

LTC15D127

Title: Annual Report on Placements EDU 2014/2015
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Issue

2014/2015 annual report on placements in the School of Education and Lifelong Learning

Recommendation

To receive.

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

Not applicable.

Timing of decisions

Not applicable.

Further Information

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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

EDU report

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>PGCE Primary Years: A course review has not taken place formally through UEA, but External Examiners review the course annually and Ofsted inspected the course in 2014.</p> <p>PGCE Secondary Years : A course review has not taken place formally through UEA, but External Examiners and Ofsted have reviewed the course.</p> <p>PE: N/A</p>
Students

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

- Counselling (PGDip): 17
- Education (BA): 33
- PGCE Primary Years: 147
- PGCE Secondary Years: 127
- Physical Education (BA): 37

Total number of student on placements: 361

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.

PGCE Primary: The annually updated Partnership Agreement includes the responsibilities placed on schools to ensure that due care and attention is given to the Health, Safety and Insurance of trainee teachers. The School Placement Guide includes a section on Professional Matters on school placements, which documents expectations. This is shared with students in their introductory lecture on School Placements. Induction and ongoing QA processes ensure that 'risk' is consistently assessed and appropriately managed on an individual student and school basis.

PGCE 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.

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

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

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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.

PGCE Primary: Students meet with UEA teaching practice supervisor before and after each school placement. The supervisor visits them on 2/3 occasions in each main placement.

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

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

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.

PGCE Primary: students keep copies of documented meetings. Copies of formal observations and feedback are given to students, schools and ZICER hub (held in students' files).

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

PE: N/A

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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.

PGCE Primary: Students complete placement evaluations at the end of every school placement.

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

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

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.

PGCE Primary: On a master placements spreadsheet (SSF shared drive > m130)

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

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

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

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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.

PGCE Primary: All feedback is collated and reviewed as part of our internal quality assurance processes. Any issues identified are dealt with on a case by case basis, taking into consideration the full range of information available. Our Partnership Agreement and ‘Deselection of Schools’ document include sections on how issues emerging from placements will be managed in an appropriately flexible and sensitive manner. The Partnership Co-ordinator contributes a section to the annual Self Evaluation Document (SED) which documents actions to address the quality of school placements.

PGCE 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 issues are not resolved, the school will be deselected from the partnership until said issues are resolved.

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.

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.

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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.

PGCE Primary: Dealt with on a case by case basis where feedback is less positive. Individual students and schools are involved in the process where action is immediate and is wholly/partly the result of student feedback.

PGCE Primary Partnership Management Committee, comprised of local authority representatives and primary headteachers review evaluation data and actions taken on an annual basis.

PGCE Secondary: information provided in question 13.

PE: Not relevant for PE

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 Schools and 4 Academies as well as 3 Colleges in Norfolk. Other types of

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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

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

PGCE Primary: All schools hosting trainee teachers for their main placements are visited by UEA tutors. The visits serve as an opportunity to informally audit the quality of support and school based training being delivered. External examiners visit placement schools on an annual basis. Their role is partly to informally audit the quality of support and mentoring of trainee teachers. DfE/Ofsted requirements are that all active partnership schools are audited on an annual basis.

PGCE 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).

PE: N/A

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

Education: N/A

PGCE Primary: SSF shared drive > m130

PGCE Secondary: Z:Drive

PE: N/A

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

PGCE Primary: All placement schools are subject to external auditing by Ofsted. EDU reviews the outcomes of these inspections, which inform decisions concerning which schools are used for placements.

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PGCE 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.

PE: N/A

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 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.

PGCE Secondary: An evaluation survey is completed by school mentors.

PGCE Primary: School mentors complete an evaluation of each school placement in the form of a questionnaire covering communication, quality of documentation, support for school and trainee teacher and effectiveness of training provided.

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

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.

PGCE Primary: All evaluation data is recorded on the master placements spreadsheet in SSF shared drive >m130.

PGCE Secondary: Summaries are saved in the central course database.

PE: LTS

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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.

PGCE Primary: Action points are recorded on annual SED. Feedback given and resulting action taken is represented in course developments (inc. staff training events).

PGCE 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.

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

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

Counselling: N/A for PGDip

Education: N/A

PGCE Primary: Primary tutors hold regular meetings with student representatives where feedback is discussed. Regular meetings with staff from partnership schools provide the opportunity for feedback to be given.

PGCE Secondary: Link teachers and mentors from placements are continuously updated via a series of link and mentor meetings at UEA across the academic year. Course directors hold a meeting with student representatives where feedback is discussed.

PE: Lee Beaumont spoken to them directly

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.

PGCE Primary: Yes. Sometimes students are not placed in particular schools/with individual teachers due to concerns about quality of

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placement experience (inc. support, mentoring). This is kept under constant review.

PGCE 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

PE: N/A

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.

PGCE Primary: There is an ongoing concern about the capacity to maintain a high quality of placements due to the growth in number of providers working within the region as well as providers from outside the region securing placements here. There is a disparity in the amount schools receive from different placement providers and UEA currently does not offer as much financial incentive as some providers to schools. Some schools in the region do not have the capacity to support trainee teachers due to external pressures and the limited time available to give to the support of trainee teachers.

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

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.

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

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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.