

**Napier University
Edinburgh**

SCHOOL OF COMPUTING

Work Based Learning (WBL)

Module No. SOC09105

**A Handbook on
Work Based Learning Placements
for**

**School of Computing Students,
their Employers and Visiting Tutors**

SESSION 2008/9

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Summary of Essential Information for WBL

This Handbook should be used as:

- guidance for students, their supervisors and workplace mentors
- a reference during the placement for essential information
- a source of assessment details

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Dates for Work Based Learning – Session 2008/09

WBL commences Summer 2008

Return date to University 7th September 2009

Please note – this is approx. 4 weeks earlier than in previous years. It is due to the change in the University calendar to ensure semester 1 finishes before the Christmas break.

Important Note:

As soon as possible after the start of your placement, please email Catherine Spink at c.spink@napier.ac.uk with details of your workplace telephone no. and email address. You will then be informed of your visiting tutor's details.

During your placement year your main contact should be through Catherine Spink; your Visiting Tutor or Scott Raeburn, Module Leader.

1. Introduction

The third year of most of the undergraduate programmes in the School of Computing is an optional Work Based Learning year during which students spend a minimum of 48 weeks on placement as full-time, paid employees of commercial, government, educational or other organisations.

Some of the benefits of the placement year are:

- Practical experience of computing in the real world
- Awareness of current developments in industrial/commercial environments
- Experience of teamwork and development of inter-personal skills
- Increased confidence and maturity
- Improved job opportunities on graduation
- Salaried work for a year

These notes describe the sequence of events associated with the placement year and of the responsibilities of students, staff and employers. If any problem arises during the placement then these notes should either provide an answer or tell you who to contact to resolve the situation.

2. Status Of Placement Students

During your placement year you have dual status as both full time employee and fully matriculated student and, consequently, obligations to both your employer and the University. You continue to be eligible for most of the concessions available to full time students. You may lose these concessions if you do not follow the University administrative procedures described later.

You will be required to pay UK income tax on your earnings; the exact rates and amounts will depend on your personal circumstances. UK tax years start on 6th April each year, so your placement will generate income in two tax years, i.e. 6/4/08 – 5/4/09 and 6/4/09 – 5/4/10. Depending on your total income (from *all* sources) in each tax year and other personal factors, you *may* be able to recover part of your tax contributions after the end of each tax year which your Work Based Learning covers.

You are also required to pay UK National Insurance Class 1 contributions but none of these will be refunded.

3. Employer/University Relationship

While on placement you are a representative of the University, the School of Computing and your programme. The credibility of these, and thus the future opportunities for placements and permanent employment for graduates, may depend upon how you conduct yourself. Put simply, you are expected to demonstrate a professional attitude in both the technical and personal/social aspects of your employment. It is to the credit of past students that employers have come to expect such a standard from Napier students and it is the responsibility of placement students and the University to ensure that this reputation is maintained.

A well-conducted placement can lead to several additional benefits for the student, the employer and the University:

- you may be able to perform your honours project for your placement employer;
- you may receive an offer of permanent employment after graduation and even some form of sponsorship for the rest of your programme;
- the University may benefit via assured placements for the future, demand for graduates of our programmes and collaborative projects, all of which serve to enhance the prestige of your degree.

4. Supervision

While employed by the placement organisation you should be assigned a workplace mentor (normally your line manager/supervisor) who will:

- direct your work,
- monitor your performance and
- advise you on how you are performing.

In some cases this will be the same person throughout the placement while in other cases the supervisor may change several times. In some placements there is an initial training period and no supervisor is appointed until the student is assigned to a team.

You will be assigned a visiting tutor who will visit you three times during your placement to monitor the work you are being given, your performance, and the level of supervision being provided. Your visiting tutor will be assigned shortly after the start of your placement. When you email the Placement Administrator at the start of your placement with your contact details, you will in turn be provided with details of your visiting tutor.

If you feel that you are not receiving sufficient feedback on your progress, are getting inadequate direction or being given too little, too much, or inappropriate work, then you should discuss this with your mentor in a calm and constructive manner. If, despite this, you still feel that supervision or work arrangements are inadequate you should discuss this with your visiting tutor or ultimately with the placement module leader.

Remember that, as an employee, you are subject to the regulations and disciplinary procedures of the employer who has the ultimate sanction of terminating your placement. Such an event may lead to failure of the placement module or even withdrawal from your programme by the University.

As a temporary employee, you are unlikely to enjoy all of the 'perks' or benefits which may be offered to permanent employees and you certainly have no right to them.

5. Dealing With Problems

For many of you this placement will be your first experience of full-time employment and, in most cases, your first experience of computing employment. The transition from student to full-time employee may be difficult and stressful at times and it is important that you deal with any such difficulties in a timely and professional manner. Problems that arise may relate to the workload expected of you, supervision arrangements, interpersonal issues, difficulties in achieving the targets set out in your Learning Agreement or difficulties with completion of University assessments.

If you experience any difficulties during your placement you should, in the first instance, discuss these with your workplace mentor through your normal supervision arrangements. In the majority of cases problems can be resolved simply and informally and it is often important that this be done quickly, before they escalate into more serious problems. If any issue cannot be resolved through these channels you should bring it to the attention of your visiting tutor during your next scheduled placement visit or, if this is not due for some time, directly with your tutor by telephone, e-mail or letter. In the unlikely event that the matter still cannot be resolved it should be brought to the attention of the placement module leader who may arrange to discuss the matter further with your employer.

It is *essential* that you do not allow minor issues to develop into more serious problems by keeping them to yourself.

6. University Administration

Before you start your placement it is *essential* that you attend a pre-placement meeting at Napier University. This meeting includes details of the administrative procedures and the placement assessment process. Your “Authority to Start Placement” forms will also be signed.

You are also required by the University to understand the requirements of the Health & Safety at Work Act (1974) and its regulations. To this end a *compulsory* Health and Safety briefing¹ will be given and Guidance Notes are attached (Appendix D).

At the start of the placement your employer will normally provide an induction into your placement position. To assist you with this a student induction checklist is provided as Appendix E.

