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| |  |  |  |  | | --- | --- | --- | --- | |  | | CU_logo | | | **Guidelines for Academic Placement Supervisors 2017/18**  **Faculty of Health and Life Sciences** | | | | |  | |  | | | **Version:** | **V4.0** | | | **Author:** | **Karen Quinn** | | | **Designation:** | **Head of Employability Support, HLS** | | | **Contact Details** | **HLS Employability Support**  **Charles Ward, Room G32**  **Priory Street, Coventry, CV1 5FB**  **Tel: + (44) 24 77 656 656**  **Internal Tel: 656 656**  **Email: k.quinn@coventry.ac.uk**  **Email:** [**employability.hls@coventry.ac.uk**](mailto:employability.hls@coventry.ac.uk) | | | **Target Audience:** | **Coventry University staff in contact with students undertaking sandwich placements within the Faculty of health and Life Sciences.** | | | **Review Date:** | **July, 2018** | | |

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**Terminology…** 

* **SWOUT** – Sandwich Placement Year Out (in a professional/ work setting mostly UK-based). Forms part of the degree and appears on the transcript.
* **EST** – Employability Support Team, née EST (Employability & Placement Unit), part of the Faculty of Health & Life Sciences, based in Charles Ward G32
* **Employability and Placement Advisors** – colleagues working in the Employability Support Team who supports student placement
* **Placement Host or Provider** – organisation providing the placement opportunity, mostly external but can be part of Coventry University Group
* **Company Supervisor or Placement Provider** – the student’s supervisor in the organisation providing the placement opportunity
* **Academic Placement Supervisors** –academic colleagues with responsibility for supervising students completing a SWOUT
* **Protected Characteristics** –The UK Equality Act 2010, protects individuals with Protected Characteristics from discrimination in the workplace.Disability is one 9 protected characteristics. Disability also takes account of long-term health conditions affecting a person’s physical or mental health, which may have a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

Quick Reference

* Student complaints about the placement or placement provider, should be discussed with the APS first. If after discussion, and/or meeting, the complaint can't be resolved, then the APS would refer the student to the University’s General Regulations - Students Complaints Procedure:

<http://www.coventry.ac.uk/Documents/Registry/Regulations%20Academic/2017-18/General-Regulations/FINAL-Appendix-10A-Student-complaint-procedure-2017.pdf>

* Concerns about student wellbeing should be raised via appropriate channels with Student Services, Health and Wellbeing Team and Course Directors: <https://share.coventry.ac.uk/staff/ps/ss/Pages/home.aspx>

* Concerns about student progression and coursework should be raised with Placement Module Leader or Registry
* In rare instances where a placement is terminated, Employability Support will endeavor to place the student in another, suitable opportunity, however, this cannot be guaranteed.
* Please feedback concerns about the quality of a placement opportunity or placement provider to the Head of Employability Support, Karen Quinn (details above).

**Introduction**

First of all, thank you for becoming an Academic Placement Supervisor (APS) for students who are taking a sandwich placement year out (SWOUT), in a professional work setting during 2017/18. We hope you find this guide useful. You can contact the author, Karen Quinn, Head of Employability Support, on Tel: 024 77 656 656 or E: [k.quinn@coventry.ac.uk](mailto:k.quinn@coventry.ac.uk), with feedback and comments any time – we welcome colleagues suggestions.

The Employability Support Unit, formerly called EST, manages UK-based SWOUTs for the Faculty Please note, Centre of Global Engagement (CGE), based in the Student Centre, manages the Erasmus Placement Year of study or work in the EU and issues separate guidelines.

It goes without saying, the year-long placement is a valuable opportunity for student personal and professional development; important facets of employability that most employers seek recent evidence of during graduate recruitment. Further, the year-long placement enables the student to explore career interests and develop their professional network, equally important facets of student employability.

Employability Support has responsibility for many aspects leading to the successful placement of students. This can include employer engagement and account management, promoting opportunities, supporting student applications, arranging interviews and negotiating placement offers. Employability Support will meet with the student preparing for placement, and follow quality assurance processes including: student risk assessment, employer’s health and safety checks, information about Faculty support with Disclosure and Barring Service (DBS) checks, encouraging students to disclose disability to placement provider and apply for the £500 NHE UK Placement Support Grant, if eligible. Additionally, for BSc (Hons) Applied Biomedical Science, Employability Support will brief the student about their responsibilities for attending immunisation and occupational health checks before commencing clinical portfolio placement.

Employability Support manages student placements until the start date, when responsibility transfers to the APS. Please note, placements may start at any point from the end of Semester 2 in Level 2 to the start of Semester 2 in Level 3 the following year.

**Sandwich Placement Management System**

As soon as the student notifies Employability Support they have a placement offer, details are recorded in the SharePoint site called HLS SWOUTs 17/18, located at:

<https://share.coventry.ac.uk/staff/fc/hls/Lists/HLS%20Students%20SWOUTs%201718/AllItems.aspx>

Employability Support will then notify the student’s Academic Placement Lead to review and approve the placement role. Course Administrators have access to the SharePoint site, to discuss student progression at PAB and the University Tier 4 team also has access. As an APS you too should be able to view this site. If you can’t, please email Karen Quinn [aa0026@coventry.ac.uk](mailto:aa0026@coventry.ac.uk) or phone 024 7765 8347.

**Why do students need supervision?**

Once placement commences, it is good practice to periodically make contact with the student to review their progress and assist them to understand and reflect upon their professional development. This may also be the student’s first professional experience in the workplace and the first time they observe the application of theory into practice and interact with professionals, customers, patients, service users and suppliers in their chosen field.

Some students may struggle initially with making the transition from University to professional environment. Understanding organisational cultures, working norms and practices, in additional to learning new skills to fulfil their role and responsibilities, may be challenging for some students. Some students will especially benefit from supervisory support early on.

Sometimes students’ expectations about their role and level of responsibilities may not concur with those of the placement provider. Further, if the student is experiencing difficulties in their personal life or has a disability or health condition, a little extra supervisory support from University may be needed. Although Employability Support advocates and supports student disclosure of disability to the placement provider, some students chose not to disclose. Because of this, students may struggle unnecessarily. If the student discloses to you, but has not informed the placement provider, please encourage disclosure. See Appendix 3 for supporting material to support disclosure.

**How and when to record supervision?**

Supervision should commence once the placement starts, by way of an introductory email or telephone conversation. Contacting the student at their placement is most effective. Relying solely on emailing the student’s University email account is not recommended by Employability Support. Many students on placement do not read University email.

See Appendix 4 for the list of SWOUTS 17/18 and student mobile phone numbers, and for full SWOUT details visit <https://share.coventry.ac.uk/staff/fc/hls/Lists/HLS%20Students%20SWOUTs%201718/AllItems.aspx>

Once contact is established with the student, we recommend at least one site visit to the student, at around two months after the placement starts. If this is not practical, this could be undertaken via telephone or Skype, for students that are placed further afield.

In view of the Faculty’s diverse courses and many excellent practices, we provide example proformas – see **Visit 1 and Visit 2 Forms**, should you seek documentation to record your visit(s). In order for you to arrive at a reasonable judgement about each student placement, it is highly-advisable to also gather information from the employer who is supervising the student, referred to as the ‘company supervisor’ in the Visit Forms.

During supervision, if you have genuine cause for concern, it is very important you notify Employability Support (Karen Quinn, Head of Employability Support [k.quinn@coventry.ac.uk](mailto:k.quinn@coventry.ac.uk) Ext 658347.) This will support quality assurance of placements and central placement record keeping. Please see Quick Reference on Page 2 for other sources of University support with placement queries and problems.

