

LTC16D063

Title: Annual Report on Placements 2015/2016
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Date: 13 January 2017
Circulation: Learning and Teaching Committee – 25 January 2017
Agenda: LTC16A003
Version: Final
Status: Open

Issue

2015/2016 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

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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

None

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

		<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) Business Information Systems with a Year in Industry Computer Graphics, Imaging and Multimedia with a Year in Industry Computer Engineering Systems Engineering Year in Industry (BEng) Computing for Business with a Year in Industry</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>20 credit Development Work Experience (DWE) 3rd Year UG module (DEV-6004A). Development Work Placement 40 credit PGT module (DEV-M06X). Both modules are optional across a range of courses.</p>
	EDU	<p>Education (BA) BA Physical Education Postgraduate Diploma in Person-Centred Counselling Primary PGCE Secondary PGCE</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

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

- **3376 students**
- **NB many students, particularly those on professional courses, undertook 2 or more placements during the course of the year – total number of placements undertaken during the year is estimated at over 8000**
- **In excess of 850 placement providers were used**

3. School summary reports attached as listed below:

FMH	HSC MED
HUM	AMA LDC PPL
SCI	SCI (Year in Industry generic) BIO CHE CMP/ActSci ENV MTH/ENG PHA
SSF	DEV EDU PSY SWK

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

HUM	HIS IIH
SCI	MTH (but see pro-forma for MTH-ENG)
SSF	ECO LAW NBS

4. List of missing reports below:

N/A

Placement/Work-based Learning Activity Annual Report to LTC: School Summary HSC	
Academic Year	2015 – 2016
School	HSC
Completed by	Jill Jepson, Director of Practice Education
Date completed	08.12.16
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"> • BSc Adult Nursing • MSc 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?	
None	

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

Students

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

- BSc Adult Nursing = 756
- MSc Adult Nursing = 8
- BSc Children's Nursing = 67
- BSc Learning Difficulties Nursing = 49
- BSc Mental Health Nursing = 89
- BSc Midwifery = 92
- BSc Midwifery (Shortened) = 19
- BSc Occupational Therapy = 111
- MSc Occupational Therapy = 54
- DipHE Operating Department Practice = 50
- BSc Paramedic Science = 78
- BSc Physiotherapy = 70
- MSc Physiotherapy = 38
- BSc Speech and Language Therapy = 74

Total = 1555

4. Please confirm that all students completed the Placement Risk Assessment Tool **OR** that risk was assessed as part of a separate learning agreement/memorandum of understanding

The majority of HSC placements are covered by a Learning Development Agreement between Health Education England and individual NHS Trusts. Those that are not covered by the LDA are assessed using the nursing audit tool and/or 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. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent

All students in the School attend timetabled placement preparatory sessions each year prior to their practice placement experience. In addition to this students have access to a link tutor from the university who will make contact with the practice placement setting at least once during the practice placement block either by telephone or in person. The only exception to this is the nursing, midwifery and ODP optional elective placement.

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

6. Where are the records for (4) and (5) 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 Practice Education Providers (PEPs).

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

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

7. 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 and placement plenary sessions.

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.

8. Where is the student feedback data held?

HSC Placements folder on M-drive

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

- Further development of placement capacity in local Trusts through innovative placement delivery models.
- 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 most NHS Trusts.
- Development work with potential practice education providers from the private, voluntary and independent sector to develop capacity in non NHS settings.

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

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

To students:

- 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).
- Through course specific 'Open House' meetings lead by course directors.
- Via the Student Union Representation and Opportunities Coordinators for HSC.

To PEPs:

- Though PEP led education governance for a.
- Via annual mail update.
- Via mentor and practice educator updates delivered in local areas by UEA tutors.
- Vis UEA mentor and Practice Educator website.

Placements

11. Summary of Placement Providers for the academic year:

Over 180 organisations provided placements for the School of Health Sciences in 2015/16.

The majority of placements will mainly be with NHS Trusts, along with some Private, Voluntary and Independent organisations.

More than 30 NHS Trusts provided placements across the country.

There were 6 overseas placements with locations varying from the United States of America, Uganda, Philippines, AUSTRALIA, South Africa & the Republic of Ireland.

2 Providers are in the professional sports industry including Norwich City FC.

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

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

Over 3400 individual placements were arranged in the 2015/16 academic year.

(Please note that most HSC students will attend more than one placement within the academic year).

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

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

Z:\LTS Shared Drive 2\Placements\Annual Report to LTC\LTC report 2015-16\HSC

13. 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 practice placement setting.

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

HSC Placements/Audit folder on M-drive

15. 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 who currently commission many of the programmes in HSC.

16. 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.

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

17. Where is it held?

HSC Placements/Audit folder on M-drive

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

See 9 plus:

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

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

See 10

20. 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 2015-2016 the following areas have been rested: Waveney Ward, Hellesdon Hospital (NSFT), Lower Farm Nursing Home and Larchwood Nursing Home.

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

21. 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 these students within Norfolk and the large recent increase in student numbers has placed heavy demands upon our practice partners, one of which was 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.

22. 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. The first stage of this work was due to be rolled out for the start of the 2016 academic year but this had been delayed to due UEA ITCS workload issues. The implementation of this system and an outward facing functionality is critical to the School and must be in place for September 2017.

Placement/Work-based Learning Activity Annual Report to LTC: School Summary MED	
Academic Year	2015 – 2016
School	MED
Completed by	Catherine Butcher, School Manager
Date completed	09.12.2016
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>	
23. List programmes with a placement/work-based learning element:	
<ul style="list-style-type: none"> • MB BS: Placement element • MSc Physician's Associate from 07.01.2016: Placement element • PGCert Evidence Based Low Intensity CBT Practice (Psychological Wellbeing Practitioner Training) from 31.05.2016 (PWP): Work based learning element 	
24. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?	
<p>MB BS Underwent regional review (revalidation) November 2015, as equivalent to Course Review</p>	
Students	
25. How many students (total numbers, headcount) have been on placement in the academic year?	
<p>Year 1 = 167 Year 2 = 169 Year 3 = 165 Year 4 = 169 <u>Year 5 = 124</u> Total = 794</p>	

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

26. Please confirm that all students completed the Placement Risk Assessment Tool **OR** that risk was assessed as part of a separate learning agreement/memorandum of understanding

All MED Placements providers are issued the UEA CoP on Placements

MB BS

Not applicable. We operate within the Learning Development Agreement (LDA) issued by Health Education East of England.

Physician's Associate

Placement providers were issued with a Placement Agreement bespoke for the Programme; from 2016.17 the PA programme will also fall under HEEoE reporting requirements (Schedule 3: Exchange of Information & Minimum Data Set) compiled by LTS & Workforce Hub

PWP

Trainees are NHS Trust employees; the programme is delivered within the British Psychological Society (BPS) Accreditation framework and within the NHS recommended quality assurance criteria for the learning experience that IAPT trainees receive in an IAPT service (IAPT= Improving Access to Psychological Therapies)

27. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent

MB BS

For the MB BS Module 12 External Elective all students submit a proposal and risk assessment to a supervisor before their elective is approved; the process and forms are outlined in the module handbook.

PA

All hospitals will provide at least one half day case-based seminar per week in which PA students meet together with the learning facilitator (LF) to present a case each.

PWP

As joint training between the University and the trainee's employing service, UEA is required to regularly communicate with and share information about the progress of each Trainee with their Service Manager and/or Supervisors in practice. Trainees complete and return a contact details form within two weeks of the starting the training. This confirms the direct details of their clinical skills supervisor, case management supervisor and direct line manager. Trainees meet with, and are assessed by their supervisors in practice as a minimum requirement across the 15 required University directed timetabled learning days according to the PWP national curriculum.

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

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

MB BS

LDA held within the School (School Manager)

Module 12 forms held by LTS Placements Team on Student record

PA

Placement Agreements held within the School (School Manager)

PWP

Workforce Hub

29. How have you gathered student feedback on placements?

MB BS

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.

PA

Student survey conducted at the end of the first and second module (May 2016, September 2016 respectively)

PWP

Module and programme evaluation and sessional feedback forms

The PWP training modules are a national curriculum and evaluated at national level. All learning outcomes and assessment methods are prescribed and a requirement of the accreditation body (BPS). The modules are reviewed each cohort and a 'You said, we did' feedback process implemented of how suggestions and feedback have shaped the module to close the feedback loop. In line with IAPT commissioning, a feedback report will be shared with relevant stakeholders of cohort results, cohort feedback and how feedback has been used to shape the programme.

