**Appendix 2**

**REVIEW OF PRACTICE LEARNING, AUGUST 2017**

**AGENCY SUPERVISORS’ FEEDBACK SUMMARY REPORT**

Introduction

With a view to invite formative feedback from current practice supervisors within Community Learning and Development who have supported undergraduate students on their practice learning, supervisors were invited to participate in a short survey utilising the Bristol Online Survey system.

The survey was sent to all current practice supervisors in the academic year 2016-2017 who had provided practice learning in years 2014-15, 2015-16 and 2016-17. Whilst the time of year in which the survey was sent (August) was not conducive to maximum response rates, there was an 18 % response rate. Regardless of the percentage response rate, all feedback received will be absorbed to influence the future development of practice learning provision.

Section One – agencies and supervisors

Supervisors were asked to indicate on which level of study and in which academic year they were reporting.

Agencies and respondents:

Dundee City Council

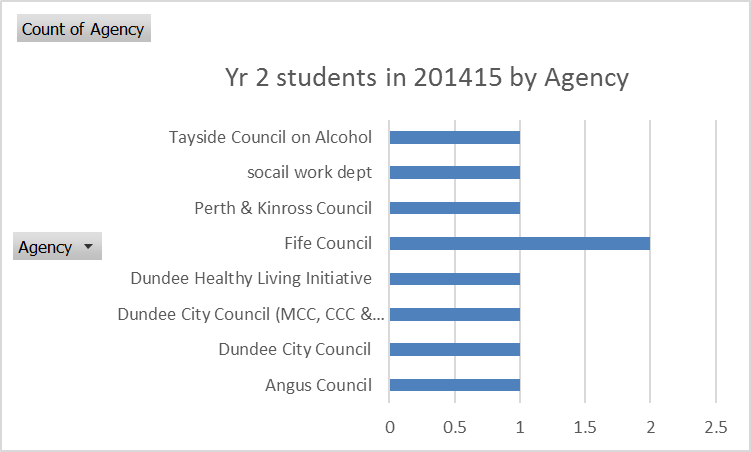
Fife Council

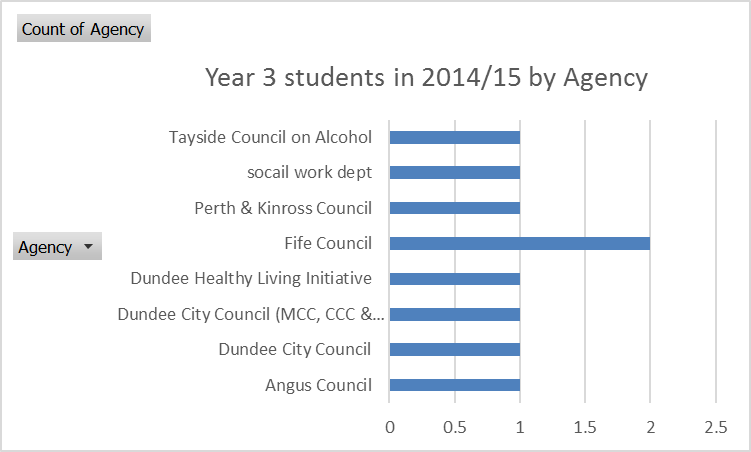
Angus Council

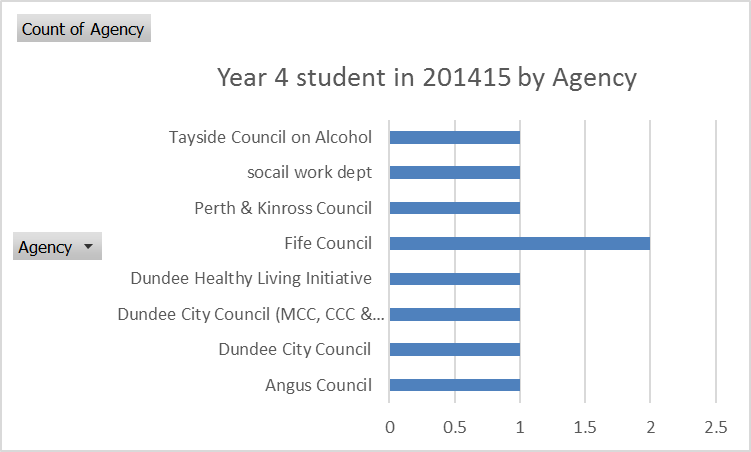
TCA

Dundee City Council

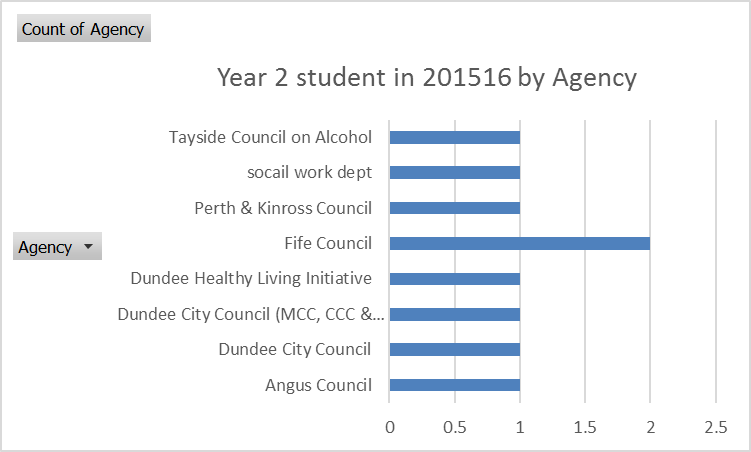
**Agency and number of students per level of study in 2014/2015:**

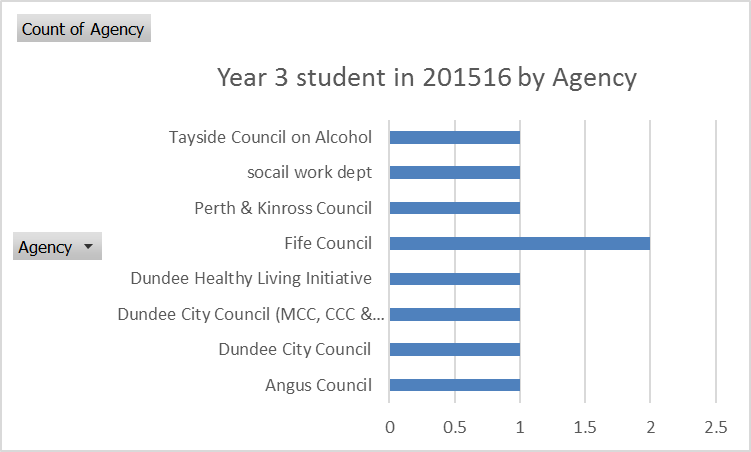
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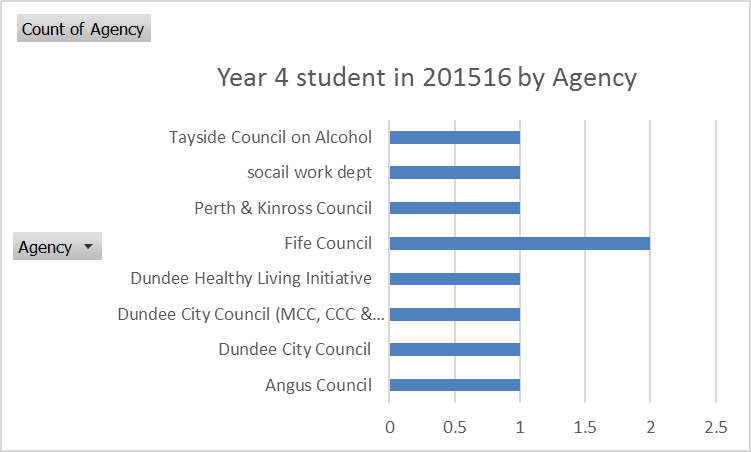
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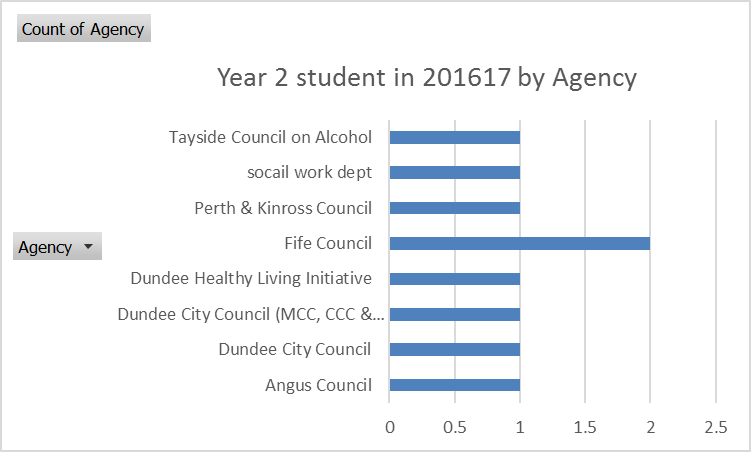
**Agency and number of students per level of study in 2015/2016**

