

**BSc Psychology (Hons) with Professional Experience Student  
Handbook  
2024-2025**



\*\*\*This guide was collated by Dr Paraskevi Argyriou and last updated July 2024.\*\*\*

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## Welcome

Dear Student,

If you are reading this handbook, it means you are contemplating embarking on a year-long professional experience in a graduate-level role and are currently taking the initial steps of this thrilling journey.

The QMUL BSc Psychology with Professional Experience (i.e., placement) provides hands-on experience of professional psychology in practice, together with new employability skills and academic competencies. We believe the placement experience will be one of the key aspects that will distinguish you when applying for jobs or further education, and will make QMUL Psychology graduates some of the most sought after in the country.

The placement will build on your learning during the first two years at university and it will give you the chance to put the theoretical knowledge, research and IT skills acquired into practice. At the same time, you will be reflecting on your placement learning via several academic assignments. On your return, your enhanced knowledge and skills will be evident in your studies, your dissertation, your confidence and preparation for post-graduate studies, and in your career aspirations and employment successes.

You will be responsible for identifying placement opportunities and securing one, but the Psychology Coordinator for Placements and the Careers & Enterprise team will help you through the process (e.g., advice on CV and application writing, interview techniques, workplace professionalism). In addition, this handbook is a key support tool.

Whilst you are away, you are still a QMUL Psychology student and we will work with you so that you have the best placement experience possible. To do that, it is crucial that you maintain communication with the coordinator of the placement year.

Good luck and we hope you will have a fulfilling experience!

Dr Evi (Paraskevi) Argyriou

Coordinator for BSc Psychology with Professional Experience

## Introduction

### What is a Psychology Undergraduate Placement?

A Psychology undergraduate placement is for students who have completed their 2<sup>nd</sup> year of study (i.e., they are between their 2<sup>nd</sup> and 3<sup>rd</sup> year of study). Students whilst on their placement are still enrolled on their psychology degree and therefore are eligible for their student loans and pay a reduced tuition fee. After the placement, students will return for their final year. The placements are organised in partnership with universities who require students to be on placement for a full academic year. The placement programme is intended to offer professional and personal developmental opportunities and support the individual students to acquire relevant experience for their future career. However, there is no automatic entitlement to further training or paid employment.

The following table includes some core information about the placement programme.

BSc Psychology with Professional Experience	
Purpose	<ul style="list-style-type: none"> <li>Enables students to gain relevant professional experience which complements their academic studies</li> </ul>
Eligibility Criteria	<ul style="list-style-type: none"> <li>BSc Psychology Undergraduate between 2<sup>nd</sup> and 3<sup>rd</sup> year</li> <li>60% weighted average across year 1 and 2 <b>and</b> no failed modules</li> <li>Legally eligible to remain and work in the UK</li> <li>Secured a placement on a graduate level job</li> </ul>
Duration	<ul style="list-style-type: none"> <li>One academic year</li> </ul>
Time Commitment	<ul style="list-style-type: none"> <li>30-40 weeks, 7.5 hours a day for a total of <b>at least 900 hours</b></li> <li>Start/End should be agreed with the provider (we encourage a September-October start and May-June-July end)</li> </ul>
Types	<ul style="list-style-type: none"> <li>'Self-arranged' placement or apply for existing placement schemes</li> <li>Paid or unpaid</li> </ul>
Supervision	<ul style="list-style-type: none"> <li>Named supervisor/manager at the organisation who will supervise you on a day-to-day basis</li> <li>Supervision by the Psychology Coordinator for Placement Year (this will include on-site visit if permitted and if the site is in London &amp; email communication when needed and at least twice throughout the year)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Attend placement visits (x2) with Psychology Placement Coordinator and Workplace Supervisor <b>and</b> submit the reflective log (x2) before each meeting</li> </ul>

	<ul style="list-style-type: none"> <li>• Attend Reflective Writing Workshops (online) (x2)</li> <li>• Create a LinkedIn profile to demonstrate the skills gained from your placement</li> <li>• Final reflective presentation in the format of a poster</li> <li>• Pass/Fail</li> </ul>
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Every year we hold **information sessions** about the programme so keep your eyes open for such sessions. You can find the recording of the latest session by clicking the link below and entering the passcode n#4k\*n\$Q

<https://qmplus.qmul.ac.uk/mod/url/view.php?id=2256894>

### What's in it for you?

The placement is an excellent opportunity to develop certain qualities that complement your academic learning, take responsibility for your own learning and inform your future career decisions. The first two years will have prepared you with knowledge of main fields of psychology, research methods and statistics to take on the work tasks required from you in your placement. The placement year is about putting your learning into practice. The experience, skills and advanced knowledge that you acquire during the placement will prepare you for the final year of your degree, for writing up your dissertation and of course considering future careers. You do not need to know what you want to do in the future to get a great placement experience. Use this as a low-risk opportunity to find out what you enjoy, what interests you and what you are good at (or not!).

