SUPERVISED WORK EXPERIENCE
GUIDELINES FOR STUDENTS
2009-10

Module Code – BA2023

Employability and Placement Unit
**Dear Student**

Congratulations on securing a placement, we hope that your placement is an enjoyable and worthwhile learning experience.

These guidelines have been produced so that you will have a quick and easy to understand reference to our placement policies and procedures. Please read them carefully and keep them with you throughout your placement, they contain important information about the requirements of your assessed work for the placement year.

If you have any queries about your placement either before or during, please do not hesitate to contact us by any of the following methods:

Charlotte Poole  
Employability Administrator  
**Email:** Charlotte.Poole@wlv.ac.uk  
**Telephone** – 01902 32 1785  
**Fax** – 01902 32 1724

*Postal Address*

| Charlotte Poole  
| ---  
| Employability and Placement Unit  
| Wolverhampton Business School  
| Shifnal Road  
| Priorslee  
| Telford  
| Shropshire  
| TF2 9NT |

If you want to talk confidentially about anything to do with your placement you can leave a message and a contact telephone number out of office hours and I will call you back, also out of office hours if requested.

Good luck and enjoy your placement.

Kind regards

*Employability & Placement Unit*
PLACEMENT OBJECTIVES & MODULE OUTCOMES

Placement Objectives
The placement is an important element of your course structure, it comprises 25% of the total course duration, and it carries a 30 credit value and counts towards your final degree classification. The placement is intended to provide students with the opportunity to -

- Experience the environment of a real workplace and how needs are identified and resources are acquired, allocated and used for the purpose of achieving organisational objectives.
- Organise themselves so that they can receive, quickly understand and carry out instructions to the satisfaction of their employer as a means of developing towards the completion of more responsible work.
- Develop the interpersonal skills required to enable them to work efficiently as a member of a team trying to achieve organisational goals.
- Acquire and develop technical skills associated with the nature of their work.
- Identify, analyse and discuss with experienced practitioners how theoretical concepts are adapted and applied to suit practical requirements.
- Apply knowledge that will help them to plan and evaluate future study and career development.
- An opportunity to gain an additional qualification through City & Guilds the UK’s leading provider of vocational qualifications which proves to employers that you have the key workplace skills and experience they are looking for, without having to do any additional work.

Learning Outcomes
(An Outcome is simply a result or consequence of an action or process; the outcome from a learning process is therefore a learning outcome).

At the end of the module you should have met the following learning outcomes evidenced in your Individual Portfolio:

- Gained an insight into an organisation and its operations.
- Apply relevant business skills and knowledge in a work context
- Demonstrate use of initiative in dealing with issues/problems in the working environment
- Reflected on your learning experiences and how they fit with your personal objectives and development both short and long term
- Evaluated the effectiveness of specific training undertaken
- Developed a range of skills and attributes which will contribute to your graduate employment opportunities
**Key Skills – Learning Outcomes**

- Communication
- Gather information
- Act independently
- Use information technology

Evidence for the development of the above key skills will be identified by your company mentor on completion of the Management Assessment Form.

**The City & Guilds Senior Licentiateship Award**

This is a great opportunity, as this qualification along with your degree and work placement can enhance your chances when applying for a job, making you more competitive against other graduates. This award proves to employers that you have the key workplace skills and experience they are looking for.

The seven key skills that employers are looking for:

- Self-management and development
- Managing tasks
- Communicating clearly and effectively
- Working with and relating to others
- Applying knowledge
- Applying initiative in work problems
- Reflecting on learning

The City & Guilds Senior Licentiateship Award will supplement your work experience and degree when seeking that ideal graduate job.

**What do I need to do to gain this award?**

- Successfully complete the placement year in UWBS. There is no extra work attached to gain this qualification. You will only have to complete successfully the assessment for BA2023 throughout the placement year;
- Complete the registration form at the rear of the pack;
- Pay a fee of £55 in the form of a cheque made payable to the University of Wolverhampton, this will be forwarded to City and Guilds for registration.
## Personal skills and performance criteria of City & Guilds Senior Licentiateship Award

