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| **Faculty of Biological Sciences**  **Undergraduate School**  **The University of Leeds,**  **Leeds LS2 9JT, UK.**  Dr Al Pickles – Faculty Placement Coordinator, 0113 343 4247 [a.r.pickles@leeds.ac.uk](mailto:a.r.pickles@leeds.ac.uk)  Phil Lang – Faculty Placement Administrator, 0113 343 3113, [p.r.Lang@leeds.ac.uk](mailto:p.r.Lang@leeds.ac.uk) |

**BIOL8001: TRAINING IN THE WORKPLACE**

**PLACEMENT**

**WORK PROFILE**

(this Work Profile is also available electronically)



**2017-18**

NAME OF STUDENT: ……………………………………………………………………………

PROGRAMME OF STUDY: ……………………………………………………………………………

**To Students and Supervisors using this Profile**

This Work Profile is designed to provide a simple and effective mechanism to support students through their learning and personal development while they are on placement. We decided that a profile-type document would be most appropriate as it, and the manner in which it was used, could both complement appraisal procedures operated by most employers, and provide a record for students, company supervisors and academic supervisors of the student’s progress. We felt the following points to be particularly important:

1. The emphasis should be predominantly on the appreciation and learning of personal/transferable skills and should complement the academic/scientific knowledge and skills which the student is acquiring on placement.
2. The Profile should encourage students to appraise their own development and progress, to reflect on their own performance and to identify those skills which they are good at, while also identifying those skills which require further attention
3. The Profile should encourage students to negotiate objectives with their industrial supervisor in three phases. These are the period between the start of the placement and the first visit, mid-placement and towards the end of the placement.

**To the Supervisor,**

The student should have made you aware of this document; an electronic copy is available if required. Completion of this Work Profile will require some input from you. In particular:

1. The student is required to complete and return Forms 1-3, as soon as possible after starting placement, which may require your help.
2. Objectives should be negotiated at stages throughout the placement.
3. Your judgment of the student’s skills proficiency and attainment needs to be completed in three stages.
4. There is a final section, Company Supervisors Comments, which also requires your input, as well as that of the academic supervisor.
5. The academic supervisor will normally make one visit to meet with the student and yourself; we will also maintain regular email contact.
6. Please note that the student, as part of the assessment criteria, is required to produce a 6000-word report on his/her placement. This will be assessed by the University. We would hope that wherever possible, this can be produced *in situ* by the student before the end of their placement.
7. We would kindly draw your attention to the final “feedback” section of this document.
8. No work submitted for the Report can be used in the student’s final year dissertation.

Thank you.

**To the Student,**

This Work Profile, duly completed and submitted, along with a 6000-word report, constitutes the assessment elements of your work placement.

**FORM 1**

**PERSONAL AND PLACEMENT DETAILS**

|  |  |
| --- | --- |
| Student’s Name |  |
| Placement Organisation |  |
| Address of organisation  (including postcode) |  |
| Department of placement |  |
| Brief title/description of activity |  |
| Student work Tel. No. |  |
| Student work Email address contact |  |
| Company Supervisors Name |  |
| Tel. / email address of company supervisor |  |
| Academic Supervisors Name |  |
| Tel./email address of academic supervisor |  |
| Students Accommodation Address  (including postcode) |  |
| Telephone Number contact at accommodation (if available) |  |
| Placement Dates | From:  To: |
| Signature |  |

**IMPORTANT**

Please complete the above details and send a copy of this page, together with copies of the Company Placement Provider (FORM 2) and Student Placement (FORM 3) checklists, **as soon as possible**, to Phil Lang, Faculty of Biological Sciences, Undergraduate Teaching Office, Manton 7.82, University of Leeds, Leeds LS2 9JT.

FORM 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPANY PLACEMENT PROVIDER CHECKLIST** | | | | | | | |
|  | **Provider Name**: | | |  | | | |
|  | **Student Name**: | | |  | | | |
|  |  | | | Please tick where appropriate | | | |
|  |  | | | **Yes** | **No** | **Action** | |
| 1. | Are the objectives (if decided at this stage) of the placement appropriate for the original job description? | | |  |  |  | |
| 2. | Can the objectives reasonably be met? | | |  |  |  | |
| 3. | Will you introduce at an early stage the Student to resources and people necessary to complete the objectives of the placement? | | |  |  |  | |
| 4. | If protective clothing is required will you provide it? | | |  |  |  | |
| 5. | Are there any occupational difficulties to accepting disabled students? | | |  |  |  | |
|  | | Name | Signature | | | | Date |
| \*Health & Safety Nominee | |  |  | | | |  |

