



Association of Educational Psychologists

**Survey into the effects of Covid-19
on the
Training of Educational Psychologists
in England, Wales and Northern Ireland**

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Report of an AEP Survey into the effects of Covid-19 on the Training of Educational Psychologists – May 2020

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1. Summary

The Association of Educational Psychologists (AEP) recently conducted a survey of its trainee educational psychologist (TEP) members, focusing on the impact of the Coronavirus Covid-19 pandemic and consequent 'lockdown' measures on their progress through training. Information was sought about the main challenges faced by TEPs as well as to identify good practice which might shape future changes for the nature of initial training for EPs. This followed a survey of the AEP's workplace representatives¹, conducted in April 2020, the results of which highlighted that TEPs might be facing particular challenges arising from the numerous societal restrictions which had been imposed to manage the pandemic.

Over 50% of TEP members responded to the survey, thus providing a reasonably representative picture of the way in which TEPs in general were coping with the challenges presented by their varied circumstances, both in terms of their academic studies and practice placement. Responses were received from TEPs in each of the three years of the training programme, with all the three-year, doctoral training courses in England, Wales and Northern Ireland represented.

The results of the survey indicate that the pandemic 'lockdown' is affecting all TEPs in varying degrees. The greatest concerns are around the practice elements of training, where currently it may be difficult for some EP services to provide TEPs with the expected wide range of experience to develop essential practice competencies. TEPs in Year 2 were most likely to express concerns in this respect, as well as with difficulties in making progress with research for their thesis. By contrast, TEPs in Year 3 were least likely to report difficulties, presumably as by this stage the majority have completed most of their practice requirements and the data collection for their thesis. A small number of individuals reported specific issues relating to their particular circumstances. Some Year 3 TEPs were anxious about taking up their first post after qualifying.

TEPs recognised that training courses and Educational Psychology Services were unable to provide instant answers to all of their concerns, but were reassured by communication that discussions regarding solutions were ongoing. Many TEPs also commented favourably on the support they have been receiving from course tutors and placement supervisors in trying to overcome the additional obstacles created by the pandemic, although a few reported some significant issues in this regard.

Some of the issues raised by many TEPs are undoubtedly shared by most EPs in their day-to-day work. To that extent, the recommendations in the reports of the AEP's surveys of local representatives¹ will often be applicable to TEPs, especially those on extended practice placements in Years 2 and 3 of training. Similarly, the AEP's recently published '*Transitional period guidance*'² will also be applicable to TEPs. Nevertheless, TEPs face some particular challenges that may call for more individualised arrangements to enable them to make progress with their academic studies, research and practice experience during the period of the 'lockdown' and the remainder of their training. Section 6 includes further actions that the AEP will be taking in light of the findings from this survey.

2. Best Practice Recommendations

The survey established that there is a range of practices across different local authorities and courses. A limited number of follow-up calls with TEPs who completed the survey indicate that there have already been developments since the initial responses to the current pandemic by courses and Educational Psychology Services.

These recommendations are intended to draw upon the positive experiences reported by TEPs, as well as their suggestions for further improvements. As such it is recognised that many courses and Educational Psychology Services will already be implementing many of the actions that are recommended here.

The recommendations below may also be regarded as a checklist for considering what other actions may be useful to support TEPs effectively during and following the current crisis. The sections below give more detail of reported good practice and suggested areas for consideration.

Educational Psychology Services (including local authority and other providers) and Training Courses

- Asking TEPs about any specific issues likely to affect their ability to complete course requirements would enable advance planning to mitigate the effects. This would include issues such as caring responsibilities, health and disability issues, information technology (specifically access to broadband) and space to work.
- Acknowledging the loss of confidence and potential isolation felt by many TEPs. Specific questions about this would enable joint planning for any specified concerns, including lack of or limited experience in particular areas.
- Provision of advance written information about key contacts, relevant documents, policies and contact details well ahead of new placements / jobs would enable TEPs to develop more 'virtual knowledge' of settings. In the current climate, TEPs have specifically valued information about services to support health and wellbeing, although they may not want to use them. An FAQ section and the ability to ask questions would allow further information to be obtained as appropriate.
- Consideration of co-ordinating timescales for completion of local authority / practice placement requirements and university course work. Revision and adjustments could be discussed and agreed with the TEP if necessary.
- Consideration of how competencies could be achieved in the current climate, where there are restraints in some areas, but possible opportunities in others. A three-way planning meeting involving the course team, practice placement and TEP would be an opportunity for proactive planning.

Training Courses

- Consideration of how to facilitate TEPs' support for each other. For the 2020 September intake this will present a particular challenge, both in terms of the uncertainties of how courses will operate and group size. Support from peers was highly valued by most TEPs and it was suggested that courses might have a role in timetabling and facilitating this where it was not already the case. The provision of a 'buddy' from a higher year group could help to support a Year 1 TEP.
- Considering how to facilitate remote access to university resources and facilities, within the context of university systems. This would include access to the library, books and journals. Remote teaching should include provision of notes and slides online.
- Considering what teaching could support TEPs in the current situation, for example remote assessment, critical incident management. This could also relate to fulfilling competencies.
- Consideration of thesis requirements and how these might be fulfilled in the current climate, where face-to-face collection of data might not be possible. This would be linked to teaching on research methods, including collecting data remotely.
- Information about staff contact details, with agreements about proactive contact and agreed response times when contact is initiated by the TEP.

