

# Conference 2007 – Workshop Timetable



Room	Lecture Theatre 4	Conference Room 2&3	B1.19	B2.07	B2.10
<b>Session</b> ① 16.30 – 17.20 Tuesday 4 <sup>th</sup>	7) <b>Placement Podcasts - The University of Huddersfield Experience</b> <i>Lisa Ward and Jane Gaffikin - University of Huddersfield</i>  8) <b>Making Sandwich Placements Count within Huddersfield University Business School</b> <i>Joanne Blake and Eric Summers – University of Huddersfield</i>	15) <b>Using e-Portfolios to Enhance the Placement Application Process</b> <i>Gordon Crawford and Colin Turner - University of Ulster</i>  17) <b>Embedding Enterprise in Work Placements at the University of Leeds</b> <i>Rebecca Evans and Paul Elam – University of Leeds</i>	13) <b>UVAC</b> <i>Adrian Anderson – UVAC</i>  14) <b>NASES</b> <i>Ruth Owen - University of Wales, Aberystwyth</i>	2) <b>Encouraging Students to Take International Placements: A Business School's Perspective</b> <i>Nicola Bullivant - Aston University</i>  1) <b>Working with SES to Place More of Your Students</b> <i>Alison Riggott and Matt Wise – Student Employment Services</i>	3) <b>The Use of Student Placement Case Studies to Promote a Manufacturing Engineering Degree Course</b> <i>Richard Newman - Loughborough University</i>  4) <b>Engineering Students and Line Managers' Perceptions of Value of Work Placements</b> <i>Yussuf Ahmed - Loughborough University</i>
② 17.30 – 18.20 Tuesday 4 <sup>th</sup>	17) <b>Embedding Enterprise in Work Placements at the University of Leeds</b> <i>Rebecca Evans and Paul Elam – University of Leeds</i>  18) <b>Broadening Horizons – Increasing the Menu of Opportunities</b> <i>Rebecca Evans and Paul Elam – University of Leeds</i>	13) <b>UVAC</b> <i>Adrian Anderson – UVAC</i>  14) <b>NASES</b> <i>Ruth Owen - University of Wales, Aberystwyth</i>	11) <b>Notions of Professional Recognition and Identity Amongst Educators from HE Professional Education Programmes</b> <i>Jan Huyton – UWIC</i>  12) <b>Work Experience: The Welsh Dimension</b> <i>Jackie Cresswell-Griffith and Helen Hare – GO Wales</i>	9) <b>Changing Student/Employer Attitudes and Requirements at the Placement Interface – An Opportunity for Discussion</b> <i>Ray Wallace – Nottingham Trent University</i>  10) <b>A Critical Review of Measuring Student Expectations through the Placement Learning Project at the European Business School, London</b> <i>Azam Ali, Nick Bowen, Duda Jadrijevic - EBSL and Mariona Centellas – RBSL</i>	7) <b>Placement Podcasts - The University of Huddersfield Experience</b> <i>Lisa Ward and Jane Gaffikin - University of Huddersfield</i>  8) <b>Making Sandwich Placements Count within Huddersfield University Business School</b> <i>Joanne Blake and Eric Summers – University of Huddersfield</i>
③ 9.30 – 10.20 Wednesday 5 <sup>th</sup>	5) <b>Engaging Employers in Work-Based Learning: A Case Study BSc (Hons) Environmental Health</b> <i>Sheila Cunningham and Ruth Plume - Middlesex University</i>  6) <b>Benefits and Challenges of Work-Based and Workplace Learning within the Creative Industries Programmes</b> <i>Dave Hotchkiss - Plymouth College of Art and Design</i>	2) <b>Encouraging Students to Take International Placements: A Business School's Perspective</b> <i>Nicola Bullivant - Aston University</i>  1) <b>Working with SES to Place More of Your Students</b> <i>Alison Riggott and Matt Wise – Student Employment Services</i>	3) <b>The Use of Student Placement Case Studies to Promote a Manufacturing Engineering Degree Course</b> <i>Richard Newman - Loughborough University</i>  4) <b>Engineering Students and Line Managers' Perceptions of Value of Work Placements</b> <i>Yussuf Ahmed - Loughborough University</i>	15) <b>Using e-Portfolios to Enhance the Placement Application Process</b> <i>Gordon Crawford and Colin Turner - University of Ulster</i>  23) <b>Using a Centralised Student Resource Area to Facilitate and Support Work Placement Activity at the University Of Leeds</b> <i>Kim McGuire – University of Leeds</i>	11) <b>Notions of Professional Recognition and Identity Amongst Educators from HE Professional Education Programmes</b> <i>Jan Huyton – UWIC</i>  12) <b>Work Experience: The Welsh Dimension</b> <i>Jackie Cresswell-Griffith and Helen Hare – GO Wales</i>