You are required to complete the matriculation process as usual through [Nimweb](#) - Student Records Online. However, if you have reassessments you will be unable to matriculate until after the Programme Board of Examiners in mid-September.

A fee is payable to the University for the placement year; it is approximately half the normal annual fee. Students who are eligible for support from a funding body *must* apply for a ‘FEES ONLY’ grant. After you have applied to SAAS for tuition fees for the placement year you must send your award letter you receive from SAAS to Napier University, Finance(Tuition Fees), Craighouse Campus, to prove you have been awarded funding, otherwise you will receive an invoice from Finance for the full fee.

Please note that the placement year is your 3rd Year for SAAS purposes. When you return to University, **you must apply for 4th year** SAAS tuition fees for 2009/10, **not 3rd year**, otherwise they will assume you are repeating 3rd year.

If you intend to leave with an Ordinary degree, apply for half a year’s fees. If you are continuing to honours level then apply for a full year’s tuition fees. The following year apply for half a year to finish your honours degree (5th year).

Please note that your work placement address will be used by the placement administrator and placement module leader for all correspondence. Registry Services and other departments of the University will continue to send correspondence to your home address unless *you* inform them otherwise.

If you have been permitted reassessment of failed modules during your placement year, it is *your* responsibility to contact the school office and/or module leader(s) to obtain details of assignments, exam dates, etc. Please note that you **MUST** register for exams; the due date for registration is some six weeks before the exam date, after which a late fee is payable. More details, including the exact deadline, will be found on the registration form which you can download from the following Registry Services website:-

<http://www2.napier.ac.uk/depts/registry/exatimes.html>

¹ The Health and Safety briefing is a legal requirement placed on the University by the UK Health and Safety Executive.

Unexpected Termination Of Placement

A placement will normally terminate at a mutually agreed date at least 48 weeks after its start date. Where this does not occur, the action taken by the University will depend on the timing of the departure and the reasons for leaving.

Except in cases of serious misconduct, any student who leaves a placement after the completion of 48 weeks will be assessed as normal, even if the date of leaving is before the mutually agreed date.

Where a student leaves *involuntarily* for reasons which are no fault of his/her own, e.g. by redundancy or closure of the workplace, and the period worked is *substantially* below the required 48 weeks (including any holidays due), the University will make every effort to assist the student in finding an alternative placement to make up the period worked to at least 48 weeks. If this is not possible the student will automatically be transferred to the non-placement route on return to University.

Similar action will be taken where the student leaves involuntarily for personal reasons, such as ill health, serious personal circumstances, etc.

Where a student leaves *voluntarily* when the period worked is substantially below the required 48 weeks (including any holidays due), the student will be deemed to have failed placement and will not be offered the opportunity of reassessment. The student may then apply for transfer to the non-placement route on return to University. However it should be noted that:

- a) this is at the discretion of the Programme Board of Examiners, and
- b) the student's return may not be possible until the start of the next session.

Similar action will be taken where a student is dismissed as a result of the student's inability to fulfil the employer's requirements when the period worked is substantially below the required 48 weeks (including any holidays due) and the University agrees that those requirements are reasonable.

Where a student is dismissed as a result of serious misconduct, even after the completion of 48 weeks work, the University will deem the student to have failed the placement module with no opportunity of reassessment. The student may also be subject to University disciplinary procedures, which may ultimately result in dismissal from the programme of study.

7. Assessment

Placement provides 60 credits at Level 3, which is equivalent to half the third stage of a non-placement course. There is a set of assessments associated with placement that must be satisfactorily completed in order to pass the placement module and gain the 60 credits.

The general learning outcomes for all placements are as follows:

1. Apply computing and information systems skills and knowledge to practical problems in the workplace;
2. Apply team-working, decision-making, time management and communication skills in the workplace;
3. Conduct a programme of work over an extended period, including the associated planning, target setting, record keeping and reporting;
4. Critically appraise, reflect and report on personal, professional and technical achievements.

Components of Assessment

Assessment of placement is a collaboration between the visiting tutor, the employer and the student. Formally it is based on three types of work, a *Learning Agreement*, two *Visit Reports* and a *WBL Final Report*.

The weightings of these are as follows:

- | | |
|----------------------|-----|
| • Learning Agreement | 20% |
| • Visit Reports | 20% |
| • WBL Final Report | 60% |

Reassessment

In the event of failure of the placement module (i.e. achieving an overall placement mark of less than 40%) the student may be allowed the opportunity for reassessment. (See also the notes on unexpected termination of employment above).

Reassessment will comprise the resubmission of the WBL Final Report which will be marked to a maximum of 40%.

Assessment Timetable

(a) Learning Agreement

The first priority on securing your placement is the preparation of your Learning Agreement. Where possible this should be started before the placement begins but more normally will be completed during the first few weeks of your employment. In any event a draft version *must* be available for inspection for your visiting tutor's first visit which will, where possible, take place during the first 6-8 weeks of placement. The Learning Agreement *must* be finalised and submitted to the School Office no later than 3 months from your start date. Postal or email submissions will be accepted from students who cannot submit in person.

You should note, however, that the Learning Agreement is pivotal to all placement assessment, and in particular forms the basis for the record of your placement maintained in your log book and the collection of

supporting evidence of your achievement. It is therefore very much in your interest to complete the Learning Agreement as early as possible.

The Learning Agreement may be modified during the year, subject to approval of your visiting tutor and workplace mentor, if the content of your placement changes significantly.

(b) Log Book

During the placement year you are required to maintain a Log Book which is a record of your work activities, in particular providing evidence of how the work done achieves the objectives set out in your Learning Agreement.

(c) Folio of Evidence

In addition to the log book, you are required to gather evidence of achievement throughout your placement year.

(d) Work-based Learning Visits

Your tutor will visit you three times during the year. The first of these will check how you have settled into the placement and assist you with the Learning Agreement but will not be marked. The next two will be marked and form part of your overall assessment.

(d) WBL Final Report

You are required to submit the WBL Final report on your placement by 31st August 2009. This will cover:

1. your analysis of the employing organisation, your role in it, and the work you carried out;
2. your reflections on the achievement of the learning objectives set out in your Learning Agreement, including the relevance of the modules you studied at Napier prior to going on placement.