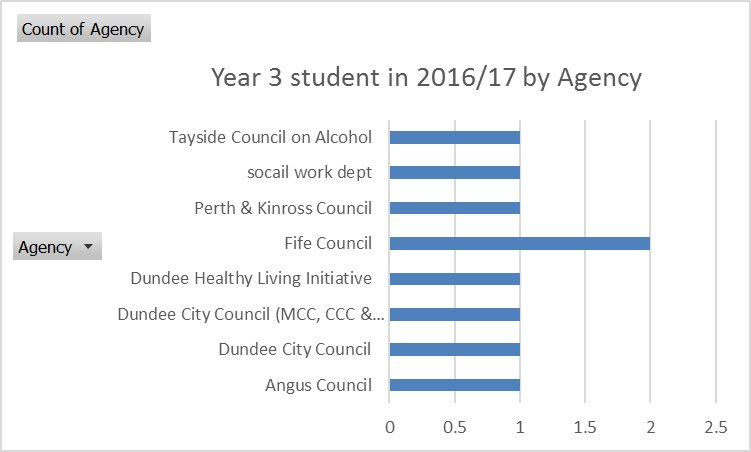


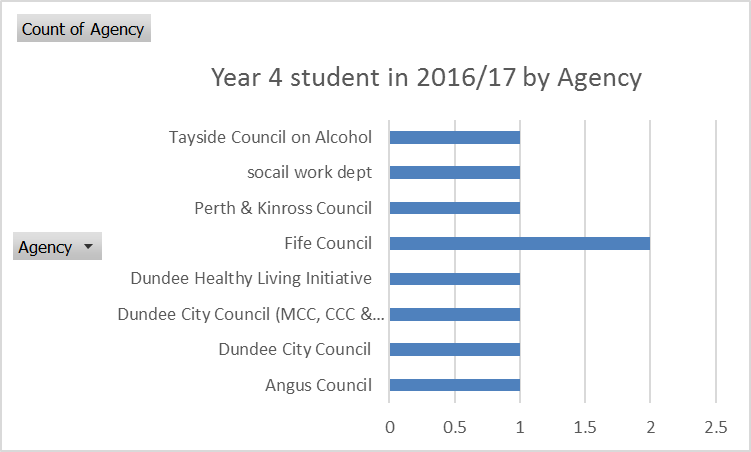




**Agency and number of students per level of study in 2016/2017**

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Section Two: final year research

Supervisors were asked if they had, in the past three years, supervised a fourth-year student’s research. 5 respondents indicated that they had, covering academic years 2014//15 through to 2016/17 inclusive.

All respondents indicated that the research project was useful to the agency. Comments to support this included:

“Very useful and was a perfect fit with what we were delivering as a mentoring service”

“Very, it consolidated research into our delivery method and will contribute to further research. “

“2014/15 was useful in terms of evaluating our work and informing future practice 2016/17 was informative and consolidated what we thought about practice - we may be able to use it when developing further work.”

In relation to respondents’ experience of supervising research, comments included:

“The student was already familiar and confident with research”

“On both occasions. I had a positive and enjoyable experience”

“Thought provoking and enjoyable”

Commenting on how research topics were chosen between the agency and the student, respondents indicated the following:

“It was discussed between myself, the service manager and the student. The student prepared 4 proposals and then we all agreed on the final research proposal.”

