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Undergraduate Placement Activity at Northumbria – 2003

Abstract:

This paper presents data from a Northumbria University Enterprise and Employability funded project, which sought the extent and nature of undergraduate placement activity at Northumbria in the 2002/2003 academic year. Data was collected through a questionnaire that was distributed via email to key contacts at the University. Data was then entered into a database that will be accessible via the University server to allow periodic updating and for practitioner information.

INTRODUCTION

In 2001 the QAA published a Code of Practice on Placement Learning, which established a number of basic placement Precepts that institutions had to demonstrate they were adhering to. At Northumbria University a Task Group was established for the implementation of the Code of Practice on Placement Learning, its remit was to gather information and views on the University's placement 'operations, to identify issues as well as aspects of good practice and…. to make recommendations' (Robson 2002: 1). The Task Group's final report (Robson 2002) noted, amongst other things, the absence of reliable data '*on the nature, purpose and outcome*' of placements. In particular recommendation 7.2c stated that consideration should be given to the collection of data, which could be achieved through a combination of the Careers Service and funding from the Higher Education Reach Out to Business and the Community (HEROBC) initiative.

The Northern Economic Research Unit (NERU) in collaboration with the Careers Service successfully tendered for funding to address this issue. The tendered projects objectives were to build a database, which included information on the extent, type and operation of placement activity. At the completion of the project it is intended that this resource will become available, enabling knowledge transfer, and thereby underpinning the building of practitioner networks.

A questionnaire was designed for data collection based on four main areas, which related to the QAA placement Precepts (1) programme and placement details (2) support for placement students (3) recognition of learning and (4) placement administration. The questionnaire was administered following contact with School registrars who identified the appropriate placement officer(s) at a School level. Contact and questionnaire response was excellent with the majority of Schools (70%) having a single point of reference for questionnaire completion, the remaining three Schools had two, three and six contact points respectively.

SURVEY RESULTS

The survey results are broken down into the four main questionnaire areas, relating to five of the QAA Code of Practice Precepts providing a detailed account of current Northumbria placement activity. However, due to the large number of vocational placements in the School of Health, Community and Education Studies data from this school is not currently included.

PROGRAMMES WITH PLACEMENTS

Respondents were asked to identify all programmes that had a placement period (Table 1). A total of 79 programmes were reported[1], 60 (76%) of which were the traditional sandwich year-out, 11 (14%) were for a period of less than three months, six (8%) three months and over, and the remaining two (2%) for six months. A total of 31 (39%) programme placements were compulsory and 48 (61%) optional.

Table 1: Length of placement activity

School	Placement Type	<3 Months	3> Months	6 Months	Year Out	Total
Applied Sciences	*Compulsory*	0			1	1
	Optional	4			18	22
Arts & Social Sciences	*Compulsory*	0	3		0	3
	Optional	4	0		1	5
Built Environment	*Compulsory*	1			1	2
	Optional	0			6	6
Carlisle	*Compulsory*		2			2
	Optional		0			0
Design	*Compulsory*			1	2	3
	Optional			1	0	1
Engineering & Technology	*Compulsory*				0	0
	Optional				9	9
Informatics	*Compulsory*				12	12
	Optional				4	4
Law	*Compulsory*				2	2
	Optional				0	0
NBS	*Compulsory*				3	3
	Optional				1	1
Psychology & Sport	*Compulsory*	2	1			3
	Optional	0	0			0
Totals	*Compulsory*	3	6	1	21	*31*
	Optional	8	0	1	39	*48*
	Overall	*11*	*6*	*2*	*60*	*79*

Respondents were asked to give an indication of the number of students on optional placements. In the Applied and Molecular Sciences Division (Applied Sciences) seven programmes had under a third of students taking the placement year-out and three had fifty per cent and over. Whilst in the Geography and Environmental Management Division (Applied Sciences) overall student placement numbers were between 50-75% for the four programmes. With the respondent commenting that the number of programmes offering placements had been increased following student requests. In the Performing Arts subdivision (Arts and Social Sciences) around fifty per cent of students undertake placements on the two available placement programmes. In the School of Built Environment the Quantity Surveying and Estate Management degrees have around eighty per cent of students opting to undertake a placement period. This rises to eighty five per cent for the four degrees within the Division of Construction. On the only optional placement degree in the School of Design, the BA (Hons) Design for Industry, around 65-70% of students undertake the placement period. Although, there has been a ten per cent reduction due to higher student numbers and a consequential fall in placement opportunities. In the School of Engineering and Technology figures ranged from around 10-26% on electronic engineering degrees, through to 70-85% on mechanical and engineering degrees. In the School of Informatics the optional placement programmes in the mathematics discipline averaged twenty five per cent of students on placement.

