



**London  
South Bank  
University**

EST 1892

103 Borough Road London SE1 0AA  
T +44 (0)20 7815 7815 | lsbu.ac.uk

# London Placement - Module Guide

FAM\_5\_LDP

Study Abroad Programme

Level 5

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## 1. MODULE DETAILS

<b>Module Title:</b>	London Placement
<b>Module Level:</b>	Level 5
<b>Module Reference Number:</b>	FAM_5_LDP
<b>Credit Value:</b>	20 credits
<b>Student Study Hours:</b>	200 hours
<b>Contact Hours:</b>	130 hours
<b>Private Study Hours:</b>	70 hours
<b>Pre-requisite Learning (If applicable):</b>	N/A
<b>Co-requisite Modules (If applicable):</b>	N/A
<b>Course(s):</b>	Study Abroad Programme
<b>Year and Semester</b>	Semester 1 & 2, 2019-20
<b>Module Coordinator:</b>	Denise Scott-McDonald
<b>MC Contact Details (Tel, Email, Room)</b>	
<b>Teaching Team &amp; Contact Details (If applicable):</b>	scottmcd@lsbu.ac.uk
<b>Subject Area:</b>	Study Abroad Programme
<b>Summary of Assessment Method:</b>	<b>Coursework 1:</b> Confirmation of successful completion of work placement (50%) - (based on student helping to set learning outcomes of the placement at the beginning of module and a mid-semester and end of semester review). <b>Coursework 2:</b> PowerPoint presentation focusing on one aspect of the placement experience (50%) (min 8 slides)

## 2. SHORT DESCRIPTION

The London Placement provides visiting Study Abroad students with the opportunity to discuss and critique theories and models of work organisations in a cross-cultural context while engaging in a work placement. The module creates a framework for personal reflection on issues related to professional development, while blending theoretical analysis, skills development, and application from the placement location. The practical activities, discussions and assessment mechanisms are designed to support learning, using the placement experience as a vehicle.

## 3. AIMS OF THE MODULE

- To design and deliver a series of practical, theoretical and reflective experiences which facilitate learning
- To create an academic learning environment which analyses theoretical and practical issues around the working environment, all of which promotes students' employability

- To provide a safe and professional learning environment for students to engage with aspects of working life within a variety of organisations.
- To link the placement experience with a consideration and analysis of current and historical aspects of British working culture.
- To create a participative and critically challenging programme to promote personal development
- To create an assessment framework, which requires students to demonstrate participation, skills development, and professional awareness, within a rigorous academic context.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

On completion of the module students will be able to:

- Critically review the concept of the 'organisation of work' as it currently exists in the UK
- Analyse specific elements of the employment relationship from the perspective of their placement experience
- Evaluate the validity of a variety of management theories and models in terms of their practical and conceptual value.

### 4.2 Intellectual Skills

Students will have the opportunity to reflect upon and appraise knowledge, skills and competencies gained through work placement in relation to sector trends, agendas, employer needs and personal career goals, relevant to the specific industry in which the placement takes place.

### 4.3 Practical Skills

Students will effectively carry out a wide variety of complex administrative tasks and activities in the work placement. Students will produce an up to date and professional CV/Resume using appropriate ICT.

### 4.4 Transferable Skills

Students will develop effective interpersonal and networking skills in professional settings. Students will develop strategies relating to effective communication, in writing and orally, within a professional environment.

## 5. ASSESSMENT OF THE MODULE

**Coursework 1:** Confirmation of successful completion of work placement (50%) - (based on student helping to set learning outcomes of the placement at the beginning of module and a mid-semester and end of semester review).

**Coursework 2:** Powerpoint presentation focusing on one aspect of the placement experience (50%)

The Presentation should include a Powerpoint presentation of no longer than 10 minutes. Students should also consider a back-up plan should there be technological failure eg. A one sheet handout.