“Research project was suggested to student who took up the opportunity.”

“Through discussion with ideas initially coming from myself around current work in the area.”

“discussion with all parties and line manager”

“Student hard worked on stated project previously.”

From the above, it could be suggested that neither the students, nor the agency, had pre-determined desires for research or clearly identified themes. However, from the responses, it would indicate that the final decision was a two-way process between the student and the agency. Given the low response rate overall, it cannot be assumed that this is always the case and that there could be room for development when contacting agencies, in advance of internship opportunities, that encouragement or clearer guidance to identify topics at an earlier stage would be helpful to all.

Section three: preference for level of study

Agencies were asked to indicate their preference for placement opportunities according to level of study on the programme and their reasons for which.

Three agencies reported a preference for level two students, for the following reasons:

“The timing fits in perfectly with a project I have on offer between Sept and December. I also like this level as the student has already established a level of understanding, so I can focus on outcome focussed approaches with them. From experience I find this level works best with my ability to supervise, I can begin to challenge student, and also with the reduced time I have in my schedule which would not work as well with a first year.”

“perfect for our Young People Service, youth groups”

Two agencies reported a preference for level three students, for the following reasons:

“Perfect for our Young People Service and Mentoring service, youth and adult CJS clients”

“I believe 3rd year is more appropriate for my project”

Three agencies reported a preference for level four students, for the following reasons:

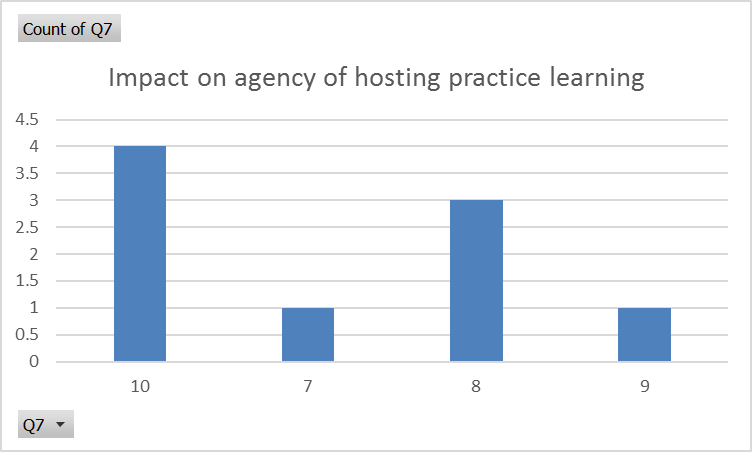
“Perfect for all services – Young People/Mentoring/Adult Service”

“I opted to have a Year 4 student first time in 2014 as I had never supported one before and I wanted a different experience.”

“Students need less supervision at this stage in their learning and are more confident and structured in their skill base.”

Section Four: Impact upon agencies for hosting practice learning

Key = 1 very negative, 5 neutral, 10 very positive



In addition to inviting a scaling response, as above, supervisors were invited to provide qualitative responses, as follows:

“I have had 6 students on placement since 2012, but I have supervised many more before that also, I used to take 1 per year until the last re-organisation the council underwent which resulted in big changes for me. I learn so much from being a supervisor I feel I grow from the experience just as the student does. I like being reconnected to the CLD values in this way also.”

“I suppose a lot depends on the individual circumstances of each student. We can be flexible. “

“Students have been invaluable in helping us tweak and develop our services over the years”

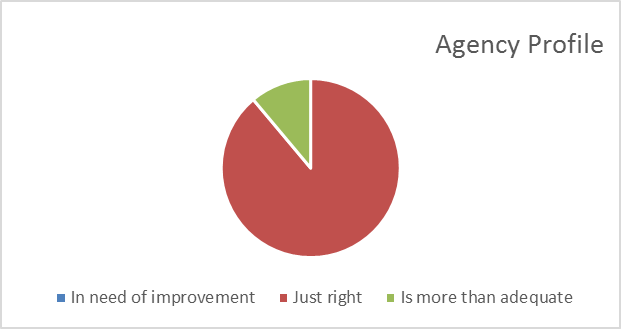
“Positive experience on both occasions.”

