



Placement Portfolio

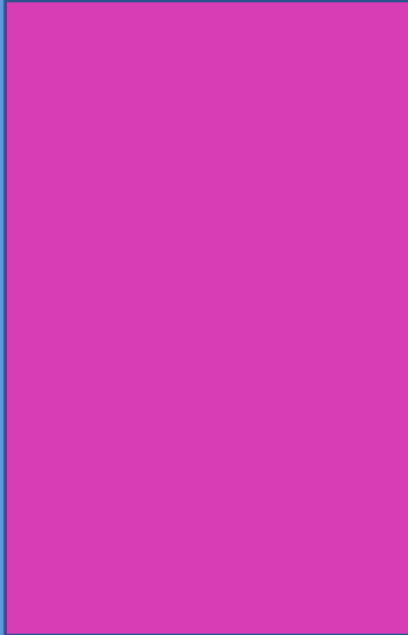
Suzanne Pearton-Scale
2105981

Education in
Action



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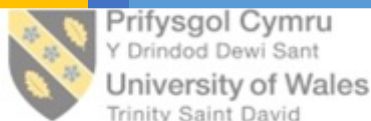




Overview

This portfolio is a selection of evidence and reflective writing based on my placement on the PCET course at UWTSD. My role was to support Deaf university students.

Placement Information Form



Placement Information Form

Name of Student:	Suzanne Pearton-Scale
Proposed Placement Setting and Address:	UWTSD IQ Building Swansea
Proposed Dates of Placement:	Every Monday 4.45pm-8.45pm October 2022 to April 2023
Name of Contact for Venue: Please also state their position:	Caroline Lewis Academic Director (PCET) Institute of Education and Humanities
Email Address:	caroline.lewis@uwtsd.ac.uk
Telephone Number for Contact at Placement:	01792482037
Is a DBS required for you to attend this placement?	☐ <u>Yes</u> Already have an u to date DBS with update service ☐ No If <u>Yes</u> , have you applied for this? ☐ <u>Yes</u> applied on _____ ☐ No
Explain how your role in this organisation/on this placement meets the criteria for the assessment for the module (e.g., what duties/tasks will you be undertaking that are relevant for the module assessment)	I will be working as a support worker (specifically with Deaf students) within <u>their</u> HE courses. I will support students within lectures, 1-2-1 tutorials and occasionally assisting with written work.

ALL information must be provided. Incomplete forms will be returned to the student Please return this form to Charlotte Greenway (c.greenway@uwtsd.ac.uk)

From: Suzanne Pearton-Scale (2105981) <2105981@student.uwtsd.ac.uk>
Sent: 30 September 2022 10:42
To: Charlotte Greenway <C.Greenway@uwtsd.ac.uk>
Subject: Re: Placement

Hi Charlotte

I know your busy... did you get a chance to think about my placement options?
If so, I can chat with UWTSD lecturer on Monday.

Thanks
Suzanne

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ⓧ **Charlotte Greenway** <[C.Greenway@...](mailto:C.Greenway@uwtsd.ac.uk)>

Friday, 30 September 2022 at 10:45

To: 🕒 Suzanne Pearton-Scale (2105981)

Apologies- yes. I think it would be best to use the Monday sessions as your placement.

Email correspondence with placement

★ **SS** **Suzanne Scale**
Mondays
To: Caroline Lewis

30 September 2022 at 15:03

Hi Caroline

I wonder if I could catch you for a quick 2 min chat on Monday evening (I am supporting Ffion).

I am studying Applied Psychology at UWTSD part time, and I have an 'Education in Action' module this year, of which I need to demonstrate that I have worked/volunteered within an educational establishment.

I have mentioned to my lecturer (Charlotte Greenway) that I do support work regularly for Ffion and now Melissa. She agreed that that would be eligible experience to count towards to module.

So, I'm wondering if you would consider if I could put down my hours of support work on the PCET as my experience?

It would not involve any lecturer visits or assessments, so wouldn't interfere with your course at all. I believe it just involves an attendance sheet being signed at the end.

Let me know what you think, and perhaps we could chat Monday?

