

LTC15D100

Title: Annual Report on Placements 2014/2015
Author: Julia Jones
Date: 18 January 2016
Circulation: Learning and Teaching Committee – 27 January 2016
Agenda: LTC15A003
Version: Final
Status: Open

Issue

2014/2015 annual report on placement and workplace learning activity across the University (not including Study Abroad programmes)

Recommendation

To receive.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

Contact details: Julia Jones, Learning and Teaching Coordinator, telephone 01603 593528, email: julia.jones@uea.ac.uk for enquiries about the content of the paper.

Background

Chapter B10 of the QAA Quality Code *Managing Higher Education Provision with Others* requires institutional oversight and a strategic approach to delivering learning opportunities with others.

Discussion

Not applicable.

Attachments

2014/15 Report on Placements and Norwich Medical School Quality Management Policy.

Summary of University Placement/Work-based Learning Activity Annual Report to LTC		
Academic Year: 2014/15		
Completed by (name/position): Julia Jones, Coordinator, LTS Date: 14 January 2016		
1. List of Programmes which include placement/work-based learning activity: <i>NB: Study Abroad programmes are not included as reported on separately</i>		
FMH	HSC	BSc Adult Nursing BSc Children's Nursing BSc Learning Difficulties Nursing BSc Mental Health Nursing BSc Midwifery BSc Midwifery (Shortened) BSc Occupational Therapy MSc Occupational Therapy DipHE Operating Department Practice BSc Paramedic Science BSc Physiotherapy MSc Physiotherapy BSc Speech and Language Therapy
	MED	MB BS Medicine MSc Physician's Associate (from Jan 2016)
HUM	AMA	20-credit Media Internship module is available to students on the following courses: BA Media Studies BA Film and Television Studies BA Film and American Studies BA Film and English Studies PGT: MA Museum Studies students have the option of taking either an SCVA Internship (offered to a maximum of 4 students per year) – or those not selected for this can take a placement module. Both of these are year-long and weighted at 40 credits. PGT Students studying Cultural Heritage and Museum Studies or Cultural Heritage and International Development are able to take a Spring semester placement.
HUM	PPL	Off-campus placements that are linked with a module/course, but not compulsory within this module/course: Module called 'EU studies with Brussels one month internship'. BA in International Relations and/or Politics Politics and Governance in Britain module: BA Politics. Working with BBC voices: MA broadcast journalism

Summary of University Placement/Work-based Learning Activity Annual Report to LTC

Academic Year: **2014/15**

		<p>Campus-based placements integral to modules: Parliamentary and Public Policy Research Placements (students can elect to do these instead of a dissertation): BA Politics Translation Work Experience UG and PG modules. These are elective modules in BA Modern Language, Translation, Media and Modern Languages, Translation and Interpreting with Modern Language, and MA Applied Translation Studies</p>
SCI	BIO	<p>BSc Biological Sciences with a Year in Industry BSc Biochemistry with a Year in Industry</p>
	CHE	<p>Chemistry with a Year in Industry (MChem) Chemical Physics with a Year in Industry (MChem) Biological and Medicinal Chemistry with a Year in Industry (MChem)</p>
	CMP	<p>Computing Science with a Year in Industry (CompSci) Actuarial Science with a Year in Industry (ActSci)</p>
	ENV	<p>All ENV degree programmes, apart from BSc Geography and BSc Environmental Geography with International Development.</p>
	PHA	<p>Pharmacy (MPharm)</p>
SSF	DEV	<p>The Development Work Placement module (DEV-M06X-15) is only available to DEV postgraduate students taking the following courses: MA Media and International Development MSc Environment and International Development MSc Climate Change and International Development MSc Water Security and International Development MA Agriculture and Rural Development DEV-3C33, Development Work Experience module is available to UG students on the following programmes: International Development with Overseas Experience International Development with Economics and Overseas Experience International Development with Social Anthropology and Politics with Overseas Experience International Development with Environment with Overseas Experience</p>
	EDU	<p>Counselling (PGDip) Education (BA) PGCE Primary Years PGCE Secondary Years (All subjects) Physical Education (BA)</p>
	PSY	<p>Research Methods 2: Advanced Methods and Research Placements – PSY M450 (module as part of degree programmes listed below): Masters in Cognitive Neuroscience Masters in Social Psychology Masters in Developmental Psychology MRes in Social Science Research Methods</p>
	SWK	<p>MA Social Work BA Social Work</p>

Summary of University Placement/Work-based Learning Activity Annual Report to LTC

Academic Year: **2014/15**

2. Total number of students (heads) undertaking placement/work-based learning activity in the academic year:

- **3407 students**
- **NB many students, particularly those on professional courses, undertook 2 or more placements during the course of the year**
- **659 placement providers**

3. School summary reports attached as listed below:

FMH	HSC
	MED
HUM	AMA (information but no form)
	PPL
SCI	BIO
	CHE
	CMP/ActSci
	ENV
	MTH/ENG
	PHA
SSF	DEV
	EDU (primary PGCE to follow)
	PSY
	SWK

Nil return reported by School (pro-formas not attached)

HUM	HIS
	HUM
	LDC
SCI	NATSCI
SSF	ECO
	LAW
	NBS

4. List of missing reports below:

N/A

HSC Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Academic Year 2014 – 2015

Completed by:
Jill Jepson, Academic Lead for Practice Education

School
HSC

Date completed
11 December 2015

Programmes

NB: Study Abroad programmes are not included as reported on separately

1. List programmes with a placement/work-based learning element:

- BSc Adult Nursing
- BSc Children’s Nursing
- BSc Learning Difficulties Nursing
- BSc Mental Health Nursing
- BSc Midwifery
- BSc Midwifery (Shortened)
- BSc Occupational Therapy
- MSc Occupational Therapy
- DipHE Operating Department Practice
- BSc Paramedic Science
- BSc Physiotherapy
- MSc Physiotherapy
- BSc Speech and Language Therapy

2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?

MSc Occupational Therapy
MSc Physiotherapy
Nursing Return to Practice (NMC approval)

Students

3. How many students (total numbers, headcount) have been on placement in the academic year: **1495**

- BSc Adult Nursing: 730
- BSc Children’s Nursing: 65
- BSc Learning Disabilities Nursing: 53
- BSc Mental Health Nursing: 88
- BSc Midwifery: 91
- BSc Midwifery (Shortened): 19
- BSc Occupational Therapy: 111
- MSc Occupational Therapy: 52
- DipHE Operating Department Practice: 60
- BSc Paramedic Science: 37
- BSc Physiotherapy: 68

HSC Placement/Work-based Learning Activity Annual Report to LTC: School Summary

- MSc Physiotherapy: 38
- BSc Speech and Language Therapy: 83

Please note that the majority of students complete more than one placement per annum, therefore total number of HSC 2014/15 placements = **2847**

4. Please confirm that all students

- completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding)
<http://www.uea.ac.uk/learningandteaching/documents/placements/Its030-placement-risk-assessment-tool>
- and met with their University-based Placement 'coordinator/mentor' equivalent.

The majority of HSC placements are covered by a Learning Development Agreement. Those that are not are assessed using the UEA Placement Risk Assessment Tool and sign a placement agreement with the School.

Nursing students on the endorsed degree course on Guernsey are employees of HSSD, the placement provider.

5. Where are the records for (4) held?

Learning Development Agreements are agreements between Health Education England (managed on behalf of HEE by a designated Local Education and Training Board (LETB)) and the Placement Providers.

The contract between Health Education England and the University is held by the Faculty.

Practice placement agreements between Private, Voluntary and Independent providers and the University and are held electronically and in hard copy by LTS.

6. How have you gathered student feedback on placements?

BSc & MSc Occupational Therapy, BSc & MSc Physiotherapy, BSc Speech and Language Therapy – placement feedback gathered via bespoke on-line survey.

BSc Nursing (all fields and endorsed provision) and midwifery – feedback gathered via UEA on-line module feedback

DipHE Operating Department Practitioners – feedback gathered via UEA on-line module feedback and student fora.

BSc Paramedic Sciences – feedback gathered from Practice Assessment Document (PAD) and student fora.

7. Where is the information in (6) held?

HSC Placement/Work-based Learning Activity Annual Report to LTC: School Summary

HSC Placements folder on M-drive

8. What action has been taken as a result of student feedback?

- Development of placement capacity in local Trusts through innovative placement delivery models e.g. peer placements (SLT), role emergent placements (OT and PT), Collaborative Learning in Practice project (nursing).
- On-going work with NHS Trusts to improve access to hospital accommodation for students on placement in Suffolk and Cambridgeshire, as well as the West of Norfolk. In Cambridgeshire the issues are to be escalated to the Trust Directors of HR.
- Trust based student feedback opportunities being developed in many NHS Trusts e.g. QEH, Kings Lynn holds weekly student feedback sessions.
- Provision of NHS Smart cards for all HSC students from Year 1 to assist with access to NHS intranet systems and electronic record keeping systems.
- Task and finish group to improve support for students who raise and escalate issues of concern seen on practice placement.
- Development work with potential practice education providers from the private, voluntary and independent sector to develop capacity in NHS settings.

9. How has any action taken been fed back to students and Placement Providers?

Feedback and action planning with students is completed in a variety of ways:

- Through timetabled placement preparation and feedback sessions.
- Following module evaluations by students as part of the annual review process, students are provided with summaries of action plans and 'you said, we did' information by some module organisers and course directors (relating to the whole module or course).
- Student lead discussion board being piloted with some AHP students this semester.
- Through course specific 'Open House' meetings lead by course directors.
- Via the Student Union Representation and Opportunities Coordinators for HSC.

Please note that this is an area that requires on-going development.

HSC Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Placements

10. Summary of Placement Providers for the academic year:

A total of **122** organisations provided placements for the School of Health Sciences in 2014/15.

73 organisations' placement locations were in East of England (Cambridgeshire, Norfolk, Suffolk, Essex and Northamptonshire).

A total of 46 NHS Trusts provided placements across the country.

There were 3 overseas placements, 2 in the United States of America and 1 in the Republic of Ireland.

3 organisations were in the sports industry.

4 placement providers were part of Government / local Government departments.

4 private hospitals

The 60 Private, Voluntary and Independent (PVI) organisations contained a mix of private nursing and care homes, charitable trusts and schools.

11. Location of complete list of Placement Providers for the academic year:

Z:\LTS Folders\Placements\Annual Report to LTC\LTC report 2014-15

12. Placement Providers which have been audited in the academic year

Nursing, midwifery, paramedic sciences (and by extension operating department practice as the same providers are used) placements audited by link lecturer visit before first allocation and then biannually unless concerns are raised; **circa 150 placements are audited per annum**. NB organisations are broken down for audit, e.g. individual wards within a hospital are audited separately.

AHP placements tend to be geographically more spread, they are audited by placement tutor prior to first allocation and then annually by on-line audit. Students receive a midway visit during a placement in which the visiting tutor can quality assure the provider.

13. Location of complete list of Placement Providers which have been audited in the academic year

HSC Placements/Audit folder on M-drive

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

In addition to audit, the School has an on-going cycle of quality assurance mechanisms that brings together student and educator feedback, link lecturer and visiting tutor evaluations and documented issues of concerns about practice education experiences. This data is reviewed at both School and Faculty level as well as with Professional, Statutory and Regulatory bodies as appropriate and Health Education England commission many of the programmes in HSC.

HSC Placement/Work-based Learning Activity Annual Report to LTC: School Summary

15. How have you gathered feedback from Placement Providers?

BSc & MSc Occupational Therapy, BSc & MSc Physiotherapy, BSc Speech and Language Therapy – placement feedback gathered via bespoke on-line survey.

BSc Nursing (all branches), midwifery, DipHE Operating Department Practitioners and BSc Paramedic Sciences – provider feedback gathered from Practice Assessment Document (PAD).

HSC representation at PEP education governance meetings.

Contracts meeting with Health Education England and partner Trusts.

16. Where is it held?

HSC Placements/Audit folder on M-drive

Audit documentation

17. What action has been taken as a result of feedback from Placement Providers?

See 8 plus:

Curriculum review workshops and programme specific curriculum development events to review practice education provision as an integral part of Health programmes.

18. How has this been fed back to students and Placement Providers?

See 9

19. Have you removed any Placement Providers from your approved list?

No placement providers have removed from our approved list, however, any provider that receives an adverse regulatory body report e.g. Care Quality Commission may be rested until the School is confident that all action plans have been addressed and the provider is able to offer a quality learning environment to our students. During 2014-2015 three wards in Norfolk and Suffolk Foundation Trust have been rested and one care home.

20. Please comment on any Placement capacity issues

It is a PSRB requirement for all pre-registration programmes within HSC for students to complete a required number of assessed hours in practice. The required hours are set by the statutory bodies and vary between professional groups from 500 hours to over 2300 hours. The scope and standards for practice education set by PSRBs places parameters on the types of experiences that the School must provide and the timings of these.

There are constraints on placement capacity for a number of our programmes. In particular the commissions for adult nursing, mental health nursing and children's nursing come from local (Norfolk) NHS Trusts. Thus the School is only able to place

HSC Placement/Work-based Learning Activity Annual Report to LTC: School Summary

these students within Norfolk and the large recent increase in student numbers has placed heavy demands upon our practice partners, one of which has been placed on special measures by CQC adding to capacity issues.

Other programmes, OT, PT, SLT and Learning disability nursing, are regionally commissioned and these programmes access practice placements across the whole of East Anglia. The challenges that this places include finances and the lack of affordable second accommodation in many areas. In addition placing students in community based settings to reflect contemporary health and social care delivery is problematic in rural East Anglia where public transport is poor can be a limiting factor on student experience.

Increases in student numbers has to be reflected in PEP capacity and the size of the workforce to mentor students, and the required investment of academic time spent off campus to support and maintain students on practice placements.

21. Any further comments

The School must maintain high quality partnerships with the organisations who provide student placements and provide robust support to students when they are in practice and being assessed.

There is an urgent need for a placement management system that is accessible to external PEPs, UEA students and staff that can be used for allocation management, live audit management etc. This work has recently begun but without a clear date for completion in respect of all HSC programmes and external access. The university is lagging behind many other HEIs in this respect.