Educational Psychology Services (including local authority and other providers)

- Consideration of the provision of equipment for remote working in line with other educational psychologists in the service. This would include access to any central systems.
- Consideration of additional support and planning for new entrants to the service, including newly qualified EPs. This could include a 'buddy system' as well as a more formal supervision and induction.
- Consideration of how formal supervision will operate for TEPs. There will also need to be systems to be in place to enable both the TEP and the supervisor to make contact between sessions if this is deemed necessary.
- Consideration of how to facilitate any thesis requirements for the TEP if this is deemed necessary.
- In larger services, with a number of TEPs, consideration of a TEP group within the service.
- Consideration of how TEPs can be involved in any initiatives that have developed as a result of the current pandemic.
- Consideration of how TEPs will be able to gain a range of experiences to fulfil their competencies if the current crisis has significantly restricted the opportunities available in the service.

3. Survey design and analysis

Approximately 265 current Trainee Educational Psychologist (TEP) members of the Association of Educational Psychologists (AEP) were invited to complete a survey in May 2020, at a time when significant government restrictions were in operation due to the Covid-19 pandemic, affecting workplaces, schools and universities as well as the general public.

Although 157 TEPs began the survey there was some 'attrition', with 130 TEPs actually completing the questionnaire to the end; this latter figure represents a response rate of 49% of TEP members.

Topics addressed

The survey questionnaire consisted of questions on eleven specific topics covering the broad areas of "University experience" and "Practice placement experience". Each topic included one obligatory scaling question and two supplementary, open-ended questions that invited respondents to provide comments on their current experience and to offer suggestions on what might improve their overall rating for that topic. The questions addressed the following topics:

- Access to academic supervision
- Access to pastoral support
- Access to university resources
- Access to peer support and supervision
- Ability to complete academic course assignments
- Ability to progress thesis requirements
- Access to supervision in placement
- Ability to complete individual casework needed to fulfil competencies
- Ability to complete other placement requirements to fulfil competencies
- Ability to complete thesis requirements that rely on practice placement
- Access to resources to enable home working

Data collection

Responses were collected using a Survey Monkey online questionnaire. To preserve anonymity respondents were only required to indicate their TEP cohort 'Year' and training course. However, there was an option at the end of the questionnaire for respondents to leave their contact details if they were prepared to be contacted for follow-up. A few TEPs were subsequently interviewed by telephone to explore their responses in more detail.

Analysis

Details of the data and analysis of responses to the 11 scaling questions are summarised in the Appendix. The broad themes emerging in the responses to open-ended questions are summarised in Section 4 while the responses on each of the specific topics are summarised in Section 5

4. Overall themes

These are issues which emerged over a number of questions. It should also be acknowledged that the experience of TEPs in the current crisis is set within the context of their overall experience of their course and placement. Inevitably, strengths and concerns about both were raised in the survey.

The issues noted here are those that were raised by a number of responders. In some cases an issue raised by a single respondent has been included if it seems particularly relevant.

Communication was mentioned under a number of headings. This had moved away from face-to-face contact and was now by a variety of means. This included Skype, Zoom and Teams as well as emails and phone calls. Whilst this was seen as helpful and inevitable, some TEPs explicitly noted that they missed face-to-face contact in a variety of situations.

It was noted that, for one TEP with a hearing impairment, not having access to face-to-face communication was an additional challenge. This would also be a barrier to interviewing children and young people with a hearing impairment.

Some Year 3 TEPs considered that their future employers should be aware of the circumstances in which they had completed the course and allow for this when they took up post. They also were aware that they might be coming into post when at least some of the current restrictions were still in place.

- Advance information from employers, including names, roles and contact details of key staff were suggested as being helpful in supporting them.
- Acknowledging that a newly qualified EP might be lacking in confidence or experience in some areas at the start of their career could prove useful in planning their induction.

A significant number of TEPs reported that they struggled with concentration in the current climate. Some reported finding it hard and isolating to be spending so much time in front of a computer screen. In some cases TEPs thought this was adversely affecting their mental health. A smaller number of TEPs said that the current situation had helped them to focus more. Anxiety was also expressed about how they would be able to fit all of the work that could not be completed currently into their remaining time on the course.

- TEPs recognised that there was little that could be done in practical terms but thought it was helpful when their universities and placements asked about their welfare and how they were coping.
- Although they recognised that their course personnel would not have all of the answers currently, they welcomed open communication and reassurance that their situation was being acknowledged and active consideration being given about how best to help them.

A number of TEPs reported that they were also parents and/ or had caring responsibilities. Where this was the case, they were struggling to meet the needs of their children in terms of childcare and / or home schooling, as well as complete their studies. This was causing considerable stress and some TEPs explicitly noted working long hours and having no time away from these commitments.

- TEPs found it helpful when their difficulties were asked about and acknowledged.
- They also valued the opportunity to have requirements adapted to take account of their current circumstances.

A relatively small number of TEPs noted having particular difficulties resulting from a variety of recognised disabilities and they suggested some adaptations to their working practice which might ameliorate the effects of those difficulties.