“Students are enthusiastic and bring their own thoughts and feelings to the workplace which stops us older workers, becoming complacent and set in our ways. “

“Students we have had on placement have engaged well with parents, they bring new ideas for provision.”

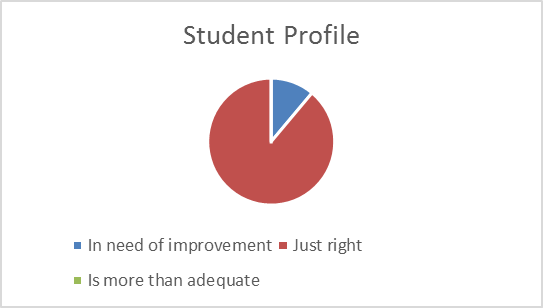
Section Five: Agency/Student profiles and training opportunities

In response to questions around the agency profile form, respondents believed that:



One respondent added, “The forms askes for relevant information regarding the agency with an idea of projects which the students can get involved with.“

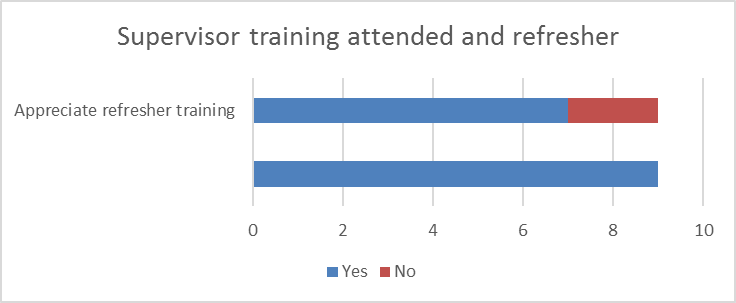
In response to the student profile form, respondents believed that:



One respondent added, “information on the previous experience of student could be included. Update picture of where they are on their learning journey - outcomes they need to work on etc especially with a Year 2/3 student.”

No respondents indicated that either the agency or the student profiles were more than adequate.

All respondents were asked whether they had attended a supervisors’ seminar at the university. All nine respondents indicated that they had, representing a 100% participation rate. In response to a question as to whether they would appreciate refresher training, respondents indicated:



Section Six: Supervision

All respondents were asked to describe their experiences of and frequency of supervision, including the length of time devoted to supervision. Responses included:

“I used to pre plan a monthly support and supervision session just as I would do with other staff or volunteers, but with the assurance of additional sessions being made available by arrangement if required outwith the usual cycle, as at times more support can be needed. I also have an established team of CLD colleagues that make themselves available for support if I am outwith the building when the student requires additional support and they have been pre-briefed on the students role before they start placement.”

“I have been around CLD for many years so have a lot of experience to call upon. Of course that brings for me the challenge of continual technical development which is definitely not my strong point .However this has not proved to be a draw back so far.”

“Weekly - focusing on the work within the placement and the learning. At times challenging the student. Supervision last about 1 hour. Longer sessions when required.”

“Supervision is carried out weekly (mainly by myself or another staff memeber if I am unavailable). Support and supervision lasts between an hour to an hour and a half. The experience has been valuable to myself and for the Agency in terms of students being keen to pick up pieces of work when other staff are busy. The workplan is excellent and keeps the Agency and the student on track. Using this tool I am keen for other staff members to take more responsibility for students.”

“Informative - appreciated the opportunity to ask questions for clarity.”

“I met with Tessa on a regular basis for up to 2hours every 2 weeks. We were in regular contact at other times during the placement.”

“weekly one hour”

“Supervision is mainly used with relevant students depending on their placement year although it would hopefully be on a weekly basis. The fourth years structure and time in placement is more on an ad hoc basis depending when the student is actually in base.”

“This really depends on the students needs. however I would normally suggest a minimum of 1hour per week.”

The responses show that supervision is an integral part of practice learning with no negative responses. However, the responses above indicate a variance within the frequency and length of supervision which appears to be responsive to the needs of both the student and the agency.

