteering placements	Volunteering Team, Newcastle University Students' Union (NUSU)	phil.hay@ncl.ac.uk
Learning from Work placements	Curriculum Team	csmodules@ncl.ac.uk

Useful Links

Newcastle University Careers Service: [Support Student Modules](#)

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. This year, the modules include a 50-hour* work placement which will take place between October 2025 and May 2026. Students should aim to spread these hours across a minimum of 8 weeks to allow for planning, reflection and development.

*Students/placements may agree to go beyond 50 hours, but the module does not require this.

Placement settings are grouped into three types:

- **Student Tutoring:** with North-East schools and colleges, local learning centres, and tutoring programmes
- **Volunteering:** with the local/wider community
- **Learning from Work:** part-time term-time work on or off campus

Students negotiate their roles 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.

Timeline

Sept-Oct	Placement confirmation and relevant administration is carried out.
Oct	Students will start to make initial visits/activity from first week onwards and complete/return the 'Placement Learning Agreement' (PLA) to Newcastle University Careers Service.
Dec/Jan	Students may start/continue their placement hours from January onwards. Students should seek timely feedback from their supervisor to review progress.
April	Most students will complete their required placement hours by the Easter vacation and should arrange a formal sign-off meeting to confirm 'Record of Activities' and obtain evaluative feedback upon their performance.
May	Students submit 'Record of Activities' and complete their assessments at University.

Module assessment varies according to stage of degree but will include two main assignments where students will demonstrate their ability to effectively plan actions, review their skills development and make use of feedback from the organisation they have worked with.

Roles and Responsibilities

The Placement Supervisor should:

- Work with/oversee the student, ensuring they always work within relevant statutory guidelines and with a nominated member of staff responsible for their work.
- Complete an online Health and Safety form which is submitted directly to Newcastle University Careers Service.
- Arrange a formal initial meeting with the student and complete the [Placement Learning Agreement \(PLA\)](#) which covers:
 - Completion of the online Health and Safety form
 - 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 at appropriate intervals, including an end-of-placement review and re-negotiate their role as appropriate. The student should be proactive in seeking feedback, identifying and addressing problems, issues and needs.
- Regularly sign the student's [Record of Activities](#) form to verify their attendance/ completion of the required 50 hours.
- Alert the University point of contact (see key contacts) if there is anything that can't be resolved through discussion with the student.

Students

Student tutors working with schools, colleges, learning centres and tutoring programmes 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 schedule with the supervisor at the initial meeting.
- Use the PLA to convey personal goals.
- 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 eg. with 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 eg. field trips.
- Linking to other priorities eg. 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 that they can undertake a suitable voluntary activity off campus.
- Take a proactive approach and work to maximise their contribution to achieving the aims and objectives of their volunteering placement.
- Negotiate their role and placement schedule with the supervisor at the initial meeting.
- Use the PLA to convey their personal goals.
- Keep the placement/University informed about any change in circumstance.

Examples of student volunteers' work:

- Education eg. Success4All, helping children with after-school learning in specific subject areas.
- Community eg. Friends Action North East, supporting disabled people by befriending and attending events together.
- At Risk eg. NACRO, working with hard-to-reach communities to encourage young people away from crime.
- Mentoring and Advice eg. 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 and work to maximise their contribution to achieving the aims and objectives of their work placement.
- Negotiate their role and placement schedule with their supervisor at the initial meeting.

- Use the PLA to convey personal goals.
- 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.

Off-campus work

- Part-time, term-time work (paid) eg. Marriott Hotel, Stand Comedy Club, Sunderland Echo, Tesco, The Brandling, Uni-X Events and Waitrose.
- Part-time, term-time work (unpaid) eg. British Lung Foundation, HM Coastguard, Meadow Well Connected, Newcastle City Council, Swedish Chamber of Commerce.
- Continuation of industrial placements eg. 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 volunteering placements. It is the student's responsibility to arrange their own part-time term time job to use as a placement for the 'Learning from Work' type.
- Ensure all participants are provided with information about what they need to do to prepare for placement eg. 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.
 - Comply with University Quality Assurance procedures for placements and assessment.
 - Seek and use feedback from all participants to evaluate and improve procedures and administration.

Monitoring Progress Overview

Students are expected to seek feedback from their placement supervisor throughout their time working with the organisation. They will have the following templates to help structure professional conversations with you. As the minimum hours required this year are 50, how and when progress is reviewed can be agreed between student and supervisor as deemed appropriate.