5. Responses in Specific Areas/Topics

For each topic respondents were asked to rate their current experience on a five-point scale, i.e. ranging from 1 (*Does not meet my needs / Very challenging*) to 5 (*Meets my needs entirely / Going well*), and to elaborate on their responses in open-ended questions.

Academic Supervision

The overall mean average rating given by the 145 TEPs responding was 4.2 out of the maximum rating of 5. The overall rating by Year 2 TEPs was the lowest at 3.9, while that by Year 1 TEPs was highest at 4.4 (see Fig. 3 in the Appendix).

This was a positive experience for most TEPs, although some reported having difficulty in accessing particular staff, while others reported that pre-existing difficulties had increased since lockdown. Online seminars were valued by most TEPs.

- TEPs valued proactive regular contact by tutors.
- TEPs also valued responsiveness to contact initiated by them. They wanted a clear indication of expected response times.
- TEPs found it helpful when notes and slides for seminars were also provided for download online, both prior to and after the seminar.

Pastoral Supervision

The overall mean average rating given by the 144 TEPs responding was 4.0. The overall rating by Year 2 TEPs was the lowest at 3.8, while that by Year 1 TEPs was highest at 4.4 (see Fig. 4 in the Appendix).

There was a variety of arrangements in place, ranging from occurring jointly with academic supervision to having dedicated pastoral staff. Some TEPs felt their placement or peers provided this. Some courses had made trainees aware of additional support available through the university. Generally this was valued although some TEPs reported difficulties in accessing support. A small number of TEPs noted being well supported

through personal difficulties, which occurred during the current crisis. This included TEPs who had contracted COVID19 themselves, having family members who had contracted it and also having other bereavements.

- Most trainees reported not needing this support but wanted to know that it was there if needed. They valued courses being proactive, with regular check-ins.
- Some TEPs thought that it would be helpful to have specific acknowledgement of the stress caused by the current situation. This could possibly take place in group sessions.

University Resources

The overall mean average rating given by the 141 TEPs responding was 3.9. There was little difference between the cohort Years (see Fig. 5 in the Appendix).

This was variable according to the course. TEPs were usually able to access a variety of resources, but there were reported problems, with some having access to a limited range of journals and books. There was also a problem with accessing test materials.

- TEPs suggested having books posted to them or a 'click and collect' system would be helpful, as well as more access to e-books.
- One TEP suggested a shared point of access for educational psychology resources.

Peer Supervision

The overall mean average rating given by the 138 TEPs responding was 4.2. The overall rating by Year 2 TEPs was the lowest at 3.9, while that by Year 3 TEPs was highest at 4.2 (see Fig. 6 in the Appendix).

The definition of this seemed to be applied to include wider contact with peers as well as arranged sessions. For most people, although not all, this was highly valued. A variety of forums had been set up for maintaining contact with peers on the same course. The universities had set some up and others were set up by the TEPs themselves. There were both formal and informal arrangements in place. In some cases there was also contact between TEP peers in the same placement. Other courses included buddy arrangements with other year groups.

- Some TEPs who had set up groups themselves suggested that it would be helpful if the university timetabled these.
- There was a further suggestion of a forum that allowed contact with TEPs from other courses.

Academic Course Assignments

The overall mean average rating given by the 137 TEPs responding was 3.5. Year 1 and Year 2 TEPs had identical average ratings of 3.3 while the average rating by Year 3 TEPs was highest at 3.9 (see Fig. 7 in the Appendix).

Some TEPs had completed these prior to lockdown or felt that lockdown had given them extra time to focus. A number of TEPs indicated that the university had already made adaptations in terms of what was required and / or deadlines. Some TEPs expressed concern about the amount of work that might need to be completed in the future.

- TEPs thought that communication about requirements, adapting tasks and changing deadlines where possible was helpful.
- TEPs thought it would be helpful for universities to review course requirements in the light of the current situation.

Thesis (University and Placement)

Answers for the open-ended questions relating to completion of the thesis in the academic and placement sections have been combined as they overlap. It should also be noted that some respondents would have liked an option to indicate that this section was not applicable to them as they had not yet begun work on their thesis. This may have affected the ratings given on one or both scaling questions.

In relation to 'university experience', the overall mean average rating given by the 137 TEPs responding was 3.2. The rating by Year 2 TEPs was the lowest at 2.4 while that by Year 3 TEPs was highest at 3.9 (see Fig. 8 in the Appendix).

This pattern was strongly reflected in 131 TEPs responding to the related 'placement experience' question, with Year 3 TEPs rating of 4.3 substantially higher than the ratings by Year 1 and Year 2 TEPs (see Fig.12).

Whilst a number of TEPs had collected data prior to lockdown and were able to concentrate on writing up their thesis, others were struggling with significant challenges. These largely resulted from the inability to collect data by face-to-face interviews or to engage schools and/ or parents in the research. A number of trainees reported having to rewrite their thesis proposal to include data collection by other means. Delays in gaining approval from the ethics committee and having to do this twice were also a source of concern.

- Proactive support from the university in adapting a thesis proposal was regarded as very helpful.
- TEPs suggested that guidance on conducting research remotely would be helpful.
- TEPs thought that there might need to be an extension of deadlines to accommodate their difficulties.
- TEPs who were just beginning to draft their thesis proposals thought it was helpful that they had been advised to ensure that data collection could be done remotely.