Section Seven: My Showcase

Given the fact that the My Showcase software was introduced in 2016/2017 for e-portfolios, supervisors were asked to respond on their experiences which were mixed, as noted below:

“I have only used e portfolio system with two students so far, previously everything was done in paper folders. I had difficulty accessing e portfolio a few times with the first student -I think we needed to use public access PCs to overcome this, but I don't recall having the same issue with the second student in 2014. I think we need to reduce the amount of paper we use so electronic methods is preferable for green reasons.”

“I'm uncertain of My Showcase”

“Showcase has been difficult to access in the past. This was due to TCA's IT security though.”

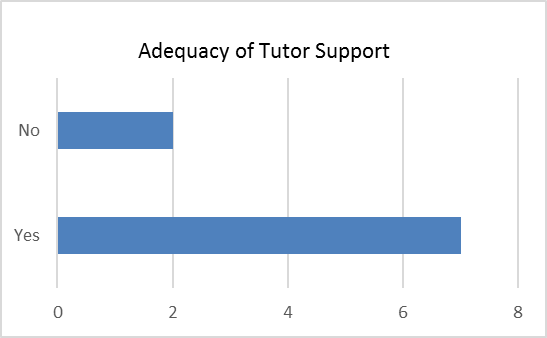
“Haven't seen much of e-portfolio (only brief checks of student's work online) “

“Good although some students have found it difficult at first to load etc. This was due to teething problems on IT I believe. “

“it seems to work much better that the last system. but not had a great deal of experience of it.”

Further, respondents were asked if they would engage in further training around My Showcase. There was a unanimous positive response to this.

Section Eight: Support from university tutor



Qualitative responses on the positive response above were:

“I have always found this to be invaluable! Arranging tutor visits isnt always easy due to our timescales/availability but we always got there in the end!”

“I found the visit always reassures the student as it gives the opportunity to fine tune the placement if the needs of the University aren't being met.”

“Provides advice when required”

“Tutors have ben asy to contact and communicate with either by phone, meeting or email”

“Tutor support satisfactory”

“tutor support was available if required”

“Tutors will deal with any relevant situations that arise and current levels are more than adequate in relation to supports within a placement.”

Qualitative response to the negative were:

*“I had no contact with the university tutor during my last placement experience”*

*“I have had difficulties in the past receiving support from supervisors, when there has been issues with students attendance and work.”*

In response to the tutor visit, five responses were positive and two being negative, as follows:

“Always supportive, “

“Good”

“All the visits have been positive and additional advice has been provided to the student regarding their placement.”

“I enjoy the visit as it brings workplan and learning together...also an opportunity to discuss reflections and other relevant paperwork/showcase”

“Tutor visit satisfactory “

*“I had no contact with the university tutor during my last placement experience”*

*“The visit went ok.”*

Finally, supervisors were invited to provide any additional general feedback. Responses included:

“I have for many years been a strong supporter of taking students on placement and I have always very much enjoyed the experience. It is not just the student that grows and learns from it, I do to.”

“”Again I suppose it depends upon individual students. Eg Last year I had a student who was alredy working as a youth worker so had a fair grounding in the principles. He needed a little reassurance when working in one or two Adult Learning roles in terms of the role and relationship with people older than him. The placement addressed this area of development successfully”

“I have found some students to be absolutely fantastic and extremely eager/competent to take on tasks but on the other hand I have had students who lack enthusiasm for the CLD disciplne.”

“As the opportunity was a research one I would have liked to know the research had been fully completed prior to submitting my final report as the deadline is after the Internship ends”

“Keep up the good work.”

Section Nine: Conclusion and recommendations

It is clear from all of the responses that supervisors are, on the whole, content with their experiences with students with whom they support on practice learning and with the relationship with the university team. Whilst the response rate was low, given the consistency in the responses received, it could be interpreted as a fair representation of supervisors’ experiences.

Moving forward, investment in training around My Showcase by the university would be welcomed and that there is scope for clarity from the university on what are the minimum requirements on supervision with students. Both developments would increase the existing good practice of the university in its relationships with community partners.

Sharon Sweeney, 20th September 2017