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Practitioner Workshops
W8-W16
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Enhancing Student Employability through Consultation Projects

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Keywords
Consultancy, Employability, Skills, Engagement, Community, Networks

Abstract:
The aim of this workshop is to share the Inspiring Futures consultancy projects model as a way of providing students with invaluable work-based learning which will enhance their future employability.

Inspiring Futures is a Plymouth Business School curriculum project which engages all, 500 stage 1 students in live consultancy projects which utilises their entrepreneurial skills and is summatively assessed. It aims to develop their professional skills: self-management; team working; problem-solving; project management; application of IT; communication; application of numeracy; and business and customer awareness.

The School utilises strong business and community relationships with public, private and social enterprises, community groups and other third sector agencies to develop consultancy projects (briefs). Acting as consultants, using group based action learning, students respond to the brief. Inspiring Futures is a virtuous circle - students’ demonstrate entrepreneurship which impacts positively on their graduate employability whilst simultaneously creating value through community based projects.

Since 2011, Inspiring Futures has given more than 1,000 students the experience of interacting with a ‘real’ client through which they develop a shared understanding of expected behaviour. Students develop an appreciation of the multitude of competing and sometimes conflicting perspectives and methodologies and recognize the value of researching a problem. The Inspiring Futures project builds their confidence and provides them with valuable work-based learning experience. Since launching this project students have been able to acquire references and testimonials from the organisations involved to help secure placement and internship opportunities. The project ensures that theoretical learning is set in the context for real business and organizational issues. It has extended the volume of business and third sector relationships for the School and has added significant value to the region.

This workshop will discuss how Inspiring Futures is organised, discuss the successes and the issues which have arisen over the last 3 years, along with the mitigating measures which have been put in place.
to place to improve the project. Workshop participants will then be encouraged to form small working groups to discuss whether their University does something similar, how that compares to Inspiring Futures plus any additional advantages or disadvantages they have experienced or anticipate. A spokesperson will then present their groups' key points to the workshop participants as a way of sharing best practices. Time will be allowed for questions and answers at the end of the session.

"Ramer Sponges Ltd provided me with an invaluable opportunity to gain skills in implementing and managing a real life marketing research project brief. I have since used the skills and experience gained, as a foundation for other successful projects and will continue to do so in my future career."

BA (Hons) Business Management student

"They exceeded our expectations! They came to the initial meeting having researched our business, to gain understanding, and their findings have shaped our marketing plan for 2014. It has been great meeting the bright minds of the future."

Director - Memory Matters South West CIC

Presentation

"When recruiting, 64% of directors said recent graduates' employability skills were more important to their organisation as an employer than the specific occupational, technical or academic knowledge/skills associated with the graduate's degree."

Institute of Directors Skills Briefing – December 2007

Graduates' Employability Skills

www.iod.com

CBI's 'Future Fit' report used to benchmark requisite professional skills:

- self-management
- team working
- problem-solving
- application of IT
- communication and literacy
- application of numeracy
- business and customer awareness

http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf

Plymouth University – Futures: A student's experience of Inspiring Futures
Inspiring Futures Learning Objectives:

- Demonstrate competence in a range of business and academic skills and apply them in an organisational/enterprise setting
- Communicate effectively both in written (reports, summaries etc.) and oral (presentations) form
- Collect and analyse appropriate data from a range of learning sources
- Undertake research tasks, both individually and in groups, with appropriate guidance

Through lectures and tutorials, students are taught about:

- Management Consultancy
- Project Management
- Professional Communication
- Business Reports
- Research

They are assessed on their:

- Project Plan
- Report
- Presentation

Programmes Covered

- BSc (Hons) Business Management
- BA (Hons) International Business (with French / Spanish)
- BA (Hons) Business Administration
- BA (Hons) Business Studies
- BSc (Hons) Economics (Business / Financial / International Relations)
- BA (Hons) Marketing
- BA (Hons) Accounting and Finance
- BSc (Hons) Maritime Business
- BSc (Hons) Maritime Business and Maritime Logistics
- BSc (Hons) Public Management and Business

