

Professional Experience Project (PEP) Student Handbook



Course Convenor:	Dylan O'Driscoll Email: dylan.odriscoll@manchester.ac.uk
Project Coordinator:	Adil Mohammed Email: hcriprojects@manchester.ac.uk
Office Hours:	Fridays, 10-11, Ellen Wilkinson C2.23
Credit:	20
Format:	Lectures, seminars + professional experience project
Time & Location:	Lectures: Fridays 11:00-13:00 (Roscoe_4.3) Seminars: Monday 16:00-18:00 (Sam Alex_A18)
Assessment:	Assignment 1: Policy Brief – Friday, 15th December 2017 Assignment 2: Individual Reflective Report – Friday, 4th May 2018
Course Website	'Blackboard' e-learning, sign in via student portal

Contents

1. Introduction	4
2. The Professional Experience Project.....	4
2.1. Professional Experience Project Structure.....	6
2.1.1. Project Learning Agreement Meeting and Group Contract.....	6
2.1.2. The Interim Project Review.....	6
2.1.3. Project evaluation	6
3. Aims and Learning Outcomes	6
3.1. Aims.....	6
3.2. Learning outcomes.....	6
4. SYLLABUS	7
4.1. Learning and Teaching Methods.....	7
4.1.1. Lectures/Workshops	7
4.1.2. PEP Seminars (Compulsory)	9
5. Readings.....	9
6. Assignments	10
7. Procedures for finding and allocating Professional Experience Project	12
7.1. Work-based project	12
7.2. Individual placement.....	13
8. Group Work.....	13
9. Code of practice	14
9.1. The University;	14
9.2. The Project Client;.....	15
9.3. The Students;	15
9.4. Sickness	16
9.5. Health and Safety Issues	16

1. Introduction

This course module offers students the opportunity to undertake a collaborative work-based project or individual placement with local/regional humanitarian organisations, non-governmental organisations or charities.

The course is supported by a series of lectures/workshops and seminars. The students will gain an understanding of the complex issues surrounding professional development and collaborative working towards humanitarian action, through researching literature and then developing management strategies that balance practical outcomes and examine critically concepts of humanitarian professionalisation. In preparation for the work-based project, the course will teach students non-academic writing, with a focus on writing for the policy-focused audience and will include an assignment of writing a Policy Brief. Additionally, students will engage with humanitarian actors through guest lectures and a field trip.

2. The Professional Experience Project

There will be two pathways:

1. Group: Students will work cooperatively with a group of (4-6) enquiry-based learners who collaborate on a 'real world' project typically proposed by the external organisation and defined by the organisation's business needs. A member of the organisation will act as Project Client the team project is likely to be based predominantly off-site (based at the University) with occasional visits onsite (at the organisation)
2. Individual: It is possible for students to arrange their own placements at a suitable organisation subject to approval by the Course Convenor. The student or the proposed supervisor will need to write a statement for the placement approval. If the student is already working for the organisation, the proposed placement should be a distinct project that would not normally form part of their day-to-day work

The project has to be completed over a total of a 70-hour period in semester two. However, student groups have the freedom to undertake the project to suit their own lifestyles and commitments (for instance, students may decide to do the project one day a week throughout the semester).

During the project period, student groups are under the direct supervision of a supervisor assigned from within the host organisation, with support from staff within The Humanitarian and Conflict Response Institute (HCR). Students have access to PEP tutorials to discuss any concerns or issues, as well as lecture/workshops to support their reflection on the project experience.

If at any time student groups/individuals or supervisors/Project Client need advice, the Course Convenor (Dylan O'Driscoll) or Coordinator (Adil Mohammed) will be on hand.