Practice Placement Supervision

As noted earlier, access to supervision in placement received the highest, and near identical, ratings from all three cohort Years, with an overall average rating of 4.4 (see Fig. 9).

The majority of TEPs saw this as a very positive experience, both in terms of their needs and pastoral support. Some TEPs reported being involved in group supervision and virtual team sessions in their placement. There were some very significant concerns reported by a small number of TEPs that reflected pre-existing difficulties, including a lack of supervision within their practice placement.

- Proactive, regular and frequent supervision was seen as helpful. Opportunities to seek additional support were valued.
- Opportunities to be involved in wider placement groups were also valued

Casework Competencies

The overall mean average rating given by the 133 TEPs responding was 3.5. Year 1 and Year 2 TEPs had identical average ratings of 3.1 while the average rating by Year 3 TEPs was highest at 4.3 (see Fig. 10 in the Appendix).

Some trainees had completed these prior to lockdown, although a few noted that 'reviewing interventions' was not possible. For trainees at an earlier stage in their training, this was a significant concern. There were very limited opportunities to use some assessments. Schools were less likely to be referring cases. Face-to-face interventions had been halted. A small number of TEPs reported that their placement had always undertaken only statutory work or that this was currently the case. This was limiting their opportunities. Some TEPs noted that the current situation had limited shadowing opportunities.

- Whilst TEPs knew that the universities were dealing with an unprecedented situation, they welcomed communication that indicated that there was active consideration of how to manage this situation going forward. Some TEPs noted that their courses were already progressing this.
- TEPs thought that there would need to be consideration of revised or reduced competencies.
- TEPs welcomed suggestions of ways to complete assessments remotely.
- One Year 1 TEP noted that her supervisor was asking her to work on formulations for cases that her supervisor had collected evidence for and that this was a helpful introduction.
- Going forward, TEPs thought that casework would need to be carefully thought out to balance competencies. In some cases this would require a reduction in statutory work.

Other Placement Competencies

This very much reflected the situation seen for meeting Casework Competencies above. The overall mean average rating given by the 131 TEPs responding was 3.2. Year 1 and Year 2 TEPs again had near identical ratings of 2.9 and 3.0 respectively, while the average rating by Year 3 TEPs was highest at 3.9 (see Fig. 11 in the Appendix).

TEPs reported a mixed experience. For some this had opened up new opportunities to engage in systemic work, projects or training related to the current situation. For others, opportunities had been closed down or hard to negotiate in the first place. This raised concerns about being able to fulfil competencies.

- As with the previous section, TEPs recognised that this was an unknown situation, but welcomed communication that there was active consideration of how it would affect the trainee's ability to fulfil the required competencies. Some TEPs noted that their courses were already doing this.
- TEPs thought that there would need to be consideration of revised or reduced competencies.
- TEPs welcomed the opportunity to be involved in Local Authority or school projects, which addressed the emerging issues.

Homeworking

The overall mean average rating given by the 130 TEPs responding was 3.9. There was little difference between the cohort Years: the ratings by Year 3 TEPs were highest, with an average of 4.1, while Year 1 TEPs were lowest at 3.7 (see Fig. 13 in the Appendix).

This was a mixed experience for TEPs. Some welcomed the chance to focus on work. For others it was an isolating experience. Some noted difficulties about physical space and lack of a suitable desk or chair. In one case this was due to a physical disability and delays in DSA assessment. Poor internet access was an issue in some areas.

Most TEPs had been provided with a laptop by their placement. Some had also been provided with a phone, whilst a significant number of others had to use their own phone. In a limited number of cases, TEPs could not access local authority systems remotely. It was noted that in a few instances there was a formal policy to limit the equipment issued to TEPs and restrict their access to local authority IT systems.

- In the medium to long term, a move to more remote working would need to address the conditions needed to achieve this effectively, in terms of access to equipment, space and remote IT and access to local authority systems.

General issues

The issue of the balance between local authority and university demands was raised by some TEPs. A number of TEPs raised concerns about how their experience this term would affect their ability to progress in their course or into employment in the future.

One TEP noted that they were not trained in critical incident work and that it would have been helpful in the current situation.

- Liaison between the university, local authority placement and TEP should review the TEP's progress and agree how to plan to address any gaps in experience or ability to fulfil competencies.
- The current situation could be considered in the context of critical incident training delivered by the university and its practical application in a placement.

6. Next Steps

In light of the findings from this survey the AEP intends to take the following actions:

1. The TEP members on the AEP's National Executive Committee (NEC) will share and discuss the survey report with the AEP TEP local representatives from the different initial training courses and feed back to the NEC suggestions for any further actions that might be taken.
2. The report will be shared with and disseminated via members of the Joint Professional Liaison Group (AEP, DECP, NAPEP and Programme Directors) for discussion regarding the implications across the educational psychology profession.
3. The report will be used to raise awareness amongst the AEP's TEP members that they can seek advice and support from the AEP regarding their own individual circumstances.

7. References

1. AEP Surveys into the effects of Covid-19 on the provision of educational psychology services in England and Wales (May 2020).
2. AEP Transitional Period Guidance: AEP guidance for members in England during the return to schools following the Coronavirus outbreak (May 2020).