**Making the most of your contact with placement providers**

Meeting with the placement provider is very worthwhile and could easily be arranged to coincide with the student visit. This is something the student could arrange for you. Not only is this part of a robust approach to quality assurance, visiting employers may augment your professional network and enhance your knowledge. The employer may be interested in being a guest lecturer and meeting more of your students. Some student placements are also leading to research and journal outputs, and other types of employer collaboration that may be of interest to you. Making a visit to employer’s premises is a great opportunity to sow the seeds for future collaboration with industry partners.

**Student Complaints**

Sometimes students want to make a complaint about the placement. Wherever possible, the APS should discuss this with the student first, to find out what the issues are and take any appropriate action in relation to the complaint. If necessary, liaising with the employer.

Any discussions or actions relating to the student complaint, should be recorded by the APS. An email is sufficient. The APS should inform Karen Quinn in Employability Support.

If after discussion or meeting/s the complaint can't be resolved, then the APS would refer the student to the General Regulations - Students Complaints Procedure:

<http://www.coventry.ac.uk/Documents/Registry/Regulations%20Academic/2017-18/General-Regulations/FINAL-Appendix-10A-Student-complaint-procedure-2017.pdf>

Additionally, HLS has a Policy for Students on Placement to Escalate Concerns and relates to whistleblowing in health and social care settings. (2017, HLS Student Portal).

**Further help and Contacts in Employability Support**

Please contact Employability Support if you would like to discuss this, or need further assistance. In rare instances where a student placement ends early or is terminated, Employability Support will endeavor to support the student to find an alternate opportunity however, this cannot be guaranteed.

**Employability Staff Contact Details**

|  |  |
| --- | --- |
| **Employability & Placement Advisor** | **Courses Supported** |
| **Mark Adams**  **Ext: 658373** | Students of the School of Life Sciences :-  BSc Analytical Chemistry and Forensic Science  BSc Biological and Forensic Sciences  BSc Biomedical Science  BSc Human Biosciences  BSc Medical and Pharmacological Sciences  BSc Environmental Health |
| **Kelly Smith**  **Ext: 658584** | Students of the School of Life Sciences :-  BSc Exercise Nutrition and Health  BSc Sport and Exercise Sciences  BSc Sports Therapy  BSc Food and Nutrition |
| **Harpaul Dhindsa**  **Ext: 658683** | Students of the School of Psychology, Social and Behavioral Sciences  BSc Psychology (single and joint-hons)  BA Applied Community and Social Studies  BA Child and Youth Studies |
| **Bodrun Nahar**  **Ext: 658578** | Students of the School of Psychology, Social and Behavioral Sciences  BSc Forensic Investigative Studies  BA Criminology (single and joint-hons) |
| **Kaye Pottinger**  **Administrative Support**  **Ext: 656 6565** | Kaye handles general enquires and liaises with placement providers to monitor Tier 4 Student Attendance & Engagement on Placement.  She also has responsibilities for administrating the No Hidden Extras UK Placement Grant of £500, progressing outstanding health and safety forms with the placement provider and maintaining the Placement SharePoint site. |
| **For General Enquiries:** | HLS Futures, Employability Support  Tel: + (44) 24 77 656 656 Internal Tel: 656 656  E: employability.hls@coventry.ac.uk  Charles Ward, Room G32 ,Priory Street ,Coventry ,CV1 5FB |

How Does Coventry University Monitor Tier 4 Students on Placement?

**Monitoring Attendance – Employability Support Staff Responsibilities**

As it is not practical for Tier 4 students to check-in on campus, Employability Support will contact placement providers’ once a fortnight to monitor student attendance. This is currently undertaken by Kaye Pottinger.

At the end of the guide, we include a copy of the email correspondence Employability Support sends to the placement provider. The University has legal obligations in meeting UK VI requirements for Tier 4 students, this is why we monitor attendance and patterns of unauthorised absence.

Employability Support retain emails and written communications with employers relating to this process. This information is shared with Course Administration ([registryenq.hls@coventry.ac.uk](mailto:registryenq.hls@coventry.ac.uk)) and uploaded to the student record via File Stream. Employability Support will also copy the Module Leader and APS, so they too are aware of attendance gaps and any unauthorised absences before visiting students and placement providers.

**Monitoring Meaningful Engagement – Academic Responsibilities**

Tier 4 students must demonstrate regular and meaningful academic-engagement with the University, throughout their SWOUT. This must be recorded for UK VI.

Employability Support will notify the Module Leader and Academic Placement Supervisor that they have a Tier 4 student, as these staff will have responsibility for overseeing the Tier 4 student’s engagement throughout the SWOUT. The following process is agreed and must be followed:-

1. Once the placement commences, every fortnight, the ML/APS must forward an evidentiary email with the subject:  
    ‘Record of Tier 4 Student Engagement on Sandwich Placement’ to Course Admin ([registryenq.hls@coventry](mailto:registryenq.hls@coventry)),and Karen Quinn ([aa0026@coventry.ac.uk](mailto:aa0026@coventry.ac.uk)) to provide the necessary evidence of Tier 4 student engagement.
2. For audit purposes, Registry will upload emails to the student record via File Stream.
3. The fortnightly email must include one of the following, or similar, types of evidence to demonstrate student engagement:-
   * + 1. An email from the student to you, reflecting on their learning and development, activities and duties, during the previous fortnight. Ideally, this will be linked in some way to the learning outcomes for the placement module.

                                                    OR

* + - 1. A screen grab from Mahara or a student blog, to show that the student has recorded their thoughts/reflections on their learning and development in the previous fortnight. If you are new to Mahara, please follow this link to watch the embedded film.



OR

* + - 1. A copy of a learning log or short report produced by the student and shared with you that shows their thoughts/reflections on their learning and development in the previous fortnight

**In the Appendix we provide useful material about reflective writing.**

* + - 1. The Tier 4 Team has confirmed that a one line email from the student to you, saying they are fine is not evidence of meaningful engagement. Academic colleagues will recognize whether or not there is meaningful student engagement.
      2. Employability Support maintains a central spreadsheet to record Tier 4 engagement and attendance. Contact Employability Support- Employability Administrator, Kaye Pottinger, [ab4210@coventry.ac.uk](mailto:ab4210@coventry.ac.uk) - for a copy to view the fortnightly deadlines. If you forget to email by the deadline, Kaye will remind you. If you do not respond to Kaye, the Tier 4 Team will flag the student as not engaging and take further action.
      3. If the student does not engage, so makes no effort to record their thoughts and reflections on their placement experience, this could become a serious matter beyond the control of the University. If you have concerns about student engagement, at the earliest opportunity raise this with Kaye Pottinger ( [ab4210@coventry.ac.uk](mailto:ab4210@coventry.ac.uk)) and Course Admin ([registryenq.hls@coventry](mailto:registryenq.hls@coventry) ).