The Professional Experience Project Team

Staff involved in the organisation and delivery of this module are as follows:

Name	Role	Contact Details
Dylan O'Driscoll	Course Convenor	dylan.odriscoll@manchester.ac.uk 0161 275 7032
Adil Mohammed	Project Coordinator	adil.mohammed@manchester.ac.uk 0161 275 0244

The address for the Department within which your module is situated is:

Humanitarian and Conflict Response Institute (HCRI)
The University of Manchester
C1.49 Ellen Wilkinson Building
Oxford Road
Manchester
M13 9PL

2.1. Professional Experience Project Structure

2.1.1. Project Learning Agreement Meeting and Group Contract

A project learning agreement meeting is held before the start of the project. The purpose of this meeting is to agree all aspects of the project and to formalise these in an agreement. **This is not assessed**. The project agreement and group contract form must be signed by each student and by the project host:

- A copy of the form must be kept for the group;
- A copy for the host organisation;
- A copy for the Course Convenor, Dylan O'Driscoll

2.1.2. The Interim Project Review

The interim project review provides an opportunity to check that the project is proceeding satisfactorily and is in accordance with the learning agreement. It reviews positive progress but also allows any party to express concerns about the arrangements for the project, availability of learning opportunities, levels of demonstrated student capability and to agree changes that will address any issues that arise.

The project client provides an evaluation of the group progress on project to date.

Where concerns are expressed about a group/student's progress, their performance, the learning opportunities available or any other issue an action plan should be developed at the interim project meeting. A date will be set for an additional project meeting two weeks later to review progress against the action plan. Where necessary the matter will be referred to the Director of Teaching to determine any further action necessary.

2.1.3. Project evaluation

It is an expectation of developing professional practice that student groups/individuals and supervisors/Project Clients contribute to the project evaluation process. All students are required to complete the electronic evaluation form at the end of their professional experience project. Comments made will be shared with all parties of the project to facilitate development but **will not impact on assessment**.

The form will be available on the Blackboard and should be completed electronically and submitted by email to hcriprojects@manchester.ac.uk. The information completed will help the university and stakeholders continue to develop the quality of practice environments for future students.

3. Aims and Learning Outcomes

3.1. Aims

The aim of this module is to provide students with an opportunity to:

- Connect their academic learning with professional experience
- Make professional networks
- Receive feedback from a professional body about their employability and advice on how to improve this through various experiences

3.2. Learning outcomes

- To foster students' critical perspective regarding debates on humanitarian professionalisation
- To develop collaborative team skills, creative management skills
- To develop an understanding of values in the work place and associated leadership styles
- To develop critical analysis, reflective, and research skills
- To develop writing and presentation skills

- To develop non-academic writing skills

4. SYLLABUS

4.1. Learning and Teaching Methods

The core principle behind the PEP as a learning experience is for the student to undertake practice, reflect on it and then critically analyse this experience.

Lecture/workshops and small group tutorials will be provided at key points of the process in order to support the individual experiences of the students and provide time for developing reflection and analysis. These sessions will introduce and support students' work on their assessed reports.

- Introductory lectures (7 x 2 hours = 14) Friday 11:00-13:00
- PEP Seminars (2 x 2 hours = 4) Monday 12 March 2018 and Monday 19 March 2018, 16:00-18:00 (with one additional seminar for each project team)
- PEP: Self-study / group work / placement 70 hours by arrangement over the semester between the student and project client. **The PEP should start no later than January 2018**

4.1.1. Lectures/Workshops

Date	Teaching Week no.	Topic
29-Sept	1	Introduction to module <ul style="list-style-type: none"> • Introduction to the course • Professional skills and collaborative team working <p>In this lecture the philosophy behind the course will be introduced and the professional and team working skills necessary for the professional project/placement will be discussed along with ethical and professional behaviours and values.</p>
13-Oct	3	Project Brief <ul style="list-style-type: none"> • Preparing for your PEP • Setting goals, outlining responsibilities and agreeing project plans • Reading: Building Trust in Diverse Teams: The toolkit for emergency response. 2007 http://policy-practice.oxfam.org.uk/publications/building-trust-in-diverse-teams-the-toolkit-for-emergency-response-115413 <p>The second lecture is about making the most of the PEP and is divided into two parts. The first part will be delivered by Louise Sethi, who is a Careers Consultant with the University's Careers Service. The PEP provides a valuable opportunity to gain experience that is highly sought after by employers. However, when you are applying for opportunities, such as work experience or entry level jobs, it will fall to you to explain what you have learnt and how this is relevant to a particular role and organisation. To help you, we are running a skills session that will enable you to identify the employability skills you are developing through your project or placement. You will then discover how to put these across effectively in job applications by using a tried and tested approach that engages the interest of a recruiter.</p> <p>The second part is all about preparing the student for the project. The potential clients will be discussed along with practical skills like time</p>