Below are some areas that we intend for you to develop and on which we expect you to reflect during your learning throughout the duration of the placement:

- Planning your work, time management, prioritising your tasks, working under pressure, achieving set objectives
- Working in a team
- Analysing and solving problems
- Working independently, using initiative, contributing ideas
- Managing work relationships, co-operating with others, self-efficacy and assertiveness
- Communication skills (speaking, listening, and writing)
- Adapting to new situations, responding to change

We recommend that you consider strategies to help you reflect upon and document your personal development in the above areas (e.g., keep a reflective journal), and to use these from the very beginning. Your final academic assessment requires you to write a reflective report on your personal and professional development throughout the year.

From a financial perspective, if you secure a place at a non-profit organisation (e.g., charity) you will complete an unpaid placement. However, profit organisations are expected to offer a salary (subject to the role and job specifications). When considering your options, **please also consider the financial implications of a placement year and ensure you have identified the resources to support yourselves throughout the year.**

### Fees and student finance

You will remain a student while you are away on placement. That means that you will be in touch with the university and members of staff to that you are learning and growing at the placement, and to help you if any issues arise. For that reason, you will pay a (reduced) student fee for the placement year of £1850. *Note:* if you are an international student, higher fees apply.

### Key contact details

Dr Paraskevi Argyriou, Psychology Coordinator for Placement Year and Dr Gwijde Maegherman, Deputy Coordinator [ug-placements-psych@qmul.ac.uk](mailto:ug-placements-psych@qmul.ac.uk)

Miss Shaheda Batha [s.batha@qmul.ac.uk](mailto:s.batha@qmul.ac.uk) Student Support Officer and general support team [sbbs-student-support@qmul.ac.uk](mailto:sbbs-student-support@qmul.ac.uk)

Dr Stephanie Echols [sbbs-psych-dtl@qmul.ac.uk](mailto:sbbs-psych-dtl@qmul.ac.uk) Director of the Psychology Programme  
Bursaries, Grants & Scholarships Office [bursaries@qmul.ac.uk](mailto:bursaries@qmul.ac.uk)

<https://www.welfare.qmul.ac.uk/guides/funding-sandwich-courses/>

Careers & Enterprise Team

<https://www.qmul.ac.uk/sbcs/undergraduate/undergraduate/careers-support/>

## Securing a placement

### Organise your own placement experience

It is up to you to identify a placement opportunity and go for it. Some employers already have placement positions set up and you can just apply. You can also 'create' and self-arrange a placement. For example, some students know someone working at a school and they contact them to arrange a teaching assistant placement opportunity. There are positives and challenges in this approach – but we do encourage you to take on the challenge! Many students are interested in clinical placements. These opportunities tend to require you to arrange your own placement.

On the plus side:

- This may be your best chance of getting something which closely matches your interests
- You can uncover opportunities which will never be advertised
- You get good practice in finding unadvertised opportunities – this could be really useful when you come to look for work after graduating

The challenge?

- Being clear on what you are asking for and how the organisation could benefit
- Choosing which organisations to approach
- You may also need to use your influencing skills to 'sell' the idea to an organisation

### Tips to help you

- Think about the kind of organisations to approach. Do you want to understand what it's like working in, for example, a healthcare setting, or a charity, or a small marketing business?
- Think about what roles you want to explore. Do you want to explore HR, educational support, healthcare roles, research, marketing? Think broadly – some roles appear in many settings. Education support happens in schools but also in educational charities; market research could be done in a small marketing company, in a university or in a large chain of bakeries!
- Think about the type of activity you are interested in. Do you want experience of interacting with clients, using your written communication skills, doing a research project, organising an event? Think about who could offer this experience.
- Before cold-calling an organisation, check to see if they are already advertising a placement.

- Think about organisations you have worked or volunteered for, now or in the past. Could you do a project for them or do work experience in a different capacity? The benefit of this approach is that they know you, and you should be able to find the name of the right person to contact directly.
- Tell everyone you know what you are looking for – classmates, tutors, lecturers, former teachers, friends, family, people you work or volunteer with, your contacts on social media or LinkedIn.