The above documents can be downloaded from the AEP website at:

www.aep.org.uk/coronavirus-guidance-resources

APPENDIX

Survey questions

For each topic respondents were asked one scaling question on a five-point scale, i.e. ranging from 1 (*Does not meet my needs / Very challenging*) to 5 (*Meets my needs entirely / Going well*), followed by two supplementary, open-ended questions inviting further comment.

University experience

These questions focus on your experience as a student of the university training course.

Please rate on a scale of 1 -5:

- Q3: Access to academic supervision
- Q6: Access to pastoral support
- Q9: Access to university resources
- Q12: Access to peer support and supervision
- Q15: Ability to complete academic course assignments
- Q18: Ability to progress thesis requirements

Experience in practice placement

These questions focus on your experience in your current practice placement with a local authority or other organisation.

Please rate on a scale of 1 -5:

- Q22: Access to supervision in my placement
- Q25: Ability to complete individual casework needed to fulfil competencies
- Q28: Ability to complete other placement requirements to fulfil competencies (e.g. INSET, systemic projects)
- Q31: Ability to complete thesis requirements that rely on practice placement
- Q34: Access to resources to enable home working, e.g. laptop, phone, specialist or adapted equipment / furniture (if needed)

Each scaling question was followed by two supplementary, open-ended questions, i.e.:

- (a) Please comment on your current experience.
- (b) What would help improve your rating to the next point (if applicable)?

General

"Are there any other issues or challenges affecting you as a TEP which have not been covered in this survey?"

- (a) Please comment on your current experience.
- (b) What would help improve your rating to the next point (if applicable)?

Summary of scaling question responses

The analysis reported here is based on responses of the 145 TEPs who answered at least some of the 11 topic scaling questions. The 15 respondents who did not reach the end 'dropped out' at different points in the questionnaire, but answered a number of questions before stopping. At least 137 students answered the questions relating to 'university experience'.

The three TEP cohort 'Years' are broadly equally represented, with slightly more respondents who are in Year 2 compared with those in Years 1 and 3. The attrition rate was marginally smaller for Year 3 TEPs compared with that for Years 1 and 2. Fig. 1 below shows the distribution of respondents by cohort Year.

Overall average ratings by each cohort Year on all the scaling questions are shown in Figure 2. Figures 3 - 13 show the average ratings for each of the individual questions, analysed by cohort Year.

TEPs in Year 3 appear to rate their experience overall the most favourably, with a mean rating of 4.14 across all eleven questions. TEPs in Year 2 have the lowest overall rating of 3.46, with Year 1 TEPs approximately mid-way at 3.78.

The questions receiving the lowest overall rating were on the *"ability to progress thesis requirements"* (Fig. 8), which scored 3.23, and *"ability to complete other placement requirements to fulfil competencies"* at 3.24 (Fig. 11). However, these overall scores mask some substantial differences between the three cohort Years (see below).

The questions with the highest overall rating were *"access to supervision in the practice placement"* (Fig. 9), which was rated 4.43, closely followed by *"access to academic supervision"* at 4.24 (Fig. 3) and *"access to peer support and supervision"* at 4.19 (Fig. 6).

Responses to some individual scaling questions varied considerably between the cohort Years, while for other questions there was a marked similarity in the ratings. The greatest variation was between Year 2 and Year 3 TEPs around the ability to progress or complete thesis requirements, where Y3 TEPs generally gave higher ratings (see Figs. 8 and 12).

Questions addressing the ability to undertake individual casework and other placement activities, required to fulfil practice 'competencies', also generally received higher ratings from Year 3 TEPs compared to those from TEPs in Years 1 and 2. These were also the questions receiving the lowest ratings overall from Year 1 TEPs (see Figs. 10 and 11). The ratings of all the cohort Years per question is summarised in Figure 14.

The charts below summarise the data from the 11 scaling questions used in the survey. The mean average rating (max = 5) from all those responding to a question is shown for each TEP cohort Year, with the survey question number and number of respondents shown in brackets.