<p>MED Placement/Work-based Learning Activity Annual Report to LTC: School Summary</p>
<p>Academic Year 2014 – 2015</p>
<p>Completed by: Susan Miles / Catherine Butcher Placement Lead for School/programme (N/A – Student Evaluation lead MB BS and School Manager)</p>
<p>School Norwich Medical School at the University of East Anglia</p>
<p>Date completed 11.01.2016</p>
<p>Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i></p>
<p>1. List programmes with a placement/work-based learning element:</p> <p>MB BS Medicine MSc Physician's Associate (from Jan 2016)</p>
<p>2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?</p> <p>MB BS underwent regional review (revalidation) November 2015, as equivalent to Course Review</p>
<p>Students</p>
<p>3. How many students (total numbers, headcount) have been on placement in the academic year:</p> <ul style="list-style-type: none"> • All years: 804 • Year 1: 172 • Year 2: 169 • Year 3: 164 • Year 4: 162 • Year 5: 137
<p>4. Please confirm that all students</p> <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) Not applicable. We operate within the Learning Development Agreement issued by Health Education East of England for the MB BS, also the UEA Placements CoP • http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool • and met with their University-based Placement 'coordinator/mentor' equivalent. For Module 12 External Elective all students submit a proposal and risk assessment to a supervisor before their elective is approved.

MED**Placement/Work-based Learning Activity Annual Report to LTC: School Summary**

5. Where are the records for (4) held?

Module 12 forms held by Placements Team on Student record (as of October 2015)

6. How have you gathered student feedback on placements?

Student feedback has been gathered via a voluntary End of Module Evaluation form completed at the end of the first rotation in Years 2-5 and a mandatory Annual Evaluation completed at the end of both Modules 1 & 2 in Year 1, around the end of the second rotation (over Easter) in Years 2-4 and at the end of Year 5. Students are emailed an individual link to an evaluation form hosted in SurveyMonkey, with approximately 2 reminders by email. The feedback is collected by the MB BS Course Evaluation Lead, processed and disseminated to area leads, who then forward on and discuss with their teams as appropriate.

7. Where is the information in (6) held?

The MB BS Course Evaluation Lead holds the raw and processed evaluation data.

NB. Ipswich, NSFT and QEHLK collect their own feedback on their placements. Additionally the primary care practices still collect weekly feedback from the students on how the day has gone.

8. What action has been taken as a result of student feedback?

Action taken for the 2014-15 academic year, based on feedback from 2013-14 is as follows:

Secondary Care Placements

Module 6 (Year 3)

Urology. Structured teaching has increased in NNUH and Ipswich from 2 to 3 sessions.

Diabetes & Endocrinology. The time devoted to diabetes has been reduced to favour more endocrine teaching.

Renal. We are unable to provide more time as requested and the NNUH still struggles with large numbers of students. Structured teaching has been moved from the last session to the start of the week.

Uniformity of clinical skills teaching, particularly catheterisation skills will continue to be addressed during 2014-15.

Module 7 (Year 3)

Monitoring of the delivery of teaching at each site for secondary care is ongoing. ENT/Ophthalmology at NNUH will revert to the 2 week format again due to poorer feedback for the 4 week format.

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Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Modules 9 & 10 (Year 4)

The move of Module 11 into Year 4 has reduced the clinical placement time for Modules 9 and 10 by a week.

Module 11 (Year 4)

This module has moved fully into Year 4 for 2014-15, and is fully incorporated into the year with the other modules. The module has increased in length to 12 weeks. This has allowed more time on psychiatry placement. Additionally, we have reviewed the clinical placements and with fewer students this has allowed us to adapt the placements more flexibly. The NSFT lead has changed and we have new clinical staff on the module team.

New areas have been included in the module to cover: Palliative Care, Oncology & Older People's Medicine; these all have secondary care placement time.

Module 13 (Year 5)

The secondary care clinical placements have been tweaked to reduce overcrowding. Compulsory night shifts introduced in all secondary care settings.

Year 5 Overall (Modules 13 & 14)

Due to the revised structure for Year 5, both Modules 13 and 14 have now been extended from 9 to 10 weeks. In Module 14 this increases the students' clinical contact time in preparation for Finals and their FY1 posts.

Primary Care Placements

Module 1 (Year 1)

We had a lot of feedback from students and tutors about the disconnect between the PBL topics and primary care teaching, and also about the difficulties of tackling death as a topic as early as week 6. The running order of the weeks has undergone a major review, and we have moved the more challenging aspects of the primary care experience to as late in the module as possible. Unfortunately the lack of synchrony between campus and GP teaching has not been fixed, but we have attempted to signpost as clearly as possible whenever things are not occurring in the same week, and we feel that the latest version is the best of a difficult situation. The plan is for it to be reviewed in the latter part of 2014-15 once Module 1 has finished.

Years 3 and 4

We continue to push for earlier and continuing exposure to "hot cases" i.e. those where the patient has not yet seen a healthcare professional or the diagnosis is as yet uncertain. We are aware that students have variable experiences of this in primary care - some getting regular and valuable exposure to the process of making a diagnosis from scratch, others more sporadically and a few not at all. This is a training issue as some tutors find

MED**Placement/Work-based Learning Activity Annual Report to LTC: School Summary**

such situations challenging both to manage practically and to teach in, and we are working to improve tutors' confidence in this area.

Year 5

The GP apprenticeship has been introduced in Module 13. This is an extra 3 days of time in primary care and is completely separate from the Module 13 emergency care experience (although is sometimes provided in the same practices). It is intended to give a students a better understanding of the daily work of GPs including their routine surgeries, non patient-facing activities and work with other healthcare professionals. It is intended to complement the shadowing experience in medicine and surgery of Module 14 (but appears in Module 13 due to timetabling constraints). This again is a work in progress and we will be seeking feedback from the Module 13 evaluation to help us determine what is most effective and what could be improved.

9. How has any action taken been fed back to students and Placement Providers?

A document outlining the changes to teaching as a result of student feedback and other drivers is prepared by the MB BS Course Evaluation Lead from information sent by Module, Theme and other area leads. The document is posted on Blackboard in the following location for all MB BS staff and students to access: MB BS Coursewide Evaluations - Faculty Response to Feedback.

Placements

10. Summary of Placement Providers for the academic year:

A total of 804 Medicine (MBBS) students were placed onto work based learning programmes with 58 different providers for the academic year 2014 /2015.

Primary care placement providers comprised of medical practices in Cambridgeshire (2) Norfolk (39) and Suffolk (13).

Secondary Care providers included departments at the James Paget University Hospital, Norfolk and Norwich University Hospital, Ipswich Hospital and the Queen Elizabeth Hospital (King Lynn).

11. Location of complete list of Placement Providers for the academic year:

Z:\LTS Folders\Placements\Annual Report to LTC\LTC report 2014-15

12. Placement Providers which have been audited in the academic year

Please refer to our Quality management Policy (attached)

13. Location of complete list of Placement Providers which have been audited in the academic year

Secondary Care – Held by School Manager

Primary Care – Held by Lead Practice Development Tutor

MED

Placement/Work-based Learning Activity Annual Report to LTC: School Summary

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

Please refer to our Quality management Policy (attached)

15. How have you gathered feedback from Placement Providers?

Informal contact and formal QA meetings

16. Where is it held?

See 13

17. What action has been taken as a result of feedback from Placement Providers?

It is not possible to summarise the entirety of the actions taken as this is a continuous process of communication and quality improvement. Examples can range from requests to change module leads, additional training for GP tutors, removal of students from placement for a particular module at a particular trust, pressing for additional accommodation, and sharing of good practice between trusts and practices.

18. How has this been fed back to students and Placement Providers?

Generally through meetings, formal letters and reports, and through SSLC and Course Director updates

19. Have you removed any Placement Providers from your approved list?

Not completely, but we would remove students from Trusts for certain modules / sub specialities on a temporary basis.

20. Please comment on any Placement capacity issues

We continue to raise at regional level the need for parity in the allocation of placement capacity in the Trust who also supply placements to Cambridge university medical course (Ipswich and QEHKL)

21. Any further comments

PPL Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Claire Cuminatto
School: PPL
Date completed: 09/12/15
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
<p>1. List programmes with a placement/work-based learning element:</p> <p><u>Year Abroad:</u> -All Language and Communication BAs with a year abroad component (this is elective: students can choose between studying and working abroad): Modern Language, Modern Language with Management Studies, Translation, Media and Modern Languages, Translation and Interpreting with Modern Language. <u>These are reported on separately.</u></p> <p><u>Off-campus placements that are linked with a module/course, but not compulsory within this module/course:</u> -Module called ‘EU studies with Brussels one month internship’. BA in International Relations and/or Politics</p> <p>- Politics and Governance in Britain module. BA in Politics.</p> <p>- Working with BBC voices as part of our MA in broadcast journalism.</p> <p><u>Campus-based placements integral to modules:</u> - Parliamentary and Public Policy Research Placements (students can elect to do these instead of a dissertation). BA in Politics</p> <p>-Translation Work Experience UG and PG modules. These are elective modules in our BA in Modern Language, Translation, Media and Modern Languages, Translation and Interpreting with Modern Language, and our MA in Applied Translation Studies.</p>
<p>2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?</p> <p>None</p>
Students
<p>3. How many students (total numbers, headcount) have been on placement in the academic year:</p> <ul style="list-style-type: none"> -‘EU studies with Brussels one month internship’: 14 - ‘Politics and Governance in Britain’ module: 4 - MA in broadcast journalism and BBC Voices: 52

PPL Placement/Work-based Learning Activity Annual Report to LTC: School Summary

- Parliamentary and Public Policy Research Placement: 4
- Translation Work Experience UG: 20
- Translation Work Experience UG: 10

Total: 104

4. Please confirm that all students

- completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding)
<http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool>
For all placements, we comply with the risk assessment tool's spirit, either by directly using that tool or ensuring an equivalent risk assessment process is in place. As some of this work experience takes place at UEA, the Placement Risk Assessment Tool is not required and students remain under the supervision of the module organiser.
 - and met with their University-based Placement 'coordinator/mentor' equivalent.
- Yes.

5. Where are the records for (4) held?

With the lead academic organising the placement.

6. How have you gathered student feedback on placements?

If the placement is part of a module and taking place at UEA, then the feedback is part of the overall end of term module evaluation.

As for the voluntary placements which are not a compulsory parts of courses, students are asked for feedback, but as many of them graduate before they complete their placements, we were not always able to ensure feedback was sent to us in the past. A procedure is now in place.

7. Where is the information in (6) held?

With the lead academic organising the placement.

8. What action has been taken as a result of student feedback?

We discussed feedback with hosts as appropriate.

9. How has any action taken been fed back to students and Placement Providers?

PPL Placement/Work-based Learning Activity Annual Report to LTC: School Summary

In the case of feedback being part of the overall module evaluation process, it is fed back to the students on the Blackboard site, and on the year after, in the module description.

Placements

10. Summary of Placement Providers for the academic year:

- BBC Voices
- East of England Office
- Norfolk County Council
- Local Branch of the Red Cross,
- MPs and MEPs
- Norwich Castle Museum,
- Sainsbury Centre for Visual Arts,
- National Trust Blickling Hall,
- Musée de Strasbourg (France),
- Marti Museum (Valencia)

11. Location of complete list of Placement Providers for the academic year:

n/a

12. Placement Providers which have been audited in the academic year

East of England Office and British Red Cross.

13. Location of complete list of Placement Providers which have been audited in the academic year

n/a

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

We had very comprehensive meetings with the placement coordinators within the two organisations, and talked about students' tasks in detail.

15. How have you gathered feedback from Placement Providers?

One to one discussions with hosts annually.

16. Where is it held?

n/a

17. What action has been taken as a result of feedback from Placement Providers?

Minor changes to programmes.

PPL Placement/Work-based Learning Activity Annual Report to LTC: School Summary

18. How has this been fed back to students and Placement Providers?

By direct conversations or emails.

19. Have you removed any Placement Providers from your approved list?

No.

20. Please comment on any Placement capacity issues

PPL would like to increase the number of volunteering/work placement opportunities, but the real issue is time. There is scope for a full time job finding and administering such placements at School level. I am not sure a 'placement officer' role within the School would be sufficient (but it could be a good start, as I think the people who organise placements that are not part of a compulsory module spend a lot of time on making the placements happen in the first place, and do not necessarily have the time to deal with the ongoing administration of placements).

21. Any further comments

A definition of what 'Placements and Work-based Learning Activities' encompass would be really helpful at the top of the form. The nature of 'placements' is very different in various parts of UEA and it was therefore difficult to capture our activities in this document.

All the placements/work experience mentioned are linked with modules that students elect to do.

BIO Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Charlotte Price, School Manager
School: Biological Sciences
Date completed: 18 th December 2015
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
1. List programmes with a placement/work-based learning element: U1C104402 BIOLOGICAL SCIENCES WITH A YEAR IN INDUSTRY U1C720402 BIOCHEMISTRY WITH A YEAR IN INDUSTRY
2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year? U1C104402 Biological Sciences with a Year in Industry reviewed 2014-15 U1C720402 Biochemistry with a Year in Industry reviewed 2013-14
Students
3. How many students (total numbers, headcount) have been on placement in the academic year: 2014-15 – 5 students
4. Please confirm that all students <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool All students on placement in 2014-15 completed Risk Assessment forms where applicable • and met with their University-based Placement ‘coordinator/mentor’ equivalent. All students on placement met their Year in Industry co-ordinator, or relevant representative, during their placement
5. Where are the records for (4) held? Hard copy records are kept with LTS. Electronic records are kept by Local Support.
6. How have you gathered student feedback on placements?

BIO Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Student feedback is gathered through regular contact with the student, including 'Keep In Touch' reports, at least one mentor meeting during the placement, and through presentations given to Year 1 and Year 2 students in two separate sessions upon their return. SCI Faculty is in the process of trying to establish a Yinl 'Ambassador' scheme to further gather feedback from returning students.

7. Where is the information in (6) held?

With Yinl Co-ordinators.

8. What action has been taken as a result of student feedback?

We're in the process of improving support for Year 1 and Year 2 Yinl students to help them find a suitable placement, with the help of the Yinl Co-ordinators, Local Support and relevant parties in the Faculty.

9. How has any action taken been fed back to students and Placement Providers?

Where relevant, action has been fed back to Placement Providers by Yinl Co-ordinators by phone, email or one-to-one meetings.

Placements

10. Summary of Placement Providers for the academic year:

- 2014-15
- Institute of Food Research, NRP
- John Innes Centre, NRP
- Molplex Pharmaceutical Ltd, Cheshire
- Glaxo Smith Kline, Stevenage
- Phico Therapeutics, Cambs

11. Location of complete list of Placement Providers for the academic year:

See above

12. Placement Providers which have been audited in the academic year

Placement providers are audited during placement visits, therefore all placement providers have been audited.

