

Professional Training Handbook for Students on Placement

ACADEMIC YEAR 2016/2017

THIS HANDBOOK IS COMPILED IN ACCORDANCE WITH REGULATIONS FOR ARRANGEMENTS AND ASSESSMENT FOR PROFESSIONAL TRAINING



Table of Contents

Preface	1
Section A: General Information	2
1.0 Overview of Professional Training	2
2.0 Aims and Objectives.....	4
2.1 Aims of the Professional Training Programme	4
2.2 Objectives of the Professional Training Placement Programme	5
3.0 Learning Outcomes	5
4.0 University Requirements	6
5.0 Professional Training Placement Programme, Assessment and Progression	8
6.0 Submission Timeframes	9
Section B: Process	10
7.0 Supervision Arrangements.....	10
8.0 Legal	10
9.0 Health and Safety.....	10
10.0 Complaints Procedure.....	11
11.0 Contacts	11
Appendix A: Forms.....	12
Appendix B: Module Descriptors.....	21
Appendix C: Regulations.....	33

Preface

This Handbook provides information for students on Professional Training placements, their Workplace Supervisors and their academic tutors (hereafter called Visiting PT Tutors), on the procedures that are carried out throughout the placement, and the expectations, in terms of reporting, feedback and conduct from all three parties involved.

Senior Professional Training Tutors (Senior PT Tutors) are responsible for leading the delivery of the Professional Training placement programme in their School or Department.

Appointed by their relevant Head of Department in consultation with their respective Director of Learning and Teaching and the Director of Employability and Careers, they are responsible for co-ordinating the Visiting PT Tutors in their School or Department and working with their Faculty Senior PT Tutor and the Director of Employability and Careers to ensure the successful co-ordination of Professional Training.

Senior PT Tutors work with their Faculty Senior PT Tutor and the Director of Employability and Careers to ensure their School or Department meets the relevant quality assurance standards for Professional Training, complies with the University's regulations and Code of Practice for Professional Training.

Senior PT Tutors work with and co-ordinate Visiting PT Tutors and liaise with the central PT administration team in the Employability and Careers Centre regarding the delivery of the Professional Training placements programme.

Students, Visiting PT Tutors and Workplace Supervisors will be asked to follow the required reporting procedures, using the appropriate reporting forms where possible (see Appendix A).

Please note that the [Regulations for Taught Programmes](#) are the regulatory framework which governs the arrangement of Professional Training, together with the [Code of Practice for Professional Training](#).

The information provided in this handbook is for guidance only and, although as accurate as possible at the time of publication, changes may occur during the year. Students will be notified of significant changes by email.

Section A: General Information

1.0 Overview of Professional Training

A degree will open the door to many careers. The practical experience and skills enhancement gained through the University of Surrey's Professional Training placement provides an extra dimension to this qualification. Satisfactory completion of the Professional Training placement is recognised as an additional endorsement on the degree transcript.

The University of Surrey Professional Training placement is a period of assessed training, ordinarily between the second and third year of study. Professional Training gives students greater insights into their subject and their own career potential which could not be gained solely by academic study alone.

Each year, placement opportunities are advertised and/or students encouraged to secure a placement from the Department's network of contacts in leading industries and professions in the UK and overseas¹. Besides work placements in a variety of industry sectors, there are also opportunities to do a 50/50 work-study placement abroad, or to undertake a research-based placement in a laboratory or research institute, in the UK or overseas.

Prior to placement, in some cases students may be interviewed by a member of the Professional Training staff to assess their capabilities, interests and career ambitions against the requirements of Professional Training placements appropriate to their programme of study.

In each School or Department a Senior PT Tutor provides placement preparation support, liaises with Visiting PT tutors to ensure students are visited and oversees the assessment process for the students on placement in their School or Department. Additional advice and support is also available from the Employability and Careers Centre.

When an appropriate placement has been secured, the student generally becomes an employee of the placement provider while remaining a student of the University. A programme of work is arranged with the placement provider, and a Visiting Professional Training Tutor (Visiting PT Tutor) visits students so that their progress can be assessed and monitored, and a close liaison is maintained with the placement provider.

During and following their period of Professional Training, students submit several pieces of work that will be assessed and engage in activities designed to promote Professional Training to Level 5 (2nd year) students.

The experience gained in a professional environment strongly influences the subsequent selection of project work and study in the final year. The positive results of Professional Training are obvious to the student, returning with a fresh interest in their subject having seen its practical relevance. When seeking permanent employment, graduates who have undertaken Professional Training display confidence and understanding of business culture, as well as having a strengthened CV, a clearer understanding of their chosen industrial or commercial field and often benefit from having established a significant network of contacts during their employment.

Many employers use the Professional Training placement as their main graduate recruitment vehicle. They select some, or all, of their new graduate employees from those who worked for them during their Professional Training placement. This arrangement has clear benefits for both the

students and the employers. However, students are under no obligation to take up graduate employment with their placement provider.

¹ There are some opportunities for working abroad during Professional Training, for which individuals will require particular qualities of maturity and self-reliance. Students can experience a different society at first-hand, discovering for themselves the breadth of view and new outlook that comes with living and working in another country. They can also obtain a good working knowledge of another language.

2.0 Aims and Objectives

2.1 Aims of the Professional Training Programme

Professional Training placements are widely respected by employers as they recognise the mutual benefits to be gained by giving students the chance to learn within a working environment before they graduate and begin their career.

The aims of the University of Surrey's Professional Training placement programme can be divided into two main parts, namely those that relate to the pre-placement activities and those that relate to the period on placement, including the transfer of placement learning to their following year of academic study.

Aims of the Professional Training pre-placement activities:

- to support students in their search for a placement that supports their career aims
- to provide opportunities for students to interact with sector professionals and develop their understanding of recruitment processes and employer needs
- to ensure students have a clear understanding of the responsibilities of all parties involved in the placement year and their rights and responsibilities in relation to relevant laws governing the employment/placement
- to prepare students to maximise their learning opportunities and gain full benefit from all their working experiences whilst on professional placement
- to help students recognise the transferability of knowledge and skills to the workplace.

