

Placement Principles of Practice and Timetabling Guide

In order to support curriculum design the following 'Principles of Practice' and associate timetabling guide have been agreed. Courses should look to design their placement module and assessment with students and employers aligned to these principles. If a course would like to deviate from these principles they should discuss this with the appropriate member of the leadership team.

There are 6 categories of work experiences which have been defined to best suit the needs of students and placement providers. **Of the 6 categories 1, 2, 3, and 4 can be used to fulfil commitment of a placement within a course** and are the focus of this guide. These categories are outlined below and full definitions can be found in *appendix #1*:

1. **Short Placement**
2. **Incorporated Placement (with a current employer)**
3. **Placement Alliance**
4. **Enterprise Residency**
5. Authentic Work Experience
6. Scholarly Research or Innovation Work Experience

Each course will review their curriculum incorporating the needs of their students and employment pathways and choose a work placement model, from the most appropriate category, to suit these needs. When designing the module there should be a strong focus on aligning placement experience to **subject academic skills, knowledge and graduate attributes**. The module should incorporate the placement within the subject area and make explicate connections between subject specific module content and work placement. **It should not be an add-on or separate experience for students.**

Note: Any organisation who takes a student on placement should be referred to as a '**placement provider**' and not employers due to legal requirements. Please ensure all documentation (course handbook, module handbook, assignment brief etc.) aligns to this.

GENERAL PRINCIPLES:

- The student is required to spend a minimum of 120 hours fulfilling the **negotiated goals/objectives/outcomes** of placement.
- Students should be undertaking a **defined role and/or responsibility/outcome(s)** during their placement experience. This should be negotiated and agreed between the student, academic supervisor and placement provider; the role, responsibilities/outcomes(s) should be **relevant** to the

broader degree subject, be of value to the placement provider and meaningful to the students future ambition.

- The **activities, location and requirements** of the placement should be agreed between student, academic supervisor and placement provider. This should be flexible in order to best achieve the negotiated and agreed goals/ objectives/ outcomes.
- Considerations should be made for **access and participation** to ensure equality for all students.
- A agreed placement experience can involve:
 - External, **off-site** engagement with a placement provider
 - **On-campus** activity with the University as a placement provider
 - **Mixed delivery** of both on and off site engagement with placement provider
- Placement providers can support **individual or groups of students**.
- **Scheduled and teaching learning hours** are aligned to the normal module hour requirements.

PLACEMENT PREPARATION AND SUPPORT

- The modules in which the placement experience must include '**placement preparation**' for students.
- The modules in which the placement sits must include support activities to build **Career Readiness** which should precede commencement of the placement.
- When on placement, students should be **supervised by an academic member of staff** who will be their first point of contact during the placement period.

SOURCING AND SECURING PLACEMENT EXPERIENCES

- Placements may be **sourced centrally** with the support of the Business Engagement Skills and Employability directorate (BESE), **locally** by current and extended contacts of course/dept. academic teams, or **directly** by the student (self-sourced). BESE will provide partial support with the sourcing of placements. It is, therefore, vital that courses adopt a mixed method approach to sourcing placements, and the expectation is that courses and students will also both play an important part in this
- There will be a focus to offer opportunities for student to undertake **placement experiences within Hallam** and these will be prioritised for students with specific needs.
- It may not always be possible to secure a placement which is perfectly aligned to the subject specific nature of the course, but it can still meet the learning outcomes of the module. **Alternative placement providers** should be offered and students encouraged to expand their understanding and awareness of their degree subject area across both multiple placement providers **and the industry spectrum**. The focus should be on the meaningfulness of the experience provided to the student in developing their employability.

- There are **Health and Safety** considerations and processes around risk assessment which need to be completed. These differ depending on the category of placement chosen. The Employability Operations Team can advise on this.
- Students may use **self-sourced experiences** for their placement when:
 - The course and module provides the relevant support and guidance to prepare students to self-source their placement;
 - The university receives a risk assessment to cover the period of placement;
 - The placement is formally agreed by an academic as suitable and meaningful.

