Industrial placements

The Faculty of Engineering & Design has built close links with engineering companies through research, projects, placements and graduate employees. We know that working with industry ensures our curriculum is relevant to prospective employers and our students have the right employment skills.

As part of their degree, students have the option of working for a year with major industrial companies, smaller businesses or government research establishments. All students need to develop employability skills while they are at university and industrial placements contribute significantly to a student’s development, preparing them for the workplace.

The benefits to your organisation of employing a placement student:

• High-quality employees without long-term commitment
• An opportunity to fill a temporary vacancy or get help with a project
• A chance to raise your profile on campus among a future graduate workforce
• Opportunities to develop links with the University, which may lead to joint research and projects
• Investing in the next generation.

Our placement team

Unlike many other engineering faculties, we have a dedicated placement team to help students and businesses with the placement process and ensure that the right student is placed with the right company. We are fully committed to industrial placements and run one of the most established placement schemes in UK higher education.

Contents

2 Why employ a student engineer from Bath?
3 How to employ students
4 The benefits to your business
5 Case studies:
   5.1 Adding value
   5.2 New ideas
    5.3 Rejuvenation
   6 Recruitment
10 Building a relationship with higher education
11 Mentoring and training
12 Role of the employer
13 Role of the University
14 Placement objectives and learning outcomes
15 What industry says
16 Services for business
Back Contact details
“The country depends on the success of universities like Bath, not just because of its innovation relevant research but also because of the intelligent, passionate and work ready graduates it turns out each year”

Alistair McCall
Editor of the Sunday Times University Guide

Mawuli Agbesi
MEng(Hons) Aerospace Engineering
Employed on a one year placement at Airbus, Bristol
Why employ a student engineer from Bath?

Bath is one of the most successful universities in the UK. Our reputation is founded on the quality of our teaching, industrial collaboration and research. Our students are taught by staff working at the forefront of technology. We offer high quality MEng and BEng Honours degree programmes to high achieving undergraduates who want to become the leading professional engineers of the future.

All departments offer one year industrial placements:

**Architecture and Civil Engineering**
- BSc(Hons) Architecture*
- MEng(Hons) Civil and Architectural Engineering
- MEng/BEng(Hons) Civil Engineering

**Chemical Engineering**
- MEng/BEng(Hons) Chemical Engineering
- MEng(Hons) Biochemical Engineering
- BEng(Hons) Chemical & Bioprocess Engineering

**Electronic & Electrical Engineering**
- MEng/BEng(Hons) Electrical and Electronic Engineering
- MEng/BEng(Hons) Computer Systems Engineering
- MEng/BEng(Hons) Electrical Power Engineering
- MEng/BEng(Hons) Electronic Engineering with Space Science and Technology
- MEng/BEng(Hons) Electronic and Communication Engineering

**Integrated Mechanical and Electrical Engineering**
- MEng(Hons) Integrated Mechanical and Electrical Engineering

**Mechanical Engineering**
- MEng(Hons) Aerospace Engineering
- MEng(Hons) Automotive Engineering
- MEng(Hons) Mechanical Engineering with Advanced Design and Innovation
- MEng(Hons) Mechanical Engineering with Manufacturing and Management
- MEng(Hons) Mechanical Engineering

*Architecture students spend the latter half of the second and third year of study in placement instead of a year at the end of their studies.

For further details on Architecture Placements in Practice visit:
www.bath.ac.uk/ace/undergraduate/placements/
How to employ students

Our service to you

Our placement team provides access to candidates across all engineering disciplines. We also work in collaboration with other Faculties if you want to employ across the degree disciplines from the sciences, computer science or management. Send us a job description and advert that describes your business, area of work and the type of skills you need. Students must be fully contracted employees working under the guidance of an experienced engineer or supervisor. The role must meet the Faculty’s learning outcomes and be approved by the placement team (further details on pages 12-14). We will then advertise and promote your vacancy internally to the right students.

We can arrange for you to give a presentation on campus, visit departments and meet students and staff. We will also collate CVs and cover letters and send them to you, or direct students to your online application process.

Interviews can be held at the University. We arrange the schedule, book the rooms and contact students, making the process easy at no cost to you.

When to start

Recruitment begins in October. We advise companies to start early to secure the right candidates. There are two opportunities to advertise and interview students:

- **Semester 1**: October to mid-December
- **Semester 2**: February to Easter

Exams take place throughout January and May each year and we request that interviews and assessment centres are not scheduled for these months. Students are able to start their placement from June, July, August or September and this is negotiable with the company. It is a good idea to have a handover period between the existing placement student and the new one. Placement contracts are for a 12 month period but can be extended.