<table>
<thead>
<tr>
<th>Personal Skill</th>
<th>C&amp;G Performance criteria</th>
<th>Performance criteria defined</th>
<th>Assessment method</th>
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<tbody>
<tr>
<td><strong>Self management and development</strong></td>
<td>1. Appropriate attitudes to work and colleagues are maintained</td>
<td>1. Interpersonal skills, personal awareness</td>
<td>Management assessment and Reflective Learning Log (1,2,3,4,5,6)</td>
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<td></td>
<td>2. Self control is exercised when faced with work-related difficulties</td>
<td>2. The ability to work under pressure</td>
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<td>3. Work is completed to timetable</td>
<td>3. Time management</td>
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<td>4. Willingness to seek appropriate advice is demonstrated</td>
<td>4. Judgement/decision making</td>
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<td>5. Willingness and ability to learn new skills is demonstrated</td>
<td>5. Willingness to learn/commitment to lifelong and life-wide learning</td>
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<td></td>
<td>6. Ways of improving working relationships are implemented</td>
<td>6. Initiative/working with others</td>
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<tr>
<td><strong>Managing tasks</strong></td>
<td>1. Plans for work are provided</td>
<td>1. Details provided of duties to be undertaken</td>
<td>Agreed learning Contract – Employer, Student and University (1,2,3)</td>
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<td></td>
<td>2. Appropriate timetables are developed</td>
<td>2. Goal setting/Action planning</td>
<td>Management assessment and Reflective Learning Log (5, 6)</td>
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<td>3. Agreement of others about the work to be done is obtained</td>
<td>3. Learning contract drawn up and agreed</td>
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<td>4. Difficulties are dealt with effectively</td>
<td>4. Coping effectively with complexity</td>
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<td>5. Progress is monitored and any corrective actions taken</td>
<td>5. Self-management</td>
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<td></td>
<td>6. Deadlines are met</td>
<td>6. Able to prioritise work and achieve set goals</td>
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<tr>
<td><strong>Communicating clearly and effectively</strong></td>
<td>1. Good use of the English language</td>
<td>1. Verbal and written communication skills</td>
<td>Management assessment and Reflective Learning Log. (1,2,3,4,5,6)</td>
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<td></td>
<td>2. Written communications are accurate</td>
<td>2. Able to write in a variety of formats, in a clear and concise way paying attention to detail.</td>
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<td>3. Spoken communications are clear and to the point</td>
<td>3. Clear, concise and confident oral presentation of information</td>
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<td>4. Style and manner of communications are appropriate</td>
<td>4. The ability to adapt levels of communication skills to different situations and audiences</td>
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<td>5. Communications are effective and achieve the desired outcomes</td>
<td>5. Communications presented in a logical and structured way</td>
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<td>6. Approach to others is tactful and polite</td>
<td>6. Tact and diplomacy</td>
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<tr>
<td><strong>Working with and relating to others</strong></td>
<td>1. Good working relationships are maintained</td>
<td>1. Good working relationships demonstrated</td>
<td>Management Assessment and Reflective Learning Log (1,2,3,4,5,6)</td>
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<td></td>
<td>2. Ability to work well in groups is demonstrated</td>
<td>2. Able to contribute to a variety of teams</td>
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<td>3. Conflict is avoided and help is offered to overcome difficulties</td>
<td>3. Able to act positively in order to avoid conflict</td>
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<td>4. Manner and approach</td>
<td>4. Effective interpersonal</td>
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<tr>
<td>Applying knowledge</td>
<td>Management Assessment and Reflective Learning Log (1,2,4)</td>
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<td>1. Seeks to apply knowledge whenever appropriate</td>
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<td>2. Self-motivation and initiative are demonstrated</td>
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<td>3. Identifies, analyses and resolves problems in a professional way</td>
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<td>4. Uses knowledge to develop new designs, products and methods</td>
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<td>5. Uses course knowledge in dealing with customers and clients</td>
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<td>6. Uses knowledge of management when dealing with others.</td>
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<tr>
<td>1. Applies subject knowledge as appropriate</td>
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<td>2. Self-motivated and uses initiative</td>
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<td>3. Problem solving skills</td>
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<td>4. Innovative and creative</td>
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<td>5. Applies theoretical understanding to practical situations</td>
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<td>6. Understands managerial structures and hierarchies and operates accordingly within the organisation structure.</td>
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<thead>
<tr>
<th>Applying initiative in work problems</th>
<th>Management Assessment and Reflective Learning Log (1,2,3,5,6)</th>
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<tbody>
<tr>
<td>1. Takes the lead when appropriate</td>
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<tr>
<td>2. Self-motivation and initiative are demonstrated</td>
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<tr>
<td>3. An ability to provide new ideas and identify forward plans is demonstrated</td>
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<tr>
<td>4. Takes the lead in problem solving</td>
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<td>5. Appropriate inventiveness and flair are demonstrated</td>
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<td>6. Suggestions about work matters are made in an appropriate way.</td>
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<tr>
<td>1. Able to take leadership role when required</td>
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<td>2. Self motivated and demonstrates initiative</td>
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<td>3. Proactive in ideas generation</td>
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<td>4. Taking responsibility/Problem Solving</td>
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<td>5. Innovation and Flair</td>
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<td>6. Diplomacy in generation of ideas</td>
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<tr>
<th>Reflection on own learning outcomes</th>
<th>Reflective Learning Log (1,2,3,4)</th>
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<tbody>
<tr>
<td>1. Ability to identify what has gone well/badly</td>
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<td>2. Critical evaluation of various situations</td>
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<td>3. Articulation of areas for improvement</td>
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<td>4. Summary of learning outcomes from specific situations.</td>
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<tr>
<td>1. Self evaluation</td>
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<td>2. Critical evaluation</td>
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<td>3. Reflection on personal development</td>
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<td>4. Reflection on own learning</td>
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</table>
STUDENT SUPPORT

The Employability and Placement Unit (EPU) will continue to support you and review your progress during your placement year. We will aim to contact you by telephone and/or email; in addition, there may be a personal visit where it is deemed appropriate. If you need to contact us it is not necessary to wait for our telephone call to you, you can contact us at any time using our contact details.

It is a requirement of the placement that you are assigned a company mentor. The role of a mentor is to provide you with support and guidance at your place of work. Included in this envelope is a separate pack of information which you should give to your company mentor once one has been assigned to you.

The Employability and Placement Unit (EPU) will also aim to contact your company mentor, by telephone, on at least two occasions during the placement year.

Each term we will send you a newsletter (SWEL). We think it is very important to keep you informed of news, developments and changes to academic regulations at the University during your absence. Contributions from you on any subject are most welcome and should be forwarded to the Employability and Placement Unit (EPU), for inclusion in the newsletter. The editor reserves the right to change any contribution sent – but do not let this deter you!

If you or your company mentor have any queries or problems you want to discuss please do not hesitate to contact us, we are here to help.
RESPONSIBILITIES OF STAKEHOLDERS

Success on the programme rests on each stakeholder understanding and executing his or her responsibilities and communicating effectively. The following sections outline the responsibilities of individual stakeholders in the programme to aid this process.

**Students will:**
- Demonstrate their commitment to the programme through regular attendance and completion of all tasks to deadlines. In addition, students are expected to meet regularly with their mentor.
- Adhere to the code of Conduct within the University and rules relating to the workplace when working with an organisation.
- Play a proactive role in meeting with his or her mentor in the placement.
- Engage with the PDP on an on-going basis.
- Liaise with their Personal Tutor and Course Leader as necessary and ensure that the University is aware of changes to personal information.

**Module Leader will:**
- Provide academic and pastoral support to students.
- Provide guidance on assessments requirements for the placements

**Employers will:**
- Provide support to students through relevant training and guidance
- Monitor progress, and identify specific support
- Provide support via the mentor to students in their workplace through both formative and summative activities.
- Contribute to the development and review of the award through feedback.
- Comply with legal and statutory requirements with regard to the workplace.

**UWBS EPU Administrator will:**
- Be responsible for building and sustaining relationships between UWBS and placement employers, and deal with any queries.
- Manage the day-to-day aspects relating to the student life cycle and ensure these operate effectively.
- Coordinate activities such as staff development, meetings with module leaders and tutors, student meetings, annual monitoring etc. to ensure the smooth running of the programme.
- Maintain regular contact with students whilst on placement
- Be the first point of University contact for students on placement, and handle all queries
YOUR RESPONSIBILITIES

Placement Registration

It is important that you register your placement details with us as soon as possible after the start of your placement so that we know where to contact you. Included at the back of the guide is an ‘Industrial Placement Details’ form; please complete this form in full and return it to the Employability and Placement Unit. We do not know where you are unless you tell us! You should also notify us if any of your details change.