PLACEMENT CATEGORIES: TIMETABLING GUIDANCE

The curriculum design and assessment along with the operations and logistics associated with planning and designing the 20 credit module with a placement experience should not be underestimated. This guide provides Departments and course teams with ways in which the 120 hours placements can be delivered to Hallam students from a *timetabling* perspective and will, therefore, inform submission of a module **Time Table Request Form (TTRF)** in March 2020.

In order to fulfil the requirement of a minimum of 120 hours of placement this can be delivered in a number of ways. Courses should decide the model to best suit the needs of their students, course design and content, and placement providers. *If a course wishes to design an alternative placement delivery model they should discuss this with their relevant faculty leadership team.*

The following models are available to courses to choose from:

Category	Model of practice	Timetabling consideration
1. Short placement	1.a. Blocked: within standard teaching calendar	<ul style="list-style-type: none"> • Placement period identified within standard teaching calendar (submitted within TTRF) • This model is available to self-contained courses.
	1.b. Blocked: outside standard teaching calendar	<ul style="list-style-type: none"> • Placement period identified outside standard teaching calendar (not on TTRF)
	1.c. Part time	<ul style="list-style-type: none"> • Agreed day(s) off timetable/week (submitted within TTRF) • Use of 1 day/week after timetables are confirmed (not on TTRF) • Evenings, weekends, and hours outside normal teaching time (not on TTRF) • This model is available to self-contained courses.
	1.d. Combination	<ul style="list-style-type: none"> • Placement period includes a combination of both blocked and part time periods <u>within</u> the teaching schedule (blocked period to be submitted within TTRF). This model is available to self-contained courses. • Placement period includes a combination of both blocked and

		part time periods <u>outside</u> of teaching schedule (not on TTRF)
	1.e. Collaborative Project	<ul style="list-style-type: none"> Flexible-hours to fit around timetable to meet agreed requirements (not on TTRF). Placement period agreed outside of teaching calendar. Could include evenings, weekends, and hours outside normal teaching time (not on TTRF)
	1.f. Portfolio Placement	<ul style="list-style-type: none"> Flexible-hours to fit around timetable to meet agreed requirements (not on TTRF). Placement period agreed outside of teaching calendar. Could include evenings, weekends, and hours outside normal teaching time (not on TTRF). This could include a placement within existing working hours with employer where a different activity is carried out to fit the needs of the Placement requirements
2. Incorporated placement	Aligned to current employer	<ul style="list-style-type: none"> Where a blocked placement period is identified by the course (submitted within TTRF). This model is available to self-contained courses. Flexible-hours to fit around timetable to meet agreed requirements (not on TTRF). Placement period agreed outside of teaching calendar. Could include evenings, weekends, and hours outside normal teaching time (not on TTRF) Existing working hours with employer where a different activity is carried out to fit the needs of the Placement requirements (not on TTRF).
3. Placement Alliance	60 credits blocked placement	<ul style="list-style-type: none"> Placement period identified within standard teaching calendar (submitted within TTRF)
4. Enterprise Residency	Enterprise residency block	<ul style="list-style-type: none"> Placement period identified as a block within standard teaching calendar (submitted within TTRF). This model is available to self-contained courses. Placement period identified outside standard teaching calendar (not on TTRF) Placement schedule designed and agreed after timetables are confirmed to fit around teaching commitments (not on TTRF) Placement period agreed outside of teaching calendar. Could include evenings, weekends, and hours outside normal teaching time (not on TTRF)

** Where blocks of time (week(s)) are taken out of teaching and used for the placement period consideration needs to be made to ensure contact hours are still delivered to students through their other modules. Consideration should also be made to the impact of any other 'off timetable' time such as reading weeks.*

1. SHORT PLACEMENT

This guide is to support courses in scope within the HSE step change project. Courses aligned to PSRB's and those with specific placement/work experience requirements aligned to their validation are out of scope for this work and will continue current practice.

1.a. Blocked placement periods that occur within the standard teaching weeks.

Where this already happens this will continue with existing arrangements. Curriculum has been designed this way and placements are already provided without additional impact on the timetable. As such, this would not affect submission of a TTRF.