**Academic Placement Supervisor’s Visit 1, 2017/18**

**Faculty of Health and Life Sciences**

This form may provide a useful framework for approaching the first visit. Please complete and retain. If there are any major problems with the student or the placement then please indicate this on the form and follow the guidelines above, P5 to P6.

|  |  |
| --- | --- |
| **Placement Visit Record 1**  **Name of Student:**  **Student’s Contact Details:**  **Name of Academic Placement Supervisor:**  **Name of Company Supervisor:**  **Company Supervisor Contact Details:**  **Date of Visit 1:** | |
| **Brief description of the student’s current duties** |  |
| **How does student perceive their performance, progression and the quality of the placement?**  **You can ask the student:-**  **Is there too much routine work? Are you given your own projects**  **Are you given enough responsibility?**  **Are you given enough supervision**  **Are your skills fully used?** |  |
| **Is the student generally satisfied with the placement?**  **If not, have they discussed this with the Company Supervisor?** | Highly satisfied / Satisfied / Not satisfied  (if not satisfactory, please record student comments)  Yes/No |
| **Any notes about student’s comments or problems** | **We recommend the APS record their observations about the student placement and discuss this with the placement host** |
| **Professional content of opportunity?** | **Indicate below as appropriate, add comments if necessary**  High / Satisfactory / Low / None |
| **Potential to satisfy Learning Outcomes?** | High/ Satisfactory / Low / None |
| **Is the management framework clearly defined?** | **Indicate below as appropriate, add comments if necessary**  Well defined - clear reporting lines/ Loosely defined but adequate/  Not well defined |
| **Is there an induction?**  **Is there any formal training?** | Yes / No  Details  Yes/No  Details:  **N.B. In Appendix see useful Induction Checklist to assist with recoding student induction/training needs.** |
| **Is help / expertise available from colleagues?** | Yes / No  Comments |
| **Are there any risks of concern?** | Yes / No  Details: (personal risks that may affect the student, such as health and safety, safeguarding issues, lack of training, insufficient supervision or risks to the placement such as restructuring/mergers/acquisitions/insolvency. |

|  |  |
| --- | --- |
| **Is the company supervisor satisfied with the student’s performance, attendance/ punctuality and general attitude?** | Highly satisfied / Satisfied / Not satisfied  **N.B. Employability Support contacts the supervisor and records Tier 4 student attendance** |
| **Notes about the company supervisor’s comments:** |  |
| **Discussion of Evidentiary Portfolio and/or reflective log**  **(relating to 40 credit module)** | **With student: Yes / No**  **With supervisor: Yes / No** |
| **Academic Placement Supervisor’s assessment of placement** | Highly satisfactory / Satisfactory / Not satisfactory |
| **Any agreed objectives as a result of visit:**  **Academic Placement Supervisor Signature** | **Company Supervisor will:**  **Student will:**  **Academic Placement Supervisor will:** |

**Academic Placement Supervisor’s Visit 2, 2017/18**

**Faculty of Health and Life Sciences**

This form may provide a useful framework for approaching the second visit, if this is required. Please complete and retain. If there are any major problems with the student or the placement then please indicate this on the form and follow the guidelines above, , P5 to P6.

|  |  |
| --- | --- |
| **Placement Visit Record 2**  **Name of Student:**  **Student’s Contact Details:**  **Name of Academic Placement Supervisor:**  **Name of Company Supervisor:**  **Company Supervisor Contact Details:**  **Date of Visit 2:** | |
| **Has this visit been omitted?**  **Yes / No** | **The visit may be omitted under the following circumstances (list not exhaustive):**  1. All parties (placement supervisor/student) agree visit 2 not necessary  2. Report on first visit was satisfactory.  3. No relevant actions were raised on first visit report.  4. No substantial alterations in placement since visit 1.  5. Other reason (please state)……………………………………………………….. |
| **Have there been any substantial changes to the placement?**  **e.g. job role, promotion, supervisor, management structure etc.** | Yes / No  (if yes, please give details) |
| **Is the student able to reflect upon their development/progression, since the time of the first visit?**  **Are they indicating how they might do things differently, or not, for example, as a result of reflecting?**  **Are they demonstrating greater self-awareness?** |  |
| **Is the student satisfied with the placement?**  **If not how has the student addressed this? What steps have they taken?** | Highly satisfied / Satisfied / Not satisfied  (if not satisfactory please detail below) |
| **Notes on student comments, please record any problems or issues** |  |
| **How does the student feel they are performing and progressing in their placement?**  **Do you agree with this?** | **Yes / No**  **(if no, please give details)** |
| **Is company supervisor satisfied with the student’s performance?** | Highly satisfied / Satisfied / Not satisfied  (if not satisfied please detail below) |
| **Notes on company supervisor comments** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Placement Supervisor’s assessment of placement** | Highly satisfactory / Satisfactory / Not satisfactory  (if not satisfactory please detail below) | | |
| **Academic Placement Supervisor’s comments** |  | | |
| **Discussion of Evidentiary Portfolio and/or reflective log**  **(relating to 40 credit module)** | With student:  Yes/ No | | With supervisor:  Yes / No |
| **Discussion of possibility of a Final Year Project** | With student: Yes/No | | With supervisor:  Yes / No |
| **Outcomes of any further objectives agreed at Visit 1** | **Company Supervisor comments:**  **Student comments:** | | |
| **If APS believes another visit is required, please record any agreed objectives to review next visit.** | **Student will:** | | |
| **Academic Placement Supervisor’s Signature** | |  | |

**PROFESSIONAL BEHAVIOUR**

**A guide for students’ preparing for placement**

Professional behaviour is usefully summarised as a series of actions deemed acceptable in the workplace. Judgements about professional behaviour can be arrived at dependent on an individual’s: communicative abilities, critical thinking and problem-solving; initiative and accountability and ethical approaches and reflections. Furthermore, nonverbal gestures and demeanour will also influence how other’s perceive an individual’s professional behaviour.

The following guide is intended to help students, who are preparing for placement, of their responsibilities once they commence placement.

N.b. the Faculty of Health and Life Sciences provides many up-to-date student policies and procedures relating to placement, available at: **https://share.coventry.ac.uk/students/HLS/Pages/Polices-and-Procedures.aspx**

**Professional behaviour and conduct**

* Students should make every effort to sustain the University's good name and reputation whilst completing their placement. In particular, you should have consideration for your colleagues and your employer’s clients, service users or customers. As you may also come into contact with your employer’s suppliers and other professionals, it is very important your conduct remains consistently professional - at all times.
* A student who fails to maintain a reasonable standard of behaviour (deemed by the placement provider according to their disciplinary policy and process), or who compromises their own safety, or the safety of others, may be dismissed from their placement and may face disciplinary procedures through the University’s General Regulations http://www.coventry.ac.uk/cu/registry/regulations
* All placements are subject to the processes of student risk assessment and provider health and safety checks, conducted by Faculty Employability Support. You must however, ensure you have read and understood the documentation in the Student Placement Pack, issued to you by Employability Support at the time of your meeting with the advisor.
* During the student risk assessment with the Employability Support advisor, you will have an opportunity to discuss any disabilities or long-term health conditions you are managing. This information will be treated in confidence. If however, the student choses to make a disclosure to the placement provider, the advisor can help you to present this information in a professional way. Doing so, enables the placement provider to make reasonable adjustments, if required. It is the best policy for students to discuss any disabilities or long-term health conditions with the advisor first.
* Students must take reasonable care to ensure their actions do not endanger themselves or others around them, and follow any instructions or advice given by staff.
* The University reserves the right to refuse admission to a placement, for example, if we consider that health and safety will be compromised or if reasonable adjustments cannot be identified or made.

**Behavioural Responsibilities**

It goes without saying that your behaviour will have an impact on colleagues and other stakeholders, such as clients and service users. Sometimes students, perhaps through lack of experience, do not recognise that their actions and behaviour may have unintended and long-lasting consequences. As part of your professional development you should take responsibility to regularly reflect upon and modify your actions and behaviour. This is quite normal and part of your development. It something you can talk to your placement supervisor about. You can also discuss this with the Academic Placement Supervisor allocated to you.