Placement Duration

Your placement is for 52 weeks including holidays. You will be employed on a full-time basis working at least 37 hours per week excluding lunch breaks. Your holiday entitlement should be negotiated with your employer and must be equivalent to that of other employees at your level within the organisation.

Failure to complete the 52 week placement could result in you failing the year. If you do fail the year you can either transfer to a non-sandwich degree programme or re-take the module. You cannot undertake any more than two placements during the year.

Approach to Work

Previous experience informs us that achievements of the learning objectives and outcomes will depend very much on the way you perceive the tasks you are given. Our evidence suggests that those students, who adopt a pro-active approach to their work gain more in experience, are more highly valued by their employer and tend to be given more responsibilities and challenging work. Some part of the work undertaken will not require any great intellectual ability so once you have been instructed, you should be able to complete the tasks efficiently. Under such circumstances the problem lies in not understanding the complexity of the work but in motivating yourself to complete efficiently and effectively that which has become routine and perhaps, even boring. It is worth remembering that most managers will have started their careers at the bottom of the ladder perhaps undertaking some basic office duties and we all have to undertake mundane tasks on occasions.

Professionalism

Throughout your placement year you continue to represent the University of Wolverhampton Business School and as such we expect you to behave in a professional way. If, during placement year you bring the University into disrepute, formal disciplinary procedures could be invoked and impact on the outcome of your placement module grade. The following are examples of behaviour which is considered unprofessional:

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• Dismissal from work placement, e.g.
  • work performance fails to meet a given standard, especially over a period of time, due to incompetence, laziness, neglect or inability to perform duties;
  • chronic absence, lateness or other attendance problems;
  • unprofessional mannerism or inappropriate conduct;
  • damage caused to the employer through negligence;
  • minor violations of work rules by the employee, despite counselling from supervisor or mentor;
• Failing to take up a placement once you have accepted it, either verbally or in writing
• Starting a placement and then leaving it when you receive a ‘better’ offer.
• Unprofessional conduct whilst on placement, e.g. lateness.

You are also a representative of your placement provider and you will have responsibilities to their customers/clients and employees. You should again behave in a professional way when dealing with your organisation’s internal and external clients.

During your placement year you will have access to corporate information some of which might be confidential. You are strongly advised to treat all information you receive as confidential. There can be serious implications for anyone deemed to have broken a corporate code of conduct in this way.

**Corporate Culture**

Organisations have their own corporate culture which is unique to them, for example, different companies have different forms of leadership and ways of structuring the organisation in terms of its hierarchy and protocol. A simple definition of corporate culture is ‘the way we do things around here’. As a new member of staff you will need to learn to adapt to your organisation’s culture; it will perhaps take some time and careful observation before you feel that you are fully integrated into the company. If you are unsure about any written or unwritten policies or procedures you should ask your company mentor to explain them to you, although they should be discussed as part of your induction programme.

**Dress Code**

Some organisations will have a formal written dress code policy, for other organisations the dress code will be unwritten and perhaps even unspoken. For the first few days therefore you will need to observe how other members of staff are dressed and you can then follow the trend. You are advised to dress formally for your first few days until you have assessed whether informal dress is allowed. *Note you should always be of a smart appearance.*
**Immunisation**
If you are undertaking an industrial placement in a country which has compulsory or recommended immunisation requirements, it is your responsibility to ensure that the immunisation programme is undertaken.

Students on placement in mainland Europe should obtain and complete an E111 form from the Post Office; this will provide you with medical cover in other European member states.

**Insurance**
It is the student’s responsibility to take out the necessary and adequate personal insurance cover during the placement year; this applies particularly to those students undertaking a placement overseas.

**Changes to Placement Details**
It is your responsibility to keep the EPU informed of any changes to your placement e.g. address, telephone numbers, duties/responsibilities, designated mentor, etc.

**Enrolment**
You are still a student at the University of Wolverhampton during your placement year and have the same access to University resources as any other year. You will receive information from the Student Office about enrolling. You do not have to attend University for this purpose but if you require an ID card then you will have to go to one of the University’s Learning Centres to obtain one in the usual way. You can obtain a student union card from any Student Union office in the UK. You will need your enrolment slip for both the University ID card and the Students’ Union card.

**Student Loans**
You are entitled to apply for your student loan during the placement year. **Under no circumstances are you required to start re-paying your loan during the placement year.**
WHAT TO DO IF YOU EXPERIENCE ANY PROBLEMS WHILST ON MY PLACEMENT

If you experience any work related problems during the placement year you should, in the first instance, speak to your company mentor. If the problem cannot be resolved at the local level you should contact the EPU.

Examples of problems which may arise:
I’m not sure what my role is/ what do I do if I don’t like my role/ I’m not receiving any training?
Firstly try to discuss your concerns with your mentor. As an experienced member of staff, they should be able to run through your role or make suggestions to make your role more enjoyable or allocate appropriate training. Prior to the discussion perhaps refer to your job description/ specification and utilise it as a tool for clarification, if unattainable it maybe that you suggest going through the aims and objectives of your role. If you have not already received or discussed training perhaps suggest you jointly put together a training plan, outlining training objectives and agree dates when aspects of training should be completed by, and put into practice; having these types of discussion may also influence the way you feel about your role. If you feel your mentor is unhelpful, talk to your mentor’s line manager/supervisor or whoever is directly above in private.

What if I experience problems with my Mentor?
Firstly try talking to your mentor about problems you perceive. Don’t make accusations or place the blame on the mentor. As they are an experienced employee, ask what you can do to improve the situation. If this doesn’t help, talk to your mentor’s line manager/supervisor or whoever is directly above in private. Just simply state that you are having difficulties with your mentor; don’t point the finger, and place the blame, ask the line manager for hints or help to improve the situation. If this fails report back to the line manager/ supervisor and ask for another mentor.

What if I experience behaviour which could be described as discriminatory?
If you wish to raise an equality–related compliant you should discuss the issue with your mentor or line manager and jointly decide the best way forward. You may wish to refer to the relevant Anti-discrimination legislation and regulations; if you or your mentor/ line manager feel the need for further advice or support on equality and diversity issues and legislation, you should contact the EPU in the first instance or alternatively the University
I’m having personal problems which are impacting on my work placement?

If you experience any personal problems during the placement year which might prevent the progress or satisfactory completion of your placement you should contact the EPU as soon as possible. Alternatively, you can contact your course Leader or the University’s Counselling and Guidance Service on 01902 322572. We will always try to offer support and understanding but we do need to be informed of such matters. You will be eligible to submit a claim per extenuating circumstances. The EPU can advise you on what you need to do. It is also worth discussing these in private with your mentor who may be able to offer support and guidance. Remember don’t suffer in silence.