### Identify an existing placement scheme

The Careers & Enterprise web-site <http://www.careers.qmul.ac.uk/> is a good starting point to identify opportunities and information from organisations which specifically target QMUL students. You should also keep an eye out for placement opportunities advertised on [QMPlus > Information for Psychology Students > Careers and Work Experience > Job Listings](#).

Other sources to help you find unpaid/voluntary placement opportunities include (not an extensive list):

- National databases of volunteering opportunities, searchable by location, type, etc [www.do-it.org](http://www.do-it.org)
- Choose the charity that inspires you using a Charity directory [www.charitychoice.co.uk/charities](http://www.charitychoice.co.uk/charities)
- The Big Life Group – supporting people to change their lives for the better [www.thebiglifegroup.com](http://www.thebiglifegroup.com)

Other sources to help you find paid placement opportunities include (not an extensive list):

- Some of the UK's leading jobs boards for undergraduate work experience <https://www.ratemyplacement.co.uk>  
<https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships>  
<https://www.gradcracker.com/>

**Please note that most of the organisations offering placement opportunities have a November deadline for applications so you need to plan ahead. For most placement schemes, you will be required to send your application directly to the organisation, but few places require applications per University, so I will be collating your paperwork.**

### Possible destinations for placement students

A degree in psychology offers an incredibly broad array of potential employment options, and therefore a diverse range of placement possibilities as well. For instance:



- Research – you could serve as a research assistant within or outside the department. This could help you determine whether you want to pursue a research Masters’ and eventually a PhD, and would help distinguish you from others on an application
- Clinical experience – clinical roles could include working for an NHS Trust, charity, the government, in a prison or at a youth centre
- Corporate setting – opportunities abound for psychologists in the corporate world including in human resource departments, marketing and market research companies
- Other settings – you could teach or focus on assessment in schools (educational psychology), write about psychology/science for a media organisation, conduct competency to stand trial assessments for people accused of crimes

The table below includes some of the potential locations for your placement experience and the location of the current placement students. Please note that the list is not extensive and does not necessarily mean you have to or will find a placement in these organisations. Use the table to identify existing placement schemes and inspire yourselves to identify organisations for your placement.

Potential Placement Providers <sup>1</sup>
<p><b>*Evelina London Children’s Hospital, Paediatric Psychology Service</b>                      Student Psychologist (unpaid)  <a href="https://www.evelinalondon.nhs.uk/get-involved/get-involved.aspx">https://www.evelinalondon.nhs.uk/get-involved/get-involved.aspx</a></p>
<p><b>*Evelina London Children’s Hospital, Neurodevelopmental Service</b>                      Student Psychologist (unpaid)  <a href="https://www.evelinalondon.nhs.uk/our-services/patient-resources/the-newcomen-neurodevelopmental-service.aspx">https://www.evelinalondon.nhs.uk/our-services/patient-resources/the-newcomen-neurodevelopmental-service.aspx</a></p>
<p><b>*Likewise</b>                      Community mental health support worker (unpaid)  <a href="https://likewise.org.uk/learning-and-opportunities/placements/placement-opportunity-3/">https://likewise.org.uk/learning-and-opportunities/placements/placement-opportunity-3/</a></p>
<p><b>*Ark John Keats Academy</b>                      Graduate Teaching Assistant (paid)  <a href="http://arkjohnkeats.org/vacancies">http://arkjohnkeats.org/vacancies</a></p>
<p><b>*Clarus Education</b>                      Educational Agency for Teaching Assistant (incl. SEN) roles (paid)  <a href="https://clarus-education.co.uk/">https://clarus-education.co.uk/</a></p>
<p><b>*Great Ormond Street Hospital, London</b>                      Undergraduate Psychology Student Placements (unpaid)  <a href="https://www.gosh.nhs.uk/wards-and-departments/departments/clinical-support-services/psychological-services/work-experience-and-placements-within-psychological-services-department">https://www.gosh.nhs.uk/wards-and-departments/departments/clinical-support-services/psychological-services/work-experience-and-placements-within-psychological-services-department</a></p>
<p><b>*CityYear</b>                      Youth support worker at schools (financial support offered)  <a href="https://www.cityyear.org.uk/">https://www.cityyear.org.uk/</a></p>
<p><b>Government Social Research Student Placements</b></p>

<sup>1</sup> QMUL student has already completed/currently completing their placement with the organisations with asterisks. You can take a look at the Poster Gallery on QMplus to find out more about student experience.