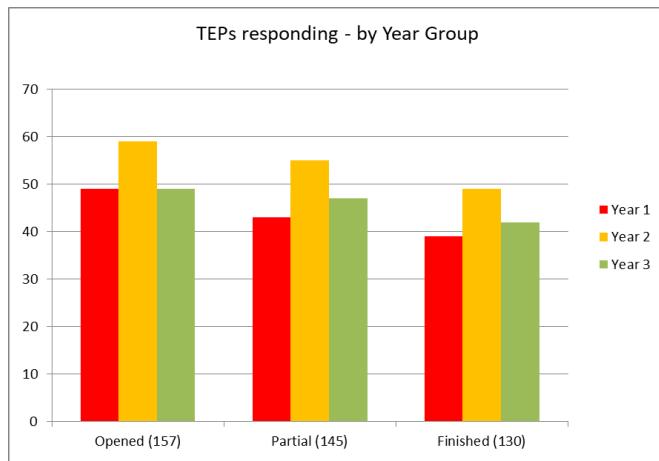


Fig 1: Numbers of TEPs responding / completing survey

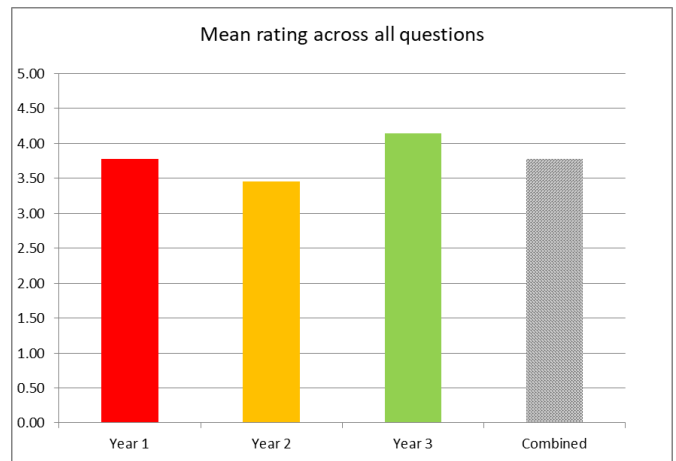


Fig 2: Overall mean rating for eleven scaling questions

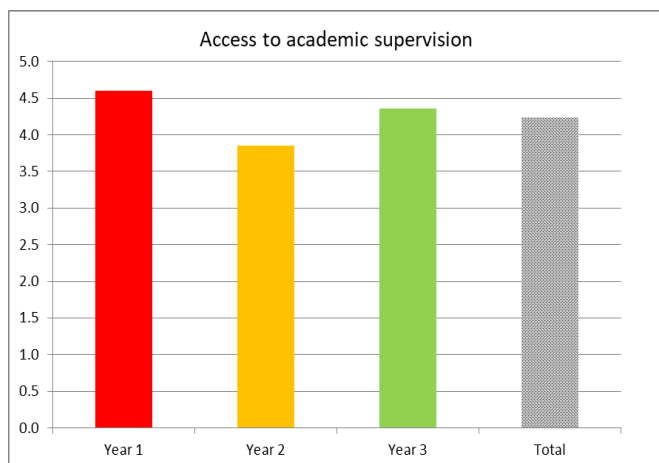


Fig 3: Academic supervision (Q3, n = 145)

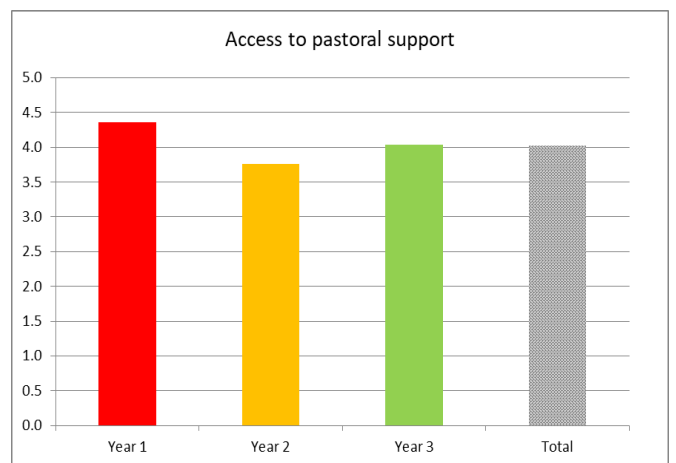


Fig 4: Access to pastoral support (Q6, n = 144)

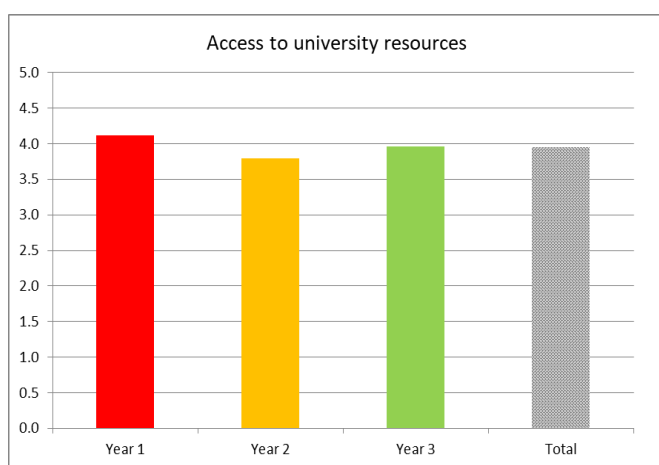


Fig 5: Access to university resources (Q9, n = 141)

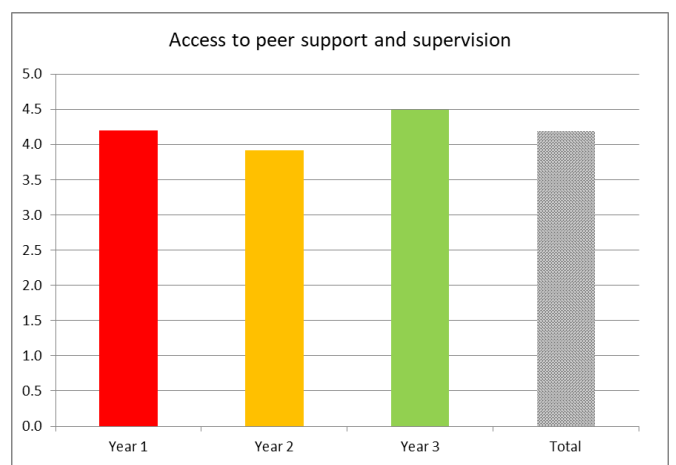


Fig 6: Access to peer support/supervision (Q12, n = 138)