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<p>④ 9.30 -10.20 Thursday 6<sup>th</sup></p>	<p>21) <b>A Knowledge Transfer Led Approach to Setting Up Student Placements</b> <i>Harriet Robinson – King's College London</i></p> <p>22) <b>OPUS - Support for Assessment</b> <i>Ronald Laird – University of Ulster</i></p>	<p>19) <b>Taking the University Challenge: Tensions and Dilemmas for Day-Release Students on Professionally Accredited HE Programmes at UWIC</b> <i>Jan Huyton – UWIC</i></p> <p>20) <b>Disabled Students on Placement</b> <i>Francesca Cooper, Helen Pandeli and Jacqui Hanson – UWIC</i></p>	<p>25) <b>'The Swings and the Roundabouts of Placement Learning': The Erosion and Enhancement of Skills and Knowledge</b> <i>Simon Bedford – University of Bath</i></p> <p>26) <b>Yomping The Nations – Enterprise Training for Students</b> <i>Kirsty Chase – The Working Knowledge Group</i></p>	<p>18) <b>Broadening Horizons – Increasing the Menu of Opportunities</b> <i>Rebecca Evans and Paul Elam – University of Leeds</i></p> <p>24) <b>The Student-Business Link: Realising the Potential of SME Placement</b> <i>Philip Houston – University of Ulster</i></p>	<p>5) <b>Engaging Employers in Work-Based Learning: A Case Study BSc (Hons) Environmental Health</b> <i>Sheila Cunningham and Ruth Plume - Middlesex University</i></p> <p>6) <b>Benefits and Challenges of Work-Based and Workplace Learning within the Creative Industries Programmes</b> <i>Dave Hotchkiss - Plymouth College of Art and Design</i></p>
<p>⑤ 10.30 – 11.20 Thursday 6<sup>th</sup></p>	<p>21) <b>A Knowledge Transfer Led Approach to Setting Up Student Placements</b> <i>Harriet Robinson – King's College London</i></p> <p>22) <b>OPUS - Support for Assessment</b> <i>Ronald Laird – University of Ulster</i></p>	<p>9) <b>Changing Student/Employer Attitudes and Requirements at the Placement Interface – An Opportunity for Discussion</b> <i>Ray Wallace – Nottingham Trent University</i></p> <p>10) <b>A Critical Review of Measuring Student Expectations through the Placement Learning Project at the European Business School, London</b> <i>Azam Ali, Nick Bowen, Duda Jadrijevic - EBSL and Mariona Centellas - RBSL</i></p>	<p>25) <b>'The Swings and the Roundabouts of Placement Learning': The Erosion and Enhancement of Skills and Knowledge</b> <i>Simon Bedford – University of Bath</i></p> <p>26) <b>Yomping The Nations – Enterprise Training for Students</b> <i>Kirsty Chase – The Working Knowledge Group</i></p>	<p>19) <b>Taking the University Challenge: Tensions and Dilemmas for Day-Release Students on Professionally Accredited HE Programmes at UWIC</b> <i>Jan Huyton – UWIC</i></p> <p>20) <b>Disabled Students on Placement</b> <i>Francesca Cooper, Helen Pandeli and Jacqui Hanson – UWIC</i></p>	<p>23) <b>Using a Centralised Student Resource Area to Facilitate and Support Work Placement Activity at the University Of Leeds</b> <i>Kim McGuire – University of Leeds</i></p> <p>24) <b>The Student-Business Link: Realising the Potential of SME Placement</b> <i>Philip Houston – University of Ulster</i></p>



## ***Workshop Information***

### **1) Working with SES to Place More of Your Students**

*Alison Riggott and Matt Wise – Student Employment Services*

A short session led by representatives from the SES team, with the aim of explaining how the SES service benefits students and universities in securing placements, at no cost to them. The team will touch on the history of SES, the service provided, problems solved in helping companies to take on placement students, and how to use the SES service to ensure more of your students secure placements. The above will be followed by an open question and answer session with delegates.