Respondents were asked to give details on the number of students on overseas placements; of the 79 programmes reported 15 (19%) reported having students on placement overseas. In the Division of

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[1] A further 10 sandwich programmes have been identified on the Northumbria University web page but these are not included in this analysis.

Construction (Built Environment) the four programmes each had around five per cent of their students on overseas placement. All the School of Design placement programmes (four programmes) had overseas opportunities and student numbers on three degrees ranged from ten per cent through to around twenty per cent, with the forth, the BA (Hons) Transportation Design, having three quarters of students opting to do a placement period. In the NBS three of their four placement programmes had overseas students, numbers ranged from three per cent of students on the BA (Hons) Human Resource Management to twenty four per cent on the BA (Hons) Travel & Tourism Management. All three programmes in the Sport Division (Psychology and Sport) had overseas students, these numbered eight in all.

Four Schools and one Division stated that they are either currently considering or are ready to offer further placement programmes. In the Division of Geography and Environmental Management (Applied Sciences) they are investigating the possibility of a year long placement; in the School of Engineering and Technology they are planning two new placement programmes; in the School of Informatics they are introducing a placement period on their games and mobile computing degrees; and in the NBS they are planning the introduction of one further placement programme.

Respondents were asked for details on student employment following placement periods, data was provided by four Schools on a number of programmes. In the School of Built Environment 50-60% of students on the BSc (Hons) Quantity Surveying gain employment at their placement employer, on the four Division of Construction programmes this figure is slightly lower at 30-40%. On the BSc (Hons) Estate Management an average of thirty per cent of placement students gain employment at their placement and around fifteen per cent on the BSc (Hons) Building Surveying. In the School of Design on the BA (Hons) Design for Industry between 20-30% of placement students obtain employment at their placement. A lower figure of between 5-10% was reported for the BA (Hons) Fashion Marketing and BA (Hons) Fashion Design. The School of Engineering and Technology gave a general figure of five per cent for their nine placement programmes. The School of Informatics reported that nearly a third of students on their 16 placement programmes gain employment at their placement employer.

SUPPORT FOR PLACEMENT STUDENTS

The data in this section relates to Precept 5 (Student support and information) of the QAA Code of Practice on Placement Learning, this states that 'Institutions should ensure that students are provided with appropriate guidance and support in preparation for, during, and after their placements' (QAA 2001: 7). Respondents were asked about the type of support students were given with their placement period (Table 2).

Ninety six per cent (76) of placement programmes have some form of *Pre-placement support*, for example:

- In the School of Applied Sciences all placement programmes are involved. Support included a year one introduction to placements, skill and career assessment and seminars on CV, application form and interview techniques. In the Division of Applied and Molecular Sciences this was complimented in the second year with more in-depth placement guidance. A mix of placement administrators, module tutors and the Careers Service provide this guidance and support;

- in the School of Arts and Social Sciences six of the eight placement programmes were reported as being involved. In the Division of Sociology programme leaders or module tutors provide support through targeted course modules, in small group discussion and preparatory meetings;

- in the School of Built Environment placement tutors provide a range of support including introducing pre-placement students to the placement experience by including them in post-placement presentations and through contact with in-placement students;

- in the School of Design all placement programme students have some form of pre-placement support provided by either the Careers Service, placement co-ordinators, programme tutors or visiting lecturers. This ranges from CV, Interview and Folio preparation through to the provision of programme placement modules;

- all the School of Engineering and Technology placement programme students had support through a series of seminars and further guidance in the areas of CV preparation, interview techniques and health and safety. Seminars are provided by the Careers Service and further guidance by the placement administrator;

- all the School of Informatics placement programme students received support through the administrators in the Schools Enterprise Unit. This support included CV, application form and one-to-one practice interview guidance. Assistance was also given through psychometric testing, an introduction to organisations and business communication;

- the School of Law placement programme students have a different placement experience to most other students, with work being undertaken in a 'live' student law office (SLO) at the University. In year three a simulated case study module is provided, using actors, where students develop their legal skills through interviews, lectures, workshops and practical exercises. This is organised and delivered by four solicitors through a lecture programme, workshops and other student activities; and

- in the NBS all placement programme students receive support as part of a first year module, this includes skills in CV writing and interview preparation. They are attempting to integrate pre-placement preparation into more modules, e.g. Marketing. The NBS placement office also provides handouts on interviews and tests with staff looking at all CVs at the beginning of the second year.

