



Placement Supervisor Handbook

Student Tutoring
Student Volunteering
Learning from Work

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.

Modules are available in the following areas of work:

- **Student tutoring** in schools, colleges and community learning centres (see page 8);
- **Student volunteering** in the local community and in the University Union Society (see page 9);
- **Learning from Work** using part-time term-time work on or off the University campus (see page 10).

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

Students **negotiate** work at their placement over at least 6 weeks during term-time. Students taking 10-credit modules complete 35 hours of direct engagement with their placement. Students taking 20-credits offer 70 hours.

Students keep a reflective diary of evidence of their competence and achievement. **Assessment** is via an interview and evidence from a supervisor evaluation.

Placement supervisors and other staff should:

1. confirm request for students through contact with the University or through the student themselves;
2. arrange an initial meeting at the placement with the student/s to discuss expectations of supervisors and students and placement details e.g. what, when, who, where, communication method, dress code, health and safety, protection of children and other legislation;
3. provide support and feedback for the student in their role and re-negotiate their role as appropriate. The student should be proactive in identifying problems, issues and needs that arise during their placement;
4. sign the student's record of activities form for each visit/engagement to verify their attendance and completion of required number of hours. (This may be completed retrospectively during any review meetings);
5. contact the University office if there are any issues that can't be resolved with the student;
6. ideally, discuss the formal student evaluation with the student during and at the end of the placement. See pages 4-7 and the forms to complete and return that are in the middle of this booklet;
7. visit our web pages (see page 12 for URLs).

Placement supervisor evaluation

The aim of the modules 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 are working 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 etc¹. Students collect evidence of their competence that they will use in their assessment, including interview. Throughout the placement, the student should work in partnership with the placement supervisor/s to maximise their contribution to achieving the aims 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 this 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.

¹ 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 generic 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 evidence of outstanding work, students may be awarded more than 70%.
- Outstanding work can be evidenced though e.g. quality of performance, undertaking additional duties and or visits/engagement, developing resources, major impact on placement host. Our web pages 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

	Planning & Organising Set objectives, plan actions and manage time and resources effectively in order to achieve personal and organisational goals	Personal Enterprise Respond to opportunities and initiate change in order to drive continuous improvement
E	Always arrived at agreed time; completed a range of well-researched personal actions independently and/or using appropriate consultation processes	At most times made correct judgement and used effectively skills of innovation & creativity, initiative, adaptability, problem-solving.
VG	Arrived 75-99% at agreed time; completed some personal actions independently and/or using appropriate consultation processes	Usually used personal enterprise methods appropriately (>50%)
G	Arrived 75-99% at agreed time; completed a small number of personal actions, sometimes after asking for assistance	Used personal enterprise methods appropriately some of the time (>30%)
W	Arrived <75% at agreed time; completed a small number of personal actions	Showed little evidence of personal enterprise
U	Arrived < 75% at agreed time; did not discuss or complete any personal actions	Repeatedly failed to demonstrate any aspect of personal enterprise and/or took inappropriate independent action

Evaluation criteria and standards

	Communication Effectively use speech, writing, technology and behaviour in order to present and exchange opinions, ideas and information	Teamworking Work with others in order to establish and achieve common goals
E	Communicated effectively throughout with everyone using a wide range of appropriate oral, interpersonal and other methods	Formed effective working relationships with all involved through undertaking a variety of roles e.g. collaborative, leadership
VG	Usually communicated effectively and with some evidence of a range of appropriate methods used	Was able to form effective working relationships with a range of different people
G	Some evidence of effective communication	Was able to form a limited number of working relationships
W	Inconsistent, ineffective and/or limited range of communication methods used	Was not able to form effective relationships
U	Was frequently not able to communicate effectively with people e.g. lacked clarity, did not listen etc.	Was not able to form effective relationships and/or frequently created poor relationships

Outstanding work can be evidenced though e.g. quality of performance, undertaking additional duties and or visits/engagement, developing resources, major impact on placement host.

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 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;
- make 8 or 9 half- or full-day visits to their placement within the university academic calendar;
- support an aspiration-raising event on campus.

