Professional Experience Project (PEP)
Student Handbook

Course Convenor: Luke Kelly | Email: luke.kelly@manchester.ac.uk
Project Coordinator: Krishnan Patel | Email: hcriprojects@manchester.ac.uk
Office Hours: Mondays 15-16; Fridays, 13-14, Ellen Wilkinson C1.43
Credit: 20
Format: Lectures, seminars + professional experience project
Time & Location: **Lectures:** Mondays 9:00-13:00 (Uni Place 4.211), teaching weeks 1,3,5,7,9, 24 and 25

Workshops: Tuesdays 13:00-15:00 (Sam Alex A202) and Fridays 16:00-18:00 (Uni Place_4.207), weeks 25 and 26
Assessment: **Assignment 1:** Policy Brief – Thursday, 5th December 2019
Assignment 2: Individual Reflective Report – Thursday, 7th May 2020
Course Website 'Blackboard', sign in via student portal

Contents

1. Introduction

This course module offers students the opportunity to undertake a collaborative work-based project or individual placement with 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 (3-6) 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 (HCRI). 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 (Luke Kelly) or Coordinator (Krishnan Patel) 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
Luke Kelly	Course Convenor	luke.kelly@manchester.ac.uk 0161 306 8413
Krishnan Patel	Project Coordinator	krishnan.patel@manchester.ac.uk 0161 275 0244

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

Humanitarian and Conflict Response Institute (HCRI)
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, Luke Kelly

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 affect your assessment**.

The form will be available on 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) Mondays 9:00-11:00, Uni Place 4.211 (teaching weeks 1,3,5,7,9, 24)
- PEP Seminars (2 x 2 hours = 4) Tuesdays 13:00-15:00 (Sam Alex A202) and Fridays 16:00-18:00 (Uni Place_4.207), weeks 25 and 26
- 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 2020**

4.1.1. Lectures/Workshops

Date	Teaching Week no.	Topic
23-Sept	1	**Introduction to module and project brief** • Introduction to the course • 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/buildingtrust-in-diverse-teams-the-toolkit for-emergency-response-115413 • Professional skills and collaborative team working In this lecture the ideas 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 behaviour and values. We will discuss the organisations offering placements, and outline the projects being offered. The potential clients will be discussed along with practical skills like time management, client liaising, managing expectations and planning.
07-Oct	3	**Humanitarianism in Action (Subject to change)** • A trip to Mine Action Group (MAG) http://www.maginternational.org/ • Meet at 08:45 at 11 Peter Street, Manchester, M2 5QR, United Kingdom 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.
21-Oct	5	**Professionalisation in the humanitarian sector** • What does professionalisation mean to humanitarians? • 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 In this lecture we discuss the concept of professionalisation, and whether it can be applied to the humanitarian sector. We look at the history of humanitarian work and practices, both voluntary and professional, and consider what is at stake in debates about 'professionalisation'.
4-Nov	7	**Policy-Focused Writing** • How to write for a policy audience • Preparing for Assignment 1 • Reading: ffrench-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 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.
18-Nov	9	**Building Skills** This lecture is about making the most of the PEP. It will be delivered by 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.
02-Mar	25	**What is Reflective Practice? (Dr Ayham Fattoum)** • 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 Lecture six aims to give students a better understanding of reflective writing in preparation for their final assignment.
09-Mar	26	**Conclusion (Dr Ayham Fattoum)** • 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: Tuesday 10 March 2020 13:00-15:00 (Sam Alex A202) and Friday 17 March 16:00-18:00 (Uni Place 4.207)*

Seminar 2: Tuesday 17 March 2020 13:00-15:00 (Sam Alex A202) and Friday 20 March 16:00-18:00 Uni Place 4.207)*

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
- ffrench-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%) - **5 December 2019**

Assignment 2: Students will give a 10-minute presentation on their reflection of the work project/placement. (Weighting: 0%) - **10 March and 17 March 2020**

Assignment 3: Write a 3,000 word Individual Reflective Report on your work project/placement. (Weighting: 60%) - **7 May 2020**

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 and 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. We do not ask for hard copies on this course.

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 2020 but may start anytime from November 2019 and be completed by the end of May 2020. 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, complied 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 (Krishnan Patel) 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 (Luke Kelly);
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 (Krishnan Patel) 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 (Krishnan Patel). 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.

10. Marking criteria

10.1 HCRI Policy writing assessment rubric

Criteria for a good policy brief / reports

A policy document is a 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, or analyse, an issue.

- A policy document should have snappy informative title,
- It should have a short abstract (brief) or executive summary (report) summing up the argument,
- It should have an informative beginning/introduction that draws in the audience,
- It should then discuss the issue in short easy to follow paragraphs,
- The text should conclude by giving potential ways forward,
- It includes specific recommendations for the relevant actors,
- The policy brief will include hyperlink references, whilst the policy report uses footnote referencing.