13. Location of complete list of Placement Providers which have been audited in the academic year

See above

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

N/A

BIO Placement/Work-based Learning Activity Annual Report to LTC: School Summary

15. How have you gathered feedback from Placement Providers?

Via Placement visits

16. Where is it held?

Yinl Co-ordinators

17. What action has been taken as a result of feedback from Placement Providers?

18. How has this been fed back to students and Placement Providers?

19. Have you removed any Placement Providers from your approved list?

Not in 2014-15, although we have in the past.

20. Please comment on any Placement capacity issues

21. Any further comments

CHE Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Dr C. J. Richards
School CHE
Date completed 07-01-2016
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
1. List programmes with a placement/work-based learning element: U1F104402 CHEMISTRY WITH A YEAR IN INDUSTRY (MCHEM) U1F191402 CHEMICAL PHYSICS WITH A YEAR IN INDUSTRY (MCHEM) U1F154402 BIOLOGICAL AND MEDICINAL CHEMISTRY WITH A YEAR IN INDUSTRY (MCHEM)
2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year? None
Students
3. How many students (total numbers, headcount) have been on placement in the academic year: U1F104402 = 7 U1F191402 = 0 U1F154402 = 3
4. Please confirm that all students <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) - Yes http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool • and met with their University-based Placement 'coordinator/mentor' equivalent. - Yes
5. Where are the records for (4) held? CHE School Office
6. How have you gathered student feedback on placements? Individual meetings with placement students. Both whilst on placement and on return. Also, for the whole group, following the final course test that the students take when they returned to UEA in May. This was principally to discuss the distance learning module.

CHE Placement/Work-based Learning Activity Annual Report to LTC: School Summary

7. Where is the information in (6) held? A form is not completed for the individual meetings. Notes have been taken and fed back to the module coordinator for the distance learning module in previous years, but this year he was able to attend this meeting.

8. What action has been taken as a result of student feedback? The placement meetings have occasionally highlighted issues with the student-industrial supervisor relationship that a subsequent discussion between myself and the supervisor has helped address. Most student feedback does though concern the distance learning module. Last year, as a result of such feedback, a new timetable for assessment deadlines was introduced that feedback this year has confirmed works well. Formative coursework assessments were also introduced.

9. How has any action taken been fed back to students and Placement Providers? See above

Placements

10. Summary of Placement Providers for the academic year:

GSK (2), Philips Respirationics (2), RB (1), Merck (1), EDF (1), Shepherd (1), Remet UK(1), IRB Barcelona (1)

11. Location of complete list of Placement Providers for the academic year:

GSK (Ware), Philips Respirationics (Chichester), RB (Hull), Merck (Southampton), EDF (Sizewell), Shepherd (Widnes), Remet UK(Rochester), IRB Barcelona

(list held by CHE academic placement lead)

12. Placement Providers which have been audited in the academic year

None

13. Location of complete list of Placement Providers which have been audited in the academic year. N/A

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process. N/A

15. How have you gathered feedback from Placement Providers. Through meetings with student industrial supervisors. No form completed. Specific points acted upon as needed.

16. Where is it held. N/A

17. What action has been taken as a result of feedback from Placement Providers?

This is usually student specific. Where the supervisor raises concerns about student performance (applicable to only one of the students on placement in 2014-15), communication between myself and the student helps to monitor/manage the issue concerned.

CHE Placement/Work-based Learning Activity Annual Report to LTC: School Summary

18. How has this been fed back to students and Placement Providers? See above.

19. Have you removed any Placement Providers from your approved list?

No

20. Please comment on any Placement capacity issues. It is becoming increasingly difficult for the students to obtain placements. It is not entirely clear why this is the case, but the increasing popularity of courses of this type in Chemistry is certainly a cause. One of our students on placement this year was told, after being offered the position, that there had been well in excess of 100 applications for the single position.

21. Any further comments

CMP/ActSci Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Timothy Southon, School Manager
School: CMP
11 Dec 2015
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
1. List programmes with a placement/work-based learning element: Computing Science with a Year in Industry (CompSci) Actuarial Science with a Year in Industry (ActSci)
2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year? None.
Students
3. How many students (total numbers, headcount) have been on placement in the academic year: 17 total including: 11 (CompSci) + 6 (ActSci)
4. Please confirm that all students <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool Yes <ul style="list-style-type: none"> • and met with their University-based Placement ‘coordinator/mentor’ equivalent. Yes
5. Where are the records for (4) held? LTS
6. How have you gathered student feedback on placements? Students on placement complete bimonthly feedback reports, and an end-of-placement reflective report, which count towards module marks.
7. Where is the information in (6) held?

**CMP/ActSci Placement/Work-based Learning Activity Annual Report to LTC:
School Summary**

During placement year, reports are held by placement coordinator.
Recent cohort reports (past 2 years) are held by LTS.

8. What action has been taken as a result of student feedback?

Pass/Fail results are now recorded on student transcripts. Student feedback has always been largely positive, with the exception of a case where Selesti, a local employer who hadn't been used before, made a student redundant after 3 months. As a result, this provider will not be used in future.

9. How has any action taken been fed back to students and Placement Providers?

Placement providers (line managers) endorse bimonthly reports, and the placement coordinator provides feedback during visits. There is no formal written feedback mechanism.

Placements

10. Summary of Placement Providers for the academic year:

Mainly Industrial Organisations: Computing, Insurance, Banks:

- SoccerHub
- BestCo
- Genzyme
- Oracle
- Selesti
- Proteo
- TJResponse
- SoccerHub
- Ferrel
- GSK
- Tribal
- AXA
- Friends Life
- HangSengBank (Hong Kong)
- TrigonPensions
- Prudential (Hong Kong)
- Lloyds Banking Group

11. Location of complete list of Placement Providers for the academic year:

SCI Faculty

12. Placement Providers which have been audited in the academic year

**CMP/ActSci Placement/Work-based Learning Activity Annual Report to LTC:
School Summary**

N/A

13. Location of complete list of Placement Providers which have been audited in the academic year

N/A

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

The School is able to make some judgement about the Year in Industry employer based on the interactions with getting the Year in Industry paperwork completed. There are also interactions through the bi-monthly reports and the placement visits.

15. How have you gathered feedback from Placement Providers?

The placement coordinator visits students on placement twice during the year. The visit includes a 15 minute meeting with the line manager, a 15 minute meeting with the student, and a 30 minute meeting with both line manager and student. The format provides an opportunity for feedback, and placement providers who take placements from other Universities are asked whether there are areas where UEA students are noticeably stronger/weaker than others.

The placement coordinator thinks it would be good policy to more formally thank the placement provider at the end of the placement and ask them to complete a questionnaire that could better capture this information.

16. Where is it held?

Placement coordinator

17. What action has been taken as a result of feedback from Placement Providers?

When feedback relates to UEA students in general (rather than a particular student), it is fed back to faculty when there are areas identified where students are stronger/weaker than students from other Universities.

18. How has this been fed back to students and Placement Providers?

Verbally/informally

**CMP/ActSci Placement/Work-based Learning Activity Annual Report to LTC:
School Summary**

19. Have you removed any Placement Providers from your approved list?

No – there is technically no ‘approved list’ as placements vary considerably from year to year. However, as discussed above, Selesti will not be used in the foreseeable future.

20. Please comment on any Placement capacity issues

CompSci placements: Industrial placements for home/EU CMP students seem to be quite plentiful, but competition is fierce at larger blue chip companies. Those for overseas are more problematic, and there has yet to be a placement for an overseas student.

ActSci placements: The market for Actuarial Science placements is particularly competitive and very challenging.

21. Any further comments

ENV Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Tom Hargreaves/Simon Allen/Georgina Hallsworth
School: ENV
Date completed: December 2015
Programmes
<i>NB: Study Abroad programmes are not included as reported on separately</i>
1. List programmes with a placement/work-based learning element: All ENV degree programmes, apart from BSc Geography and BSc Environmental Geography with International Development.
2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?
Students
3. How many students (total numbers, headcount) have been on placement in the academic year: 11
4. Please confirm that all students <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) http://www.uea.ac.uk/learningandteaching/documents/placements/Its030-placement-risk-assessment-tool • and met with their University-based Placement ‘coordinator/mentor’ equivalent.
5. Where are the records for (4) held? In the School with copies at LTS
6. How have you gathered student feedback on placements? Student feedback is gathered through bi-monthly update forms, at least one mentor meeting during the placement (usually in the first 3mths), and through presentations given to yr2 YII students upon return. SCI Faculty is

ENV Placement/Work-based Learning Activity Annual Report to LTC: School Summary

in the process of trying to establish a YII 'Ambassador' scheme to further gather feedback from returning students. The ENV Undergraduate Affairs Committee also has a representative for Returning Students' who has gathered feedback from returning students.

7. Where is the information in (6) held?

Forms are sent to LTS via ENV Local Support.

8. What action has been taken as a result of student feedback?

We're in the process of improving support for yr1 and yr2 YII students to help them find a suitable placement, through the ambassador scheme that Steve Dorling is setting up, we're also trying to provide more support to returning students.

9. How has any action taken been fed back to students and Placement Providers?

Via email and module re-design (for students) and through face-to-face meetings usually during mentoring visits (for placement providers)

Placements

10. Summary of Placement Providers for the academic year:

Anglian Water, Huntingdon
Nationwide Building Society, Swindon
Gardline, Great Yarmouth
Suffolk County Council, Ipswich
Norfolk County Council, Norwich
Osa Conservation, Costa Rica
National Oceanographic Centre, Liverpool
MacDonalds Environmental Consultants, London
Cornwall Energy, Norwich

11. Location of complete list of Placement Providers for the academic year

See above

ENV Placement/Work-based Learning Activity Annual Report to LTC: School Summary

12. Placement Providers which have been audited in the academic year

The auditing is undertaken using the Placement Visit recor

13. Location of complete list of Placement Providers which have been audited in the academic year

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

Via mentoring visits (mentors fill out a 'Placement Visit Record'). More detailed feedback on individual students is gathered through line managers' comments on bi-monthly update forms.

15. How have you gathered feedback from Placement Providers?

Via the Placement Visit Record

16. Where is it held?

In LTS via ENV Local Support

17. What action has been taken as a result of feedback from Placement Providers?

18. How has this been fed back to students and Placement Providers?

19. Have you removed any Placement Providers from your approved list?

20. Please comment on any Placement capacity issues

21. Any further comments

MTH (ENG) Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Lawrence Coates/Timothy Southon
School ENG (part of MTH)
Date completed 12/1/2016
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
1. List programmes with a placement/work-based learning element: MSc Energy Engineering
2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year? The MSc Energy Engineering course is new and has not had a 5-year Course Review.
Students
3. How many students (total numbers, headcount) have been on placement in the academic year: 8
4. Please confirm that all students <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool YES • and met with their University-based Placement 'coordinator/mentor' equivalent. YES
5. Where are the records for (4) held? MTH Local Support Office
6. How have you gathered student feedback on placements? Feedback can be presented in the Placement Report and in the viva.
7. Where is the information in (6) held? By the Course Director.

**MTH (ENG) Placement/Work-based Learning Activity Annual Report to LTC:
School Summary**

8. What action has been taken as a result of student feedback?

The timing of the Report submission date relative to the viva date has been changed to give students more time.

9. How has any action taken been fed back to students and Placement Providers?

Yes.

Placements

10. Summary of Placement Providers for the academic year:

Seven providers, the majority of whom are employers in the local energy engineering industry.

11. Location of complete list of Placement Providers for the academic year:

Course Director.

MTH Local Support Office

12. Placement Providers which have been audited in the academic year

N/A

13. Location of complete list of Placement Providers which have been audited in the academic year

N/A

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process.

Placement Providers have been identified through personal contacts made at Energy Conferences.

15. How have you gathered feedback from Placement Providers?

Industry supervisors are given the opportunity to report on the student's performance and the experience of hosting the placement. These comments do not contribute to summative assessment.

16. Where is it held?

Course Director/MTH Local Support Office

17. What action has been taken as a result of feedback from Placement Providers?

None

**MTH (ENG) Placement/Work-based Learning Activity Annual Report to LTC:
School Summary**

18. How has this been fed back to students and Placement Providers?

N/A

19. Have you removed any Placement Providers from your approved list?

No

20. Please comment on any Placement capacity issues

With the recent drop in the world price for oil, placements are becoming more difficult to find.

21. Any further comments

These placements allow the MSc students to gather information for their dissertation but have a great impact on employability, with approximately 50% of students going on to work for their placement provider. There is no teaching performed by staff of the placement provider and there is no summative assessment performed by the staff of the placement provider.

PHA Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Jeremy Sokhi
School: Pharmacy
Date completed: 10th December 2015
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
1. List programmes with a placement/work-based learning element: <ul style="list-style-type: none"> • PHARMACY (MPHARM)
2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year? MPharm degree
Students
3. How many students (total numbers, headcount) have been on placement in the academic year: 413 <ul style="list-style-type: none"> • Year 1: 95 • Year 2: 120 • Year 3: 97 • Year 4: 101
4. Please confirm that all students <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) http://www.uea.ac.uk/learningandteaching/documents/placements/Its030-placement-risk-assessment-tool <ul style="list-style-type: none"> ○ Historically the placement risk assessment tool has not been completed for pharmacy placements. Students receive formal placement preparation training within the School and must pass an assessment before going out on placement. • and met with their University-based Placement ‘coordinator/mentor’ equivalent.

PHA Placement/Work-based Learning Activity Annual Report to LTC: School Summary

- No role exists. It has not been considered necessary due to the short duration (0.5 days to 2 days maximum) of placements offered within the MPharm degree.

5. Where are the records for (4) held?

N/A

6. How have you gathered student feedback on placements?

Yes. Student feedback is gathered on community placements using an evaluation form designed for this purpose. Other sources of feedback include module evaluations, SSLC meetings and the reflective essays completed each year as part of students' development portfolio.

7. Where is the information in (6) held?

Held with LTS and within the School

8. What action has been taken as a result of student feedback?

A review of student feedback has been undertaken and considered alongside the evidence from medical education. This review has resulted in significant changes being made to the placement programme to remove the inconsistencies around student experience and in recognition of the limited developmental value of short placements.

