ALLIANCE MANCHESTER BUSINESS SCHOOL

BSc ITMB
Placement Handbook

2025-2026 academic year

BMAN 31250

Contents

INTRODUCTION

This Handbook is the second of two handbooks that are designed to give guidance to all students undertaking a placement as part of their study programme. **It includes very important information, so make sure you read it thoroughly**. It should also be your first point of reference in case you have any questions or problems during your placement year.

Going on placement can be one of the best experiences of your life, but may be quite daunting at first. Entering into a new work environment can make you feel as if you've stepped foot on another planet. In order to succeed, both socially and professionally, you're expected to learn the corporate culture, follow the dress code and pick up on the acceptable behaviours.

This handbook is to provide you with guidance that you will need during your time on placement. It will give you advice and information on how to settle into your placement.

Please also familiarise yourself with the learning outcomes of your programme and the assessment criteria as this will help you when complete your reflection reports.

Note: *In order to undertake a placement year you must pass all your second year exams without any re-sits. The exam board will be meeting at the end of June 2025 to ratify your marks and you will be notified of your progression in July. The school does not require students to achieve a 2.1 average in the second year; however this may be a requirement for your placement provider so please check your contract for the terms and conditions.*

REGISTRATION, FINANCES, SUPPORT FROM THE UNIVERSITY AND SCHOOL

University Registration and Fees

Even though you will be out on placement you are still a student of the University and you are expected to register as normal in September 2025. Note that only registered students will have access to the University's facilities (such as email, Canvas and other services). You must ensure that the University holds correct, up-to-date, personal and academic details for you. Failure to register by the end of September will mean that your access to your University IT account may be disabled until you register.

As advised earlier, there is a significant tuition fee reduction for your placement year. Tuition fees for the placement year are set centrally by the University of Manchester. For further details, please visit the link below:
Student Support | Finances | Tuition fees | Fee amounts | Other fees | The University of Manchester

Student Finance

Placement students are still eligible to apply for student finance for the placement year. The amount payable will be reduced to reflect the lower tuition fees being paid. For further details, please visit the link below: http://www.studentsupport.manchester.ac.uk/finances/

Access to University services

You are entitled to make use of the full range of support services offered by the University. This includes:

- Counselling and mental health - a free, confidential counselling and mental health service https://www.counsellingservice.manchester.ac.uk/
- Disability Advisory and Support Service - support if you have a disability or specific learning difficulty http://www.dass.manchester.ac.uk/
- Student Finance – provides advice and guidance about statutory funding entitlement, budgeting and sourcing additional funding https://www.manchester.ac.uk/study/finance/
- University library https://www.library.manchester.ac.uk/
- IT Services https://www.manchester.ac.uk/study/undergraduate/teaching-learning/facilities/it-services/
- Careers Services The University of Manchester

Support from the School

Each placement student will be allocated to an **Academic Placement Tutor (APT),** who will provide an additional point of contact and source of academic guidance. You will be notified by email once you have been allocated an APT – this is likely to be in September 2025. Please note, it is not guaranteed that your APT will be the same member of academic staff as your Academic Advisor. These roles may be filled by different individuals.

Students are expected to take a proactive approach with their APT with regard to requesting guidance on any issues.

Visits*:* During your placement year, we will arrange a meeting (either face to face or virtually via Teams or Zoom) with yourself, your line manager and your academic placement tutor to discuss your progression. The placement officer will be in touch in October - November to schedule the meeting in a mutually suitable time.

Note*:* Supervision from your APT will not formally begin until the start of teaching week in September. Until then the role will be undertaken by the Industrial Placement Coordinator / Programme Director. If you have any questions or issues before the start of term, please direct them to the Placement Coordinator at ambs.placements@manchester.ac.uk .

University email account

All the correspondence from the AMBS Placement Team will be sent to your university email address. Other University / School departments will use it to email you regarding important matters such as registration, unit-enrolment, assessment etc. ***Students are expected to respond to emails from the School / University within 2 working days***.

If you are re-locating, please make sure you update your new address details on the student system.

Student visa holders

Although you will be away from the University, our responsibilities as your Student Visa sponsor remain the same. Your responsibilities to comply with the conditions of your Student visa and to inform the University of any changes remain the same.

We are required to continue to monitor your engagement with your studies in line with the University's Attendance Monitoring Policy. Throughout your placement you will be contacted by email by the Undergraduate office and you must ensure that you reply as requested.

Data Sharing

The University may share appropriate information relating to your health and/or conduct with external organisations (in this case your placement provider). This may occur where concerns in relation to your health and/or conduct arise and the University considers it necessary for them to be disclosed to the organisation. The University's Privacy Notice for Registered Students (which is accessible via this link: www.regulations.manchester.ac.uk/data-collection-notice/) includes further information about how the University may use and process your personal data, including the legal basis and conditions which may be relevant to such processing (see section 6 of the Privacy Notice). The University will only disclose special category data (such as data relating to your health) to a third party organisation where one of the additional conditions are satisfied (see section 9 and 10 of the Privacy Notice), including where processing is necessary for reasons of substantial public interest.

ASSESSMENT DURING THE PLACEMENT YEAR

The placement year contributes 10% towards your overall final degree classification.