## Marking Criteria for Presentation (Coursework 2: 50%)

Your presentation will be assessed against the following criteria:

- **Structure** (includes your introduction and conclusion, key points, reasoning and evidence)
- **Content** (includes relevance, clarity, use of appropriate examples, use of appropriate fonts/graphics/diagrams etc, appropriate amount of data on slides, use of handout material)
- **Delivery** (includes suppression of distracting physical mannerisms, conveying enthusiasm and motivation, appearing self-confident and assured, demonstrating ease with the material, smiling and making eye-contact with audience, varying your tone in speaking, audibility and speed of delivery, checking that audience is understanding/following your presentation)

### What your mark means:

<b>70% and above</b>	Outstanding work shows a broad and deep understanding of the subject and answers the question in full by taking in a range of appropriate aspects. Such a presentation will be extremely well presented, well written, clearly expressed, well structured and highly professional. The presentation will demonstrate a thorough understanding of concepts, studies and theories that have been assimilated and used critically. The presentation will incorporate extremely well-chosen examples in relation to theory and show evidence of originality. The student will speak extremely clearly, make eye contact and appear professional in their general demeanour.
<b>60-69%</b>	A very good piece of work demonstrating a competent understanding of the essential concepts with a good range of examples. The presentation is well written, well-structured and well presented. A range of material has been used to critically support arguments in relation to the topic. There will be some evidence of the student's own examples used in relation to broader theories and concepts. The student will speak reasonably clearly, make eye contact and appear professional in their general demeanour.

<b>50-59%</b>	A satisfactory piece of work that is mostly clearly written and which shows a good understanding of the topic. However, the presentation may be largely descriptive, or rather generalized in places, or lack analysis or argument. It may try to make an argument without sufficient evidence; it may not focus on the topic sufficiently and may be unevenly written, or unevenly presented, with the student struggling to make eye contact or appear professional in general demeanour.
<b>40-49%</b>	A poorly organised presentation using a limited amount of material in a confused manner, or the presentation may assert generalities without any supporting material. There may be some grasp of key points and concepts but these are not thoughtfully applied to the topic. The work may not be sufficiently organized around the question. The expression may be poor and lack overall structure. The presentation is weak, confused, but the student has done enough to meet the overall learning outcomes of the module.
<b>Below 40%</b>	The presentation is poorly written and presented. It is purely descriptive and lacks any detail for analysis and the topic is very unclear. There is little evidence of planning or of understanding the module objectives or assessment criteria. The presentation appears poorly planned and executed.

## 6. FEEDBACK

Formative feedback will be developmental during the teaching programme. Summative feedback and the mark for the module will be available within 15 working days of the assignment submission.

## 7. INTRODUCTION TO STUDYING THE MODULE

### 7.1 Overview of the Main Content

- Cultural Frameworks in organisations – missions/values/cultural literacies
- Leadership and management
- Team work
- Communication in the workplace
- Britain at work
- SWOT analysis of placement experience

### 7.2 Overview of Types of Classes

Weekly small group meetings.

### 7.3 Importance of Student Self-Managed Learning Time

Managing your own study is a central part of undergraduate life, particularly in the UK. Time management is also central to developing strong employability skills. To help you do this you must make every effort to fulfil all your placement hours and attend the short taught session on a Monday morning. Punctuality is a key aspect of this too.

### 7.4 Employability

This module will help students to develop the appropriate interpersonal and communication skills to work in a professional environment. In addition, the elements of critical thinking and professional awareness skills that they gain on the module will stand them in good stead in future employment.

## 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Classes will take place on Monday mornings from 11am -1200.

### **Week 1:**

In this introductory session you will discuss the programme for the module and the Learning Contract and objectives you have set for yourself.

### **Week 2:**

Thoughts on Reflective Practice: Reflective practice is a process by which you, stop and think about your practice, consciously analyse your decision making and draw on theory and relate it to what you do in practice. In this session we will look at different models of reflective practice and explore some of theories behind them.