The following guidelines, are consistent with professional standards and behaviours; we would reasonably expect Coventry University students to adhere to these whilst on placement:

1. Attend employer briefings/inductions sessions.
2. Follow employer’s procedures and comply with employer’s statutory and legal requirements relating. to, for example, data protection, children’s and vulnerable adults safeguarding, food hygiene, health and safety, manual handling, COSH and the correct use and management of substances hazardous to health (e.g. cleaning products) etc.
3. Maintain highest standards of professional behaviour and conduct yourself in a mature, responsible, courteous and respectful manner with colleagues, customers, clients and suppliers.
4. Treat company or organisational information and/or trade secrets, as CONFIDENTIAL INFORMATION. During placement you may learn about information relating to the company, a Group of companies, or one of their clients. You must not at any time during or after the placement disclose or make use of your knowledge about this confidential information.
5. Adhere to employers policies, in particular those pertaining to ITS and the use of social networking sites, such as Facebook, Twitter and the internet. If in doubt, do NOT use ICT/ social media for personal purposes, on placement.
6. Maintain a high standard of customer service and ensure the highest standards of quality are achieved in all duties carried out.
7. Maintain a high standard of personal hygiene & personal appearance
8. Attend staff meetings, as well as internal and external training as required, and participate fully in staff development activities.
9. Work closely with colleagues/supervisors with regard to ensuring that appropriate levels of service are maintained.
10. In line with employer procedures, during sickness/other absences, ensure your employer placement supervisor and your Academic Placement Supervisor is notified immediately and kept updated.
11. Seek clarification if you do not understand something or are unsure about what to do, and are worried about the consequences.
12. Under no circumstances should you attend placement under the influence of alcohol or drugs, as this will impair your judgement and expose you and others to risk. This is a serious matter referred to as gross misconduct, so can lead to summary dismissal or termination of placement.

|  |  |
| --- | --- |
| **Example Sandwich Placement Induction Areas** |  |

The placement induction programme offered to the student, will vary according to organisation size, staffing expertise and resources. The following outlines useful areas that should be covered during the student’s induction.

|  |  |  |  |
| --- | --- | --- | --- |
| Has the student’s induction covered the following areas? | | | |
| Orgnanistion’s Policies & Procedures such as,  Data Protection Act  Patient/Client/Customer confidentiality Policies  Employee Code of Conduct,  Equal opportunity policies/ Anti-discrimination policies Disciplinary procedure  Grievance procedure | Yes | No    No |  |
| Health and safety protocol | Yes | No |  |
| Name of relevant first aiders | Yes | No |  |
| Location of first aid boxes | Yes | No |  |
| Fire procedures | Yes | No |  |
| Accident reporting procedures | Yes | No |  |
| COSHH regulations and requirements | Yes | No |  |
| Manual handling procedures | Yes | No |  |
| Issue and explain when and how to use personal protective equipment | Yes | No |  |
| Display screen regulations and procedures | Yes | No |  |
| Explain any local rules or safe working procedures | Yes | No |  |
| Explain lines of responsibility | Yes | No |  |
| Provide a detailed tour of the premises | Yes | No |  |
| Pay, terms & conditions of service, holidays & lunch breaks and related matters (as appropriate) | Yes | No |  |
|  |  |  |  |
| Will the student have access to Occupational Health? | Yes | No |  |
| Will the student be issued with ID badges? | Yes | No |  |
| Will issued ID badges need to be returned? | Yes | No |  |

**Appendix One Attendance Monitoring Process for Tier 4 Students**

**Employability Support will:-**

* 1. Send Email One to the placement host/supervisor, two weeks before the placement start date
  2. After the placement start, send Email Two at the end of each working fortnight, on Friday (*during staff leave/absences colleagues will cover*)
  3. Retain **all** sent and received emails relating to this process - this is critical for audit purposes (for example the Home Office may arrive unannounced to undertake a spot check).

**Email One**

From: HLS EST Advisor

Date: Thu, 31 Jul 2015

To: Name of Tier 4 student’s Placement Supervisor

Cc: Name of Placement Student

Subject: Name of Placement Student

Dear (name of Tier 4 student Placement Supervisor)

I’m writing to you from Coventry University regarding (name of student) who will be starting his/her (delete as appropriate) sandwich placement with you at (name of organisation) on (start date).On behalf of the University we thank you for offering one of our students a year-long placement opportunity.

I am (name of student’s) Placement Advisor and, each Friday, I am required to email you to monitor (name of student’s) attendance. This is a Home Office requirement of all British Universities to monitor their overseas students studying on Tier 4 visas. As you may recall from previous correspondence, the student that you are taking on a work placement falls into this category.

Please could you send me a short email reply each Friday just to confirm that (name of student) has attended his/her (delete as appropriate) placement that week with no unauthorised absences? For clarification, unauthorised absence occurs when the student, for example:

1. Does not commence the placement on the agreed start date and/or completes the placement before the agreed end date

2. is absent without having taken leave or calling in with illness

3. is ill for more than five consecutive days

4. requests annual leave or a bloc of time away from the workplace, in excess of two weeks (10 working days), at a time. The student is not permitted to do this without University authorisation.

Additionally, (name of student) has been assigned an Academic Tutor responsible for monitoring and reviewing the student’s learning, development whilst on placement. The Academic Tutor will contact you and (name of student) once the placement commences.

Please don’t hesitate to contact me for any further assistance.

Kind regards,

(Add your email signature and contact details)

**Email Two**

From: HLS EST Advisor

Date: Each Friday

To: Name of Tier 4 student’s Placement Supervisor

Cc: Name of Placement Student

Subject: Name of Placement Student

Dear (name of Tier 4 student’s Placement Supervisor)

Please could you provide me with an update on (name of student’s) attendance from 08/06/15 to 12/06/15?

By way of a useful reminder, the University must record whether (name of student) attended placement this week with no unauthorised absences. Unauthorised absence occurs when the student, for example:

1. is absent without having taken leave or calling in with illness

2. is ill for more than five consecutive days

3. requests annual leave or a bloc of time away from the workplace, in excess of two weeks (10 working days), at a time. The student is not permitted to do this without University authorisation.

4. completes the placement before the agreed end date

Please don’t hesitate to contact me for any further assistance.

Kind regards,

(Add your email signature and contact details)

**Appendix Two Reflective Writing**

1. ***What is reflection?***

Reflection is an everyday process. We all reflect on a range of everyday problems and situations all the time: What went well? What didn’t? Why?

How do I feel about it?

We don’t usually follow a formula for this - it just happens as feelings, thoughts and emotions about something gradually ‘surface’. We might choose to do something differently, or not, as a result of reflecting, but reflection is essentially a kind of loose processing of thoughts and feelings about an incident, a meeting, a day – any event or experience at all.

Reflection can be a more structured way of processing in order to deal with a problem. This type of reflection may take place when we have had time to stand back from something, or talk it through, as in: ‘On reflection, I think you might be right’, or ‘On second thoughts, I realised he was more upset than me.’