The Final Report will be supported by the Log Book and the Folio of Evidence.

Further details of each of these are given below in Sections 8 – 13. A formal specification of the Learning Agreement is attached as Appendix A.

8. Learning Agreement

It is in the nature of employment in computing that the tasks done by employees of different organisations vary widely. No two placements require the same technical, academic, social or organisational skills, but whatever the specific requirements of your placement you will learn a lot during your year.

The Learning Agreement provides a mechanism for evaluating that learning by identifying the areas of knowledge, practical skills and personal achievement relevant to your particular placement. This is done by defining a set of personal and employment-related objectives and tasks which will be assessed by your visiting tutor and your employer during the three placement visits.

A formal specification for the Learning Agreement is attached – see Appendix A.

9. Log Book

The Log Book should form the principal record of the work you do for your employer, as well as providing evidence of the achievement of your learning outcomes. It should provide a record of *your* observations and reflections, not just facts and events. It is probably best kept as a journal, i.e. a daily record.

The traditional method is to use an A4 book, bound in hard covers with lined pages. Each day, handwrite the date and your observations, facts, events, etc. If you have an informal meeting, make some notes in it. If you receive or make an important telephone call, jot down the other person's name and what you talked about. Work targets set and then achieved must be recorded, as well as your reflections (every 2-4 weeks) on what you are doing and identifying which of the personal and employment-related tasks in your Learning Agreement have been required of you during the preceding period.

A non-traditional method which is now available is an online version of the above, either as a word-processed document or, more recently, as a weblog.

Throughout the placement you should be evaluating the systems, methods and procedures used, in the light of theory and best practice and reflecting on these observations. The best time to note learning is at the time it occurs before it becomes overlaid by the next stage or level of learning and forgotten. The log book is useful in providing markers to feelings, levels of confidence and ability, degree of apprehension, improvement and so on.

Where your employer requires you to keep a similar record you should discuss with your visiting tutor at the first visit whether you may substitute a copy of the employer's form for all or part of the record. Your visiting tutor will ask to see the Log Book at each of the three placement visits and will use it to assist in evaluating your work.

Log book entries can cover any or all of the following topics:

- The work done this day/week
- The technical skills needed
- The personal or social skills needed
- New knowledge or skills needed / acquired
- Training given

- Any problems you met recently
- The steps you took to solve them, including help sought
- Reflections on the placement, the company, the professional manner in which your colleagues approach their job, etc.

You can, of course, include any other comments which seem relevant to you at the time.

The logbook is now marked as part of the final report.

10. Folio Of Evidence

The Folio of Evidence will be used in conjunction with your Log Book to provide evidence of achievement of the learning objectives identified in your Learning Agreement. It should include supporting evidence of your achievement such as program listings, written reports, supportive e-mails and any other documentation relevant to the placement. This Folio of Evidence will be appended to your WBL Final Report and will provide substantial input to the assessment process.

You should also keep in your folio copies of any formal appraisal carried out by your employer and any letter or other notice relating to your performance. Further details of this are provided in the Learning Agreement specification – see Appendix A.

11. Work Based Learning Visits

Your visiting tutor will visit you three times during your placement year. The ideal times for visits are:

- First visit : around two months after the start of your placement
- Second visit : around the middle of the placement
- Third visit : within the last three months

In practice there is usually some variation from this pattern due to other conflicting pressures on the tutor's time. It is normal practice for the visiting tutor to see the student and supervisor separately so that neither is inhibited by the presence of the other. If any difficulties come to light then the tutor will attempt to resolve them immediately. Your tutor may also be able to help you with other domestic or personal problems which you may have. Where a visit cannot be arranged, for example because of the student or tutor's work commitments or because the location of the placement is prohibitively distant, the visit may be conducted by telephone or e-mail.

A sample formal visit specification is attached – see Appendix B.

12. Work Based Learning Report

The WBL Final Report must be submitted to the School Office on or before 31 August 2009, even if you work beyond this date. Reports received after this date will be deemed to be reassessments and the mark will therefore be capped at 40%.

Note that many employers may wish to vet your report before submission to us and you should make allowances for this when preparing your report.

As with the Learning Agreement, take care to make explicit any reference to employer's material.

Appendix A – Learning Agreement specification

Work Based Learning
Module: C032019
Module Leader: Scott Raeburn

Assessment 1: Learning Agreement

Submission Date: Three months from start of placement
Weighting: 20% of module mark

REQUIREMENTS

You are required to prepare a Learning Agreement that will provide an analysis of the requirements of your Work Based Learning and your targets for the Work Based Learning year. It will identify your personal and employment-related objectives for Work Based Learning and indicate both the means for achieving these objectives and the evidence to be provided for each.

The Learning Agreement is one of the most important tasks on starting Work Based Learning. It is assessed in its own right and also provides the basis for assessment of your work, Work Based Learning visits, and your final report.

LEARNING OUTCOMES

The general learning outcomes for all Work Based Learnings are as follows:

1. Apply computing and information systems skills and knowledge to practical problems in the workplace;
2. Apply team-working, decision-making, time management and communication skills in the workplace;
3. Conduct a programme of work over an extended period, including the associated planning, target setting, record keeping and reporting;
4. Critically appraise, reflect and report on personal, professional and technical achievements.

The Learning Agreement primarily addresses outcome 3, i.e. the planning and target setting for Work Based Learning but also identifies the assessment criteria for outcomes 1, 2 and 3.

CONTENTS

The Learning Agreement takes the form of a structured job description personalised under the following headings.

