Placement Provider

HANDBOOK

For the

University of Dundee Internship Module

Academic Year 2020/21
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1. Welcome to the Internship Module

Thank you for participating in the University of Dundee Careers Service's Internship Module. We look forward to working with you and wish to ensure that your experience as a placement provider is positive and beneficial to your organisation. To make this process run as efficiently as possible, please familiarise yourself with the following information.

2. Meet the Team

We have a dedicated team working on making your experience of the internship module and the experience for the students while on placement a success.

Employer Engagement Team: You may have already met with someone from this team. They will discuss with you the requirements for any projects and liaise with you on all employability matters.

   Ailsa Cormie: Employer Engagement Officer

   Richard Pool: Employer Engagement Manager

Admin Team: This team will send you information and forms to complete in order to get the project advertised to the students and to adhere to our health and safety requirements.

   Margaret Mather: Module Administrator

Teaching team: This team will provide pastoral support for the students and oversee the classroom sessions.

   Clare Robertson Hunt: Careers Adviser and module tutor

   Stephanie Brewer: Careers Adviser and module tutor

   Caroline Smith: Careers Adviser and module tutor

Module Lead:

   Lynsay Pickering: Senior Careers Adviser and Careers Education Lead
3. Module Overview

The Careers Service at the University of Dundee run two undergraduate credit-bearing Internship Modules. The Internship Module is for second year students of any degree discipline. It is a 'stand-alone' module, and therefore not directly linked to any subject discipline. The Business Management Internship Module is also for second years, but exclusively for those studying Business Management. Both modules runs from January to end of March.

Both modules combines a project undertaken on placement and classroom learning about the world of work and career planning. The students will have a classes each week where they will consolidate their learning from their experience with you. They will also cover topics in the classroom sessions to help students find out about their strengths and weaknesses; how they work in a team; how to set clear goals for themselves and how to reflect on experience to build their own self-awareness.

The module is entirely assessed by University tutors based on an academic portfolio that the students submit. This portfolio is a record of the students learning while on their placement and will include examples of task/work completed while on placement with you.

4. Placement Project Overview

The placement project involves a 30-hour project over a period from January to March each year. It is usually undertaken on-site in 3-4 hour sessions over an 10 week period but can be done in larger ‘chunks’ if necessary, possibly if the students have a reading week in February. It can be completed more remotely or in any other way that suits both the student and your organisation.

Ideally the placement should involve the student in professional experience where they undertake work of a level sufficient for the development of new skills and/or new learning. Often this may be a discrete project with a clearly defined outcome or end-
point but will be equally valuable if it involves more operational tasks. The work undertaken should be beneficial to your organisation as well as to the student.

5. Placement Provider Commitments

Before Placement Begins
- You should appoint a member of staff to act as supervisor for the student. They will be responsible for monitoring the students’ progress and liaising with Careers Service staff.
- Complete the Project Proposal form and Rick Assessment checklist on our website. The proposal form will be used to advertise your project to the students.
- **Please ensure that your placement student is covered by your liability insurance policy.** Your placement can only be advertised to students once we receive both pieces of paperwork above.
- The supervisor should meet with the student prior to start of the placement to set out the aims of the project. This meeting should include:
  - Plan the timing of the placement project and agree hours (please note students may not have confirmation of their timetable)
  - Make the student aware of your organisation’s structure, employees and contacts for their project and relevant resources.
  - Confirm the specified project outline and identify goals for the student.
  - Inform the student of Health & Safety matters and other customs, such as dress code, absence requirements, contact numbers and break/lunch times.
  - Discuss with the student any additional support or adjustments that may be required.

During The Project
- Whilst the student is on placement with you, check and sign the student’s timesheet to confirm their attendance. **The student will include this as part of their final assessment.**
- Conduct a review of the placement with the student. This review will enable the student to learn about how they performed, any strengths and/or areas for improvement. **The student will include this as part of their final assessment.**
- Complete a short online questionnaire at the end about your experience.
## 6. Key Dates for Your Diary

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 21st Aug 2020</td>
<td>• Complete and submit <a href="#">Project Proposal Form</a> and <a href="#">Risk Assessment checklist</a> (an example on typical content can be found in Appendix 1)</td>
</tr>
<tr>
<td>Friday 27th Nov 2020</td>
<td>• Where applicable, interview the student and inform team of decision&lt;br&gt;• Meet with the student to discuss expectations, tasks, and working hours. Please ensure that students receive any health and safety information prior to starting with your organisation.</td>
</tr>
<tr>
<td>Week commencing Monday 18th Jan 2021</td>
<td>• Placements begin. Your student will have classes once a week, starting this week. <strong>Placements should NOT start before this date.</strong></td>
</tr>
<tr>
<td>Week commencing Monday 15th Feb 2021</td>
<td>• Our team will be in contact to find out how the student is doing. (Please feel free to contact us prior to this if you are experiencing any difficulties.)</td>
</tr>
<tr>
<td>Friday 2nd April 2021</td>
<td>• Placements should finish on or before this date.&lt;br&gt;• The team will contact you to ask for your feedback on your experience.</td>
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## 7. Equality and Diversity on Placement

[The Equality Act (2010)](#) protects individuals against direct and indirect discrimination under nine protected characteristics; age, disability, gender reassignment, marriage/civil partnership, pregnancy and maternity, Race, religion or belief, sex and sexual orientation.

This requires Universities to ensure that students are not discriminated against for reasons relating to any of the above protected characteristics whilst on an internship or placement. The Equality Act also obliges internship providers not to discriminate
on the grounds of disability and to make reasonable adjustments to meet the needs of disabled students undertaking an internship within their organisation. **If the student has disclosed a disability that requires adjustments to be made, the internship module team will be in touch with you to discuss this further.**

8. Questions

We hope you enjoy the experience of hosting a student in your organisation. If you have any questions or concerns about any aspect of the placement or module please do not hesitate to get in touch. You can contact us by telephone on 01382 384017 (please ask for our Module Administrator, Margaret Mather or your employer team contact) or by **email**.

9. Appendix 1: Example content for Project Proposal Form

**Brief description of your organisation (for student information)**

The Careers Service offers advice and guidance to students, graduates, prospective students and staff. Services offered also include help finding work experience, preparation for employment, delivering careers education and internship modules.

**Description of proposed project (N.B The more information you are able to supply at this point, the better ‘match’ can be made with a student intern. Please see our example as a guide.)**

Main purpose of the role:

We are looking for ways to increase engagement with students and graduates by growing our presence on social media. This will offer the target audience an alternative way to interact with us and increase awareness of the services we offer.

Project / main duties:

- Investigate why and how students engage with our service online
- Promote the Careers Service to students, in person and online
- Propose and outline ideas for future engagement
• Present findings and ideas to the Careers Service team

Requirements:

• Intern must be familiar with Facebook and Twitter
• Confident in using Microsoft Office
• Enthusiastic and self-motivated
• Be able to work independently and as part of a team

Expected skills to be demonstrated:

• Communication - written, verbal and presentation
• Research - gathering information
• Marketing
• IT
• Team working