

## Title of module: Year in Employment

This specification provides a concise summary of the main features of the module and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided.

Awarding Institution University of Southampton

Date of specification: September 2016

### Educational Aims of the Programme

The Year in Employment (YiE) is an opportunity for undergraduate students across a range of programmes to undertake a placement year whilst remaining enrolled to the University of Southampton. Students complete their placement after their second year of study in an industry of their choice for up to 12 months. Placements provide the chance to gain valuable work experience and develop personal and professional skills.

The Year in Employment programme is supported by a dedicated Year in Employment Placements Team in the Careers and Employability Service. For more information, please see our Student Handbook.

### KIS Hours

KIS Hours			
Contact hours for Teaching	Hours	Independent study	Hours
<b>Pre Placement</b>			
Pre Placement seminar	5	Placement research	16
External Visits	3	Focused research	2
		Wider reading	2
		Placement applications	25
		Completion of assessment tasks in advance of interviews	
		Preparation for interviews	10
<b>During the Placement</b>			
Work Based	5	6 formative blogs or logbook entries	18
Placement Hours	12 months*	Placement report	30
<b>TOTAL</b>	<b>1063 Minimum</b>		<b>113</b>

\*minimum of 30 weeks full-time not including annual leave

### **Summary of syllabus content**

Due to the wide variety of experiences gained on a placement, each experience will be different, but the module may include:

- Choosing an appropriate placement
- Making placement applications
- Workload management
- Utilising constructive criticism
- Developing commercial awareness
- Ethics and responsibility in the workplace
- Collecting relevant material to inform the Reflective Learning report
- A Post-placement Reflective Seminar
- In addition, you may also build useful employability skills such as communication, negotiation and problem solving

### **Summary of Teaching and Learning methods**

Teaching methods include:

- Seminars
- Online resources on a monthly basis via Blackboard
- Independent study
- Mentoring from your Workplace Supervisor
- Learning activities
- Critical reflection on personal workplace performance
- Development of employability skills
- Advancement of critical thinking through business practice
- Enhancement of skills in a professional work environment.

Assessment Method	Number	% contribution to final grade
Pass or Fail is determined by the assessment of a summative end of placement report of 3000-3500 words. This report must evidence the achievement of each of the five learning outcomes.  Failure to achieve one or more of the learning	1	100%
Successful completion of a minimum 30 weeks on placement (full time, not including annual leave) is compulsory but does not contribute to the final grade.		0%
Feedback Method	Number	% contribution to final grade
Students will receive formative feedback from the assessment team throughout the year on their placement blog or logbook. Students are recommended to complete their blog on a monthly basis over a period of 6 months and feedback will be given at three points throughout the year. Full details of the blog requirement, feedback deadlines will be available on the YiE Blackboard.	3	N/A
Feedback will also be provided on the summative end of placement report.	1	N/A
Referral Method	Number	% contribution to final grade
Students that fail following the submission of their summative learning report will be required to re-submit during the referral period, clearly demonstrating all learning outcomes have been met.  Students that fail because of a failure to complete the required length of time on placement (30 weeks, full time, not including annual leave) cannot repeat the Year in Employment and will revert back to their original		100%

Repeat Year	Students cannot undertake a repeat year
<b>Submission Date</b>	The deadline for submission is the first day of the summer exam period.
<b>Submission Method</b>	Submission will be via Blackboard or E-Assignment TBC
<b>Late Submissions and Re-submissions</b>	A late submission will be considered a fail and you will be required to refer and resubmit your assessment.

## Year in Employment- Blog mapping Exercise

### Learning Outcomes

1. Discuss the various aspects of the industry in which they work, including the internal company structure and the wider landscape of their sector.
2. Describe the purpose of their role within the context of the business and the contribution it makes to the organisation as a whole.
3. Identify the skills, attributes and behaviours required for the sector in which they are placed.
4. Evaluate the development of their skills, attributes and behaviours over the course of the Year in Employment.
5. Identify areas for personal, and career development, and how these can be addressed