Suzanne Pearton-Scale
RSLI Registered Sign Language Interpreter
NRCPD registered, ASLI member.
Pembrokeshire based
07595 704449

★ **CL** **Caroline Lewis**
RE: Mondays
To: Suzanne Scale

3 October 2022 at 08:36

Hello Suzanne

That's absolutely fine by me, more than happy for you to use the hours as stated. I'm not actually with the group on Monday, Marc is but if you do want a chat or anything to confirm then please do let me know and we can arrange it.

Best wishes

Caroline

Caroline Lewis BA, MA, PGCE (PCET), SFHEA

Cyfarwyddwr Academaidd (PCET)/ Academic Director (PCET)
Yr Athrofa Addysg a Dyniaethau / The Institute of Education and Humanities
Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity St David
01792 482037 Est. Mewnol / Internal Ext: 2037
caroline.lewis@uwtsd.ac.uk
Editorial Board Member, Educational Futures



Safon Arian Fframwaith Rhagoriaith Addysgu 2019
Silver Rating Teaching Excellence Framework 2019

Email correspondence with placement



Suzanne Scale
Re: Mondays
To: Caroline Lewis

3 October 2022 at 09:02 

That's fantastic, thank you Caroline.
Really appreciate it.

I believe you will receive an email from Charlotte Greenway in due course, for you to simply reply to say you are happy for me to gain my experience through PCET.

Then at the end of March (or when I have completed 80 hours) I will send you an attendance sheet to complete.

Thanks again,

Suzanne Pearton-Scale
RSLI Registered Sign Language Interpreter
NRCPD registered, ASLI member.
Pembrokeshire based
07595 704449



Caroline Lewis
RE: Mondays
To: Suzanne Scale

3 October 2022 at 13:48 

Hello Suzanne

No problem at all, I'll keep a look out for the email from Charlotte.

Best wishes

Caroline

Caroline Lewis BA, MA, PGCE (PCET), SFHEA

Cyfarwyddwr Academiaidd (PCET) / Academic Director (PCET)
Yr Athrofa Addysg a Dyniaethau / The Institute of Education and Humanities
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Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

200
1822 - 2022



Safon Arian Fframwaith Rhagoriaith Addysgu 2019
Silver Rating Teaching Excellence Framework 2019

Email correspondence between lecturer and placement

Placement opportunity



✉ **Charlotte Greenway** <C.Greenway@uwtsd.ac.uk>

Thursday, 27 October 2022 at 08:43

To: ✉ Caroline Lewis; Cc: 🕒 Suzanne Pearton-Scale (2105981) ✓

Dear Caroline,

As part of their degree in Applied Psychology, our second-year students study the module Education in Action. This module has been designed to provide students with the opportunity to engage in a small work experience placement to enable them to explore current issues in education. The placement is not assessed (no visits), but students will be expected to collect information and knowledge about the role/organisation that will enable them to complete the assignments for this module. All that is required of you is to complete an attendance form at the end of the placement. Students have been asked to make contact with an appropriate organisation and request approval to allow them to engage in 10 days'/80 hours of work placement. The onus is very much on the students to show initiative and responsibility in identifying their placement and arranging the specific details of the placement hours and activities.

Suzanne has suggested your company as a placement. We hope this will be possible, and thank you for considering this request. Please be assured that we will be expecting the highest levels of professional conduct from our students at all stages of the placement, so we ask that you contact us should you have any cause for concern.

Could I ask that you respond to this email if you agree for Suzanne to begin her placement with you and that she starts at a time suitable to you both? On behalf of the Psychology team and Suzanne, may I thank you, in anticipation, for your kindness in allowing the students to broaden their knowledge by carrying out their placement with you.

Kind regards,

Charlotte Greenway



✉ **Caroline Lewis** <caroline.lewis@uwt...>

Thursday, 27 October 2022 at 08:45

To: ✉ Charlotte Greenway; Cc: 🕒 Suzanne Pearton-Scale (2105981) ✓

Hello Charlotte,

Many thanks for the information and I am more than happy for Suzanne to undertake her placement with our department. If there's anything else I can do to support then please do let me know.