In addition, all supervisors are provided with a detailed handbook (also published on line). Supervisees complete feedback forms on their Case Management and Clinical Skills Supervision.

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

30. Where is the student feedback data held?

MB BS

Course Evaluation Lead holds the raw and processed evaluation data.

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

PA

Held by Course Director

PWP

Workforce Hub

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

Action taken for the 2015/16 Academic Year, based on feedback from 2014/15 is as follows:

MB BS

Concern details and follow up actions are reported to the GMC within our Medical Schools Annual Return (MSAR) submitted December 2014, January 2016, January 2017

Additional providers identified for Module 11 (The Mind and Body) Secondary Care Psychiatry placements (w.e.f. 2016/17)

No students were placed at QEHLK for 2015/16 for Module 9 (Reproduction) in 2015/16; change to module clinical lead; action plan requested; monitoring continues.

Additional provider found for Modules 5 (Respiration) and 10 (Growth and Development) in response to poor feedback from QEHLK

New Module 13 (Accident and Emergency) clinical lead for NNUH; improvement in student feedback reported at end of rotation 1. Continue to monitor as per all modules.

See also the attachment for item 10 below

PA

N/A; we would expect to report on this in 2016/17

PWP

N/A; we would expect to report on this in 2016/17

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

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

MB BS

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, students and placement provider key contacts to access: MB BS Coursewide Evaluations - Faculty Response to Feedback (latest version November 2016)

PA

N/A; we would expect to report on this in 2016/17

PWP

N/A; we would expect to report on this in 2016/17

Placements

33. Summary of Placement Providers for the academic year:

Examples of some of the main placement providers used are:

MB BS

Norfolk and Norwich University Hospital Trust (NNUH)

Queen Elizabeth Hospital, Kings Lynn (QEHL)

Norfolk and Suffolk Foundation Trust (NSFT)

Colchester Hospital Trust

North Essex Partnership University Foundation Trust (NEPT)

South Essex Partnership University Foundation Trust (SEPT)

James Paget University Hospital (JPUH)

Ipswich Hospital Trust

Northamptonshire Healthcare NHS Foundation Trust

Cambridgeshire Community Services (CCS)

Norfolk Community Health and Care (NCH&C)

PA

Southern hub = Ipswich and West Suffolk Hospitals

Eastern hub = JPUH and NNUH

Western hub = QEHL and NNUH

PWP

Hertfordshire Partnership Foundation Trust

Cambridgeshire and Peterborough Foundation Trust (CPFT)

Essex NHS Trust

NSFT

There were a total of 58 providers used which mainly consisted of NHS Trusts, along with some Private, Voluntary and Independent organisations

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

Z:\LTS Shared Drive 2\Placements\Annual Report to LTC\LTC report 2015-16\MED

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

35. Placement Providers which have been audited in the academic year:

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

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

Detailed process is outlined in the MED Quality Management Policy (previously supplied and available on request)

MB BS

Quality Assurance Visits took place as follows:

NNUH: 16.03.2016 (included MB BS and PA)

JPUH: 11.04.2016 (included MB BS and PA)

QEHKL: 28.01.2016

Ipswich Hospital Trust: 16.05.2016 (included MB BS and PA)

NSFT: 14.01.2016

PA

Regular informal visits in place

PWP

Regular informal visits in place

38. How have you gathered feedback from Placement Providers?

MB BS

Informal contact and visits, Module Team Meetings, Curriculum Design and Development Committee (CDD) and formal QA meetings

PA

CPD events for Training Coordinators and Placement Facilitators

PWP

Regular informal visits in place

39. Where is it held?

MB BS

Minutes of the above

PA

An informal record is maintained by the Course Director

PWP

Workforce Hub

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

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

MB BS

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, additional Undergraduate Medical Tariff funding for CPD leads, 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. In addition, support for the Clinical methods team meetings was transferred from NNUH to MED Local Support in this year.

PA

Ongoing communication as part of establishing the course including additional training in MyProgress (electronic clinical skills portfolio and progress tool)

PWP

N/A; we would expect to report on this in 2016/17

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

MB BS

Generally through regular meetings (as indicated in section 16), formal letters and reports, and through SSLC and Course Director updates

PA

Course Director updates and regular informal contact
PA Coordination Group; PGT-SSLC

PWP

N/A; we would expect to report on this in 2016/17

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

N/A

43. Please comment on any Placement capacity issues

MB BS

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 QEHL). Most recently we have asked the Postgraduate Dean for HEEoE to act on our behalf in increasing MB BS capacity at Ipswich Hospital Trust (Joint Extraordinary Undergraduate Medical Education Meeting 25.10.2015 and at Regional Educational Quality Liaison Group 29.11.2016)

PA

N/A

PWP

N/A

44. Any further comments

Placement/Work-based Learning Activity Annual Report to LTC: School Summary AMA	
Academic Year	2015 – 2016
School	AMA
Completed by	<p>ART: Information provided by Ferdinand de Jong (ART Course Director 2015/16)</p> <p>FTM: Information provided by Jamie Hakim (FTM ‘Media Internship’ Module Convenor, 2015/16)</p> <p>Report submitted by Sanna Inthorn (AMA Teaching Director 2016 – cont.)</p>
Date completed	06/01/2017
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>	
45. List programmes with a placement/work-based learning element:	
<p>MA Museum Studies MA Cultural Heritage and Museum Studies BA Media Studies BA Film and Television Studies BA Film and American Studies BA Film and History BA Film and English Studies BA Film Studies and Art History</p>	
46. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?	
None	

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

Students

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

Total: 32

(Museum Studies: 15; Cultural Heritage and Museum Studies: 10; BA Media Studies: 5; BA Film and American Studies: 1; BA Film and Television Studies: 1)

48. Please confirm that all students completed the Placement Risk Assessment Tool **OR** that risk was assessed as part of a separate learning agreement/memorandum of understanding

Yes

ART: Risk Assessment is part of a memorandum of understanding that most placement providers have submitted over the years; yet administration of these is not formalised.

FTM: Risk assessment is carried out by the module convenor at the start of the semester

49. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent

Yes

ART at the start of the academic year + at the end of semester 1 + possibility of meeting with course director in semester 2 (open invitation/if requested by students)

FTM: at the start of each semester/module

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

ART: course director's office

FTM: electronic copies saved on module convenor's work PC

51. How have you gathered student feedback on placements?

ART: By email

FTM: Through student module evaluation + mid-semester tutorials

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

52. Where is the student feedback data held?

ART: course director's office

FTM: e:vision (student module evaluation)

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

ART: Student feedback was overall very positive about the placements. However, some students made some comments about the process whereby the placements were allocated. As there is a limited range of placements available and hard choices need to be made which placement to allocate to which student, a sense that the preferences of some students are met better than those of others (who obtain the less enviable placements) seems inevitable. **No action taken.**

FTM: Feedback was positive. **No action taken.**

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

ART: n/a as feedback was positive (to note though that students received individual emails to thank them for their feedback and some placement providers received a report on the outcome of the feedback process.)

FTM: n/a

Placements

55. Summary of Placement Providers for the academic year:

ART:

Sainsbury Centre for Visual Arts
Norwich Castle Museum
Museum of Norwich at Bridewell
Strangers' Hall
Sheringham Museum/The Mo
Hungate Medieval
Time & Tide
Museum of East Anglian Life
Blickling Hall
The East Anglian Film Archive
Cambridge Museum for Archaeology and Anthropology
British Museum
Gainsborough House
The Benjamin Franklin House

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

And various other placements arranged by students themselves (information can be provided once 2015/16 course director returns from study leave)

FTM:

The History of Advertising Trust
The East Anglian Film Archive
Future Radio
Lambda Films
Tin Can Island
Cinema City

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

ART: Course Director's office
FTM: Module Convenor's work PC

57. Placement Providers which have been audited in the academic year:

None

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

N/A

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

N/A

60. How have you gathered feedback from Placement Providers?

ART: At the end of the first semester, an email was sent to all placement providers asking them to report on their experience with the student. All placement providers reported in a satisfactory manner.