Learning Outcomes	Relevant blog	Refer	Pass – meeting all the learning outcomes at a threshold level	Pass – meeting all the learning outcomes and exceeding some at this level	Pass – accurate and coherent response to the brief; meeting all the learning outcomes exceeding expectations for this level in many respects
1 Discuss the various aspects of the industry in which they work, including the internal company structure and the wider landscape of their sector.	<p><b>Blog Entry 2</b></p> <p>1) What sector are you currently working in? 2) Who are the main competitors within your sector? 3) What are the biggest challenges facing your sector and organisation? 4) What are the greatest developing opportunities for your sector and organisation?</p> <p><b>Blog Entry 3</b></p> <p>1) Where does your role fit within the wider company / organisation structure?</p>	<p>Partial or no description of their industry with little or no identification of their company’s role within that industry.</p> <p>Detail about the company structure is missing</p> <p>Evidence of research is absent.</p>	<p>Description shows a basic understanding of the industry in which they work. There is some description of the company structure.</p> <p>Some research has been used to explore their understanding of the sector.</p>	<p>The various aspects of their industry have been discussed in detail and set in the wider context of the landscape for their sector.</p> <p>A company structure has been provided</p> <p>A range of research has been used to explore their understanding of the sector.</p>	<p>There is evidence of insight into both the industry and the wider context of the landscape for their sector.</p> <p>A clear and extensive company structure has been provided.</p> <p>A wide range of well-chosen research has been used to support their critique of the sector.</p>
2 Describe the purpose of their	<p><b>Blog Entry 3</b></p> <p>1) Where does your role fit within the</p>	<p>Partial or no description of their role</p>	<p>Their role has been described and the</p>	<p>The purpose of their role has</p>	<p>The purpose of their role has been</p>

<p>role within the context of the business and the contribution it makes to the organisation as a whole.</p>	<p>wider company / organisation structure? 2) What contribution does your role make towards the company / organisational strategic plan? 3) Who are your key internal / external stakeholders / customers?</p>	<p>with little identification of the contributions they make to the organisation .  Reflections on their role lack depth, with little critical reflection evident.</p>	<p>contributions they make to the organisation as a whole identified.  Their work shows a basic application of reflective practice when discussing their contribution to the organisation.</p>	<p>been accurately described.  They have described and reflected upon their contributions to the organisation.</p>	<p>accurately described.  The contributions made have been analysed fully, with some detailed reflections on how the role might develop in the future.</p>
<p>3 Identify the skills, attributes and behaviours required for the sector in which they are placed.</p>	<p><b>Blog Entry 2</b> 5) What are the skills, attributes and behaviours required within your sector?</p>	<p>Basic or no identification of required skills, attributes and behaviours for the sector in which they have been placed.  Failure to undertake research to analyse the necessary skills, attributes and behaviours required for their sector.</p>	<p>Skills, attributes and behaviours required for the sector in which they are placed have been identified.  There is some evidence of research into their own employer.</p>	<p>Description shows competent identification and understanding of current skills, attributes and behaviours required for the sector in which they have been placed.  Research is underpinned by analysis of materials from their own employer and also wider labour market research.</p>	<p>Description shows in-depth identification and understanding of current skills, attributes and behaviours required for the sector in which they have been placed.  Research is underpinned by detailed analysis of materials from their own employer and also wider labour market research.</p>
<p>4 Evaluate the development of their skills, attributes and behaviours over the course of the Year in Employment.</p>	<p><b>Blog Entry 1</b> 1) How do you feel you have settled into your role and what challenges do you think are ahead? 2) Give an overview of what your role will entail 3) What skills do you think you will need? Which of these skills</p>	<p>Little or no analysis of their skills, attribute and behaviours. Personal insights limited or missing.</p>	<p>There is evidence that the development of their skills, attributes and behaviours over the course of the Year in Employment have been</p>	<p>The development of their skills, attribute and behaviours over the course of the Year in Employment have been analysed. There is evidence of some insight.</p>	<p>The development of their skills, attribute and behaviours over the course of the Year in Employment have been analysed in detail. There is clear evidence</p>

	<p>do you think you possess, and which do you think will require development?</p> <p><b>Blog Entry 4</b>          1) What skills do you find you are using regularly at work?          2) Has your view of the skills you think are required for your role changed since your initial thoughts in Blog Entry 1?          3) How have your skills developed since Blog Entry 1, what do you feel requires further development?          4) Do you feel your behaviours have changed since starting your placement?</p> <p><b>Blog Entry 6</b>          1) How have your skills developed since the start of your Year in Employment?</p>	<p>Insufficient relevant evidence provided.</p>	<p>recorded and analysed.</p> <p>Some research into the labour market has been used to set their reflections in context. They have drawn on their own reflections throughout the placement to support their learning.</p>	<p>There is evidence that they have drawn on a range of sources including their own reflections throughout the placement, reflections from colleagues and supervisors and research into the labour market.</p>	<p>of personal insight.</p> <p>There is evidence that they have drawn on a wide range of sources including their own reflections throughout the placement, reflections from colleagues and supervisors and research into the labour market.</p>
<p>5 Identify areas for personal, and career development, and how these can be addressed</p>	<p><b>Blog Entry 5</b>          1) Have you identified the Sector / Role that you would like to enter after graduation?          2) How has the Year in Employment helped you to decide which career you might like to pursue?          3) What skills, attributes and behaviours are required for the sector / role that you would like to go into?          4) How do the skills required for your</p>	<p>Reflection lacks depth.</p> <p>Areas for development are limited or poorly identified.</p> <p>Action plan is missing or lacking important detail such as timescales.</p>	<p>Some reflection has been undertaken to identify areas for personal, and career development.</p> <p>Some areas for development have been identified.</p> <p>A rudimentary action plan has been created.</p>	<p>Detailed reflection has been undertaken to establish the progress made whilst on placement. Reference has been made to reflective theories and models.</p> <p>Some areas for development have been identified and justified.</p>	<p>Detailed reflection has been undertaken to establish the progress made whilst on placement. Reference has been made to reflective theories and models.</p> <p>A number of relevant areas for development have been identified and justified.</p>