The placement year will be assessed using the following methods:

Assessment	%	Submission Deadline
Statement of placement aims (SoPA)	10%	4 weeks following the start of the placement (11pm)
Career Development Plan (CDP) Reports x 3	30%	Depending on the duration of your employment, every 2 to 3 months following the start of the placement (11pm)
Presentation	20%	To be agreed with placement tutor
Reflective Essay (2500 words max)	30%	Around a month prior to end date of your placement
Employer Appraisal	10%	To be completed at the end of May/start of June

- *Students will be sent individual submission dates for each assessment. In the instance where your submission date is after the summer exam board have met (end of June), your marks will be ratified by the re-sit board in September.*
- *The Statement of Placement Aims needs to be signed by both you and the Company Supervisor.*

Please refer to *Appendixes 1, 2 and 3* for information on the assessment and the marking criteria.

Transition to CANVAS

As you may be well aware, the University of Manchester will be transitioning to Canvas, our new Central Learning Environment, towards the end of 2024 – 25 academic year. Canvas will replace Blackboard, and it will go live in September 2025.

As part of this transition, you will be automatically enrolled in the BMAN31250 course, where you will be submitting your written assignments. If the deadline for your first assignment (SoPA) is before September, please email your report directly to the Placement team at ambs.placements@manchester.ac.uk by your individual deadline, which you will be notified of at the beginning of your employment.

Once Canvas goes live, if you encounter any difficulties submitting any of your reports, please also email your work to the Placement team.

The University will keep you updated on the transition to Canvas and any actions required. Please ensure you check your university emails regularly to avoid missing any important information.

Submissions and deadlines

Deadlines: The deadlines for your written assessments will be worked out by the start date you have provided us on My Placement and sent to you by email. *If your start date has changed, please notify us immediately* by emailing to ambs.placements@manchester.ac.uk .

Submissions*:* Although the deadline to submit your work is 11.00pm, it is recommended that you do this before 2:00pm so that you can contact us if you experience any issues. If you are submitting work after office hours and encounter a problem, you **must** send a copy of your assignment by email to ambs.placements@manchester.ac.uk before the 11:00 pm deadline. Please take screenshots of any error messages from Blackboard and attach them to the email.

Late submissions: If, due to work commitments you will not be able to submit your reports/essay on the due date please email ambs.placements@manchester.ac.uk to request an extension. Extensions must be requested **before** your deadline and will be considered on a case by case basis. An extension of up to 7 calendar days maximum may be given, however you must give the School at least 48hr notice. Supporting evidence may be asked for (confirmation from line manager) and it is not guaranteed that your request for an extension will be met. *As students have been notified of their deadlines in advance, it is expected that you manage your workload to accommodate these.*

Mitigating circumstances

If you are unable to complete a piece of assessed work by the deadline due to mitigating circumstances, you must inform the placement officer immediately, preferably prior the submission deadline if possible, by emailing at ambs.placements@manchester.ac.uk describing the nature of your mitigation. You must also file the AMBS Mitigating Circumstances Request Form ASAP. Please note that you will be required to provide evidence to support the mitigation. If your request for mitigation is not accepted, penalties will apply for late submission.

Penalties for late submission

If you miss an assignment deadline without approved mitigating circumstances, the late submission penalty will be applied in accordance with the university policy.

The use of Artificial Intelligence (AI)

AI tools have the potential to enhance learning, and can support inclusivity and accessibility when used appropriately. It is important that you understand the potential risks and benefits of these tools if you plan to use them during your studies.

You may use AI tools like any other resource to help you generate ideas, key themes, and plan your assessment, and you may also cite or quote content generated by AI systems. However, passing off work generated by AI as your own is plagiarism, and will be treated as seriously as plagiarism of another person.

For more detail on the University's position on the use of AI in teaching and learning, see Artificial Intelligence (AI) Teaching Guidance.

For advice on how to acknowledge and cite content generated by AI please see this article on the [University Library website](#).

If you are unclear about what is permissible, contact your academic advisor or the programme director.

Re-assessment

If you do not achieve an overall mark of 40% or above for the placement year, you will be offered a resit opportunity which will require you to submit a report of up to 5,000 words presenting and reflecting on the professional experience you have gained during the placement year by:

- explaining the job roles you have fulfilled over the entire duration of the placement;
- presenting the projects you have been working on, outcomes of your work, and, where possible, organisational ramifications arising from your placement;
- demonstrating your professional development;
- explaining how you have extended your technical skills, knowledge and competence;
- explaining how effectively you extended your business and management skills, knowledge, and competence;
- reflecting on the experience you have gained through the work undertaken and how this related to your programme of study;
- discussing and reflecting upon the expectations you had before undertaking placement and how has your year compared with those expectations.

Where possible, your report should be mapped to the appropriate learning outcomes for your programme provided in Appendix 3. Please include within your report the elements from your degree programme to-date that have been most helpful in undertaking the placement year and whether the placement year has helped you in your decision for making next year's option course choices, and your career path.

If at resit you achieve a mark of 40% or above for the report, your overall mark for the placement year will be capped at 30%, unless your first sit mark was within the compensation zone (30-39%), in which case, the original mark will stand.

Unauthorised late submission of the report is considered as a non-submission and a mark of zero applied.

Failure to achieve a mark of 40% or above for the report at resit leads to failing the placement year and the transfer to the three-year BSc ITMB programme without Industrial Placement Experience.