		management, client liaising, managing expectations and planning.
27-Oct	5	<p>Humanitarianism in Action (Subject to change)</p> <ul style="list-style-type: none"> • A trip to Mine Action Group (MAG) http://www.maginternational.org/ • Meet at 11:30 at 11 Peter Street, Manchester, M2 5QR, United Kingdom <p>It is important to understand exactly how humanitarianism works in reality and for lecture three students will visit Manchester-based NGO, MAG. This will give students the chance to see the multiple roles that exist within a humanitarian organisation and to ask questions of the MAG employees. This lecture will help provide a better understanding of the type of work expected from the professional experience project and help bridge the gap between academia and practice.</p>
10-Nov	7	<p>Policy-Focused Writing</p> <ul style="list-style-type: none"> • How to write for a policy audience • Preparing for Assignment 1 • Reading: French-Constant, Laura (2014), How To plan, write and communicate an effective Policy Brief: Three Steps to Success https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf <p>Lecture five aims to give students a broader understanding of writing for a policy audience - a practise found in a range of organisations from NGOs to think tanks, to government. This lecture will further help to bridge the gap between academia and practice and give students a transferable skill that can be utilised in their future careers. Lecture five aims to give the student the skills necessary to undertake Assignment 1.</p>
24-Nov	9	<p>A critique of the professionalisation of the humanitarian sector</p> <ul style="list-style-type: none"> • The history of the professionalisation of the humanitarian sector • Alternative views on performance • Reading: James, Eric (2016), The professional humanitarian and the downsides of professionalisation. Disasters, 40(2), 185-206 https://www.ncbi.nlm.nih.gov/pubmed/26283645 <p>In this lecture Gareth Owens from Save the Children (https://www.bond.org.uk/person/gareth-owen-obe) will discuss the humanitarian profession more broadly, including issues with the professionalisation of the sector. This lecture will give students another chance to engage with the sector, this time in an academic setting.</p>
09-Mar	25	<p>What is Reflective Practice?</p> <ul style="list-style-type: none"> • Individual journal writing. • Professional values • Reading: Amulya, Joy (2011), What is reflective practice? (Center for Reflective Community Practice: Massachusetts Institute of Technology) http://www.communityscience.com/images/file/What%20is%20Reflective%20Practice.pdf <p>Lecture six aims to give students a better understanding of reflective writing in preparation for their final assignment.</p>
16-Mar	26	<p>Conclusion</p> <ul style="list-style-type: none"> • Final reflections • Assessment preparation

The final lecture will reflect on the course and help prepare for the final assignment.

4.1.2. PEP Seminars (Compulsory)

Seminar 1: Monday, 12 March 2018 (Week 26) at 16:00-18:00

Seminar 2: Monday, 19 March 2018 (Week 27) at 16:00-18:00

The seminars will be used to help shape the content of the reflective report and will include a 10 minute presentation by each student on their reflection of the project. This will be used to help shape the structure of the final assessment.

Each professional experience project group must sign up to an additional seminar, this time will be used for the course convenor to give feedback and direction on your project.

5. Readings

The readings listed below relate to the course lectures. You will need to identify specific sources and literature relevant to your project/placement. This might include: publications by professional bodies, documents used by professionals you are working with, academic sources you have read as part of your studies, and literature you have identified through your own research.