These discussions are not assessed but create an opportunity for you, the supervisor, to provide formative feedback to the student on their work for the placement, including: their progress towards goals and activities identified; the extent to which their goals may have changed or evolved during this time; the level to which they have demonstrated the 'Graduate Skills' of Planning and Organising, Communication, Teamwork and Personal Enterprise; further development that may be needed to improve their performance and enable progress towards their goals.

This handbook provides a copy of the [Graduate Skills](#) the students will be focussing upon during the module to help you understand the levels of competence they should be aiming to develop. It also provides copies of all [templates](#) students will make use of throughout the experience.

Module teaching will help students to prepare effectively for progress review discussions and how to ask for, receive, and act upon feedback in a workplace context. Using such feedback to reflect upon their own development is a crucial part of the student learning on this module. They are encouraged to use their PLA and the other templates provided to help shape and inform discussion of their progress and performance.

Please note: This approach replaces the assessed 'Placement Evaluation Form' used in previous years.

We are not asking placement supervisors to complete a formal evaluation of a student's performance, but instead to give timely feedback throughout the placement, which the student can learn from and refer to within their module assessments where applicable. The [End of Placement Review](#) template (also provided for students) is intended to help prepare for any 'end of placement' discussion you might have. It will cover topics you have hopefully discussed throughout the student's time with you.

Template Copies

Initial Meeting Part 1: Health and Safety Checklist

An electronic version of this Health and Safety Checklist will be emailed to the Placement Supervisor by the Careers Service, to be completed and submitted by them.

Copies are provided in Placement and Student Handbooks for reference during initial meeting discussions to ensure all parties are aware of Health and Safety measures in place. We are required to ensure all of our students are working in a safe and healthy environment.

Data Protection Statement

This form will be kept by the Careers Service for the duration of the placement.

The data collected will be available to Newcastle University staff and will not be distributed externally. It will only be used in connection with Newcastle University student placements.

This privacy notice explains how the University processes your personal data as well as your rights in relation to the personal data we hold about you and contact details of the University's Data Protection Officer:

<https://www.ncl.ac.uk/data.protection/dataprotectionpolicy/privacynotice/>

Placement details

Name of Placement Organisation:	
Name of student(s) on placement <i>Please list if there is more than one.</i>	
Please describe the work the student will be asked to do during the placement	

Health and Safety checklist

Please delete Yes/No as appropriate and use the spaces provided to answer the questions.

	Questions	Yes/No
1	Do you have a written Health and Safety policy?	Yes/No
1a	If you answered no to question 1, please explain why there is no Health and Safety Policy <i>e.g. there are fewer than 5 employees</i>	

2	Will the student receive an induction and other safety related training necessary to undertake their placement safely?	Yes/No
2a	If you answered yes to question 2, please describe what induction/training the student will receive.	
2b	If you answered no to question 2, please explain why you have not provided an induction or safety related training.	
3	How will the student be supervised during the placement? <i>Please include how you will communicate and how often will you make contact.</i>	
4	Is any safety equipment or protective clothing required for the work the student will do?	Yes/No
4a	If you answered yes to question 4, will the equipment be provided to the student?	Yes/No
4b	If you answered yes to question 4a, please provide details of the equipment eg. face mask, steel toe boots, apron, hard hat.	
4c	If you answered no to question 4, please explain why you have not provided safety equipment or protective clothing. <i>Safety equipment and protective clothing might include, for example: face mask, steel toe boots, apron, hard hat.</i>	
5	Are risk assessments available that cover the work the student will be doing?	Yes/No
6	Are arrangements in place in the event of an emergency?	Yes/No
6a	If you answered no to question 6, please explain why there are no arrangements for an emergency.	
7	Is there a system in place for reporting any accidents or near misses?	Yes/No

7a	If you answered no for question 7, please explain why there is no formal accident reporting procedure.	
8	Will the University be informed of any accident involving the student(s)? <i>The University should be informed of accidents involving our students, either by the supervisor or the student. Please email csmodules@ncl.ac.uk and use the subject line PLACEMENT ACCIDENT REPORT</i>	Yes/No
8a	If you answered no to question 8, please explain why you are not going to inform the University of any accident involving our student(s)	
9	If the role involves working with children or vulnerable adults, will the student be provided with the relevant Child Protection documentation and briefed on the placement procedures?	Yes/No/NA
9a	If you answered no to question 9, please explain why the student will not be briefed on relevant Child Protection documentation and procedures. <i>If this is not relevant to the role, please return to the previous question and select "Not applicable"</i>	

