

Undergraduate Work Placements



UNIVERSITY OF
BATH

A guide for Placement Providers

Education with Psychology



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Welcome to our undergraduate placements

The University of Bath is now firmly established as a top ten UK university with a reputation for world-leading research and teaching excellence. We attract some of the highest-achieving students, much sought after by leading graduate employers, and we are focused on getting them ready for a competitive work environment.

Nearly two thirds of our students undertake a valuable work placement as part of their degree. Thanks to the support of our placement providers, we are able to offer our students professional placement opportunities in a wide range of organisations in the private and public sectors.

Benefits to you

Our placement providers enjoy multiple benefits from employing one or more of our students. Employers find that these highly motivated and talented individuals offer fresh ideas and up-to-date knowledge, adding real value to their organisation. We also know that working with private and public sectors ensures our curriculum is relevant to prospective employers and our students have the right employment skills.

Benefits to the student

The skills and knowledge acquired by our students throughout their degrees are put into context through the variety of tasks and responsibilities they undertake on their placement. Students benefit from experiential learning, are able to adjust quickly to the workplace, provide specialist knowledge, take on an increasing degree of responsibility and handle a variety of different tasks and projects.

Students return to university with a wealth of experience that they apply to their final year/s, often choosing to do a dissertation based on aspects of their placement they want to explore further.

We look forward to working with you

Here in the Department of Education we have a long-established, outstanding placement programme. We pride ourselves on the support and preparation we give our students and the strong professional links we have with organisations in the UK and overseas.

We welcome any new organisations who wish to join us. Many of our graduates have gone on to work for the organisation they spent their year out with, and the University of Bath has an outstanding alumni network of past students who go out of their way to assist current students, by either offering to be a mentor, or even creating new placement roles. This is a relationship we hope to continue long into the future.

Why employ a placement student from Bath?

The benefits to your organisation

- High quality employees without long-term commitment
- Fresh ideas and talent from a motivated student
- Up-to-date knowledge of research relating to children and young adults
- Knowledge and skills to tackle 'one off' projects
- A cost-effective additional staff resource
- Access to the latest research through closer links with the University
- A chance to raise your profile on campus among a future graduate workforce
- Investing in the next generation.

Typical tasks our students can undertake

- Work with children in an educational setting
- Assist in classroom teaching activities
- Attend team meetings, etc.; listening, minute taking, evaluating and contributing where appropriate
- Deliver presentations
- Support and/or set up locations for group sessions with specialists
- Project management
- Write reports in a professional manner
- Carry out literature reviews
- Assist with routine and/or advanced administrative tasks.



Placement students as budding young professionals add significantly to our professional outlook and vibrancy. They have proved very successful. They find out things about themselves in terms of skills and attributes they innately possess but may not have had an opportunity to develop in their academic lives. They surprise themselves in how well they manage and develop in their time here!



Danny Kitts
Head Teacher
Marchant-Holliday School

What type of organisations offer placements?

Students from our Education with Psychology degree course have been placed in a variety of sectors including:

- Teaching and Special Needs provision
- Youth work
- Therapy and psychological support work
- Social services
- Charities/not for profit sector
- Research assistantship roles in academic departments.

Some of the organisations who offer our students placements include:

FELL Research Group, University of Oxford	Autism UK
City Year UK, London	Glory School, Nepal
Trauma Recovery Centre, Bath	Heritage School, Zimbabwe
CAMHS, London	Wesley Intermediate School, New Zealand
Education First	Siemens, Education Department, Manchester
Great Ormond Street Hospital (Psychological Services)	Western International School of Shanghai, Shanghai
Lennox Behaviour Management Centre, Gosport	Medway Youth Trust, Chatham
Tamagawa International School, Tokyo	Bilingual Montessori School de l'Oise, France

“

It's so exciting to welcome and meet the new interns that join us every September. They become part of our team for nine months and we watch them grow and develop week after week. They bring new energy to It Sounds Fun and our students, and it's wonderful to be part of their personal and professional development, at a time in their lives they'll never forget.

”

Juliana Drechsel

Director
It Sounds Fun



Emma Powell

BA (Hons) Education with Psychology
Placement with University of Oxford

“On placement I worked across two teams as a research assistant in the Department of Education at the University of Oxford. The University has been taking Bath students for over ten years and I work alongside two other Bath interns. Although many of the jobs were a little challenging, we were well supported and treated as part of the team rather than temporary intern staff. My placement helped me feel more prepared for the workplace and helped me choose the right career.”