Best wishes

Caroline

Caroline Lewis BA, MA, PGCE (PCET), SFHEA

Cyfarwyddwr Academaidd (PCET) / Academic Director (PCET)
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Editorial Board Member, Educational Futures

Email correspondence between lecturer and placement



ⓧ **Charlotte Greenway** <C.Greenway@...>

Thursday, 27 October 2022 at 08:46

To: ⓧ Caroline Lewis; Cc: ⓧ Suzanne Pearton-Scale (2105981) ✓

Hi Caroline,

That is just lovely. Thanks very much. Suzanne obviously knows her hours and will carry on with the work she is doing on a Monday as part of this placement.

Thanks,
Charlotte



ⓧ **Caroline Lewis** <caroline.lewis@uwt...>

Thursday, 27 October 2022 at 08:48

To: ⓧ Charlotte Greenway; Cc: ⓧ Suzanne Pearton-Scale (2105981) ✓

Hi Charlotte

Not an issue at all, happy to help and great to have Suzanne in the class with us.

Have a lovely day

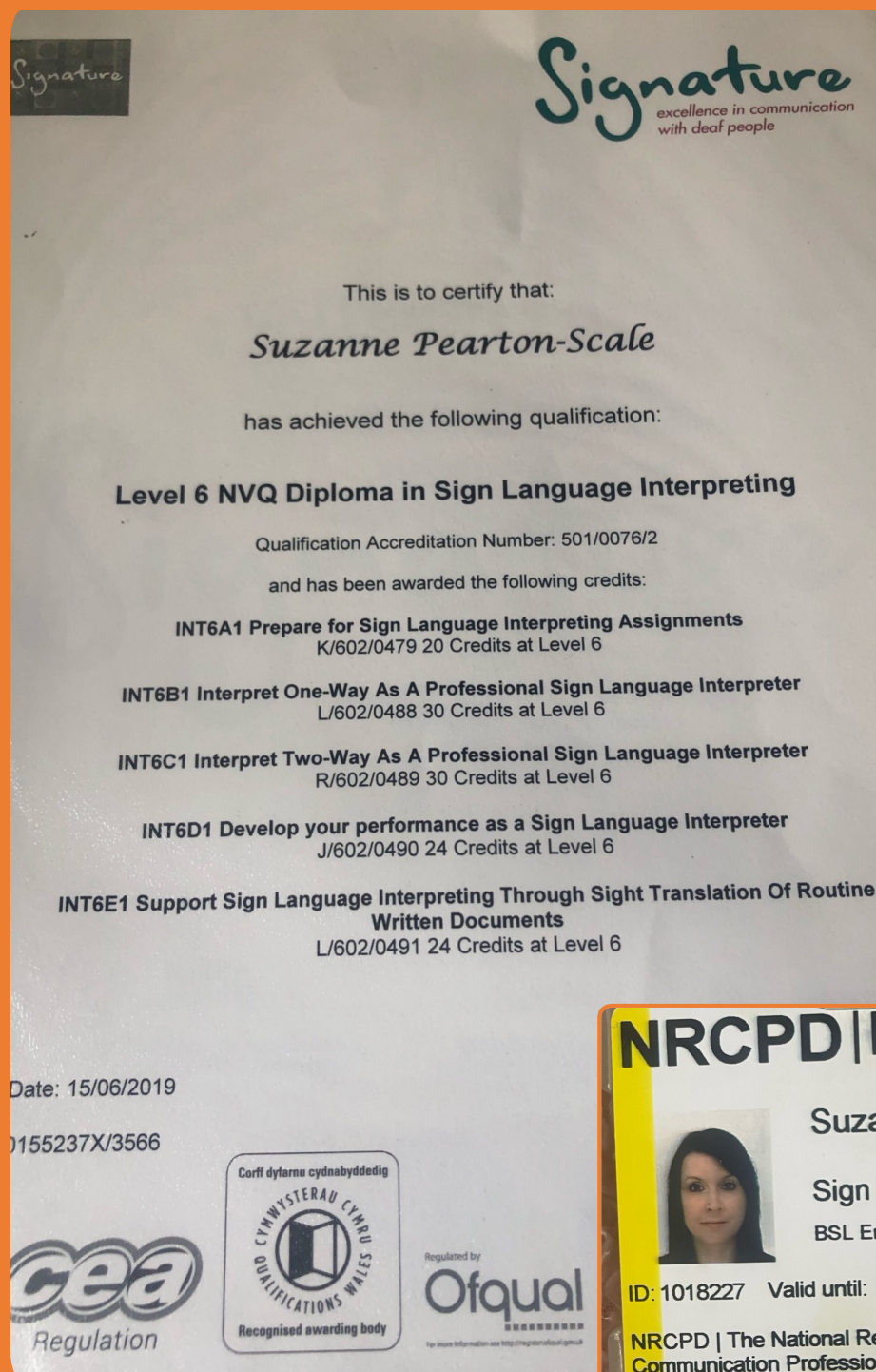
Caroline

Caroline Lewis BA, MA, PGCE (PCET), SFHEA

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Editorial Board Member, Educational Futures

Qualifications required for placement work

To work as a professional support worker or interpreter for Deaf students, it is a requirement to have the Level 6 NVQ diploma in Interpreting and be registered with NRCPD (National Registers of Communication Professionals working with Deaf and Deafblind People), and to also hold a current DBS (next page). The DBS is registered with the government update service, so is checked and updated annually.



10



Enhanced Certificate

Page 1 of 2



Disclosure &
Barring Service

No DBS Fee Charged

Certificate Number

001669146157

Date of Issue:

13 AUGUST 2019

Applicant Personal Details

Surname: PEARTON-SCALE

Forename(s): SUZANNE MIDNIGHT-ROSE

Other Names: SCALE, SUZANNE MIDNIGHT-ROSE
DEWSTOWE, SUZANNE
MIDNIGHT-ROSE
SCALE, SUZANNE MIDNIGHT-ROSE

Date of Birth: 05 AUGUST 1980

Place of Birth: CARDIFF

Gender: FEMALE

Employment Details