	<40%	40-49	50-59	60-69	>70
Knowledge & Understanding	Assignment shows no evidence of understanding, insight, or critical thought on the topic.	Assignment shows very little evidence of understanding, insight, or critical thought on the topic and makes a	Assignment shows some evidence of understanding, insight, and critical thought on the topic and makes a semi coherent argument.	Assignment shows good evidence of understanding, insight, and critical thought on the topic and makes a coherent argument.	Assignment shows deep and detailed evidence of understanding, insight, and critical thought on the topic and makes a strong and

		fragmented argument.		Makes clear connections between the problem and policy solutions.	coherent argument. Makes interesting and/or original connections between the problem and policy solutions.
References	No use of wider literature to contextualise the problem and provide base knowledge for recommendations.	Limited use of wider literature to contextualise the problem and provide base knowledge for recommendations.	Some use of wider literature to contextualise the problem and provide base knowledge for recommendations.	Critical use of wider literature to contextualise the problem and provide base knowledge for recommendations. Good range and depth of references to develop a critical stance.	Wide-ranging and insightful use of literature to contextualise the problem and provide base knowledge for recommendations. Excellent range and depth of references to develop a critical stance.
Voice and Style	Assignment's writing style does not demonstrate an awareness of the specific policy-orientated audience for the individual topic. Inappropriate style and/or command of written English.	Assignment's writing style demonstrates little awareness of the specific policy-orientated audience for the individual topic. Is weakened by inappropriate or inaccurate language.	Assignment's writing style makes an effort to connect to the specific policy-orientated audience for the individual topic. English is of good standard throughout.	Assignment's writing style connects well to the specific policy-orientated audience for the individual topic. Good standard of written English. Clear and correct presentation with very few	Assignment's writing style demonstrates excellent awareness of the specific policy-orientated audience for the individual topic. Faultless presentation. Excellent presentation with no errors.

				errors of form or style. .	
Layout	Argument is not adequately structured. Layout doesn't match the industry standard for the particular policy assignment.	Structure of the argument is weak. Layout does attempt to match the industry standard for the particular policy assignment.	Assignment is not always clearly structured but has a logical flow throughout. Makes fair effort to meet the industry standards.	Has a clear and well thought through structure and the different arguments are presented clearly. Uses the industry standard throughout.	Excellent and clear structure throughout. Uses the industry standard throughout.
Feasibility of recommendations	Recommendations are not based on literature presented and/ or not feasible.	Argument presented does not lead or justify recommendations. Recommendations are not realistic or based on evidence.	Argument makes some effort to lead to recommendations. Some but not all recommendations are feasible.	Argument clearly connects to recommendations and the recommendations - or some - could be implemented.	Argument and recommendation are clearly connected. Recommendations are not only feasible but also innovative/ excellent.

10.2 Reflective writing

What reflective writing is <u>NOT:</u>

1. Conveyance of information, instruction or argument in a report or 'recipe';
2. Straightforward description, though there are descriptive elements;
3. A straightforward decision, e.g. about whether something is right or wrong, good or bad, etc.;
4. Simple problem solving

(adapted from Jenny Moon 2004:187 see resources in handbook)

Reflective writing is:

1. A process of thinking and learning that develops through the practice of writing about a specific point or event.

A brief comparison of reflective writing and essay writing

Essay Writing	Reflective Writing
The subject matter is likely to be clearly defined The subject matter is not likely to be personal	The subject matter may be diffuse and ill-structured The subject will be personal

The subject matter is likely to be given	The subject matter will be determined by the writer
The purpose of writing is set in advance	There may be a purpose, but it is more the nature of a 'container' or direction, not a precise title that predicts the outcome
Most of the ideas drawn into an essay will be predictable and will be determined by the subject matter	Ideas will be drawn into reflective writing from anywhere that the writer believes to be relevant
There will be a conclusion	There may be a conclusion in that something has been learnt, or there may be recognition of further areas for reflection, or a clear action plan
The writing style is objective – probably without the use of the first person	The writing style is relatively subjective, using the first person
An essay is the product of a thinking process, tidily ordered.	Reflective writing usually involves the process the thinking and learning, and it is therefore not necessarily 'tidy' in its ordering.

Many students feel uncomfortable the first time they approach reflective writing because of the way they have been taught what academic writing is and what it is for.

Refer to the critical incident exercise we completed in class and the subsequent re-writing you did of your critical incident. Use this exercise to help you plan and write your critical reflection on the group work and interview process. Choose a particular moment of learning which a) taught you something about yourself b) produced knowledge that you can apply in the future.

See next page for the really important bit!

Criteria used for marking (alongside school rubric)

- **Pass 70 – above:** There is a rich evidence of deep and appropriate reflection including critical exploration and reasoning about your practice (i.e. behaviour, reaction, communication). Your work provides a clear picture of the impact of your learning on your practice. Your self-analysis is good. You provided a clear and precise action plan for further development. Your plan is completely informed by the reflection. You indicate how your ongoing actions will be assessed for impact. You make connections with secondary sources.
- **Pass 60-70:** Your reflections are a mix of surface (tending towards descriptive) and deep levels of critical reflection. There is evidence of self-analysis and your learning during the group work process/event. You provide an action plan with some specific details. Some clear linkage between your ongoing plan and your reflection is evident. There is an attempt to make connections with secondary sources.
- **Pass 50-60:** Your reflections are mainly surface level or descriptive, rather than analytical. You have started to make sense of your learning during the module and there is some self-analysis. You have put an action plan together but this lacks specific detail and is not always linked to the reflection. There is little or no attempt to connect thinking with secondary sources.
- **Fail:** There is limited reflection and primarily a descriptive reporting of events, or no reflection. There is no or only limited self-analysis and your action plan is not linked to reflections or there is no action plan. There is no indication of connecting thinking to secondary sources.

Useful Resources:

See handbook

Melanie Jasper's chapters (4&5) in Rolfe et al 2011, Critical Reflection in Practice has some good examples and pointers for writing.