Aims of the Professional Training placement:

- to enable students to acquire and develop knowledge as it occurs in professional practice
- to apply academic theory to the study of work activities and processes
- to provide opportunities for students to gain confidence in handling new situations, solving problems and making decisions
- to provide experience of working (and/or studying) in a professional environment
- to enable students to mature through personal and professional development and the evaluation of their placement experiences
- to enable students to understand the applicability of their programme in various professional settings
- to provide students with an opportunity to acquaint themselves with the career paths and choices of other professionals and thus inform their own future decisions
- to enable students to increase their self-knowledge and facilitate them in becoming adult learners in real world contexts
- to enable students to transfer their placement learning to other situations such as completion of assessments in the final year, communication with peers, colleagues and Tutors and effective, informed and well-targeted search for graduate employment.

2.2 Objectives of the Professional Training Placement Programme

The three parties involved in the Professional Training placement programme have different, but complementary objectives. These can be summarised as follows:

Objectives for the Employer:

- To participate in a professionally-oriented education scheme at university level
- To contribute to undergraduate learning, so as to produce graduates with the knowledge and skills that are of value to the employer
- To enhance the links between university and employers to the potential benefit of both
- To employ (for a limited period), an enthusiastic and committed individual who will contribute to the effectiveness of the organisation

Objectives for the University:

- To provide students with the opportunity to apply their knowledge and skills as an employee in a professional capacity
- To promote university links with industry, commerce and professional bodies
- To keep abreast of developments in the subjects as applied in a 'real-world' setting
- To make graduates more attractive to employers and enhance their employability
- To produce a more rounded and mature graduate

Objectives for the Student:

- To gain access to work and/or study opportunities to enhance their employability prospects
- To understand employer needs with regard to the competencies, behaviours, and professionalism they expect of graduates
- To contribute to their undergraduate learning, so as to enhance their application of knowledge and support their academic learning when they return to university after the placement year
- To develop networks and contacts with employers to enhance their employability prospects and understand the wide range of employment outcomes after graduation linked to their degree programme

3.0 Learning Outcomes

On successful completion of the Professional Training placement students should be able to:

1. Demonstrate job-seeking and job acquiring skills relevant to chosen sector
2. Identify personal strengths
3. Identify key personal and professional objectives in relation to Professional Training placement
4. Understand the organisation/s and how they themselves fit within it
5. Apply academic knowledge to professional practice
6. Understand and demonstrate appropriate professional behaviour
7. Evaluate their personal and professional development
8. Use the information/knowledge gained on placement to inform their career aims

4.0 University Requirements

4.1 Period of training – The period during which students must normally undertake their Professional Training placement is from the successful completion of FHEQ Level 5 (undergraduate Programme Year 2) examinations (June), to the commencement of FHEQ Level 6 (undergraduate Programme Year 3) (October the following year). Some students (e.g. those on Integrated Masters programmes) do their Professional Training placement between FHEQ Levels 6 and 7. The specific start date should be agreed between the student and the placement provider. There are some exceptions to this, with some integrated Masters programmes requiring the placement period to take place at a later stage in the academic cycle of the degree programme. The programme specification will indicate when the placement period takes place.

4.2 Duration - A minimum requirement of 1,125 working hours is set as a threshold to accommodate the variety of placement experiences, work, research and/or study abroad. This is based on a calculation of 30 weeks at 37.5 full-time hours per week. With the placement provider's agreement students may achieve this minimum requirement via a different combination of weeks/hours to that stated above.

Whilst 1,125 hours is set as a minimum, it should be noted that the employment arrangements stipulated by the placement provider take precedence. Many employers offer 12 month full-time contracts, therefore in practice many students will be required to work for longer than the minimum 1,125 hours in order to satisfy both their contractual obligations AND the requirements of the University of Surrey Professional Training programme. Failure to abide by the employment dates stated in a contract of employment and/or the Placement Agreement results in failure of Level P.

4.3 Preparation during FHEQ Level 5 – the student will be expected to complete all aspects of the Professional Training placement with particular emphasis on the early preparation of their CV, completion of the Placement Health and Safety Checklist (refer to Appendix A-PT3), Risk Assessment Form (refer to Appendix A-PT4) and attendance at Pre-Placement Briefings. Consideration should also be given during this period to enhance those personal, professional and transferable skills which students are likely to require: teamwork, effective communication and presentation skills; and attend appropriate pre-placement activities delivered by their School/Department accordingly.

4.4 Placement Agreement – a placement should be formally approved in the form of a written agreement and signed by the Senior PT Tutor, the student and a representative of the placement provider (refer to Appendix A-PT2).

4.5 Tutoring – a Visiting PT Tutor(s) must be appointed to physically visit each student two times per year and conduct a third interaction via Skype or other suitable telecommunication channel. Students must be visited at least once per placement where two or more different placements have been arranged for their Professional Training placement.

In the case of students on placements where visit costs are judged to be too high or due to the lack of availability of time on the part of any one or all of the parties, two options are possible:

1. The use of Skype or other telecommunication channels for a virtual visit/meeting.
2. The engagement of a suitably trained and responsible local agent for making physical visits.

Such alternative visit arrangements must be agreed in advance with the Senior PT Tutor. During the first visit, a Student Induction Checklist (refer to Appendix A-PT1) should be completed to ensure the student's induction into the organisation has commenced and the identification of health and safety issues has been undertaken.

4.6 Supervision – Senior PT Tutors shall ensure that each student receives suitable supervision from a member of the host placement provider (employer or institution) in the placement in accordance with the terms and responsibilities outlined in the Placement Agreement.

5.0 Professional Training Placement Programme, Assessment and Progression

Assessment

The Professional Training placement is formally assessed through one core module, which is divided into several components (please refer to Appendix B for Module Descriptors). The tables below outline the modular structure of Level P across the three possible variations of the Professional Training placement experience. For subject specific requirements set within these assessment components please refer to the tailored Assessment Briefs on SurreyLearn.

Full Year Work

Module Element	Weighting	Assessment Mechanism
CV & Cover Letter	10%	Pass/Fail
Professional Development Review	15%	Pass/Fail
Placement Report	60%	mark out of 100
Presentation	15%	mark out of 100

Work - Study

Module Element	Weighting	Assessment Mechanism
Study Exchange	20%	Pass/Fail
CV & Cover Letter	10%	Pass/Fail
Professional Development Review	10%	Pass/Fail
Placement Report	60%	mark out of 100

Full Year Study

Module Element	Weighting	Assessment Mechanism
Study Exchange	60%	Pass/Fail
CV & Cover Letter	10%	Pass/Fail
Placement Report	30%	mark out of 100

The pass mark for the assessment of the 120 credit module is 40%.