Faculty placement team

Companies return to us because of the service we offer in connecting them to the right student and the facilities and support we give. For further information and advice on the placement process or to organise a campus event or presentation contact the Faculty placement team. See the back cover for details.

“The standard of students is exceptionally high and the advice and support we receive from the placement team has been invaluable. It is our opinion that the University of Bath attracts extremely talented individuals that have a real passion for engineering.”

Alison Hallsworth
OC Robotics

www.bath.ac.uk/engineering
The benefits to your business

Undergraduate students neatly fill the gap between skilled technicians and graduates or managers. They are able to confidently undertake work that is beyond the scope of the technician, yet too routine for the full-time and more expensive graduate or manager. If you have suitable work available, then we recommend you include at least one undergraduate student as a permanent part of your workforce, each year.

We have identified six key benefits to companies:

• Adding value
• New ideas
• Rejuvenation
• Recruitment
• Building a relationship with higher education
• Mentoring and training

Our students can contribute to a variety of business projects:

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<thead>
<tr>
<th>Design and innovation</th>
<th>Operations and production</th>
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<tr>
<td>• Design and development of products and processes</td>
<td>• Scale up and pilot plant trials</td>
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<td>• Product formulation</td>
<td>• Commissioning</td>
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<td>• Production analysis and control</td>
<td>• Process optimisation</td>
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<td>• Innovation and technology management</td>
<td>• Dynamic modelling and simulation</td>
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<td>• CAD, FEA, CFD, CAM</td>
<td>• Risk assessment</td>
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<td>• Engine technology</td>
<td>• Financial appraisals and project decision-making</td>
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<tr>
<td>• Advanced materials and composites</td>
<td>• Data analysis and management</td>
</tr>
<tr>
<td>• Research and development</td>
<td>• Process analysis and control</td>
</tr>
<tr>
<td>• Proof of concept and proof of principle research</td>
<td>• Plant modifications</td>
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<tr>
<td>• Hydraulics</td>
<td>• Surveying and geology</td>
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<tr>
<td>• Structural design and construction</td>
<td>• Project Management</td>
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<th>Electronic &amp; electrical systems</th>
<th>Energy &amp; environmental</th>
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<td>• Electronic signals, systems and communications</td>
<td>• Environmental impact and sustainability</td>
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<td>• Digital electronic design and microelectronics</td>
<td>• Energy and the environment</td>
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<tr>
<td>• Power electronics and drives</td>
<td>• Energy management systems</td>
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<tr>
<td>• Satellite, terrestrial and mobile communication systems</td>
<td>• Safety and environmental reviews</td>
</tr>
<tr>
<td>• Digital image processing</td>
<td>• Water and effluent minimisation and management</td>
</tr>
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<td>• Air pollution control</td>
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<tr>
<td></td>
<td>• Waste minimisation and management</td>
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Adding value

Like any employee, the placement student will add more value than their cost. Even though they are being trained during the first few months of the placement, the full year of employment gives them the opportunity to make a real contribution. Provided that valuable work is available, the student will always pay their way.

“Laleham Healthcare has employed placement students, exclusively from the University of Bath, for the last 6 years. In our experience we have always found them to be students of a very high academic calibre. They very quickly adapt to a working environment, as opposed to an academic one, and become an essential element of our technical resource, undertaking real projects and assignments.

We ensure that they are always engaged in business-critical projects that add real value to our business. In return we offer an opportunity to become involved in industry, gain experience at the coal-face, working with a wide range of people from different disciplines. In several cases they have worked on legacy projects that will always be attributed to a particular student for years to come. The projects range from savings or productivity improvements to material workflow and layouts. The major benefits are being exposed to real issues and situations that they will encounter later in their chosen careers.

In summary, placement students bring a different approach and add real value to our operation. It begs the question why more organisations and employers do not tap into this potential valuable resource opportunity.”

Don Johnson
Operations Manager
Laleham Healthcare

Laleham Healthcare provides product development and contract manufacturing services to household brand names and small independent businesses.

Karina Pope
MEng(Hons) Biochemical Engineering
Employed for one year at Laleham Healthcare, Alton in Hampshire

Case Studies

Like any employee, the placement student will add more value than their cost. Even though they are being trained during the first few months of the placement, the full year of employment gives them the opportunity to make a real contribution. Provided that valuable work is available, the student will always pay their way.
New ideas

Students are in the middle of their studies and will have learned about new methods and be familiar with up-to-date technology. There are many occasions when students have contributed new knowledge to a company’s products, processes or methods. These can be very valuable to the employer.

