Faculty of Humanities

Guidelines on approval of student placements

These guidelines are for those intending to introduce a new programme to include a

placement, or amend an existing programme to include a placement, whether optional or

compulsory, within the UK or overseas.

The Teaching & Learning Support Office has produced some ‘[Principles and Procedures for student placements on taught programmes](http://documents.manchester.ac.uk/display.aspx?DocID=10454)’ which should be followed for existing and new placements. However, these Faculty guidelines set out items for consideration for those setting up a new placement, information on which should be included within the documentation provided for a new or amended programme, as outlined below.

The University’s Guidance states that placements may fall into one of the following four

main categories:

• **Academic**: a period of study at a university or comparable institution

• **Work**: a period including industrial/professional experience, language

assistantship, or teaching practice. Either relevant to a student’s programme

or for them to explore sectors outside their academic discipline(s)

• **Research**: a project performed in a laboratory or equivalent

• **Clinical:** work-related learning in a clinical setting, including optional (elective)

periods

Your school assigned Teaching and Learning Officer can provide further advice about your proposal and the level of documentation which is required. The following information provides a general indication of the process:

**1. Where a placement is part of a new programme of study**

Where the intention is to introduce a new programme with a placement element, the

procedures for the proposal of a new programme should be followed as normal. However,

under the relevant section on the NPP form (Placement Learning / Study Abroad) should include consideration of the items listed under section 3 below.

**2. Where a placement is added to an existing programme or pathway**

The introduction of a placement is considered a **major amendment** to elements of teaching,

learning and/or assessment, and so requires approval by both School and Faculty.

If the placement is to be introduced as a new pathway within the programme (e,g. ‘Subject X

with International Study’), then the pathway will also have slightly different learning

outcomes to the existing programme.

The addition of a pathway would fall under the [Humanities Major Amendment Framework](https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=68705) so the process and procedures of the framework should be followed. The school assigned Teaching and Learning Officer can provide further information.

Paperwork required:

The following should also be submitted with the amendment form:

* Programme Amendment Form
* Revised programme specification, outlining any revisions to the programme’s aims
* and learning outcomes, with ‘changes tracked’;
* List of placement providers (if available or evidence of who they will be) including approval from the International Office for overseas placements and evidence of conversations with careers.
* Unit Specification for the placement (detailing ILOs, assessment methods, credit
* rating etc).
* UG or PGT Marketing form (as applicable)
* Financial model or revised programme costings, where additional costs are incurred

by the addition of a placement (there may be income implications for a School adding a year-long placement to a three year programme extending the duration of a programme to four years, as each FTE will be spread more thinly)

Your Teaching and Learning Officer can provide further advice about the level of documentation which is necessary for your proposal.

**3. Items for consideration**

Along with the general rationale for the new programme or amendment, the amendment

form or NPP1 submitted for a programme including a placement should include

consideration of the following questions:

General

• The type (academic / work / research / clinical, home or overseas etc.) and duration

of the placement;

• Whether the placement is optional or compulsory, and, where appropriate,

arrangements for application or allocation of placements between students (to

ensure that all those students who want a placement can get one);

• Expected additional numbers where the placement is a new part of an existing

programme, and, where applicable, how the numbers are spread over four rather

than three years and the financial impact;

• Whether the placement should be reflected as part of the programme award (e.g.

‘with Industrial Experience / Study Abroad’), and whether a different plan code is

required for these students.

Student Support & administration

• Support and contact arrangements for students before, during and after the

placement, including confirmation that a Placement Organiser has been selected or

will be in place before the placements begin (in accordance with the University’s

‘Principles and Procedures….’ referred to above);

• Arrangements for preparing students prior to commencing the placement;

• Mechanisms to aid students on Tier 4 visas who wish to undertake a placement;

• Mechanisms to aid students applying for funding if undertaking a placement;

• Arrangements for ensuring contact with students while they are on the placement;

from the perspective of both the University and the placement provider;

• Arrangements for inducting students back into their programme on their return to

Manchester and ensuring that they receive the necessary information for continuing

their studies prior to their return;

• Arrangements for students affected by a disability;

• Confirmation that the parties e.g. School, Placement Provider and Placement Organiser will be able to discharge their duties as outlined in the University’s

‘Principles and Guidance….’ referred to above.

Teaching & Learning

• How the placement is integrated into the curriculum, and how it enhances the

overall learning experience;

• Methods by which the placement providers have been selected, along with a list of

placement providers. If the placement is to involve study abroad, the Study Abroad

Unit should be contacted for advice at the development stage.

• Assessment arrangements.

• Progression arrangements, e.g. whether the placement and its assessment

contributes to the final degree classification; arrangements for students who do not

or cannot complete the placement;

• Arrangements for collecting feedback from students and Placement Providers on the

placement experience;

• If the placement takes place overseas, confirmation that students and destinations

will be logged on the “External Study” page on Campus Solutions, to enable

retrospective reporting to the University’s insurers.

**4. Good Practice**

• Schools should consult with the Careers Service in the first instance to discuss what

support/placement is available to them.

• Schools should consider setting up a Blackboard space for student support while

they are on placement (also peer support), incorporating discussion boards, FAQs,

materials and guidance for assessment, communications to prepare them for their

return, etc.

• Creation of a Placement Handbook containing appropriate procedures, contact

details, responsibilities of the School and student, checklists, FAQs etc.

• Schools should consider introducing a dedicated PSS support person to manage all

placement activity

• Schools should have a system whereby the PSS Support/ Placement Organiser /

Academic Adviser initiates fortnightly contact with those students on placement

who have not been in touch with the School via other means in the interim period.