Position applied for:
CHILD WORKFORCE GOVERNOR MANORBIER SCHOOL

Name of Employer:
PEMBROKESHIRE COUNTY COUNCIL

Countersignatory Details

Registered Person/Body:
POWYS COUNTY COUNCIL

Countersignatory:
EMILY FEERICK

Police Records of Convictions, Cautions, Reprimands and Warnings

NONE RECORDED

Information from the list held under Section 142 of the Education Act 2002

NOT REQUESTED

DBS Children's Barred List information

NOT REQUESTED

DBS Adults' Barred List information

NOT REQUESTED

Other relevant information disclosed at the Chief Police Officer(s) discretion

NONE RECORDED

Enhanced Certificate

This document is an Enhanced Criminal Record Certificate within the meaning of sections 113B and 116 of the Police Act 1997.

THIS CERTIFICATE IS NOT EVIDENCE OF IDENTITY

Continued on page 2

Placement Attendance Form

To be completed by the placement setting at the end of the placement.

Name of Student	Suzanne Pearton-Scale
Placement Setting	PCET course, UWTSD
Dates of Placement	October 3 rd 2022- March 27 th 2023 20 x 4 hours = 80hours total
Name of individual completing this form. Please also state your position.	Caroline Lewis Academic Director (PCET)
Please, could you answer the following questions about the student who attended a placement at your organisation?	
Did the student attend all ten days (or equivalent) of the placement? Yes ☐ No ☐	
How was the student's timekeeping?	Good ☐ Satisfactory ☐ Poor ☐
How was the student's engagement?	Good ☐ Satisfactory ☐ Poor ☐
Please provide any other information you consider may be of assistance regarding the performance of this student.	
Suzanne was extremely professional at all times during her placement with us was a highly valued addition to the classroom. It was a pleasure to have her on placement with us.	
Signature: 	Date: 29.03.23

Please return this form to **Dr Charlotte Greenway**
(c.greenway@uwtsd.ac.uk) at the end of the student's placement experience.