This might take a more structured form, if we consciously reflect (e.g. a teacher reflecting on a lesson). In this kind of reflection, the aim is to think carefully about what happened, sort out what is really going on and explore in depth, with a view to change or improvement in the future.-

1. ***The Nature and Content of Reflection***

Moon (1999) offers the following definition of reflection:

‘… a form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution’. (Moon, 1999:23)

She continues by outlining some of the purposes for reflection:

1. To consider the process of our own learning – a process of metacognition
2. To critically review something - our own behaviour, that of others or the product of behaviour (e.g. an essay, book, painting etc.)
3. To build theory from observations: we draw theory from generalisations - sometimes impractical situations, sometimes in thoughts or a mixture of the two
4. To engage in personal or self-development
5. To make decisions or resolve uncertainty
6. ***The Key Elements of Reflection***

Reflection is a type of thinking associated with deep thought, aimed at achieving better understanding. It contains a mixture of elements:

1. *Making sense of experience*

We don’t always learn from experiences. Reflection is where we analyse experience, actively attempting to ‘make sense’ or find the meaning in it.

1. *‘Standing back’*

It can be hard to reflect when we are caught up in an activity. ‘Standing back’ gives a better view or perspective on an experience, issue or action.

1. *Repetition*

Reflection involves ‘going over’ something, often several times, in order to get a broad view and check nothing is missed

1. *Deeper honesty*

Reflection is associated with ‘striving after truth’. Through reflection, we can acknowledge things that we find difficult to admit in the normal course of events.

1. *‘Weighing up’*

Reflection involves being even-handed, or balanced in judgement. This means taking everything into account, not just the most obvious.

1. *Clarity*

Reflection can bring greater clarity, like seeing events reflected in a mirror. This can help at any stage of planning, carrying out and reviewing activities.

1. *Understanding*

Reflection is about learning and understanding on a deeper level. This includes gaining valuable insights that cannot be just ‘taught’.

1. *Making judgements*

Reflection involves an element of drawing conclusions in order to move on, change or develop an approach, strategy or activity.

***What is reflective writing?***

Reflective *writing* is evidence of reflective *thinking*. In an academic context, reflective thinking usually involves:

1. Looking back at something (often an event, i.e. something that happened, but it could also be an idea or object).
2. Analysing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).
3. Thinking carefully about what the event or idea means for you and your on-going progress as a learner and/or practising professional.

Reflective writing is thus more personal than other kinds of academic writing. We all think reflectively in everyday life, of course, but perhaps not to the same depth as that expected in good reflective writing at university level.

***An example of basic reflective writing***

Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members. Cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognises a type of group interaction called ‘positive interdependence’, meaning cooperation (Johnson &

Johnson, 1993, cited by Maughan & Webb, 2001), and many studies have demonstrated that “cooperative learning experiences encourage higher achievement” (Maughan & Webb, 2001). Ultimately, our group achieved a successful outcome, but to improve the process, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work, on the course and at work, I would probably suggest this.

Reference: Maughan, C., & Webb, J. (2001). *Small group learning and assessment*.

Retrieved 01/10/11 from the Higher Education Academy website:

[www.ukcle.ac.uk/resources/temp/assessment.html](http://www.ukcle.ac.uk/resources/temp/assessment.html)

1. ***What is involved? The process of reflective writing***

**Description – Interpretation-Outcome**

1. Description – what happened?
2. Interpretation – What is most important/relevant/useful about the event? How can it be explained (through reference to a theoretical framework)?
3. Outcome – What have I learned from this? What does this mean for my future?

Or similarly:

1. Description– what happened?
2. Feelings and Analysis– how did it go? Why? How did you feel about it? What was behind your feelings and actions?
3. Theory – What was really going on? What needs to be looked at again, done differently next time?
4. Action – What should be done next time? How?

Reflection is an exploration and an explanation of events – not just a description of them.

***Models of reflection/reflective practice***

There is a vast literature on ‘reflective practice’. A number of explanatory frameworks have been devise, in order to depict and explain the cognitive and affective processed involved. One of the most widely used is that of Gibbs (1988).



**Questions to consider at each stage of Gibbs’ cycle.**

**Description**

What happened? Give a concise, factual account. Provide relevant details.

**Feelings**

Identify and examine reactions, feelings and thoughts at the time.

It is important, although often difficult, to be honest about these.

* 1. How can you explain your feelings? What was affecting them? Did they change? Why?
  2. How did they affect your actions and thoughts at the time?
  3. Looking back, have your views on this changed?

**Evaluation**

Look at the judgements you made at the time about how things were going.

* 1. What was positive? Negative? What made you think this?
  2. Try to stand back from the experience to gain a sense of how it went.
  3. What made you think something was good or bad?
  4. Examine your own judgements and what contributed to them. How do you feel about them now?

**Analysis**

In this section of the reflection, you need to examine the experience in depth, and start to theorise about key aspects. Try to identify an overarching issue, or key aspect of the experience that affected it profoundly, which needs to be examined for the future. For example, an aspect of communication or time management might have played a central part in the outcome.

* 1. How was it flawed this time? In what way? Why? How should it work in this situation?
  2. What ideas or theories are you aware of which look at this? Does theory about this aspect help you make more sense of what happened?
  3. Could you use theory to improve this aspect in the future? In this section, you need to fully examine and make sense of factors affecting the situation, and exploring ways to change and develop these.

**Conclusion**

Sum up the key things learned through the reflective process, the main factors

affecting the situation, and what needs to be improved. This section might include identifying specific skills that need developing. You might identify new knowledge or training which is needed.

**Action plan**

This should be a practical section:

* 1. What could you do differently next time and how could you prepare for this?
  2. What areas need developing or planning? What resources do you need, and where would they be found?
  3. What steps will be taken first?

1. ***Resources and further reading:***

A very useful and detailed discussion of each stage of the Gibbs model can be found in:

*Reflection and ePortfolios* by Alison Goulbourne, available at:

<http://www.qmu.ac.uk/eportfolio/reflection.htm>

For additional reading about reflection:

Cottrell, S. 2003. *The Study Skills Handbook*. 2nd ed. Basingstoke:

Palgrave Macmillan

Cottrell, S. 2003. *Skills for Success.* Basingstoke: Palgrave Macmillan

Gibbs, G. (1988) *Learning by Doing. A Guide to Teaching and Learning Methods*. FEU

Moon, J. (1999) *Learning Journals: A handbook for academics, students and professional development.* London: Kogan Page.

**Appendix Three Supporting Students with Additional Needs/Disabilities**

**Disclosing your disability to employers**



Deciding to disclose your disability to an employer is a matter of personal choice. You are under no legal obligation to do so, and it’s for you to choose if and when you disclose. It is advisable to disclose, because once you’ve told an employer about your disability, you’re protected by the Equality Act 2010. This act protects individuals with Protected Characteristics from discrimination in the workplace. There are 9 Protected characteristics including disabilities (and long term health conditions such as a mental health condition), that may have substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities

**Do you want to disclose?**

Think about whether your disability raises a health and safety issue for yourself or your future colleagues. If it does, you may have to disclose so that employers can help ensure you have a safe working environment. You may also wish to disclose if you need any adjustments to help accommodate your disability, either at the application stage or during your day-to-day work.

Once you’ve told an employer about your disability, you’re protected by the Equality Act 2010. This means your employer must take all reasonable steps to provide the necessary adjustments and mustn’t discriminate against you because of your disability.

Bear in mind that if you choose not to tell your employer and later underperform, you won’t be covered by the Equality Act. An employer who was unaware of your condition can’t be judged to have discriminated against you.