Progressing from FHEQ Level 5 to Level P

Progression from FHEQ Level 5 (the second year of study) to Level P (the placement period) is based on a student achieving 120 Level 5 credits, with a minimum of 105 credits required to proceed to Level P. The reassessment of the outstanding 15 credits to be undertaken in the same year of academic study (August). Following a successful resit, the student may continue their placement.

If a student fails to pass their resits, and there are no applicable compensation rules, they may be suspended or terminated and not allowed to progress to their Professional Training placement. The same applies to an Integrated Masters student progressing from FHEQ Level 6 (the third year of study) to Level P.

Progression from Level P to FHEQ Level 6

Progression from Level P to FHEQ Level 6 is based on achieving 120 P credits. Credits gained at Level P do not contribute towards the degree classification. However, full details of the student’s achievements are included on the Final Degree Transcript. The same applies to an Integrated Masters student progressing from Level P to FHEQ Level 7 (the fourth year of study).

If a student fails any Professional Training placement components of assessment, they are able to resit them according to the retrieval mechanisms available for the module.

6.0 Submission Timeframes

Module Element	Assessment Deadline
CV & Cover Letter	Submitted prior to placement and following completion (by 29 August 2017, 16:00) in the form of an application for a potential graduate job.
Professional Development Review	Submitted to and updated on SurreyLearn at 4 points during the placement cycle. Final submission 29 August 2017, 16:00 .
Presentation, Video or Poster	Supporting materials (poster or powerpoint slides) or video submitted to SurreyLearn 5 September 2017, 16:00 . Presentation may be delivered at an appropriate event before or after this date. (Similarly for poster).
Placement Report	Submitted to SurreyLearn 12 September 2017, 16:00 .
Study Exchange	Student must secure the agreed number of partner institution credits by the end of the partner institution resit period.

Section B: Process

7.0 Supervision Arrangements

Students on a Professional Training placement are allocated a Visiting PT Tutor who will be their main contact with the University during their placement.

Visiting PT Tutors have a supervisory role with regards to the placement. The role of the Visiting PT Tutor includes visiting students and their Workplace Supervisor during their placement, providing pastoral care, discussing academic, professional and personal matters with their placement students, and, if necessary, mediating between them and their placement provider.

The Visiting PT Tutor will (in most cases) be allocated to a student(s) before their placement begins and will provide guidelines about the structure of visits. As for the timing of visits, the placement student is responsible to take ownership of arranging the tutor visits by liaising with their Visiting PT Tutor and placement supervisor to check their availability for visits.

In some Schools/Departments one of the visits may be replaced by a Return Day at the University or by a video conference (e.g. Skype) or telephone discussion. It is the student's responsibility to ensure regular contact with their Visiting PT Tutor.

8.0 Legal

Students on placement are required to abide by the University's regulations regarding copyright, data protection, intellectual property and confidentiality. In addition, there may be situations where the placement provider has additional requirements regarding these matters.

Where relevant legal documents from the placement provider need to be seen and/or signed by the University, it is important that the placement student and/or the placement provider submits such documentation to the University before any signature is applied. The University's legal team is required to see and approve such documentation where it has a bearing on the rights and responsibilities of the University.

9.0 Health and Safety

The Mini Guide for Professional Training provides a detailed outline of the requirements for Health and Safety. The University does, as far as is reasonably possible, assess the safety standards of placement providers through a risk assessment process assisted by the student and placement provider.

For any additional guidance specific to your programme of study please refer to SurreyLearn.

10.0 Complaints Procedure

The Professional Training Administration team is the first point of contact regarding aspects related to a placement experience. In most cases the relevant Professional Training Administrator is able to provide the required support and assistance, but may refer the student to the relevant Visiting PT Tutor. In the event that a complaint remains unresolved, a placement student may then contact their Senior PT Tutor or the Faculty Senior PT Tutor.

Students may also wish to bring any matter of a serious or a confidential nature to the attention of the Director of Employability and Careers.

Students may also wish to contact the Students' Union about a matter regarding the Professional Training placement programme as they are the formal representative body for students. Should matters not be satisfactorily resolved via the channels outlined above, students are also able to contact the Office of Student Complaints, Appeals and Regulation (OSCAR). Details on contact information are contained in the Mini Guide for Professional Training.

The Mini Guide for Professional Training also provides some useful tips for dealing with situations in the workplace. For placements in the UK it references the basic employment rights that most placement students are entitled to. It also outlines the relevant actions to be taken in the event of harassment and/or bullying in the workplace.

11.0 Contacts

For all up-to-date contact details regarding Professional Training placements, please see the Professional Training SurreyLearn site for your School/Department. Other useful contact information can be found in the Mini Guide to Professional Training; the Mini guide can also be found on [SurreyLearn](#) as well as all other Professional Training documents.

Appendix A: Forms

There are a number of forms which need to be completed that relate to the operation of Professional Training placements.

The following table describes the forms that need to be completed, by whom, and when.

Form Title	Who	When
Student Induction Checklist	Student	Within two weeks of commencing placement
Professional Training Agreement & Health and Safety Checklist	Student, Placement Provider, Senior PT Tutor	Within two weeks of commencing placement
Student Placement Risk Profile Template	Student and Senior PT Tutor*	Prior to commencing placement
Initial Placement Details Form	Student	As soon as details are known

All forms should be submitted to the appropriate folder within the SurreyLearn Professional Training course offering for your programme (unless otherwise stated).

**For some schools or departments, where the majority of placements are in low risk environments and locations, there may not be a requirement to complete this form. In such cases the Senior Professional Training Tutor will have confirmed alternative procedures as part of the preparation briefings.*

Appendix A-PT1
Professional Training Placements
 Induction Checklist



Student Name:	
Start Date:	
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.

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 (as relevant)*	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/requirements	
Display screen equipment regulations/procedures	
Manual handling procedures	
Protective clothing arrangements	

***Please note:** This list is not exhaustive and other topics may be covered, which you may note if you wish. In addition some of the items included may not be relevant to your placement environment. If you are in any doubt, please consult your visiting tutor or host supervisor.

Thank you for completing this document. Please upload this form to the appropriate Assignment Drop-box, in the Professional Training area of SurreyLearn

Appendix A-PT2
Professional Training Placements
Professional Training Agreement



This agreement seeks to codify and clarify the normal arrangements for students undertaking a period of professional training as part of their study at the University and is based on existing regulations and guidelines. This agreement relates specifically to the placement which forms an integrated part of the degree programme at the University of Surrey.