- Building Trust in Diverse Teams: The toolkit for emergency response. 2007
<http://policy-practice.oxfam.org.uk/publications/building-trust-in-diverse-teams-the-toolkit-for-emergency-response-115413>
- James, Eric (2016), The professional humanitarian and the downsides of professionalisation. Disasters, 40(2), 185-206 .<https://www.ncbi.nlm.nih.gov/pubmed/26283645>
- Fiori, Juliano et al. (2016), The Echo Chamber Results, Management, and the Humanitarian Effectiveness Agenda. http://humanitarianeffectivenessproject.com/wp-content/uploads/2016/05/SC_Humanitarian_Affairs_Team_The_Echo_Chamber.pdf
- French-Constant, Laura (2014), How To plan, write and communicate an effective Policy Brief: Three Steps to Success. <https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf>
- Amulya, Joy (2011), What is reflective practice? (Center for Reflective Community Practice: Massachusetts Institute of Technology). Access at:
<http://www.communityscience.com/images/file/What%20is%20Reflective%20Practice.pdf>
- Bolton, Gillie (2014), Reflective practice: writing and professional development (4th ed.; London: SAGE)
- Campbell, Fiona and Harvey, Jen (1992), The workplace experience: a guide for students on placement (Edinburgh: Napier Polytechnic)
- Cunliffe, Ann L. (2004), 'On becoming a critically reflexive practitioner', Journal of Management Education, 28, 407-26
- Moon, Jennifer A. (2004), Reflection in learning and professional development: theory and practice (2nd ed.; London: Kogan Page)
- --- (2004), A handbook of reflective and experiential learning: theory and practice (on-line ed.; Hoboken: Taylor&Francis)

- --- (2006), Learning journals: a handbook for reflective practice and professional development (London: Routledge)
- Schon, Donald A. (1987), Educating the reflective practitioner: towards a new design for teaching and learning in the professions (San Francisco: Jossey Bass)
- --- (2006), The reflective practitioner: how professionals think in action (new ed.; London: Ashgate)
- Also recommended are the book chapters in Section 5 'Commentaries from the Field' in: Janes, Robert R. (ed.) (2012), Museums and the Paradox of Change (London: Routledge)

6. Assignments

Assignment 1: Choose a current policy topic (agreed on by Course Convenor) and write a 1500 word Policy Brief. (Weighting: 40%) - **15 December 2017**

Assignment 2: Students will give a 10-minute presentation on their reflection of the work project/placement. (Weighting: 0%) - **12 March and 19 March 2018**

Assignment 3: Write a 3000 word Individual Reflective Report on your work project/placement. (Weighting: 60%) - **04 May 2018**

References and footnotes count for the word count.

PLEASE NOTE: submission is always midday (not midnight!).

6.1. Assignment Task 1 – Policy Brief

A policy brief is a short, concise, easy to follow piece of writing, written for non-specialists. Its purpose is to either introduce potential policy changes or to raise awareness of an issue.

A policy brief should:

- Have a snappy informative title,
- Have a two-sentence abstract summarising the argument
- Have an informative beginning/introduction that draws in the audience,
- Discuss the issue in short easy to follow paragraphs,
- Conclude by giving potential ways forward,
- A policy brief can also include specific recommendations for the relevant actors,
- The policy brief for your assignment should include hyperlink references.

More information on writing policy briefs can be found here: <https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf>

Some examples of policy briefs:

- <http://carnegieendowment.org/sada/>
- <http://www.pism.pl/bulletin>
- <http://www.atlanticcouncil.org/publications/issue-briefs>

A template for the policy brief will be available on Blackboard.

6.2. Assignment 2 – Reflective Presentation

The 10-minute presentation is a chance for students to receive feedback on their reflections and the structure of the Individual Reflective Report. It should be used to demonstrate what you have gained from the process and how this will be transferred into your report.

6.3. Assignment 3 – Reflective Report

Summative assessment of learning from the work project/placement experience and reflection and analysis of this experience will be provided through a written report. A proposal for the shape and content of the report will be presented during the seminars.

Note that students will be assessed on the quality of the Individual Reflective Report, not their performance during the project/placement

The report should demonstrate how the student has met the learning outcomes identified in section 3.2 of this handbook. Students should think carefully about how they document their activities and develop their reflection on, and analysis of, their experience. It would be useful to keep some form of journal or log and to collate any documents or other outputs produced during the project/placement as resources for producing the report. In the final report students will also need to find an appropriate structure or form that enables them to introduce and contextualise the experience without assuming too much detailed prior knowledge on the part of the reader, but also allows for sufficient scope to reflect on and analyse the experience in relation to a wider body of critical literature and/or accounts of practice.

The descriptive portion of the report should not amount to more than approximately one third of its total length. The report may use numbered sections, subheadings or form a more conventional academic essay; however referencing should be according to normal SALC academic conventions. Images may be included within the body of the report or as appendices but should be captioned and discussed in the text. Supplementary materials (e.g. documents produced as outputs during your work-based project) may be included within appendices; however these should also be clearly alluded to in the text.