**Student, to copy and return.** Thank you

\* Please refer to the Tripartite Agreement in relation to the full Health & Safety University Regulations of the student’s industrial placement.**FORM 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT PLACEMENT CHECKLIST** | | | | |
|  | **Provider Name**: | | | |
|  | **Student Name**: | | | |
|  |  | Please tick where appropriate | | |
|  |  | **Yes** | **No** | **Action** |
| 1. | Are the objectives of your placement relevant to the original job description? |  |  |  |
| 2. | Has the Provider introduced you to the people and resources necessary to complete the objectives? |  |  |  |
| 3. | Has the Provider identified a suitable supervisor who will take responsibility for your overall supervision and safety whilst on the placement? |  |  |  |
| 4. | Has the Provider identified any training that you need to undertake to do the placement? |  |  |  |
| 5. | Has the Provider told you about emergency procedures (including those relating to fires and accidents)? |  |  |  |
| 6. | Have you been told you need protective clothing? |  |  |  |
| 7. | If you need protective clothing have you been provided with it? |  |  |  |
| 8. | Have you been informed of any particularly hazardous or dangerous substances that may be present in your placement environment? |  |  |  |
| 9. | Have you told the Provider of any relevant disabilities, special medical or other requirements you have? |  |  |  |
| 10. | If you have told the Provider about any special requirements you have are you happy that the necessary accommodation, adaptations have been taken? |  |  |  |
| 11. | Have you received and understood the Provider's health and safety policy? |  |  |  |
| 12. | Do you have confidence in your Provider's attitude to health and safety, and feel safe? |  |  |  |
|  | | | | |
| 13. | Company contact with overall responsibility for placement students | | | |
| 14. | Named supervisor | | | |
| 15. | Company contact for compliance with Health & Safety legislation | | | |

|  |  |  |
| --- | --- | --- |
| Name | Signature | Date |
|  |  |  |

Student to copy and return.Thank you

**DEFINITION OF SKILLS PROFICIENCY AND ATTAINMENT LEVELS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 Unsatisfactory** | **2 Fair** | **3 Good** | **4 Very good** | **5 Outstanding** |
| **Social and Communication Skills**  Working effectively with others, individually or as a team member | Has not worked effectively with others. Communicates poorly. | Has some difficulty in communicating and working with others; needs to improve. | Has worked effectively with others in straightforward situations. | Has worked and communicated well, even in difficult situations. | Has demonstrated excellent personal and communication skills in a wide variety of situations. |
| **Working to Plans**  Using time, people and other resources effectively to deliver work on time | Has wasted time or has not used available resources, or has refused to help. | Has attempted to meet deadlines, but needs to make better use of time and/or resources | Has met deadlines, where these deadlines were not exceptionally demanding | Has consistently met deadlines, even where this involved extra effort or re-planning | Has planned own work, obtained resources, and met deadlines in demanding situations |
| **Practical Ability**  Applying laboratory skills effectively to carry out laboratory-based procedures | Has little or no practical ability: constantly makes errors; is dangerous to self and others. | Is easily distracted; makes errors; poor grasp of experimental design. | Produces reliable data with practice; is able to recognize sources of error. | Is comfortable with new techniques and situations; produces accurate and reproducible data. | Analyses new and existing protocols and techniques; suggests improvements. |
| **Written work**  (includes completion of laboratory records)  Producing work that is clear and concise and is fit for the required purpose. | Badly written, numerous errors; has had to be re-done. | Work has needed extensive correction; shows only basic grasp of principles. | Work has been well written, only needing a modest amount of correction. | Work has been very well written, showing an appreciation of the importance of accuracy and clarity. | Exceptionally high quality, always accurate, clear and concisely organized. |
| **Understanding**  Grasping complex concepts, recognizing and solving problems | Slow on the up-take; has not recognized problems; inadequate technical grasp. | Takes longer than usual to grasp new concepts; does not readily offer solutions to problems. | Generally quick on the up-take; can analyze problems and contribute to solutions | Grasps new information well; analyses problems well and makes good suggestions. | Has readily grasped complex concepts; perceptive analysis of complex problems. |
| **Learning Ability**  Accepting criticism, reflecting on their own performance, using this information to raise their level of performance | Refuses to take criticism; unable to improve level of performance. | Needs prompting to reflect on experiences; makes only fair use of criticism. | Able to reflect on what has been learnt, and change behavior accordingly. | Actively seeking learning experiences; can improve performance from feedback. | Exceptionally high ability for self reflection; excellent use of feedback. |
| **Student-defined Skill** (that you have identified but is not listed above) |  |  |  |  |  |

STUDENTS ASSESSMENT OF THEIR SKILLS PROFICIENCY

Using the Definition of Skills Proficiency and Attainment Levels, complete each box by writing in the level which you believe you have attained, i.e. 1-5, with 5 being the highest. Use the rest of the space to add, if you wish, additional comments or notes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Start of Placement** | **by Visit 1** | **Mid-placement** | **End of Placement** |
| **Social and Communication Skills** |  |  |  |  |
| **Working to Plans** |  |  |  |  |
| **Practical Ability** |  |  |  |  |
| **Written Work** |  |  |  |  |
| **Understanding** |  |  |  |  |
| **Learning Ability** |  |  |  |  |
| **Student-defined Skill**  (not listed above) |  |  |  |  |