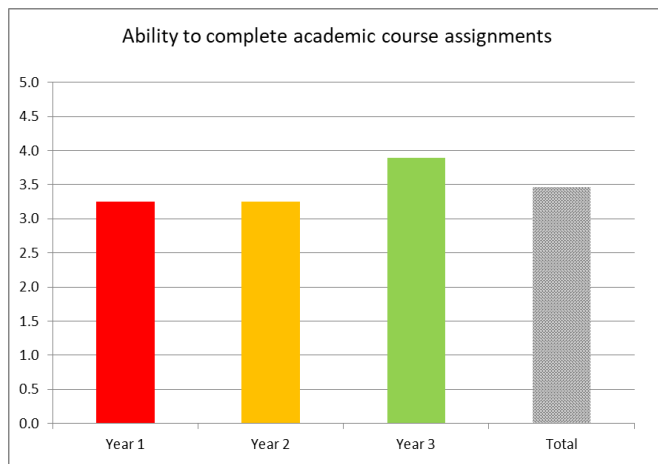


Fig 7: Ability to complete course assignments (Q15, n = 137)

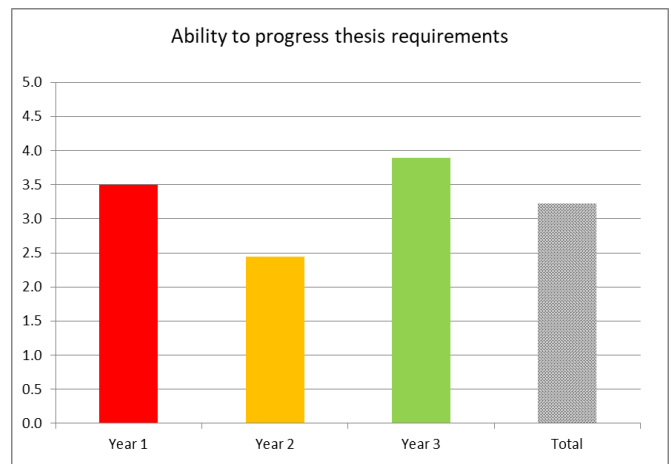


Fig 8: Ability to progress thesis requirements (Q18, n = 137)

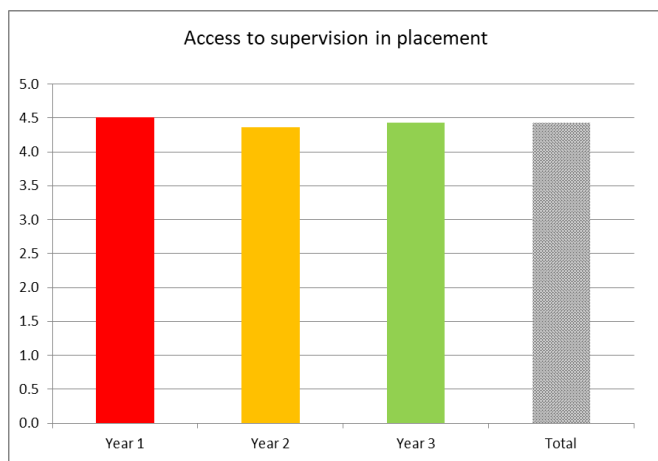


Fig 9: Access to supervision in placement (Q22, n = 133)

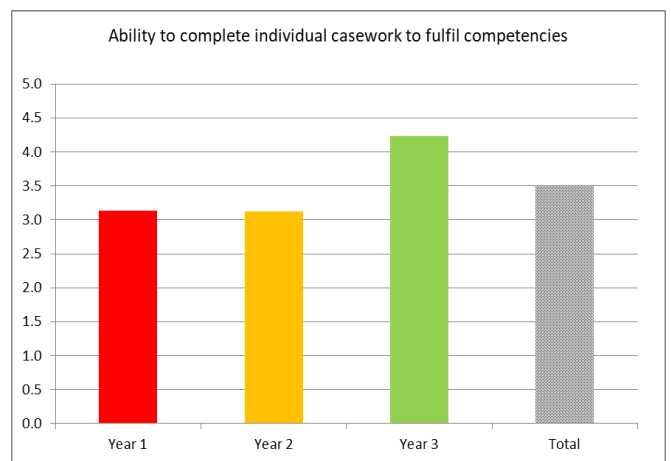


Fig 10: Ability to complete necessary casework (Q25, n = 133)

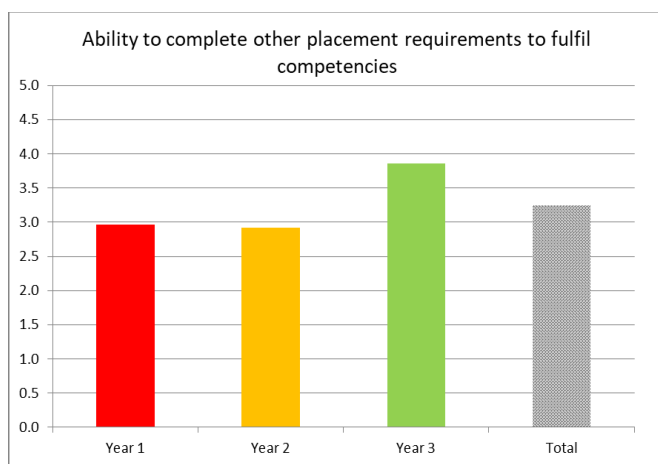


Fig 11: Completing placement requirements (Q28, n = 131)