Evidence 1 – Art Workshop

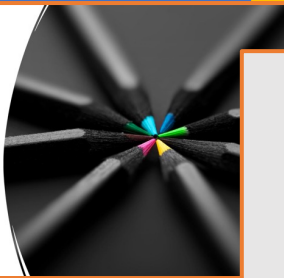
As part of the 'Teaching Toolkit' module, the student had to deliver a workshop to her peers in her chosen topic, which was life drawing. My role was to interpret from BSL to English for the hearing peers to understand the workshop, and also to interpret from English to BSL any comments or questions from the peers to the workshop leader (the Deaf student). I had to manage turn taking between the two languages and ensure a good match of tone, familiarity and use of humour to make sure the tone and meaning was successfully conveyed between the hearing and Deaf students.



Evidence 2 – Lecture

As part of the 'Teaching Toolkit 2' module, the student had to attend a lecture about curriculum design. My role was to interpret from English to BSL what the lecturer said (alongside a PowerPoint presentation) throughout the lecture and also facilitate any questions or comments from the Deaf student to the lecturer. The Deaf student also had her assistance dog present, so I had to help explain to staff and other students the importance of the dog not being petted as she is a working dog and needs to focus.

Curriculum Design



The basics



Planning a curriculum

- WHAT**
- –The curriculum is all about
 - –Are the aims and objectives?
 - –Will be needed in terms of resources?



WHO is the course being designed for? And **WHY** it should exist?

WHEN will the course be delivered?

WHERE will the course be delivered?

HOW will the course be delivered, assessed and evaluated?

Ways of sequencing topics within a curriculum

Easiest	Sensitivity	Order of textbook
Themes	Confidence	Must know, Should know, Could know
Logical	Most helpful	
Safety	Theory / Practice	Past course evaluation
Familiarity	Negotiation	Normal / Abnormal
Chronological	Availability of resources	Demands
		Opportunistic

Factors that influence course design

- Level of Unit/Module
- Course Aims/Objectives
- Course Content
- Number/Length of Sessions
- Time Available
- Teaching Strategies
- Assessment Techniques and Outcomes
- Resources Needed
- Reading Requirements.

Checklist

- How long is the course?
- Are there any fundamental subjects to be included in the scheme?
- What is the likely reaction of the students to the course?
- What type of teaching method will be appropriate to their abilities?
- What tutorial arrangements will have to be made?
- What resources are at my disposal?
- What assistance will I have whilst working on the course?
- How can I best assess progress being made towards achieving the aims of the course?
- What, if any, summative assessment is in place?



Evidence 3 – Translation of document

The Deaf student had to practice reflective writing skills and was given three examples of reflective writing to assess the strengths and weaknesses of them. My role was to translate the document into BSL so the Deaf student could understand the text in their first language, I did this by reading the document first, then signing to the student in a 1:2:1 setting in their own language (BSL).

Reflective writing extracts

Consider these examples of reflective writing, what are the strengths and areas for development for each of these?

Example 1

'After the lesson, I realised that I spoke quickly, which might have been difficult for the learners to follow and is something I need to consider in the future, this reflection was reinforced by some of the learners expressing that I'd spoken quickly. In the future I will need to ensure that I regulate the speed at which I talk. Although the feedback from the assessment said that I had very good voice projection and presence the feedback from learners about the speed at which I speak is an important one to consider.'

Example 2

'There were 3 separate group tasks for the learners to take part in, although they had participated in the group work activity and I had feedback and checked in on the groups as they were completing the work, I realised that I had not asked the groups to feedback to one another. As a result of this I changed my plan whilst in the lesson and asked the groups to feedback to one another before I reinforced their learning and thoughts in a group. Reid (1993) cited in Reece and Walker (2006 p.421) says that 'reflective practice is a process of reviewing an experience from practice in order to describe, analyse and evaluate and so informed learning from practice'. As I did this during my lesson Schon (1983) would describe this as reflection in action. Schon (1983) says that reflection in action is realising that what you are currently doing isn't working or could be better so changing the action there and then, rather than reflecting on it later and producing an action plan as a result.'