Resigning from your Placement

If problems cannot be resolved or you are still unhappy with your placement and you want to leave the company you should first of all consult with the EPU. Following this discussion we would normally allow you to formally resign from the organisation giving the required notice, details of which should be in your contract of employment. It is also courteous to discuss with your mentor before submitting your resignation. If you feel uncomfortable doing this the EPU can speak to your mentor on your behalf, but would require your authorisation to discuss any confidential issues.

Dismissal from your Placement

Likewise, if your employing organisation is dissatisfied with your performance they can dismiss you. We would normally expect them to consult with the EPU prior to taking such action; if we think they are justified in taking such action you are deemed to have brought the University into disrepute. This may lead to us instigating disciplinary procedures further details of which can be obtained from the Student Union, www.wlv.ac.uk/su or tel:01902 32 2021. You may however be eligible to complete your placement with another or organisation but you will not receive any help from the EPU in securing one. You should discuss your eligibility with the EPU in the first instance.
Appeals and Grievances

The purpose of this procedure is to ensure that as far as possible grievances are dealt with and resolved firstly through an informal discussion. Grievances are concerns, problems or complaints raised by you that must be in writing to the Employability and Placement Unit (EPU). An appeal may arise if you are unhappy with your module result; if you feel that you have been treated unfairly you have the right to appeal outlining the grounds of appeal in writing to the EPU. An appeal, grievance or complaint should be raised with the EPU at the earliest opportunity to enable us to resolve this effectively. The University may not entertain complaints or grievances that are made substantially after the matters complained about, unless there is good reason for the delay. The University will make every effort to deal with grievances, complaints and appeals sympathetically. A formal decision will be provided on investigation of appeal.

You may request the information be kept confidential; you should make this clear to the person to whom a complaint is made. There maybe that in exceptional circumstances it may be difficult for confidentiality to be respected, for instance where a criminal offence has been disclosed. Students should also understand that in some circumstances the demand for confidentiality may make it difficult for the University to assist them with their grievance.

All appeals, grievance or complaints must be in writing and sent to:

Employability and Placement Unit,
University of Wolverhampton
Telford Campus,
Shifnal Road,
Priorslee,
Telford,
Shropshire
TF2 9NT

The students’ Union may also be able to offer advice and guidance, however please contact the EPU whatever your circumstances or problems are. The EPU and the Business School are committed in supporting you; please contact the department for assistances: Charlotte.poole@wlv.ac.uk
LEGAL CONSIDERATIONS

Health and Safety
The Board of Governors and the University Executive regard Health & Safety as equal importance to its academic and financial objectives. The placement year is no exception. For this reason you have a Health & Safety form at the back of your pack (a copy is also included in your Mentor’s pack for information only) which must be completed by you with the assistance of your mentor and returned to the EPU. As students it is important that you are aware of Health & Safety at work. Safety awareness is your best protection against accidents.

The Health and Safety at Work Act (HASWA) of 1974 is based upon the concept of a general duty of care for most people associated with work activities. The specific aims are to:

- Secure the health, safety and welfare of persons at work
- Protect persons other than persons at work against risks to health or safety arising out of, or in connection with, the activities of persons at work.
- Control the keeping and use of explosive or highly flammable or otherwise dangerous substances, and generally prevent the unlawful acquisition, possession and use of such substances.
- Control the emission into the atmosphere of noxious or offensive substances

Keep your placement ACCIDENT FREE

- Take a positive attitude toward preventing accidents.
- Follow proper procedures for your job
- Know the hazards you face and how to avoid them
- Use personal protective equipment as and when required

You must familiarise yourself with the Health & Safety policy and procedures of your company. Ask your mentor or the EPU if you have any questions. All employees have a legal right to a safe and healthy working environment and you should be given a health and safety briefing at the start of your placement.

Should you feel in need of further advice or support, they can contact the Department of Risk Safety and Health, http://www.wlv.ac.uk/rsh Email: rsh@wlv.ac.uk
**Anti-Discrimination Legislation and Regulations**

University policy and practice is concerned with the prevention of direct and indirect, overt and covert discrimination, and the promotion of justice and equality. The following Acts aim to combat discrimination:

- The 1975 Sex Discrimination Act (Amendment 1982),
- Race Relations Act (RRAA) 1976 (amendment) regulations 2003,
- The Employment Equality (Age) Regulations 2006,
- The Employment Equality (religion or belief) (amendment) regulations 2003
- The Employment Equality (Sexual Orientation) (Amendment) Regulations 2003

All acts make it illegal to discriminate directly or indirectly on the basis of sex, colour, race, nationality and ethnic or national origin and, without lawful justification, on the grounds of disability.

The Disability Discrimination Act (DDA) 1995, as amended in 2001 and 2005 and the DDA (amendment) Regulations 2003 and 2006 makes it unlawful for organisations to discriminate against disabled people; this includes students seeking and securing an industrial placement. The Act applies to people who are disabled according to the definition included in the Act.

The University will need to assess the needs of disabled students in all aspects of the placement process and is committed to offering the necessary support and advice. Should you feel in need of further advice or support on individual student matters, please contact the EPU or alternatively University of Wolverhampton Head, Student Enabling Centre, telephone (01902) 32 1804

If you experience any behaviour which could be described as discriminatory either in your placement search or placement year, please refer to section **What to do if you Experience any Problems whilst on my placement** within the guide, additionally contact the EPU, or alternatively, the Equal Opportunities Unit on 01902 321146.
**Freedom of Information and Data Protection**

The Freedom of Information Act allows an individual, or an organisation, to request information that is held by a public authority, including central and local government, the health service, schools, colleges and universities, the police and many other non-departmental public bodies, committees and advisory bodies. Any information, at all, can be requested but some information might be withheld where an exemption exists. If this is the case, the public authority must state that they have withheld information and specify the exemption used. Information requested should normally be provided within 20 working days.

Requests by an individual about the information held on themselves are handled under the Data Protection Act. There are slightly different rights under this act and authorities have longer to respond to requests under the Data Protection Act than under the Freedom of Information Act.

The 1998 Data protection Act introduced new restrictions on the holding and processing of what is termed ‘sensitive personal data’, such as racial or ethnic origin, political opinions, religious or other beliefs, whether a member of a trade union, physical or mental health, and any court record, or allegations of such. As of October 2001 individuals have been able to request all manual and computerised files held on them and be able to make complaints, seek correction or claim recompense.