Personal Objectives

- P1** Communicate effectively in a range of working contexts (oral and written)
- P2** Work as a productive member of a team
- P3** Manage working time showing an ability to prioritise, plan and keep to deadlines
- P4** Demonstrate commitment and initiative in a range of working situations

Employment-Related Objectives

Some or all of the following tasks:

- E1** Install / configure hardware or software systems
- E2** Use standard software packages
- E3** Identify user needs and develop requirements specifications
- E4** Design computing solutions according to requirements
- E5** Implement / maintain computing solutions according to requirements
- E6** Test software or hardware systems
- E7** Relate knowledge or theory from your studies to a workplace situation
- E8** Analyse the management and leadership skills and styles observed in the workplace.
- E9** Identify and analyse an area within the organisation where a more proactive or alternative approach to information management might bring business benefits
- E10** Apply knowledge in supporting and training users / customers
- E11** Apply knowledge in the production of user / system documentation

Your Learning Agreement should address the following questions:

- | | |
|--|-----|
| 1. What is the business and structure of the employing organisation and what is your place within it? | 20% |
| 2. How personal objectives (P1-P4) will be addressed in your work and what evidence can be provided of their achievement? | 20% |
| 3. Which employment-related objectives (E1 – E11) will be addressed in your work and what evidence can be provided of their achievement? | 30% |
| 4. What do you hope to gain from Work Based Learning? | 20% |

The remaining 10% of the Learning Agreement mark will be awarded for presentation.

STRUCTURE

Section 1: Introduction

This section should describe the employing organisation, its business, its structure and your place within it. It should include your job title, outline duties, who you report to and should include a diagram of the organisation structure. If you are working for a large organisation it may be appropriate to focus this section on the division or section in which you are working.

Section 2: Work Based Learning Requirements and Objectives

This section should provide a detailed analysis of the requirements of your particular Work Based Learning. In addition to a general description of your duties, your Work Based Learning should also be analysed in relation to the personal and employment-related objectives described above. Normally *all* the personal objectives listed above (P1 - P4) will be addressed and a selection of the employment-related objectives (E1 - E11) appropriate to your particular Work Based Learning. If your work involves other duties not adequately described in E1 - E11 add additional objectives as required (E12, E13 etc.).

You should identify your objectives for Work Based Learning and indicate both the means for achieving these and the evidence to be provided for each. Incorporate a table with three columns: *Learning Objectives* (P1-4, E1-11) *Means of Learning* (i.e. work task) and *Evidence of Learning*. The columns should respectively address the following questions: “What am I going to learn?”, “How am I going to learn it?” and “How am I going to prove I’ve learnt it?” Evidence of Learning might take the form of listings of programmes, internal appraisal documents, e-mails from users, log-book entries or might simply be feedback from the employer during Work Based Learning visits.

Section 3: Expected Benefits of Work Based Learning

This section should provide a more general, personal and reflective summary of what you hope to gain from Work Based Learning. This might include discussion of how you hope Work Based Learning will enhance your professional and personal life and should reflect on the benefits you hope will accrue from the Work Based Learning year. This will be useful throughout your Work Based Learning in evaluating the extent to which Work Based Learning is benefiting you both personally, technically and professionally.

PREPARATION AND SUBMISSION

Your Learning Agreement should be prepared in consultation with your workplace mentor (normally your line manager or supervisor) and your visiting tutor. Take care during the description of the employer not to make excessive use of material provided by your employer. The Learning Agreement is a formal assessment and is subject to the usual guidelines on plagiarism and citation. Where you do make use of employer's material this should be referenced appropriately.

A draft version should be available for inspection for your visiting tutor's first visit, which will, where possible, take place during the first 6-8 weeks of Work Based Learning. The final version of the Learning Agreement must be submitted to the School Office within three months of the start of your placement.

S Raeburn
Module Leader

WBL Learning Agreement Mark Sheet

LA mark ____ %

Section	Comment	Mark
<p>Employer (~800 words total) The L.A. should adequately describe the employing organisation and the student's role and reporting structure within it</p>		/ 20
<p>Personal Objectives (200 words per LO; ~800 words total) Clearly identify the details of each <i>personal</i> objective, and provide a viable scheme of evidence of achievement.</p>		/ 20
<p>Employment Objectives (200 words per LO; ~1,200 words total) Clearly identify the specific <i>employment</i> objectives and provide a viable scheme of evidence of achievement.</p>		/ 30
<p>Benefits Of WBL (~800 words total) Reflect on what you hope to gain from Work Based Learning, both personally and professionally?</p>		/ 20
<p>Presentation The L.A. should be legible, logical, grammatical and well-presented.</p>		/ 10

Appendix B – WBL Visit specification

Work Based Learning
Module: C032019
Module Leader: Scott Raeburn

Assessment 2: Work Based Learning Visits

Submission Date: At time of 2nd and 3rd tutor visits
Weighting: 10% of module mark per visit

INTRODUCTION

During your Work Based Learning you will normally receive three Work Based Learning visits from your University-appointed visiting tutor. Where a visit cannot be arranged, for example because of the student or tutor's work commitments or because the location of the Work Based Learning is prohibitively distant, the visit may be conducted by telephone or e-mail.

The first visit is not assessed, serving to ensure that the placement has commenced satisfactorily and to provide guidance and feedback on the preparation of your Learning Agreement. This assessment specification relates to the second and third visits, which are assessed, contributing 10% each to the overall Work Based Learning mark.

LEARNING OUTCOMES ASSESSED

The general learning outcomes for all placements are as follows:

1. Apply computing and information systems skills and knowledge to practical problems in the workplace;
2. Apply team-working, decision-making, time management and communication skills in the workplace;
3. Conduct a programme of work over an extended period, including the associated planning, target setting, record keeping and reporting;
4. Critically appraise, reflect and report on personal, professional and technical achievements.

Work Based Learning Visit Assessment primarily addresses outcomes 1, 2 and 3: the management and execution of a programme of work over an extended period but also assesses elements of outcome 4: the reflection and reporting of your Work Based Learning.

ASSESSED TUTOR VISITS

The purpose of the second and third visits is twofold. Firstly they serve to ensure that the placement continues to be satisfactory, both in terms of the student's and the employer's experience. Secondly they provide an opportunity for formal assessment of student performance. The visits typically last an hour or more and normally the tutor will hold separate meetings with the student and the workplace mentor.

Assessment is conducted by the tutor in consultation with the student and his/her mentor, and is based on the student's overall work performance and conduct, and the achievements against the specific targets and associated evidence base established in the Learning Agreement.

REQUIREMENTS:

Student and Visiting Tutor Meeting

The interview between you and your tutor is your principal opportunity to discuss the work you have been doing. You should therefore take the opportunity to demonstrate to him/her the knowledge, skills and experience you have gained from the placement since the previous visit.