Social Research Placement (paid) <a href="https://www.gov.uk/government/publications/how-to-apply-for-a-government-social-research-sandwich-student-placement">https://www.gov.uk/government/publications/how-to-apply-for-a-government-social-research-sandwich-student-placement</a>
<b>*Guy's and St Thomas' NHS Foundation Trust</b> Student Psychologist (unpaid) <a href="https://www.nhs.uk/servicedirectories/pages/nhstrustlisting.aspx">https://www.nhs.uk/servicedirectories/pages/nhstrustlisting.aspx</a>
<b>*UK Young Autism Project</b> ABA Tutor (paid) <a href="https://ukyap.org/default.aspx">https://ukyap.org/default.aspx</a>
<b>Thames Valley Clinical Trials Unit</b> <a href="http://www.tvctu.org/">http://www.tvctu.org/</a>
<b>Together</b> Support worker for Community Mental Health Teams, Social Services, the Judiciary (paid) <a href="https://www.together-uk.org/">https://www.together-uk.org/</a>
<b>East London Mental Health NHS Trust</b> <a href="https://www.elft.nhs.uk/">https://www.elft.nhs.uk/</a>
<b>*Mile End Community Hospital</b> <a href="https://bartshealth.nhs.uk/mile-end">https://bartshealth.nhs.uk/mile-end</a>
<b>Child and Adolescent Mental Health Service</b> <a href="https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs/">https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs/</a>
<b>HM Prison &amp; Probation Service</b> <a href="https://prisonandprobationjobs.gov.uk/">https://prisonandprobationjobs.gov.uk/</a>
<b>Doctors of the World</b> <a href="https://doctorsoftheworld.org/home/join-our-team/">https://doctorsoftheworld.org/home/join-our-team/</a>
<b>The King's Fund</b> <a href="https://www.kingsfund.org.uk/">https://www.kingsfund.org.uk/</a>
<b>Public Health England</b> <a href="https://www.gov.uk/government/organisations/public-health-england/about/recruitment">https://www.gov.uk/government/organisations/public-health-england/about/recruitment</a>
<b>New Horizon Youth Centre</b> <a href="http://www.londonyouthgateway.org.uk/partners/new-horizon/">http://www.londonyouthgateway.org.uk/partners/new-horizon/</a>
<b>Victim Support</b> <a href="https://www.victimsupport.org.uk/">https://www.victimsupport.org.uk/</a>
<b>Working with offenders</b> <a href="https://www.workwithoffenders.co.uk/">https://www.workwithoffenders.co.uk/</a>
<b>Mind</b> <a href="https://www.mind.org.uk/vacancies-and-volunteering/">https://www.mind.org.uk/vacancies-and-volunteering/</a>
<b>Duke Sanford World Food Policy Center</b> <a href="https://wfpc.sanford.duke.edu/">https://wfpc.sanford.duke.edu/</a>
<b>Elop</b> Mental Health Support placement for LGBTQ+ (unpaid) <a href="http://elop.org/index.htm#about">http://elop.org/index.htm#about</a>
<b>The Office for National Statistics</b> <a href="https://www.ons.gov.uk/aboutus/careers">https://www.ons.gov.uk/aboutus/careers</a>
<b>TutorTrust</b> <a href="https://www.thetutortrust.org/">https://www.thetutortrust.org/</a>
<b>Unilever</b> <a href="https://www.unilever.co.uk/careers/graduates/unilever-industrial-placement-programme/">https://www.unilever.co.uk/careers/graduates/unilever-industrial-placement-programme/</a>
<b>*GSK</b> Healthcare Industrial placement (paid)

<https://uk.gsk.com/en-gb/careers/undergraduates/industrial-placements/>

**\*L'Oreal**

Industrial placement (paid)

[https://careers.loreal.com/en\\_US/content/UKIntern](https://careers.loreal.com/en_US/content/UKIntern)

**Ernst & Young**

[https://www.ey.com/en\\_uk/careers/students/programmes/undergraduates/industrial-placement-programmes](https://www.ey.com/en_uk/careers/students/programmes/undergraduates/industrial-placement-programmes)

\*\*\*POST-COVID19 ORGANISATIONAL CHANGE\*\*\*

Organisations experienced big changes during COVID19, and they have implemented remote working or hybrid approaches. We recommend that you explore all options and be prepared for working from home for parts or all your placement (depending on the organisation).