The report should include:

- Description of the project/placement objectives and main activities carried out setting these within the context of the host organisation's work;
- Identification of the key aspects of the activities you carried out (or were involved in carrying out) and reflection on your role in the activities, how they were conceived and delivered, what were the most important outcomes and what were the implications of these outcomes for the organisation or more broadly for professional practice;
- Analysis of key aspects of your project/placement activity in relation to cognate work elsewhere in the sector and/or in the light of relevant debates in theory and practice;
- The report may include an analysis of a particular challenge or problem faced by the organisation which you have encountered during your project and a proposal of possible means (project, initiative or other innovation) by which the organisation might address this challenge. This could be in the form of recommendations or a more developed project proposal. For students working on projects, the report should also include an analysis of the positives and negatives of group work and how the process was negotiated;
- The report should have a coherent focus and use appropriate readings either from other coursework or from additional research to underpin your reflection on and analysis of the practice.

It is School policy that **all assessed work must be submitted electronically via Turnitin, by midday (NOT midnight) on the published date of submission.** No hard copies should be submitted unless this is identified as a requirement in the Assessment Brief. Where hard copies are required, please ensure the work submitted is stapled in the top left hand corner, not submitted in folders or ring binders and your student ID number and name are clearly visible on the assessment.

If you are not able to submit by the deadline, you must inform your Course Leader. Depending on the circumstances, you may need to ask for an extension or submit an extenuating circumstances form – see <http://documents.manchester.ac.uk/display.aspx?DocID=14741>

6.4. Work place supervisor/Project Client's evaluation

The supervisor/Project Client will be asked to comment on the following criteria within a brief evaluation of the experience. These comments will not inform the marking of the unit:

- Interaction with the company/timekeeping/attendance
- Communications skills/project presentation/report
- General professionalism
- Awareness and understanding of the project objectives
- Practical contribution towards the project
- Introduction of new ideas and solutions

6.5. HCRI Project Blog

Students can also write about their experience in the HCRI blog <http://www.blog.hcri.ac.uk/>.

The Project coordinator will send invitations to student and supervisors/Project Client to submit a blog piece to hcriprojects@manchester.ac.uk

7. Procedures for finding and allocating Professional Experience Project

7.1. Work-based project

The Institute has relationships with a range of local and national organisations that have agreed to offer approved 'real-world' collaborative group projects, located in Manchester and the surrounding areas of the North-West of England.

Every attempt is made to accommodate the specific needs of individual students by working in partnership with the PEP provider. The institution is committed to allocate PEP group projects (for individual placements see 7.2) in a timely manner, however, as the projects are provided by external organisations we are dependent on their availability, which in some circumstances may lead to delays. Therefore, choice is limited and individual preferences cannot always be accommodated. **Students are expected to accept the PEP group project that is offered to them.** A student may only reject an offer of a PEP group project on the grounds that it is not accessible due to physical or mental disability or that the provider is unable to make reasonable adjustments to meet learning support plans.

The programme is under no obligation to provide an alternative PEP group project should a placement offer be refused.

Available projects will be discussed in the first and second lectures. You will be asked to rank your preferred projects on the basis of the information provided. Students are also asked to consider their other commitments (other part-time work, for instance) when deciding on a project. Some projects do require/prefer certain skills—these are noted in the specific project forms - and others require (informal) interviews. Projects should be the equivalent of at least 10 full days (70 hours).

Projects should commence no later than by January 2018 but may start anytime from November 2017 and be completed by the end of May 2018. However, the specific timing is flexible and detailed arrangements can be agreed between the providers and the student.

7.2. Individual placement

It is possible for students to arrange their own placements at a suitable organisation subject to approval by the Course Convenor. The student or the proposed supervisor will need to write a statement for the placement approval. If the student is already working for the organisation, the proposed placement should be a distinct project that would not normally form part of their day-to-day work.

8. Group Work

General Guidelines for group work

- All groups are allocated by the Course Convenor.
- Groups will not exceed the number of people needed to make the activity safe and viable.
- Once allocated, individuals cannot move between groups without the permission of the Course Convenor. Requests must be submitted in writing to hcriprojects@manchester.ac.uk.