Table 2: Support for placement Students

School	Placement Type	Pre-placement	Help finding placements	Placement visits	Post experience review	Other
Applied Sciences	Compulsory	1	1	1	1	1
	Optional	22	22	22	18	22
Arts & Social Sciences	Compulsory	3	3	3	3	
	Optional	3	3	0	1	
Built Environment	Compulsory	1	1	1	1	0
	Optional	6	6	6	5	5
Carlisle	Compulsory	2	2	2	2	
	Optional	0	0	0	0	
Design	Compulsory	3	3	3	3	1
	Optional	1	1	1	1	1
Engineering & Technology	Compulsory	0	0	0	0	0
	Optional	9	9	9	9	9
Informatics	Compulsory	12	12	12	12	
	Optional	4	4	4	4	
Law	Compulsory	2			2	
	Optional	0			0	
NBS	Compulsory	3	3	3	3	3
	Optional	1	1	1	1	1
Psychology & Sport	Compulsory	3	3		3	3
	Optional	0	0		0	0
Totals	Compulsory	30	28	25	30	8
	Optional	46	46	43	39	38
	Overall	**76**	**74**	**68**	**69**	**46**

Ninety four per cent (74) of placement programmes reported that they provided students with *Help finding placements*, for example:

- In the School of Applied Sciences all placement programmes were involved. In the Division of Applied and Molecular Sciences placement administrators organise a marketing strategy for students and assist them in finding placements through the media;

- in the School of Arts and Social Sciences six of the eight placement programmes provided assistance. In the Division of Sociology placements were identified and then allocated by programme leaders according to interest and ability mapping and interviews. In the Arts Division students on the Performing Arts programmes are assigned a supervisor to support their search for placements, and on the BA in Media Production students have three placement tutorials to discuss finding a placement;

- all School of Engineering and Technology placement students are assisted by a combination of the placement administrator, placement tutors and other academic staff. Placements are identified from various sources, i.e. existing companies, the Internet, newspapers, magazines, personal contacts, and staff proposals;

- all School of Informatics placement students are assisted by administrators in the Enterprise Unit who use the placement intranet, quality check placement applications and organise practice interviews and company visits; and

- in the NBS placement staff assist students through co-ordination of applications, letters and CVs. They provide advice on methods of application and interviews, information on companies and assist students who travel to interviews and need accommodation.

Eight six per cent (68) of external placement programmes are reported as having *Placement visits*. For example all placements are visited at least once in the School of Applied Sciences with the Division of Applied and Molecular Sciences undertaking two visits over the 12-month placement period. In the School of Design placement students on the BA (Hons) Fashion Marketing are visited once, on the BA (Hons) Fashion Design and BA (Hons) Design for Industry efforts are also made to visit students once. On the BA (Hons) Transportation Design the placement co-ordinator and/or programme leader visits each placement student depending on funding allocation to the course.

Eighty seven per cent (69) of placement programmes provide some form of *Post experience review*, for example:

- In the School of Applied Sciences placement students in the Division of Applied and Molecular Sciences undertake self-assessment analysis and a debriefing interview with the placement administrator;

- in the School of Built Environment the BSc (Hons) Building Surveying encourages third year students to go to the assessed presentations of students who have just completed their placement period. This allows peer discussion and feedback and on the four Division of Construction programmes there are mid-year and end of year reviews;

- in the School of Design on the BA (Hons) Design for Industry there is a student group poster presentation and dissemination. On the BA (Hons) Fashion Design placement reviews are undertaken in tutorials. The BA (Hons) Fashion Marketing has a student placement debriefing and on the BA (Hons) Transportation Design placement co-ordinators facilitate reviews;

- in the School of Engineering and Technology students on electrical based degrees have a debriefing, whilst mechanical based students give a short presentation of their experience. Academic staff administer both these activities; and

- in the NBS final year placement students present their experiences to second year students. Students are also invited to talk to their placement tutor.