FTM: Placement providers' feedback is an element of summative assessment

61. Where is it held?

ART: electronic copies of emails/UEA server

FTM: electronic copies on module convenor's work PC

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

None necessary

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

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

ART: Verbal feedback to students in class.

FTM: All students received placement providers' feedback as part of their summative assessment.

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

ART: No

FTM: No (but to note: Media Internship modules are not running in 2016/17 and some partnerships may need to be renewed, should the modules be put back on course profiles)

65. Please comment on any Placement capacity issues

ART: There is a limited number of museums and heritage institutions in the region where students can be placed for a placement. Although we can allow students to take placements beyond East Anglia, this results in considerable travel costs. To ensure parity amongst the students, the policy has been to allow students to claim travel costs for their placement. As the amounts required are not prohibitive and students value their placements highly, it is from a recruitment point of view pivotal to continue this policy, as the possibility of pursuing a placement figures prominently amongst students' decision where to study Cultural Heritage and Museum Studies. After the SCVA has blocked access to the Gatsby funding available for the MA Museum Studies, the University has taken on this financial responsibility. In the light of recruitment, it is recommended that the University continues this policy.

FTM: There were enough placements but these were restricted to Norwich based placements when media and creative industries are primarily located in London.

66. Any further comments

A continuation and expansion of the School's placement/internship programme requires additional financial resource. As a minimum, students' travel costs needs to be funded. This is essential if internships are to be offered outside of Norwich. Since 2015/16, ART's capacity to offer internships has been significantly reduced as the SCVA has withdrawn its assistance to the MA Museum Studies (from 2016/17), including 4 studentships @ 10k each. The MA Museum Studies did not run in 2016/17, but will run again in 2017/18, without internships which may have a significant impact on recruitment.

Placement leads in both departments have suggested that the management of placements is time-consuming and should be formally recognised in staff workload allocations.

Placement/Work-based Learning Activity Annual Report to LTC: School Summary LDC	
Academic Year	2015 – 2016
School	LDC (Drama)
Completed by	Scott Brown: Studio Administrator (on behalf of Tony Frost, Director of Drama and Module Convenor)
Date completed	12/12/16
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>	
67. List programmes with a placement/work-based learning element:	
Optional for students on W400, WQ43 and WW84	
68. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?	
Students	
69. How many students (total numbers, headcount) have been on placement in the academic year?	
3	
70. Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding	
Risk assessed as part of a memorandum of understanding.	
71. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent	
Yes.	
72. Where are the records for (4) and (5) held?	
LDC School Office (Drama) DRA 0.02	

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

73. How have you gathered student feedback on placements?

Verbal feedback through placement meetings in the tutorial process accompanying the module and written on student log books (completed as part of the assessment) and feedback on the placement returned to students via written comments on essays/logbooks.

74. Where is the student feedback data held?

Not kept on record at the moment.

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

There have been no actions taken from the 2015-16 feedback, as all feedback was positive.

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

Please see above.

Placements

77. Summary of Placement Providers for the academic year:

- Two Providers:
- Norwich Playhouse
 - Garage Theatre (Children in Need project)

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

- Norwich Playhouse
- Garage Theatre (Children in Need project)

79. Placement Providers which have been audited in the academic year:

No audit has taken place.

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

No audit has taken place.

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

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

Norwich Playhouse has been a longstanding placement provider (for more than a decade). This relationship has been carefully managed and has often led to graduates moving on to paid employment with the Playhouse. The memorandum of understanding has been developed with the Playhouse (they offered feedback on an early draft of it) and the working relationship has been beneficial to both parties throughout this extended period of time.

The Garage Theatre was a new placement for 2015/16 and was managed through the CEO (and UEA Drama graduate) Adam Taylor. Again, through a process of negotiation and assessment via the memorandum of agreement, the QA process took place before, after and during the placement.

82. How have you gathered feedback from Placement Providers?

Via a form to be completed at the end of the process.

83. Where is it held?

LDC School Office (Drama)

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

Small modifications to the memorandum.

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

The Playhouse are aware we made small alternations to the wording of the memorandum.

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

No.

87. Please comment on any Placement capacity issues

No issues with capacity in 2015/16.

88. Any further comments

Placement/Work-based Learning Activity Annual Report to LTC: School Summary PPL	
Academic Year	2015 – 2016
School	PPL
Completed by	Claire Cuminatto-Stone
Date completed	9 December 2016
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
89. List programmes with a placement/work-based learning element:	
<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>- 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>	
90. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?	
None	

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

Students

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

- 'EU studies with Brussels one-month internship': 14
- MA in broadcast journalism and BBC Voices: 50
- Parliamentary and Public Policy Research Placement: 4
- Translation Work Experience UG: 20
- Translation Work Experience UG: 10

Total: 98

92. Please confirm that all students completed the Placement Risk Assessment Tool **OR** that risk was assessed as part of a separate learning agreement/memorandum of understanding

Yes

93. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent

Yes

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

With the lead academic organising the placement.

95. 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 for some placements.

96. Where is the student feedback data held?

With the lead academic organising the placement.

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

We discussed feedback with hosts as appropriate.

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

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

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

99. 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 and various heritage centres.

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

School Employability Director

101. Placement Providers which have been audited in the academic year:

BBC voices, East of England office, Red Cross

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

n/a

103. 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 three organisations, and talked about students' tasks in detail.

104. How have you gathered feedback from Placement Providers?

One to one discussions with hosts annually.

105. Where is it held?

n/a

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

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

Minor changes to programmes.

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

Minor changes to programmes.

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

No

109. 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 and opportunities officer' role within the Faculty 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).

110. 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.

Placement/Work-based Learning Activity Annual Report to LTC: School Summary SCI generic	
Academic Year	2015 – 2016
School	Faculty of Science Year in Industry generic information
Completed by	Sarah Lucas, SCI Faculty Manager
Date completed	28 November 2016
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
111.	List programmes with a placement/work-based learning element:
	<i>See School-specific forms</i>
112.	Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?
	<i>See School-specific forms</i>
Students	
113.	How many students (total numbers, headcount) have been on placement in the academic year?
	<i>See School-specific forms</i>
114.	Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding
	<i>See School-specific forms</i>
115.	Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent
	<i>See School-specific forms</i>
116.	Where are the records for (4) and (5) held?
	Returned to LTS for upload/paper filing to student record

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

117. How have you gathered student feedback on placements?

YES: We do an anonymous online survey and students are also invited to a returner event

118. Where is the student feedback data held?

Faculty of Science electronic files

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

The Student Feedback is circulated to academic staff with responsibility and discussed at Employability Executive.
We are reviewing monitoring forms for 2017
We are reviewing communication methods for how students can raise any possible problems as students seemed unclear about how they might do this (the majority of students, however, reported a very positive experience) for 2017

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

Fed back positive feedback to central divisions
Top tips video being created for students (led by students)
Academic liaison with placement providers

Placements

121. Summary of Placement Providers for the academic year:

See School-specific forms

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

See School-specific forms

123. Placement Providers which have been audited in the academic year:

See School-specific forms

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

See School-specific forms

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

See School-specific forms

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

126. How have you gathered feedback from Placement Providers?

Online survey ; ongoing liaison with key contacts on visits

127. Where is it held?

Survey administered via CCEN; data held in faculty of SCI

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

Introduction of Excel skill training on DoSomethingDifferent week
Considering how we can give student information to placement providers for students looking for placement

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

N/A ; survey does not require feedback to placement providers
Students were advised of positive feedback at the welcome back meeting

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

See School-specific forms

131. Please comment on any Placement capacity issues

See School-specific forms

132. Any further comments

See School-specific forms

Placement/Work-based Learning Activity Annual Report to LTC: School Summary BIO	
Academic Year	2015 – 2016
School	Biological Sciences
Completed by	Charlotte Price/Richard Bowater/Ian Clark
Date completed	24/11/16
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>	
133. List programmes with a placement/work-based learning element:	
U1C720402 – Biochemistry with a Year in Industry U1C104402 – Biological Sciences with a Year In Industry	
134. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?	
Neither	
Students	
135. How many students (total numbers, headcount) have been on placement in the academic year?	
3 students	
136. Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding	
Two completed the risk assessment tool, for the third, the risk was assessment as part of a separate partnership agreement	
137. Please confirm that all students met with their University-based Placement ‘coordinator/mentor’ equivalent	
Yes. All students met with a Year in Industry Co-ordinator or other academic representative.	