### **Reading:**

Thoughts on Reflective Practice, 10.2 of this Module Guide

### **Week 3:**

In this session you will explore cultural frameworks in organisations (missions, values/cultural literacy)

### **Reading:**

Extract from Guirdham, Maureen, (2011) *Communicating across cultures at work*, Houndmills, Basingstoke, Hampshire ; New York : Palgrave Macmillan, 2011.3rd ed, pp200-206 and pp113-120

### **Week 4:**

In this session you will explore leadership and management and team work in the workplace. This session will be an opportunity to explore the readings you've been provided with in more detail. You should prepare for the session by reading one of the readings in detail and linking it to your own experience at your current placement.

### **Week 5:**

Colours Training – Delivered by Employability Training based on different personality types and considerations when engaging with others

### **Week 6:**

Transferable Skills - Delivered by Employability

Looking at skills and experience through placement, time at LSBU, studies and other outside interests and how to frame these under competencies that employers look for

### **Week 7:**

Elevator Pitch – Delivered by Employability

Imagine you are in a lift with the CEO of your dream company. You have the time it takes for the lift to reach your floor to have secured an interview. Looking at ways to sell yourself and network effectively

**Week 8:**

Thoughts on Reflective Practice: Reflective practice is a process by which you, stop and think about your practice, consciously analyse your decision making and draw on theory and relate it to what you do in practice. In this session we will look at different models of reflective practice and explore some of theories behind them.

**Reading:**

Thoughts on Reflective Practice, 10.2 of this Module Guide

**Week 9:**

In this week you will have a session on presentation skills to prepare you for the Presentation. Presentation skills will be delivered by the Skills for Learning team.

**Week 10:**

MOCK Presentations - prepare a 3min presentation to be filmed in class. Each student will do a presentation and receive feedback.

**Week 11:**

Tutorial – One to one tutorial with the lecturer. Please come with an outline of your presentation to the session, ready to discuss with your tutor.  
Feedback from presentation and more thoughts on reflective practice

**Week 12:**

Class Presentation - with 2<sup>nd</sup> Marker  
This session will be filmed and used as part of your assessment

## 9. STUDENT EVALUATION

**Coursework 1:** Confirmation of successful completion of work placement (50%) - (based on student helping to set learning outcomes of the placement at the beginning of module and a mid-semester and end of semester review).

**Coursework 2:** Powerpoint presentation focusing on one aspect of the placement experience (50%)

## 10. LEARNING RESOURCES

### 10.1 Core Materials

Burns, Tom, Sinfield, Sandra (2003) *Essential Study Skills: the complete guide to success at university*, London, Sage.

Butcher, Mark (2003) *Achieve! Personal Effectiveness in the not-for-profit sector*, London, Directory of Social Change

Chambers, Ellie, Northedge, Andrew (1997) *The Arts Good Study Guide*, Milton Keynes: Open University

Corfield, Rebecca (2007) *Preparing the Perfect CV: How to make a great impression and get the job you want*, London, Kogan.

Little, Brenda and Harvey, Lee (2006) *Learning through workplacement and beyond*.

Fanthome, Christine (2004) *Work Placements: A Survival Guide for Students*, London, Palgrave.

Guirdham, Maureen, (2011) *Communicating across cultures at work*, Houndmills, Basingstoke, Hampshire ; New York : Palgrave Macmillan, 2011.3rd ed.

McGee, Paul (2006) *How to write a CV that works: A concise, thorough and comprehensive guide to writing an effective resume*, Oxford, How to Books.

Moon, Jennifer (2006) *A Handbook of reflective and experiential learning: theory and practice*, London, New York, Routledge.

Moon, Jennifer (2004) *Learning Journals: A Handbook for Reflective practice and professional development*, London, NY, Routledge.