The objective of the placement is to extend the experience of the student and to provide an opportunity for the application of learning. Exact details of the placement may be attached as an appendix to the agreement.

The responsibilities of the University, Employer and Student are detailed overleaf. By signing this agreement, respective parties undertake to abide by these requirements.

AGREEMENT

For the University:

Name:	Signature:
Position:	
Faculty:	

For the Placement Organisation:

Name:	Placement Organisation:
Position:	Signature and Date:
Address of Placement Organisation:	

The Student:

Name:	Signature and Date:
Programme:	
Placement Dates:	

RESPONSIBILITIES OF THE UNIVERSITY

Towards the student:

- To appoint a visiting tutor who will normally visit two times within a 12 month period.
- The visiting tutor will monitor the student's general performance and counsel the student confidentially.
- The visiting tutor will conduct assessment as required in the relevant Programme Regulations.
- In the case of international students with a Tier 4 visa, to maintain contact with the student at work (and/or place of study) via the placement visits and the usual forms of communication via email, phone or via Skype or teleconference.

Towards the placement organisation:

- The visiting tutor will guide the placement organisation in the assessment criteria used by the University.

RESPONSIBILITIES OF THE PLACEMENT ORGANISATION

- To plan the training and work programme to be undertaken by the student, in consultation with the relevant University Senior Tutor for Professional Training or nominee.
- To offer a placement (unpaid)/a contract of employment (paid) with the duration and the terms of the placement specified.
- To treat the student as an employee on short term contract in accordance with the organisation's normal policies.
- To provide a full and clear induction to the organisation and its working practices, conventions etc.
- To nominate a supervisor who will conduct or make arrangements for day-to-day supervision of the student.
- To ensure, so far as is reasonably practicable, a safe working environment, in conformity with Health and Safety legislation and to complete the questionnaire attached as appendix 1.
- To provide the same level of liability and other insurance cover provided for comparable employees.
- To facilitate access to the student for visits by the visiting tutor.
- Under the guidance of the University Faculty/Department and in accordance with the student's Programme Regulations as they relate to Professional Training, to facilitate and participate in the assessment of the student.
- In cases of serious breaches of discipline to advise and consult with the Senior Tutor.
- In the case of international students with a Tier 4 visa, to monitor the attendance and engagement of the placement student at work (and/or place of study).
- To notify the relevant Senior PT Tutor or Visiting Tutor at the University in the event of the student being absent for more than 10 days without explanation.

RESPONSIBILITIES OF THE STUDENT

Towards the placement organisation:

- To abide by all company rules regarding hours of work, health and safety regulations and other practices and procedures.
- To maintain confidentiality and to abide by the University's Code of Practice for Intellectual Property (the IP Code).
- To carry out the work programme specified by the placement organisation under the supervision of the specified supervisor(s).

Towards the University:

- Complete all reports and records for the University as specified in the Programme Regulations.
- Consult with the University prior to seeking any changes in the terms and duration of the placement.
- To provide access to all records maintained during the placement for the visiting tutor and the placement supervisor except, in the case of the visiting tutor, where there is an issue of commercial secrecy or national security.

PLACEMENT HEALTH AND SAFETY CHECKLIST

Completion of this document is required in accordance with the UCEA Health and Safety Guidance for the Placement of Higher Education Students.

Name of Employer:	
Address:	
Telephone:	
Name of Student:	

		Yes	No
1	Do you have a written health and safety policy?		
2	Do you have a policy regarding health and safety training for people working in your organisation, including use of vehicles, plant and equipment, and will you provide all necessary health and safety training for the placement student?		
3	Is the organisation registered with: a - the Health and Safety Executive or b - the Local Authority Environmental Health Department?		
4	Insurance a - Is Employer and Public Liability Insurance held? (If "No", please state reason) b - Will your insurances cover any liability incurred by a placement student as a result of his/her duties as an employee?		
5	Risk assessment a - Have you carried out risk assessment of your work practices to identify possible risks, whether to your own employees or to others within your organisation? b - Are risk assessments kept under regular review? c - Are the results of risk assessment implemented?		
6	Accidents and incidents a - Is there a formal procedure for reporting and recording accidents and incidents in accordance with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)? b - Have you procedures to be followed in the event of serious and imminent danger to people at work in your organisation? c - Will you report to the University all recorded accidents involving placement students? d - Will you report to the University any sickness involving placement students which may be attributable to the work?		

Who is the nominated contact for compliance with the requirements of health and safety legislation?

Name and position:	Tel:
---------------------------	-------------

The above statements are true to the best of my knowledge and belief.

Name:	Signature and Date:
Position:	

Thank you for completing this document. Placement student to upload this form to the appropriate Assignment Drop-box, in the Professional Training area of SurreyLearn

Appendix A PT3
Professional Training Placements
Risk Assessment Form



To be completed during face-to-face discussion between student and PT tutor

Student Name	Placement Provider	Main placement locations

General Control Measures	Any Action required?	Action to be completed by?
Has this placement provider been used before?	Yes No	
Have any issues been raised by previous student or visiting tutor? If 'Yes', and any concerns remain unresolved please note action to be taken.	Yes No	
Is a site visit necessary required before placement starts?	Yes No	
Has the student received sufficient briefing in relation to the Risk Assessment process?	Yes No	
Has student received copy of University Insurance information and PT mini-guide?	Yes No	

Risk Assessment	Risk Profile (Low-Medium-High)	Specific issues discussed with the student	Further Action Necessary?	Action to be completed by?
Work Factors	L M H			
Travel and Transportation Factors	L M H			
Location and / or Regional Factors	L M H			
General / Environmental Health Factors	L M H			
Individual Student Factors	L M H			
Insurance Limitations	L M H			

Meeting date:

The above form accurately records the discussion that took place between:

Tutor (print name):

Signed:

Date:

Student (print name):

Signed:

Date:

Completed form to be sent to Professional Training Administrator

Appendix A: Risk Assessment Profiles (Completion of this document is required, in accordance with the UCEA Health and Safety Guidance for the Placement of Higher Education Students.)

Factor	Risk Profile	Indications
Work Factors	High	<p>Working with hazards that have potential to cause permanent injury or fatalities, including:</p> <ul style="list-style-type: none"> • Construction site with work at height, dusts, moving machinery, electrical systems. • Operation of machinery with mechanical hazards such as high speed rotating parts, crushing or entanglement risks. • Laboratory work with toxic/hazardous materials. • Community work with known high risk groups of clients or locations (drug abusers, homeless, violent patients). <p>Working with animal bedding or large or dangerous animals.</p> <p>Activities requiring specific licences or qualifications (e.g. diving, flying aircraft, crewing an aerial device).</p> <p>Working involving significant hazards in small companies that do not have professional health and safety advice.</p>
	Medium	Working in proximity to high risk factors (but not directly with them).
	Low	Office work or other low hazard environments and activities.