Placement/Work-based Learning Activity Annual Report to LTC: School Summary BIO	
138. Where are the records for (4) and (5) held?	
	LTS with the exception of the separate partnership agreement which came under Erasmus
139. How have you gathered student feedback on placements?	
	All placement students were surveyed at the end of their placements (as Faculty wide response)
140. Where is the student feedback data held?	
	As Faculty-wide response
141. What action has been taken as a result of student feedback?	
	As Faculty-wide response
142. How has any action taken been fed back to students and Placement Providers?	
	As Faculty-wide response
Placements	
143. Summary of Placement Providers for the academic year:	
	<ul style="list-style-type: none"> 1) a) Department of Twins Research & Genetic Epidemiology, King's College London <li style="padding-left: 20px;">b) Netherlands Twin Register, VU University, Amsterdam 2) Institute of Food Research, Norwich Research Park 3) Intelligent Fingerprinting, Cambridge
144. Location of complete list of Placement Providers for the academic year:	
	As listed above
145. Placement Providers which have been audited in the academic year:	
	None
146. Location of complete list of Placement Providers which have been audited in the academic year:	
	None

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

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

If a pre-placement visit is carried out and during visits to students on placement, Yinl Co-ordinators will take the opportunity to check the placement organisation by touring the facility and talking to placement supervisors.

148. How have you gathered feedback from Placement Providers?

A survey has been sent to them – as Faculty-wide response

149. Where is it held?

As Faculty-wide response

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

As Faculty-wide response

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

As Faculty-wide response

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

No

153. Please comment on any Placement capacity issues

None

154. Any further comments

None

Placement/Work-based Learning Activity Annual Report to LTC: School Summary CHE	
Academic Year	2015 – 2016
School	Chemistry
Completed by	C J Richards – Course director for Year in Industry Programmes
Date completed	13-12-2016
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
155.	List programmes with a placement/work-based learning element:
	Chemistry With A Year In Industry (MChem) (U1F104402), Biological And Medicinal Chemistry With A Year In Industry (MChem) (U1F154402), Chemical Physics With A Year In Industry (MChem) (U1F191402).
156.	Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?
	All listed in 1.
Students	
157.	How many students (total numbers, headcount) have been on placement in the academic year?
	4 (2 x 104, 1 x 154, 1 x 191)
158.	Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding
	Yes
159.	Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent
	Yes
160.	Where are the records for (4) and (5) held?
	School Office during placement then LTS at end of academic year for student files

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

161. How have you gathered student feedback on placements?

Yes - on the modules undertaken during placement year (CHE-6022Y, CHE-6021Y and CHE-6020Y) The faculty operated an anonymous online survey for 2015-16 returning cohort. Students are also invited to a faculty wide returner event

162. Where is the student feedback data held?

CHE-HUB ; student feedback to surveys is held in Faculty Office

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

Module specific changes as outlined in the module reviews as appropriate
Student feedback is circulated to academic staff with responsibility and discussed at Employability Executive. We are reviewing monitoring forms in 2017. The majority of students fed back positively but we are working on creating a year in industry cohort across the faculty with the implementation of a closed group. The Faculty is also looking to recruit some student mentors for drop in sessions to provide support for looking for placements.

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

Updated module profiles
Top tips being created for students (led by students)
Positive support feedback to central divisions

Placements

165. Summary of Placement Providers for the academic year:

GSK (Belgium), AkzoNobel (slough), Treatt (Bury St Edmonds), Aqdot (Cambridge)

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

See 11

167. Placement Providers which have been audited in the academic year:

None – placements are rarely in recurring companies and so this is not appropriate beyond the normal check that the placement provider and the nature of the work are appropriate

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

See 13

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

169.	Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process
	See 13
170.	How have you gathered feedback from Placement Providers?
	In discussion with the Course Director on placement visits. Asked to complete online questionnaire on placement completion.
171.	Where is it held?
	Faculty office (for the latter); survey administered by CCEN
172.	What action has been taken as a result of feedback from Placement Providers?
	All providers were at least generally very happy their placement student in 2015-16. In addition no issues were raised about UEA's requirements, which in the case of CHE students includes the modules the students are required to take.
173.	How has this been fed back to students and Placement Providers?
	See 16 and 18 Students were advised of the positive feedback at the welcome back meeting
174.	Have you removed any Placement Providers from your approved list?
	No
175.	Please comment on any Placement capacity issues
	Obtaining a placement remains as a significant challenge for students on these programmes in Year 2. The percentage of students who are successful is approximately 40-50% (of those who engage in the process).
176.	Any further comments
	No

Placement/Work-based Learning Activity Annual Report to LTC: School Summary CMP	
Academic Year	2015 – 2016
School	Computing Sciences
Completed by	Mark Fisher, Senior Lecturer
Date completed	22 November 2016
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>	
177. List programmes with a placement/work-based learning element:	
U1N323404 ACTUARIAL SCIENCES WITH A YEAR IN INDUSTRY U1GN55401 BUSINESS INFORMATION SYSTEMS WITH A YEAR IN INDUSTRY U1G45A401 COMPUTER GRAPHICS, IMAGING AND MULTIMEDIA WITH A YEAR IN INDUSTRY U1HG6M402 COMPUTER SYSTEMS ENGINEERING YEAR IN INDUSTRY (BENG) U1G511402 COMPUTING FOR BUSINESS WITH A YEAR IN INDUSTRY U1G401401 COMPUTING SCIENCE WITH A YEAR IN INDUSTRY	
178. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?	
None	
Students	
179. How many students (total numbers, headcount) have been on placement in the academic year?	
8 Students	
180. Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding	
All students completed the Placement Risk Assessment Tool	

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

181. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent

7 students met with the placement coordinator (once) at their workplace. For one student (in Japan) the meeting took place via Skype.

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

LTS

183. 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. In addition, this year the faculty did an anonymous online survey. Students are also invited to a returner event

184. Where is the student feedback data held?

During placement year, the reports are held with the School's Placement Officer. Previous cohort reports are held by LTS. The feedback from the student questionnaire is held by the Faculty Office.

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

The Student Feedback is circulated to academic staff with responsibility and discussed at Employability Executive.
We are reviewing monitoring forms for 2017
We are reviewing communication methods for how students can raise any possible problems as students seemed unclear about how they might do this (the majority of students, however, reported a very positive experience) for 2017

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

Fed back positive feedback to central divisions
Top tips video being created for students (led by students)
Academic liaison with placement providers. Any specific feedback following discussion at CMP executive is fed back via the CMP Placement Coordinator (Mark Fisher)

Placement/Work-based Learning Activity Annual Report to LTC: School Summary CMP	
Placements	
187. Summary of Placement Providers for the academic year:	
	<p>Lloyds Banking Group, London. Wesleyan Assurance Society, Birmingham Amlin Corporate Services Plc, London Lime-Software, Norwich Open Answers, Harrow Suffolk County Council, Ipswich Croudace Homes Group, Caterham Tacchi Studios 150-0045 Tokyo</p>
188. Location of complete list of Placement Providers for the academic year:	
	CMP School office
189. Placement Providers which have been audited in the academic year:	
	NONE
190. Location of complete list of Placement Providers which have been audited in the academic year:	
	N/A
191. Where Placement Providers have been Quality Assured by means other than formal audit, please describe the process	
	<p>The school makes a judgement about the Year in Industry employer based on the interactions with the prospective employer to complete the Year in Industry paperwork prior to placement. There are also interactions through the bi-monthly reports and placement visits during which the placement co-ordinator is also assessing the placement provider.</p>
192. How have you gathered feedback from Placement Providers?	
	Questionnaire emailed to placement providers, ongoing liaison with key contacts during placement visits
193. Where is it held?	
	Survey administered via CCEN; data held in faculty of SCI

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

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

Introduction of excel skill training on DoSomethingDifferent week
Considering how we can give student information to placement providers for students looking for placement

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

N/A ; survey does not require feedback to placement providers
Students were advised of positive feedback at the welcome back meeting

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

No – there is no ‘approved list’ as placement vary considerably from year to year.

197. Please comment on any Placement capacity issues

Only 10% of students enrolled on Year in Industry Programs in CMP successfully find placements.