Peck, John, Coyle, Martin (2005) *Write it right: A Handbook for Students*, Basingstoke, Palgrave Macmillan.

Peck, John, Coyle Martin (2005) *The Students' guide to writing: Grammar, punctuation and spelling*, Basingstoke, Macmillan

Smale, Bob and Fowlee, Julie (2015) *How to succeed at University: An essential guide to academic skills, personal development and employability*, LA, Sage, 2015.

Templar, Richard (2003) *The Rules of Work*, London, Pearson Education.

Walker, David (1998) *Selection Interviewing*, London, Marshall.

West, Michael A, 2012, *Effective teamwork: practical lessons from organizational research* Chichester, West Sussex ; Malden, MA : John Wiley & Sons, 2012.3rd ed.

Yate, Martin (2003) *The Ultimate CV Book: Write and Perfect your CV and get that job*, London, Kogan.

## 10.2 Optional Materials

### LSBU Internship Contract and Learning Agreement

**Student's Name:**

**LSBU Student ID:**

**Internship Site:**

**Telephone Number:**

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## 11. 1. DURATION AND NATURE OF PLACEMENT

The internship is a required component of the London Placement Class. The internship will take place at the above mentioned site for \_\_ hours during the internship period.

The internship period is from \_\_/\_\_/\_\_ to \_\_/\_\_/\_\_

## 12. 2. OBLIGATIONS OF THE INTERNSHIP SITE

- a) To appoint a supervisor who will be the first point of contact for the intern and who will oversee his/her placement.
- b) To provide a position description for the intern prior to the start of the programme.
- c) To provide appropriate training for the intern.
- d) To ensure that the intern is fully aware of company policies, such as health and safety regulations.
- e) To inform the LSBU Internship Coordinator any time the student does not attend their scheduled internship hours.
- f) To schedule weekly meetings with the intern for feedback and updates on his/her progress and development.
- g) To inform the LSBU Internship Coordinator of any issues that arise relating to the intern's absenteeism or behavioural concerns.
- h) To arrange an exit interview with the intern at the end of the placement.
- i) To complete an intern evaluation at the end of the internship and return the form to the LSBU Internship Coordinator.
- j) To verify the hours worked and sign the intern's weekly timesheets throughout the placement.
- k) To ensure the intern does not exceed the stated number of working hours per week, in accordance with the UKVI Tier 4 visa regulations.
- l) To inform the LSBU Internship Coordinator of any know issues relating to the intern's well-being, who will treat this confidentially.

## 13. 3. OBLIGATIONS OF THE STUDENT

- a) To complete a Learning Agreement that outlines his/her learning objectives and position responsibilities.



\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

\_\_\_\_\_  
Internship Coordinator

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

\*It is the student's responsibility to ensure that each party has a completed and signed document

## NOTES (10.2 continued)

# Thoughts on Reflective Practice

### 13.1 Reflective Practice

Reflective practice is associated with learning from experience, and is viewed as an important strategy for professionals who embrace life long learning. The act of reflection is seen as a way of promoting the development of autonomous, qualified and self-directed professionals. Engaging in reflective practice is associated with the improvement of the quality of care, stimulating personal and professional growth and closing the gap between theory and practice.

Reflection can be viewed on several levels

Simple Problem Solving	Using literature and theories to illuminate the analysis of the scenario under review	Consideration of broader forces, of issues such as justice, and emancipation and of political factors
Level 1 -----		
Level 2 -----		
Level 3 -----		
Level 4 -----		