As a result the placements programme has been revised to remove several of the short placements delivered through our community pharmacy partners, to be replaced by one two week placement at the end of year 2. We are also piloting a joint hospital placement with the UEA medical school. Resource have also been diverted to enable more patient contact in teaching sessions and additional simulated patient scenarios.

The evaluation process has been extended to all placements from 2015-16 forwards.

9. How has any action taken been fed back to students and Placement Providers?

The feedback on community placements has been shared with providers via a series of evening events held in the summer. The intention is to share the new data obtained this year with all placement hosts.

PHA Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Placements

10. Summary of Placement Providers for the academic year:

The academic year 2014 / 2015 saw 50 providers used, placing 413 students at 80 locations across the counties of Cambridgeshire, Norfolk and Suffolk, totalling 90 different types of work based learning.

Placement provider's locations can be broken down totalling 5 in Cambridgeshire, 34 situated in Norfolk, and 11 Suffolk.

Types of placement providers included pharmacies located within Hospitals and General Practitioners as well as Community Pharmacies, such as those run by Boots (17), The Co-operative (5), Lloyds Chemists (7), Sainsbury's (4), and Tesco (4), as well as a further 19 independent pharmacies.

Forth year students also had the option to request a placement type within a chosen area, these have included; commercial business management, mental health hospitals or prison based locations. Students had the opportunity to experience placements in number of departments at the Norfolk and Norwich University Hospital, these included Radiotherapy, the Coronary Care Unit and the Eye clinic.

11. Location of complete list of Placement Providers for the academic year:

Z:\LTS Folders\Placements\Annual Report to LTC\LTC report 2014-15

12. Placement Providers which have been audited in the academic year

No formal audit process undertaken

13. Location of complete list of Placement Providers which have been audited in the academic year

N/A

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

15. How have you gathered feedback from Placement Providers?

Community placement, elective and GP hosts are asked to feedback following each placement using an evaluation form. Feedback is also gathered from community hosts at the evening events.

Year 3 Hospital placements are hosted by teacher practitioners jointly employed by UEA and therefore feedback is obtained directly from these staff.

PHA Placement/Work-based Learning Activity Annual Report to LTC: School Summary

16. Where is it held?

Held with LTS

17. What action has been taken as a result of feedback from Placement Providers?

Feedback from placement hosts was considered as part of the review process that has contributed to the changes to the programme. Furthermore community hosts were consulted on the new proposals and involved in the development of the 2-week placement.

Hospital teacher practitioners have been involved in the design and piloting of the joint hospital placement.

18. How has this been fed back to students and Placement Providers?

Students: Via a 'Placement introduction' lecture for first years and 'Placement update' lecture for all other years.

Providers: Via the placement evenings held for community pharmacists and through direct communication with hospital teacher practitioners and their hospital employer.

19. Have you removed any Placement Providers from your approved list?

N/A

20. Please comment on any Placement capacity issues

In 2014/15 there were capacity issues for year 2 IPL placements. CIPPS have recruited more providers for 2015/16 so these have not been a problem this year.

In 2015/16 there were capacity issues with year 3 Hospital Ward 1 & Ward 2 placement. This was due to many factors including more students in year 3 than previous years, staff on maternity leave and not being able to have placements at NNUH on certain dates due to implementation of electronic prescribing. This is not anticipated as being a problem for next year.

21. Any further comments

DEV Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Academic Year 2014 – 2015

Completed by:
Dr Steve Russell, PGT internship coordinator
Dr Jon Pattenden, Module Convenor for DEV-3C33, Development Work Experience

School: DEV

Date completed: 27th November 2015

Programmes

NB: Study Abroad programmes are not included as reported on separately

1. List programmes with a placement/work-based learning element:

The Development Work Placement module (DEV-M06X-15) is only available to DEV postgraduate students taking the following courses:

- MA Media and International Development
- MSc Environment and International Development
- MSc Climate Change and International Development
- MSc Water Security and International Development
- MA Agriculture and Rural Development

DEV-3C33, Development Work Experience module is available to UG students on the following programmes:

- International Development with Overseas Experience
- International Development with Economics and Overseas Experience
- International Development with Social Anthropology and Politics with Overseas Experience
- International Development with Environment with Overseas Experience

2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?

N/A

Students

3. How many students (total numbers, headcount) have been on placement in the academic year:

One student for DEV-M06X-15

DEV Placement/Work-based Learning Activity Annual Report to LTC: School Summary

45 students for DEV-3C33

4. Please confirm that all students

- completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding)
<http://www.uea.ac.uk/learningandteaching/documents/placements/Its030-placement-risk-assessment-tool>

- and met with their University-based Placement 'coordinator/mentor' equivalent.

A risk assessment form was completed by the one student on DEV-M06X and the student met with both their programme Director (Martin Scott) and the Development Work Placement module convenor (Steve Russell).

For DEV-3C33 - all students completed a risk assessment form and an ethics form and the DWE contract. They also met with the DWE supervisor and Module Convenor. Students are not allowed to do DWE unless they have completed docs 1-4 below:

1. Completed a 'contract'
2. Completed a Risk Assessment Form
3. Completed ethical clearance
4. Submitted a letter of invitation from the organisation (which has to be approved by the DWE supervisor through the latter signing the DWE contract).
5. Where there are concerns about risk, then their placement is assessed by the HSC
After the placement, the student should
 1. Submit a completion document.
 2. Provide us with brief feedback on the placement which then goes into our 'database' for future students.

5. Where are the records for (4) held?

With Steve Russell, module convenor for DEV-M06X.

With DEV LSO Staff for DEV-3C33

6. How have you gathered student feedback on placements?

By request through email and from completion reports (for DWE).

7. Where is the information in (6) held?

The records are kept on Blackboard (on the site for the module). We also get feedback through their essays that critically reflect on their experience.

8. What action has been taken as a result of student feedback?

We put organisations where students faced problems on a black list.

DEV Placement/Work-based Learning Activity Annual Report to LTC: School Summary

9. How has any action taken been fed back to students and Placement Providers?

N/A as we don't necessarily feed back to placement providers. There are over 45 different placement/internship providers.

Placements

10. Summary of Placement Providers for the academic year:

For the one PGT student there was one placement provider:

Taiwan Environmental Information Association (TEIA)

For DWE – the providers are located worldwide and include:

The Maya Mountain Research Farm, Mfuwe Trails (Z) Ltd, Cambodia Mines-Remove Campaign, Nijera Kori, East African Playgrounds, Original Volunteers, Working Abroad Projects, Seva Mandir, International Volunteer HQ Cambodia, Durbar Mahia Samanwaya Committee, School Club Zambia, Restless Development

11. Location of complete list of Placement Providers for the academic year:

DEV LSO

12. Placement Providers which have been audited in the academic year

N/A

13. Location of complete list of Placement Providers which have been audited in the academic year

N/A

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

DEV-M06X is a new module, and students can choose their placement provider, which is often overseas. Therefore highly rigorous and highly reliable checks on the quality of a providers difficult. But all providers must be looked at and checked as thoroughly as possible by the student's course director and the module convenor.

The same checks are made for providers for DEV-3C33 where possible.

15. How have you gathered feedback from Placement Providers?

N/A

16. Where is it held?

DEV Placement/Work-based Learning Activity Annual Report to LTC: School Summary
N/A
17. What action has been taken as a result of feedback from Placement Providers? N/A
18. How has this been fed back to students and Placement Providers? N/A
19. Have you removed any Placement Providers from your approved list? One for DEV-3C33
20. Please comment on any Placement capacity issues N/A
21. Any further comments <p>2014-15 was the first year in which a new 40 credit module, <i>Development Work Placement</i>, was offered by the School of International Development as an alternative to the dissertation. In its first year, only one student did this module. For the coming year (2015-16), we anticipate more students will take this module, and procedures will be put in place to obtain student feedback after the placement, and feedback from placement providers.</p> <p>The School also offers PGT students the opportunity to do a non-credited internships over the summer semester, for a period of 8-10 weeks. If a student does an uncredited internship, they can get an extension on their dissertation. Students really appreciate this opportunity, and each year about 20 students take up the opportunity. Procedures for these internships abide by the ethos of the Placements and Work-based Learning Code of Practice.</p> <p>Attached is a summary of the students doing uncredited internships in 2014-15.</p>

DEV PGT Internships 2014/15:

Organisation	Placement Location	Duration	Placement type	Project / TOR
Norfolk Coast Partnership	Norfolk	3m	Visual impact assessment	Windfarm visualisation project
New Routes	Norwich	2 x 2 months	Impact evaluation	Impact evaluation
Botanic Park Los Yapas	Ecuador	7w	Organic farming	
The Salvation Army	Norwich UK	1m	Social work	Drop in Centre / Community Hub for serving the homeless
FHI 360	USA	2m	Education evaluation	Data collection and analysis

Organisation	Placement Location	Duration	Placement type	Project / TOR
EARTH	Thailand	1m	policy research	
MBA Consult Ltd	Ghana	3 months	Environment and Safety	Environment and social impact assessment
Womensaid Collective (WACOL)	Nigeria		women's economic empowerment project	various aspects of WACOL's work, but focusing on women's and girls' economic empowerment project
Samata http://www.samataindia.org.in	India, Andhra Pradesh	3m	Campaign, report writing, social development	Working with tribal communities resistyng mining operations
Centre for Civil Society	S Africa	2 months	Research and advocacy / campaigning	Working with local communities / civil society om GEJ
International Centre for Tropical Agriculture	Colombia	7.5m	data processing and analysis	Comment: seeking extenuating circs fore xtension until April 2016. Visa expires Jan 2016. Will aim to finish diss before 30th Jan 2016. See email dated 12th May 2015
Indian Institute for Human Settlements (IHS), Bangalore, India	Bangalore, India	3 months		research on water and sanitation
BacBon Ltd	Bangladesh	2 months	Misc	Assisting the JICA BOP business programme (e-Education project)
UNDP	Japan Office	3 months		Publicity and press section
Educate!	Uganda	3 months	Impact evaluation - statistical analysis	Analysis
South African Policy and Research Institute (SAIPAR)	Zambia	2 months	Research on gender mainstreaming	Analysis and writing
Great Yarmouth Borough Council	UK	3 months	Community resilience work	Community work & mobiliser
Justice Africa www.justiceafrica.org	London, UK	2 months	data processing and analysis	
Un Ocha Kone Office	Japan Office	3 months	Partnerships and publicity	Partnership building and public information

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Katy Quigley: School Coordinator
School: EDU
Date completed: 11 th January 2016
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
<p>1. List programmes with a placement/work-based learning element:</p> <ul style="list-style-type: none"> • Counselling (PGDIP) • Education (BA) • PGCE Primary Years • PGCE Secondary Years (All subjects) • Physical Education (BA)
<p>2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?</p> <p>Counselling: N/A</p> <p>Education: The BA Education contains a placement module in year 2 (EDUB5002Y). The course was subjected to Course Review in 2013/14 – the next is not due until 2018/19.</p> <p>PE: N/A</p> <p>Secondary: A course review has not taken place formally through UEA, but External Examiners and Ofsted have reviewed the course.</p>
Students
<p>3. How many students (total numbers, headcount) have been on placement in the academic year:</p> <ul style="list-style-type: none"> • Counselling (PGDIP): 17 • Education (BA): 33 • PGCE Primary Years: 147 • PGCE Secondary Years: 127 • Physical Education (BA): 37 <p>Total number of student on placements: 361</p>

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

4. Please confirm that all students

- completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding)

<http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool>

Counselling: Placement risk is assessed using the guidelines provided by the professional body which accredits the training course the British Association for Counselling and Psychotherapy (BACP).

Education: All EDU students on the Year 2 Placement Module (EDUB5002Y) in 2014/15 completed the standard Risk Assessment Tool. The risk assessment is included as an appendix in student's Ethical Approval Applications. A small number of ethical approvals was provided to the Chair of the EDU Ethics Committee for detailed scrutiny – the rest were approved by the Placement Coordinator.

PE: Students work under the Risk Assessment of that organisation.

Secondary: The Placement schools have the legal obligation regarding the students. There is a quality assurance process within EDU and schools are inducted to the university processes. In future the team will put a box into the placement form stating that the school agrees to taking on the risk of having students.

- and met with their University-based Placement 'coordinator/mentor' equivalent.

Counselling: Lucy Machin the placement coordinator leads a group placement session at the start of the academic year during which all placement opportunities are presented. Ongoing support is available from LM or course director Jane Nichols.

Education: All EDU students on the Year 2 Placement Module (EDUB5002Y) in 2014/15 met with their placement coordinator (A Longcroft) on several occasions prior to going into placement and also had a 'placement visit' from the coordinator or another experienced member of the BA Education staff team.

PE: Lee Beaumont, lecturers, and students on the three modules placements are an option discuss the placements beforehand. There are no regular meetings whilst on placement. Half way through the course they send an email to their tutor to say if anything is going ok. Emergency contact details are given.

After 40 hours (week 12) the students meet to discuss how the placement went. Students are there only to observe, they are not undertaking work experience

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Secondary: Trainees are supported by their curriculum tutor whilst on placement. The curriculum tutor visits them at least once each placement.

5. Where are the records for (4) held?

Counselling: LTS and EDU

Education: Basic Records of students' placement settings, contact details of placement mentors, etc are held by the Zicer Placement Office.

Copies of placement visit reports are held by the Placements Coordinator – copies are provided to students too.

Placement evaluations (by students and placement managers/mentors) are held by the Placement Coordinator.

PE: N/A

Secondary: Tutors keep them and in student file. The mentors in the schools will also have a copy

6. How have you gathered student feedback on placements?

Counselling: Feedback will be gathered by LTS at the end of the taught part of the course (June 16) using survey monkey. This is the first year this mechanism will have been used. Prior to this feedback has been collated by the placement coordinator.

Education: Yes – placement managers in placement settings are all provided with a feedback form to complete in which they are encouraged to evaluate the performance of the student whilst on placement.

PE: N/A, but students have to write a reflective report on their experience, formative piece.

Secondary: Students complete placement evaluations at the end of every school placement

7. Where is the information in (6) held?

Counselling: LTS/ EDU

Education: Feedback forms completed by placement managers in 2014/15 are held by the Placement Coordinator. IN 2015/16, the intention is to copy all of these to the Zicer Placements Office.

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

PE: N/A, but students have to write a reflective report on their experience, formative piece.