Marking criteria

The report will be assessed according to the following criteria:

- how effectively does the report demonstrate professional development of the student;
- how effective is the use of any supporting material or evidence;

- how effectively has the student identified the value added to the organisation through their work;

- how effectively has the student extended their technical skills, knowledge and competence;

- how effectively has the student extended their business and management skills, knowledge, and competence;

- how effectively has the student endeavoured to extend their professional development;

- to what extent has learning about the broader commercial/company environment helped the student to professionally develop their technical skills and professional practices;

- to what extent has the student integrated personal, business, and technical skills and knowledge into a professional attitude;

- how effectively has the student reflected upon both task objectives and achievement throughout the duration of the placement;

- how far has the student used and extended the skills they learned in the first two years of the ITMB programme;

- to what extent has the student effectively related practice (work) to theory (degree knowledge);

- how effectively has the student reflected upon the extent to which the placement year has helped them in their decision for making next year's option course choices, and their career path.

WHILST ON PLACEMENT

Some Quick Details:
During your placement you are expected to:

- ✓ It is vital that you inform us of your address and contact details, especially **your work email address** while you are away. You also need to provide us with the details of your line manager. It is essential that you give us all the details of your placement within 15 working days of you starting your placement.

- ✓ Conduct yourself professionally in all your dealings with your employer and external organisations, remembering that you are a representative of the School and any poor conduct may impact on the School's reputation;

- ✓ Abide by all workplace regulations and practices of your employer, including those related to Health and Safety, absence management and confidentiality;

- ✓ Demonstrate good attendance and punctuality and inform your employer and the School immediately if you are unable to attend work;

- ✓ Dress and behave appropriately for the workplace;

- ✓ Engage with all reasonable opportunities for development during your placement;

- ✓ Continue to check your University email account, responding to all communications from your Placement Team promptly;

- ✓ If you are an international student, ensure you continue to comply with any Student Visa regulations and keep the School up to date with your address and contact details;

- ✓ Notify the Placement Officer of any problems that may prevent successful completion of your placement as soon as possible.

Arrival and starting your placement

The basics: First impression counts! Remember, you only get one chance to make a first impression. You are being judged from your first day, so be focused and professional. Be enthusiastic and ready to get involved in whatever opportunities come your way.

Dress code will vary depending upon the work place, but always dress smartly, at least until you get a feel for whether you can dress more casually. Before the start of your placement, it may be worth to contact your supervisor / HR to ask whether there is a dress code.

Be sure you know exactly where you are going and check buses, timetables, parking etc. Aim to be around ten minutes early on your first day.

Being professional

Punctuality: It is important to be on time every day of your placement and to be on time if you are required to be somewhere particular such as a meeting, a conference call, or at another venue.

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Planning: You may be given lots of dates and meetings to remember. Take ownership of your diary management, make sure to note down any dates / times and locations that you are given and ensure you plan your time in advance to avoid clashes.

Answering the phone: Check if there's a specific script for your company. If not, be sure to say the name of the company, your own name and 'How can I help?' If you find yourself taking a message for a colleague, or dealing with an enquiry for which you need to find out more, always write down the full details of the call, including the name, position and organisation of the caller, their full contact details and why they are calling. Assure the caller that someone will get back to them as soon as possible and ensure the message gets to the right person.

Meetings: Prepare by reading minutes of previous meetings, studying the agenda and any documents to be discussed. In this way, you can identify where you could make a contribution by sharing your experience, asking a question and so on. Don't forget you've been invited to the meeting because you have something to contribute.

During the meeting, be aware of who the key contributors are - these may be people in senior positions or invited guests with specialist knowledge. Take your cue from others in the room as to when is the right time to speak up. If you can't think of anything to say it's fine to make a comment in support of someone else's contribution and put a question to them. For example, *I'm very interested in your proposal, is it something that someone at my level could be involved in?* Don't race off as soon as the meeting has finished. Sometimes, the most useful part of a meeting is at the end when participants chat informally. This can be a great opportunity to speak to someone on a one-to-one basis. For instance, you might let them know you'd like to know more about a project they're working on because it's relevant to your work.

Internet and email at work. Mobile phones: Most of you will have access to the Internet at work, but this is supplied for work use only. You should check whether your employer has a policy on the use of social media. Do not download or pass on any material that is not related to work. Please remember that e-mail is not secure and that any e-mails that you send can be retrieved and read by the employer, even if you have deleted them.

Some employers may have a policy on making personal phone calls during the working day. Be respectful, you should not keep your mobile phone on your desk or answer your phone during meetings.

You and your manager

Remember this is a two-way process, your manager relies on you - as you do on them, so it is worth establishing a healthy, cooperative relationship. This is a real test of your communication skills as you need to keep your manager informed about your work activities and achievements whilst also using your initiative to find things out for yourself, where possible. Try to get a feel for your manager's communication and working style, preferences, strengths and weaknesses as well as what objectives are important to him/her. If you need to ask your manager for more work, do so in advance of completing it, in order to give them some time to plan.

My Placement is Different from What I thought it would be

If you feel that the work you are doing is different from what was stated on the job description, contract or discussed during interview, remember that it may take some time before your employer decides you are ready to take on more complex tasks. For most the first weeks in a role will be focused on assessing your current skills and competencies, allowing you to settle in and become familiar with the company culture, values and processes. If you are concerned, speak with your line manager and seek clarification; it may be that they are not aware of what you are expecting or what has been previously discussed.

I am not enjoying my placement year

Before speaking with your line manager / supervisor or taking action think about the following:

✓ Is it the role in general that you don't like or are the specific aspects that you are struggling with?

✓ Were your expectations of your placement realistic? We would advise that you speak with your manager about how you feel but be prepared to provide realistic suggestions on how to improve your job satisfaction. Remember that most jobs are a mix of interesting, exciting tasks and more mundane administrative or repetitive tasks.