James Plunkett
MEng(Hons) Automotive Engineering
Employed for one year at Johnson Matthey Fuel Cells, Swindon

Employer’s case study
Johnson Matthey Fuel Cells is a world leader in the production of catalysed components for use in fuel cells, a technology for generating low carbon power.

“James became an integral part of the Mechanical Design Department from an early stage. He initially spent time understanding the manufacturing production process of our products and the definition of said products through engineering drawing control. Working with the commercial team and RFQ system, he maintained customer expectations and business professionalism by providing high quality drawings and mechanical engineering advice, meeting product design cycle schedules.

His remit expanded to provide the operations team with engineered solutions to production problems, which improved manufacturing throughput whilst increasing product quality. The solutions involved complete design cycle projects from concept to the installation of the equipment.

An example of projects include
1) Pneumatically operated 5 point digital thickness gauge
2) Coating bar pressure cleaner / dryer
3) Collation equipment modifications to improve component to component alignment accuracy

This positive involvement with the production process ensured that James became the first line support for all Mechanical Design/Production Process issues, which by resolving issues, quickly minimised facility downtime.

In summary, James successfully applied himself as an engineer working on real life problems and schedules, enabling Johnson Matthey Fuel Cells to deliver the year 2011-2012 budget.”

Andy Coates
Engineering Manager
Johnson Matthey Fuel Cells
Rejuvenation

Employers often find that young students rejuvenate the atmosphere in the workplace. A new, enthusiastic face every year should enhance the work experience for everyone.

Employer’s case study

McLaren Electronics is the world leader in high-performance control and data systems for motorsport. They provide control electronics to Formula One, NASCAR and IZOD IndyCar® race series.

“With a highly qualified team of engineers, we work at the leading-edge of motorsport technology but we know, to maintain our position in this high-end automotive environment, we must still have a continuous drive for rejuvenation and improvement. Therefore, we are keen to attract young enthusiastic undergraduates who bring a fresh approach to projects.

Stephen was given a variety of tasks that gave him a broad overview of both the on-car and off-car aspects of motorsport that we manage. Ranging from the technical aspects of quick fault fixes to on-car systems and updating tools for off-car systems, to the user interface role of interfacing with internal teams and track support engineers, Stephen was able to demonstrate the ability to deal with the multi-disciplinary demands that all our engineers are expected to be competent with.

When Stephen arrived he was given the task of updating and bringing to maturity one of our internally used diagnostic tools. In discussions with both internal developers and our track support staff, the tool is now a core diagnostic component within the company and at the track. It has already proven itself in the field in helping to diagnose a trackside issue for one of the Formula 1 teams. Stephen was then able to take this experience forward to develop a completely new tool that was requested by the FIA to use in F1. This tool is now not only being used by the FIA in Formula 1, but also to manage systems in NASCAR and IndyCar.”

Shafiq Rahaman
Software Engineer
McLaren Electronic Systems Ltd
Recruitment

For companies that have graduates in the workforce, one of the main aims of employing placement students is to build a pool of potential recruits. More and more employers are recruiting predominantly from their placement pool. The placement year could be considered to be an extended interview on both sides so the chances of obtaining a successful long term recruit is very high.

Bath alumni with Aero Engine Controls

Top Left
Lynn Clark
After a one year placement with Aero Engine Controls, Lynn graduated with a MEng in Mechanical Engineering in 2011 and is now employed with the company as a Performance Analyst.

Left
Andrew Clark
After a one year placement with AEC, Andrew graduated with a MEng in Aerospace Engineering in 2008 and is currently working in Actuator Value Stream.

Below
Robert Buck
After a one year placement with AEC, Rob graduated with a MEng in Aerospace Engineering in 2010 and is now working as a Project Engineer with the Rolls-Royce Corporation Refresh Team at AEC.

Aero Engine Controls employ student undergraduates on a rolling programme each year across the disciplines of computer science, electrical and mechanical engineering and have a good record of re-employment when students graduate.
“My primary responsibility was to support the Technology Team in the development of piston pumps for the future, namely the piston-slipper assemblies, which control the flow of fuel. This was mainly focused on testing and analysis of alternative designs to evaluate and compare their performance. This included wear and fatigue testing, micro-examination and optical profilometry of surface metrology. This was a key part of the project as the results would be considered in the selection of which designs to develop further.