8.1. Writing

If your professional experience project includes a written report, joint writing is suggested. This is the most productive way of approaching group tasks, and ensures the greatest benefits from collaboration.

Each section/part should have a writer and at least one reviewer with each team member being both a writer and a reviewer of at least one section. The final product should be reviewed by all team members prior to finalisation by the editor.

8.2. Good practice in group work

1. At the beginning of the project all members the group will exchange contact details.
2. Group members should discuss what constitutes 'contribution'. This could include:
 - Organisational aspects of the work which could include 'hard tasks' like organising and planning, time management and keeping minutes and 'soft tasks' like maintaining group cohesion, resolving conflict within the group, keeping up energy levels etc.
 - Collective intellectual contribution such as contributing to the analysis and interpretation of the task, integrating the various contributions and helping to facilitate other's contributions.
 - Physical engagement with the task where appropriate. How much does the group expect individuals to push themselves? How will you judge whether members have engaged with new skills even if they haven't achieved them to the level that they'd like?
3. The group must agree the roles and responsibilities that each person will take on during the project. It may not be possible to do this at the beginning but each group must make time to do this as the project develops. Try to make sure that the workload is evenly spread. When discussing how the group will work individuals must state as early as possible whether they have any personal circumstances that will constrain them and the group must discuss how they will organise their work to accommodate this. Roles that should be allocated include:
 - **Facilitator**
Makes sure the aims of the meetings are clarified and summarises discussions and decisions; ensures the meetings keeps on track and ground rules are followed.
 - **Note taker**
Keeps a record of ideas that are discussed and decisions that are made and who is doing what.
 - **Time keeper**
Makes sure everything is done and discussed in the time available for the meetings/project.
 - **Progress chaser**

- Makes sure team members complete tasks by the agreed time.
 - **Process watcher**
Ensures group cohesion and that the process of the project is happening in a functioning and civil way.
 - **Editor**
Compiles contributions, identifies gaps or overlaps, and ensures consistency in the final submission.
- 4. Notes must be taken at every session noting who was present, briefly describing what work was carried out and what decisions were made, as well as what tasks have to be carried out before the next session. At the beginning of each session the group should look at the notes from the last session and discuss how to move forward.
- 5. When sessions take place outside of timetabled hours for that course the times and dates must be agreed by everyone and once dates and times are agreed all members must do everything they can to attend and to do the work agreed between the sessions. If anyone cannot come to a session or cannot complete the work before the session it is their responsibility to let other members of the group know as far in advance as possible.
- 6. Every group member should work as hard as possible to achieve the task to a high standard within the time available. If anyone has any reservations about other group members' commitment or contribution to the task they should raise it openly with the whole group. Equally, if members of the group think that the expectations of some group members are unrealistic then this should be brought up and discussed. If conflict within the groups is proving difficult to resolve this should be brought to the attention of the Course Convenor.
- 7. All the notes, compiled to produce a full account of the group's activities, must be signed by all group members and should be available to the Course Convenor if they require them. If any member thinks that any of the records are inaccurate this should be recorded.
- 8. Most groups will need to work outside of timetabled hours to complete the task. It is up to the group to book space and/or organise meetings off campus.
- 9. Set up a contract: A useful tool to help with the steps above is a contract. Before work begins your group should negotiate and agree to a contract. In this signed agreement, you will outline what you are going to do, who is going to do what, and by when.

9. Code of practice

The University, the employer and the student will:

Be aware of the programme the student is following and the specific nature and objectives of a project and will endeavour to make the Professional Experience Projects as mutually successful as possible.

9.1. The University;

- a) Provide opportunities for university students, and assess as far as reasonably practicable, that such opportunities represent a safe and supportive environment for students.
- b) Offer a free and professional service to organisations, and help them to develop appropriate project and voluntary opportunities for university students.
- c) Assess the suitability and safety of opportunities submitted by organisations.
- d) Advertise appropriate opportunities to students on PEP courses, and provide supporting information.
- e) Inform the organisation if and when the opportunity has been chosen.
- f) Provide a basic Health and Safety induction to students prior to commencing the project. N.B. in PEP projects in most cases students will complete the majority of the work away from the host organisation's premises.
- g) Act as the point of contact for host organisations throughout the life of the project.
- h) Review the progress of the work with both students and organisations. As a minimum these reviews will take place once at the half way stage, and at the end of the period of work undertaken. However, university staff will assist in the event of any concerns raised by students or organisations at any time during the course of the work, or in the event of a health & safety incident.
- i) As far as possible, ensure students produce the deliverables as agreed in the project agreement between students and host organisations.