Factor	Risk Profile	Indications
Travel and Transportation Factors	High	<p>Significant travel to reach placement, prolonged or on local transport facilities known to be high risk (poor driving or vehicle safety standards).</p> <p>Demanding travel during placement.</p> <p>Student required to drive others in unfamiliar vehicles.</p>
	Medium	<p>Night travel.</p> <p>Long daily commuting requirement.</p> <p>Student required to drive familiar vehicle in reasonable conditions.</p>
	Low	<p>No significant travel, comfortable daily commute.</p> <p>No driving associated with placement.</p>

Factor	Risk Profile	Indications
Location and / or Regional Factors	High	<p>Significant risk of civil disorder, crime or similar danger (e.g. placement in war zones, countries where the Foreign and Commonwealth Office (FCO) advises against travel).</p> <p>Unavoidable lone or remote working in proximity to significant risk (e.g. medical student elective in a refugee camp).</p> <p>Medical and rescue services not available quickly or locally.</p> <p>Means of communication likely to be difficult or compromised.</p>
	Medium	<p>Higher than normal risk of civil disorder, crime or comparable danger.</p> <p>Delays likely in communicating with tutors and others.</p> <p>Placements abroad in areas identified as low risk by the FCO.</p>
	Low	Placements in the UK with no significant local risks.

Factor	Risk Profile	Indications
General / Environmental Health Factors	High	<p>Regional/local health risks require mandatory and specific health protection measures e.g. inoculations.</p> <p>Very hot or strenuous working conditions (e.g. manual working outdoors in the sun).</p> <p>Very cold working conditions (e.g. catering placement in a food cold storage / cook chill or freeze facility).</p>
	Medium	Regional/local conditions require some precautionary measures, e.g. optional inoculations against diseases, medical travel kit is a sensible precaution.
	Low	No significant environmental health risks.

Factor	Risk Profile	Indications
Individual Student Factors	High	<p>The student has personal factors (e.g. health, disability, linguistic or cultural) which may increase the risk of illness or accident during work-related activity even following adjustments.</p> <p>The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness.</p> <p>The student's knowledge, understanding, and skills are low for the type of work.</p>
	Medium	The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support during work, or in social interactions at work.
	Low	<p>The student has no long-term medical conditions or disability likely to cause episodes of illness or require specific support whilst on placement.</p> <p>Student has relevant knowledge, understanding and skills for the type of work.</p>

Factor	Risk Profile	Indications
Insurance Limitations (see PT Mini Guide for further information)	High	<p>Locations, activities and/or circumstances that are excluded from the HEI's travel and other insurance cover.</p> <p>Locations where the placement provider's insurance does not cover the student for personal or third party liability associated with the work by the student.</p>
	Medium	Locations, activities and/or circumstances that require prior acceptance from the HEI's insurers before being covered.
	Low	<p>Locations, activities and/or circumstances that are automatically included in the HEI's insurance cover.</p> <p>UK locations (where the placement provider must have employers' liability insurance cover).</p>

Appendix A-PT4
Professional Training Placements
 Initial Placement Details Form



Student Name:	
URN Number:	
Start Date:	
Expected Finish Date:	

Name/address of the establishment (including building, section, internal code or whatever is required to locate you):

Company Name:	
Address (include post code):	
Telephone (include extension):	
Fax:	
E-mail:	
Supervisor Name/Title:	
Telephone (include extension):	
E-mail:	
Address (if different from above):	

Personal Contact Information

Your Private Address:	
It is your responsibility to ensure that whenever there are any changes in your contact information you update this using the student self-service facility. https://studentselfserve.surrey.ac.uk/live/sits.urd/run/siw_lgn	
Telephone:	

If any of the above details change, please let the Professional Training Office know immediately.

Thank you for completing this document. Placement student to upload this form to the appropriate Assignment Drop-box, in the Professional Training area of SurreyLearn

Appendix B: Module Descriptors

PT Module Descriptor (Full-Year Work)

Module Code:	
Module Title:	Professional Training Year Module
FHEQ Level:	Level P
Module Co-ordinator:	Named Senior Professional Training Tutor (Department/School)
Other contributors:	
Number of credits:	120 P credits
Number of ECTS credits:	60 ECTS credits
Module Availability:	Semester 1 and 2
Overall student workload:	A minimum of 1,125 hours subject to the requirements of the placement provider where additional hours are needed to meet the placement provider's requirements.
Last updated:	31-05-2016

Assessment Pattern

Units of Assessment	Weighting towards Module Mark (%)
CV and Cover Letter	10% (P/F)
Professional Development Review	15% (P/F)
Placement Report	60% (graded)
Presentation and Poster	15% (graded)
Alternative Assessment:	
The alternative assessment below is for the Professional Development Review (PDR): Taking account of the six competencies outlined in the Professional Development Review, provide a critical analysis of your own experiences on a work placement against these key benchmark competencies.	15%
Qualifying Condition(s) Every unit of assessment needs to be passed.	

Pre-requisite/Co-requisites

N/A

Module Overview

<p>This module supports students' development of personal and professional attitudes and abilities appropriate to a Professional Training placement. It supports and facilitates self-reflection and transfer of learning from their Professional Training placement experiences to their final year of study and their future employment. The PTY module is concerned with Personal and Professional Development towards holistic academic and non-academic learning, and is a process that involves self-reflection, documented via the creation of a personal record, planning and monitoring progress towards the achievement of personal objectives. Development and learning may occur before and during the placement, and this is reflected in the assessment model as a progressive process. However, the graded</p>

assessment takes place primarily towards the end of the placement. Additionally, the module aims to enable students to evidence and evaluate their placement experiences and transfer that learning to other situations through written and presentation skills.

Module Aims

This module aims to:

- Enable students to acquire and develop knowledge as it occurs in professional practice.
- Apply academic knowledge to work activities and processes in practice.
- Enable students to mature through the evaluation of their placement experiences.
- Support students to develop and apply new skills appropriate to their professional setting in which they are working.
- Enable students to develop the employability skills and attitudes/approach that graduate employers look for and are required of a person working in a professional capacity.