	future role differ from the skills required for your current placement and how will you develop those skills?			A plan of action has been created.	A clear and comprehensive plan for action has been established.
Overall		<p>Significant errors in writing and referencing.</p> <p>The work is not provided in a report format.</p> <p>Insufficient, relevant and current evidence provided.</p> <p>Word Count does not exceed 3500 words</p>	<p>Minor errors in writing and referencing.</p> <p>The work is presented in an established report format.</p> <p>There is some current and relevant evidence provided to support the content of the report.</p> <p>Word Count does not exceed 3500 words</p>	<p>Writing is clear and concise. Referencing is consistently done in an established academic format.</p> <p>The work is presented in an established report format.</p> <p>Evidence is carefully chosen, relevant and well organised and presented</p> <p>Word Count does not exceed 3500 words</p>	<p>Writing is accurate and concise and shows some flair. Referencing is consistently done in an established academic format.</p> <p>The work is presented in an established report format.</p> <p>Evidence is extensive, relevant and well organised and presented.</p> <p>Word Count does not exceed 3500 words</p>

### Student Status

When you undertake a Year in Employment, you will be transferred to a programme with 'Year in Employment' in the title, for example BA History with a Year in Employment. Whilst on placement you remain enrolled as a student of the University and have remote access to services, the library, and the Students' Union etc. It is very important that you continue to use your student email address (soton.ac.uk), and check this frequently, as the University will use it to remain in contact with you.

**Enrolment:** Students on placement must enrol as normal.

**Selecting your final year modules:** Whilst on the Year in Employment you should select your final year modules as normal as your selections from the previous year may not have carried over.

**Returning for your final year of study:** Your programme title for your final year will contain "with Year in Employment." If you are applying for student finance, please ensure that you select the correct programme with Year in Employment.

## **Special Considerations**

Special Considerations are exceptional circumstances outside of the student's control that may have a negative effect upon performance or ability to meet a deadline or to sit an examination.

SC Guidance: [http://www.southampton.ac.uk/quality/assessment/special\\_considerations.page](http://www.southampton.ac.uk/quality/assessment/special_considerations.page)

Special Considerations for the Year in Employment should be submitted to the Placements Team for consideration by the Year in Employment Board of Studies. The Board of Studies will review Special Considerations on a case-by-case basis and make a recommendation to the appropriate Board of Examiners. The Board of Examiners will decide the final outcome of the Special Considerations process.

## **Regulations**

The regulations governing the Year in Employment are located in the University Calendar.

## **Complaints and Appeals**

If you have reason to make a complaint or appeal you may choose to speak to the Placements Team in the first instance, however the following applies:

**Against the University:** The University of Southampton is committed to ensuring that we provide our students with a high quality educational experience. The Head of Academic Appeals and Student Complaints, part of Student and Academic Administration, is based in Building 37 on the Highfield Campus, and is engaged in supporting the University in this process. Where possible we believe that every attempt should be made to resolve complaints and appeals informally and closest to the point of when the issue emerges.

However, we have a formal complaints and appeals procedure through which students may be supported. If a student wishes to submit a complaint against the University further information can be found on our webpages. The Students' Union also provides free, confidential and impartial advice about student complaints.

**Against the Placement Provider:** If a student wishes to bring a complaint against their Placement Provider in relation to their placement, pay, conditions, environment etc. the complaints procedures relating to that specific company should be followed.

In many instances, complaints are handled informally in the first instance and only if a resolution is not found is an official complaints procedure followed. Please speak to the Placement Team if you would like support with any complaints against your employer.

If your complaint is against both your Placement Provider and the University, please be aware that it will be subject to the complaints procedures for both.

## **Academic Integrity**

You remain enrolled as a student throughout your Year in Employment; therefore, the regulations governing academic integrity continue to apply throughout your placement year. The University expects all students to familiarise themselves with these regulations.

Misconduct during your Year in Employment will be subject to the normal University regulations governing discipline.

<http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html>

Please note that misconduct whilst on placement will also be dealt with through your Placement Provider's policies.