Example 3

'As an overall consensus, my microteaching session was productive and successful, as it was planned and conducted effectively, as well as featuring various strategies and elements that are vital to delivering a good session. To achieve this, I followed the advice of Reece and Walker (2007: 33), who suggests that it is very important "to make learning as easy and as enjoyable as possible for your students" and to incorporate various teaching strategies to encourage student understanding, although I am fully aware that "there is no single good way to teach" (ibid: 42). Saying that, the microteaching session was not free of issues, which is emphasised by an earlier point from Crawley (2010: 108), who encourages teachers to "always have a Plan B; at some stage, if it can go wrong, it will!" Upon reflection, I have learnt that there are available alternatives, which I may put into practice if conducting a similar session again. Some of these alternatives include tailoring the lesson content, strategies, and structure with regard to the class size, encouraging greater class interactivity and paying closer attention to time constraints.'

Evidence 4: student support with written assignment

One of the Deaf students I support had an assignment task. My role was to assist with her written skills as English is her second language. I would check her grammar, spelling and general structure. I did this support remotely via Facetime and using a shared google document so that she could see any changes that needed to be made, and also chat with me at the same time in BSL using a video call.

An investigation into the ways in which deaf teachers are able to access education and training.

1.0 Introduction

The aim of this research was to investigate the educational experience of deaf teachers and how that impacts them in their decision to follow the teacher training route. Hankebo (2018) notes how rare it is for a deaf person to make it through the various levels of education successfully so that they in turn can become a teacher. Research into deaf people and their experiences of the workplace indicate that there are many barriers to career development and progress, and this seems to be echoed for those deaf people working in education (Luft, 2000; Punch, 2016). This research by Hankebo (2018) is also echoed in my personal experience as a deaf person growing up in the British education system. From personal experience there are many everyday barriers within education that mean that simply being in school and communicating with friends and teachers is difficult. Consequently, when it comes to assessment and progressing in education there is an added level of anxiety that often means it is easier to leave education rather than continue to a higher level which means that many deaf people do not have higher level qualifications resulting in reduced opportunities and options for development. The aim was to investigate the experience of deaf people in education and the impact this might have on their decision to become a teacher. As a result, the research title chosen was to: **'Investigate the ways which deaf teachers are able to access education and training'**. It used the following points to explore this topic in-depth:

- Research how the experience of the education system has impacted the teacher's access to the role of a teacher.
- Research what role, if any, does the deaf teacher's use of spoken or signed language play in access to the role of a teacher.
- Research how the level of access to learning and support whilst in education has impacted the deaf teacher's decisions at different stages.
- Based on experience, what recommendations could be made to encourage more deaf teachers.

 Suzanne Pearton-Scale
Past tense - 'noted'

Reply

 Suzanne Pearton-Scale
Try to keep to one tense-
past or present

Reply

 Suzanne Pearton-Scale
Spelling - corrected

Reply

 Suzanne Pearton-Scale
One sentence?

Reply

Evidence 5: Group task

The students were set a group task of designing a ten week curriculum. Once created they had to upload the document to Moodle and their peers were to assess the curriculum. My role was to facilitate the conversations between the hearing and Deaf students in the group so they could freely chat and plan their work together without communication delays or issues.

Curriculum development workshop

- No formal taught class
- Groups of 4-5
- Design a curriculum on an agreed topic for a minimum of 10 weeks
- Add curriculum to Moodle
- Peer review exercise

Group Task

Select a curriculum and explore how it approaches un-filtering the curriculum

Are there any amendments that could be made and what would you suggest is done?

Reflective Piece

For this reflective piece Gibb's reflective cycle will be used (Gibbs, 1988). The reason for choosing this model is because it has been said to be a useful structure to guide reflective writing and can be used for both concise and deeper reflections in professional practice (Paterson & Chapman, 2013).

Description

The education placement was in University of Wales, Trinity St David, Swansea campus every Monday evening between 4.45-8.45pm, working as a British Sign Language Interpreter and Communication Support Worker (CSW) with two Deaf students attending the PCET course. My role was to attend lectures, group activities and all events related to the PCET course alongside the Deaf students and to ensure the Deaf students could communicate with staff and other students, assist them with their written assignments, attend workshops, interpret lectures and offer translation of documents into their first language of British Sign Language (BSL). There were approximately 30 students on the course each evening in a large classroom setting.