**When to disclose your disability**

* **Application stage:** there may be a section on the application form asking about any serious health conditions or disabilities. Although you don’t generally have to disclose your disability here, you mustn’t lie. If you don’t want to disclose, simply don’t answer the question. You can also use the personal statement section of the form to tell an employer about your disability.
* **CV:** there may be a gap in your educational history due to a period of prolonged illness. You can use your covering letter to explain this, but always present it in a way that will show you in a positive light. You can also refer to your disability in your CV if you attended a specialist school or college for disabled people.
* **Covering letter:** if you mention your disability here, emphasise how it has further developed the skills and experience mentioned in your CV. However, only raise this when it’s relevant to your application. For example, point to how well you’ve achieved your goals despite any difficulties.
* **Pre-interview stage:** this is when you may want to identify practical needs so you can compete equally with other applicants. If you haven’t been asked about your needs, take the initiative and contact the employer in advance – they may need time to make arrangements.
* **Interview:** you may feel more comfortable disclosing when you can discuss the implications face-to-face and more clearly demonstrate your skills. If you’ve previously mentioned your disability, the interview can be an opportunity to expand on any positive effects it’s had on your life and how it’s enhanced your employability.
* **In the job:** you may decide to disclose your disability once you’ve been offered the job or when you start work. You can decide who to tell – your manager or HR – and you can also request that colleagues aren’t told. If your condition affects the way you work, it may be helpful to be open with colleagues so they understand and can help you with anything you may need.

**How to disclose your disability**

* Only discuss your disability in terms of its relevance to your performance in the job. Don’t go into personal detail. Always be positive about your disability and use it to provide evidence of the skills employers look for.
* Emphasise positive achievements and give examples. You may have gained skills such as flexibility, determination, the ability to perform under pressure and creative problem-solving as a result of your disability, and you shouldn’t be afraid to use these as selling points.
* Make a positive statement about your disability to remove any doubts an employer may have. Don’t assume they’ll have a negative attitude – your experiences and skills may give you the edge over other candidates.
* Avoid focusing the whole of your application or interview on the issue of your disability. Your main focus should be on showing the employer your suitability for the job. Speak to a careers adviser about whether, when and how to tell an employer about your disability.
* Some interviewers have little experience of disability and may feel unsure of workplace implications. Be prepared to make suggestions about what adjustments you would need in order to do the job effectively