[Application, recruitment process and paperwork](#)

Once you have identified the placement opportunities of your interest, you will have to follow the required application steps set by the organisation. Recruitment is based on the principle of maximising equality of opportunity. Placements are subject to fair and transparent recruitment and selection processes, with steps taken to minimise selection bias. Do not forget that the process is very competitive, so you need to prepare and submit a strong application.

**To increase your chances of selection**, you should attempt to demonstrate how you meet the criteria in the specific placement person specification which you are applying for. You should contact the Careers & Enterprise team <http://www.careers.qmul.ac.uk/> to receive advice on writing up your CV, application form and on how to prepare for the interview.

If you are not successful at the first instance, please do not be disheartened and keep trying. It definitely takes more than one attempts to secure a place. You can maximise your chances by applying to more than one schemes. **Please note that the deadline for securing a placement is the summer before the beginning of the academic year you plan to be off, but we do recommend you plan well ahead (e.g., most placement schemes recruit between August-January for starting in September of the following year).**

Once your placement is secured (very well done!) **please notify the placement co-ordinator and inform them about the contact details of your placement supervisor.** You will need to complete some paperwork (see Appendix A for the Change of Programme Form).

## Whilst on placement

The following section has practical advice for things you need to do and that may help you during your placement. Just before you start your placement you will have a meeting with the Psychology Coordinator for the Placement Year at QMUL to ensure you are ready for your exciting upcoming work experience.

In Appendix B you will find the 'Student-Employer Contract' outlining key responsibilities and rights for both sides.

### Professionalism

There is a whole lot of literature about professional behaviour and we encourage you to browse relevant research articles in the field of organisational/occupational psychology and business. Professional behaviour is crucial and goes a long way in one's personal career success as well as the success of the organisation. There are many components of professional behaviour including integrity, self-motivation and self-confidence, appearance and personal hygiene, communications, time management, teamwork and diplomacy, empathy and respect.

Some hints for professional behaviour when starting and during the placement:

- Know where you are going – check buses, trains, timetables, parking, maps etc.
- Always get there in good time, unflustered. First impressions count. Remember, you only get one chance to make a first impression.
- You are being observed from your first day, so be focussed and professional. Be polite and use your best behaviour.
- Dress smartly on the first day. Ask your supervisor about whether there is a dress code.
- Ask how you should address others.
- Be enthusiastic and ready to get involved in whatever opportunities come your way – all the time.
- Take a notebook and a pen.
- Placements often start off slowly whilst you learn the ropes. This is normal. Do the reading and find out what everyone else does and what their roles are. You may think that your duties have not been defined, or that there is very little for you to do. This is usually not the case, instead many placements choose to give a gentle start so that you can listen, watch and absorb what is happening, as well as give you time to read and find out about your placement and the particular area of psychology. On the rare occasion that there is very little for you to do, please communicate with your supervisor.
- You get out of a placement what you put in, so being proactive matters and is noticed.

- Whilst it is important to join in and to contribute to discussion, do use discretion and know when to stay silent.
- If you want to discuss concerns (hopefully it will not be the case) about your placement or suggest changes, it is important to be tactful and diplomatic. Be brave, stay calm and have a clear idea of what you wish to express.
- You will be surrounded by people willing to help. Ask lots of questions and do not be embarrassed. At the beginning you will only find out by asking.
- Show respect and compassion to others.
- Keep a reflective journal. This will help you improve on the job and when you submit the final reflective assignment. **You should submit the reflective log on the indicated deadlines.**

### Communication

We know that you will be very busy whilst on your placement, but at the same time we do not want you to feel alone. Therefore, you will be receiving emails from the Placement Coordinator (at least twice during your placement but please feel free to initiate communication), so we do encourage you to check your university email account and keep in touch. In addition, the Placement Coordinator will be visiting you once on the site after mutual agreement. **Importantly, you should always monitor your QMUL account, especially around April-May, when you will be asked to report your module options and project supervisor for your final year on the BSc.**

You are also encouraged to communicate with the Psychology Coordinator of the Placement Year [p.argyriou@qmul.ac.uk](mailto:p.argyriou@qmul.ac.uk) when/if:

- There is any change in your circumstances that might affect your placement
- There is any issue on the site that you could not resolve at a local level
- You feel you need extra support from the university

## Academic Assessment

The placement is an integral part of your degree therefore upon its completion, and aside to the two reflective logs (see Appendix C for a template for the reflective log), you are required (a) to create a LinkedIn profile (or amend your existing profile) to detail the skills and experiences from your placement, and (b) to submit a final reflective poster about your placement. Your LinkedIn profile will be shared with your workplace supervisor to approve it is an accurate reflection of your placement.