Feelings

I felt that four hours in an evening setting was going to be challenging for me, as the role of interpreter/CSW can be very demanding especially in higher education settings due to the level of theory, language and jargon used. Usually there are two interpreters or CSWs at any one time for any lectures or workshops that last longer than two hours, so I was nervous about the demand of working for four hours without a co-worker. I was apprehensive about working with new students, as BSL signing styles can be very different depending on education levels, whether they are from mainstream or Deaf education and what part of the country they are from due to regional variations. I know the Deaf students also felt anxious about the course as well, as they know the difficulty of studying in their second language and having to rely on translations and an interpreter can be very tiring for them. However, I built up a good relationship with both students, so we felt at ease with each other, and they realised my commitment to them and that I was dedicated to attending their lectures and events to facilitate the course and their education experience in their own language.

Evaluation

The elements that worked well was that the students were able to present their written work more successfully with the help of Grammar/Spelling/Language assistance, and they were able to fully access their lectures and workshops in their own language. The difficulties faced were with other students and lecturers not always understanding how to use an interpreter and I would need to explain my role and how it works, especially reminding others that when the Deaf person is signing it means they are 'speaking' and not to talk over them even though they are silent. One student was a very strong BSL user, that preferred English regional BSL, whereas the second student had strong Welsh BSL with Welsh regional variances. They had separate lectures so I could adapt my signing style, but this could be challenging as I needed to changes styles for each student. Similarly, one student preferred to be quite independent and didn't like to be seen to be dependent upon me for communication and liked to try and communicate with the other students via written notes and gestures. Whereas the other student very much preferred to be always with me and depended on me a great deal for communication with others. I had to respect this choice and remember their preferences.

The demand of working alone for a long session can be relieved by getting lecture notes and information from lecturers before the lectures so I can prepare any difficult vocabulary or subject specific theory. One or two of the lecturers were very helpful and would often send me lecture information a few days before. This preparation resource would ensure better understanding and readiness for the sessions. However, a few of the lecturers did not send any materials beforehand, and so this would be challenge as I would often be faced with demanding subject matter and theory that I was not familiar with in order to interpret accurately. Luckily my first degree was in education, so a lot of the subject matter was very familiar to me, and I was able to draw upon previous learning to inform my practice.



Analysis

I think the differences between the two Deaf students presented a complexity however, this is just a matter of individual differences and needing to differentiate the variety of needs between each individual and respecting their choice on how to communicate and how to use an interpreter/CSW. The difficulty in getting preparation materials from lecturers perhaps could have been managed better by making them more aware of the need for this information beforehand. However, I appreciate that lecturers are very busy people and don't always have the time to do such tasks. The matter of other students' understanding how to work with a Deaf person and their CSW can be managed by myself explaining the procedure. I found that as time went on, they became very comfortable with the situation and sessions ran very smoothly

Conclusion

I learnt that it is important to respect and consider the individual differences of Deaf students, and the importance to adapt to their different needs and styles of communication. I also realised that I could manage other students' and lecturers' expectations by explaining my role and putting people at ease with the situation through clear communication and verbal explanation alongside positive body language to make the conversations run smoothly and comfortably. I learned the importance of communicating to lecturers any advance materials or PowerPoints needed and the reason these are needed to ensure providing a quality service to both the university and the students.

Action plan

In future, it might be helpful to have a quick face to face meeting with the Deaf students before the course commences to understand their signing style, and how they use an interpreter/CSW. I would also email the head of the department in advance to explain the need for lecturers to send course materials and PowerPoint presentations in advance to lectures so that I can access any domain specific vocabulary and theory in advance. I might advise any courses to consider a Deaf awareness course or session ahead of the course so that lecturers and students know how to work with a Deaf student and interpreters/CSWs and what's expected of them.



References

Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. *Further Education Unit*.

Paterson, C., & Chapman, J. (2013). Enhancing skills of critical reflection to evidence learning in professional practice. *Physical Therapy in Sport*, 14(3), 133-138.