Fifty eight per cent (46) of respondents reported *Other forms of student support*, for example:

- In the School of Applied Sciences the Division of Applied and Molecular Sciences reported that students receive placement information, advice and 'hand out guides';

- in the School of Built Environment a respondent reported that visiting placement tutors on the BSc (Hons) Estate Management handle any employer conflicts. On the four Division of

Construction programmes it was reported that constant contact is maintained with students throughout the placement period;

- in the School of Design staff members maintain contact via phone and email with students on the BA (Hons) Design for Industry. The placement co-ordinator and programme leader of the BA (Hons) Transportation Design provide daily support to students according to their needs;

- in the School of Engineering and Technology the Placement Administrator maintains contact with students by phone and email. Students are also encouraged to contact the Placement Administrator and/or Placement Tutor if they have any queries or problems regarding their placement; and

- in the NBS staff in the Placement Office help students with any problems they may experience, it was reported that this is usually the first port of call and most problems can be dealt with here before a tutor visit is necessary. The respondent reported that this activity requires an increasing amount of time.

PLACEMENT 'LEARNING'

The data in this section relates to principles two and three of Precept 1 (General Principles), which states that 'where placement learning is an intended part of a programme of study, institutions should ensure that:

- The intended learning outcomes contribute to the overall aims of the programme; and

- Any assessment of placement learning is part of a coherent assessment strategy' (QAA 2001: 5).

Recording and reflecting upon the learning gained

The questionnaire asked what types of arrangements were in place for recording and reflecting upon the learning gained from the placement experience – ninety five per cent (75) of programmes had some form of arrangement (Table 3).

It was reported by respondents that eighty two per cent (65) of programmes require placement students to *Complete a workbook*, for example:

- In the Division of Applied and Molecular Sciences (Applied Sciences) all their placement students completed a workbook on a monthly basis;

- on the BSc (Hons) Building Surveying (Built Environment) all placement students undertake a workbook that contributes to the acquisition of a set of professional competences. These are required for the Royal Institution of Chartered Surveyors professional qualification, and students can obtain up to half their professional competences if the workbook is completed; and

- the School of Informatics requires all placement programme students to complete a workbook on a monthly and quarterly basis throughout their placement year.

Respondents reported that fifty four per cent (43) of programmes with a placement period held some form of *Presentation*. For example in the School of Applied Sciences all placement students undertake a presentation and in the Division of Sociology (Arts and Social Sciences) all placement students give a short individual presentation on their placement experience.

Eighty six per cent (68) of placement programmes required students to *Write a report* about their placement experience. For example all Performing Arts (Arts and Social Sciences) placement students do an evaluative report that meets the requirements set out in guidelines provided at the commencement of the placement. On the BA in Media Production placement module students must submit a 'reflective and analytical' assignment of 2,000 words. All placement students on the BSc (Hons) Building Surveying (Built Environment) undertake a research project (1,500-2,000 words), usually of direct benefit to the employer, which can be a precursor to their dissertation. This is reviewed by the employer and submitted for assessment.

Table 3: Recording and reflecting upon the learning gained

School	*Placement Type*	*Workbook*	*Presentation*	*Report*	*Other*
Applied Sciences	*Compulsory* *Optional*	1 22	1 22	1 22	1 22
Arts & Social Sciences	*Compulsory* *Optional*		3 0	1 3	3 0
Built Environment	*Compulsory* *Optional*	1 6	1 4	1 5	
Carlisle	*Compulsory* *Optional*			2 0	
Design	*Compulsory* *Optional*	1 0	1 0	2 1	
Engineering & Technology	*Compulsory* *Optional*	0 9	0 9	0 9	
Informatics	*Compulsory* *Optional*	12 4		12 4	12 4
Law	*Compulsory* *Optional*	2 0	2 0	2 0	2 0
NBS	*Compulsory* *Optional*	3 1			
Psychology & Sport	*Compulsory* *Optional*	3 0		3 0	
Totals	*Compulsory* *Optional*	23 42	8 35	24 44	18 26
	Overall	*65*	*43*	*68*	*44*

Fifty six per cent (44) of placement programmes have some form of *Other arrangements* for recording and reflecting upon the placement learning gained, for example:

- In the Division of Applied and Molecular Sciences (Applied Sciences) employers complete a supervisory report on their students, whist in the Division of Geography and Environmental Management (Applied Sciences) placement students undertake a project proposal;

- in the Division of Sociology (Arts and Social Sciences) all placement students have to complete a portfolio of material demonstrating the attainment of learning outcomes as identified at the start of the placement; and

- all placement students in the School of Law undertake a combination of other activities that facilitate reflection on their student law office experience. These include, firm meeting participation, advocacy assessment in a courtroom environment, practical legal research activity and video taped client interviews.