Secondary: On a central course data base (Z drive)

8. What action has been taken as a result of student feedback?

Counselling: Action depends on the feedback – most feedback was positive. One placement is not being used for 15/16 as a result of negative feedback from 2 trainees within the 14/15 cohort. The feedback related to the lack of consistently available counselling work which was due to a range of organisational factors.

Education:

- Earlier briefings on placements (e.g. requirements, expectations) have been provided in March/April for 1s year students in order to ensure that they can begin to make arrangements for their placements over the summer period (prior to starting their 2nd year).
- Enhancements have been made to the Placement Handbook.
- Dramatically enhanced information on Blackboard – especially tips from previous years, examples of generic feedback (written and video format) to previous year cohort.
- Use of ‘exemplars’ – e.g. examples of students Ethics Forms and copies of Initial Research Proposals have been used to help students understand the expectations of the ethical approval process and the assessment components of the module.
- Combined delivery of Research Methods taught component of the module (EDU5002Y) alongside BA PE students in 2015/16 addresses feedback from the 2014/15 cohort.
- Additional briefing sessions have been added, along with additional ‘placement surgeries’ – aimed at ensuring that students.

PE: Students choose where they go. If bad feedback was given the school would try not to use them again, but it hasn’t happened yet.

Secondary: As part of the course’s internal quality assurance processes all feedback is collated and any issues that are identified are followed up with the school. All school placements receive a summary of the student comments from the evaluations. If necessary, the partnership coordinator visits the school to discuss any issues. As a last resort and in a small minority of situations, if

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

issues are not resolved, the school will be de-selected from the partnership until said issues are resolved.

9. How has any action taken been fed back to students and Placement Providers?

Counselling: The placement feedback has not resulted in any action that has required further feedback in this way.

Education:

- No issues needed to be fed back to placement providers since the latter did not flag any concerns in 2014/15. However, Placement Coordinator on EDUB5002Y has provided all placement settings with a copy of the Placement Handbook and a copy of the form 'Responsibilities of Placement providers' in Jan 2016 in order to ensure that all are aware of the expectations placed on students, and on their organisations.
- Changes made to the module have been fed back to students via SSLCs, and via Blackboard.

PE: Not relevant for PE

Secondary: information provided in question 13.

Placements

10. Summary of Placement Providers for the academic year:

A total of 307 providers were used in the academic year 14/15 for student placements in the school of Education and Lifelong learning.

Counselling (PGDIP):

- Sue Lambert Trust
- UEA wellbeing service
- City College
- Great Yarmouth High School
- East Norfolk Sixth Form College
- Norwich MIND
- Norwich YMCA
- Cambridge YMCA
- St Elizabeth's Hospice

Education (BA):

Education (BA) students were placed with a total of 29 providers across both Norfolk and Suffolk. Placement providers included a Nursery, 14 Primary

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Schools and 4 Academies as well as 3 Colleges in Norfolk. Other types of placement providers did include a Break Charity care home, Norwich Castle Museum and Norfolk Adult Education.

PGCE Primary:

PGCE Primary Years students were placed into three different placements for the year 2014 /2015 totalling 225 providers. Schools were located across the counties of Cambridgeshire, Essex, Norfolk and Suffolk as well as 17 providers elsewhere in the UK and 1 in the Republic of Ireland. Nurseries, primary and special needs schools are an example of the types of placements providers used.

PGCE Secondary:

PGCE Secondary Years students were required to attend two secondary schools for their placements in 2014/15. A total of 52 providers were used. Providers involved 39 Secondary Schools and Academies in Norfolk and 13 In Suffolk.

Physical Education (BA):

Physical Education (BA) students have been put with 30 different placement providers for the academic year 2014 /2015. In Norfolk these included 4 Primary schools, 13 Secondary schools, 6 Academies, 1 College, 1 University and 2 independent organisations. Further to this there were 3 providers located in Suffolk, a Secondary School, an Academy and also a College.

11. Location of complete list of Placement Providers for the academic year:

The complete list of placement providers is held at:

Z:\LTS Folders\Placements\Annual Report to LTC\LTC report 2014-15

12. Placement Providers which have been audited in the academic year

Counselling: N/A

Education: Placement settings are not 'audited' in the conventional sense on the 2nd year Placement Module EDUB5002Y.

However, all placements are subject to a placement visit (where practical considerations permit), and this means that EDU staff conducting placement visits have an opportunity to talk both to the students, the placement managers in the settings concerned, and get to explore the setting in more depth – e.g. with guided tours led by staff etc. This enables the EDU staff member conducting the placement visit to determine whether the placement is fit for future use with subsequent cohorts of

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

students. In this sense, almost all settings are routinely 'audited' within the placement visit process.

PE: N/A

Secondary: All schools hosting trainees are visited by UEA tutors. The visit serves as an opportunity to informally audit the quality of support and school based training being delivered. Some subject areas conduct a paper audit of placement provision for the trainee.

The external examiner process is unique to the course – the secondary team audit/check everything required by DfE/Ofsted (timetables checked, evaluations completed/ have important information about Partnership schools such as their Ofsted status)

13. Location of complete list of Placement Providers which have been audited in the academic year

Education: N/A

PE: N/A

Secondary: Z:Drive

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

Counselling: The placement coordinator visits any new placement once the BACP approval process for trainee counsellors on placement has been achieved. If a placement visit were not possible the coordinator would meet with the placement director in person or have a telephone meeting.

Education: N/A

PE: N/A

Secondary: All placement schools are subject to external auditing by Ofsted. EDU monitors the outcomes of these inspections, which informs decisions concerning whether the school will be used as a placement.

15. How have you gathered feedback from Placement Providers?

Counselling: The placement provider takes full responsibility for the trainee's clinical work whilst on placement. For reasons of client confidentiality placement feedback from the provider is not requested unless there is a concern about the trainee's competence (fitness to practice). In such cases either the course director would make contact with the provider or the provider can make contact with the course director. This would be done ideally with the trainee's permission and is clearly

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

outlined as a process in the placement agreement. The trainee's individual clinical supervisor does provide feedback on the trainee's work whilst on placement.

Education: Placement managers in placement settings are all provided with a feedback form to complete in which they are encouraged to evaluate the performance of the student whilst on placement.

PE: A simple form is sent back to the hub at the end of the 40 hours with comments

Secondary: An evaluation survey is completed by school mentors

16. Where is it held?

Counselling: N/A for PGDip

Education: Currently, 2014/15 evaluations are held by the Placements Coordinator (A Longcroft). Intention for 2015/16 is to forward all of these to the LTS Zicer Placements Office.

PE: LTS

Secondary: Summaries are saved in the central course database

17. What action has been taken as a result of feedback from Placement Providers?

Counselling: N/A for PGDip

Education: Placement settings did not flag any concerns in 2014/15.

PE: Lee Beaumont looks through them, any issues that have arisen have been sorted fairly quickly directly with the student.

Secondary: Feedback from placement providers was overwhelmingly positive. Any action points are recorded on our annual improvement plans which are saved in the central course database

18. How has this been fed back to students and Placement Providers?

Counselling: N/A for PGDip

Education: N/A

PE: Lee Beaumont spoken to them directly

Secondary: Link teachers and mentors from placements are continuously updated via a series of link and mentor meetings at UEA across the

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

academic year. Course directors hold a meeting with student representatives where feedback is discussed.

19. Have you removed any Placement Providers from your approved list?

Counselling: Norwich City College Wellbeing Service is no longer being used see notes above.

Education: No – all placements have so far proven to be appropriate, and to provide a supportive environment for our BA Education students. This reflects both the care taken by students in choosing their placements, the careful selection of placements by the Placement Coordinator (A Longcroft) in cases where students are unable to organise their own placement, and the use of placement visits which have ensured close monitoring of the student experience and the appropriateness of settings.

PE: N/A

Secondary: Yes. Course tutors for each subject use information gathered to review whether or not to take up an offer of a placement for each of the two placements in the academic year. Where support in placement is considered to be weak, we avoid placing trainees.

20. Please comment on any Placement capacity issues

Counselling: The number of suitable placements working with adult clients (18+) is a continual challenge. Within the local area the University Campus Suffolk undergraduate counselling degree, Norwich Centre counselling diploma, Matrix Counselling degree all have trainee counsellors looking for high quality placement experiences.

Education: 19. Please comment on any Placement capacity issues

None have been encountered so far – there is scope to provide 35+ placements in each year without any additional resource. The wide range of settings used since 2008/9 ensures that a very diverse range of options is available to the School in terms of organising placement venues for students.

PE: No direct issues in schools or in sports development. The team is conscious not to over burden a school that is already taking a PGCE student. This does limit the options available.

Secondary: EDU is struggling to maintain the desired number of high quality placements due to the growth in other providers working within ITE in the region (some validated by UEA). Some subject areas struggle to find

EDU Placement/Work-based Learning Activity Annual Report to LTC: School Summary

enough schools wishing to host trainees due to the pressures departments are under in school.

21. Any further comments

PE is not a placement in the traditional sense. Students go there to observe and the placements take place when the student has time. For instance if there was a week-long sports camp the student could work for the reading week and get the full 40 hours of placement in. Other students will split up their placement across the whole 12 week period. The school plays no part in finding students a placement opportunity – it is solely up to the student, thus auditing is not generally required. If a student has had a particularly bad experience somewhere Lee would discourage another student from going there.

PSY Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Dr Laura Biggart, Course Director
School PSY
Date completed 11 Dec 2015
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
1. List programmes with a placement/work-based learning element: <p style="margin-left: 40px;">Research Methods 2: Advanced Methods and Research Placements – PSY M450 (module as part of degree programmes listed below) Masters in Cognitive Neuroscience Masters in Social Psychology Masters in Developmental Psychology MRes in Social Science Research Methods</p>
2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year? <p style="margin-left: 40px;">None</p>
Students
3. How many students (total numbers, headcount) have been on placement in the academic year: <p style="margin-left: 40px;">15</p>
4. Please confirm that all students <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool • and met with their University-based Placement ‘coordinator/mentor’ equivalent.
5. Where are the records for (4) held? In the School of PSY for 2014/15 and with the HUB for 2015 onwards
6. How have you gathered student feedback on placements?

PSY Placement/Work-based Learning Activity Annual Report to LTC: School Summary

Via presentation which students give and also via standard PSY quantitative and qualitative course feedback (include questions specifically on feedback).

7. Where is the information in (6) held?

Module feedback held electronically, on a secure server with local support.

8. What action has been taken as a result of student feedback?

From module feedback and feedback through the PSY SSLC, feedback on placement support has been reviewed by module leader and PGT Director and following actions taken:

1. Information about placements provided earlier in Autumn semester to give students more time to plan a placement
2. Clearer information provided about learning objectives and practical considerations (e.g. draft email template, detailed placement guidelines and placement detail proforma for 2015 cohort).

9. How has any action taken been fed back to students and Placement Providers?

Yes, to students via Module outline.

Placements

10. Summary of Placement Providers for the academic year:

Academic institutions (e.g. MRC Cognition & Brain Sciences Unit)
Voluntary Organizations (e.g. Ormiston Families; B-EAT)
Independent Organizations (e.g. NHS Norfolk and Suffolk Primary and Community Care Research Office; Kent County Council Public Health, Sure Start Children's Centre)

11. Location of complete list of Placement Providers for the academic year:

This will be held in LST from Dec 2015

12. Placement Providers which have been audited in the academic year

N/A

13. Location of complete list of Placement Providers which have been audited in the academic year

N/A

PSY Placement/Work-based Learning Activity Annual Report to LTC: School Summary
<p>14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process</p> <p>N/A</p>
<p>15. How have you gathered feedback from Placement Providers?</p> <p>We haven't for the first year, we will seek feedback from placement providers in 2015.</p>
<p>16. Where is it held?</p> <p>It would be held in the School</p>
<p>17. What action has been taken as a result of feedback from Placement Providers?</p> <p>N/A</p>
<p>18. How has this been fed back to students and Placement Providers?</p> <p>N/A</p>
<p>19. Have you removed any Placement Providers from your approved list?</p> <p>No</p>
<p>20. Please comment on any Placement capacity issues</p> <p>N/A</p>
<p>21. Any further comments</p>

SWK Placement/Work-based Learning Activity Annual Report to LTC: School Summary
Academic Year 2014 – 2015
Completed by: Richard Brook
School: SWK
Date completed: 01-12-15
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>
1. List programmes with a placement/work-based learning element: MA social work BA social work
2. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year? MA social Work BA social work
Students
3. How many students (total numbers, headcount) have been on placement in the academic year: 95 BA SOCIAL WORK: <ul style="list-style-type: none"> • Year 2: 16 • Year 3: 17 MA SOCIAL WORK: <ul style="list-style-type: none"> • Year 1: 33 • Year 2: 29
4. Please confirm that all students <ul style="list-style-type: none"> • completed the Placement Risk Assessment Tool (e.g., where it is not considered as part of a separate learning agreement/memorandum of understanding) http://www.uea.ac.uk/learningandteaching/documents/placements/lts030-placement-risk-assessment-tool • and met with their University-based Placement 'coordinator/mentor' equivalent. Yes – students complete a learning agreement. UEA tutors visit for midway meetings
5. Where are the records for (4) held? Placements admin team (Becky Wright) and individual tutors

SWK Placement/Work-based Learning Activity Annual Report to LTC: School Summary

6. How have you gathered student feedback on placements? Yes

7. Where is the information in (6) held? SmartSurvey web-based resource

8. What action has been taken as a result of student feedback?

Feedback has been taken into account when matching current student with suitable placements. For example one placement was judged by a student to be more appropriate for younger, less experienced students.

9. How has any action taken been fed back to students and Placement Providers?

Informal feedback given to placement providers and students.

Placements

10. Summary of Placement Providers for the academic year:

26 providers in total
Most placements (approx. 40) are provided by a single provider – Norfolk County Council Children and Adults Social Services. Other local authorities, Suffolk (approx. 20) and Cambridgeshire (3) contribute. The remaining placements are provided singly by voluntary and private sector agencies.

11. Location of complete list of Placement Providers for the academic year:

Placements admin team (Becky Wright)

Z:\LTS Folders\Placements\Annual Report to LTC\LTC report 2014-15

12. Placement Providers which have been audited in the academic year

N/A

13. Location of complete list of Placement Providers which have been audited in the academic year

N/A

14. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process

15. How have you gathered feedback from Placement Providers?

Electronic Quality Assurance of Practice learning (QAPL) questionnaire

16. Where is it held?

SmartSurvey online resource

SWK Placement/Work-based Learning Activity Annual Report to LTC: School Summary

17. What action has been taken as a result of feedback from Placement Providers?

Consideration in matching process – e.g some providers prefer level 2 students.