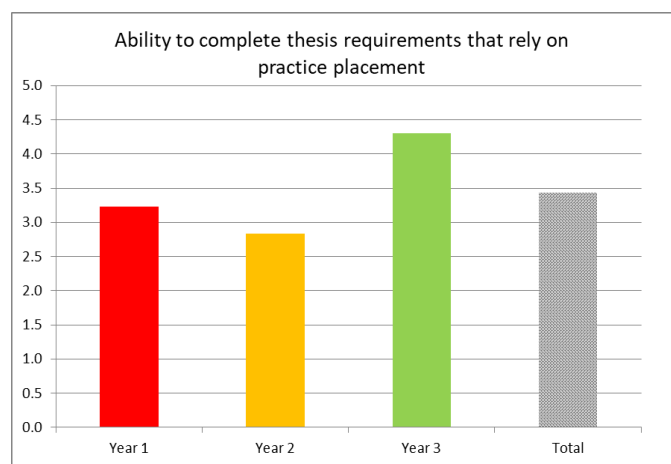


Fig 12: Placement related thesis requirements (Q31, n = 131)

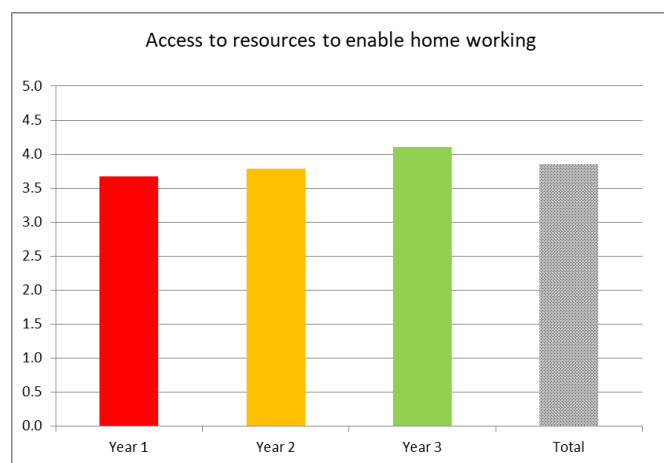


Fig 13: Access to home working resources (Q34 n = 130)

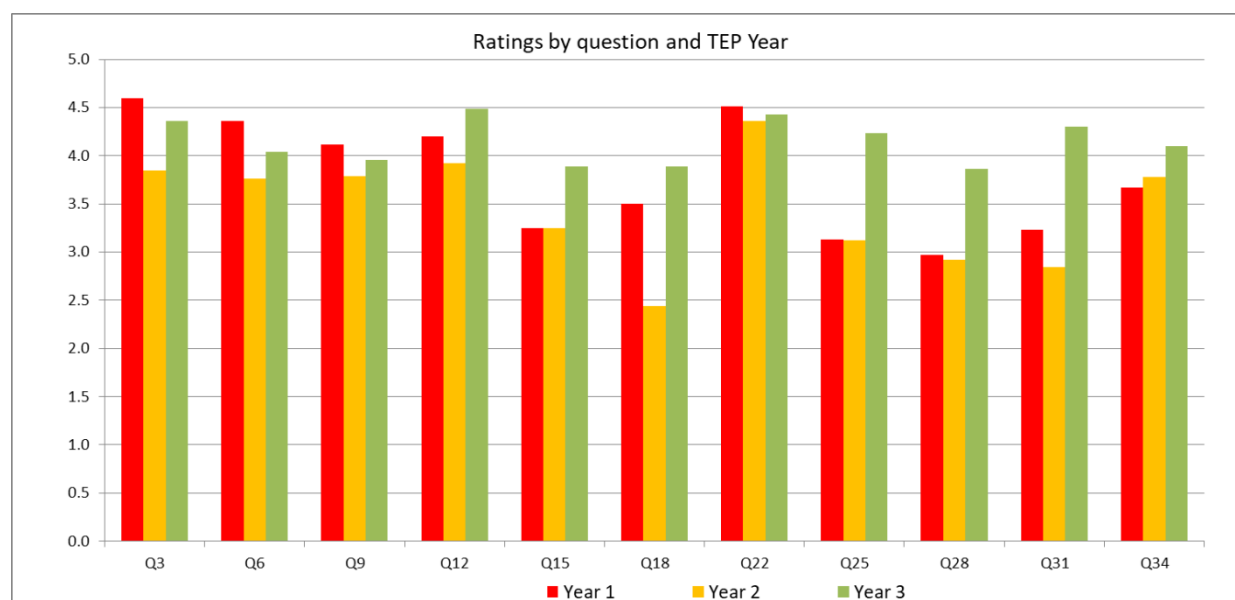


Fig 14: Summary of ratings by each TEP cohort for each scaling question