198. Any further comments

None

Placement/Work-based Learning Activity Annual Report to LTC: School Summary ENV	
Academic Year	2015 – 2016
School	ENV
Completed by	Dr Tom Hargreaves/Simon Allen/Liz Jones
Date completed	December 2016
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
199.	List programmes with a placement/work-based learning element:
	All ENV degree programmes, apart from BSc Geography and BSc Environmental Geography with International Development.
200.	Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?
	Not known
Students	
201.	How many students (total numbers, headcount) have been on placement in the academic year?
	11
202.	Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding
	Yes
203.	Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent
	Yes
204.	Where are the records for (4) and (5) held?
	In the School with copies at LTS

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

205. 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 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.

Please also see SCI response for further information.

206. Where is the student feedback data held?

Forms are sent to LTS via ENV Local Support.

207. 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.

Please also see SCI response for further information.

208. 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)

Please also see SCI response for further information.

Placements

209. Summary of Placement Providers for the academic year:

Norfolk County Council x 4
Cornwall Energy
Dept for Energy and Climate Change
UEA – Estates
The Land Trust
Climate Outreach Information Network
Harrison Group Environmental
GlaxoSmithKline

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

All in England

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

211. Placement Providers which have been audited in the academic year:

Each placement received a site visit from ENV in 15/16.

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

ENV

213. 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.

214. How have you gathered feedback from Placement Providers?

Via the Placement Visit Record

215. Where is it held?

In LTS via ENV Local Support

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

Please see SCI feedback

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

Please see SCI feedback

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

Nil

219. Please comment on any Placement capacity issues

N/A

220. Any further comments

N/A

Placement/Work-based Learning Activity Annual Report to LTC: School Summary MTH-ENG	
Academic Year	2015 – 2016
School	Mathematics (Engineering)
Completed by	Lawrence Coates, Course Director
Date completed	10th January 2017
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
221.	List programmes with a placement/work-based learning element:
	BEng Energy Engineering with Environmental Management with a Year in Industry BEng Engineering (Energy) with a Year in Industry.
222.	Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?
	These are new programmes that have not been reviewed yet. First entry was 2013.
Students	
223.	How many students (total numbers, headcount) have been on placement in the academic year?
	1
224.	Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding
	<p>A copy of the Appendix 2 form was sent to the Placement Provider on 7th August 2015. There was then considerable correspondence between company and UEA about a form of contract that was not resolved. There is no record of the student having completed the form.</p> <p>With regard to risk, however, he was on a construction site and risk assessments were probably completed. Certainly from his presentation and final report it was clear that he spent a week on a Health & Safety Risk Management course at the start of his placement from which he learned a lot, and the site was very safety conscious.</p>

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

225. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent

The ENG Placement Officer visited the student twice during the year. 11th February 2016 and 30th June 2016. No problems were identified. No paperwork recorded but email trail available.

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

CMP/MTH Local Support Office.

227. How have you gathered student feedback on placements?

Students on placement normally complete bimonthly feedback reports, and an end-of-placement report and presentation, which count towards module marks. This year the bi-monthly reports were not completed. In addition, this year the faculty did an anonymous online survey. Students are also invited to a returner event

228. Where is the student feedback data held?

During placement year, the reports are held with the School's Placement Officer. Previous cohort reports are held by LTS. The feedback from the student questionnaire is held by the Faculty Office.

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

None

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

No actions applied yet.

Placements

231. Summary of Placement Providers for the academic year:

A single company.
Main contact: Mr Mads Thomsen, Site Manager, Service, Erection & Commissioning Site Manager, Service, Erection & Commissioning, Snetterton Renewable Energy Project, BWE Site Office, Chalk Lane, Snetterton, NR16 2JZ, Norfolk, United Kingdom
Burmeister & Wain Energy A/S, Lundtoftegaardsvej 93A - 2800 Kgs. Lyngby - Denmark
Secondary contact: Annette Z. Blicher

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

ENG Placements Officer. Under review.

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

233. Placement Providers which have been audited in the academic year:

NONE

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

N/A

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

The school makes a judgement about the Year in Industry employer based on the interactions with the prospective employer to complete the Year in Industry paperwork prior to placement and the value of the placement to the student. There are also interactions through the bi-monthly reports and placement visits during which the placement co-ordinator is also assessing the placement provider.

236. How have you gathered feedback from Placement Providers?

No

237. Where is it held?

Survey administered via CCEN; data held in faculty of SCI

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

None

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

N/A ; survey does not require feedback to placement providers
Students were advised of positive feedback at the welcome back meeting

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

No – there is no ‘approved list’ as placements vary considerably from year to year.

241. Please comment on any Placement capacity issues

Currently very few students take up the opportunity of a year in industry placement. We now have a Business Relationship Manager who assists in finding placements. No expected capacity issues in the short term.

242. Any further comments

As a result of the experience this year we will be reviewing the way we assess the module next year with a view to linking it in with assessment before the third year autumn term starts.

Placement/Work-based Learning Activity Annual Report to LTC: School Summary NAT	
Academic Year	2015 – 2016
School	NAT
Completed by	Ashworth SH
Date completed	29/11/16
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
243.	List programmes with a placement/work-based learning element:
	Natural Sciences with a Year in Industry
244.	Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?
	None
Students	
245.	How many students (total numbers, headcount) have been on placement in the academic year?
	None
246.	Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding
	N/A
247.	Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent
	N/A
248.	Where are the records for (4) and (5) held?
	Returned to LTS for upload/paper filing to student record

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

249. How have you gathered student feedback on placements?

YES: We do an anonymous online survey and students are also invited to a returner event

250. Where is the student feedback data held?

Faculty of Science electronic files

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

The Student Feedback is circulated to academic staff with responsibility and discussed at Employability Executive.
We are reviewing monitoring forms for 2017
We are reviewing communication methods for how students can raise any possible problems as students seemed unclear about how they might do this (the majority of students, however, reported a very positive experience) for 2017

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

Fed back positive feedback to central divisions
Top tips video being created for students (led by students)
Academic liaison with placement providers

Placements

253. Summary of Placement Providers for the academic year:

None

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

None

255. Placement Providers which have been audited in the academic year:

None

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

None

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

None – unless done by other schools

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

258. How have you gathered feedback from Placement Providers?

Online survey ; ongoing liaison with key contacts on visits

259. Where is it held?

Survey administered via CCEN; data held in faculty of SCI

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

Introduction of excel skill training on DoSomethingDifferent week
Considering how we can give student information to placement providers for students looking for placement

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

N/A ; survey does not require feedback to placement providers
Students were advised of positive feedback at the welcome back meeting

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

None

263. Please comment on any Placement capacity issues

No Comment

264. Any further comments

Placement/Work-based Learning Activity Annual Report to LTC: School Summary	
Academic Year	2015 – 2016
School	Pharmacy
Completed by	Jeremy Sokhi
Date completed	14th December 2016
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
265.	List programmes with a placement/work-based learning element:
	<ul style="list-style-type: none"> • PHARMACY (MPHARM)
266.	Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?
Students	
267.	How many students (total numbers, headcount) have been on placement in the academic year?
	Year 1 = 87 Year 2 = 98 Year 3 = 119 Year 4 = 97 Total = 401
268.	Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding
	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.

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

269. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent

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.

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

Assessment records are held with LTS and within the School

271. How have you gathered student feedback on placements?

Yes. Student feedback is gathered on 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.

272. Where is the student feedback data held?

Held with LTS and within the School

273. 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 and the end of year 2. Following a pilot exercise we have extended the opportunity to undertake a joint hospital placement with the UEA medical school to all 3rd years. Resource have also been diverted to enable more patient contact in teaching sessions and additional simulated patient scenarios.

274. 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. A summary report is made available to other placement hosts.

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

Placements

275. Summary of Placement Providers for the academic year:

A total of 52 providers have been used within the academic year of 2015-16. They mainly consist of community pharmacies as well as pharmacies located within hospital trusts.

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

Z:\LTS Shared Drive 2\Placements\Annual Report to LTC\LTC report 2015-16\PHA

277. Placement Providers which have been audited in the academic year:

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

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

280. 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.