18. How has this been fed back to students and Placement Providers?

Informally in conversations with Practice Educators

19. Have you removed any Placement Providers from your approved list?

No

20. Please comment on any Placement capacity issues

The biggest problem is availability of suitable placements for students who do not drive and have transport.

Capacity has increased slightly since City College ceased social work training.

The practice Education programme (training for Practice Educators) which requires candidates to supervise a student whilst undertaking the course has a positive impact on capacity.

Some PVI sector providers have withdrawn their support for placements as a result of the reduction of placement fee in 2014-15.

21. Any further comments

No

Undergraduate Quality Management Policy

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1. Purpose of policy

1. The purpose of this policy is to outline the measures by which Norwich Medical School safeguards the standards of all aspects of undergraduate education delivered through the Medicine with a Foundation Year programme (A104) and the MB BS (Bachelor of Medicine, Bachelor of Surgery, A100).
2. The policy is designed to ensure staff and students within the School, and relevant NHS colleagues, have access to the correct information and mechanisms to enable:
 - quality assurance of the learning opportunities available to all undergraduate medical students

- concerns to be raised, investigated, resolved and lessons learned, in the appropriate manner
- the identification of areas for development and continued review
- the promotion of a culture of continuous and systematic improvement amongst all staff and students
- good practice to be measured, recognised and disseminated
- robust processes are adopted, so that the School maintains a constant review of undergraduate medical education, informing considered and proportionate changes and enhancements made in response to feedback from students, NHS partners and other stakeholders such as patients and service users
- contribution to, and compliance with, systems to protect patient safety
- staff to have a good understanding of the requirements of their role and access to support, clear and accurate information, guidance and training
- students to have a good understanding of what they can expect from the course and what the School expects from them, and access to clear and accurate information and guidance, teaching facilities, support and resources
- members of the public, including patients and prospective students and staff to have access to relevant and accurate information about undergraduate medical education with regard to Norwich Medical School.

2. Compliance and reference points

1. In ensuring our quality management is robust and compliant with external and internal, statutory and self-regulated points of reference, this policy also draws on a range of external and internal reference points, as listed below.
2. The General Medical Council (GMC) Quality Improvement Framework (QIF) ¹ which states that: *“There are three levels of quality activity: quality assurance, quality management and quality control.*
Quality assurance is the overarching activity under which both quality management and quality control sit. It includes all the policies, standards, systems and processes that are in place to maintain and improve the quality of medical education and training in the UK. This is the responsibility of the GMC and is based on our statutory remit.
Quality management is the responsibility of medical schools and postgraduate deaneries. It refers to the processes through which these bodies ensure that the training their medical students and trainee doctors are receiving from local education providers (LEPs), such as NHS trusts, meets the GMC’s standards.
LEPs [Local Education Providers] are in turn responsible for **quality control**, ie ensuring that the education they are providing meets local, national and professional standards.”²

¹ http://www.gmc-uk.org/education/assuring_quality.asp accessed 24.11.2014

² http://www.gmc-uk.org/education/assuring_quality.asp accessed 24.11.2014

3. General Medical Council (GMC) Tomorrow's Doctors 2009 and Supplementary Advice³;
4. GMC Good Medical Practice (2013)⁴
5. Quality Assurance Agency (QAA) UK Quality Code for Higher Education⁵
6. QAA Subject Benchmark Statement on Medicine⁶
7. University of East Anglia (UEA) General Regulations for Students⁷
8. UEA Learning and Teaching Strategy: Taught Programmes 2014-2019⁸
9. Other Norwich Medical School policies, particularly the Admissions Policy, Learning and Teaching Policy, Assessment Strategy, Assessment Handbook and Equality and Diversity Policy, and any other relevant strategies and policies implemented by Norwich Medical School, and at Faculty and University level
10. This document can be released under the Freedom of Information Act (2000).

3. Responsibility for quality management and outputs

1. Responsibility for quality management of the Medicine with a Foundation Year and the MB BS is shared between several colleagues, reporting to the Head of School. The aim of the School is for all staff and students to feel they can make a difference and their efforts in this area will be recognised.
2. The School publishes on Blackboard an Organogram of the Committee Structure for Norwich Medical School and of key staff roles within the School.⁹

3.a. Course Director reporting

1. The Course Directors for the Medicine with a Foundation Year and for the MB BS, respectively, have overarching responsibility for quality management of their courses.
2. The Course Directors for the Medicine with a Foundation Year report on course developments and responses to student feedback, at the quarterly A104 Team Meetings.
3. The MB BS Course Director delivers, or holds:
 - Two annual lectures to each cohort of students (10 in total)
 - A minimum of four meetings with the Staff Student Liaison Committee
 - Termly meetings (three in total) with MedSoc (the Student Medical Society).

³ <http://www.gmc-uk.org/education/undergraduate/8837.asp> accessed 24.04.2015

⁴ http://www.gmc-uk.org/guidance/good_medical_practice.asp accessed 24.04.2015

⁵ <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=181#.VTToLixBwbX4> accessed 24.04.2015

⁶ <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Medicine.pdf> accessed 24.04.2015

⁷ [http://www.uea.ac.uk/calendar/section3/regs\(gen\)/gen-regs-for-students](http://www.uea.ac.uk/calendar/section3/regs(gen)/gen-regs-for-students) accessed 24.04.2015

⁸ <https://www.uea.ac.uk/learningandteaching/documents/learningteaching/UEA+Learning+Teaching+Strategy+2014-19> accessed 24.04.2015

⁹ MED Staff Information > General Information

Within each occurrence, time is apportioned to:

- reporting back on feedback given by students
 - how concerns reported by students have been dealt with by relevant staff, if it is appropriate to share the information in a public forum (within the School, the University or placement providers)
 - outcomes of reviews and proposed course developments that require, or would benefit from, student consultation.
4. The MB BS Course Director is also required to report on the quality of the MB BS Course as follows:
- To provide an annual review of the findings of the National Student Survey, as provided by the University's Business Intelligence Unit, to:
 - Curriculum Design and Delivery (CDD) group, and
 - Faculty of Medicine and Health Sciences (FMH) Executive
 - Faculty Learning and Teaching Quality Committee (FLTQC)
 - the MB BS Staff Away Day; held annually in September
 - Secondary care placement providers via inclusion in the paperwork for the Annual Undergraduate Quality Assurance Visits.
 - Responsibility for completion of the GMC's Medical School Annual Return (MSAR), to the GMC
 - Complete a Faculty Response to Student Course Evaluation (alongside the Course Evaluation Lead), to:
 - MED Teaching Director, for review by Faculty LTQC and publication to CDD membership and on Blackboard¹⁰
 - To participate in the Regional Educational Quality Liaison Group (jointly with University of Cambridge and HEEofE (Postgraduate Deanery)
5. From 2014/15 onwards, in conjunction with the Course Evaluation Lead, the Course Director reports to MB BS Executive on cumulative Performance Indicators for the MB BS Programmes. MB BS Exec shall then discuss and agree action plans to disseminate good practice, or bring about improvements in performance, including plans to consult with students if appropriate.
6. In conjunction with the School Manager, attend GMC Quality Leads Briefings and disseminate new information back to colleagues within the School.

3.b. Modality Reporting

1. Annual reports are also provided by the Academic Lead for each modality of teaching and assessment:
- Assessment report, incorporating Student Selected Studies (SSS) (provided by Head of Assessment and SSS Lead)
 - PBL (Head of PBL)
 - Primary Care (Primary Care Lead)

¹⁰ For students and staff: MBBS Coursewide Evaluations > Faculty Response to Feedback > Faculty Response to Student Course Evaluation 2008/9 onwards

For staff and NHS colleagues only: MED Staff Information > Staff Information about Student Feedback

- Admissions (Admissions Director)
 - Consultation skills (Consultation Skills Lead)
 - Professional Standards and Fitness to Practise (Chair of Professionalism Committee)
 - Student Support (Senior Advisor)
 - Reports on Quality Assurance visits to each LEP (see section 7.4)
2. Wherever time permits and the audience is appropriate, these are presented at either the MB BS Away Day and/or CDD. All are made available on Blackboard.¹¹

3.c. University Reporting

1. The Medicine with a Foundation Year and MB BS Programmes are compliant with University level monitoring and review processes.¹² Both MB BS and Medicine with a Foundation Year Course Directors are required to complete course monitoring and update reports on an annual basis.¹³
2. Module review reports are provided as required by UEA Learning Teaching Quality Committee (LTQC). Triggers for these reviews between the minimum quinquennial cycle include:
 - New module/substantial change to module
 - Module identified as performing poorly in previous year
 - Concerns raised about a module eg through student feedback
 - New module lead.
3. The identification of modules for review is undertaken jointly between the Director of Learning and Teaching and the Learning and Teaching Service. Module Organisers are required to complete the module review and submit their paperwork to the Director of Learning and Teaching within the specified timescale.¹⁴
4. The Medicine with a Foundation Year programme is subject to the University level quinquennial Course Review process.
5. The quinquennial Course Review of the MB BS is subject to exemption from this process as it is revalidated by the GMC, in agreement with the Faculty Associate Dean, through FLTQC and the Learning and Teaching Committee (LTC): *“Liaison with School Directors (Learning, Teaching and Quality) and the Learning, Teaching and Quality Office regarding the timetable for accreditation and review procedures by relevant Professional and Statutory Bodies (PSBs), where appropriate making recommendations to the Learning*

¹¹ MED Staff Information > Annual Reports

¹²<http://www.uea.ac.uk/learningandteaching/documents/learningteaching/Module+Review+and+Annual+Course+Monitoring+%26+Update+Process> accessed 27.04.2015

¹³ https://www.uea.ac.uk/learningandteaching/staff/courses_modules/courseupdate accessed 15.07.2015

¹⁴ MB BS Themes are outwith the University module review process, but may feed into it. From 2011-12 collecting student feedback on the Theme teaching has been collected on a rolling basis. Theme teaching (lectures and seminars) is evaluated via the Annual Evaluation, in Years 1 to 4 only, every 3 to 4 years.

*and Teaching Committee regarding a joint event with a University Review Panel or recommending exemption from University Review; consideration of School action plans arising from PSB reports; and reporting on the outcome to the Learning and Teaching Committee;*¹⁵

3.d. External Examiners

1. External Examiners are appointed in line with University guidelines,¹⁶ for a maximum of four years, or a fifth year by concession. Two external examiners are appointed for each of the five years of the MB BS. One External Examiner (preferably for year one of the MB BS) is also appointed as an External Examiner for the Medicine with a Foundation Year programme.
2. In addition to the University level process of Recommendation for Appointment, External Examiner Annual Reports and School Responses, approved by FLTQC, the annual cycle of formal contact with MED undergraduate External Examiners is as follows:

September: Learning and Teaching Service contact External Examiners with Exam Board dates for the year.

School Senior Administrative Assistant to send Course Handbooks; confirmation of Exam Board and OSCE dates and contacts sheet.

October: Letters of appointment issued by Assessment and Quality Office (AQO).

October/November: OSCE blueprints sent for comment via a feedback proforma; opportunity to request individual OSCE stations; also sent calendar of dates for end of module and end of year OSCEs; date of Assessment Discussion Day.

January: Written exams dispatched to examiners for detailed comment.

February/March: Assessment Discussion Day including closed breakfast session with current students, presentations on assessment updates and new developments and plenary discussion of good practice examples and student feedback.

March: Year 5 Finals Exam Board: morning spent viewing sample coursework and exam scripts of students; meeting with Heads of Year and Module Leads. Exam Board held in the afternoon.

June/July: end of year Exam Boards (A100, A104 years 1-4): morning spent viewing sample coursework and exam scripts of students; meeting with Heads of Year, Year Assessment Lead and Module Leads. Exam Board held in the afternoon.

August-September: submission of External Examiner's Annual Report (for preceding academic year) to the AQO.

September: Reassessment Board.

October-November: Course Director coordinates (with each Head of Year and the Learning and Teaching Service) School Responses to External Examiner Reports. Sent by LTS for critical read and approval by FLTQC.

¹⁵<https://www.uea.ac.uk/learningandteaching/documents/learningteaching/A2RoleofAssosiateFacultyDean> Appendix A, para 1.5, accessed 27.04.2015

¹⁶<http://www.uea.ac.uk/learningandteaching/staff/External+Examiners> accessed 24.04.2015

Summary of comments circulated for discussion and action to MB BS Executive, MB BS Assessment Group and CDD.

3. External Examiner reports and School response summaries are published on UEA website for public access, as of 2013/14. Actions incomplete at the time of writing a response to External Examiners are tracked, for carry over to the subsequent year's process and inclusion in School Responses to the subsequent year's report.
4. From 2014/5, an additional option will be made available to MB BS External Examiners only, to indicate overall satisfaction with the course, on the University report form.

4. Admissions (including outreach)

1. Analysis of admissions' data is conducted on an annual basis. The analysis includes the assessment of the reliability of the selection process, and analysis of interviewer performance (generated from interview marksheets) which is fed back to the interviewers. The analysis also includes review of the applicants themselves, eg those who meet the admission requirements, those that are invited to interview, and those that are made an offer by age, gender, disability, and socio-economic status.
2. Admissions criteria are regularly reviewed to ensure criteria remain nationally valid. In addition, we study those who fail our course on an annual basis, to understand whether there are systematic reasons for failure that can be addressed through our teaching, assessment or admissions' processes.
3. Norwich Medical School also operates within the Admissions Appeals and Complaints Procedure.¹⁷
4. The MB BS Programme Specification (section PS.5.) explains how the admissions criteria ensure equality of opportunity for all applicants.¹⁸

5. Learning and Teaching

1. All lecturers and clinical educators are expected to undergo appropriate training to undertake educational activities, and then maintain their skills through appropriate educationally related Continuing Professional Development (CPD). These skills should be reviewed as one part of their annual appraisal processes.
2. All lecturers are expected to undergo peer observation biennially in each aspect of their teaching, where they deliver teaching in any modality three times or more per annum. Thus, a lecturer who acts as a PBL tutor and also

¹⁷ <https://www.uea.ac.uk/study/undergraduate/apply/our-admissions-policy/appeals-and-complaints-procedure> accessed 27.04.2015

¹⁸ <https://www.uea.ac.uk/learningandteaching/courses-and-modules/specs/norwich-medical-school> accessed 30.04.2015

gives lectures within a module or theme or specialty, would be expected to have been peer observed in both aspects of their role every two years.