Recognition of learning

Following the previous section respondents were asked to detail the type of formalised and/or informalised recognition that was given to placement periods (Table 4). It was reported that sixty eight per cent (54) of placement programmes had some form of formal recognition of learning, either based on the final degree, a qualification, or a professional qualification. Thirty seven per cent (29) of placement programmes also had other forms of informal recognition of learning.

Final degree based recognition was reported on forty three per cent (34) of programmes, this involves two main procedures (1) credits towards the final degree (20 programmes), for example in the Division of Geography and Environmental Management (Applied Sciences) the placement period is a 20 credit Module. (2) The notation of 'placement' on the final degree certificate (14 programmes), for example

in the School of Engineering and Technology all placement students have their degree certificates notated Sandwich Year.

Table 4: Recognition of learning

School	Placement Type	Final degree	Qualification	Professional qualification	Informal learning
Applied Sciences	*Compulsory* *Optional*	0 4	0 3		1 18
Arts & Social Sciences	*Compulsory* *Optional*	0 4			
Built Environment	*Compulsory* *Optional*	1 6	0 5	1 6	
Carlisle	*Compulsory* *Optional*	2 0			
Design	*Compulsory* *Optional*	2 1	1 0		2 1
Engineering & Technology	*Compulsory* *Optional*	0 9	0 9	0 9	
Informatics	*Compulsory* *Optional*		12 4		
Law	*Compulsory* *Optional*	2 0		2 0	
NBS	*Compulsory* *Optional*			1 0	3 1
Psychology & Sport	*Compulsory* *Optional*	3 0			3 0
Totals	*Compulsory* *Optional* *Overall*	10 24 *34*	13 21 *34*	4 15 *19*	9 20 *29*

Forty three per cent (34) of programmes had some form of *Qualification* for students who completed their placement. Examples were given of the Northumbria Certificate, placement company certificates (for example as issued by Fiat) and School or Divisional certificates acknowledging the placement year.

On a vocational level twenty four per cent (19) of programmes had placements that contributed to a *Professional qualification*. For example three School of Built Environment programme placements contributed towards the award of the Royal Institution of Chartered Surveyors qualification.

Respondents also reported the recognition of *Informal learning* on thirty seven per cent (29) of programmes. This ranged from either a pass/fail mark not counting towards the final degree to the placement contributing towards a final employer reference.

PLACEMENT ADMINISTRATION

The data in this section (Table 5) relates to Precept 2 (Institutional policies and procedures), Precept 3 (Placement providers) and Precept 4 (Student responsibilities and rights) in the QAA Code of Practice on Placement Learning (QAA 2001).

Precept 2 (Institutional policies and procedures) states that 'Institutions should have in place policies and procedures to ensure that their responsibilities for placement learning are met and that learning opportunities during a placement are appropriate' (QAA 2001: 5). Respondents were asked about the overall *Level of placement administration*. The majority of placements (70% - 55 programmes) are organised by academic and administrative staff at a School level, although 38% (21) of these also involve notable organisation at a programme level. The placements in the remaining six programmes reported are administered at a programme level. Importantly, seventy five per cent (41) of programmes administration at a School level are supported by a placement office. In total 45 (57%) programmes are

supported by a placement office, although there has been a net loss of programmes covered by placement offices, as one (nine programmes) was disestablished in 2002.