281. Where is it held?

Held with LTS

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

Ongoing feedback from placement hosts is considered as part of the review process that has contributed to the changes to the programme. Community hosts have been further involved in the development of the 2 week placement.
Hospital teacher practitioners are involved in the design and development of hospital placements.

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

283. 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.

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

N/A

285. Please comment on any Placement capacity issues

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.
In 2016/17 there have been capacity issues with hospital placements due to maternity leave and cross matching of medical students. The 4th year elective placement has also seen some issues related to breath of options rather than total numbers.

286. Any further comments

Placement/Work-based Learning Activity Annual Report to LTC: School Summary DEV	
Academic Year	2015 – 2016
School	School of International Development
Completed by	David Girling, Lecturer – Director of Employability DEV-6004A Module Organiser & Caitlin Scott (DEV-M06X module Organiser) & PGT Placement Co-ordinator
Date completed	25th November 2016
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
287.	List programmes with a placement/work-based learning element:
	20 credit Development Work Experience (DWE) 3 rd Year UG module (DEV-6004A). Development Work Placement 40 credit PGT module (DEV-M06X). Both modules are optional across a range of courses.
288.	Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?
	No programmes in DEV underwent course Review in 2015/16
Students	
289.	How many students (total numbers, headcount) have been on placement in the academic year?
	DEV-6004A – 45 (in 2015/16). DEV-M06X – 15 (In 2015/16)
290.	Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding
	<ul style="list-style-type: none"> • ALL DEV-6004A students have to complete a Risk Assessment, Ethical Clearance and sign a contract. These are countersigned by their DWE Personal Adviser. • Students on DEV-M06X also complete a placement risk assessment.
291.	Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent
	Yes for both modules.

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

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

For DEV-6004A, hard copies are held in DEV Local Support.
For DEV-M06X the Module Organiser holds these.

293. How have you gathered student feedback on placements?

For DEV-6004A All students are asked to complete a brief assessment of their placement which is placed in a database for next year's students. Approximately 60% of students complete this form. Students also give informal feedback to their placement supervisors and to the module convenor.

294. Where is the student feedback data held?

Blackboard.

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

For DEV-6004A we have added two general pre-placements sessions. The first is held in the 3rd Week of the Autumn Semester to inform students of the module (which is taken at the end of the 2nd Year). An additional session has also been added to give practical advice on CV writing and speculative application writing.

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

For both modules there are no placement providers as such. Students organise their own placements.

Placements

297. Summary of Placement Providers for the academic year:

- For DEV-6004A we had approx. 45 placement providers all over the world from Lebanon to Tanzania to Ecuador. 13 students completed the DFID funded ICS scheme. 6 students travelled to Nepal (3 as part of the ICS scheme).
- For DEV-M06X there were about 20 providers. We do not have pre-established block placements, agreements, each placement is negotiated and tailored to individual needs.

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

For DEV-6004A this is held in DEV Local Support.
For DEV-M06X the Module Organiser holds this data

299. Placement Providers which have been audited in the academic year:

There is no audit process.

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

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

See 13.

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

See 13.

302. How have you gathered feedback from Placement Providers?

All placement providers are asked to complete feedback about the student.

303. Where is it held?

DEV Local Support.

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

None.

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

n/a

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

We do not have an approved list.

307. Please comment on any Placement capacity issues

308. Any further comments

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 (see attached Excel spreadsheet with students from 2015/16). Procedures for these internships abide by the ethos of the Placements and Work-based Learning Code of Practice.

Forms approved

Student nationality	Tier 4?	Visa expires	Start date	End date	Duration (weeks)	P/T or F/T	Days per week	Max. Length of extension (wks days)	Organisation	Placement Location	Placement type / description of work	IAF	Risk Assess.	Letter from org?	Approved?
British	n/a	n/a	23/05/2016	22/07/2016	8	PT	4	32	Concern Universal	Hereford, UK	Supporting education	Y	Y	N	N
British	n/a	n/a	08/06/2016	21/10/2016	19	PT	3	57	GYBC	Great Yarmouth	Community resilience	Y	Y	Y	Y
British	n/a	n/a	27/04/2016	25/07/2016	12	FT	5	60	Norfolk Community Foundation	Norwich	research on social needs in Norfolk	Y	Y	Y	Y
British	n/a	n/a	06/06/2016	24/08/2016	12	FT	5	60	Policy Management	Oxford, UK	evaluation of school-based	Y	Y	Y	Y
British	n/a	n/a	23/05/2016	15/07/2016	8	FT	5	40	Concern Universal	Hereford, UK					
British	n/a	n/a	11/07/2016	30/08/2016	8	PT	2.5	20	Norfolk County Council	Norwich	Community Resilience Work	Y	Y	Y	Y
Italian	n/a	n/a	20/06/2016	29/07/2016	6	FT	5	30	CCS Italia Onlus	Genova, Italy	Managing NGO projects	Y	Y	Y	Y
French	n/a	n/a	18/05/2016	16/10/2016	21 (12 n	FT	5	60 - max 45	IWMI, Sri Lanka	Sri Lanka	proposal development	Y	Y	Y	Y
German	n/a	n/a	01/06/2016	29/07/2016	9	FT	5		City of Cape Town	Cape Town	Climate Change adaptation plan	Y	Y	Y	Y
USA	Yes	Jan-17	26/05/2016	11/08/2016	10	FT	5	50	IUCN Vietnam	Hanoi, Vietnam	Conservation of community fisheries	Y	Y	Y	YES
British	n/a	n/a	16/05/2016	22/07/2016	10	F/T	5	40	Leprosy Mission	Peterborough, UK	Research on gender and leprosy	Y	Y	Y	YES
Japan	Yes	Jan-17	01/06/2016	30/09/2016	16	F/T	5	60 - max	If I could.... Global Tiger Forum, New Delhi	Cape Town	Impact evaluation	Y	Y	Y	YES
Indian	Yes	Jan-17	15/08/2016	30/09/2016	7	FT	5	15		New Delhi, India	Conservation work	Y	Y	Y	Y
British	n/a	n/a	14/08/2016	14/09/2016	5	FT	5	25	Red Cross/Crescent Climate Centre	The Hague, Holland	Research and proposal writing	Y	Y	Y	Y
British	n/a	n/a	20/07/2016	01/08/2016	6	FT	5	30	TASO, Uganda	Kampala	Research on ART delivery	Y	Y	Y	Y
South Korea	Yes	01/01/2017	28/06/2016	20/08/2016	8	FT	5	40	Environment Corporation	S Korea	Part of a training programme	Y	Y	Y	Y

Placement/Work-based Learning Activity Annual Report to LTC: School Summary EDU	
Academic Year	2015 – 2016
School	EDU
Completed by	Jane English, School Manager
Date completed	12/12/16
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>	
309. List programmes with a placement/work-based learning element:	
BA Education BA Physical Education Postgraduate Diploma in Person-Centred Counselling Primary PGCE Secondary PGCE	
310. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?	
PG Dip PCC Primary PGCE: A course review has not taken place formally through UEA, but External Examiners review the course annually and Ofsted inspected the course in 2014.	
Students	
311. How many students (total numbers, headcount) have been on placement in the academic year?	
PG Dip PCC: 16 BA PE: 28 BA Education: 22 Primary PGCE: 131 Secondary PGCE: 99 Counselling (PGDip): 11 Total Students: 307	

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

312. Please confirm that all students completed the Placement Risk Assessment Tool **OR** that risk was assessed as part of a separate learning agreement/memorandum of understanding

BA Education: All EDU students on the Year 2 Placement Module (EDUB5002Y) in 2015/16 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 Module Organiser/Placement Coordinator.

BA PE: Students work under the Risk Assessment of the organisation that they have chosen for their placement opportunity. The placement opportunity is attached to three modules in year 2 of the programme (Professional Skills; Inclusive Physical Education; and Partnerships in Sports Provision), and students are given a one-hour lecture at the start of these modules (in September) to explain the placement rationale, the student expectations during the placement, the responsibilities of placement providers, and information about DBS checks, amongst other things, prior to the students embarking on the placement in January.

PG Dip PCC: Students and the placement provider go through a checklist of what they need to be aware of whilst on placement and this forms the risk assessment.

Primary PGCE: 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 '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.

Secondary PGCE: Induction and ongoing QA processes ensure that 'risk' is consistently assessed and appropriately managed on an individual student and school basis. The roles and responsibilities of UEA, and the school are set out in the student handbook.

313. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent

BA Education: Yes, all students met with the placement coordinator.

BA PE: There are no regular meetings with a University member of staff whilst on the placement opportunity. Students are on placement only in an observational capacity (watching professionals in the work place) and are not undertaking 'work experience'. Students are monitored on placement by a work-based mentor or supervisor and have the contact email and telephone number of the PE teams placement coordinator should there be any issue during their time at the placement.

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

Halfway through the placement the students send an email to their module leader to indicate that everything is going okay.

PG Dip PCC: The group meet with the Placement Coordinator (Lucy Machin) and also meet as a supervision group weekly with Lucy and the Course Director to monitor their work.

Primary PGCE: All students met with their UEA teaching practice supervisor/designated Professional Development tutor prior to the start of each placement and were visited on a minimum of two occasions in each placement by a UEA tutor. All students had a tutorial with their UEA teaching practice supervisor/designated Professional Development Tutor after each placement.

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

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

BA Education: Zicer Placement Office.

BA PE: Emergency contact details for the student and the placement mentor/supervisor are held by LTS's UG placement team.

PG Dip PCC: (4) records with LTS and (5) the Placement Coordinator holds detailed notes and the Course Director also holds an overview.

Primary PGCE: students keep records of all formal meetings (Review of Professional Development forms). Copies of formal observations, feedback and professional dialogue related to school visits are given to students, school mentors and LTS (held in students' files). Copies of signed Partnership Agreements are held by LTS.

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

315. How have you gathered student feedback on placements?

BA Education: through module evaluation and students also completed a self-evaluation of the placement.

BA PE: After the 40-hour placement, students have to complete a formative reflective report. They bring this report to a workshop in Week 12 (of the spring semester) in preparation for their 'placement' examination question (for their examination during the University's Assessment Period). Students also feedback to

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

the course team about their placement experience through the on-line module evaluation

PG Dip PCC: module evaluation form and separate evaluation of the placement.

Primary PGCE: Students complete evaluations at the end of every school placement. Professional Development representative meetings at UEA on a termly basis provide the opportunity for students to provide additional feedback on a more informal basis.

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

316. Where is the student feedback data held?

BA Education: with the module organiser. As this is through module evaluation this should be centrally held. The self-evaluation of the placement is submitted to the Zicer hub.

BA PE: The on-line module evaluation feedback by the students is held on SITS/e:vision (under the relevant module evaluation).

PG Dip PCC: module evaluation with LTS and the placement Coordinator holds the placement evaluation forms.

Primary PGCE: On a master placements spreadsheet (SSF shared drive > EDU> m130). Professional Development representatives' minutes held in same location (SSF shared drive > EDU>m130).

Secondary PGCE: In the Secondary PGCE shared drive folders (LTS)

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

BA Education:

- Earlier briefings on placements (e.g. requirements, expectations) have been provided in March/April for 1st 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). Research proposals/ethics writing workshops have been embedded within seminars
 - 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

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

(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'

BA PE: No action has been taken for the academic year 2015-16, due to the positive nature of the student feedback received.

PG Dip PCC: Positive feedback has resulted in the placement being used for this current academic year.

Primary PGCE: 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 includes sections on how issues emerging from placements will be managed in an appropriately flexible and sensitive manner. The Partnership Co-ordinator completes an annual School Partnership Evaluation and Improvement plan and contributes a section to the annual Self Evaluation Document (SED) which documents actions to address the quality of school placements. Actions in response to evaluations from 2015-6 include changes to documentation, the development of mentor support materials and continued development of Primary Partnership pages to further improve communication.

Secondary PGCE: 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 de-selected from the partnership until said issues are resolved.

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

BA Education: No changes since 2015/16

BA PE: See point 9 – no action was taken in the academic year 2015-16. Should action need to be taken, then the students would be informed through a University taught session (by the PE placement coordinator) and the placement provider would be informed by the EDU UG placement team in LTS. If the feedback received from the student was bad, then the School would not use the provider in the future.

PG Dip PCC: Verbal feedback to placement and students

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

Primary PGCE: as a 10 month course with a new cohort annually, action taken is reflected in new course documentation and introductions to placements. Changes are communicated to placement providers in teachers' meetings and all forms of communication. Where action taken involves the deselection of a placement provider for a period of time, this may/may not be communicated formally. All actions are in line with protocols within our Partnership Agreement. On an annual basis Primary Partnership Management Committee, comprised of local authority representatives and primary headteachers review evaluation data and actions taken.

Secondary PGCE: 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. We have representation at the SSLC on 2 occasions in the year.

Placements

319. Summary of Placement Providers for the academic year:

BA PE: Students have arranged placements with over 25 different placement providers for the academic year 2015/2016. In Norfolk, these included six primary schools, seven secondary schools, one complex-need/special school, one sixth form college, two sports clubs, and two leisure/sports centres. Further to this, outside of Norfolk, providers included a sixth form college (Essex), four secondary schools (2 in Suffolk, 1 in Essex, and 1 in Hertfordshire), one primary school (London), and a sports club (Suffolk).

BA Education: 21 different providers have been used including Infant, Junior and High Schools plus one Virtual School.

Primary PGCE: 216 providers were used for placements within the 2015-16 academic year. These mainly consisted of schools within East Anglia but there were 12 schools located outside the region including Greater London, East Yorks, West Yorks and Worcestershire.

Secondary PGCE: Placements were arranged with 49 different providers. These were nearly all located in either Norfolk or Suffolk and one school located in St Albans.

Counselling (PGDip): The providers used are listed below:

Centre For Christian Care & Counselling 4Cs
Mind Norwich
Sue Lambert Trust
The Norwich Centre
University Counselling Service
YMCA Norfolk

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

In total, 316 different providers were used (no duplicates) within the academic year of 2015-16 creating over 500 placements for students. (Please note that some students complete more than one placement within the academic year).

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

Z:\LTS Shared Drive 2\Placements\Annual Report to LTC\LTC report 2015-16\EDU

321. Placement Providers which have been audited in the academic year:

BA PE: The PE team do not audit placement providers. LTS makes contact with the placement providers at various points throughout the year.

PG Dip PCC: The audit takes place through the contracting process which is managed by LTS

Secondary: Feedback and audit is an ongoing process. 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). We also have mentor meetings 3 times per year and link teacher meetings twice a year.

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

BA PE – n/a

Secondary PGCE: In the Secondary PGCE shared drive folders (LTS)

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

BA Education: n/a

BA PE: n/a

PG Dip PCC: Initial phone call. Professional body (BACP) provides clear guidelines on standards for placements providers which are supplied to the placement

Primary PGCE: All schools hosting trainee teachers for their main placements are visited by UEA tutors. The visits serve as an opportunity to informally audit the

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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.

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.

Secondary PGCE: 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.

324. How have you gathered feedback from Placement Providers?

BA 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.

BA PE: A placement summary form is completed by the mentor/supervisor at the organisation concerned, after the student has completed the 40-hour period, and is sent to the EDU UG placement team in LTS.

PG Dip PCC: We do not gather feedback from the placement provider unless there is a particular concern with the student's work, this is clear outlined in the contract between the course and the placement provider. Any concerns would be brought to the attention of the course director.

Primary PGCE: 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.

Secondary PGCE: An evaluation survey is completed by school mentors

325. Where is it held?

BA Education: In 2015/16 Adam Longcroft forward all of these to the LTS Zicer Placements Office.

BA PE: LTS

PG Dip PCC: n/a

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

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Secondary PGCE: Summaries are saved in the Secondary PGCE shared drive folders (LTS)

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

BA Education: No concerns raised in 2015/16.

BA PE: The PE teams placement coordinator checks and looks through all the placement summary forms; any issues that have arisen are dealt with quickly by the placement coordinator (directly with the student). The placement provider feedback is passed on the course director.

PG Dip PCC: n/a

Primary PGCE: In 2015-16 feedback was generally very positive, requiring few actions. However, a number of placement providers referred to the onerous nature of hosting placements and completing associated documentation. Completed examples of all key documents have been made available for 2016-17 in response to this.

Secondary PGCE: 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

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

BA Education: n/a

BA PE: The PE placement coordinator speaks directly with the student(s) concerned and/or the placement provider.

PG Dip PCC: n/a

Primary PGCE: 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.