3. All lecturers are encouraged to collect their own feedback on new lectures/seminars that they present, and periodically on established lectures/seminars (recommended frequency – once every two years). This is their responsibility, though the school provides exemplar feedback forms.¹⁹ Course level feedback is insufficiently detailed to be able to provide lecturers with feedback at an individual lecture/seminar level.
4. PBL tutors, consultations skills tutors, GP tutors and advisers are provided annually with student feedback on their performance as tutors/advisers, including free text comments, collected via the Annual Evaluation. Lead tutors in each area are expected to review these and provide one to one feedback and guidance where issues of concern are identified through this process. For example, those tutors with mean overall satisfaction scores below 3.5/5 should be supported, monitored and reviewed. Those with scores below 3/5 should receive specific personal feedback to identify and agree SMART objectives to bring about improvements.
5. Quality control data in terms of patient feedback is collected by GP tutors and secondary care placement providers for the MB BS. This should be fed back through the MB BS Primary Care lead and/or the Undergraduate Clinical Lead for each Trust, as part of their report on Trust development for the Norwich Medical School Annual Undergraduate Quality Assurance Visit (see section 7. Placement Provision).
6. Module Clinical Leads are responsible for the quality control of the delivery of undergraduate medical education within their specialty/module, using feedback data from student course evaluations, from their clinical educators, and patient feedback.
7. Lead Educational Trainers in each Trust (i.e. the Associate Medical Director of Undergraduate Medical Education or equivalent) has over-arching responsibility for the quality control of all undergraduate teaching provided in their Trust, as specified within the terms of the Local Development Agreements (LDAs), as issued to Local Education Providers (LEPs) by Health Education East of England (HEEofE)

6. Assessment

1. Norwich Medical School Assessment strategy stipulates minimum standards for all areas of assessment activity. Each Course is expected to produce a course level assessment strategy. For the MB BS this forms the Introduction of the Assessment Handbook. The Assessment Handbook is designed to help staff involved in undergraduate assessment maintain academic standards and ensure that assessments are reliable, valid, feasible and free from bias.

¹⁹ See Blackboard MED Staff Information > Course Development (this folder contains Annual Reports)

2. The performance of students based on their self-declared protected characteristic profiles are examined within the written exams and OSCE. Results are reported in the annual assessment report and any trends in under-performance by any groups are explored with the Assessment Team.
3. In addition, each mode of assessment outlines its own quality assurance mechanisms within the Assessment Handbook, including analysis of assessor variability and moderation processes.
4. Assessment on the MB BS is overseen by the Assessment Group, chaired by the Director of Learning and Teaching. Terms of Reference and minutes are published on Blackboard.²⁰
5. From 2014/15 onwards, the School Annual Review of Assessment and Moderation will take place, usually in September. “The Annual Review provides an opportunity for academic staff in Schools to meet and reflect upon the assessment strategies employed across programmes, and to identify opportunities for best practice in one programme/degree to be shared and possibly extended to others.” Further information can be found within the University policy document.²¹
6. Assessors are not permitted to undertake any mode of assessment without first completing the relevant training. Each Assessment Lead is responsible for ensuring that all staff delivering assessment in their area have undertaken the appropriate training within the CPD programme, and for ensuring the assessment is delivered in accordance with UEA Policy on Internal Moderation and Double Marking.²² This includes non-Faculty staff or PhD students recruited as assessors, subject to approval by the MB BS Assessment group.
7. For standard setting and Short Answer Question (SAQ) marking there is a brief training session before each event starts. All staff undertaking assessment in any modality are also required to undertake the CPD training specific to that modality and the Assessment Principles, Standard Setting and Question Writing training, also delivered as part of the MED-CPD programme.
8. Assessors receive feedback on their individual performance, in relation to all assessors, from the Head of Psychometrics, after analysis of data taken from marksheets. OSCE assessor data are reviewed by the Head of Psychometrics, Clinical Skills Director and Course Director to determine if an assessor needs retraining, or in exceptional circumstances, should be removed from our OSCE assessor team. Through the adoption of optimal mark reader marksheets (such as SSS from 2013/14 Analytical Review,

²⁰ MED Staff Information > Meeting Minutes, Agendas and Documents > MB BS Assessment Group

²¹<https://www.uea.ac.uk/learningandteaching/documents/assessment/School+Annual+Review+of+Assessment+and+Moderation+Vs5+140530> accessed 27.04.2015

²²<https://www.uea.ac.uk/calendar/section3/regsgen/Internal+Moderation+Policy/InternalModerationandDouble+Markingpolicy> accessed 27.04.2015

standard setters and SAQ markers from 2014/15), assessors will be able to receive feedback on other assessment types.

9. Students have access to a dedicated Blackboard module for Assessment Information (All Years) as well as Assessment Information specific to their year of the course, within the Blackboard Module for their cohort. Each mode of assessment should supply a handbook which states clearly what is required for the assessment and where students can go for advice and guidance. Students receive feedback on assessment through the electronic platform Rogo. The MED Feedback Blackboard module also contains an accumulating set of PBL Tutor reports (from 2014/15, and from 2015/16 GP tutor reports) and an overview document of exactly what feedback any student can expect to receive for each assessment type. Tutors can view all students' reports; students can view only their own reports. Students acting as tutors whilst enrolled on an intercalated Masters course at UEA are not given the full tutor view.
10. Responsibility for ensuring accurate and up to date information about assessment deadlines for all assignment types is available for students, lies with all Assessment leads, overseen by the Head of Assessment and reporting to the Director of Learning and Teaching as Chair of the MB BS Assessment Group.
11. A written analysis report is produced by the Assessment Team, for each cohort's end of year Exam Board (provided to the Chair of the Board at least 24 hours prior to the Board). In addition, a formal annual assessment report is made available to the Chair of the MB BS Assessment Group within four weeks of the last assessment board of the academic year (normally the Reassessment Board in September). The annual assessment report provides confirmation that the procedures to ensure that assessment results are accurate were followed correctly, or details recommendations made to the Exam Board arising from an investigation of any procedural irregularities.
12. Strict protocols are observed, in compliance with GMC requirements and in accordance with the Medical Schools Council Assessment Alliance (MSCAA) agreement on assessment security of the National exam bank questions. These protocols ensure control over who has access to assessment information, such as written exam questions, blueprints and student results data. Version control is maintained through use of single versions of spreadsheets located on shared drives with access restricted to staff with an assessment role. From 2015/16, an Assessment Security record will be held and maintained by the Head of Psychometrics and the School Manager, which details all permitted levels of access to assessment material in all assessment areas.

7. Placement provision

1. Responsibility for the quality of placement provision is shared between a number of members of academic, clinical and administrative staff. Each module team has a secondary care and primary care representative. All GP Practices are supported by a Practice Development Tutor (PDT, see Section

10. Staff Development). Each secondary care Trust has an Undergraduate Lead and the MB BS has a Clinical Skills Director, based in the NNUH Clinical Skills Resource Area.

2. The Head of School or nominated Deputy chairs the Annual Undergraduate Quality Assurance Visits, drawing on advice and guidance from the Course Director, School Manager, Faculty Finance Manager and Secondary Care Coordinator, and in response to data provided from the Course Evaluation Lead.
3. Placements should adhere to the University Placements Code of Practice.²³ The quality of placement provision on the MB BS is managed through a series of multi-level contact points with LEPs. Detailed requirements, roles and responsibilities and quality control mechanisms are written into the Learning Development Agreement (LDA). The MB BS Course Director, Faculty Finance Manager and School Manager liaise over the submission of any revisions to Health Education East of England in time for each financial year.
4. Within secondary care, Annual Undergraduate Quality Assurance Visits are arranged for each Trust. Reports are requested from the Trust Finance Director; as a minimum the report should contain information about the Trust's allocation of SIFT funding for the current financial year, to departments and towards staffing and resources. A further report is requested from the Medical Director and Undergraduate Lead for Education (jointly). As a minimum this report should contain the following sections:
 - action plan for any modules rated red (less than 3 out of 5 mean rating) or amber (between 3 and 3.5 out of 5 mean rating) in the Annual Evaluation

A 'Quality dashboard' eg a document consisting of tabulated information such as:

- number of Structured Patient Teaching Sessions delivered per module in the previous academic year
- summary of patient feedback on teaching
- number of staff participating in MED CPD programme
- assessment activity (particularly participation in OSCEs)
- number of cancelled sessions
- number of Secondary Care leads who have/have not undergone educational appraisal
- strategic developments in undergraduate education within the Trust
- capital developments or significant teaching equipment purchases
- update on staff appointments meriting Honorary Senior Lecturer status
- summary reports on critical incident reporting
- instances of good practice for promotion to other Trusts

²³ <http://www.uea.ac.uk/learningandteaching/documents/placements/CoPonPlacementLearning> accessed 27.04.2015

5. Informal visits and other contact between the Annual Undergraduate Quality Assurance Visits, eg regular Clinicians' Fora to discuss issues within the hospital clinical placement, (see also section 5. Learning and Teaching).
6. Each MB BS Module Team has one or more Secondary Care Lead(s) depending on the number of specialties included in the module, and the number of hospital providers. These individuals are appointed as Honorary Senior Lecturers and from 2015/16 will be appointed within the requirements of Recognised Undergraduate Trainers (see Section 10. Staff Development).
7. Within primary care, teaching quality is monitored directly and indirectly. Direct monitoring visits to each primary care placement take place twice a year and are carried out by the Practice Development Tutors. Teaching is observed, processes for obtaining and recording patient consent are scrutinised and there is a discussion of how the tutor monitors and records student progress whilst on the placement. Students' views are sought informally on these visits. In addition, indirect monitoring occurs via the weekly self-evaluation of teaching that tutors are asked to complete. These are sent to the PDT by e-mail, and if issues are identified the PDT and tutor will communicate about these.
8. The PDT compiles an annual report on each individual placement which is sent to the practice along with its own personalised student evaluation data. GP Tutors are invited to comment on this report and (where appropriate) expected to formulate an action plan. The finalised annual report for each practice is also sent to the PDT Team Leader, who also receives a summary of the year as a whole from the year PDT. The team leader and year PDT meet annually to discuss the performance of that year's placements, and where necessary to formulate an action plan for areas of concern in placement quality.

8. Student support

1. Training of Advisers is provided twice per year (September and March). Allocation of advisers is undertaken by the Senior Advising team, based on the monitored capacity of each adviser and student evaluation data. In general, academic staff are expected to have 5-7 advisees, and nominated clinical staff 3-5 advisees.
2. Personal Advisers are provided with feedback from the Annual Evaluation. Student evaluations with a mean score of less than three out of five are fed back via the Senior Adviser.

3. Students are provided with details of the Personal Advising system within their induction week and through a dedicated Blackboard area.²⁴ Students reporting negative feedback about their Personal Adviser are also reminded that they can request a change to their Personal Adviser.
4. The Adviser Handbook is updated annually to ensure that guidance is compliant with national guidelines and signposting to internal or University information and support remains up to date.
5. The Personal Advising system is supported by the Senior Advising team, who advise on developments in student support, such as support for those with mental health problems. Specialist advisers are also appointed for the areas of disability, specific learning disabilities and international students.
6. The Senior Adviser attends regular liaison meetings with Occupational Health (three per annum), to ensure operational matters run smoothly, detect occupational health trends amongst students and ensure they are properly prepared for their overseas electives placements.

²⁴ MB BS General Information all Years > MB BS Student Support > Personal Advising Service

7. The Senior Adviser attends regular meetings of Disability Liaison Officers from all Schools (coordinated by the Dean of Students Office and chaired by the Disability Officer for DOS, three per annum), to share good practice and policy and legislation updates.

9. Student involvement

1. Quality control data in terms of student feedback are collected as follows:
 - End of first module student evaluation each academic year in December/January – participation is voluntary
 - Annual Evaluation; normally open over the Easter vacation each academic year; evaluation of the full year – participation in that survey is compulsory for all students. Students receive several reminders to complete the survey. Failure to complete this survey on time, may lead to the student being referred to their Head of Year, and has a small impact on a student's professionalism score when calculating student deciles.
2. These two student surveys are developed by the Course Evaluation Lead in collaboration with the MB BS Course Director, module and theme leads. Each evaluation includes additional questions on a rotating range of 'special topics' – allowing all aspects of the course to be sampled and surveyed in a consistent cycle. Module and theme leads, and Heads of Year are also able to identify and request the evaluation of specific areas.
3. The National Student Survey (NSS) is a vital performance indicator for the MB BS. Final year students are actively encouraged to complete the survey. The Course Director reports on the findings of the NSS. Dissemination of priorities for all staff, are detailed in the section 'Responsibility for quality management and outputs'.
4. The Staff Student Liaison Committee (SSLC) meets three times per year and has two representatives elected from each cohort's PBL reps, plus two representatives of international students. In addition, the administrative-led Student Journey Improvement Group (S-JIG) meets three times per annum straight after SSLC to review, act on, and report back on administrative improvements devised in response to student feedback (through end of module and annual evaluations, SSLC and the NSS). Actions completed are reported back within SSLC minutes.²⁵
5. Reviews of Module handbooks and Blackboard Theme pages are undertaken on a paid employment basis by final year students when necessary, under the supervision of the academic lead for that area.

²⁵ S-JIG Terms of Reference are available to students via Blackboard General Information All Years > Staff/Student Liaison

10. Staff development (teaching, student support and assessment)

1. A comprehensive annual programme of staff development is offered by the Centre for Staff Education and Development (CSED) at University level.
2. Information about teaching and quality assurance of teaching is also outlined within the MED Staff Handbook, highlighted to all new starters as part of their induction and available on Blackboard.²⁶
3. The School also has a dedicated CPD Lead with the following responsibilities:
 - Organising the CPD programme for the MB BS course²⁷
 - Induction of all new members of MED staff (principally through Induction Mornings three times per year, from 2014/15)
 - Monitoring the CPD databases and ensuring all academic staff active on the MB BS are suitably trained
 - Ensuring peer observation is undertaken by staff, and monitoring completion (in conjunction with the Director of Learning and Teaching, see below)
 - Liaison with CPD lead for Primary care
 - Liaison with MB BS Clinical leads at each Trust to ensure clinical staff engaged in MB BS activities are suitably trained.
4. Peer observation of all staff teaching and supervising at undergraduate, postgraduate and postgraduate research levels, is expected by the University for all academic staff.²⁸ Compliance is reported voluntarily to the Director of Teaching and Learning. Summarised reports including anonymised examples of good practice or areas of concern are reported to FLTQC and MED Teaching Executive or specific issues through other appropriate channels. Staff are encouraged to use their peer observation feedback within their appraisals and promotion applications.
5. Within Norwich Medical School, systems are in place to encourage peer observation of clinicians teaching on the MB BS; through the Module Lead (Organiser) and the Secondary Care Module lead.
6. Primary Care GP tutors are supported by an annual Tutor Development programme published on Blackboard²⁹ and circulated to all GP Tutors by email. Attendance is a contractual requirement and locum cover is funded by the School (through SIFT) to enable this. GP Tutors are expected to have an annual peer-assisted appraisal of their teaching role, resulting in the formulation of a PDP for teaching and which feeds into their NHS appraisal.