Table 5: Placement administration

School	*Placement Type*	*The level of placement administration*			*Placement guidelines*	*Employer*	
		School	*Programme*	*Placement office*		*Screening*	*Training*
Applied Sciences	*Compulsory*	1	1	1	1	1	
	Optional	18	18	22	18	22	
Arts & Social Sciences	*Compulsory*		0		0	3	3
	Optional		2		3	1	0
Built Environment	*Compulsory*	1	1		1	1	1
	Optional	0	2		0	1	1
Carlisle	*Compulsory*	2			2	2	2
	Optional	0			0	0	0
Design	*Compulsory*	1	2		1	2	1
	Optional	1	1		1	0	0
Engineering & Technology	*Compulsory*	0			0	0	0
	Optional	9			9	9	9
Informatics	*Compulsory*	12		12	12	12	12
	Optional	4		4	4	4	4
Law	*Compulsory*	2		2			
	Optional	0		0			
NBS	*Compulsory*	3		3	3	3	
	Optional	1		1	1	1	
Psychology & Sport	*Compulsory*				3	3	3
	Optional				0	0	0
Totals	*Compulsory*	22	4	18	23	27	22
	Optional	33	23	27	36	38	14
	Overall	*55*	*27*	*45*	*59*	*65*	*36*

Respondents reported a combination of *Placement guidelines* relating to placement activity, seventy five per cent (59) of programmes had some form of guidelines. With regard to Precept 2, 22 (28%) placement programmes adhered to either the Northumbria or QAA guidelines with a further 20 (25%) programmes noting that they had guidelines but providing no details.

Precept 3 (Placement providers) states that 'Institutions should be able to assure themselves that placement providers know what their responsibilities are during the period of placement learning' (ibid: 6). It was reported that eighty two per cent (65) of placement programmes had some form of *Employer screening*, although few details were given of its operation. Forty six per cent (36) of programmes are covered by some form of *Employer training*, generally administered through documentation, for example a guidance leaflet, or informal communication with the placement provider. Fourteen (18%) programmes are also covered by employer guidelines, for example a placement 'pack' detailing the operation of placements (nine programmes). Thirty five per cent (28) of programmes also explicitly reported heath and safety forms that had to be completed.

Precept 4 (Student responsibilities and rights) states that 'Prior to placements, institutions should ensure that students are made aware of their responsibilities and rights' (ibid: 6). Respondents reported that twenty per cent (16) of placement programmes have some form of student guidance in their placement guidelines. This ranged from a placement 'pack' which provides students with placement information (9 programmes) to short or extended handbooks for students (7 programmes).

CONCLUSION

Following the report by Robson (2002) this survey provides evidence that concurs with a number of that reports initial Precept findings. In particular there is overwhelming evidence that students are supported prior to placements with ninety six per cent of placement programmes offering some form of pre-placement support. This is bolstered by the continuing development of placement guidelines that

clearly outline the placement process, for not only, students but also placement providers. At a time when student employability has never been more important it is encouraging to note that, for example, some placement programmes in the School of Built Environment, School of Design and the School of Informatics have an employment figure of between 30-60% of students employed at their placement following graduation. Although, not all respondents were able to answer this question because details of student employment following graduation are not readily available. The survey also found some anecdotal evidence that there are real pressures on resources allocated to placement activity. This again concurs with the Robson (2002: 2) report and staff goodwill continues to be a major ingredient in the successful placement experience at Northumbria.

It is positive to find that ninety five per cent of placement programmes have some form of student requirement to facilitate recording and reflection upon the placement experience. However, the finding that only sixty eight per cent (54) of programmes had formal recognition of this at the placement close is an area that deserves reflection. Further consideration of the data reveals that thirty seven per cent (18) of non-compulsory placement programmes do not have any formal recognition. However, more revealing is the finding that six (19%) compulsory placement programmes did not report any formal recognition, with only one noting that an unofficial percentage is given to students. Overall placement activity should be linked to learning and employability and this is an area, which needs deeper investigation before any robust conclusions can be drawn.

The overall conclusion is, though, that placement activity is well supported in a number of areas, as the data and Robson (2002) revels. Further, over the last year the Placement Learning Focus Group has provided an excellent opportunity for placement 'officers' to network and importantly discuss a number of issues including placement guidelines. This has been bolstered by a web page, which will be an invaluable resource, particularly for those new to the administration of placements. Given this the following two recommendations are intended to easily integrate with these recent developments:

1. The project database offers a valuable resource that should be sustained. Rather than a series of snapshots, undertaken when funding is available, an opportunity exists for the current database to become a fully functioning picture of placement activity at the University. Assisting the University and its staff to demonstrate that that they are adhering to the QAA Precepts.

2. There is now an excellent opportunity to house the database on the placement web page and this process is currently underway. An accessible database will then be able to assist areas of teaching and learning, enhance employer contact liaison and support developing practitioner networks.

Bibliography

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