Secondary PGCE: 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. We have representation at the SSLC on 2 occasions in the year.

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

BA Education: No – all placements have so far proven to be appropriate, and to provide a supportive environment for our BA Education students.

BA PE: No

PG Dip PCC: Nil

Primary PGCE: Offers of placements from some providers have not been taken up on the basis of student feedback and other supporting evidence. Students have not been placed in particular schools/with individual teachers due to concerns about quality of placement experience (inc. support, mentoring). In accordance with our Deselection of Schools protocols we have not formalised this or made the information publically available.

Secondary PGCE: 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.

329. Please comment on any Placement capacity issues

BA Education: The number of placements in 2016/17 has been fine with 30 students. It is envisaged that there may be capacity concerns in 2017/18 when 55 placements are needed. The BA Education team is conscious not to over burden a school that is already taking PGCE students. This does limit the options available but we look to other educational settings e.g. museums and charities.

BA PE: No direct issues in schools or in other sports organisations. The PE team is conscious not to over burden a school that is already taking a PGCE student. This does limit the options available, but students are encouraged to seek placement opportunities from further afield (i.e. where a student is from another part of the country; to seek a placement opportunity in that area).

PG Dip PCC: n/a

Primary PGCE: Due to a decrease in student numbers in 2016-17 we have not had significant capacity issues this year. However, with increased numbers in 2017-18 it is anticipated that there may well be such issues.

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 financial incentives schools receive from different placement providers and UEA currently does not offer as much as some other providers. Some schools in the region do not have the capacity to support trainee teachers due to

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external pressures and the limited time available to give to the support of trainee teachers.

Secondary PGCE: 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.

330. Any further comments

BA PE: The BA Physical Education course placement is not a placement in the traditional sense. Students go on placement to observe professionals and the placements take place when the student has time (i.e. around their scheduled timetabled hours). For instance, if there was a week-long sports camp during reading week then a student could observe for a whole week and get the full 40-hours of placement in that period of time. Other students may split up their placement across the whole 12-week semester period (i.e. four hours a week for ten weeks). The school plays no part in finding students a placement opportunity (but will help/support students if they are struggling to find a provider) – it is solely up to the student, thus auditing is not generally required. If a student has had a particularly bad experience somewhere then the PE placement coordinator would discourage another student from going there (to date, this has not happened).

Primary PGCE: The recruitment of a Partnership and Marketing Officer has the potential to support the development of working relationships with current placement providers and to support the development of new partnerships. Due to continued changes in the educational landscape there needs to be significant resource investment in strategic developments (eg. development of mentor support materials and professional recognition/accreditation for placement providers) to attract and maintain high quality placement providers.

Placement/Work-based Learning Activity Annual Report to LTC: School Summary PSY	
Academic Year	2015 – 2016
School	Psychology
Completed by	Dr Laura Biggart, Course Director
Date completed	15 December 2016
Programmes <i>NB: Study Abroad programmes are not included as reported on separately</i>	
331. List programmes with a placement/work-based learning element:	
<ul style="list-style-type: none"> • 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 	
332. Which programmes with placements have been reviewed as part of the 5-year Course Review process in the academic year?	
None	
Students	
333. How many students (total numbers, headcount) have been on placement in the academic year?	
17	
334. Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding	
Yes	
335. Please confirm that all students met with their University-based Placement 'coordinator/mentor' equivalent	
No (will be done for the current year's cohort). It should be noted that the risk of the placements undertaken by PSY students is generally all in the low category (apart from potentially individual student factors).	

Placement/Work-based Learning Activity Annual Report to LTC: School Summary PSY	
336. Where are the records for (4) and (5) held?	
	In the School of PSY for 2014/15 and with the ZICER PGT HUB for 2015 onwards
337. How have you gathered student feedback on placements?	
	Via presentation which students give and also via standard PSY quantitative and qualitative course feedback. These specifically include both quantitative and qualitative questions on the placement component of the corresponding module.
338. Where is the student feedback data held?	
	Module feedback held electronically, on a secure server with PSY local support.
339. What action has been taken as a result of student feedback?	
	<p>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:</p> <ol style="list-style-type: none"> 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).
340. How has any action taken been fed back to students and Placement Providers?	
	Yes, to students via Module outline.
Placements	
341. Summary of Placement Providers for the academic year:	
	Students have arranged placements across various public and private sector organizations: for instance, Norfolk County Council, Norfolk & Suffolk NHS Foundation Trust, Icanho Brain Injury Rehabilitation, Rix Research and Media, Xenodu LTD, Norwich City Football Club, Psychometrics Centre at the University of Cambridge, and Psychology at University of Essex are some examples of the diverse range of organizations to which our students have gone on placement in 2015-2016.
342. Location of complete list of Placement Providers for the academic year:	
	Z:\LTS Shared Drive 2\Placements\Annual Report to LTC\LTC report 2015-16\PSY
343. Placement Providers which have been audited in the academic year:	
	N/A

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

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

N/A

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

N/A

346. How have you gathered feedback from Placement Providers?

Yes for the 2015-2016 cohort we have instantiated a process of gaining feedback from placement providers.

347. Where is it held?

It is held in the School to date.

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

N/A as first year of obtaining feedback. However the feedback obtained so far shows that providers would like clearer information when students first approach them, about what the placement involves and what course it is part of (some providers have many students approaching through different programmes).

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

N/A as this is the first year of obtaining feedback

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

No

351. Please comment on any Placement capacity issues

No issues for 2015-16, however we will have extra local support for placements for both UG and Masters programmes, once the BSc Year in industry is launched. There will be an extra member of admin staff to co-ordinate placement activity including the Masters placements in PSY.

352. Any further comments

None

Placement/Work-based Learning Activity Annual Report to LTC: School Summary SWK	
Academic Year	2015 – 2016
School	Social Work
Completed by	Richard Brook
Date completed	15/12/16
Programmes	
<i>NB: Study Abroad programmes are not included as reported on separately</i>	
353. List programmes with a placement/work-based learning element:	
MA social work BA social work	
354. 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	
355. How many students (total numbers, headcount) have been on placement in the academic year?	
<p>BA SOCIAL WORK:</p> <ul style="list-style-type: none"> • Year 2: 15 • Year 3: 16 <p>MA SOCIAL WORK:</p> <ul style="list-style-type: none"> • Year 1: 26 • Year 2: 25 <p>Total = 82</p>	
356. Please confirm that all students completed the Placement Risk Assessment Tool OR that risk was assessed as part of a separate learning agreement/memorandum of understanding	
Yes – students complete a learning agreement.	
357. Please confirm that all students met with their University-based Placement ‘coordinator/mentor’ equivalent	
Yes UEA tutors visit for midway review meetings	

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

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

Placements admin team (Becky Wright) and individual tutors

359. How have you gathered student feedback on placements?

Via a Smart Survey, web-based questionnaire, group meetings during 'days in' from placement and individual meetings with advisers

360. Where is the student feedback data held?

Becky Wright, placements administrator.

361. 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's adviser to be more appropriate for level 1 placements.

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

Informal feedback given to placement providers and students.

Placements

363. Summary of Placement Providers for the academic year:

24 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 (1) contribute. The remaining placements are provided singly by voluntary and private sector agencies.

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

Placements admin team (Becky Wright)
Z:\LTS Shared Drive 2\Placements\Annual Report to LTC\LTC report 2015-16\SWK

365. Placement Providers which have been audited in the academic year:

Local Authority placements are quality assured by the workforce development teams in the relevant local authority. Private and Voluntary sector providers are visited by the Practice Learning co-ordinator who assesses suitability and completes a Placement Approval Form

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

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

All Placement Approval Forms are held by Becky Wright, placements administrator and Richard brook, Practice Learning Co-ordinator

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

As above

368. How have you gathered feedback from Placement Providers?

Placements admin team (Becky Wright)

369. Where is it held?

SmartSurvey online resource

370. 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.

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

Informally in conversations with Practice Educators. Generic feedback given to Practice Educators at termly PE workshops.

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

No

373. 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. Capacity issues should be alleviated in 2006-17 and beyond because of a newly formed teaching partnership between Norfolk and Suffolk County Councils and UEA and UOS. Local Authorities will have a responsibility to provide all placements, and are currently training additional Practice Educators to meet this need.

374. Any further comments

No