Learning Outcomes

On successful completion of this module, students will be able to:

1. Demonstrate job-seeking and job acquiring skills relevant to chosen sector (C, T, P)
2. Identify personal strengths (C, T, P)
3. Identify key personal and professional objectives in relation to PTY (C, K, T, P)
4. Understand the organisation/s and how they themselves fit within it (C, T, P)
5. Apply academic knowledge to professional practice (C, K, T)
6. Understand and demonstrate appropriate professional behaviour (T,P)
7. Evaluate their personal and professional development (C, K, T, P)
8. Use the information/knowledge gained on placement to inform their career aims (C, K, T, P)

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills

Module Content

Indicative content includes:

- The module focuses on achieving the learning outcomes by offering, via the placement experience, the opportunity for students to nurture the employability skills that graduate employers look for and to develop the professional identity, competencies and attributes that support the future employability outcomes for students. This development takes place across a wide range of professional environments with great variety in the work undertaken. Nevertheless, all of these offer the same opportunity to achieve the learning outcomes.

Methods of Teaching/Learning

The learning and teaching strategy is designed to:

The learning and teaching methods include:

- The learning and teaching methods are predicated on experiential learning through the placement experience itself.
- The mentoring, coaching and assessment role of both the workplace supervisor and the University's Visiting Professional Training Tutor are focused on ensuring that students achieve the learning outcomes for the module; these relate to (1) personal and professional development, (2) evaluation of placement learning and (3) transfer of placement learning.

- The learning and teaching is supported by placement visits to the students on placement by a Visiting PT Tutor to support students' critical self-reflection and learning and regular mentoring support via phone, email or teleconference. In addition Return Days, Industry Days and regular support and review of the Professional Development Review and student development plans (as part of the PDR) provide additional experiential learning.
- The assessment of students' performance by their respective placement provider is another key aspect of the experiential learning process for the placement student.

Assessment Strategy

The assessment strategy is designed to provide students with the opportunity to demonstrate the learning outcomes regarding the successful acquisition of a Professional Training placement, and the acquisition of the employability skills and competencies that support students' graduate employability outcomes.

Thus, the summative assessment for this module consists of:

- **CV and Cover Letter** (LO1, LO2, LO4, LO6, LO8)
Submitted at two stages (a) before commencing placement for review by the Visiting PT Tutor but not assessed; and (b) upon completion of the placement year a comprehensively updated CV and Cover Letter is submitted as if tailored to applying for a potential graduate job. It is at this point that the Visiting PT Tutor provides feedback. CV no more than 2 pages; Cover Letter 1 page. Deadline 30 June or within 6 weeks of confirming a placement for first submission and the week of 29 August for second submission.
- **Professional Development Review** (LO2, LO3, LO4, LO5, LO6, LO7)
Completed over the duration of the placement period (and started prior to placement) this self-reflection tool and performance appraisal provides a framework for students, workplace supervisors and Visiting PT Tutors to discuss and evaluate students' personal and professional development. Deadline for submission is at various stages of the placement (generally 1 week prior to each meeting (actual visit or Skype or teleconference) with the Visiting PT Tutor) with a final submission deadline of the week of 29 August for the final version of the PDR.
- **Placement Report** (LO2, LO4, LO5, LO6, LO7, LO8)
Completed at the end of the placement this report describes the student's placement, the range of tasks they performed, analyses their professional practices and work environment and provides a critical reflection on their personal and professional development. The Placement Report contains two elements; (a) a subject specific or technical section (word count ranges from 2,000 to 4,000 words depending on School/Department requirements); and (b) a section about the student's reflection on their personal and professional development from the Professional Training placement (word count minimum is 2,000 words). Deadline is the week of 12 September.
- **Presentation and Poster** (LO2, LO4, LO6, LO7)
Students are required to deliver an oral presentation or to present a poster covering their placement experience or students are required by their Department to submit a video presentation. Word count is not applicable, but guidelines are available in the PTY student handbook. Deadline is the week of 5 September.

Formative assessment and feedback

Students will receive ongoing feedback as they develop their own Professional Development Review (PDR) which they undertake four times across the duration of the placement experience. This feeds directly into the development of the Reflective element of the Placement Report.

Reading List

Required Purchase

Essential Reading

- Mini Guide for Professional Training.
- Student Handbook for Professional Training.

Recommended Reading

- P. Forbes and B. Kubler (2005) Degrees of Skill: Student Employability Profiles: a Guide for Employers, for CIHE, Higher Education Academy and Graduate Prospects.
- UKCES (2011) The Role of Careers Adaptability in Skills Supply. Evidence Report 35. UK Commission for Employment and Skills. London.
- CBI and NUS (2011). Working Towards Your Future: making the most of your time in higher education. London.
- Engineering Council (2013) UK Standard for Professional Engineering Competence (UK-SPEC). Third edition. Engineering Council. London.
- D. Cole and M. Tibby (2013) Defining and Developing your Approach to Employability – a Framework for Higher Education Institutions, Higher Education Academy, York.
- Higher Education Academy (2015) Framework for Embedding Employability in Higher Education, Higher Education Academy, York.
- Additional reading may be provided by the Senior PT Tutor as required.

Background Reading

PT Module Descriptor (Work-Study 50/50)

Module Code:	
Module Title:	Professional Training Year Module
FHEQ Level:	Level P
Module Co-ordinator:	Senior Professional Training Tutor (Department/School)
Other contributors:	
Number of credits:	120 P credits
Number of ECTS credits:	60 ECTS credits
Module Availability:	Semester 1 and 2
Overall student workload:	A pro rata equivalent of 1,125 hours subject to the requirements of the placement provider where additional hours are needed to meet the placement provider's requirements. The study element to meet the requirements of the institutional partner.
Last updated:	31-05-2016

Assessment Pattern

Units of Assessment	Weighting towards Module Mark (%)
CV and Cover Letter	10% (P/F)
Professional Development Review	10% (P/F)
Placement Report	60% (graded)
Study Exchange (relevant modules taken at a partner institution)	20% (P/F)
Alternative Assessment:	
The alternative assessment below is for the Professional Development Review (PDR): Taking account of the six competencies outlined in the Professional Development Review, provide a critical analysis of your own experiences on a work-study placement against these key benchmark competencies.	10%
Qualifying Condition(s)	
Every unit of assessment needs to be passed.	