### **2) Encouraging Students to Take International Placements: A Business School's Perspective**

*Nicola Bullivant - Aston University*

The presentation will look at the methods/techniques Aston Business School has trailed to encourage students to take international placements. This includes developing international degrees, presentations from employers/Placement Office, funding initiatives, sourcing international opportunities for students/advertising roles to students, student talks/profiles, our placement intranet, resources room and international partners for study exchanges.

### **3) The Use of Student Placement Case Studies to Promote a Manufacturing Engineering Degree Course**

*Richard Newman - Loughborough University*

The Innovative Manufacturing Technology (IMT) course is a 4-year MEng degree with integrated placements aimed at high fliers with good 'A' levels. A consortium of sponsoring companies provides placements and aim to attract these employable students when they graduate. However the well publicised decline in manufacturing engineering has affected recruitment for this course. We at engCETL have worked with placement tutors to develop a website to promote the benefits of placements using case studies written by current students.

### **4) Engineering Students and Line Managers' Perceptions of Value of Work Placements**

*Yussuf Ahmed - Loughborough University*

A survey of views of current students and line managers on the value of supervised and assessed work placements was undertaken prior to placement. The students were from three engineering departments (Chemical Engineering, Civil Engineering and the Institute of Polymer Technology and Materials Engineering (IPTME)) at Loughborough University and line managers from 11 different companies which takes students on placement. The results of this survey will be discussed in this session.

### **5) Engaging Employers in Work-Based Learning: A Case Study BSc (Hons) Environmental Health**

*Sheila Cunningham and Ruth Plume - Middlesex University*

This paper will examines the processes and interventions to support and engage employers hosting students in work-based learning element of the BSc (Hons) Environmental Health at Middlesex University and link these to wider literature on work-based learning and good practice.



**6) Benefits and Challenges of Work-Based and Workplace Learning within the Creative Industries Programmes**

*Dave Hotchkiss - Plymouth College of Art and Design*

UK Creative Industries are Booming! Many courses, particularly Foundation Degrees, integrate workplace learning throughout their programmes. External practice provides an excellent opportunity to contextualise art, design and media practice and embed employability skills in the student experience. However, the employment structures within the Creative Industries present particular challenges for Colleges, HEIs and their students.

**7) Placement Podcasts - The University of Huddersfield Experience**

*Lisa Ward and Jane Gaffikin - University of Huddersfield*

Come and watch a wide variety of Huddersfield's students talk about what they've gained from sandwich and professional work placements and why they would encourage others to follow in their footsteps. We'll explain how the project got started, ongoing logistics and technical issues, and demonstrate access via the web and mobile devices.

**8) Making Sandwich Placements Count within Huddersfield University Business School**

*Joanne Blake and Eric Summers – University of Huddersfield*

This session will outline the current 2-year funded project in which we are undertaking research to assist in the construction of a model for assessing and gaining credit for HUBS students on placement. Although assessed, the placement does not currently count towards the final degree classification, therefore part of the research brief is to investigate, pilot, evaluate and implement an assessed module(s) which would be used in the calculation of the final degree mark. We will highlight the research undertaken to determine placement models within HEI Business Schools and explore the outcomes from interviewing current and previous placement students all of which has assisted with the development of two modules which will be piloted for students on placement from 2007 to 2008. This will lead to broader consideration of the issues surrounding the assessment of work-based learning.

**9) Changing Student/Employer Attitudes and Requirements at the Placement Interface – An Opportunity for Discussion**

*Ray Wallace – Nottingham Trent University*

Engagement of students with the placement process and the differing needs of employers across the subject disciplines are areas that are seldom aired in public forums. Placement personnel, particularly in science & technology and subject specialisms such as law, medicine, etc. cater for particular niche markets and symbiotic relationships between university and employer can often develop. These relationships can work to the detriment of students whose long term goal is to find employment in a more generalised area, rather than their specific subject specialism and who would perhaps benefit from the opportunity of what might be called a generic placement. The purpose of this paper is to provide the opportunity for a discursive seminar which will encompass consideration of the changing attitudes of students and employers to placements, the developing requirements of both parties and the broadening of placement possibilities. The seminar will be introduced by some observations and information from employer surveys.