**For support with disclosing your disability**

Employability Support can advise students on how and when to make a disclosure. We can help student to present information to employers in a positive, responsible and professional manner. Employability Support also works with employers to help them to make adjustments and prepare to take a student with disability on placement. For further information contact Employability Support.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Title** | **SID** | **Placement Role Title** | **Course** | **Student's Mobile No.** | **Name of Academic Placement Supervisor (who is responsible for arranging visits & resolving student queires once placement commences)** |
| Alice Aju | 6172947 | Corps Member (Learning and Behaviour Mentor) | Childhood and Youth Studies | 7,712,173,487 | **Kate Carr Farring** |
| Jonathan Ng | 6127316 | Corps Member | Psychology and Criminology | 7,827,333,964 | **Ian Mundy** |
| David Walkland | 6804808 | Sport Science Placement Dairy UK | Sport and Exercise Science | 7,940,010,256 | **Neil Clarke** |
| Chelsie Coombes | 6247005 | Trainee Biomedical Scientist | Biomedical Science | 7,702,263,012 | **Emma Frith** |
| Chloe Howard | 6,461,195 | Claims Management Support Officer | Criminology | 7,795,595,169 | **Tim Turner** |
| Kisshanath Alankaratheepan | 6278,984 | Corps Member | Forensic Investigations | 7,449,508,060 | **Chris Hiley** |
| Connor Cole | 6312417 | Talent ID/Recruitment Norwich City FC | Sport Psychology | 7,909,845,785 | **Krisna Bhatti** |
| Adwaita Verma | 6302625 | Quality Assurance | Food & Nutrition | 7,917,833,223 | **Duane Mellor** |
| Jack Moore | 6331359 | Match Analysis - Norwich City FC | Sport & Exercise Science | 7,584,658,827 | **Peter Mundy** |
| Naomi-Jayne Fuller | 6431246 | Trainee Biomedical Scientist (Biochemistry) | Biomedical Science | 7,900,967,989 | **Emma Frith** |
| Sabah Kauser | 6225704 | Corps Member | Psychology | 7,539,264,621 | **Ian Mundy** |
| Satveer Bhella | 6104638 | Teaching Assistant | Childhood and Youth Studies | 7,730,005,035 | **Kate Carr Farring** |
| Mallory Tovey | 6176325 | Corps Member | Psychology | 7,757,097,148 | **Ian Mundy** |
| Keelan Shand | 6215831 | Education & Welfare Placement - Norwich FC | Sport Psychology | 7,780,231,932 | **Krisna Bhatti** |
| Zuhra Ghulami | 6225645 | Student Psychology Placement | Psychology | 7,583,146,377 | **Ian Mundy** |
| Henna Nasir | 6267508 | Student Psychology Placement | Psychology | 7,743,474,917 | **Ian Mundy** |
| Amy Humphreys | 6234566 | Wasps - Student Sports Therapist | Sports Therapy | 7,849,537,369 | **Philip Smith** |
| Chowdhury Johora | 6619176 | Trainee Biomedical Scientist | Biomedical Science | 7,522,177,799 | **Emma Frith/ Yvonne Elliott** |
| Eva Mainali | 6238265 | Trainee Biomedical Scientist | Biomedical Science | 7,578,883,199 | **Emma Frith/ Yvonne Elliott** |
| Nana-Kwame Osafo | 6265696 | Trainee Biomedical Scientist | Biomedical Science | 7,941,404,593 | **Nigel Parker** |
| Kimberley Nguyen | 6299923 | Trainee Biomedical Scientist | Biomedical Scientist | 7,505,210,652 | **Jess Rolason** |
| Katherine Bloomfield | 6175867 | Trainee Biomedical Scientist | Biomedical Science | 7,807,917,848 | **Katrine Wallis** |
| Sharandeep Kandola | 5677911 | Trainee Biomedical Scientist | Biomedical Science | 7,861,432,436 | **Yizhi Xu** |
| Shan Wong | 6341783 | Trainee Biomedical Scientist | Biomedical Science | 7,805,233,021 | **Katrine Wallis** |
| Bridget Walker | 6210238 | Student Psychology Placement | Psychology | 7,718,246,803 | **Ian Mundy** |
| William Gordon | 6285764 | Cell Culture Lab Assistant | Human Biosciences | 7,827,733,573 | **Sharon Williams** |
| Charles Mcvey | 6223995 | Student Sports Therapist | Sports Therapy | 7,817,934,454 | **Philip Smith** |
| Daniel Foster | 6153566 | Teaching Assistant | Sport Psychology | 7,884,148,282 | **Krisna Bhatti** |
| Annabelle Wellington | 6236939 | Corps Member | Psychology | 7,788,298,112 | **Ian Mundy** |
| Keziah Tay | 6189026 | Student Technologist | Food & Nutrition | 7,983,251,937 | **Isabella Nyambayo** |
| Charlie Hewitt | 6163451 | Student Sports Therapist Southampton FC | Sports Therapy | 7,538,407,024 | **Philip Smith** |
| Annabel Power | 6783584 | Trainee Biomedical Scientist | Biomedical Science | 7,738,398,882 | **Yvonne Elliott** |
| Lydia Herrera | 6383521 | Corps Member | Psychology | 7,570,401,997 | **Ian Mundy** |
| Tommy San | 6786308 | Corps Member | Criminology | 7,889,455,621 | **Jamie Beddow** |
| Laura Webb | 6173162 | Junior Intelligence Analyst | Criminology | 7,549,056,777 | **Brian Moss** |
| Celine Beckles | 6787028 | Trainee Biomedical Scientist | Biomedical Science | 7,939,219,111 | **Yizhi Xu** |
| Madelyn Walker | 6143497 | Industrial Placement – Development Analyst | Food & Nutrition | 7,952,016,596 | **Honglin Dong** |
| Susan Thomas-Richard | 6407067 | Resettlement Case Worker | Criminology | 7,494,455,072 | **Riann Sherrat** |
| Omolara Dada | 6791553 | Resettlement Case Worker | Forensic Investigations | 7,477,601,339 | **Chris Hiley** |
| Lianne Alderson - Campbell | 6189738 | Case Support Worker | Psychology | 7,812,693,860 | **Ian Mundy** |
| Liam Vara | 6320618 | Resettlement Case Worker | Psychology | 7,802,628,489 | **Ian Mundy** |
| Gavin Uppal | 6193665 | Sport Science Placement | Sports & Exercise Science | 7,479,551,842 | **Mark Noon** |
| Connor Wisdom | 6504469 | Academy Performance Analyst | Sport & Exercise Science | 7,896,681,768 | **Peter Mundy** |
| Rumshah Khan | 6791520 | Honorary Assistant in Psychology | Psychology | 7,492,865,692 | **Krisna Bhatti** |
| Anisa Khan | 6180920 | Offender Mentor | Psychology | 7,492,686,291 | **Krisna Bhatti** |
| Samuel Jones | 6174664 | Trainee Biomedical Scientist | Biomedical Science | 7,871,532,359 | **Sadie Dean and Patrica Lunge** |
| Penny Mckinlay | 6128520 | TBC | Medical and Pharmacological Science | 7,504,880,116 | **Graham Shelton Rayner** |
| Konrad Skobelski | 6759623 | TBC | Medical and Pharmacological Sciences | 48,783,275,781 | **Graham Shelton Rayner** |
| Nikoletta Jastrzebowska | 6532222 | TBC | Medical and Pharmacological Sciences | 7,576,007,207 | **Graham Shelton Rayner** |
| Alice Edwards | 6789637 | Trainee Biomedical Scientist (Histopathology) | Biomedical Science | 7,713,637,320 | **Yvonne Elliott** |
| Sophie Worswick | 6163934 | NCA Support Assistant | Criminology | 7,498,717,711 | **Sarah Watson** |
| Sophie Tamlyn | 6184607 | Office/Advocacy Placement | Psychology | 7,808,263,507 | **Ian Mundy** |
| Megan Reesby | 6358149 | Student Sport Scientist | Sport & Exercise Science | 758,697,605 | **Mark Noon** |
| Charlotte Goodman | 6197892 | Lab Assistant | Analytical Chemistry and Forensic Science | 7,530,216,506 | **Graham Shelton Rayner** |
| Katherine Chandler | 6783927 | Laboratory Assistant | Biological and Forensic Sciences | 7,847,517,556 | **Adele Heath** |
| Uyiosa Osawe | 6236087 | Student Sports Therapist | Sports Therapy | 7,493,063,890 | **Philip Smith** |
| Vishal Chauhan | 6784636 | Laboratory Analyst | Analytical Chemistry and Forensic Sciences | 7,510,712,543 | **Alan Greenwood** |
| Colby Glover | 6788966 | TBC | Biological and Forensic Science | 7,873,156,481 | **Graham Shelton Rayner** |
| Misha Haynes | 6189185 | Corps Member | Forensic Investigations | 7,479,462,447 | **Chris Hiley** |
| Abigail Wright | 6302809 | Trainee Biomedical Scientist | Biomedical Science | 74,955,664,616 | **Emma Frith** |
| Vainius Skukauskas | 6345057 | Development Analyst | Analytical Chemistry and Forensic Science | 7,468,491,570 | **Andrew Reid** |
| Shruti Patel | 6790730 | TBC | Biomedical Science | 7,447,594,550 | **Irmgard Haussmann** |
| Sanah Ali | 6319014 | Trainee Biomedical Scientist | Biomedical Science | 7,990,589,358 | **Elaine Green** |
| Laura-Anne Aimable | 6784887 | Corps Member | Psychology | 7,393,343,596 | **Chris Mee** |
| Kiran Pazir | 6426493 | Corps Member | Psychology | 7,866,234,632 | **Sharon Williams** |
| Abigail Garner | 6216573 | Safe and Active Travel Officer | Criminology | 7,738,011,183 | **Ellen Hatch** |
| Chloe Tyrer | 6144852 | Safe and Active Travel Officer | Criminology | 7,860,634,163 | **Jamie Beddow** |
| Anthony Zhang | 6459572 | Student Employability Coach | Forensic Investigations | 7,341,031,568 | **Irmgard Haussmann** |
| Calum Ireland | 3161078 | Student Employability Coach | Criminology | 7,449,544,624 | **Sharon Williams** |