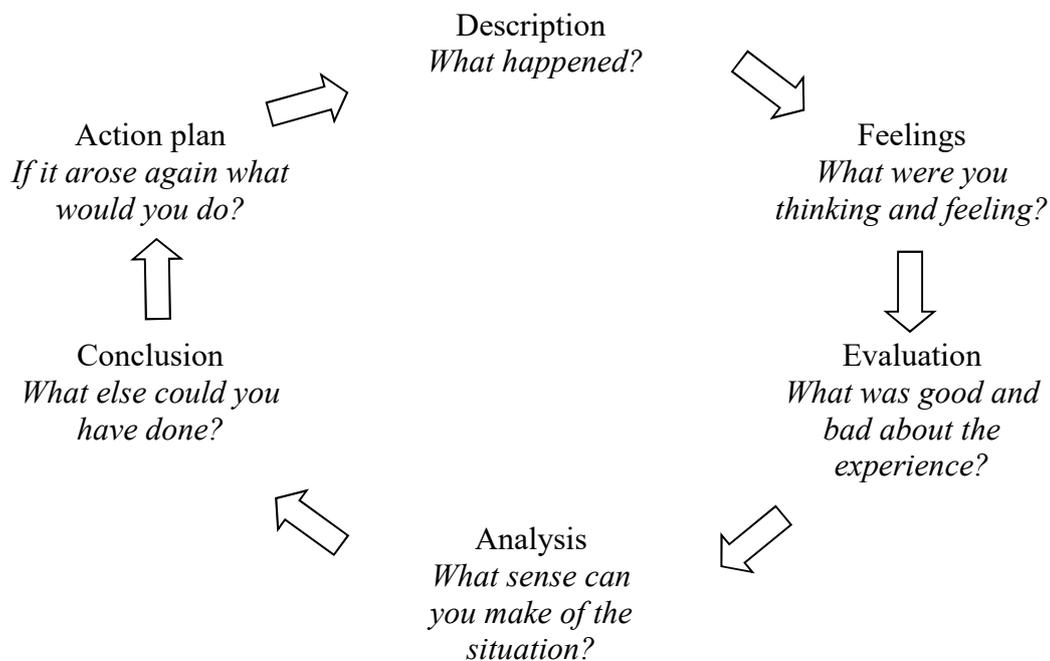
### 13.2 Models of reflection

The work of Platzer et al 1997 identified that learning through reflection is more potent if there is an understanding of frameworks that encourage a structural process to guide the act of reflection. Several models to help you engage in the process of reflection are now discussed. There is no right one. It is important you choose the framework that feels most comfortable for you and best assists you in learning from your experiences. The most important aspect of engaging in reflective writing for work-based learning is that your writing is able to demonstrate a changed conceptual perspective. The process of reflective writing leads to more than just a gain in your knowledge it should also challenge the concepts and theories by which you make sense of knowledge. When you reflect on a situation you do not simply see more, you see differently. This different way of viewing a situation is reflected in statements about a commitment to action. Action is the final stage of reflection (Atkins and Murphy 1994).

### 13.3 Gibbs Reflective Cycle

Gibbs (1988) reflective cycle is fairly straightforward and encourages a clear description of the situation, analysis of feelings, evaluation of the experience, analysis to make sense of the experience, conclusion where other options are considered and reflection upon experience to examine what you would do if the situation arose again.

### Gibbs Reflective Cycle:



### Johns(2000) Model for structured Reflection

Johns model for structured reflection can be used as a guide for analysis of a critical incident or general reflection on experience. This would be useful for more complex decision making and analysis. Johns supports the need for the learner to work with a supervisor throughout their learning experience. He refers to this as guided reflection, and recommends that students use a structured diary. Johns considered that through sharing reflections on learning experiences greater understanding of those experiences could be achieved than by reflection as a lone exercise. Johns also uses Carper's (1978) four patterns of knowing, aesthetics, personal, ethics and empirics adding a fifth

pattern 'reflexivity'. Platzer et al (1997) identify this as a strength of the model as it is one of the few models of reflection that refers to the development of an epistemological base to reflections. Rolfe et al (2001) criticise the reflexive pattern of knowing, though, as it only responds to a situation, which has been resolved. The question, then, of 'How would I do it next time?' is appropriate for that instance. If the situation remained ongoing, though, the practitioner would want to know 'How can I take this forward?' Rolfe et al (2001) do not consider that Johns has made provision for this question. If you use this model for a situation that is ongoing you could adapt the reflexive section using cues from another model or develop your own set of cues.