Another implication of the Act is that organisations can only store and use client details for the purpose for which it was originally obtained. It is illegal to pass this information on to a third person.

Information that you record and store can be requested under these acts and you must co-operate with your employer to make it available within any specified time period. Furthermore, personal details must be stored securely and kept confidential. Where an employer has specific policies in place regarding the storage of such information you must comply with any additional requirements. You maybe asked by an employer to sign a confidentiality agreement, if you should require any further advice please contact the EPU.

**National Minimum Wage**

Legally, organisations do not have to pay the National Minimum Wage to placement students. However, final terms and conditions of the placement are strictly negotiated between the student and employer. Please make sure that you are satisfied with the salary before accepting the placement.
ASSESSMENT

Assessment Briefing for Students

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>2009 / 10</th>
<th>Semester:</th>
<th>Year-long</th>
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<tr>
<td>Module code:</td>
<td>BA2023</td>
<td>Module title:</td>
<td>Supervised Work Experience</td>
</tr>
<tr>
<td>Subject Area:</td>
<td>IB</td>
<td>Module Leader:</td>
<td>Nicholas Dacre</td>
</tr>
<tr>
<td>School Contact:</td>
<td>Charlotte Poole</td>
<td>Email:</td>
<td><a href="mailto:charlotte.poole@wlv.ac.uk">charlotte.poole@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Assessment brief:</td>
<td>Individual Portfolio</td>
<td>Submission Date:</td>
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Important Requirements

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<td>Harvard referencing only.</td>
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</tr>
<tr>
<td>Format:</td>
<td>One paper version and one electronic copy as a single Microsoft 2003 compatible word document, either on a 3.5 Floppy Diskette or CD with the Module Code and your Student ID included in the filename (i.e. BE2023_01234567.doc).</td>
</tr>
<tr>
<td>Hand in date:</td>
<td>06/04/2009</td>
</tr>
<tr>
<td>Assessment should be marked for the attention of:</td>
<td>Nicholas Dacre</td>
</tr>
<tr>
<td>Preferred hand in location:</td>
<td>Telford or Compton Registry Offices</td>
</tr>
</tbody>
</table>

Always submit an electronic copy of your written work as well as a paper copy.

Always keep a copy of your work.

Always keep a file of working papers (e.g. photocopied articles) that support the sources used in your work.
Assessment Brief/Task

Introduction
The placement is an assessed module for which you must produce an individual portfolio consisting of the following sections:

- **Section 1: Organisational Profile**
- **Section 2: Problem Based Learning**
- **Section 3: Reflective Learning**

**Section 1: Organisational Profile**

The organisational profile provides the opportunity to research and analyse your placement company. If the organisation or company is a very large multi-national, reduce the general organisational profile to a manageable size i.e. concentrate on the UK or your particular regional office. All the following questions should be answered; some notes have been provided and you should expand on the examples given.

**Research**
- Describe the ownership profile of your organisation. (Sole trader, partnership, limited company, Plc and parent company etc...)
- How is the organisation funded? (Shareholders, profits, loans, grants etc...)
- What major market/user needs does your organisation attempt to satisfy?
- List your organisation’s products/services. (If you have too many products or services, for example 5,000 different screws and bolts, then reduce them by categorising the products.)
- Using a chart illustrate the hierarchal organisational structure of the organisation in relation to lines of authority.

**Analysis**
- Provide a SWOT analysis of your organisation and critically your findings. (A SWOT analysis is a popular tool which enables the characterisation of internal strengths, weaknesses, external opportunities and threats.)
- How does your organisation attempt to identify changes in market/user needs or preferences? (Sales figures, market share, demographics, any other market research carried out by or on behalf of the organisation.)
- Identify and discuss 2 major factors of uncertainty applicable to the operations of your organisation. (Economy – interest rates, consumer spending, unemployment, exchange rates, recession etc. Other factors could be related to consumer trends and preferences and changes in or new legislation where applicable.)

When discussing the organisational profile it is vitally important to include academic research to underpin your analysis and critical findings where applicable. Refer to appropriate books from the module guide recommended reading list and academic journals.
Section 2: Problem Based Learning

Problem based learning is a method which encourages students to 'learn-to-learn', in seeking solutions to real problems. Some of the main key skills employers look for when recruiting graduates are problem solving skills, the ability to critically analyse and evaluate situations, to find, and use constructively appropriate learning resources and to propose relevant outcomes. As part of the problem based learning section you are required to identify two problems:

- The first problem must relate to your host organisation or company.
- The second problem must relate to a personal development opportunity in terms of weaknesses in relation to your current personal skills, attributes or characteristics.

For each of the problems you must discuss the following points:

- Identification of the problem - What is the problem? Why is it identified as a problem? (You should identify the company related problem independently through your observations or discussions during your placement. Under no circumstances should you put the onus on the company to identify the problem for you, however, you could discuss your suggestions with your company mentor who should approve them. Keep the problem simple, you are not expected to resolve a major problem within the organisation but to go through a process of identifying a problem area and proposing a solution or solutions. When presenting your solution(s) you should also take into account resource implications.)

- Access, utilise and evaluate data from a variety of sources. (Once you have clearly identified the problem you should access human, print and/or electronic sources of information in order to lead you to some alternative hypotheses and therefore possible solutions to the problem. Some examples of sources of information are – the internet, colleagues, managers, books, newspapers, journals, lecture notes, personal observations, other students etc. You should access at least 3 sources of recorded information for each problem and a maximum of 6. You should access the most appropriate (to the identified problem) sources, for example, the company website might be an appropriate resource for a business related problem but it is unlikely to be an appropriate source for your personal problem. Remember online resources are available to you, and can be accessed through the university website.)

- Findings.

(As a result of the above sections you should now present the findings from
each source of information. It will help the focus and structure of your work if you address the findings from each resource separately.)

- **Evaluation.**
  (Your findings should now be evaluated for their suitability. Please note – here you should evaluate the findings NOT the sources of information. You might want to consider the strengths and weaknesses of the information in relation to the identified problems. Is it current and relevant? Is it biased in any way? Is it accurate? Is the information from a credible, reliable and valid source? Has the same recommendation been given by more than one source? You should not necessarily attempt to answer these questions but take them into account when evaluating your findings and before reaching your conclusion/solution(s).)