When creating your poster (and in general when reflecting), you should consider three main questions – ‘What? So what? And now what?’ The poster assignment will allow you to reflect on your work experience, to understand what went right and what went wrong, to improve for the future and ultimately to inform your career decisions (i.e., what has this placement experience taught you? What graduate attributes you developed?). In addition, it will enable us to monitor the placement experience of our students and ensure good practice, but also showcase your experience to prospective students. Finally, using reflection is key for professional and personal development. It allows you to understand yourself better, it facilitates learning from experience, it develops critical thinking, and it helps you making decisions. According to Gibbs (1988, p.9), ‘it is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost.’

The following table includes some core information for the assignment.

<b>Submission deadline</b>	<b>TBC (but most likely in June/July)</b>
<b>Marking</b>	Pass/Fail (see Appendix D for poster marking criteria) Marked by the psychology coordinator for the placement year Your workplace supervisor will approve the LinkedIn profile  * Should you fail (which we do not anticipate, of course!), you will simply revert back to your original three-year degree program
<b>Some helpful resources about reflective practice (please identify more)</b>	<u>Sessions</u> Make sure you attend the two reflective workshops (TBC)  <u>Reflective models</u> Gibbs G (1988) <i>Learning by Doing: A guide to teaching and learning methods</i> . Further Education Unit. Oxford Polytechnic: Oxford.



## Appendix A



### **Notes on Completing the Change of Programme Form**

#### **Who should complete the change of programme form?**

This form is for the use of both undergraduate and taught postgraduate students who wish to transfer from their current programme of study onto an alternative. This may be taught within the same School/Institute as the original programme of study, or it may be offered by a different School/Institute.

#### **What do students need to consider when changing programmes?**

Students must be aware that there is no guarantee of transfer. Consideration will be made subject to the individual entry requirements, programme specifications and past academic performance.

New students entering Queen Mary who request to transfer within the first few weeks of the academic year must meet the entry requirements for the proposed new programme of study. The request may need to be turned down if this is not the case.

Students who request to transfer to a degree programme in a different School/Institute after the second week of teaching in the Autumn Term will not normally be allowed to do so within the same academic year as they will have missed too much teaching to be able to catch up.

While a case is being considered, it is important that students continue to attend classes, submit coursework and attend examinations for their initial programme until notified by the Registry of the outcome of their request. The only exception to this rule is where a student has also chosen to interrupt their studies.

Students who intend to cease attendance on the original programme of study and to start the new programme at the beginning of the next academic year must complete an interruption of studies form. If this is not received it will be assumed that the student wishes to complete the academic year on the original programme of study and those marks will stand.

#### **Where can you seek further advice about changing programmes?**

Your School/Institute will be able to discuss your circumstances and whether you meet the requirements for the proposed new programme. If you are transferring between Schools/Institutes authorisation needs to be sought for you to withdraw from your current programme and separate authorisation must be obtained to enable you to join your proposed programme.

The Advice and Counselling Service also publish information regarding programme transfers - <https://www.welfare.qmul.ac.uk/student-life-and-study/your-studies/thinking-leaving/>



**What are the financial and visa implications of changing programmes?**

Check how changing programme might affect your current and future funding entitlement, and your tuition fee liability. If you are an international student, check whether it will affect your visa. Not all situations are the same, so our detailed online advice guides explain how you will be affected, depending on your personal circumstances: -. [www.welfare.qmul.ac.uk/student-life-and-study/your-studies/thinking-leaving/](http://www.welfare.qmul.ac.uk/student-life-and-study/your-studies/thinking-leaving/)

If, having read this guidance, you need more advice, please contact the Advice and Counselling Service for confidential one to one advice.