Basic Process

1. Project brief received from organisation
2. Project briefs allocated to tutors
3. Tutors put students into groups of 5
4. Tutors allocate 1 project brief to each group
5. Students research the organisation and create a plan
6. Students contact and meet with the client to agree the plan
7. Students conduct the project
8. Students give a presentation and report to the client
9. Feedback is requested from the client

Inspiring Futures Statistics

2013-2014

- 463 students
- 66 Organisations
- 96 Project Groups
- 88 Unique Projects

2011-2012

- Pilot with 16 students

2012-2013

- All stage 1 Plymouth Business School students

2013-2014

- All stage 1 Plymouth Business School students
- 1 Module Leader
- 21 Supporting Tutors
- 1 Project Officer

“The students added value in a number of ways. Being able to delegate research tasks to their peers may free up time to work on other things the company strategy and marketing. I used the research that the students did to win funding from the South West Biomedical Net.”

Andrew Prosser, Chief Executive Officer

“Thanks to our students’ fantastic project and highlighted some real areas where, as a company, we can really push our CSR efforts within the South West.”

Kate Smith, Director

“Great meeting the bright minds of the future. Their findings have shaped our marketing plan for 2014. It has been great meeting the bright minds of the future.”

Martyn Flynn, Talent Acquisition Manager

Plymouth University – Futures: A client’s experience of Inspiring Futures
Group Discussion

1. What are your thoughts about Inspiring Futures?
2. Does your University run similar consultancy style projects? If so:
   a. Which students? (programme, year)
   b. Is it assessed? If so, how?
   c. What has worked well?
   d. What challenges have there been?
   e. How have challenges been overcome?
   f. How could it be improved further?
3. If not, could you see this model working at your university? What would that look like?
4. How do you think Inspiring Futures could be improved?
Ensuring your students are on the front foot throughout their Employability journey from the beginning of University, and on track to their future career

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Keywords
Timeframe, Proactive, Competency, Knowledge, Skills Engagement

Abstract:
The student’s Employability journey: when does it begin and how can we as University Careers and Placement staff, deliver the right support at the right time? From personal experience as a Graduate Recruitment manager at Deloitte and as Placement Officer at Henley Business School, The University of Reading, a key factor in the student’s employability success is awareness of timeframe and being a step ahead with job applications and preparation.

Employers believe students should be able to demonstrate core competencies from First Year. Employers are seeking well balanced candidates who can demonstrate competency areas, achieve a 2:1 and possess work experience. Soft skills, competencies, knowledge and experience in the work place are not necessarily delivered through the academic side of University, however students must possess and demonstrate these in order to graduate with a job. Universities are increasingly being rated and selected based on their employability statistics, therefore the university must equip its students with these skills.

Aims and objectives of the workshop
The workshop aims to demonstrate via a timeline what careers/placement staff should deliver to their students from Offer Stage (prior to starting university) through to Final Year. The workshop will examine this from two aspects: Employer Engagement on campus and at company offices, and University Engagement with the student. Employment Engagement will be delivered through events/periences that companies offer and during which year at university each is targeted at (this is key to preparation). This includes Insight Days, Spring Programmes, summer work experience, work shadowing, Women in the Workplace events, mentor schemes, Industrial Placements and Graduate fast track events. University engagement will be delivered through outlining the skills that
students need to possess to successfully apply for jobs, and what we should deliver to the students in each year of university, to equip them with these skills. This includes employer assessment methods, key competencies employers look for, how to gain work experience, soft skills, workshops and careers fairs that the university can offer.

**Experiences covered**

Through experience of providing employability skills and support to our students throughout their university journey, examples will be provided and discussed of all the services that the University can provide to students along the Timeline, including Offer Stage, First Year, Second Year, Third Year (Placement Year/Study Abroad) and Final Year. Employers engage with students with fresh approaches by identifying how students are communicating amongst themselves, in order to tap into this and engage successfully. We shall discuss and share how best we engage with our students.

**Issues to be addressed**

This will be an interactive session where firstly I will offer examples of issues that have been experienced and questions that have arisen. Examples include topics such as; what skills do students often lack and find hard to acquire, challenging assessment methods, who are the key influencers on students, how do we engage with them best. Social media will be covered here in terms of how best to successfully communicate with students, and identify what employers do.