Tackling problems

If you want to discuss concerns or suggest changes, it is important to be tactful and diplomatic. Choose time carefully – do not expect your supervisor to have time to talk to you immediately. Arrange an appointment and be well prepared for the discussion, you can also suggest a potential solution. This shows that you have given thought to the situation, used your initiative and are trying to make their life a little easier!

Clarify in your own mind what you want to get out of the placement and be positive – do not just go along with a list of complaints and criticisms. Remember your expectations or interpretation of the tasks may be different from your supervisor's.

If you make a mistake, don't cover it up or deny all knowledge! Everyone makes mistakes, but you can do some damage limitation by ensuring your manager hears about it from you first.

Actions to take if things do not improve: If things do not improve immediately, be patient. It does take some time to sort things out but try not to let your motivation diminish. If nothing improves despite tactful reminders, the next step is to contact your Placements Officer at the School to talk things through and develop an action plan – if you are unsure how to tackle the situation do this first, rather than upset people by taking inappropriate action.

However, do not expect us to intervene at the outset if you experience problems – you should make the first approach yourself. Remember, no one will know you have problems if you do not raise the matter with your supervisor, and things are often easily resolvable.

Please remember, the School reserves the right to contact line managers any time during placement to request additional feedback on student's performance.

Your wellbeing

If you become unwell whilst on placement, you should follow your employer's process for reporting sickness or absence. This should be outlined in your employment contract. If you are off work for more than ten working days, you are also required to inform the School immediately by emailing to ambs.placements@manchester.ac.uk

If you have any concerns about your mental health, it's important that you reach out and speak with someone, for example your GP. Remember that it is ok to not be ok and you shouldn't be afraid of speaking with your manager about any physical or mental health issues that you are experiencing.

During your placement year you can still use the University's Counselling & Wellbeing services and your employer may also offer counselling support through their Employee Assistance Programme, as part of their wellbeing package.

The life of a student is rather different from the life of an employee: you are now expected to maintain focus and productivity across the duration of the working day and have little say in when and where you complete your work. Transitioning into a placement year does take time and it's completely natural to feel a bit lost with your new routine. If you get the basics right, i.e. eat and sleep well and have a good work/ life balance, you are likely to find the change easier. If you are struggling it might be helpful to speak with a friend or fellow student also doing a placement year and of course you can always reach out to your Placement Coordinator or Academic advisor for support. You can find contact details for the University's Counselling & Wellbeing services and other external support services at the back of this handbook.

Disclosing a disability

If you have a disability, we encourage you to disclose this to your employer if you feel it is relevant to do so and you are comfortable with sharing this information. Once you have disclosed a disability the employer is legally obligated to make reasonable adjustments for you and provide support so that you are not disadvantaged during a recruitment process or once in the job. Students might choose to disclose a disability at several different points, though this may vary depending on the job. Remember that the choice is yours!

- At the application stage (if completing an online application form many companies will ask for this information, but you are not obligated to provide it)
- Before a particular stage in a recruitment process, e.g. interview
- When you receive a job offer
- Once you have started the job

Students with physical or mental health conditions which are not considered to be a disability may also be entitled to reasonable adjustments, examples include:

- Providing a suitable chair for employees with chronic back problems
- Supporting employees with mental health conditions such as anxiety or depression by doing things differently e.g. providing a personal desk space rather than hot-desking

Please do not hesitate to speak with your Placement Coordinator if you have any concerns. You can also receive support from the University's Disability Advisory and Support Service.
Sharing information about your disability (The University of Manchester)

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Changing the employer and leaving the Placement Early

Once your placement has been approved by the School and you have signed the employment contract, you must withdraw all other open applications, including other interviews you may have lined up. Once you have signed the contract, it becomes binding, you will not be able to decline it later, except in a very exceptional circumstances.

Students are expected to complete the full duration of their employment contract. Only under extremely exceptional circumstances, students may be allowed to leave the placement prior to the end date indicated in their contract. Early exits may only be approved if the company is unable to fulfil the full duration of the contract (e.g. if the company is in financial difficulty) or if there are accepted mitigating circumstances that prevent you from completing the full duration of the placement (e.g. significant health issues, financial or family crisis). In both cases, you must inform the School as soon as possible.

Leaving the placement earlier without the School authorisation may result in disciplinary actions taken against the Student.

Misconduct and Poor Performance

In some instances, students may face challenges during their placement year, such as difficulties with performance, misconduct, or even dismissal from their placement. If such situations arise, the placement provider is required to provide supporting evidence and notify the school. This is done to help assess the case against [Regulation XVII Conduct and Discipline of Students](#), and decide on the most appropriate course of action for the student's academic progression on the programme.

As part of this, students may be invited to a School Summary Disciplinary Panel hearing to discuss their situation and determine their progression in line with the programme regulations.

Please be aware that in cases of early contract termination, students may be moved off the Industrial Placement version of the programme subject to an exam board decision, in line with the [programme regulations](#).

RETURNING TO THE UNIVERSITY

Once your placement has ended, take time to think about the return to university and how your learning fits in with academic life and the other units you have studied as part of your degree programme. Your year on placement may well have influenced the direction your final year takes and your view of a future career.

Your placement may have inspired ideas for future careers as well as further study. Take time to update your CV and your LinkedIn profile.

We will also ask you to complete End of Placement feedback form to help our perspective placement students in their search.

Getting a reference

A placement is a great place to get good reviews and recommendations. Collect feedback over email or as recommendations on LinkedIn which will improved your future employability.