Pre-requisite/Co-requisites

N/A

Module Overview

<p>This module supports students' development of personal and professional attitudes and abilities appropriate to a Professional Training placement. It supports and facilitates self-reflection and transfer of learning from their Professional Training placement experiences to their final year of study and their future employment. The PTY module is concerned with Personal and Professional Development towards holistic academic and non-academic learning, and is a process that involves self-reflection, documented via the creation of a personal record, planning and monitoring progress towards the achievement of personal objectives. Development and learning may occur before and during the placement, and this is reflected in the assessment model as a progressive process. However, the graded assessment takes place primarily towards the end of the placement. Additionally, the module aims to enable students to evidence and evaluate their placement experiences and transfer that learning to other situations through written and presentation skills.</p>
--

Module Aims

This module aims to:

- Enable students to acquire and develop knowledge as it occurs in professional practice.
- Apply academic knowledge to work activities and processes in practice, and in the context of the learning experience at a partner institution (generally at an overseas location)
- Enable students to mature through the evaluation of their placement experiences.
- Support students to develop and apply new skills appropriate to their professional setting in which they are working and appropriate to the academic setting in which they are studying.
- Enable students to develop the employability skills and attitudes/approach that graduate employers look for and are required of a person working in a professional capacity.

Learning Outcomes

On successful completion of this module, students will be able to:

1. Demonstrate job-seeking and job acquiring skills relevant to chosen sector (C, T, P)
2. Identify personal strengths (C, T, P)
3. Identify key personal and professional objectives in relation to PTY (C, K, T, P)
4. Understand the organisation/s and how they themselves fit within it (C, T, P)
5. Apply academic knowledge to professional practice (C, K, T)
6. Understand and demonstrate appropriate professional behaviour (T,P)
7. Evaluate their personal and professional development (C, K, T, P)
8. Use the information/knowledge gained on placement to inform their career aims (C, K, T, P)

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills

Module Content

Indicative content includes:

- The module focuses on achieving the learning outcomes by offering via the placement experience the opportunity for students to nurture the employability skills that graduate employers look for and to develop the professional identity, competencies and attributes that support the future employability outcomes for students. This development takes place across a wide range of professional environments with great variety in the work undertaken. Nevertheless, all of these offer the same opportunity to achieve the learning outcomes.

Methods of Teaching/Learning

The learning and teaching strategy is designed to:

The learning and teaching methods include:

- The learning and teaching methods are predicated on experiential learning through the placement experience itself. The study elements of the placement will comply with the requirements of the institutional partner.
- The mentoring, coaching and assessment role of both the workplace supervisor and the University's Visiting Professional Training Tutor are focused on ensuring that students achieve the learning outcomes for the module; these relate to (1) personal and professional development, (2) evaluation of placement learning and (3) transfer of placement learning.
- The learning and teaching is supported by placement visits to the students on placement by a Visiting PT Tutor to support students' critical self-reflection and learning and regular mentoring support via phone, email or teleconference. In addition Return Days, Industry Days and regular

support and review of the Professional Development Review and student development plans (as part of the PDR) provide additional experiential learning.

- The assessment of students' performance by their respective placement provider is another key aspect of the experiential learning process for the placement student.

Assessment Strategy

The assessment strategy is designed to provide students with the opportunity to demonstrate the learning outcomes regarding the successful acquisition of a Professional Training placement, and the acquisition of the employability skills and competencies that support students' graduate employability outcomes.

Thus, the summative assessment for this module consists of:

- **CV and Cover Letter** (LO1, LO2, LO4, LO6, LO8)
Submitted at two stages (a) before commencing placement for review by the Visiting PT Tutor but not assessed; and (b) upon completion of the placement year a comprehensively updated CV and Cover Letter is submitted as if tailored to applying for a potential graduate job. It is at this point that the Visiting PT Tutor provides feedback. CV no more than 2 pages; Cover Letter 1 page. Deadline 30 June or within 6 weeks of confirming a placement for first submission and the week of 29 August for second submission.
- **Professional Development Review** (LO2, LO3, LO4, LO5, LO6, LO7)
Completed over the duration of the placement period (and started prior to placement) this self-reflection tool and performance appraisal provides a framework for students, workplace supervisors and Visiting PT Tutors to discuss and evaluate students' personal and professional development. Deadline for submission is at various stages of the placement (generally 1 week prior to each meeting (actual or Skype or teleconference) with the Visiting PT Tutor) with a final submission deadline of the week of 29 August for the final version of the PDR.
- **Placement Report** (LO2, LO4, LO5, LO6, LO7, LO8)
Completed at the end of the placement this report describes the student's placement, the range of tasks they performed, analyses their professional practices and work environment and provides a critical reflection on their personal and professional development. The Placement Report contains two elements; (a) a subject specific or technical section (word count ranges from 2,000 to 4,000 words depending on School/Department requirements); and (b) a section about the student's reflection on their personal and professional development from the Professional Training placement (word count minimum is 2,000 words). Deadline is the week of 12 September.
- **Study Exchange** (LO2, LO4, LO6, LO7, LO8)
Students must secure the agreed number of credits at the partner institution in order to successfully meet the requirements of the Professional Training year. This recognises the balance of the 50/50 nature of the placement year and accommodates study exchange alongside the work placement. Deadline is 12 September for registering successful completion of the study element, or an appropriate date where this date can't be met.

Formative assessment and feedback

Students will receive ongoing feedback as they develop their own Professional Development Review (PDR) which they undertake four times across the duration of the placement experience. This feeds directly into the development of the Reflective section of the Placement Report.

The requirements of the partner institution are applied to any aspect of formative assessment and feedback for the study exchange element of the placement.

Reading List

Required Purchase

Essential Reading

- Mini Guide for Professional Training.
- Student Handbook for Professional Training.

Recommended Reading

- P. Forbes and B. Kubler (2005) Degrees of Skill: Student Employability Profiles: a Guide for Employers, for CIHE, Higher Education Academy and Graduate Prospects.
- UKCES (2011) The Role of Careers Adaptability in Skills Supply. Evidence Report 35. UK Commission for Employment and Skills. London.
- CBI and NUS (2011). Working Towards Your Future: making the most of your time in higher education. London.
- Engineering Council (2013) UK Standard for Professional Engineering Competence (UK-SPEC). Third edition. Engineering Council. London.
- D. Cole and M. Tibby (2013) Defining and Developing your Approach to Employability – a Framework for Higher Education Institutions, Higher Education Academy, York.
- Higher Education Academy (2015) Framework for Embedding Employability in Higher Education, Higher Education Academy, York.
- Additional reading may be provided by the Senior PT Tutor as required.