- **Solution(s).**
  (You now need to present a logical solution or solutions to the identified problem based on your findings, evaluation and logical reasoning. If you are proposing more than one solution or a series of stages towards a final solution then these should be in priority order; you should always take into account the conditions and resourcing implications. You are not expected to implement the solution.)

When discussing the problems it is a good idea to include academic research as a comparative source of information where applicable. Refer to appropriate books from the module guide recommended reading list and academic journals.

**Section 3: Reflective Learning**

This section starts from the premise that students learn from writing, rather than writing what they have learned. Many people have found reflecting on their learning a helpful part of their personal development. It is often used as a basis for Personal Development Plans by a number of professional bodies and organisations and will probably form a part of any Postgraduate qualification you take. You are required to write about your learning experiences during your placement year and placement search. You should note that this is not a descriptive account of the work you have undertaken during your placement year, but a reflective account of how you have developed as a result of your placement experiences. Reflective learning is not necessarily an academic piece of work (a personal diary, for example, is a reflective piece of work). The content of this section is entirely up to you but some areas you might want to consider are:
• Reason(s) for undertaking a placement.
• What did I learn from the placement workshops and how useful will this be in the future?
• The experience of applying for placement vacancies.
• What did I learn from the work I carried out during my placement?
• What skills have I developed and how will this development be useful to me in the future?
• What type of training did I undertake and how useful will it be to me in the future?
• Did the placement meet with my expectations?
• How does the placement fit with my short and longer term career plans?
• How have I developed on a personal level during my placement?

You should not be descriptive in your answers but reflect on your experiences in terms of your personal development, learning and achievements (reflection is the key to this exercise).

**Presentation**
You must hand in one paper version Times New Roman or Arial Font, size 12 with 1.5 line spacing justified, and one electronic copy as a single Microsoft 2003 compatible word document, either on a 3.5 Floppy Diskette or CD with the Module Code and your Student ID included in the filename (i.e. BA2023_01234567.doc).

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<tr>
<td>Introduction</td>
<td>200 Words</td>
</tr>
<tr>
<td>Organisational Profile</td>
<td>1,750 Words</td>
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<tr>
<td>Problem Based Learning</td>
<td>1,750 Words</td>
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<tr>
<td>Reflective Learning</td>
<td>1,000 Words</td>
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<tr>
<td>Summary</td>
<td>300 Words</td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
</tbody>
</table>

The title page must include the module number and title, the assignment title, your name and student ID number, the name of the degree you are studying, and the University School in which you are studying your degree (i.e. UWBS).
The following detail is important when:

Preparing for your assessment and checking your work before submission. When interpreting your grade and feedback after marking. (Note that your work will not be returned to you so always keep a copy of your work for this purpose.)

| Learning Outcomes Tested | • Apply relevant business skills and knowledge in a work context.  
|                          | • Demonstrate use of initiative in dealing with issues/problems in the working environment.  
|                          | • Reflect on personal learning in the workplace.  |

| Assessment Criteria | • Level of research, analysis and discussion of organisational profile.  
|                    | • Problem identification process, development and resolution using appropriate resources through problem based learning.  
|                    | • Evidence of independent thought, critical analysis of self development and future planning through reflective learning.  
|                    | • Use of English grammar, punctuation, spelling, attention to detail and focus.  
|                    | • Thoroughness of referencing and use of Harvard referencing system.  |

| Performance descriptors (by grade) | A14- A16 Work of an excellent standard.  
|                                 | • Full answer to the question(s) and content wholly relevant. Excellent understanding of relevant theory where appropriate, concepts and models. Application of appropriate theory to examples/practice.  
|                                 | • Evidence of independent thinking and some analysis of issues.  
|                                 | • Critical use of theory excellently applied to assignment issues where appropriate. Clear synthesis of ideas.  
|                                 | • Wide range of reading evidenced where applicable. Understanding of studied materials demonstrated where appropriate. All citations correctly made and complete list of references/ bibliography. Excellent management and appropriate use of information.  
|                                 | • Excellently structured, well-organised material. Logical progression of argument and sequencing of ideas. Full supporting evidence for all assertions. Excellent layout incorporating relevant presentation of data such as charts, graphs etc, where appropriate.  
|                                 | • Excellent grammar, punctuation and spelling throughout. Wholly appropriate style for task and audience.  
|                                 | • Excellent presentation, the approach is clear, fluent and precise.  |

| B11- B13 Work of a very good standard. | Answers most if not all aspects of the question. Content mainly relevant.  
|                                       | Very good understanding of relevant theory and concepts and |
| C8- C10 Work of a competent standard. | • Main issues addressed and solid attempt to answer question(s). Some relevant content applied. Sound knowledge and understanding of relevant theory where appropriate and concepts and identification of main issues.  
• Some (if limited) attempt to apply theory to practice where applicable. Limited critical appraisal demonstrated. Tends to be descriptive.  
• Evidence of reading. Competent range of source materials used. Referencing generally competent with list of references provided. Materials used quite effectively.  
• Clear layout, good presentation and some attempt at useful presentation of data via charts, etc. Competent structure but lapses in coherence. Most arguments supported by evidence/references. Word-processed with few errors.  
• Whilst generally competent, some lapses in grammar, spelling or punctuation. Meanings always clear but not always explained in a clear and concise way. |
| --- | --- |
| D5- D7 Work of a satisfactory standard. | • Satisfactory attempt to address question/issues with some content relevant to assignment topic. Material largely repeats taught input and lacks development or personal interpretation. Some general understanding of topic theory and concepts.  
• Largely descriptive and lacking in critical thought and application of theory where applicable.  
• Some evidence of reading from set list, however, materials not used effectively to support work. Some attempt at referencing source material using Harvard Referencing standard but limited list of references.  
• Layout could be improved upon. Lacks coherent structure with little linkage of ideas. Tends to be repetitive in places with some assertions made but not supported by appropriate evidence. |
- Several errors in grammar, punctuations and/or spelling.
- Lacks fluency. Awkward or clumsy phrasing/language meaning not always clear. Careless mistakes.

### E4 Work of an unsatisfactory standard.

- Questions not answered. Content not relevant. Little or no evidence of understanding of relevant theory. Very repetitive of taught input – no development or application. The use of extensive quoted passages evident.
- Little or no critical thinking. Wholly descriptive- no attempt at analysis or evaluation. Little or no evidence of application of theory.
- Little evidence of reading with inaccurate references/lacks referencing. No list of references/bibliography.
- Poor structure with little or no linkage of ideas. Assertions, where present, are not supported. Illogical structure or sequencing of ideas. Badly laid out.
- Serious and frequent errors in grammar, punctuation and/or spelling. Unclear in terms of meaning, hindering understanding by reader.
Avoiding Academic Misconduct

Warning
Collusion, plagiarism and cheating are very serious offences that can result in a student being expelled from the University. The business school has a policy of actively identifying students who engage in academic misconduct of this nature and routinely applying detection techniques including the use of sophisticated software packages.