Please ensure you collect **P45 form** from HR at the end of your employment.
A P45 is a form that an employer gives to their employee when they leave a job. It's a way of passing tax and payroll information from the old employer to the new employer and the employee for their own tax records.

Final year course choices for 2026/2027

Once the option meetings have taken place the following year, UG Programmes Support Team will send you a copy of the slides along with the final year programme structure. Course unit selection will open up in the summer and will close at the end of teaching week 2 in semester 1 (for full year and semester 1 course units). Although lectures are not capped, seminars can become full early on so you are advised to enrol quickly if you need a specific time slot.

APPENDIX 1: ASSESSMENT AND MARKING CRITERIA

Statement of Placement Aims (10%), 1500 words (+/- 10% word allowance)

Four weeks after the start of your placement you will have to submit a short planning document in which you will:

1. Outline the long-term and short-term aims of the placement as agreed between you and your company supervisor.
2. Describe the kinds of roles you are likely to play within the organisation and the kinds of activities you will be engaged in. Where possible these should be mapped against the appropriate programme learning outcomes provided in Appendix 3.
3. Provide an 'issue resolution' process to deal effectively with personal problems, should they arise.
4. Outline how the placement organisation will provide structured support for the student.

The Statement of Placement Aims needs to be signed by both you and the Company Supervisor. You need to inform your APT immediately if you feel the company are unwilling or unable to assign the kinds of roles and activities that contribute to a substantial number of learning outcomes.

You must achieve a mark of 40% or above for the Statement of Placement Aims in order to continue with the placement year. If you do not achieve 40% or above at the first attempt, you will be required to re-submit the Statement of Placement Aims to your APT within 2 weeks of receiving your feedback. If you achieve 40% or above at the second attempt, your mark for the Statement of Placement Aims will be capped at 30% and you will be allowed to continue with the placement, otherwise you will be required to leave the placement with an immediate effect and transferred to the three-year BSc ITMB programme without Industrial Placement Experience.

A mark penalty will apply in the case of unauthorised late submission of the Statement of Placement Aims at the first attempt. The mark awarded will reduce by 10 marks per 24 hours late. If you achieve 40% or above before the penalty is applied but fail to do so after the penalty is applied, your mark for the Statement of Placement Aims will be capped at 30% and you will be allowed to continue with the placement without re-submission of the Statement of Placement Aims.

If the Statement of Placement Aims is not submitted within 10 calendar days of the deadline at the first attempt, then it is considered as a non-submission and a mark of zero applied. You will be notified of that by the Placement Officer and required to re-submit the Statement of Placement Aims to your APT within 2 weeks of receiving the notification of non-submission.

Unexcused late submission of the Statement of Placement Aims at the second attempt is considered as a non-submission and a mark of zero applied, meaning that you will be required to leave the placement with an immediate effect and transferred to the three-year BSc ITMB programme without Industrial Placement Experience.

Marking criteria

The Statement of Placement Aims is assessed according to the extent to which the placement aims:

- show understanding of the roles and activities;
- are shown to contribute to the development of a professional attitude that integrates the stated learning outcomes;
- are realistic;
- are ambitious.

Career Development Plan Reports x 3 (10% x 3), 2500 words (+/- 10% word allowance)

Assessment

At the start of each work or project cycle you must complete a Career Development Plan to set out your objectives for the cycle period. Each cycle will last for 3 months. Where possible, your Career Development Plan (CDP) Report should be linked to the objectives set out in your Statement of Placement Aims and mapped to the appropriate learning outcome/s for your programme.

The template documents for the Career Development Plan reports are provided at the end of this document.

A mark penalty will apply in the case of unauthorised late submission of a CDP Report. The mark awarded will reduce by 10 marks per 24 hours late. If a CDP Report is not submitted within 10 calendar days of the deadline, then it is considered as a non-submission with a mark of zero applied.

Marking criteria

The CDP reports are assessed according to the following criteria:

- how effectively does the CDP demonstrate enhanced professional development of the student;
- how effective is the use of any supporting material or evidence;
- how effectively has the student extended their technical skills, knowledge and competence;
- how effectively has the student extended their business and management skills, knowledge, and competence;
- how effectively has the student endeavoured to extend their professional development.

Reflective essay (2500 words maximum, 30%, +/- 10% word allowance)

Assessment

You are expected to reflect on the experience you have gained through the work undertaken and how this related to your programme of study.

Drawing on your CDP reports, you should provide a summary of your experience aimed at giving future BSc ITMB students considering industrial placement an insight into your experiences. Discuss and reflect upon the expectations you had before undertaking placement and how has your year compared with those expectations so far?

Please include within your essay the elements from your degree programme to-date that have been most helpful in undertaking the placement year and whether the placement year has helped you in your decision for making next year's option course choices, and your career path. (2500 words)

A mark penalty will apply in the case of unauthorised late submission of the reflective essay. The mark awarded will reduce by 10 marks per 24 hours late. If the reflective essay is not submitted within 10 calendar days of the deadline, then it is considered as a non-submission and a mark of zero applied.

Marking criteria

The reflective essay is assessed according to the extent to which the following criteria are met:

- how effectively has the student reflected upon both task objectives and achievement throughout the duration of the placement;
- how far has the student used and extended the skills they learned in the first two years of the ITMB programme;
- to what extent has the student effectively related practice (work) to theory (degree knowledge);
- how effectively has the student identified the value added to the organisation through their work;
- to what extent has learning about the broader commercial/company environment helped the student to professionally develop their technical skills and professional practices;
- to what extent has the student integrated personal, business, and technical skills and knowledge into a professional attitude.