Insurance information

		Yes	No
1	Do you hold Employer's Liability insurance?		
2	Do you hold Public Liability insurance?		
3	Will our student(s) be covered by the insurance policies above and/or equivalent policy?		
3a	If the student is covered by a different insurance policy, please provide details below:		
3b	If the student is not covered by any insurance policies, please explain why the student is not covered by your insurance		

Declaration

Declaration: I confirm I am authorised to respond on behalf of my organisation. The above statements are true to the best of my knowledge and have been discussed with the student(s) placed with us.	
Name of supervisor completing this form	
Supervisor's job title	
Supervisor's email Address	
Supervisor's telephone number	
Date (DD/MM/YY)	
Signature	

The online version of this checklist will be returned by the placement to Newcastle University Careers Service where our team will process the details to confirm that Health and Safety requirements are being met.

Initial Meeting Part 2: Preparation/Agenda

To be completed by the student to inform initial meeting and kept for reference throughout the module.

This document is designed to help you (the student) identify the range of opportunities arising from this module.

Think about:

- How this module will benefit your future career.
- What you want to experience.
- Skills and knowledge you want to develop.
- How you can contribute to the placement using all your abilities and talents.

These ideas should then be discussed with your placement supervisor during your initial meeting as you explore and agree your role.

Use the space below to record your initial thoughts on what you would like to achieve from this module and what you aspire to:

Prior to your initial meeting you should also undertake research into your placement and begin to identify relevant information such as policies and practice or current issues for the organisation/sector.

Record this information below and consider it along with your aspirations before and during your initial meeting:

You should also consider and note any questions you want to ask or practical considerations:

(eg. key contacts and phone numbers, other students, travel arrangements)

Learning Agreement

To be completed by the student, discussed and agreed with the placement supervisor, and kept for reference.

A learning agreement should be a collaboration between the student and placement supervisor. You (the student) should clearly state you have discussed and agreed expectations of the work-based learning activities and outcomes you will achieve during your placement. You should keep this as a personal record of content agreed to aid your progress and future discussions.

Name of Placement Organisation:	
----------------------------------------	--

Use this space to record the agreed activities/projects you will be carrying out at your placement, and how these relate to the personal development goals you have set for yourself:

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How will these activities allow development of your graduate skills in Planning and Organising, Communication, Teamwork and Problem Solving? (see Graduate Skills Framework Descriptors available on Canvas and within the [Graduate Framework](#)).

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What development/further action is required to enable progress of this learning agreement?

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Agreed with Placement Supervisor (name):	
Date of meeting:	

Once you have completed the learning agreement and discussed this with your supervisor it must be uploaded to Canvas by the deadline of **Friday 14 November 2025 16:00**

Progress Reviews

To be completed by student during progress reviews and kept for reference.

You should seek timely feedback from your placement supervisor to discuss your performance throughout your time with the organisation. You can use the points below as a prompt/record whenever you ask for feedback.

Module content will help you prepare effectively to discuss progress and how to ask for, receive, and act upon feedback in a workplace context. Using such feedback to reflect upon your own development is a crucial part of the learning on this module.

Review your progress towards the personal goals you have identified. To what extent have these goals changed or evolved? How have your actions towards these goals benefitted you and your placement so far? What are your next steps and what is your timescale?

How do you/your supervisor think you have demonstrated and developed your Graduate Skills? Planning and Organising, Communication, Teamwork and Problem Solving.

What further development is needed as the result of feedback received (in relation to personal goals and/or the Graduate Skills?) What actions will you take to ensure this development?

Record of Activities Form

This form should be completed by the student, verified by the Placement Supervisor and then scanned and uploaded to Canvas by the date provided there.

Student Name	Student number (9 digits)	Module Code	Placement Organisation Name
		NCL _ _ _	

You should use this form to record your hours spent engaging with activity for your placement and include:

- Initial visit to placement;
- Placement visits;
- Placement supervisor review meetings;
- Progress and final review meetings with placement supervisor;

You cannot include time spent travelling to and from your placement unless you are travelling from your usual place of work to another destination eg. for a site visit.