**Presentation**

**Employability: From University Offer to Career**

Ensuring your students are on the front foot throughout their Employability journey from the beginning of University, and on track to their future career

#EarlyBirdCatchesTheWorm

Harriet Kirk – Henley Business School, The University of Reading
September 3rd, 2014: ASET Annual Conference

**Agenda**

Introduction
Keywords
Activity 1
Timeline of Engagement and Delivery
Activity 2
The Employer’s viewpoint
Social Media
Summary
Questions

**Significance of Employability**

For Students
For Employers
For the University

**Challenge:** When does the student’s journey to employability begin and what is Employability?

**Aim:** How can we as Placement and Careers staff deliver the right support at the right time?

**What is Employability?** A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit the community and the economy.

Professor Martin Yorke: "Employability in Higher Education: what it is - what it is not", Higher Education Academy/ESECT
My background and experience

Deloitte

Professional Opera Singer

Henley Business School, The University of Reading

My motivation for presenting today at ASET

6 Key Words

Timeframe

Proactive

Competency

Knowledge

Skills

Engagement

6 Key Words: how are they relevant?

Awareness and knowledge of these key words

Application of key words

Link to employability and a career

6 Key Words: Challenges

What do these words mean to us?

What do these words mean to students and employers?

Student awareness

6 Key Words: Audiences and Communication

The Student

The Employer

The University

Communication and discrepancies in definition and application of these words between the three audiences

6 Key Words: Activity

Aim: to recognise and raise awareness of challenges and differences between 3 audiences of key words and overall arching aim of employability

Activity: What to Do

1. Introduce yourself to the person next to you (name, university)

2. Using the 2 key words that you have on your pieces of paper, discuss 2-3 thoughts that you associate with these key words, in your role as careers staff

3. Using the same 2 key words, discuss 2-3 thoughts that you think a) an employer and b) a student would associate with these key words, in relation to employability/university
Why is this relevant? Feedback

Discuss with another pair your thoughts for each audience

What awareness does this raise of understanding the different audiences?

Do we understand the students’ awareness and do we target them effectively?

Key Words: Timeframe, Proactive & Competency

Feedback Summary of 6 Key Words

Key Words: Knowledge, Skills & Engagement

Communication: Key influencers on Students

Who do students listen to?
Who do students engage with?

Offer Stage and arrival at University

University
What do we expect students to come with in their tool box?

Employer
What do employers expect students to be equipped with in First Year?

Student
What do students think they should arrive knowing?

Timeline of a typical student

Gap Year
Offer 1st Year 2nd Year Year Out Final Year

Employability

University Engagement and Delivery: Offer stage

Employability: Core component of University experience, in order to lead to a career upon Graduation

Credibility of University: demonstrates to the student that employability is viewed as important, and students can aim to graduate with a career ahead of them

Key Skills: Importance of Maths, English and IT skills (Assessment centres, psychometric tests – for many career sectors)

Competencies: make students aware of core competencies to encourage student to consider whether they are on route to demonstrating these

Work Experience/Volunteering: Highlight relevance of work experience and volunteering and link to what employers look for – any work is relevant to demonstrate competencies

How to successfully engage with students and impart on them employability skills at the right time?

Summary: Students and Employers interpret Employability differently to us – understanding and communication is key to success

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Discuss with the person next to you and come up with 2 to 3 skills that students typically lack. How to communicate and teach Employability skills to students?

Aim: To discuss and identify what skills students lack and find hard to demonstrate and why is it important for us to equip students with these skills

Activity: Interactive discussion

1. Discuss with the person next to you and come up with 2 to 3 skills that students typically lack.
2. Discuss and come up with 2 skills that in your experience students find hard to demonstrate to employers
3. Discuss these with a pair next to you and compare thoughts. Now discuss how you can go about considering how to teach how students can demonstrate these skills
Skills that students lack include:
- Time management and organisation
- Awareness of timeframes
- Work experience
- Motivation/determination

Skills that students find hard to demonstrate include:
- Commercial Awareness
- Identifying a weakness at interview
- Facing a challenge, adaptability and a difficult decision

How to teach these skills:
- Encourage work experience/volunteering/societies
- Competency interview technique
- Workshops, presentations, employer engagement

Summary: provides evidence that it is key for University staff to equip students with Employability skills in order to realise their potential.