Industrial Placement Presentation (20%)

Assessment

Students are expected to give a brief presentation — 20 minutes in length — to their Academic Placement Tutor and another academic member of staff on their placement progress. Students should give a brief introduction explaining their job roles they have fulfilled up to that point, identify one interesting or challenging project with organisational ramifications arising from their placement, and discuss that issue in the presentation.

Marking criteria

The Industrial Placement Presentation is assessed according to the following criteria:

Evidence for learning and skills development
- to what extent has the student matched technical solutions to business problems;
- how effectively has the student applied and extended their technical knowledge;
- how effectively has the student applied and extended their business knowledge;
- to what extent have the client/end user/business requirements been identified;
- how effectively have solutions been implemented.

Clarity and Structure
- how effectively has the student evaluated their activities, in terms of clarity and concision;
- to what extent has the student demonstrated effective presentation skills.

Evaluation and Reflection
- how effectively has the student evaluated their personal, technical and business learning;
- how effectively has the student illustrated their role in and contribution to the placement organisation.

Further information
- Presentations will be scheduled online (Teams / Zoom) and the placement officer will be in touch closer to the date to confirm the details.
- Unexcused failure to deliver the scheduled presentation results in the mark of zero awarded for the presentation.
- Students who are unsure of the requirements for the Industrial Placement Presentation should contact their Academic Placement Tutor for guidance on the format of the presentation.

Employer Appraisal (10%)

Assessment and marking criteria

Your employer will be approached directly by AMBS towards the end of your placement period and asked to complete the Employer Appraisal.

The Employer Appraisal is assessed according to the following criteria:

- application of problem investigation skills;
- application of design/technical knowledge;
- problem-solving ability;
- communication skills;
- team working ability;
- reliability and responsibility.

The company will also provide a summary of your achievements and an overall assessment of your performance during the placement.

Assessment results will be submitted to the Board of Examiners, who meet in June prior to the start of the final year.

ASSESSMENT TEMPLATES FOR CDP REPORTS

You will find below 2 templates. The first template is the one you will use to submit your reports and the second is an example template of how you should set your CDP reports out. **Please be advised that the example is very basic and you are advised to refer to the assessment criteria for the CDP reports within the handbook to be aware of what your APT will be looking for when marking your work.**

Career Development Plan report

Student Name:	
Student Number:	
Placement Company:	
Job Title:	
Academic Placement Tutor:	
Company Supervisor:	
Training details:	
Experience Acquisition (tasks and aims):	
Professional Development (skills gained/developed):	
Student Signature:	Date:

Example Report

Name:	*Peter Smith*
Student Number:	*12345678*
Placement Company:	*The Walt Disney Company*
Job Title:	*Junior Business Analyst Intern*
Academic Placement Tutor:	*Ali Owrak*
Company Supervisor:	*Paul Jones*
CDPR No:	*3*

Training details:

Working at Disney and doing day to day tasks and activities now feels extremely natural to me. I have been carrying on with managing the Fusion application, meeting with stakeholders and implementing change into the system. Over the past few months I have grown more confident in changing the way the project works to a way I believe to be more efficient, adopting my own working style and restructuring the project. Up until recently, I was managing the Fusion project in the way I was initially taught and although that worked, I believed there were areas that could be improved. I have now really started implementing university learnings such as use case diagrams as well as process mapping when it comes to carrying out my analysis and system improvement, which is a key learning outcome of my course (LB04). These skills from university along with the other training courses I have continued to enrol myself on here at the company have allowed me to really excel in my day to day work over the past few months, giving me the ability to develop my own strategy and way of working. For example, at the start of April I set out a 12-month system improvement cycle working with the business stakeholders. Here we have set out timelines and what we want to achieve by the end of the 12 months. This is something I shall hand over to my replacement in July. However, one downside to applying my university learnings is that my team and others I work with do not understand the diagrams/methodologies to the same depth as I do. This means that I have to take time out of the project to teach and take them through these learnings. It was important for me that I did not further confuse individuals, which was a possibility and would have had the adverse effects. However, after careful explanation and guidance everyone got to grips and soon started to see the positive impact these were having. I have learnt that teaching and guiding others is a massive part of being an affective project manager.

Along with the steady progress on the Fusion application I have been managing, I have also had some experience with other projects over the past few months. I have been heavily involved in the 21st Century Fox acquisition into Disney from an IT systems perspective. I helped co-ordinate the development and implementation of all 21st Century properties into Fusion. This project was on a larger scale compared to the day to day Fusion developments I was used to. I did encounter struggles along the way, for example I initially felt slightly overwhelmed with the scale of the project as I was dealing with more stakeholders and more developers than I had before therefore I did feel the pressure. However, after speaking to my team and taking advice on how I can deal with a new project like this, I soon overcame these issues. I now realise that it really is better to speak and communicate properly with those in my team who are more experienced and have dealt with these stakeholders for much longer. I also realise this goes towards Learning Outcome LI05 of my course, which looks at dealing with setbacks and turning them into a positive. Asking for help and taking advice from others really increased my confidence, allowing me to work with stakeholders effectively. In the end, the 21st Century Fox project was a massive success and I aim to take what I have learnt and apply this to future projects.