To support this you should make available to the visitor any evidence you have accumulated of your achievement including your diary or log book. You may also wish to demonstrate any software, web pages etc. on which you have worked and show her/him any code, reports, e-mails or other documents that demonstrate your achievement.

Do not, however, be inhibited in discussing any difficulties or problems you may have experienced. These are an important part of placement learning; overcoming or coping with problems will be seen as a positive indication of maturity and commitment on your part. Problems encountered also give the tutor an idea of the pressures imposed on you by your particular Work Based Learning.

Workplace Mentor and Tutor Meeting

During the meeting between your mentor and tutor your achievement and conduct will be discussed both in general terms and against the specific learning objectives and associated work tasks identified in your Learning Agreement. The discussion is not limited to the tasks identified in the Learning Agreement, so do not be concerned if you have been doing work not identified in your Learning Agreement.

As part of the assessment your mentor will be asked to assist in the completion of a Visit Assessment Form. If appropriate this form may be left with your mentor for later completion. Your tutor will use the Visit Assessment Form, in conjunction with the discussions with you and your mentor during the visit, to establish a mark for the visit. This is a simple mark out of 10 based on all the impressions and evidence accumulated during the visit. Your tutor is unlikely to disclose this mark to you during the visit itself but should make it available to you at a later date.

S Raeburn
Module Leader

Work Based Learning - Tutor's Report on First Visit

Student: **Supervisor:**

NB. Draft Learning Agreement should be available for first visit. Final submission to SoC Office due by .

	Section 1: General Visit Report (Student)	Yes/No/Comment
1	Is the student keeping a satisfactory log book?	
2	Is a draft of the Learning Agreement available? If No, discuss importance and content of LA and proceed to Q 3.	
3	Does the Learning Agreement adequately address the objectives, associated work tasks and the evidence to be provided? If No, please give details and suggest amendments to student.	
4	Describe the work started and planned.	
5	List any Training courses undertaken/planned with dates and duration.	
6	Has the student received his/her results and are any reassessment requirements understood?	
7	Note any accommodation, financial or other problems and action taken.	

8	<p>Section 2: General Visit Report (Employer)</p> <p>What is the employer's general impression of the student's performance? Give details of the supervisor's comments and any difficulties reported.</p>
9	<p>Section 3: General Visit Report (Visiting Tutor)</p> <p>The placement must present sufficient challenge and learning opportunity to the student throughout the 48 weeks. Please give your current impression of the placement's capacity to do this.</p>
10	<p>Give your overall impression of the student's performance in the placement so far.</p>
11	<p>List any actions to be taken resulting from the visit.</p>

Tutor Signature: _____ Date: _____

The following pages contains the detailed assessment of student performance. This should be completed in consultation with the student's workplace supervisor. Alternatively, this section may be left with the supervisor for later completion². If so, please check the following details are complete:

Student: **Date of Visit:**

Company: **Supervisor:**

Please rate the student according to the following scale	Excellent	1	(1 st class Pass)
	Very Good	2	(2:1 Pass)
	Good	3	(2:2 Pass)
	Adequate	4	(3 rd Pass)
	Improvement Needed	5	(Fail)

Personal skills

Skill	Supervisor comment (if any)	Rating
P1 Communication Does he/she communicate well in a range of working contexts (both orally and in writing)?		1 2 3 4 5
P2 Teamwork Does he/she work well with others, encourage others and take criticism when appropriate?		1 2 3 4 5
P3 Time management Does he/she make best use of their time? Does she/he prioritise, plan and keep to deadlines?		1 2 3 4 5
P4 Commitment Is he/she reliable, can he/she be entrusted to work on important projects?		1 2 3 4 5

General employment skills

Skill	Supervisor comment (if any)	Rating
Quality of Work Does he/she produce a consistently high quality of work; is work right the first time?		1 2 3 4 5
Productivity Does he/she make best use of the available time. Is his/her work as expected for grade and experience?		1 2 3 4 5
Initiative When faced with a problem, does he/she show initiative; is he/she creative?		1 2 3 4 5

² Please return form to: Catherine Spink, Placement Administrator, School Of Computing, Napier University, 10 Colinton Road, Edinburgh, EH10 5DT. Email: c.spink@napier.ac.uk

Visiting tutor:

Date of Visit.....

Specific employment-related skills (from LA)

Write the reference no. (E1 – E11) or a title in a row for each skill the student has selected in the LA.

Skill	Supervisor comment (if any)	Rating
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
		1 2 3 4 5
Overall performance		1 2 3 4 5

Please Sign on Completion:

Appendix C – WBL Final Report specification

Work Based Learning
Module: C032019
Module Leader: Scott Raeburn

Assessment 3: Work Based Learning Report

Submission Date:	31st August 2009
Weighting:	60% of module mark

INTRODUCTION

You are required to prepare a WBL Final Report that will report on and evaluate your placement from the start until 31st August of the following year. The WBL Final Report is the most important of the WBL assessments in that it provides the opportunity for you to demonstrate:

- a) the achievements of your placement, and
- b) your ability to report on and reflect on your achievements.

LEARNING OUTCOMES

The general learning outcomes for all Work Based Learning assessments are as follows:

1. Apply computing and information systems skills and knowledge to practical problems in the workplace;
2. Apply team-working, decision-making, time management and communication skills in the workplace;
3. Conduct a programme of work over an extended period, including the associated planning, target setting, record keeping and reporting;
4. Critically appraise, reflect and report on personal, professional and technical achievements.

The WBL Final Report primarily addresses Outcome 4, i.e. the appraisal, reflection and reporting on achievement but also provides evidence of achievement of all other learning outcomes. The report should therefore encompass all Work Based Learning activities, including the nature of the employing organisation, the work done and the personal and professional achievements of your placement.

The WBL Final Report is assessed by your visiting tutor and a second marker. The second marker is also a member of the placement visiting team but is unlikely to have any knowledge of your particular placement so avoid assuming any Work Based Learning-specific knowledge on the part of the reader.