For courses wanting to choose this model, this can be introduced for a whole course (not at a modular level) where there are no shared modules. The whole courses would be off timetable for the allocated placement time period. This is similar to a course reading week.

1.b. Blocked placement periods that occur outside standard teaching weeks. These are where specific weeks are assigned as designated placement weeks in the Academic Calendar, e.g.

- Semester 1 - January non-teaching weeks
- Semester 2 - non-teaching weeks
- Spring/Summer - May/June/July - **unless the course has a taught semester 3*

Considerations should also be made for broader dependencies associated with the course(s) such as assessment diet, timing of exams, assessment boards, availability of staff etc.

1.c. Part time placements - 1 day per week during standard teaching timetable

Allocation of one specific day per week, during standard teaching is available to **wholly self-contained courses**. For this to be a viable model courses should **align other activities, spaces, staff resources** on the course in order to enable this model. It is recommended that this model is not the sole option a course offers to enable student placements. In order to maintain stability of students timetables, once published they cannot be changed to accommodate a different day for the placement, due to the knock-on for other teaching activities and courses. This model is subject to approval to ensure that cohort size or quantity of teaching does not prohibit this as an option. Please seek further guidance from your faculty leadership team

Where courses are **not self-contained and / or share modules**, this model is available once timetables have been confirmed as a result of processing TTRF's. These times could then be offered to students for 'day placements' and arrangements with placement providers would be confirmed and agreed by all stakeholders (student, placement provider and academic). In order to accommodate this model to students then courses **cannot request timetable changes** following publication of the timetable to students. It is advisable that this option is not the sole model offered for student to undertake their placement and should be offered in combination with other placement models.

1.d. Combination

Courses can use a combination of a placement Block followed by more flexible times for student/placement providers to use to best meet their needs. Timetabling considerations would need

to be made for the blocked period (see above). The rest of the time would sit within module hours or fit around teaching contact hours within the student's self-directed learning.

1.e. Collaborative Project Placement

This placement model enables projects to be co-created with placement providers around a project/ambition/challenge/activity/event etc. The placement provider directs and oversees the activities to be undertaken and supports the student(s) through the placement which is negotiated and agreed by the student(s), placement provider and academic. A schedule of activity/placement plan may be identified to enable activity(s) to be completed. Time spent on placement is agreed by all stakeholders and aligned to time available within the placement module or flexible hours around student's self-directed learning.

1.f. Portfolio Placement

This placement model enables student(s) to engage with a range of placement providers within a particular industry setting or to gather experience from a cross section of industries. Placement hours are accumulated. Management of this model will need careful consideration and may be suitable for courses which currently have access to a large number of placement providers.

2. INCORPORATED PLACEMENTS:

This placement experience would be agreed between the student, their placement provider and an academic and should represent a change in the activities normally undertaken. This allows for **flexible** placement hours both within and outside of normal teaching hours, and within student's self-directed learning e.g.:

- Where a blocked placement period is identified
- non-contact teaching times during the standard academic calendar
- evenings
- weekends

As the placement would be incorporated into their current employment whereby the employer becomes the student's placement provider, there are no timetabling planning considerations. As such, this would not affect submission of a TTRF.

3. PLACEMENT ALLIANCE

This placement experience would include a whole course being out of university for a semester. As such this would not affect submission of a TTRF.

4. ENTERPRISE RESIDENCY

Typically, but not exclusively, when used to meet the placement commitment, this model is delivered in partnership with the Hallam i-Lab. This experience would be agreed with the student, an academic and a member of the i-Lab provider. In these circumstances, a member of the i-Lab would undertake the role of the placement provider, even if the student is working freelance in a self-employed capacity.

This model of engagement could include one or a mix of the following models for delivery:

- Working on their idea at the i.Lab during timetabled sessions within the allocated work experience module.
- Working on their idea at the i.Lab during a blocked placement period. This model is available to self-contained courses,
- Working on their idea outside of timetabled teaching hours during a student's self-directed learning time.
- A combination of the above depending on the situation of the individual student.