Another big part of my time at Disney over the past few months has been my involvement in the intern recruitment process for my successor. My manager believed this would be a good development opportunity for me, as it allowed me to really see how large companies fill a professional IT role, as well as what a strong candidate really looks like. This experience was invaluable to me, as soon I will be looking for a graduate position after my time at University has finished, therefore it was great to see the other side of the process. Looking back, perhaps I could have asked more questions at the time and really taken advantage of the position I was in. I now realise I should have perhaps asked my manager if I could sit in on interviews, or gone through more of the CVs with her for example. Although, at the

time this was a completely new experience for me therefore I did not want to get too involved and seem overpowering in any way. Overall, I still think the whole experience was extremely valuable to me and my future development.

Experience Acquisition (tasks and aims):

The aim of this final project cycle is to really make the most of my final few months at the company. Yes, I have learnt a lot so far, however I believe there are many other opportunities I can take advantage of and learn from before my time here is up. I aim to accomplish the following tasks and aims before my time at The Walt Disney Company has finished:

- *Maintain the high standard of work I have carried out throughout the year so far. I have had lots of positive feedback on how I've worked so far this year, and as I reach my final few months I want to really keep up this good work. I aim to leave the applications and projects I have been involved in in a better state than when I first joined the company, thus leaving my positive impact on the organisation.*
- *Spending time with other areas of IT within the company. At the moment I work within Consumer Products IT, however there are IT teams in other business sectors e.g. Disney Stores, Studios, Media Networks etc. Each of these areas will utilise IT in different ways and work with completely different sets of stakeholders, so whilst I have the chance I think it would be a good idea to shadow these teams and see how they work. This will hopefully allow me to build upon LT01, as each of these teams will utilise varying and unique software. How is the software they use different to the software I have been using/maintaining? Are there elements of that software I can look at incorporating into the Fusion application? I believe this could be a massive development opportunity for me.*
- *Network with as many people as I can within the company before I leave. I think it would be great to stay in contact with individuals at the company, perhaps on a platform such as LinkedIn, as this would be beneficial for my professional career going forward. I am sure having contacts and knowing people in a variety of different sectors will come in useful in the future, no matter where my career takes me.*
- *Enrol myself onto as many additional training courses as possible. So far this year I have taken part in a variety of different courses and training programs that I have found very beneficial, so whilst I have access to these I am going to enrol on some more and take advantage of this opportunity. Yes, I am heading back to university in a couple of months where I will finish my degree, however I believe the training and learning I do here at Disney is still beneficial, and I am sure I can carry over what I learn here to whatever I do professionally in the future.*
- *Give careful consideration to potential dissertation subjects. I think this year provides a great opportunity for me to really apply my learnings to my dissertation next year. I want to perhaps speak to some employees working at Disney who were former interns and ask whether the company/their experiences as an intern helped them write their dissertation. How did they use their time at Disney to prep for their dissertation? Which areas of my experience this year can I expand upon and analyse further? I believe this aim also links with enrolling on additional training courses. For example, there's a 'Creative Thinking' course available that may help me when it comes to choosing an area to investigate in my final year at university. Although, when evaluating potential dissertation titles/subjects, I do not want to base them entirely on Disney. LI08 states 'be able to manage their own course and lifelong learning' which means I need to be thinking of the bigger picture, and how this is the start of my 'lifelong' journey. This means yes I can use what I have learnt at the company to evaluate my ideas, however I do not think it is a good idea to focus on just one company therefore limiting my analysis potential.*

Professional Development (skills gained/developed):

This final project cycle is going to focus on what impact I leave on the applications/projects I have worked on, as well as how I will plan for my next year ahead at university. This year has changed my working style and how I go about working on projects, therefore I aim to utilise these new skills next year.

In more detail, my development will include:

- *Growing in confidence, and pushing for change within the system(s) I am responsible for. I am now confident that I can effectively manage and have a positive impact on the Fusion application. Managing this system has developed my ability to lead projects, and work with others towards implementing change that increases efficiency within the business therefore going towards the development of LP03 of my course Learning Outcomes. However, review meetings are something I have yet to fully implement into the Fusion Project. These should help me in keeping my developers on track, as well as motivating them and the rest of the team. Relationships and*

dynamics between individuals play a huge part in a project, therefore utilising review meetings effectively is definitely something I aim to focus on going forward.

- *Developing a strong knowledge base of not just how my role/team works within the company, but also how other IT teams and projects impact their company sectors. I will develop a well-rounded outlook on the IT industry as a whole before this year ends. As stated previously, I believe spending time with as many technology professionals within the company as I can will help me achieve this. I also think this will help me in developing a strong basis for my dissertation next year. The more varied and broad my knowledge is on the industry, the more balanced and detailed my analysis will be when writing my dissertation.*

- *Maintaining and developing my work ethic. I believe I have become more disciplined when it comes to my work ethic and punctuality, therefore I want to maintain this next year. I believe structuring my work/social time has been key this year, placing a focus on my work and prioritising deadlines effectively, but also planning personal and social time for myself too. However, at University, I am aware there are more distractions around me and I am not in a constant professional environment. Perhaps I will have to come up with new ways of ensuring I stay motivated and focussed, although I think this year I have developed a strong foundation for this. I know my final year is going to be very busy, so I am going to start planning early how I want to hit the ground running and start the year as I mean to go on.*

- *Developing my ability to take constructive criticism and build upon it to better myself. Up until recently, I have taken great pride in my work which would sometimes result in me taking criticism personally. However, I have started to learn that criticism, if given in a constructive and supportive manner, only serves as a way of improving and developing the way I work. Yes, I have received helpful criticism in the past, however I have now also been on the other end and have been able to give constructive advice in a professional environment myself. This was mainly within the Fox project, where offshore testing teams would put together testing documentation. Although not always 100% to the correct format, we offered constructive criticism to help motivate and build upon their way of working. This has given me a new appreciation for criticism, and I now feel as though I welcome it as it only betters my way of working. Going forward, this will be particularly useful within my final year, as I am sure writing my dissertation will involve others giving criticism and advice on where I can make improvements. This too is a major part of my course learnings, highlighted in LI06, therefore I shall continue to place a focus on it going forward.*