**10) A Critical Review of Measuring Student Expectations through the Placement Learning Project at the European Business School, London**

*Azam Ali, Nick Bowen, Duda Jadrijevic - European Business School London (EBSL) and Mariona Centellas - Regents Business School London (RBSL)*

As part of the BA in International Business degree, EBSL has been running a successful Placement Learning Project (PLP) for five years. Students have a choice in their fourth or fifth semester either to study at another institution abroad (Study Period Abroad - SPA) or undertake a Placement Learning Project (PLP). In the first few years of operation, EBSL had not conducted a formal survey of the undergraduate students on the relevance of the PLP to their studies. However, a survey was recently conducted to ascertain students' perception of the PLP. Furthermore, EBSL also wanted to evaluate the effectiveness of the PLP in terms of students' expectations of the PLP and their experience of its outcomes. This paper will outline our findings and identify the lessons learnt for future Placement Learning Projects.

**11) Notions of Professional Recognition and Identity Amongst Educators from HE Professional Education Programmes**

*Jan Huyton – UWIC*

This paper will report the outcomes of a pilot study undertaken to inform a more substantial project on notions of identity amongst educators teaching on HE professional education programmes. The pilot draws on a sample of seven semi-structured interviews with individual HE educators from youth and community work, post-compulsory education and training, and initial teacher education and training. The sample is drawn from three HEIs. The research is also informed by a focus group of eleven educators drawn from nine HE youth and community work programmes.

**12) Work Experience: The Welsh Dimension**

*Jackie Cresswell-Griffith and Helen Hare – GO Wales*

The Graduate Opportunities Wales project is an all-Wales employability partnership. Jackie Cresswell-Griffith and Helen Hare discuss the popular Work Taster service offered by all higher education institutions in Wales. Work Tasters are bespoke, managed periods of voluntary work experience for students and graduates based around their career aspirations.

**13) UVAC**

*Adrian Anderson – UVAC*

The University Vocational Awards Council (UVAC) provides an independent voice for higher education institutions (HEIs) and further education colleges (FECs) on matters relating to higher vocational learning. This session will introduce UVAC and its work and give a project update.

**14) NASES**

*Ruth Owen - University of Wales, Aberystwyth*

The National Association of Student Employment Services (NASES) is the national representative body for practitioners from all styles of Student Employment Services, including those in students' unions, careers and personnel offices. This session will introduce NASES, update on some of its current projects and discuss issues regarding promoting and managing other forms of student employment, such as sharing practice about systems and techniques used that could cross over into placements.

**15) Using e-Portfolios to Enhance the Placement Application Process***Gordon Crawford and Colin Turner - University of Ulster*

E-Portfolios provide a useful tool for highlighting and showcasing a learner's knowledge and experience. Placement application activity normally focuses on CV creation and application form submission, an e-portfolio can provide an enhanced view of the learner and in a competitive placement scenario this can prove a great advantage. This presentation will illustrate the enhanced e-portfolio features incorporated into OPUS (version 4) and the PDSsystem (version 4). These systems are part of the University of Ulster's initiative to provide Free and Open Source Software to the educational community.

16) This session will no longer be running.

**17) Embedding Enterprise in Work Placements at the University of Leeds***Rebecca Evans and Paul Elam – University of Leeds*

We will give details of our current practice in embedding enterprise in work placement activity at the University of Leeds. We will share our experiences of delivering enterprise materials to support students who are undertaking a work placement, to enable them to make the most of the experience, and provide an insight into how we work with our academic colleagues to inform them of how and why we should work with students in this way.

We will discuss

- Introducing enterprise as part of pre and post placement briefings
- Interactive student activities created to support the development of enterprise skills on placement
- Employer engagement in relation to the development of enterprise skills

Finally we will consider areas for development.

**18) Broadening Horizons – Increasing the Menu of Opportunities***Rebecca Evans and Paul Elam – University of Leeds*

We will provide details of our work to increase the variety of work experience / work placement opportunities we are able to offer students at the University of Leeds.

We will discuss

- The current offerings: 12 month placements, shorter course related opportunities, summer internships, Shell Step, Knowledge Transfer Assistants, EPSRC Vacation Bursary Programme (pilot), ESRC Programme
- Development areas: research opportunities, international opportunities, Erasmus support
- The strategy for increasing the quality of the placement experience, the focus is not solely on increasing the number of placement undertaken.