It is your responsibility to ensure that you have completed the required number of hours on placement. **You must complete 50 placement hours across the academic year**, normally spread across at least eight weeks and with at least 30 hours completed in Semester 2.

If you cannot fit all visits onto the two sides provided here, please download an additional copy from Canvas.

[illegible]

<div> <div>Total number of hours completed on placement: 50 hours minimum</div> <div></div> </div>

End of Placement Review

To be used by Placement Supervisor and student before and during end of placement review, with a record kept by the student for reference.

This template is intended to help shape the discussion you have at the end of the experience to help the student reflect upon their time working with you/the organisation. The following questions are suggested areas to cover, but the student may have specific questions they wish to focus on depending on agreed goals at the outset.

How has the student contributed to team/organisational goals?

To what level has the student displayed competence in any of the graduate skills you have seen evidence of? (You might want to focus on areas the student identified as areas for development)

Following this experience, what areas for development would you recommend to the student?

If the student wishes to pursue work in your sector, what advice might you share?

Graduate Skills Competencies	Indicators of Unsatisfactory competence include:	Indicators of Weak competence include inconsistent and/or ineffective use of skills resulting in:	To demonstrate Good competence the student will have:	To demonstrate Very Good competence the student will have consistently and effectively:	To demonstrate Excellent competence the student will have consistently and effectively:
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 the development of the other Graduate Skills.	<ul style="list-style-type: none"> ▪ Not setting personal goals; ▪ Frequently not following instructions; ▪ Not learning from feedback; ▪ Poor time and resource management. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Set and communicated personal goals; ▪ Planned actions; ▪ Managed time and resources to improve own performance and contribute to placement goals. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Exceeded personal and placement goals e.g. delivered results early or used fewer resources than anticipated; ▪ Demonstrated professional practice.
Communication Use speech, writing, non-verbal methods and technology to present and exchange opinions, ideas and information effectively.	<ul style="list-style-type: none"> ▪ Frequently not engaging in appropriate communication; ▪ Not listening. 	<ul style="list-style-type: none"> ▪ Providing inaccurate or confusing messages; ▪ Failing to meet the needs of the audience. 	<ul style="list-style-type: none"> ▪ Produced accurate and coherent messages that met the needs of the audience; ▪ Encouraged dialogue with others. 	<ul style="list-style-type: none"> ▪ Used a range of appropriate communication methods; ▪ Met the needs of different audiences; ▪ Actively listened to others. 	<ul style="list-style-type: none"> ▪ Consistently evaluated and selected from a range of methods to communicate with different audiences, for different purposes.
Teamwork Build effective working relationships and collaborate with other people.	<ul style="list-style-type: none"> ▪ Frequently opting out of teamworking activities; ▪ Acting in ways that adversely affect the team. 	<ul style="list-style-type: none"> ▪ Not building and maintaining working relationships; ▪ Making a limited contribution to achieving team goals. 	<ul style="list-style-type: none"> ▪ Agreed their role and responsibilities with supervisor and colleagues; ▪ Formed working relationships across teams; ▪ Contributed to achieving team goals. 	<ul style="list-style-type: none"> ▪ Regularly consulted with colleagues and other stakeholders; ▪ Developed and adapted their role within the team; ▪ Made an important contribution to achieving team goals. 	<ul style="list-style-type: none"> ▪ Performed a variety of team roles, including appropriate leadership; ▪ Made a substantial contribution to achieving team goals.
Personal Enterprise Use problem-solving to respond to opportunities to improve own performance and work processes.	<ul style="list-style-type: none"> ▪ Not actively seeking opportunities; ▪ Not anticipating problems; ▪ Avoiding challenges. 	<ul style="list-style-type: none"> ▪ Not identifying opportunities or problems that are relevant to role; ▪ Not generating ideas to solve problems. 	<ul style="list-style-type: none"> ▪ Identified some problems and opportunities; ▪ Generated and shared solutions to some problems for themselves or their team. 	<ul style="list-style-type: none"> ▪ Proactively identified problems and opportunities that were relevant to the role; ▪ Used problem-solving techniques to generate ideas; ▪ Selected and implemented appropriate actions. 	<ul style="list-style-type: none"> ▪ Proactively generated, evaluated, and presented/implemented innovative ideas that improved own performance and work processes.