CONTENTS, PREPARATION, SUBMISSION AND MARKING

As the material you wish to present may be commercially confidential, your WBL Final Report should be prepared in consultation with your workplace mentor (normally your line manager or supervisor) and your visiting tutor. The WBL Final Report is a formal assessment and is subject to the usual guidelines on plagiarism and referencing. Where you make use of employer's material this should be referenced appropriately.

WBL Final Report – General submission rules – (due 31/8/09)

If you have any problems with this assignment, please contact your visiting tutor or the Module Leader, preferably well before the hand-in date (31 August 09). Grades and feedback will be available to students on or before Friday 31st Oct 09. Reports which are submitted after the due date but before the hand-back date will be marked and receive a maximum grade of 40% (the lowest pass). Those received after this will not be marked, except by prior arrangement with the Module Leader. In both these cases, prior warning of problems will help avoid penalties.

Style and format specification

Basic format: You *must* submit, on or before 31st August 2009:

- a) a printed, comb-bound³ copy of your final report, and
- b) two supplementary volumes (more details below); all to Room C34, Merchiston
- c) an electronic copy of your report to the module WebCT site.

If you wish to include any programs, websites or other special material in electronic format, this may be done by agreement with your visiting tutor. Use a CD-ROM and submit it with items a) & b) above.

NB Under NO circumstances will a report or supplementary volumes be accepted for marking which include one or more of the following features: pages in plastic covers, lever arch files, documents wallets, loose-leaf binders.

Final report

Word length: The target length of the final report (excluding the title page, contents page, any references, etc.) is around 17,000 words. Reports which exceed 25,000 words (even by one word!) will not be marked. Use Word to count the words in the report file; put the count on the title page.

Page layout: Submissions should be in Times New Roman or Arial font, 12 pt, 1.5 line spaced with margins at least 2.5 cm wide all round and printed on one side of the paper only.

Your final report should consist of the sections listed below.

Title page: This should include only the report title, your matriculation number, the name of your employing organisation and the word count.

Contents page: A list of each main section and the page it starts on.

Main text: The main text should begin on a new page. All pages should have a header consisting of the text “WBL Final Report – placement at <name of company>” (left justified). The footer should include your matriculation number (left justified) and a page number (right justified). Your name should not appear anywhere in the text.

It is strongly recommended that you break your main text into four sub-sections to match the marking sheet below.

Placement overview

Work done

Achievement of learning objectives

Relevance of previous study

³ Comb-binding can be done in the University print shop for those based near Merchiston (current cost = £1 per volume). Specialist print shops can also provide this service (cost may well vary).

The sample report template includes all these features; you are strongly advised to use it.

References: Two types of referencing need to be addressed here; referencing of sources and referencing of evidence collected.

This report is to use a business format; these have many different in-house styles but generally do *not* have academic-style referencing of sources. If you do consult published sources, e.g. to help complete the first two sections of the report, please acknowledge these at the end of the relevant section.

A different problem arises with evidence of achievement of LOs. This evidence often consists of a series of printouts, so what you will need to devise is a method of “referencing” these so that a reader can find any page easily. The simplest way to do this for paper copies of documents is to number these sequentially (by hand) in, say, the bottom right-hand corner of each page. You may then refer to any page(s) by citing the appropriate page number(s) in the text.

Any other clear referencing method is acceptable as long as it meets the general guidance given above.

Illustrations and tables: Captions for tables and figures should use the alternative font to the main text. They should be referred to in the text using Arabic numerals, e.g. Figure 1, Figure 2, Table 1, Table 2, etc., in order of appearance.

Supplementary volumes

This submission must have two supplementary volumes, namely your log book (Volume 2) and your folio of evidence (Volume 3).

If your “log book” is one or more bound notebook(s) then submit it in that format, clearly labelled with your matriculation number, your employer’s name and the words “WBL report – Volume 2 (Log book)”.

Otherwise both your supplementary volumes must be provided with appropriate A4 covers and comb-bound to match the main report. Each front cover must clearly state your matriculation number, your employer’s name and the words “WBL report – Volume 2 (Log book)” or “WBL report – Volume 3 (Folio of evidence)”, as appropriate.

NB Volume 3 must contain *only* pages which are cited in the main text. Please do not include any other material – it will not be assessed and may lead to your report being returned to you unmarked.

Failure to meet this specification

A report which does not meet this specification may not be accepted for marking. If it is accepted, your mark will be reduced to reflect deviation from the specification. Correction and re-submission after the hand-in date will gain a maximum mark of 40%.

Notes on the use of the Final Report template

The attached “template” is offered as an aid to preparing the Final Report for your placement. It is not compulsory – you can change it in any way you wish. However, it does meet the Guidelines and should ensure that only word count could cause a problem.

How to use the template

- 1) The template is organised as a single Word document of two sections: section 1 includes the title page and the contents page; section 2 is the main body of the report.
- 2) The main body of the template uses Word heading styles at three levels, labelled 1, 2 and 3. Each has a different font size and numbering to help make the structure of the report clear to a reader. You should not need any more levels. *NB* Each level can be created using Alt+1, Alt+2, Alt+3 respectively.
- 3) Amend the title page to show your details by typing your name, the report title, etc. in the appropriate places.
- 4) You should not need to change anything on the Contents page; it is updated automatically from your heading styles.
- 5) At this point you should save the draft with an appropriate name in your shared disk space or other storage.
- 6) To amend an existing section heading, type in the new text, then delete the old stuff.
- 7) To create an extra section, type the heading text you want, hold down the Alt key and press 1, 2 or 3 as appropriate.
- 8) To update the Table of Contents (ToC) at any time, place the cursor anywhere in the table, right click and select ‘Update Field’, then ‘Update entire table’.
- 9) Text can be replaced by your text, expanded, deleted, etc. as usual. Figures and tables can also be entered, replaced, amended, etc.