**19) Taking the University Challenge: Tensions and Dilemmas for Day-Release Students on Professionally Accredited HE Programmes at UWIC***Jan Huyton – UWIC*

Part-time or day-release students may experience tensions between professional/workplace and academic identities. Based on interviews with current and former students, this paper aims to explore these tensions from the student perspective, in order to help inform academic staff about student needs on professionally accredited HE programmes.

**20) Disabled Students on Placement***Francesca Cooper, Helen Pandeli and Jacqui Hanson – UWIC*

The UWIC Speech and Language Therapy course team have developed a procedure for identifying and meeting the needs of disabled students on clinical placement. This presentation will outline the procedure. The shared roles and responsibilities of the HEI, student and placement provider will be discussed, and the importance of involving the student in the planning their placement.

**21) A Knowledge Transfer Led Approach to Setting Up Student Placements***Harriet Robinson – King's College London*

King's College London, part of the University of London, has over twenty degree programmes which have an internship as a formal part of the study programme. This is in addition to several study programmes in the Health Schools where placements are part of training under licence in statutory registered professions such as medicine, nursing, midwifery and physiotherapy. King's College London Business is involved in encouraging and supporting the College to establish new study programmes with internships and provides support for academics, employers and students. It also plays a key role in informing College policy relating to employability, business liaison and student placements. This paper provides an overview of provision at King's College London in this area and outlines the ways in which new programmes are being developed at King's College London.

**22) OPUS - Support for Assessment***Ronald Laird – University of Ulster*

OPUS (Online Placement University System) is open source placement management software that can be obtained and adopted by institutions free of charge. It is endorsed by ASET who, following a large national survey, concluded that it is the most advanced and comprehensive system that currently exists. This session will look specifically at OPUS in its support for assessment and at developing a philosophy on approaching assessment.

**23) Using a Centralised Student Resource Area to Facilitate and Support Work Placement Activity at the University Of Leeds***Kim McGuire – University of Leeds*

We will provide details of the development of a resource area available to University of Leeds students and the information in place to facilitate and support work placement activity. We will discuss the ascertainment of student needs to inform the development of the resources and support we provide.

We will discuss:

- The development of a resource area dedicated to work placement support and the expansion of information available to students to facilitate participation in work experience.
- Strategies in place to gain student feedback, to ensure the Work Placement Centre develops its services according to student need.
- Raising student awareness of our services through publicity and marketing.
- Dealing with issues and limitations that have been overcome to ensure progression of our service.

Finally we will consider areas for development.

**24) The Student-Business Link: Realising the Potential of SME Placement**

*Philip Houston – University of Ulster*

This presentation relates the experience of managing a three-year project aimed at developing innovative placement models aimed at Small to Medium sized Enterprises (SMEs). There will be a particular focus on problems and solutions in relation to institutional and external barriers and on the development of online placement management.

**25) 'The Swings and the Roundabouts of Placement Learning': The Erosion and Enhancement of Skills and Knowledge**

*Simon Bedford – University of Bath*

This research into placement practice was conducted over a two-year cycle to investigate the erosion and enhancement of skills and knowledge within Science undergraduates compared to their full-time equivalents. Through a range of problem based learning and standard testing via a V.L.E these changes could be quantitative gauged and calculated. This, along with interviews and questionnaires, gave supporting qualitatively data. Comparison of this data with summative and formative assessment marks prior to and post placement were then analysed. This presentation will give a broad overview of some of the experimental and innovative methods that have been used to enhance and retain students' knowledge and skills set. In particular it will show how face-to-face teaching and e-learning can complement one another. The talk will look at the data results produced by the unique ability to compare different blended practices experienced by those on Chemistry and Natural Sciences programmes of study.

**26) Yomping The Nations – Enterprise Training for Students**

*Kirsty Chase – The Working Knowledge Group*

The Working Knowledge Group is dedicated to providing experience-centred learning for anyone interested in starting or managing businesses. Its annual Yomping The Nations competition is a business strategy game run using corporate consultancy tools and techniques. It is an excellent experience which allows students to find out how it feels to grow a business at a fast paced, fun and interactive event, gain confidence, identify their strengths, develop essential skills and win a cash prize.

All sessions are subject to change at any time.