John's (2000) model of structured reflection:

**Looking in**

- *Find a space to focus on self*
- *Pay attention to your thoughts and emotions*
- *Write down those thoughts and emotions that seem significant in realising desirable work.*

**Looking out**

- *Write a description of the situation surrounding your thoughts and feelings.*
- *What issues seem significant?*
- *Aesthetics*

*What was I trying to achieve?*

*Why did I respond as I did?*

*What were the consequences of that for the patient/others/myself?*

*How were others feeling?*

*How did I know this?*

- *Personal*

*Why did I feel the way I did within this situation?*

- *Ethics*

*Did I act for the best? (ethical mapping)*

- *What factors (either embodied within me or embedded within the environment) were influencing me?*
- *Empirics*

*What knowledge did or could have informed me?*

- *Reflexivity*

*Does this situation connect with previous experiences?*

*How could I handle this situation better?*

*What would be the consequences of alternative actions for the patient/others/myself?*

*How do I now feel about this experience?*

*Can I support myself and others better as a consequence?*

*How available am I to work with patients/families and staff to help them meet their needs?*

Grid for considering the cue: What internal factors were influencing me?

Expectations from self: · obligation/duty · conscience · beliefs/values	Negative attitude towards the patient/family?	Expectations from others: · in what way?
Normal practice - felt I had to conform to a certain action	What factors influenced my actions?	Loyalty to staff versus loyalty to patient/family?
Fear of sanction?		Anxious about ensuing conflict?
	Time/priorities?	

### 13.4 Rolfe et al (2001 Framework for reflexive practice)

Rolfe et al (2001) propose a framework that uses Borton's (1970) developmental model. The questions 'What?', 'So what?' and 'Now what?' can stimulate reflection from novice to advanced levels. It is possible to use the model simply at the descriptive level for level 1 reflection. The arrows at the top of the diagram indicate a sequential and cyclical order to the framework. Firstly the practitioner reflects on the situation in order to describe it. The second phase encourages the practitioner to construct personal theory and knowledge about the situation in order to learn from it. At the third level the practitioner reflects on action and considers ways of improving the situation and reflects on the consequences of his/her actions. Rolfe et al consider this final stage as one, which can make the greatest contribution to practice.

#### A framework for reflexive practice:

Descriptive level of reflection	Theory - and knowledge - building level of reflection	Action-orientated (reflexive) level of reflection
WHAT ... →	SO WHAT ... →	NOW WHAT ... ↴
↵ ←	←	↵ ←
... is the problem/difficulty/ reason for being stuck/reason for feeling	... does this tell me/teach me/imply/mean about me/my patient/others/our relationship/my patient's	... do I need to do in order to make things better/stop being stuck/improve my patient's

bad/reason we don't get on/etc., etc.?	care/the model of care I am using/my attitudes/my patient's attitudes/etc., etc.?	care/resolve the situation/feel better/get on better/etc., etc.?
... was my role in the situation?	... was going through my mind as I acted?	... broader issues need to be considered if this action is to be successful?
... was I trying to achieve?	... did I base my actions on?	... might be the consequences of this action?
... actions did I take?	... other knowledge can I bring to the situation?	
... was the response of others?	· experiential · personal · scientific	
... were the consequences · for the patient? · for myself? · for others?	... could/should I have done to make it better?	
... feelings did it evoke · in the patient? · in myself? · in others?	... is my new understanding of the situation?	
... was good/bad about the experience?	... broader issues arise from the situation?	

Adapted from a document produced by Brighton University

Accessed 14/09/15 [www3.hants.gov.uk/reflection-2.doc](http://www3.hants.gov.uk/reflection-2.doc)