Student details;

Matric No. _____

Name: _____

WBL Final Report Mark Sheet

Report mark ____ %

Section (with guidance for the student)	Comment	Mark
<p>Placement overview. (1,500-2,000 words). This section must give a description of your employing organisation and your role there. It should also briefly discuss the types of technology you used there.</p>		/ 10
<p>Work done. (1,500-2,000 words). This section must give a clear picture of the work you did throughout the placement (from your employer's point of view).</p> <p>NB No evidence needed in this section</p>		/ 10
<p>Achievement of objectives. (Total 10-12,000 words for all objectives).</p> <p>This section must discuss <i>your learning</i> from the placement. It must include a short statement of the reasons for any changes to ELOs achieved from those in the LA. For each LO, your entry should <i>reflect</i> on the learning you thought you would achieve for the LO and how successful you were in achieving that learning.</p> <p>NB You must NOT just repeat material from the 'Work Done' section here. What you can do is to use placement incidents/examples (which may also be mentioned in the Work Done section) to highlight what you have learned.</p> <p>You should cite relevant supporting evidence which is provided and easily found in Vol 2 and Vol 3.</p>		/ 50
<p>Relevance of previous study. (750-1000 words). <i>Reflect</i> on this topic, esp. those modules taken at Napier. Also consider any topics & skills not previously studied which were needed.</p>		/ 5
<p>Overall presentation. This section covers the style, format and length of your report.</p> <p>NB Reports over 25,000 words will NOT be marked. Vol 2 (logbook) and Vol 3 (evidence) must be present and in an acceptable format.</p>		/ 10
<p>Logbook. This section grades separately the effectiveness of your logbook as a "made at the time" record of events and activities during the placement, including any reflective or reviewing comments made in the period.</p>		/ 15

1st marker: _____ 2nd Marker: _____Marked by 1st / 2nd / other (circle)

Signature _____ Date: _____

May 08 version

Appendix D – Health & Safety Notes



HEALTH & SAFETY GUIDANCE NOTES FOR STUDENTS ON PLACEMENTS

1. Your Responsibilities as a Student

Each School, depending on the type of placement, will give suitable and sufficient health and safety information, training and supervision to cover the health and safety risks pertinent to that placement. Please make yourself aware of these local School/Service guidelines.

It is important that all placement students make every effort to avoid risks to themselves and to others by acting in a safe and responsible manner.

1.1 Introduction

Placements provide an opportunity for you to apply skills acquired whilst at your institution to “real life” situations. Many qualities can also be learned and developed during a placement that could improve your employment prospects. However, there are health and safety aspects to every placement, namely:-

- Being under the supervision of a third party.
- Being involved with, or undertaking, activities where you have little or no experience.
- Working in and visiting environments and locations that you are unfamiliar with.

This Guidance provides you with an awareness of the health and safety aspects of placements.

Health and Safety Responsibilities:-

Placement providers – organisations providing placements

- A general duty to ensure your health and safety whilst on placement.
- Take account of your potential inexperience for activities you will be expected to undertake and put into place appropriate controls.
- Provide you with information, instruction, training and supervision.

1.2 Placement Preparation

There are many aspects to placements that you have to prepare for, health and safety included. It is important that you:-

- Attend briefings prior to placements commencing as health and safety will be covered.
- Familiarise yourself with the health and safety aspects of placements, particularly you and your placement provider's responsibilities, and what you should receive, particularly in the initial period.

1.3 Information, Instruction, Training and Supervision

These form the "backbone" of ensuring your health and safety whilst on placement and can include: classroom-type situations; health and safety notices and signs; safe working procedures.

As soon as possible after commencing a placement you must receive a health and safety induction. If you do not receive an induction then raise this with your placement provider.

As your placement progresses so will the information, instruction and training you receive. Never undertake an activity or go into an area unless you have received appropriate information, instruction and training for you to feel competent and confident to carry on.

Levels of supervision will vary from placement to placement and at points within a particular placement. Don't be afraid to ask questions of your supervisor and if you feel there is a lack of supervision, then raise this concern.

1.4 Your Responsibilities

In particular you must:

- Ensure you are aware of the emergency procedures
- Pay attention to instructions from staff with regard to safety
- Work safely, for your own sake and others
- Take care as you go about the premises
- Report any accident and get first aid treatment at once
- Report any hazard you spot to a member of staff
- Wear any personal protective equipment you are issued
- Think before you act – carelessness causes many accidents
- Take care and ask staff for advice with lifting heavy objects
- On no account eat or drink in a laboratory environment

1.5 What to do in the event of a fire or emergency

Because of the wide variety of work which is carried out and the possible complex layout of the various buildings, it is not possible to produce a set of valid and detailed emergency instructions to cover every situation which may arise. For this reason each employer has its own emergency instructions relating to particular buildings. There should be in every building a notice setting out the procedure to be adopted in case of fire.

You must familiarise yourself with the workplace fire procedures. In particular, check the green and white directional arrows to the fire exits from your workplace. If you have any doubts, please ask your supervisor.



If

1.6 Fire Extinguishers

Do not attempt to use an extinguisher unless you have appropriate instruction and training and it is safe to do so.



received

2. General Safety

2.1 Introduction

The prevention of accidents in laboratories, stores, workshops and all other places of work is a duty of every individual using or entering them. Ensuring the safety of others is as important as the avoidance of personal injury.

Everyone should make it his or her first task to become familiar with any **special instructions** issued for dealing with emergencies peculiar to the place in which he or she is working.

2.2 General Safety Rules

Eating, drinking, smoking and the application of make-up in laboratories or when handling or working with chemicals is prohibited. Smoking may also be prohibited in many other areas as well.

You should familiarise yourself with

- the layout of the building
- the location of fire-fighting appliances and how they work
- ways of getting out of the building in an emergency which may be different to the way you came in
- the siting of telephones
- and first aid arrangements.

Remember, it may be too late to find out very much when an emergency actually happens. If you have any queries on safety matters consult your supervisor or safety representative.

2.3 Lone Working

Many companies have their own rules about working outside normal hours, eg 0800 to 1800 hrs, Mondays to Fridays. Saturdays, Sundays, Bank Holidays and other official holidays are also usually regarded as outside normal hours.

Extreme care should be exercised when working outside these times and then only with the explicit authority of the management of that organisation. It should be forbidden to perform operations deemed hazardous by the employer, or his/her nominee, unless a full risk assessment has been carried out and authority has been given.

2.4 Electrical Hazards

One of the main potential sources of accidents, indeed fatal accidents, in the workplace is the use of electricity. You should take great care and never interfere with any electrical apparatus or equipment.