²⁶ MED Staff Information > General Information

²⁷ The programme is circulated by email to med.faculty@uea.ac.uk which includes clinicians with NHS emails, and published on Blackboard: MED Staff Information > CPD programme.

²⁸ UEA Code of Practice on Peer Observation of Teaching

<https://www.uea.ac.uk/learningandteaching/documents/learningteaching/CoP+for+Peer+Observation29012014> accessed 27.04.2015

²⁹ MED Staff Information > GP Tutors > Tutor Training & Development

7. Each year of the MB BS has a Practice Development Tutor (PDT) whose role includes:
 - Support GP Practices who are teaching
 - Monitor and quality assure GP Practices to ensure delivery of a high quality
 - Educational environment and learning experience
 - Review and develop the primary care curriculum
 - Assist with GP tutor training
 - Contribute to the general components of the student experience which relate to primary care learning (Problem Based Learning (PBL), consultation skills, student support, assessment)
 - Assist with the recruitment of practices and GP Tutors
 - Submit an annual report to the lead Practice Development Tutor (PDT).
8. Academic staff employed by Norwich Medical School are subject to the University processes for recruitment and selection, appointment, probation and period of notice.
9. Honorary Lecturers and Senior Lecturers are appointed on application to MED Executive. Responsibility for the recommendation for appointment and/or renewal after three years, for Honorary Lecturers and Honorary Senior Lecturers, is delegated to the relevant Course Director for teaching-related appointments, and Head of Research for research-related appointments.
10. The School uses the titles Honorary Lecturer and Honorary Senior Lecturer as part of the authentication of Recognised Undergraduate Trainer status for the GMC. The School requires colleagues holding either of these titles for teaching contribution to MED to undertake certain minimum levels of training and engagement with teaching and assessment, before the School will offer or renew such status. If applicants' links to the School are research-related they are still expected to undertake at least Equality and Diversity training every three years in order to be eligible to hold either title.
11. Recognised Undergraduate Trainers have either responsibility for overseeing undergraduate students' progress at Norwich Medical School or are a lead co-ordinator for undergraduate education at each local education provider. The quality assurance processes for Honorary appointments, Recognised Undergraduate Trainers and recruitment of retired clinicians are all available to UEA and NHS staff, on request from the School Manager, and published on Blackboard.³⁰

³⁰ MED Honorary Appointments Table, published on MED Staff Information > General Information

12. On an annual basis, the Course Director and the School Manager will review teaching related Honorary appointments, within a review of those designated as Recognised Undergraduate Trainers with responsibility for either student progression or local education provision, are compliant with the requirements as specified.
13. All MED staff (academic, technical and administrative) are subject to the University appraisal process; guidelines are made available to staff via the University Portal³¹ and also on Blackboard.³² Training is mandatory for appraisers and appraisees are encouraged to attend the Appraisee Briefings delivered by CSED.
14. Evidence of educational appraisal within the NHS appraisal is a requirement of Secondary Care leads and from 2015/16 evidence of the educational appraisal having taken place, will be requested from each Trust lead in their report for the Annual Undergraduate Quality Assurance visit (see Section 7.4).

11. Raising, reporting and investigating concerns

1. In order to safeguard patient safety, an MB BS Concern Form, supported by detailed guidance, is used for any student or member of UEA or NHS staff to report a concern about either a student or a member of UEA or NHS staff. The Concern Form may be used in conjunction with the Speaking Up (formerly Whistleblowing) policy (see below) or as part of a concern about the fitness to practise or well-being of an individual.
2. MED Executive maintains a regular review of a Strategic Watch List (formerly known as the Risk Register). Members of MED Exec are named on the list as being responsible for ensuring action is taken at School committees, usually in their capacity as Chair and progress reported twice per annum to MED Exec, along with any additions or changes in severity grading, with commentary. The Strategic Watch List is confidential to MED Exec, although teaching related elements of the watch list are reported on an annual basis within the MSAR.
3. Any procedural irregularities in relation to an OSCE (assessment or quarantining) may be reported by staff or students, following full guidance regarding how reports are investigated, followed up and reported back. An accompanying survey tool for submitting information about procedural irregularities is made available on Blackboard.³³ The tool can also be used to provide any general feedback to the clinical skills team with regard to the OSCE or quarantining.

³¹ <https://www.uea.ac.uk/hr/employee-information/appraisal> accessed 27.04.2015

³² MED Staff Information > General Information

³³ MB BS Assessment Information (All Years) > Clinical Assessment

4. Serious untoward incidents affecting the quality or equality of access, of any form of learning and teaching, may be reported by any member of staff and the Director of Learning and Teaching may request a full report to be submitted to MED Teaching Executive. An overview document explaining what information is requested, and how it is used, and any follow up processes, is available for staff on Blackboard.³⁴
5. The Speaking Up Policy recognises that there are certain types of behaviour which are considered indicative of poor performance, and there is a professional duty for all health workers to give careful consideration to acting on their concerns, to question and confront possible poor practice and risks to patient safety. Norwich Medical School Speaking Up Policy sets out how MED encourages students in particular, but also staff, to deal with such difficult situations, be they relating to patient safety or other professionalism concerns. It also explains clearly what measures are in place to protect the individual's confidentiality, wherever possible.
6. In addition to the MB BS Concern Form and Speaking Up Policy, students are also provided with guidance about what to do if they have a concern about conduct at either primary or secondary care (Student Concerns Regarding Primary and Secondary Care Placements). Each taught module has a named contact for each Secondary Care Trust, to whom students may report concerns. This information is made available on Blackboard and checked for updates by the Secondary Care Coordinator.
7. Consideration of appeals and complaints. Norwich Medical School operates within the University Academic Appeals and Complaints Procedure.³⁵
8. The School Policy on Lecturer cancellation provides details of how lecturer absence is reported internally and to NHS Trust providers and can be found on Blackboard. NB: the School does recognise that, regrettably there will always be some instances where lectures have to be cancelled due to staff illness or clinical emergency. The policy for managing lecturer cancellation takes this into account.³⁶

12. Recognising and sharing good practice

1. The primary mechanism for sharing good practice is the MB BS Away Day, held annually in September. Secondary Care Undergraduate Leads are expected to attend and to encourage their Secondary Care Module leads to attend as well.

³⁴ MED Staff Information > Quality Management (also linked from MED Staff Information > Meeting Minutes, Agendas and Documents > Teaching Exec)

³⁵ [http://www.uea.ac.uk/calendar/section3/regs\(gen\)/academic-appeals-and-complaints-procedure](http://www.uea.ac.uk/calendar/section3/regs(gen)/academic-appeals-and-complaints-procedure) accessed 27.04.2015

³⁶ UNDER DEVELOPMENT FOR 2015/16 to be published MED Staff Information > General Information

2. Module leads and relevant Theme leads will be requested to supply one example of good practice and one issue for peer feedback, at the first meeting of CDD in each academic year, based on Annual Evaluation data.
3. Student achievements in terms of conference presentations, publications, or other extracurricular and non-academic achievements are also celebrated by posting information on a dedicated Blackboard module.³⁷
4. MED students are active participants in the Peer Assisted Learning Project.³⁸ The key to PAL is that it is run by students for students, with significant training in mentoring, coaching and facilitating learning. Groups of students meet with their mentors to discuss pastoral or academic issues.
5. Funding for staff conference attendance carries with it a remit for reporting back good practice and new developments via appropriate channels, eg MED Exec, MB BS Exec, CDD, via the CPD lead or via appraisals.
6. Good practice is recorded through peer observation of teaching and disseminated by the Director of Learning and Teaching (see Section 10. Staff Development).
7. The School encourages staff to submit abstracts to, or attend, UEA's annual Learning and Teaching Day which is a collaboration between CSED and LTC. This is an opportunity for those involved in learning and teaching across the University and partner institutions to meet and explore themes and examples of good practice, across all disciplines.

13. Information management and communication

1. It is recognised that the School has developed policies over the period since it was first established. The School also recognises the need to distinguish between information 'owned' by the School and that provided by the university or other bodies, such as the GMC, Medical Schools Council (MSC) or the LEPs. Going forward, in order to ensure that all written documents produced by Norwich Medical School in the management of the Medicine with a Foundation Year, and the MB BS are compliant with GMC requirements, fit for purpose, accessible for staff and students and regularly updated, the Undergraduate Medical Education Policy and Documents Record³⁹ provides style guides, minimum requirements for content (for example, for policies and student handbooks) and tracks written information published about the course to ensure that the author is known, documents are approved through the correct route, regularly updated and published in the correct place.
2. Policy and handbook updates to be notified to staff via the MED Daily Bulletin. Policies and handbooks will include a version control table at the end of the

³⁷ MED Student Achievements

³⁸ <http://www.uea.ac.uk/pal> accessed 28.04.2015

³⁹ MED Staff Information > Quality Management

document, which dates any in-year amendments to previously published versions of documents updated on an annual basis, or approved changes to policies with a longer life-span.

3. The scope of the Policy and Documents Record includes policies, guidance notes, school regulations, processes, standard operating procedures, handbooks, manuals and forms.
4. From 2014/15, administrative support for module teams and year team meetings has been put in place to ensure that all meetings are supported by agreed Terms of Reference, regular and consistent scheduling, standard format agendas and minutes that enable affective chairing of meetings. Persistent non-attendance or incomplete actions will be recorded and made available to each Head of Year to follow up with Module Leads or other colleagues. Agendas and minutes are also made available on Blackboard.⁴⁰
5. A detailed programme specification containing a summary curriculum overview to be published and updated on an annual basis, according to the timescales determined by LTS.⁴¹
6. A summary of approved course changes to be published annually by LTS, for all students and staff on Blackboard.⁴²
7. Regular feedback from students and liaison between the School and the University Learning Technology Team, ensure that improvements to the quality, accessibility, validity and navigability of Blackboard content, are under constant review. The MED Library and Resources Lead also has an overview of Blackboard and advises on strategies to maintain academic input. Proposals and feedback are reported to CDD and SSLC, as well as ad hoc working groups and student focus groups. A presentation on the use of Blackboard is included in new students' Induction Week and the MED Staff Induction Morning.

14. Transport

1. Transport to placements is a vital component of the offering to MB BS Students, as placement providers in both primary and secondary care are spread across Norfolk, Suffolk, and in some instances into Essex and Cambridgeshire.
2. Placement transport for Primary Care is coordinated by the LTS Placements Team. Placement transport for Secondary Care is coordinated by the Secondary Care Coordinator, also within LTS.

⁴⁰ MED Staff Information > Meeting Minutes, Agendas and Documents

⁴¹ <http://www.uea.ac.uk/learningandteaching/courses-and-modules/specs/home> accessed 24.04.2015

⁴² General Information All Years > UEA & MB BS Regulations, Policies & Forms

3. Transport providers are appointed through a tendering process managed by the University's Procurement Team within the Finance Division.
4. Students can feedback positive/negative comments via the complaint form on Blackboard. The UEA purchasing Department conveys student feedback to the supplier.
5. Students can also feed back on the quality of the transport provision for their Primary and Secondary Care placements as part of the Annual Evaluation in Years 1 -4.
6. The School has a Policy which advises students, placement and transport providers of procedures to be put in place in the event of Adverse Weather, published on Blackboard and with an emergency contacts procedure for staff with home contact details, which is held confidentially. This document is updated on an annual basis by the LTS Placements team.⁴³ Students have, in the same location, a form to complain about transport provision.

15. Educational resources, logistics and capacity

1. Students can report issues through direct contact with staff, through the Annual Evaluation (years 1 to 4), through SSLC and in closed sessions with staff as part of the Annual Undergraduate Quality Assurance visits.
2. If suppliers fail to meet the required standard a meeting is arranged with key stakeholders and the Head of Procurement to outline University expectations. Possible sanctions can include payments being withheld.
3. The Faculty Librarian and the Faculty IT Manager attend each SSLC to report back on new developments, seek student views and listen to student feedback.
4. Different aspects of UEA Estates service all contribute towards facilities management, planning and development at University level in consultation with staff from other areas eg Planning, Safety Services, Information Services Directorate and the Dean of Students Office, to ensure that facilities are fit for purpose.

These include:

- schedules for the management, by the Built Assets team, of planned preventative maintenance (PPM) that are designed to ensure that mechanical and electrical infrastructure services are maintained to a high standard of functionality
- the 2014 asset condition survey that identified the type and condition of all assets in every location across campus

⁴³ General Information All Years > UEA & MB BS Regulations, Policies & Forms Clinical Skills and Placements

- the Disability Discrimination Act (2005) (DDA) compliance audit undertaken in 2010, the results of which now inform a rolling year on year programme of DDA related work aimed at making improvements to buildings to assist access by staff and students with disabilities.

Key Information Table *(please complete all fields)*

Date:	22/10/2015	Version:	9	Review Date:	Aug 2016
Author:	School Manager (CB)				
Consultees:	MB BS Executive, CDD committee				
Administrator:	School Manager (CB)	Approval Committee:	CDD		
List of Appendices:	N/A				
Location (Blackboard):	MED Staff Information > Quality Management MB BS General Information (All Years) > UEA and MB BS Regulations, Policies and Forms				
Please indicate if any element of this document should not be released under the Freedom of Information Act without a prior discussion between the Author and the Freedom of Information office, by checking this box: <input type="checkbox"/>					
If checked contact the School Manager for further guidance prior to publication					

Version Control Record *(expand table as required)*

Version	Date	Revision Description
1 to 7	Dec 2014-June 2015	Pre-publication
8	16/07/2015	Approved version
9	22/10/2015	Additional details on Primary Care QA added