9.2. The Project Client;

- a) Explicitly state the project objectives to the student either in advance of the opportunity, or within the first week of the professional experience project.
- b) Host organisations must ensure a safe and healthy working environment, and adopt primary duty of care for the students during the times they are undertaking work for the organisation.
- c) To provide suitable insurance cover for the students while they are they are working for the host organisation.
- d) To comply with the University's health & safety requirements and requests for related information. To notify the University in the event of a safety related incident.
- e) To inform students and the University who is responsible for the student group's support and supervision. The student group should have regular access to this person, and the person should ensure that each student is given adequate support.
 - Be available to discuss the student group's progress with the course Convener/Programme Director/Academic Tutor
- f) Provide an induction to the students at the beginning of the period of work to explain: any relevant health & safety issues relating to the work or the place of work; relevant information about the project work, host organisation and brief introductions to relevant staff.
- g) Unless negotiated with agreement between organisation, students and the University, students should not be expected to undertake tasks outside those agreed in the initial project agreement.
- h) Agree to pay essential and reasonable expenses which the students may incur in connection with the work undertaken (e.g. photocopying, printing). Students will be instructed to agree these with you in advance of incurring any costs.
- i) Students should not be subjected to discrimination.
- j) The host organisation must endeavour, as far as possible, to honour the project agreement made between the organisation and the students.
- k) Host organisations must complete a brief evaluation form upon completion of the project. Comments **will not** count toward students' academic marks.

9.3. The Students;

- a) Students must be reliable, behave professionally and respect other staff, volunteers or clients of the host organisation.
- b) Students must understand and respect the policies and procedures of the host organisation.
- c) Students must comply at all times with the organisation's health & safety requirements and instructions, and must not either intentionally or through negligence, endanger themselves or others during their work on the project. Students must also notify the University in the event of a safety related incident.
- d) Students must treat all information about staff, customers and work undertaken by the organisation with confidentiality.
- e) Students must negotiate a project agreement with the host organisation to outline the work they will undertake. Significant changes to this must be agreed with the host organisation and with the Course Coordinator.
- f) The students must endeavour, as far as possible, to achieve the work agreed within the project agreement.
- g) If students are likely to incur any essential expenses during the course of the work, they must disclose this to the organisation to gain agreement, prior to making any purchases.
- h) Students must recognise the host organisation's right to review their work. Students must also provide the organisation with any raw data gathered during the work undertaken.
- i) Write up a one page document identifying the agreed objectives for the project. Students should submit a copy of this along with their completed Health and Safety checklist to the PEP Coordinator (Adil Mohammed) not later than the second week of the PEP. Students should also take the document to their first small group tutorial;

- j) Keep the professional experience project team informed of any problems relating to the project - in the event of a complaint. Students are advised in the first instance to contact the Course Convenor (Dylan O'Driscoll);
- k) On completion of the project, arrange an 'exit' interview with supervisor and use it as an opportunity to obtain and discuss feedback on the project.

9.4. Sickness

If students have a period of sickness during their professional experience project, they should let both their supervisor/Project Client and the PEP Coordinator (Adil Mohammed) know. Claims for mitigating circumstances for assessment will be dealt with according to the usual School of Arts, Languages and Cultures, and University of Manchester procedures:

<http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

9.5. Health and Safety Issues

All projects must receive the approval of the Course Convenor before the student groups commence with the project. The supervisor is advised to instruct the student in local health and safety arrangements on arrival, and the student should then complete and return a checklist on health and safety issues to the PEP Coordinator (Adil Mohammed). Finally, at the end of the project, the student will be given an opportunity to raise any concerns he/she has, and these will be investigated before any future projects with a particular organisation are confirmed.