| Dana Norris | 6272328 | Student Employability Coach | Criminology | 7,534,100,666 | **Benjanmin Ellis** |
| Catarina Dias | 6784902 | Programmes Team Assistant | Psychology and Criminology | 7,960,863,462 | **Krisna Bhatti** |
| Stephanie Shaw | 641009 | Resettlement Case Worker | Psychology and Criminology | 7,961,259,658 | **Krisna Bhatti** |
| Bethan Thompson | 6783581 | Resettlement Case Worker | Criminology | 7,540,276,396 | **David Baker** |
| Sara Donegan | 6332954 | Case Support Worker | Criminology | 7,446,138,515 | **Riann Sherrat** |
| Bianca Codescu | 6502661 | Children Services Assistant | Criminology and Law | 7,776,541,913 | **Sarah Watson** |
| Florin Pricope | 6208121 | Prison Officer | Criminology and Psychology | 7,847,470,540 | **Riann Sherrat** |
| Shawna Tarant | 6302474 | Prison Officer | Psychology | 7,804,657,007 | **Krisna Bhatti** |
| Daniel Turner | 6273417 | Assistant Psychologist | Psychology | 7,772,984,910 | **Krisna Bhatti** |
| Sonia Raja | 6785149 | Quality and Compliance Consultant | Biomedical Science | 7,504,009,656 | **Ellen Hatch** |
| Samah Iqbal | 6204237 | Support Worker Sandwich placement | Psychology | 7,432,290,679 | **Krisna Bhatti** |
| Rachel Hughes | 6785703 | Teaching Assistant | Psychology | 7,842,341,624 | **Krisna Bhatti** |
| Sanah Khalid | 6180562 | Honorary Assistant in Psychology | Psychology | 7,757,983,104 | **Krisna Bhatti** |
| Jack Batters | 6343514 | Student Sports Therapist | Sports Therapy | 7,738,054,451 | **Philip Smith** |
| Ffion Lewis | 6785219 | Support Worker | Psychology | 7,483,438,218 | **Ian Mundy** |
| Jevaughn Thames | 6225106 | Support Worker | Psychology | 7,507,631,659 | **Ian Mundy** |
| Rokas Sungaila | 6805115 | Professional Expereince Support Officer | BSc Psychology | 7,821,420,456 | **Ian Mundy** |
| Aleksandar Dinkov | 6482949 | Strength and Conditioning Assistant | Sport & Exercise Science | 7,425,779,897 | **Mark Noon** |
| Richard Anyibofu | 6325093 | Student Sports Therapist | Sports Therapy | 7,460,884,850 | **Philip Smith** |
| Claire Thomas | 6521949 | Assistant Digital Investigator | Forensic Investigations | 7,468,457,855 | **Chris Hiley** |
| Aleena Razzaq | 6294836 | Trainee Biomedical Scientist | Biomedical Science | 7,496,029,969 | **Yvonne Elliott** |
| Catherine Sutherland | 6315717 | Trainee Biomedical Science | Biomedical Science | 7,772,265,870 | **Yvonne Elliott** |
| Anastasia Bowler | 6377771 | Research assistant | Human Biosciences | 7,769,116,950 | **Elaine Green** |
| Keith Dacanay | 6215454 | Research Assistant | Biomedical Science | 7,472,531,031 | **Elaine Green** |
| Priya Dass | 6175812 | Trainee Biomedical Scientist | Biomedical Science | 7,481,841,037 | **Yvonne Elliott** |
| Safina Dissanaykae | 6222356 | Trainee Biomedical Scientist | Biomedical Science | 7,803,361,891 | **Yvonne Elliott** |
| Anisah Shezad | 6465746 | Advisor | Psychology | 7,961,252,841 | **Krisna Bhatti** |
| Savaan Padhiar | 6304515 | Trainee Biomedical Scientist | Biomedical Science | 7,873,589,904 | **Emma Frith** |
| Rebecca Kayll | 6143383 | Research Support Technician | Biomedical Science | 7,801,980,555 | **Sharon Williams** |
| Havana Barnes | 6206313 | Research Assistant | Biomedical Science | 7,999,747,815 | **Jamie Beddow** |
| Tommy San | 6127578 | Research Assistant | Human Biosciences | 7,940,158,217 | **Jamie Beddow** |
| Bronwen Bland | 6144092 | Trainee Biomedical Scientist | Biomedical Science | 7,817,388,658 | **Yvonne Elliott** |
| Faith Pink | 5829347 | Trainee Biomedical Scientist | Biomedical Science | 7,969,509,635 | **Emma Frith** |
| Alexandra Dobell | 6784452 | CU Research Support Technician | Sport & Exercise Science | 7,837,370,204 | **Peter Mundy** |
| Iqrah Khan | 6201694 | Trainee Biomedical Scientist | Biomedical Science | 7,931,653,972 | **Emma Frith** |
| Anton Binaoro | 6483946 | Funding Officer Placement | Criminology and Psychology | 7,817,032,271 | **Brian Moss** |
| Kiranjit Sandhu | 6475158 | Advisor | Criminology | 7,455,921,281 | **David Baker** |
| Simrandeep Billing | 6483728 | Advisor | Criminology | 7,904,380,346 | **David Baker** |
| Vasil Todorov | 6339605 | Student PE Teacher | Sport and Exercise Science | 7,501,110,605 | **Peter Mundy** |
| Jennifer Wright | 6785976 | Claims Management Support Officer | Forensic Investigations | 7,581,455,669 | **Chris Hiley** |
| George Bonsu | 5354300 | Claims Management Support Officer | Forensic Investigations | 7,904,637,547 | **Chris Hiley** |
| Amanda Danisa | 6322634 | Claims Management Support Officer | Criminology and Psychology | 7,399,509,827 | **Tim Turner** |
| Kayleigh Moye | 6367233 | Corps Member | Psychology and Criminology | 7,854,580,590 | **Krisna Bhatti** |
| Simrenjit Dosanjh | 6176417 | Claims Management Support Officer | Criminology | 7,817,832,036 | **Tim Turner** |
| Stanley Marginson | 6792181 | Claims Management Support Officer | Criminology and Law | 7,912,682,251 | **Tim Turner** |
| Grace Thorley | 6193676 | Advisor | Criminology and Psychology | 7,980,496,155 | **David Baker** |
| Olwabusola O Aderogba | 6308937 | Trainee Biomedical Scientist | Biomedical Science | 7,538,721,202 | **Thiru Surentheran** |
| Saif Bhoja | 6535452 | Claims Management Support Officer | Forensic Investigations | 7,949,038,034 | **Chris Hiley** |
| Kirsty Sayers | 6791494 | Advisor | Criminology | 7,514,376,565 | **David Baker** |
| Raja Yadh | 5815878 | Claims Management Support Officer | Criminology | 7,586,355,201 | **Tim Turner** |
| Lashanda Baptiste-Noel | 6422587 | Corps Member | Criminology and Psychology | 7,943,720,839 | **Sarah Watson** |
| Mohamed Ismail | 6258012 | Research Laboratory Technician | Medical and Pharmacological Sciences | 7,519,624,207 | **Jess Rolason** |
| Suzanne Adegboya | 6224224 | Trainee Biomedical Scientist | Biomedical Science | 7,950,969,502 | **Emma Frith** |
| Charles Cotteril | 6439529 | Laboratory Assistant | Biological and Forsneic Science | 7,840,507,001 | **Adele Heath** |
| Matilde Da Cruz | 64682353 | Research Assistant | Biomedical Science | 7,598,719,518 | **Sharon Williams** |
| Talal Ejaz | 6201694 | Trainee Biomedical Science (Microbiology) | Biomedical Science | 7,931,653,972 | **Emma Frith** |
| Nikhil Dookhy | 6785194 | Research Assistant | Biomedical Science | 7,505,226,761 | **Chris Mee** |
| Adrian Malkowski | 6714873 | Support Worker | Psychology | 7,332,599,399 | **Ian Mundy** |
| Hannah Onakade | 6788564 | Support Worker | Psychology | 7,961,109,121 | **Ian Mundy** |
| David Barber | 5594180 | Laboratory Assistant | Analytical Chemisty and Forensic Science | 749,489,011 | **Alan Greenwood** |
| Daiana Oltean | 64329793 | Coffee Shop Manager | Biological and Forensic Science | 7,398,156,014 | **Sarah Foebs-Robertson** |
| Robbie Lopez | 6792262 | Trainee Biomedical Scientist | Biomedical Scientist | 7,958,548,801 | **Emma Frith** |
| Aisha Waseem | 6218050 | Fraud and Investigation Case Handler | Criminology and Psychology | 7,857,724,156 | **Tim Turner** |
| Yvette Adu Mante | 5596036 | Trainee Biomedical Scientist | Biomedical Science | 7,960,080,587 | **Emma Frith** |
| Mesha Vadher | 6487070 | Biomedical Scientist | Biomedical Science | 7,806,459,750 | **Yvonne Elliott** |
| Abby Langdale | 6236456 | Corps Member | Criminology | 7,469,714,997 | **Sarah Watson** |
| Saima Mohammed | 6786733 | Sandwich Placement | Biomedical Science | 7,544,596,419 | **Ellen Hatch** |
| Patricia Tulai | 6305969 | Intelligence Analyst | Criminology | 7,856,798,210 | **Brian Moss** |
| Freshta Ebrahim | 6217857 | Intern | Human Biosciences | 7,808,885,539 | **Irmgard Haussmann** |
| Bethany Browning | 638174 | Research Assistant | Psychology | 7,858,788,646 | **Ian Mundy** |
| Hirenpreet Mahal | 6797773 | Assistant Psychologist | Psychology | 7,722,282,137 | **Ian Mundy** |
| Ashleigh Clark | 6317869 | Trainee Investigator | Criminology | 7,554,004,564 | **David Baker** |
| Paige Downes | 6385499 | Team Leader | Criminology | 7,855,757,894 | **Benjanmin Ellis** |
| Shalita Maloney | 6792756 | Housing Support Worker | Psychology and Criminology | 7,548,378,699 | **Ian Mundy** |
| Shamika Pottinger | 6319003 | Volunteer student placement | Psychology | 7,860,280,910 | **Krisna Bhatti** |
| Sara Anisi | 6179968 | Research Assistant | Biomedical Science | 7,504,824,707 | **Daniel Amund** |
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