Background Reading

PT Module Descriptor (Full-Year Study)

Module Code:	
Module Title:	Professional Training Year Module
FHEQ Level:	Level P
Module Co-ordinator:	Senior Professional Training Tutor (Department/School)
Other contributors:	
Number of credits:	120 P credits
Number of ECTS credits:	60 ECTS credits
Module Availability:	Semester 1 and 2
Overall student workload:	The relevant workload parameters for full-year study as specified by the institutional partner.
Last updated:	31-05-2016

Assessment Pattern

Units of Assessment	Weighting towards Module Mark (%)
CV and Cover Letter	10% (P/F)
Study exchange	60% (P/F)
Final Report	30% (graded)
Alternative Assessment:	N/A
Qualifying Condition(s) Every unit of assessment needs to be passed.	

Pre-requisite/Co-requisites

N/A

Module Overview

<p>This module supports students' development of personal and professional attitudes and abilities appropriate to a Professional Training placement. It supports and facilitates self-reflection and transfer of learning from their Professional Training placement experiences to their final year of study and their future employment. The PTY module is concerned with Personal and Professional Development towards holistic academic and non-academic learning, and is a process that involves self-reflection, documented via the creation of a personal record, planning and monitoring progress towards the achievement of personal objectives. Development and learning may occur before and during the placement, and this is reflected in the assessment model as a progressive process. However, the graded assessment takes place primarily towards the end of the placement. Additionally, the module aims to enable students to evidence and evaluate their placement experiences and transfer that learning to other situations through written and presentation skills.</p>
--

Module Aims

This module aims to:

- Enable students to acquire and develop knowledge as it occurs in professional practice.
- Apply academic knowledge from the learning experience at a partner institution (generally at an overseas location).
- Enable students to mature through the evaluation of their placement experiences.
- Support students to develop and apply new skills appropriate to the academic setting in which they are studying.
- Enable students to develop the employability skills and attitudes/approach that graduate employers look for and are required of a person working in a professional capacity.

Learning Outcomes

On successful completion of this module, students will be able to:

1. Demonstrate job-seeking and job acquiring skills relevant to chosen sector (C, T, P)
2. Identify personal strengths (C, T, P)
3. Identify key personal and professional objectives in relation to PTY (C, K, T, P)
4. Understand the organisation/s and how they themselves fit within it (C, T, P)
5. Apply academic knowledge to professional practice (C, K, T)
6. Understand and demonstrate appropriate professional behaviour (T,P)
7. Evaluate their personal and professional development (C, K, T, P)
8. Use the information/knowledge gained on placement to inform their career aims (C, K, T, P)

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills

Module Content

Indicative content includes:

- The module focuses on achieving the learning outcomes by offering via the placement experience the opportunity for students to nurture the employability skills that graduate employers look for and to develop the professional identity, competencies and attributes that support the future employability outcomes for students. This development takes place across a wide range of learning environments with great variety in the studies undertaken. Nevertheless, all of these offer the same opportunity to achieve the learning outcomes.

Methods of Teaching/Learning

The learning and teaching strategy is designed to:

The learning and teaching methods include:

- The learning and teaching methods are predicated on the requirements of the institutional partner.
- Where relevant, the academic mentoring, coaching and assessment role of partner institutions are focused on ensuring that students achieve the learning outcomes for the module; these relate to (1) personal and professional development, (2) evaluation of placement learning and (3) transfer of placement learning.
- The partner institution is encouraged to support students' critical self-reflection and learning. In addition regular support and review of the Professional Development Review and student development plans (as part of the PDR) provide additional experiential learning.

- The assessment of students' academic attainment for the study element of the placement year is as per the requirements of the partner institution.

Assessment Strategy

The assessment strategy is designed to provide students with the opportunity to demonstrate the learning outcomes regarding the successful acquisition of a Professional Training placement, and the acquisition of the employability skills and competencies that support students' graduate employability outcomes.

Thus, the summative assessment for this module consists of:

- **CV and Cover Letter** (LO1, LO2, LO4, LO6, LO8)
Submitted at two stages (a) before commencing placement for review by the Visiting PT Tutor but not assessed; and (b) upon completion of the placement year a comprehensively updated CV and Cover Letter is submitted as if tailored to applying for a potential graduate job. It is at this point that the Visiting PT Tutor provides feedback. CV no more than 2 pages; Cover Letter 1 page. Deadline 30 June or within 6 weeks of confirming a placement for first submission and the week of 29 August for second submission.
- **Final Report** (LO2, LO4, LO5, LO6, LO7, LO8)
Completed at the end of their study exchange, this report of 3,000 words requires students to critically reflect on their personal and professional development. Students will also take account of their inter-cultural learning, any language capabilities they may have acquired from studying in a non-native language and reflections on how the study exchange has enhanced their employability prospects. Deadline is the week of 12 September.
- **Study Exchange** (LO2, LO4, LO6, LO7, LO8)
Students must secure the agreed number of credits at the partner institution in order to successfully meet the requirements of the Professional Training year. This recognises the full-year nature of the study exchange. Deadline is the week of 12 September for registering successful completion of the study element, or an appropriate date where this date can't be met.

Formative assessment and feedback

The requirements of the partner institution are applied to any aspect of formative assessment and feedback.

Reading List

Required Purchase

Essential Reading

- Mini Guide for Professional Training.
- Student Handbook for Professional Training.

Recommended Reading

- P. Forbes and B. Kubler (2005) Degrees of Skill: Student Employability Profiles: a Guide for Employers, for CIHE, Higher Education Academy and Graduate Prospects.
- UKCES (2011) The Role of Careers Adaptability in Skills Supply. Evidence Report 35. UK Commission for Employment and Skills. London.
- CBI and NUS (2011). Working Towards Your Future: making the most of your time in higher education. London.
- Engineering Council (2013) UK Standard for Professional Engineering Competence (UK-SPEC). Third edition. Engineering Council. London.
- D. Cole and M. Tibby (2013) Defining and Developing your Approach to Employability – a Framework for Higher Education Institutions, Higher Education Academy, York.
- Higher Education Academy (2015) Framework for Embedding Employability in Higher Education, Higher Education Academy, York.
- Additional reading may be provided by the Senior PT Tutor as required.

Background Reading

Appendix C: Regulations

The [Regulations for Taught Programmes](#) are the regulatory framework which governs the arrangement of Professional Training, together with the [Code of Practice for Professional Training](#).