BA (Hons) Education with Psychology

Education with Psychology is a social science degree that bridges the disciplines of education, psychology and sociology. It explores how young children and adolescents learn and develop in contemporary British society and across the world.

The degree is delivered by the Department of Education and the Department of Psychology, providing students with a unique blend of social science units that relate to the study of children and young people.

The degree is designed to enable students to develop:

- an understanding of a range of social science content from the disciplines of education, psychology and sociology
- an in-depth knowledge of the social and developmental contexts of childhood and youth
- knowledge of government priorities relating to children's lives and wellbeing, and the role of education in these
- a critical evaluation of the role that education plays in addressing issues such as inequality, citizenship and the environment
- experience in oral, visual and written presentations of research topics
- the ability to assimilate information quickly and develop strong team-working skills
- effective communication and analytical skills, with the ability to interpret and present information through innovative means and to an array of stakeholders.

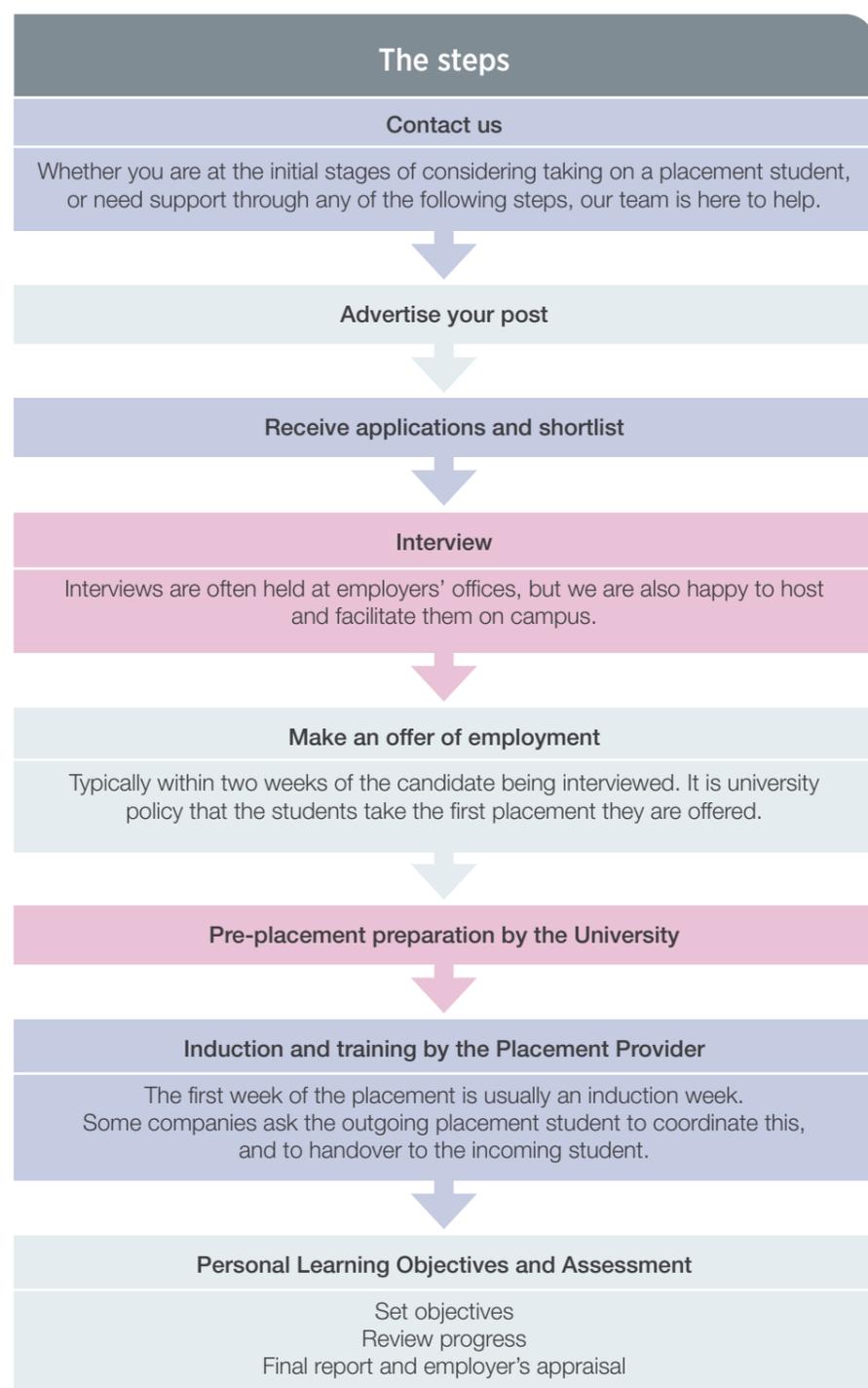
Compulsory units include the areas:

- **Social sciences and childhood**
Education and schooling • Children's rights; a global approach • Representations of childhood and youth • Education and social justice • Learning: theory and context • The family as educator: cross-cultural issues • Intervention, organisation and practice • Educational inequalities in low-income contexts • Contemporary issues in childhood and youth • Children and technology: a global perspective
- **Psychological perspective**
Mind and behaviour • Deviance: psychological and sociological perspectives • Psychology and educational policy: a critical perspective • Social psychology: traditional and critical approaches • Educational psychology • Developmental psychology • Contemporary educational psychology • Developmental psychopathology
- **Research methods**
Introduction to research methods • Dissertation

Optional units include for example:

Talk and learning • Education inequality in high-income countries • Place and space in schooling and education • Designing and analysing curricula

The placement process step-by-step guide



What are the time frames?

- **Recruitment period:**
August to June
- **Earliest start of placement:**
June
- **Duration:**
30 weeks to 1 year (not including annual leave). Students are able to complete multiple shorter placements if they wish although we recommend that placements are at least three months in duration.

How much does it cost?

We try to encourage organisations to pay the student a salary (commensurate with age and experience), an allowance to cover their daily travel and subsistence costs (essential if the post is unpaid), as well as cover training/professional development costs such as coaching certification. Students working for schools and/or boarding schools are often offered a small salary and accommodation.

Our Placements Team

Each of our degree subjects has a dedicated Placements Officer who can advise you on all aspects of the placement programme and we have an outstanding administration team who will provide full support with each step of the process. Please see back cover for full contact details.

Your role

- Early in the placement, set clear aims and objectives with the student and establish a good two-way communication
- Facilitate integration in the project and the team
- Delegate day to day supervision to another staff member (the Placement Provider Supervisor)
- Facilitate visit from University of Bath
- Meet regularly to monitor progress and discuss future development
- Offer an Employer's Appraisal on completion of the placement.

Our role

- Be available for the student (or Placement Provider Supervisor) to contact at any time throughout the placement
- Visit the student on placement, as well as the student and Placement Provider Supervisor together to offer advice and support to both parties (UK based only)
- Ensure both student and provider receive maximum benefit from the placement.

The placement process in detail

Advertise your post

Please contact us should you wish us to send you our Job Description/Advertisement form. We recommend you include the following:

- **Organisation:** Name of organisation; brief outline of history/ aims of organisation; website link
- **Role:** What is the opportunity e.g. teaching assistant, support worker, mentor, play facilitator, marketing role; brief description of the job role, examples of tasks that would be performed, responsibilities, projects etc.
- **Requirements:** What key skills and attributes are you looking for? For example; experience working with children, ability to work independently, understand and interpret instructions, particular competencies in the field of teaching, written communication or presentation skills etc.
- **Where and when:** Location of placement; start date and duration; remuneration
- **Application and interview:** How to apply (online and/or CV and covering letter); name of contact; closing date for application; location of interview or if Skype.
- **Any other information** you feel you would like to include in the advertisement/job description.

Receive applications and shortlist

Use online application forms through your own website, or covering letters with a CV may be sent directly to you. If preferred, we can collect all applications for you and send to you at the deadline.

Make an offer of employment

Students selected by the employer can be contacted by mobile phone initially. A written offer should follow, and a contract of employment provided, setting out terms and conditions. In the case of unpaid or overseas placements, a placement agreement is drawn up by the Placement Officer. (Feedback for unsuccessful candidates is always well received.)

Normally, the Placement Provider Supervisor and student agree start and finishing dates, and holidays. The Placement Officer can liaise with the employer to set up a suitable work programme.

Pre-placement preparation by the University

All students are required to attend a development programme before going on their placement. This programme includes application and interview skills development, presentations, mock interviews and opportunities to speak to former placement students. Students are briefed on their responsibilities to the employer, work etiquette, ethical issues, the correct use of internet and email at work and areas such as confidentiality at work. The briefing also informs students about the reports we require from them, and how to keep in touch with the University over the placement year.

Some placements, particularly those that are based in education/teaching or social care settings may require the student to have DBS clearance and/or a Research Passport. The DBS check may be undertaken by the placement setting in line with the guidelines and procedures of the organisation.