**Name of Student:……………………………………………………**

**COMPANY SUPERVISORS JUDGEMENT OF THE STUDENTS SKILLS PROFICIENCY**

Using the Definition of Skills Proficiency and Attainment Levels, complete each box by writing in the level which, in your judgment, you feel the student has attained (1-5, with 5 being the highest). Use the rest of the space to add, if you wish, additional comments or notes.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **by Visit 1** | **Mid-placement** | **End of Placement** |
| **Social and Communication Skills** |  |  |  |
| **Working to Plans** |  |  |  |
| **Practical Ability** |  |  |  |
| **Written Work** |  |  |  |
| **Understanding** |  |  |  |
| **Learning Ability** |  |  |  |
| **Supervisor or Student-defined Skill**  (not listed above) |  |  |  |

**RECORD OF OBJECTIVES NEGOTIATED WITH COMPANY SUPERVISOR**

**1. Start of Placement**

|  |
| --- |
| To be completed by the student and countersigned by the company supervisor at the start of the placement. |
| **Objectives to aim for at start of placement** |
| Student Signature: Date:  Supervisor Signature: Date: |

**2. By visit** (usually about 3 months into placement)

|  |
| --- |
| To be completed by the student and countersigned by the company and academic supervisors during the visit |
| **Objectives to aim for during the placement** |
| Student Signature: Date:  Company Supervisor Signature: Date:  Academic Supervisor Signature: Date: |

**3. Latter half of placement**

|  |
| --- |
| To be completed by the student and countersigned by the company supervisor |
| **Objectives to aim for by the end of the placement** |
| Student Signature: Date:  Company Supervisor Signature: Date: |

**FINAL SUMMARY TO BE COMPLETED BY THE STUDENT AT THE END OF THE PLACEMENT**

|  |
| --- |
| **Where and when have you used your personal skills?**  **What evidence do you have of your proficiency in these skills?** |
|  |
| **Overall comments on your placement** |
|  |
| Signature Date: |

**Name of Student:……………………………………………………**

|  |
| --- |
| **COMPANY SUPERVISORS COMMENTS** |
|  |
| Signature Date:  *Dear Company Supervisor, may we draw your attention to the “company feedback request” final section of this work profile.* |

|  |
| --- |
| **ACADEMIC SUPERVISORS COMMENTS** |
|  |
| Signature Date: |

**INSTRUCTIONS TO STUDENT** All but the final section (Academic Supervisors Comments) of your Work Profile should be completed before your return to University. Thank you.

# **Appendix 1**

# **WORK PLACEMENT QUESTIONNAIRE: VISIT 1**

**Date of visit: Academic Supervisor:**

**Students Name: Company Supervisor:**

**Company:**

#### To the student

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **a) Do you feel you have settled into your new environment?** | **Yes** |  | **No** |  |
| **b) Are your workplace colleagues helpful and supportive?** | **Yes** |  | **No** |  |
| **c) Do you feel you are coping with the academic demands?** | **Yes** |  | **No** |  |
| **d) Is your accommodation satisfactory?** | **Yes** |  | **No** |  |
| **e) At the present, do you have any concerns?** | **Yes** |  | **No** |  |
| Please note any concerns/observations. Continue over page if necessary | | | | |

#### To the Company Supervisor

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **a) Are you satisfied with the student’s performance in the workplace?** | **Yes** |  | **No** |  |
| **b) Is he/she coping academically with the work?** | **Yes** |  | **No** |  |
| **c) Does he/she appear to be socially adept?** | **Yes** |  | **No** |  |
| **d) Do you feel he/she has any obvious weaknesses at this stage?** | **Yes** |  | **No** |  |
| **e) Will the student be given the chance to attend training courses and/or interact with other company departments?** | **Yes** |  | **No** |  |
| **f) Have you supervised work placement students previously?** | **Yes** |  | **No** |  |
| Please note any concerns/observations below .Continue over page if necessary | | | | |

**Academic supervisor, please return this questionnaire to Phil Lang, Undergraduate Teaching Office.** Thank you**.**

**Company Feedback Request**

**Dear Company Supervisor**,

We are keen to seek your views and the views of industry in general regarding the academic curriculum we currently teach our students. We are not eliciting specific comments on your present student, since that is covered elsewhere in this profile, but rather more generally. You might like to make your comments under the following headings.

# **Academic background**

It is unlikely by the second year that a life science undergraduate will have a detailed knowledge of the specific area of the placement. However, we invite your comments on the student’s general understanding of his/her academic subject and any specific suggestions you may have concerning academic topics which you feel should be included in the curriculum but that appear to be currently missing.

# **Practical expertise**

Inevitably, some practical techniques or approaches that the placement may involve will be new to the student. Nevertheless, we would welcome any comments regarding the following:

* Student’s grasp of basic experimental principles, and his/her confidence and competence in basic lab skills and arithmetical calculations.
* Ability to plan and execute an experiment well, with suitable use of controls, faithful recording and accurate presentation of data?
* Student’s IT proficiency and ability to search and interpret scientific literature.

*Continued over page*

# **Work skills**

* Time management, punctuality
* Reliability
* Communication
* Motivation
* Any other skills you feel are particularly relevant for a successful placement?

**Any other comments?**

Thank you !

Please leave this section in the Work Profile.