Overall, these next few months are all about setting myself up for next year, giving myself the best opportunity to make the most of my final year of study. However, it is also a time to start reflecting. What have I learnt so far? And what do I want to achieve before my time at the company is done? I believe my time at the company has been successful, as I have received plenty of positive feedback. On the other hand, I aim to get as much advice and constructive criticism from my team as possible. I am sure there are many ways in which they believe I can still develop and better myself, therefore going forward I aim to sit down with them and focus on this. It may also be a good idea to do a similar exercise with some of the stakeholders I have been working with. What would they have liked me to do better? Stakeholders and my team will have entirely different perspectives on the way I work, therefore I am sure feedback from both groups would be valuable.

I have learnt so much at Disney, however I now really need to start applying what I have learnt back to university. Previously, it was about applying what I learnt at university so far to my work here, however it's soon becoming the other way around. I am continuing to develop into a hard working technology professional, and I look forward to maintaining this professionalism back at AMBS.

Student Signature:	Date:

The CDP reports provide you with the opportunity to exhibit the elements that demonstrate the progress made throughout your industrial placement. It is an opportunity to report and evidence your approach to the placement and the ways in which you have attempted to enhance your professional development.

APPENDIX 3

LEARNING OUTCOMES OF THE BSC ITMB SPECIALISM DEGREE PROGRAMME

Business	
LB01	Have demonstrated that they have mastered basic business disciplines, ethics and courtesies, demonstrating timeliness, focus when faced with distractions, and ability to complete tasks to a deadline with high quality.
LB02	Have demonstrated a mastery of basic business functions, organisational structures and their impact in different sectors, including an international dimension, with a sound understanding of contemporary business working practices.
LB03	Be able to take apart non-obvious business problems, structure the problem, collect relevant information, consider options and make recommendations.
LB04	Be able to use basic predictive modelling techniques and system thinking to predict future performance and propose system improvements.
LB05	Be able to sell a moderately complex technology-oriented solution demonstrating understanding of business need, using open questions, and summarising skills, and demonstrating basic negotiating skills.
LB06	Have gained and demonstrated competence in business and data analysis.
Technology	
LT01	Have demonstrated a good understanding of system architecture.
LT02	Gain and be able to demonstrate competence up to Level 3 (APPLY) of the SFIA framework in Database design (DBDS) and Data Analysis (DTAN).
LT03	Gain and be able to demonstrate competence up to Level 3 (APPLY) of the SFIA framework in Programming/Software Development (PROG) and Systems Design (DESN).
LT04	Have demonstrated the ability to collaborate with other people using groupware systems.
LT05	Gain understanding of Management and the way it interacts with IT.
LT06	Be aware of how to roll out a system in a customer friendly way, gaining and demonstrating competence up to Level 3 (APPLY) of the SFIA framework in Usability Requirements Analysis (UNAN).
LT07	Be aware of applying HCI, UX design and ergonomic issues in system design.
LT08	Have acquired technology competence to apply data analysis and statistical techniques to discover new relations and deliver insights to a business problem.
Personal and Inter-personal	
LI01	Be able to make concise, engaging and well-structured presentations, arguments, and explanations of varying lengths, with or without various media, always considering audience viewpoint.
LI02	Understand their personal preferences, styles, strengths and weaknesses and be able to demonstrate how they use this knowledge to more effectively complete challenging business assignments.

LI03	Understand how to gain insight into the preferences, motivations, strengths and weaknesses of other people and demonstrate how they use these insights to work more effectively with others in team situations; motivate others to work more effectively in group situations.
LI04	Be competent in influencing and persuading others constructively, understanding the implications of defensive behaviour and personal strategies to overcome it; demonstrating knowledge of the taught techniques and the ability to use them effectively in realistic situations.
LI05	Have learnt how to deal with setbacks, misfortunes and hiatuses in ways that strengthen their positive attitude, and develop their self-reliance and ability to self-start on their own initiative.
LI06	Be able to give and receive direct feedback constructively; demonstrate how they incorporate it into learning and future action.
LI07	Be fluent written and verbal communicators, able to articulate complex issues, considering the audience viewpoint and have demonstrated competence in this.
LI08	Be able to manage their own course and lifelong learning.
LI09	Be able to conduct effective research, using literature and other media, into IT and business-related topics.
Project	
LP01	Be able to construct a project plan for a multi-threaded project, and demonstrate that they can manage a risk register and lead a project review meeting.
LP02	Understand different approaches for managing projects in an IT environment.
LP03	Be able to manage a small project, including the rescheduling for deviations and handling review meetings.
LP04	Understand issues of quality, cost and time concerned with project implementation, including contractual obligations and resource constraints.
LP05	Ensure that realistic project plans are maintained and ensure regular and accurate communication to stakeholders.
LP06	Be able to adopt appropriate project management methods and tools whether predictive (plan-driven) approaches or adaptive (iterative/agile) approaches to a project.

USEFUL CONTACTS

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Staff details can be found **here**

The Student Services Centre
ssc@manchester.ac.uk

Careers Service

If you are an Alliance MBS student on placement abroad and you are faced with an emergency, please contact the University's 24 hour emergency helpline:

+44 161 275 2728