Induction and training by the Placement Provider

It is important that the student has an induction to the organisation in whatever form is appropriate. It is particularly useful if students can be helped to attend training courses in areas relevant to the work they are doing, for example safeguarding, manual handling, Makaton sign language if working in SEND etc. Visits to other departments, if time permits, are also very useful, enabling students to see the wider context of the work.

Aspects which have proved most useful in the past have been:

- A handover period between the existing placement student and the new one, if possible.
- An overview of the entire host organisation, explanation of departmental structure, an introduction to members of staff and an explanation of their roles and the communication channels.
- An introduction to the use of equipment, e.g. computers, copiers, scanners, books, resources, telephone system.

- Expectations about punctuality, attendance and a clarification of working hours.
- Sickness and absence reporting, how to book any leave, appropriate dress and other practical issues. Disciplinary and grievance procedures should be explained. Most problems on placement arise because expectations about such ordinary aspects of day-to-day behaviour are not made explicit.

Personal Learning Objectives and Assessment

Each student is required to submit their Personal Learning Objectives (PLOs). We ask that their line manager works with them to set learning goals at intervals on their placement. Students also create a poster reflecting on their placement and providing information for future students. A 2000 word report is the final part of the assessment along with an Employer's Appraisal.



Our role in detail

All students are assigned a **Placement Tutor** within the University of Bath with whom they should keep in regular contact. If any problems arise, both student and Placement Supervisor are urged to contact the Placement Tutor as soon as possible.

A visiting tutor will be assigned at the start of the placement and they will visit the student, usually between November and May. Visits may take place in person (primarily UK based) or virtually.

The visiting tutor will arrange the visit in advance with the student to ensure sufficient time is set aside for it, normally not more than one hour. The student is expected to liaise with the visiting tutor and organise this as part of the placement experience. Students will also have been informed about the purpose and format of the visit and are encouraged to be prepared to discuss the points listed below with the tutor and the supervisor.

During the visit, the tutor will ask to speak to the student separately first and will then, if appropriate, also speak to the supervisor separately. That is followed by a joint meeting with both student and supervisor where progress can be discussed. The visit is designed to help the student and placement provider to identify opportunities for learning, for doing useful work for the host institution and for the student to relate the placement to the degree course.

The visit is an important means of keeping students in touch with the University during the placement period, to inform them of any changes which may affect their final academic year and generally to offer advice and support.

The main purposes of the visit can be summarised as:

For the Student

- To enable the tutor to see how the student has settled with the host institution.
- To check that a work pattern has been established, mutually agreed by the student and supervisor.
- To ensure the work programme is suitable and contains sufficient variety and responsibility.

- To discuss the development of the work programme over the remaining months.
- To ensure that relationships with the supervisor and co-workers are satisfactory, and offer advice on how to resolve any difficulties if they have arisen.
- To make sure that practical matters, such as accommodation, travel, etc., are satisfactory.
- To discuss any plan the student may have formulated for their final year dissertation.

For the Placement Provider

- To establish closer links with Department of Education at the University.
- To discuss whether the arrangement is progressing satisfactorily and is maximising the student's contribution to the organisation.
- To discuss whether a satisfactory supervisory relationship with the student has been established.
- To identify any problems and discuss possible action.
- To explore the possibility of taking further placement students, either in the original department or in other areas of the institution.

It is hoped that good two-way communication between student and Placement Supervisor will be established early in the placement and that there will be time for regular reviews, formal or informal, of the student's progress. However, should any problems have arisen; the Placement Tutor visit can be extremely valuable in clarifying any misunderstandings that may have occurred regarding the suitability of the student's work programme and in general improving the communication flow between the two parties, so as to ensure that both receive maximum benefit from the placement.

Your role in detail

- **Placement Supervisors** should, very early on, discuss with students their expectations about the work programme, set aims and objectives with the students and allow time for regular reviews.
- Students will need guidance about background reading, and information on where they can acquire the skills that will be of use in their placement work.
- Supervisors should integrate the student into project or teamwork, and facilitate contacts with colleagues in related fields, providing a level of social contact.
- Often it is valuable for the supervisor (who may be the director of the project or unit) to delegate the day-to-day supervision of the student to another member of the staff, with whom they may more readily relate and who may be more available.
- It is good practice if the student and the supervisor can meet on a regular basis to discuss progress of the placement, any future plans, how the work is developing and to monitor progress.