Two of the worst electrical hazards are careless or unskilled workmanship and faulty or worn out equipment. Neither of these hazards need arise. Electric and electronic supplies and equipment, including batteries and electrolytic capacitors, can be responsible for personal injury and even death. They can also cause fires and explosions. Remember, some foreign colour coding of electrical leads differs from British practice. IF IN DOUBT ASK.



Electricity and Fire

All portable electrical appliances should have a current PAT Certificate. This involves a mechanical and visual check that all socket outlets, switches, flexible leads and electrical appliances are in good condition. In case of fire involving electrical equipment, the first action to take must be to switch off the power supply to that equipment.

DO NOT use, and report, any damaged equipment to your supervisor.

2.5 Personal Protective Equipment



2.5.1 Protective Clothing and Equipment

At the placement you may come into contact with some form of materials – liquid, solid or gas – which can cause injury if protective clothing or equipment is not worn.

If so, always use the protective clothing and equipment that is supplied for performing your work and make sure that it is the correct type of protection for the job. If in doubt, get advice from your supervisor.

You should at all times take good care of clothing and equipment provided for your safety, otherwise it may become a danger to yourself or others. If after use you find that clothing or equipment is contaminated, make sure that it is cleaned at once. Any defects should be reported to your supervisor immediately.

Personal Protective Equipment should only be worn in the work area which requires it.

You may require extra personal protective equipment if you have a skin complaint which could be irritated by chemicals/substances. Please indicate any problems to your supervisor.

DRESS FOR THE PART

2.5.2 Eye Protection

Your eyes are undoubtedly the most vulnerable part of your body and the simplest of injuries to them can have drastic consequences.

You must always wear goggles or eye shields when provided to protect your eyes from dusts, flying particles, molten materials, liquids, fumes or harmful light and heat. Make sure you have the correct protection for the work you are doing and wear it properly.

Never watch welding or brazing work without wearing the correct type of goggles. Whenever possible, welders must screen their work to protect others from the harmful rays of the welding arc.

Whenever you are doing work involving chipping, grinding or sanding, remember the passer-by and where possible erect a screen.

YOU CAN LOSE YOUR SIGHT ONLY ONCE – SO PROTECT YOUR EYES

2.5.3 Noise

Excessive noise in the workplace can have a serious effect on your hearing. It creates stress which can affect your physical and mental well-being. Accidents can result from where you cannot hear instruction or warnings.



The University will make all efforts to reduce noise levels to comply with statutory regulations and codes of practice. Where noise levels are at or above those outlined in such statutory regulations or codes of practice, the areas will be clearly marked and you must use the hearing protection supplied.

LIKE EYESIGHT YOUR HEARING IS PRICELESS – WEAR THE PROTECTION PROVIDED

To ensure your own safety, as far as reasonably practicable, you should employ the age old maxim

"If in doubt, ask"

2.6 Control of Substances Hazardous to Health (COSHH)

The COSHH Regulations require the University to identify substances used or generated in the premises which are hazardous to health. These substances may be in the form of dusts, mists, gases, vapours, solids or liquids. An assessment of health risks created by work involving these substances is then made and measures instituted to control the risk involved.



Students are instructed to:

- Take part in company safety training programmes
- Read container labels (telling you about health risks and precautions to take)
- Use personal protective equipment properly and at all times when required.
- Follow laid down safe systems of work, codes of practice and experimental procedures.
- Report any hazard or defect to your supervisor.
- Use COSHH control measures.
- Co-operate with monitoring and health surveillance.
- Label and dispose of waste chemical material according to departmental rules.

Remember, container labels provide important information including the identity of the substance, possible hazards, safety precautions, emergency action in case of spills, fire or ingestion.

Further information:

- COSHH assessment record and material
- Hazard data sheet should be available

2.7 Housekeeping

HOUSEKEEPING IS EVERYONE'S RESPONSIBILITY – THAT INCLUDES YOU!

Advantages of good housekeeping

- Less clutter and rubbish (these are the most common causes of fire and accidental injury)
- You can find what you are looking for quicker (improved efficiency and production and less frustration)
- Neat work area (more enjoyable and comfortable to work in)



Key steps to good housekeeping

- Machines (keep clean and follow maintenance routines, check machine guards, power cables and switches – report any defects immediately).

- Tools (clean off dirt and oil, store in appropriate area, repair or report defects)
- Storage (materials, substances must be clearly labelled, store in designated areas, keep containers secure)
- Floors/aisles/access areas (keep clear of debris and rubbish, do not store materials etc where they could create a hazard)
- Personal Protective Equipment (keep clean and store correctly)

2.8 Pregnancy, New Mothers and Nursing Mothers

Pregnant women, new mothers and nursing mothers are particularly sensitive risk groups and need to be protected against hazards. It is essential that if you fall into these risk groups that you inform your supervisor as soon as possible, so that any necessary precautions can be taken.

Appendix E – Student Induction Checklist

STUDENT INDUCTION CHECKLIST 2007/8

NAME OF STUDENT.....START DATE

COURSE/PROGRAMME
.....

EMPLOYER

The following items should be included in your induction into the organisation, preferably on your first day. Please check off the items below when they occur and inform your placement organiser of any items not covered within one week of the start of your placement. This list is not exhaustive and other topics may be covered, which you may note if you wish:

TASK	Date
Introduced to key staff members and their roles explained	
Location of toilet facilities	
Location of rest room, canteen (if relevant) etc	
Lunch, tea and coffee arrangements	
Place of work	
Dress code	
Work space	
How to answer the telephone, transfer calls and make calls both internally and externally	
Post arrangements	
Car parking	

HEALTH & SAFETY ISSUES	Date
Emergency procedures	
Safety policy received or location known	
Location of First Aid box	
First Aid arrangements (including names of first aiders)	
Fire procedures and location of fire extinguishers	
Accident reporting and location of accident book	
COSHH regulations	
Display Screen Equipment regulations/procedures	
Manual handling procedures	
Protective clothing arrangements	
Instruction on equipment participant will be using (list equipment)	
Other issues	

Signed.....

Date.....