## CHANGE OF PROGRAMME OF STUDY

(Undergraduate and taught postgraduate students)

- Before submitting the transfer request students are required to read the ‘Notes on Completing the Change of Programme Form’.
- Check how transferring might affect your current and future funding entitlement, and your tuition fee liability. If you are an international student, check how it may affect your permission to stay in the UK. Detailed guidance is available: [www.welfare.qmul.ac.uk/student-life-and-study/your-studies/thinking-leaving/](http://www.welfare.qmul.ac.uk/student-life-and-study/your-studies/thinking-leaving/)
- You must discuss the transfer with your current and proposed School/Institute and obtain the name and signature of the authorising person.
- **Please complete form in clear block capitals and return it to your School/Institute for approval. If a form is not completed fully, it may not be possible to process it.**

First Name:									
Family name:									
Student ID Number:									

### Current Programme Details

School/Institute:						
Programme of study – include UCAS/SITS code and programme name eg Q300 BA English:						
Current year of study (circle as appropriate)	Foundati on	Year one	Year two	Year three	Year four	Year five

### New Programme Details

School/Institute:						
Programme of study – include UCAS/SITS code and programme name eg Q300 BA English:						
Year of new programme you wish to join (circle as appropriate)	Foun datio n	Year one	Year two	Year three	Year four	Year five

<b>Please circle any of the following that apply to your proposed new programme of study?</b>	Full-	Part	Variabl	Distanc	Year in	Year
	time	-	e	e	industr	overse
		time	mode	learning	y	as

When will the change take effect? (Please note that if you intend to stop attending your original programme and to start the new programme at the start of the next academic year you will also need to complete the Interruption form)

To take immediate effect? <input type="checkbox"/>	To take effect at the start of the next academic year? <input type="checkbox"/>
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If the change of programme requires a change of adviser, please give details below:

New adviser name:	
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**Please indicate here your module registrations for the proposed new programme.** These may be modules you wish to start immediately or will be registrations for the start of the following academic year (if known). If you are remaining registered on the same modules that currently appear on your record please write 'No change' below.

Module code	Module title	Semester

**ALL STUDENTS: PLEASE SIGN AND DATE THIS FORM TO INDICATE CONSENT FOR THE CHANGE OF PROGRAMME**

Tick Box	
<input type="checkbox"/>	I have sought academic advice from my current and proposed School/Institute prior to signing this form and have obtained their authorisation for this transfer
<input type="checkbox"/>	I have read and understood the guidance on how transferring will affect my current and future funding entitlement and tuition fee liability
<input type="checkbox"/>	<b>International students in the UK on Tier 4 visas:</b> I have read and understood the guidance on how changing programme affects my current and future UK immigration permission

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For university use only:** When a student is changing programmes within a School/Institute we will normally transfer any completed modules to the new programme. When a student is transferring between Schools we will usually not transfer any completed modules to the new programme. Please indicate here if we need to deviate from this assumption and whether there is any other information that Registry would need in order to process the form. By signing the form Schools/Institutes are confirming that all data supplied by the student is accurate to the best of their knowledge and that they meet the entry requirements of the new programme. If any of the data the student has provided requires any amendment please state this here.

**CURRENT PROGRAMME SIGN-OFF**

School/Institute approval (Print name and sign):  
 \_\_\_\_\_ Date: \_\_\_\_\_

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**PROPOSED PROGRAMME SIGN-OFF**

School/Institute approval (Print name and sign):  
 \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B

### The Student-Employer 'Contract'

#### Employer Responsibilities

The responsibilities of the employer include both those normally required in any working situation as well as some that are directly related to the University's placement requirements.

Responsibilities include:

- Holding current Employers' and Public Liability insurance and notifying their insurers of the student's name for their records where required to do so
- Complying with employers' legal responsibilities under the Disability and Discrimination Act
- Operating an Equal Opportunities Policy
- Issuing the student with a contract of employment
- Arrange and support the student for the DBS check procedure
- Nominate a person in the organisation to act as the named contact or Placement Supervisor to provide a basic induction and any guidance that the student may have whilst they are on placement
- For paid placements, paying the student according to going rates (the university recommends *at least* the minimum wage)
- For unpaid placements with the NHS or charities, offering some financial support for travel expenses or allow off-peak commute or consider flexible working to allow the students combine a part-time paid job on the side
- Having a high regard for the Health and Safety of the student
- Reporting to the University any recorded accidents involving the student
- Keeping the University informed of any situation(s) that have the potential to impact on the student successfully completing the placement year (these may include disciplinary issues, long term sickness, or organisational factors such as the risk of redundancies/staffing cuts)
- Responding to the University's requests (via phone or email) for information regarding the attendance of students on Tier 4 visas
- Allowing a University representative to visit the workplace at least once during the placement year and to be prepared to discuss the student's performance
- Create identifiable learning outcomes for the students
- Communicate to the student their right to annual leave
- Maintain regular contact and respond to emails in a timely fashion (typically within three working days)
- Agree with the student the working mode (e.g., how many days per week)
- Communicate with the University if the student is not complying with the placement requirements mentioned
- Provide a reference to the student subject to their performance