Avoid Collusion
The business school encourages group working, however to avoid collusion always work on your own in order to complete your individual assessments. Do not let fellow students have access to your work before it is submitted and do not be tempted to access the work of others. Refer to your module tutor if you do not understand or you need further guidance.

Avoid Plagiarism
You must use available and relevant literature to demonstrate your knowledge of a subject, however to avoid plagiarism you must take great care to acknowledge it properly. You should therefore always use of the Harvard style referencing system in all cases.

(For further guidance go to www.wlv.ac.uk/lib and from the menu that then appears, make these choices in turn: Study skills, referencing, Harvard Citation).

Plagiarism is the act of stealing someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. For this reason it is important that you cite all the sources whose work you have drawn on and reference them fully in accordance with the Harvard referencing standard.

Extensive direct quotations in assessed work is ill advised because:
It represents a poor writing style that is unlikely to meet the pass grade marking criteria, and it could lead to omission errors and a plagiarism offence could be committed accidentally.

Maximising the benefits of team working
Individual assessment must represent an effort prepared and submitted by you. It will contain your solutions to exercises set during the delivery of the module. (Your submission may reflect some contributions arising from group working and classroom presentations).

Always:
Maintain a file of evident (e.g. academic papers used in preparing your assignment)
Submit an electronic copy (e.g. a disk or CD) of all written assessments in addition to paper copies.

In addition to your portfolio
• You must submit three Management Assessment forms that have been completed by your company mentor; they are enclosed within your mentors pack (a copy of is include in your guide for information). Three months after the start of placement the First Management Assessment Form should be submitted. The second form should be submitted by March 2010 and at the end of the placement the third Management Assessment Form must sent to EPU.
• You must satisfactory completed of the placement period of 52 weeks including holidays.

Please complete the following forms
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<tr>
<td>1</td>
<td>Introduction to ‘placement supervisor’ and key staff with roles explained</td>
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<td>2</td>
<td>Job duties, objectives &amp; main tasks explained and understood</td>
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<td>3</td>
<td>Placement student responsibilities</td>
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<td>4</td>
<td>Location of amenities and other facilities explained as appropriate</td>
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<td>5</td>
<td>Lunch/refreshment arrangement explained (provision, times)</td>
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<tr>
<td>6</td>
<td>Shown around place of work and environment (orientation)</td>
</tr>
<tr>
<td>7</td>
<td>Instruction on equipment use, resources, training required</td>
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<tr>
<td>8</td>
<td>Communications: telephone, fax, email (as appropriate)</td>
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<td>9</td>
<td>Staff arrangements (inc. holidays)</td>
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<td>10</td>
<td>Health &amp; Safety policy/procedures, protective clothing, hazards</td>
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<tr>
<td>11</td>
<td>Occupational health, Medical or special requirements e.g. immunisation etc</td>
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<tr>
<td>12</td>
<td>Equal Opportunities Policy</td>
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<td>13</td>
<td>Emergency procedures and fire exits</td>
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<td>Third Management Assessment Form</td>
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<td>22</td>
<td>Preparation for return to university/study</td>
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<td>23</td>
<td>Other issues</td>
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Placement Experience Feedback Form

Name: ____________________________ Year of Placement: ___________
Degree Course: ______________________
Placement Role title: ______________________
Company: ______________________

How did you find this job?
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

What skills in particular have you acquired by doing a placement?
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

What skills did you need to enable you to do your job?
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Have you undertaken any further qualifications on your placement?
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Whilst on placement could you relate aspects of your role to your degree?
Please provide an example this: ___________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Do you feel you have developed a range of skills and attributes which will contribute to your graduate employment opportunities?
_______________________________________________________________
_______________________________________________________________
How beneficial has your placement been?

What was the best thing overall about your placement?

Do you have any regrets about your placement year?

If you could give current students one piece of advice about finding a placement, what would that be?

Are there any further comments about your placement or the university which you think would be useful to current students?

Would you allow the above comments to be passed on to other students? YES/NO

Thank you for taking a few minutes to complete this form at the end of your placement and return to the EPU

*Note: Not for use, this is example of the management assessment forms enclosed in your mentors pack
INDUSTRIAL PLACEMENT

MANAGEMENT ASSESSMENT FORM

Student’s Name: ________________________________________________________

Degree Course: ________________________________________________________

Name of Company: _____________________________________________________

Name of Mentor: _______________________________________________________

Guidelines For Completion

This form is a management assessment form that must be completed on 3 separate occasions throughout your placement year by the Company Mentor to assess the student’s performance. ONE tick only, on a scale of 1 to 5, is required for each of the Personal Characteristics or Business Skills.

1 = POOR

5 = EXCELLENT with 3 denoting an AVERAGE PERFORMANCE

If any of the characteristics do not apply please state 'not applicable'.

This form is for diagnostic purposes only and should be discussed with the student.

Please return this form to:

Employability & Placement Unit
University of Wolverhampton Business School
Telford Campus
Shifnal Road
Priorylee
TELFORD
Shropshire
TF2 9NT    Tel: 01902 32 1785

SIGNED: ____________________________________

DATE: ______________________________________
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<td>COMMUNICATION SKILLS (written and verbal)</td>
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<td>INDEPENDENCE</td>
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<td>TELEPHONE TECHNIQUES</td>
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</table>
**OVERALL ASSESSMENT**

Which of the following best describes the student’s performance? Please tick as appropriate.