Examples of student tutors' work

1. Tutoring in academic work with any learners or specifically targeted work with e.g. less/more able.
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.
6. Accompanying off-site visits e.g. field trips.
7. Linking to other programmes e.g. Gifted and Talented, Aimhigher, Enterprise, Diplomas, Basic Skills.

Student volunteers (Newcastle University only) should:

- contact Newcastle University Union Society staff to confirm that they can undertake a suitable voluntary activity within the Union Society 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 Union Society

1. Campaigning and project management e.g. organise and run a 'Go-Green' campaign and activities week.
2. Fundraising e.g. organise, develop and run events in the community to raise money for/awareness of UNICEF.
3. Market research e.g. for Newcastle Student Radio and formulate a proposal to improve the station.

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. Kidz Kabin doing pottery, woodwork, arts and crafts, cookery and computers. Projects include jewellery, ceramic masks, puppets.
6. Mentoring and advice e.g. Byker Advice Centre providing independent advice and support to clients on issues such as completing forms, housing issues etc.

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 working to promote the Service in their academic school and across the campus.
2. (New for 2008/09) Student Recruitment student reps, SAgE Science Ambassadors, Office Training Corps.

Work off campus

3. Part-time employment e.g. Barclays Bank, Topshop, Orange, Marks & Spencer, MP Press Secretary.
4. Industry Placements e.g. Reuters Ltd, Corus, BMW UK, Bradford & Bingley Plc.
5. (New for 2008/09) Self-employed students e.g. Student businesses, consultants, artists/musicians, social enterprises.

University staff will:

1. provide appropriate support for individual students and liaise with other University staff to facilitate recruitment and timely registration of students onto relevant modules;
2. liaise with placement supervisors to create and support suitable placement opportunities for students;
3. ensure that all participants are provided with relevant information about what they need to do to prepare for placement e.g. health and safety forms, CRB application;
4. train students, match with appropriate placements and provide relevant information to students and placements;
5. support students to enable them to develop personally and to be successful in the assessment for the module;
6. establish and maintain a working partnership with individual placement providers to resolve issues and maximise benefits for all participants;
7. assess and moderate students' work, provide formative feedback (including tutorials), enter marks onto University systems, and manage re-sit procedures;
8. comply with all University Quality Assurance procedures for the assessment;
9. use feedback from all participants to evaluate and improve procedures and administration.

Contact details

Curriculum Unit, Careers Service

Armstrong Building

Newcastle University

Newcastle upon Tyne

NE1 7RU

0191 222 7748

cu@ncl.ac.uk

www.ncl.ac.uk/careers/develop/cdm

www.northumbria.ac.uk/sis

Important dates

First term

Second term

October	Placement confirmation forms sent to placements in first two weeks	February
November	All students should have made initial visit by first week	March
	Students may offer extra visits or engagement around their holidays	
Mid December	Most students will have completed visits/engagement	Mid May
Mid January	Supervisor evaluation forms returned to University office (possibly via student)	End May

Student tutoring, student volunteering, learning from work

Evaluation by the placement supervisor

Name of University student:
Name of placement:

Ideally, the supervisor will discuss this evaluation with the student in the middle and at the end of the placement. In the grid: 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.

Outstanding work by students may be awarded more than 70%: www.ncl.ac.uk/careers/develop/cdm or www.northumbria.ac.uk/sis provide examples of supervisor comments that illustrate this.

Competence	Definition	U	W	G	VG	E
Planning & Organising	Set objectives, plan actions and manage time and resources effectively in order to achieve personal and organisational goals					
Personal Enterprise	Respond to opportunities and initiate change in order to drive continuous improvement					
Communication	Effectively use speech, writing, technology and behaviour in order to present and exchange opinions, ideas and information					
Team Working	Work with others in order to establish and achieve common goals					

Please provide evidence of outstanding work	
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Please provide additional evidence and comments overleaf.

This evaluation is worth 25% of the final mark and should be returned by the second week in January (semester one) or the third week in May (semester two) via the student if appropriate to:

Careers Service, Armstrong Building, Newcastle University, Newcastle NE1 7RU

Telephone: 0191 222 7746

Email: cu@newcastle.ac.uk

Fax: 0191 222 7780