In relation to this, I worked with a contractor to develop one of the alternative slipper designs. This involved design changes, identifying suitable manufacture parameters, conducting the majority of the analysis, and compiling a detailed technical report to capture the development.

Throughout the year, I broadened my materials knowledge, developed my academic skills, and gained a range of practical skills. I had to manage my time effectively and prioritise assignments, which demonstrated my organisational skills and ability to work efficiently.

I also improved my communication skills and boosted my confidence through working with a variety of engineers and suppliers. The placement was a valuable learning experience, providing an insight into an engineering career, and consequently prompting my application for the graduate scheme.”

Melissa Leung
MEng(Hons) Integrated Mechanical and Electrical Engineering (IMEE), employed as a Materials Engineer, Aero Engine Controls, Birmingham.
Building a relationship with higher education

Developing links with the University through sponsorship, prizes, presentations, workshops, placements and graduate recruitment can lead to other forms of collaboration such as student projects and research that may benefit your business.

Harry Graham
MEng(Hons) Civil Engineering
Employed for one year at WSP
UK, Basingstoke in Property & Development

"Harry's project was to design improved external access works to an existing office and retail block. The difficulty of the project was increased by the lack of structural information. Harry had to carry out a desk study using disparate information in order to work out the likely form of the super and sub-structures, before he could start designing. Although not unusual in refurbishment projects, this can be an onerous task even for the very experienced, and was one which Harry carried out with success.

During the design process Harry recognised that a proposal to infill a large planter with solid concrete could be improved upon, and proposed a capping slab alternative which offered the benefit of lower weight and reversibility. This proposal added value to the project and demonstrated Harry's ability to think for himself, as well as his grasp of the design issues. Harry's proposal was accepted by the client.

Based on the evidence I have seen and the comments of colleagues, Harry’s university studies appear to have prepared him well for real projects in a real working environment."

Dean Crompton
Associate Director
WSP UK

Employer's case study
WSP provides integrated management and consultancy services to all aspects of the built and natural environment.
Mentoring and training

Senior engineers derive considerable satisfaction from passing on their knowledge to inquisitive students. It can be very rewarding and, in many cases, is an important aspect of their professional development programme.

“We feel that UK plc. needs a real economy and engineers are at the heart of this. Someone has to invest in the future and this is our small bit. A number of my senior colleagues take a paternal pride in passing on experience to the latest generation.

When you look at the cost of recruitment and adverts, working with placement students is a very low cost way to recruit excellent people at zero risk compared to interview as you already know they are good.”

Dr Dave Seaward
Projects Director
3P Innovation

Employer’s case study
3P Innovation deliver innovative solutions to major pharmaceutical, medical and fast moving consumer goods companies.

Matthew Hale and Luca Volpe MEng Mechanical Engineering with Projects Director Dr Dave Seaward
Role of the employer

How you support the student
These guidelines represent good employment practice and are likely to replicate practices that already exist within your organisation. We have incorporated ideas and feedback from placement providers and students as to what constitutes a successful placement. We hope this information will be useful, especially if you have not employed a placement student before.

A student’s first placement may be their first ‘proper’ job having only previously undertaken casual work, part-time or vacation work. He or she may not have been part of a formal organisation before, so we ask that this is taken into consideration.

Salaries
All placements are paid and students earn between £15,000 and £23,000 per year.

Essential requirements
Students need to be:
• Fully contracted employees of the company
• Offered contracts that are in accordance with the Employment Rights Act 1996
• Work in environments that conform to Health and Safety standards
• Covered by Employer’s Liability Insurance.

Employers need to:
• Plan the induction, training and work programme to be undertaken
• Treat the student as a member of the workforce
• Nominate a supervisor for day to day care
• Appoint a mentor, ideally from another department.

International students
Students from non EEA countries no longer have to obtain permission to work in the UK if the placement is an integral part of their degree studies. The University will follow UK Border Agency rules and consult with the employer on any requirements.

Health & Safety
Students must be provided with a safe environment in which to work. They must be informed about Health & Safety regulations that apply to your premises; fire exits and emergency procedures, first aid facilities, accident reporting procedures etc. Any accident must be reported in accordance with your organisation’s procedures.

The University does have “a duty of care” to ensure that students are placed in environments that are suitable and that conform to Health and Safety standards. We send employers a Health & Safety questionnaire which must be completed and returned to the University or the placement may be terminated.

Where students are working for employers overseas it is essential that the employer provides evidence to the University of a safe environment complying with the Health & Safety requirements of the host country. Students are advised to take out comprehensive travel insurance and your organisation must return a completed Health & Safety and Risk Assessment questionnaire.