<table>
<thead>
<tr>
<th>Outstanding performance (grades 14, 15, 16)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>An outstanding placement involving an expansion of the scope of the job beyond that reasonably expected. A highly mature approach and attitude involving a demonstration of all (listed) skills, attributes and characteristics to an outstanding standard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Very good performance (grades 11, 12, 13)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A very good placement involving an expansion of the scope of the job. A mature approach and attitude involving a demonstration of most (listed) essential skills, attributes and characteristics to a very good standard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A good performance (grades 8, 9, 10)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A good placement to a level expected of most students involving a performance and some expansion of the scope of the job. A reasonable approach and attitude involving a demonstration of some (listed) essential skills, attributes and characteristics to a good standard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A satisfactory performance (grades 5, 6, 7)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On balance a satisfactory placement involving little expansion of the scope of the job. An approach and attitude involving a satisfactory demonstration of some (listed) essential skills, attributes and characteristics to a satisfactory standard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A marginally unsatisfactory performance (grades 3, 4)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On balance an unsatisfactory placement involving no expansion of the scope of the job. A mostly unsatisfactory approach and attitude involving limited demonstration of (listed) essential skills, attributes and characteristics to the standard expected.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clearly unsatisfactory performance (grades 1, 2)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undoubtedly an unsatisfactory placement involving no expansion of the scope of the job. A wholly unsatisfactory approach and attitude involving no demonstration of (listed) essential skills, attributes and characteristics to the standard expected.</td>
<td></td>
</tr>
</tbody>
</table>

*Thank you for completing this form*
City & Guilds Licentiateship Senior Award

To enrol on the City & Guilds Licentiateship Senior Award please complete the details below and forward to:

Employability and Placement Administrator
Telford Campus
Shifnal Road
Priorslee
Telford
Shropshire
TF2 9NT

Name: ………………………………………………………………………………………………

Student No: ………………………………………………………………………………………………

Award title: ………………………………………………………………………………………………

Award code: ………………………………………………………………………………………………

Gender:  Male ☐  Female ☐

Date of Birth: ………………………………………………………………………………………………

Email Address: ………………………………………………………………………………………………

Contact Number: ………………………………………………………………………………………………

Address: ……………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

Signature…………………………………………………………………………………………………………………………

Thank you for completing the form, your details will be passed onto City & Guilds for registration.
Please note currently the registration fee for this award is £58 however this may be subject to change in the new academic year, adjusted by a small amount; you will receive an invoice from the University for this fee. Certification of this award will be granted on completion of a 12 month work placement and the criteria of the City & Guilds award have been met.
STUDENTS DETAILS

Name: ___________________________________________
Tel No.: _______________________________________
Address for correspondence during Placement:
Mb No.: _________________________________________
Email: _________________________________________
Placement start date: ____________________________
Placement end date: _____________________________

This section is for in an emergency only
Next of Kin address and telephone number:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Details of Placement:

Job Title: _______________________________________

Brief Job Description:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Signed ……………………………………………………………………………………………………….
(Student)

Signed ……………………………………………………………………………………………………….
(Company Mentor)

Date ……………………………………………………………………………………………………….

This form must be completed as fully as possible and returned to the EPU at the beginning of the placement. Please inform the placements unit if there are any changes to this form by sending an updated copy. You can return this form by email, fax or post.

Employability & Placement Unit
University of Wolverhampton Business School
Telford Campus
Shifnal Road
Priorslee
Telford
Shropshire
TF2 9NT
Fax: 01902 32 1724
charlotte.poole@wlv.ac.uk
This form must be completed as fully as possible and returned to the EPU at the beginning of the placement. Liaise with your mentor regarding the completion of this form. A copy of the form could be included in your portfolio appendix as evidence. You can return this form by email, fax or post.

Workplace Hazard Identification Checklist

Working Conditions

1. Are the lighting, heating and ventilation arrangements compliant with Workplace Regulations?

2. How frequently are the toilet facilities and hand wash areas cleaned?

3. Are the rest and refectory areas regularly cleaned?

4. Are gangways and stair ways kept clear of obstruction?

5. Are out of reach storage areas safely managed?

6. Are outside areas cleaned and maintained?

7. What is the smoking policy and is it enforced?

8. Is a lone working policy in operation, if so what is it?

9. Are there adequate access arrangements in place as required under DDA (this question is to be answered by and for students with mobility impairment only)?

10. Are there any other personal issues which need to be highlighted at this stage?
Fire Precautions

11. Has a fire risk assessment been carried out? If yes, when?

12. Is there a fire certificate, if so what is the date of issue?

13. Was training given on the emergency evacuation procedure in operation?

14. Where are the fire assembly points?

15. Where are the fire extinguishers located and what type are they (foam, powder) and how many of them are there?

16. Have you received training on the use of fire extinguishers, if so please record the date?

First Aid

17. Is there a qualified first aider in post?

18. Is their certificate up to date, what is the expiry date?

19. What is the location of the nearest first aid box?

Accident Procedures

20. How are accidents/ near misses reported?

21. How are RIDDOR incidents routinely reported to HSE?

22. Are designated staff on hand to investigate accidents and take remedial action where required?
Management and Supervision

23. How will the placement student be supervised/managed?

24. Which parts of the premises are out of bounds to the student placement?

25. How will the student be advised of these?

Health and Safety Policy

26. Is there a written Health and Safety policy?

27. Has the student received a copy?

28. Is a Safety Law poster completed and displayed?

Personal Protective Equipment

29. Is PPE likely to be required during this placement?

30. What type and how is it issued and managed?

Insurance

31. Indicate the type of insurance held:
   - Public Liability;
   - Employers Liability; or
   - Combined Liability.

32. Name of the Insurance Company

33. Policy Number and expiry date:
34. Does the insurance cover visitors/ non employees?

35. Is an Employers Liability certificate displayed, if yes where?

Signed (student) .................................................. Signed (employer) ..................................................

Date ................................................................. Date .................................................................

**For you Information**

**RIDDOR**

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), place a legal duty on:

- employers;
- self-employed people;
- people in control of premises;

...to report work-related deaths, major injuries or over-three-day injuries, work related diseases, and dangerous occurrences (near miss accidents)

Refer to website for further detail: [http://www.hse.gov.uk/riddor/riddor.htm](http://www.hse.gov.uk/riddor/riddor.htm)

**PPE (Personal Protection Equipment)**

Employers have basic duties concerning the provision and use of personal protective equipment (PPE) at work and this document, explains what you need to do to meet the requirements of the Personal Protective Equipment at Work Regulations 1992 (as amended).

**What is PPE?**

PPE is defined in the Regulations as ‘all equipment (including clothing affording protection against the weather) which is intended to be worn or held by a person at work and which protects him against one or more risks to his health or safety’, e.g. safety helmets, gloves, eye protection, high-visibility clothing, safety footwear and safety harnesses.

Hearing protection and respiratory protective equipment provided for most work situations are not covered by these Regulations because other regulations apply to them. However, these items need to be compatible with any other PPE provided. Please refer to website for further details [http://www.hse.gov.uk/pubns/indg174.pdf](http://www.hse.gov.uk/pubns/indg174.pdf)