APPENDIX 1

WORK EXPERIENCE

There are **6 categories** of work experiences which have been defined to best suit the needs of students and employers. There should be a strong focus, where possible, on aligning work experience to course academic skills, knowledge and graduate attributes. Each course will review their curriculum and the needs of their students and employment pathways and choose a work experience category, at each level, to suit these needs. This will be a core module aligned to the skills and knowledge requirements of the course with a clear drive towards engaging students with employers to improve their graduate employment.

COURSE GUIDANCE PRINCIPLES

- Students will undertake a **20 credit** module, at each level, which includes one category of Work Experience.
- At least one of the chosen categories will be a **Placement (Category 1, 2, 3 or 4)**.
- Courses can **choose** any category to deliver at any level, unless directed by their faculty.
- Courses should **interpret** these categories to best fit their students and course needs as aligned to the defined principles.
- There can be repetition of a choice of category as long as the **challenge** of that experience increases incrementally at each level.

WORK EXPERIENCE CATEGORIES

1. Short Placement

A formal placement whereby students gain applied work experience. Students are given a meaningful placement within a specific organisation / industry. This may be used to describe a full time and/or part time placement which can be structured to best suit the needs of the students and their course. This must have the flexibility to meet the needs of both students and placement providers and will need consideration by courses.

The minimum delivery of this is the equivalent of 3 weeks in a full time block or 120 hours where carried out over a longer period of time.

This category could be used within the work placement module.

2. Incorporated Placement (with a current employer)

A formal enhancement of a student's current work practices as negotiated and agreed by an appropriate academic.

This includes agreed incorporated placement responsibilities with a current employer which should be at an appropriate level of responsibilities / output. This will result in a differentiated, meaningful and relevant work experience that will typically be undertaken in their usual employment. The minimum delivery of this is the equivalent of 3 weeks in a full time block or 120 hours where carried out over a longer period of time.

This category could be used within the work placement module.

3. Placement Alliance

Following the creation of a collaborative / reciprocal partnership between Hallam and a specific organisation, students are given a work placement with the organisation to represent 60 credits of their level 5 studies. The balance of work and study program is negotiated and managed between all 3 stakeholders (employer, student and Hallam).

This category could be used within the work placement module..

4. Enterprise Residency

Students will work in groups or individually to complete a negotiated and agreed self-created work experience brief related to enterprise and/or entrepreneurship initiatives, including the opportunity to develop freelance pertinent skills. Briefs will be based on the development of either a product or service idea through the use of self-employment models e.g. Business Model Canvas, as relevant and associated to the course skills sets.

There will be a clear emphasis on the work to be undertaken and the student will be sponsored by a named coach/ mentor/ academic/ employer/ Entrepreneur in Residence to support, champion and monitor progress around agreed goals. Engagement will culminate in students evidencing how they worked to achieve the brief which aligns to course skills, knowledge or attributes.

This category could be used within the work placement module.

5. Authentic Work Experience

Students will work in groups or individually to complete real life briefs set out by, and working directly with, community employer(s).

The student will have continued and ongoing involvement and engagement with the employer(s) throughout the experience. This can involve community societies, organisations or businesses and can involve both on and off site work.

Engagement will culminate in students evidencing their work to achieve the brief and/or improve community advancement.

6. Scholarly Research or Innovation Work Experience

Students will undertake real life inquiry, investigation and discovery through the exploration of a specific research topic, project or consultancy within a relevant field to make an original contribution to their discipline or related industry requirements.

These are set out by and completed in collaboration with employers to remedy / challenge an area of research / project / consultancy within a subject area. This could include the exploration of challenges and real world problems.

This can involve both on and off site working with community societies, organisation or businesses. Students have a named supervisor/ mentor/ academic/ employer/ to authenticate, champion and monitor progress. There is a clear alignment to how the research/project/ consultancy support's a student's personal or academic development as applied to graduate highly skilled employment.

Engagement will culminate in students evidencing their work to complete the research proposal or project work in a way best suited to the original requirements.