Equal opportunities/ anti-harassment
The University of Bath has an equal opportunities policy. Further details are available at: www.bath.ac.uk/universitysecretary/equalities/policies/08dignityrespectpolicy.html

Induction & role of the supervisor
It is hoped that good two-way communication between student and supervisor will be established early in the placement and that there will be time for regular reviews, formal or informal, of the student’s progress. It is important that the student has an induction to the organisation and students are provided with an induction checklist in their handbook.

Aspects which have proved most useful in the past have been:
• A handover period between the existing placement student and the new one
• An overview of the entire host organisation, explanation of departmental structure, an introduction to members of staff and an explanation of their roles and the communication channels
• An introduction to the use of equipment, e.g. computers, copiers, scanners, books, resources, telephone system
• Expectations about punctuality, attendance and a clarification of working hours
• Sickness and absence reporting, how to book leave and appropriate dress. Disciplinary and grievance procedures should be explained. Most problems on placement arise because expectations about such ordinary aspects of day-to-day behaviour are not made explicit
• Supervisors should integrate the student into project or teamwork, and facilitate contacts with colleagues in related fields, providing a level of social contact
• Often it is valuable for the supervisor to delegate the day-to-day supervision of the student to another member of the staff, with whom they may more readily relate and who may be more available.

Students are expected to develop their own initiative and find out what is going on in the place of work, but they may need help initially in their new environment.
Role of the University

All students are assigned a Placement Officer with whom they should keep in regular contact. If any problems arise, both student and supervisor are urged to contact the Placement Officer.

Pre-placement preparation

All students are briefed prior to starting their placement and provided with a handbook which includes information on health and safety issues, what the student’s responsibilities are whilst on placement, what will be expected of them by the University and the Code of Conduct for undertaking a professional placement.

Accommodation

It is the student’s responsibility to find suitable accommodation. However, any help employers can provide is appreciated. If you have other students working with you, we suggest you make students aware of this so that they can arrange to link up to find shared accommodation.

Maintaining contact

We stay in touch with students and employers to ensure everything is going well throughout the year. Students keep a daily logbook and send us regular reports on their progress. An academic will visit them on site during the year.

The main purposes of the tutor visit:
• To enable the tutor to see how the student has settled with the company
• To check that objectives and a work pattern has been established, mutually agreed by the student and supervisor
• To ensure the work programme is suitable and contains sufficient variety and responsibility
• To discuss the development of the work programme over the remaining months
• To ensure that relationships with the supervisor and co-workers are satisfactory, and offer advice on how to resolve any difficulties if they have arisen
• To establish closer links between the University and the company
• To explore the possibility of taking further placement students, either in the original department or in other areas of the institution.

Assessment of placement

The placement year is assessed on a pass or fail basis. At the end of the placement, after appropriate clearance from their supervisor, the student will submit:
• A written end of placement report
• An A1 poster illustrating their experiences
• Personal Objectives & Learning Outcomes (POLO) with supervisor feedback (see page 14).

Poster exhibition

Once students return to university in October the posters are displayed in an exhibition for students and academic staff and companies are welcome to attend too.

“I worked closely with Directors, Associates or Graduate Engineers within Momentum on different projects therefore freeing their time up for other projects.”

Gemma Carey MEng(Hons) Civil & Architectural Engineering
Employed for one year at Momentum in Bath with graduate engineer Ben Whitfield
Placement objectives and learning outcomes

The University will give guidance through a Personal Objectives and Learning Outcomes (POLO) document that provides a structure for setting and monitoring objectives which can run alongside any company appraisal or PDP schemes.

Employers should discuss with students their expectations about the work programme, set aims and objectives with the students in the first few weeks and allow time for regular reviews.

There is no hard-and-fast rule as to what type of work is suitable since a great deal depends on the student’s own maturity, skills and abilities, and the requirements of your organisation. In line with objectives common to the professional institutions (IChemE / ICE / IET / IMechE), the students, once settled in, will want to experience a variety of projects and tasks and develop the following competency skills:

- **Self-management** - work independently and take on responsibilities
- **Communication skills** - communicate ideas effectively with colleagues and clients and experience report writing or oral presentations
- **Comprehension** - understand and interpret instructions, new ideas and concepts
- **Personal & social skills** - work well in a team, establish good relationships and gaining respect from colleagues, clients and suppliers
- **Engineering principles** - the ability to apply sound engineering principles and technical judgement linking their academic study and theory to real industrial practice. Consider Health & Safety, quality, cost, timescales and sustainability and develop knowledge of hazards and good practice
- **Engineering practice** - select materials, processes and components to customer/company specification and gain an awareness of environmental legislation and sustainability issues
- **Problem solving** - originate new and improve existing ideas. Identify and define problems and put forward innovative solutions in a real industrial environment
- **Technical achievement** - use their engineering knowledge, theory & skills to produce results. Developing new ideas, technical solutions and new designs with an awareness of emerging technologies
- **Commercial & financial understanding** - be aware of the commercial & financial implications of the tasks in hand and experience the atmosphere and pace of industrial practice
- **Organisational skills** – Understand the importance of planning and scheduling and have the flexibility to respond to changing circumstances. Project planning and time management.

A structured and monitored placement will form part of professional development towards chartered status. Mechanical engineers are encouraged to follow the IMechE Monitored Professional Development Scheme (MPDS) where offered by the company.
What industry says

“Schlumberger recruit about 80 placement students a year and one of the main reasons for doing so is to meet our continuous demand for skilled graduates. Our placements range from 3 months up to one year. Over this period, the interns will work on technically challenging and valuable projects as well as enhance their understanding of Schlumberger. At the same time we learn a lot about their capability and how they will fit into our team/company in the future. This ‘two-way extended interview’ has proven to be very successful.”

Natalie Warren  
EAF R-EMS Recruiting Coordinator, Schlumberger, Stonehouse

“I have taken ‘Year Out in Industry’ students from the University of Bath for the past 10 years. Generally all of the students have been bright, well-grounded, enthusiastic, budding engineers. I try to give the students a balanced placement with a mix of both hands-on and theoretical work whenever possible. As a company we get a lot out of the students and I would hope that the students also felt that they gained valuable skills and experience to better prepare them as qualified engineers. Over the years, I have built a relationship with the University Placement Office who now understand my requirements. I plan to continue this relationship, this year and in future years.”

Patrick Evans  
Senior Consultant  
Energy Environment & Safety, Farnborough

“The undergraduate placement works for both Jaguar Land Rover (JLR) and the student. For JLR it gives an opportunity to see a potential graduate employee at work and make an assessment of their suitability over a year placement. It will also result in a piece of work being done that would have been done by an engineer, either something that could add value to the product or perhaps pull forward a new feature to appear earlier in the car. For the placement student, it gives them a clear idea of the world of work and whether they want to be employed by JLR.”

Peter Wright  
Calibration and Controls Manager  
Hybrid Shared Technology  
Jaguar Land Rover, Gaydon

“We have had a collaborative relationship with the University of Bath for a number of years. We started with a placement student, then two, added a KTP research project, followed this with a 4 year EngD - currently in its second year - and support a number of student group projects. We have found the relationship adds energy, external insight, and academic expertise, from both the students and the associated academic staff. In return we endeavour to provide students with experiences that are both enjoyable and of relevance to their studies. The relationship is greatly valued and we expect it to flourish further.”

Simon Hughes  
Test Lab Team Leader  
Saint-Gobain Performance Plastics Rencol Ltd, Bristol
As well as placements, we offer a wide range of services to business which help companies innovate for competitive advantage:

Access our expertise
- Research collaboration
- Knowledge Transfer Partnerships
- Licensing and commercialisation
- Consultancy
- Partnerships and networks
- Innovation Centre
- Directory of expertise

Develop your people
- Continuing professional development
- MBA programmes
- Business administration
- Executive development
- Training and courses

Work with students
- Graduate recruitment
- Student placements

How we excel
- Our research
- Specialist facilities and analytical services
- Industry links
- RAE results

www.bath.ac.uk/business
www.bath.ac.uk/research
www.bath.ac.uk/careers

Conference Facilities
For conferences, meetings and events including accommodation:
www.haatbath.co.uk/hospitality/events

Information on Faculty of Engineering & Design undergraduate & postgraduate projects, research groups and academic expertise can be accessed through the departmental web sites:
www.bath.ac.uk/engineering

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Reza Saeedi
MEng(Hons) Chemical Engineering
Employed for one year with DPS Global, Bristol
Placement employers currently include:
Faculty Placement Team

Alison Ukleja
Faculty Placement Manager
a.ukleja@bath.ac.uk
01225 383467

Felicity Bond
Faculty Placement Officer
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01225 385339

Rachel Sandiford
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Bath BA2 7AY

www.bath.ac.uk/engineering/placements