The University also encourages employers to recognise the value of the placement year for the student's professional and personal development and would expect where possible for employers to help:

- Provide the student with as many opportunities for acquiring new skills as possible
- Provide regular feedback to the student on their performance and progress in the workplace
- Encourage the student to apply the learning acquired on their degree course to their workplace tasks where appropriate

## **Student Responsibilities**

While on placement the student will be considered first and foremost as an employee and as such will be subject to the organisation's usual employee terms and conditions. A student will also be expected to:

- Take full advantage of the learning opportunities which the placement offers
- Carry out the assigned tasks allocated by their workplace supervisor
- Follow the instructions and guidance of the workplace supervisor
- Adhere to the official rules and regulations as any other employee of the company
- Adhere to the organisation's pledge of confidentiality and, if applicable, to commercial sensitivity
- Complete the required components of the University assessment by the given deadline
- Be good ambassadors for the University
- Act courteously and professionally at all times
- Discuss options for leave with their workplace supervisor
- Before finishing the placements, ensure all requirements of both organisation and department have been met
- Submit the academic assessments in a timely fashion
- Maintain regular contact and respond to emails from employer and University in a timely fashion
- Not give notice to their workplace supervisor or leave without first consulting the University
- Inform their workplace supervisor before adding them as referees for future applications
- Keep the University informed of any problems encountered that cannot be resolved at a local level and any changes in conditions of employment or contact details

## Appendix C

### Template for the reflective log

**Complete this form with your reflections on your learning experience whilst placement and submit it twice during your placement and before the visit.**

<b>Date</b>	
<b>Placement details (incl. title of role, name of the organisation, length of time on placement/internship)</b>	
<b>Description of activities (e.g., you can focus on one event/task or provide an overview)</b>	
<b>What did I learn?</b>	
<b>What went well?</b>	
<b>What could have been improved?</b>	
<b>Short term benefits &amp; Long term benefits</b>	
<b>Overall assessment of experience</b>	

### Optional

<b>Feedback from Supervisor(s)</b>	
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## Appendix D

### Poster Marking Sheet

Student ID \_\_\_\_\_

Marker \_\_\_\_\_

Consider the following criteria

Criterion	Fail	Pass
<b>Logical structure</b>	Layout is confusing, difficult to navigate. Sections are not clearly organised or labelled	Layout is logical and easy to navigate; clear progression between sections. Sections are well-organised and labelled appropriately.
<b>Content</b>	Poor description of placement. Not clear what the student did for their placement.	Clear description of placement and what it entailed.
<b>Reflection</b>	Weak reflection. Reflections lack depth and critical thinking.	Comprehensive reflection. Reflections demonstrate depth and evaluation of thoughts and feelings within a coherent whole.
<b>Connection of Academic Learning to a Professional Context</b>	No clear connection between academic learning and professional experiences. Theoretical concepts are not integrated with practical experiences.	Strong connection between academic learning and professional experiences; clear understanding of how theory informs practice. Theoretical concepts are well-integrated with practical experiences.
<b>Appearance and Use of language &amp; visual aids</b>	Poor design, ineffective headings, hard-to-read fonts & inappropriate language used. Visual aids do not support content.	Attractive design, effective use of headings, legible fonts & appropriate academic language used. Visual aids enhance understanding and support content.

Marker comments:



### **Effective poster checklist**

Aside to the marking criteria, and before you submit your poster, please make sure you have checked the items on the checklist below:

#### Structure

- Does the information flow logically and is it easy to navigate through the content?
- Do the headings of sub-sections allow the reader to follow the flow of the poster?

#### Content

- Have I addressed all aspects of the assignment?
- Have I described my role and work experience in the organisation clearly?

#### Reflection

- Have I used a model of reflection?
- Have I demonstrated self-reflection, self-questioning and awareness of alternative forms of action or thought?
- Have I evaluated my thoughts and feelings?
- Have I explained what graduate attributes I developed, what I learned, and how has this informed my future decisions and behaviour?

#### Connection of academic learning to a professional context

- Have I made relationships between my subject knowledge and its application on the real world?
- Have I demonstrated how I used (or why I did not use) the knowledge from my degree on the job?

#### Appearance and use of suitable language and visual aids

- Is the graphical design attractive and clear?
- Is there a good use of white space and alignment?
- Are the images relevant and appropriately referenced?
- Has the content been carefully edited (e.g., spelling mistakes, grammar)?