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

Opportunities to get more involved

Several of our employers have become more involved with the placement process throughout the year and participate in the following:

Video conference Q&A sessions
Speed networking
Employer presentations
Careers talks
Skills sessions

If you would like to visit campus to hold some mock interviews, to give a presentation to students about your company and the opportunities you offer, or run a skills session with practical information and tasks to help our students be more prepared for the application and interview process, please contact us.



Terri Parkin

BA (Hons) Education with Psychology,
Placement with University of Oxford
and Michigan State University

"During my placement year I worked as a research assistant at both Michigan State University (MSU) and the University of Oxford. At MSU, I was involved in video coding, conducting language assessments on children, training graduate students in performing the assessments, and quantitative data entry. I also assisted in facilitating professional development training events for Head Start teachers, offered support to doctorate students in providing training workshops for primary school teachers, and volunteered at the Child Development Laboratory to gain further experience working with infants and young children. The experience provided many fantastic opportunities to apply the knowledge I had gained during the first two years of my course, as well as acquire various new personal and academic skills.

For me, undertaking a placement was an extremely rewarding experience that will continue to be of benefit to me throughout my life and future career – it was challenging and exciting, and something I will never forget!"

Engaging with the Department of Education

The Department of Education has a longstanding commitment to excellence in teaching and research that is of national and international significance.

Research

The department is committed to a broad coverage of substantive areas of research interest and methodological orientations. Research clusters provide the focus for research activity:

- Educational Leadership, Management and Governance
- Internationalisation and Globalisation of Education
- Language and Educational Practices
- Learning, Pedagogy and Diversity

The department is involved in a wide range of research activities, including collaborative projects at both national and international levels.

Projects are funded by a variety of bodies including:

- Economics & Social Research Council (ESRC)
- European Commission
- Leadership Foundation for Higher Education
- Higher Education Academy
- Department for Education
- International Baccalaureate

Through the clusters and our links with the University's Institute for Policy Research we are engaged in knowledge transfer and the dissemination of our work to practitioners, research institutes, businesses, national and local government, the EU, overseas governments, international agencies, charities and NGOs, extending the impact of our research in the wider national and international community.

Teaching

As well as the undergraduate BA (Hons) Education with Psychology, the Department of Education delivers a range of postgraduate programmes from teacher training to Masters and research degrees.

- PG Cert International Education
- MA Education
- MA English as a Medium of Instruction
- MA International Education and Globalisation
- MA Teaching English to Speakers of Other Languages (TESOL)
- MRes Education
- MRes Advanced Quantitative Methods in Social Sciences
- Doctor of Education (EdD)
- Education MPhil and PhD

It also offers the International Baccalaureate Educator Certificates.

The MA Education and the Doctor of Education are flexible programmes that can be studied through a variety of different study pathways.

To find out more about the Department of Education's research and teaching please visit go.bath.ac.uk/education or contact the Business Engagement Manager to discuss the ways in which you may wish to collaborate with the Department.

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The university students that have joined City Year from the University of Bath have proven to be some of our most reliable and loveliest volunteers. They are eager to learn, willing to take on a challenge and their drive to action the change they wish to see in the world places them as some of our highest calibre volunteers.

”

Tazkia Khan
Recruitment Officer
City Year

Dylan John

**BSc (Hons) Education with Psychology
Placement with Three Ways School, Bath**

“I was on placement at a special needs school and it was great. My role at the school was as a teaching assistant, preparing the classroom and work, assisting the children with the work and behaviour management (reinforcing good behaviour with praise, etc.) To begin with this was difficult to get accustomed to but the staff were really friendly and as you grow to understand the children it becomes much easier to help them. During the first half of the year I was in a higher ability class which gave more room to communicate and engage with the pupils academically. The second half I worked in a much lower ability class with very challenging behaviours like throwing, pushing... you name it, it probably happened. But you work within a team so I always felt safe and much preferred working in this class. We were working at isolating sensory functions and building social relations. I also learned some Makaton (simplified sign language) which is pretty cool. Overall I found it to be fascinating meeting children with many different issues and abilities, I also really felt like I did help them which is an endlessly rewarding feeling. During my time I have grown in confidence, personal organisation, and understanding. My placement has given me a career goal and focused me on working in the SEN sector.”



Department of Education

Undergraduate Work Placements

If you would like further clarification or any additional information,
please contact us:

Education Placements

Email: education-placements@bath.ac.uk

Tel: +44 (0)1225 383669

Emily Richards

Business Engagement Manager

Email: e.richards@bath.ac.uk

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