Limitations of the Student

Relevance: By equipping a student to understand any limitations they have, this helps them to think creatively to find an alternative path, and avoids trying to reach an unobtainable goal and instead focus efforts elsewhere, where they can succeed.

Typical Limitations:
- Degree (predicted/obtained) result
- Maths/English GCSE results
- A Level results
- Language barrier
- Extenuating circumstances
- Lack of work experience
- Qualifications not relevant

Extenuating Circumstances: eligibility and how and when to advise on these.

What is the Employer looking for?

Predicted Degree Result: 2:1

A Levels
GCSEs
Work experience
Volunteering
Passion and Career Motivation
Competencies: Teamwork, Leadership, Adaptability, Challenge & Change, Communication, Creativity, Willingness to learn, Motivation, Time Management
Clubs and Societies membership
Extracurricular: music/sport/language skills/cultural awareness
Knowledge of the Industry and job
Commercial Awareness

Social Media – changing the face of recruitment

Facebook
LinkedIn
Twitter
YouTube

Employer Engagement

First Year
- Spring Insight Programme
- Insight Days
- Women in the Workplace
- Work shadowing
- Employers on campus
- Careers Fair

Second Year
- Summer work experience
- Insight Days
- Women in Workplace
- Buddy/Mentor schemes
- Work shadowing
- Employers on campus
- Placements
- Careers Fair

Third Year
- Placement
- Summer work experience
- Networking
- Graduate fast track
- Interview

Summary: What can you take away from this workshop?

Ensuring your students are on the front foot throughout their Employability journey from the beginning of University, and on track to their future career.

Keywords
Timeline of Engagement and Delivery
Seeing it through the Employer’s eyes
Social Media
Being a step ahead

Employability begins for students when they receive their University offer and decide to go to University – by preparing them and ensuring they arrive with the right materials, we can help them to realise their potential and embark on their chosen career path.

Delivering the right support at the right time involves targeting the students effectively, identifying what employers want, and equipping the students with these skills and throughout their entire degree.

Questions

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W10

“Mentoring for employability” – Improving student engagement and graduate outcomes with the support of professional, graduate and peer mentors

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Keywords
Mentors, networking, connections, confidence, employability, engagement

Abstract
Southampton Solent University has developed and run a range of mentoring programmes supporting student employability since 2004/5. The number of students taking up the offer of mentoring has steadily increased year on year. Mentoring originally matched students with a working professional, with the aim for students to gain vital support and business advice, to develop contacts in the world of work, gain access to the work environment, likely placements and to increase positive employment outcomes. Although offered to all students, mentoring has been promoted particularly to students who feel they need particular help in future planning, in finding graduate work or placements. Recently the programme has developed to encompass a range of mentoring activities including group delivery and student peer mentoring depending on the mentees and mentors’ preferences and academic requirements.

This workshop will cover the key aspects of mentor recruitment, how they were matched with appropriate course groups or individuals. It also explains the importance of training and support throughout the programme. Furthermore it outlines the importance of partnership between the mentors, academic teams and Employability & Enterprise. The workshop will demonstrate some of the feedback and evaluation that shows how the take up of work placements was improved through using student peers who had already been through the process and found placements. Additionally how having a professional mentor has improved graduate destinations. It will show how the mentoring programmes benefit both mentees and mentors, with a range of positive outcomes highlighted by all parties. However it will also outline challenges experienced with suggestions for continuous improvement.
This workshop aims to explain the range of mentoring schemes that have been developed and will cover:

- Background to mentoring at Southampton Solent University
- Range of mentors – professional, graduate, placement peer mentors, employability peer mentors
- Recruitment and training of mentors
- Delivery and feedback
- Evaluation and measuring success
- Future development

The session will encourage discussion and ideas for the future growth these schemes. By the end of the workshop participants will have:

- Found out about the nature and range of mentoring schemes at Southampton Solent University
- Discussed the impact mentors have had in their lives
- Weighed up the benefits of such partnerships
- Proposed key elements of success
- Discussed the feedback from both students and mentors
- Developed ideas for developing placement mentoring in their own institution.
Re-examination of employability as ‘social’ practice:
a workshop debate re-shaping current understandings and facilitating
enhanced practice across generic to specific perspectives

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Keywords
employability, social practice, understandings, practitioners, students, stakeholders, Higher Education

Abstract:
Whilst present understandings of employability in Higher Education [HE] have been critically reviewed (e.g. Tibby, 2012a & 2012b; Aslett-Bentley, 2013), the focus on employability policy (BIS, 2011; Hill, 2012; Wilson, 2012) remains predominantly based on neo-liberal marketisation principles. However Reid, (2014) has challenged this by advocating a shift in thinking to account for the social and powerful practices of employability. Such a re-shaping focuses on the co-construction of relations of ruling (Smith 2005) and gives key consideration to issues of, power, responsibility, inclusion and exclusion, as well as need. Despite differences in background and approach, both workshop presenters have, through independent critical review, identified the employability definitions of Yorke, (2006) and of Harvey (2003) as useful foundations for further development and remodelling. Aslett-Bentley’s (2013) interpretation also integrates personal practice perspectives and incorporates aspects of Dacre Poole and Sewell’s (2007) employability model.

It is broadly accepted across different areas of practice that the lack of a universally recognised definition of employability is an on-going issue, which is a source of potential confusion and misunderstanding (Tibby, 2012b) affecting practitioners, students (Tymon, 2013) and stakeholders. Nevertheless it is acknowledged some flexibility is also needed for specific disciplines and circumstances, but the authors argue that to achieve this, the common ground of a generic definition should not be excluded. Instead it should be acknowledged as a beneficial central starting point, which enhances mutual understanding and acts as a useful generic resource that can be tailored to specific practice considerations, enabling flexible application. The social practice approach supports such re-shaping of understandings of employability and is essentially in keeping with Walker’s (1998) notion of producing an expressive collaborative model, combining ethical
negotiation with mutually allocated, deflected or undertaken responsibilities, underpinned by comprehension of related implications.

Socialising employability identifies four main stakeholder groups:

1. Government and organisations (such as the CBI) which set the policy agenda regarding the need for a skilled workforce and employability.
2. Those (such as VCs and Senior Managers in HE) responsible for providing appropriate structure for the continuing provision of a suitably qualified and skilled workforce.
3. Those (including academics and administrators in HE) assuring the achievement of employability.
4. Finally students in HE (or trainees elsewhere) who personally achieve employability through their response to the market.

Addressing this list requires consideration of who is setting the need for employability and the responsibilities of self and the other (Walker, 1998, Tronto, 1993), which necessarily includes attention on relations of ruling and positions of power.

This workshop will engage all participants in reflection on practice perspectives of employability and facilitate critical analysis. A social practice model will be employed to collaboratively re-shape and enhance understandings at individual, student, stakeholder and generic levels in order to facilitate re-defining employability generically to benefit practice. Participants’ contributions will form the basis of a further paper.

Presentation

Overview

- Introductions
- Current perspectives on employability (10 mins total)
- Work in pairs (5 mins)
- A ‘fresh start’ using a social practice approach (5 mins)
- Group work (10 mins)
- Feedback (10 mins = 3x3)
- Open debate, summary
- References & Way forward (5 mins total)
Barriers

International skill development (business management)
Measurement (2007)

wider socio
Placement used in HE interpretations largely based on attributes & skills & social revolution aspects)

Conflict

Variations in skills identified. ^ supply & demand etc. depending on

Variations in perceptions of different stakeholders

Types of influences on different perspectives

How appropriate generically are displacement? Use of model (which?) including skills (which?)

An individualist discourse of responsibility

Some core themes emerging

Its interpretation has evolved over the years (Need for more research

skills, understandings, personal’ emplacement

Again a focus of attention in policy, & large literature but

Area needing more research (Tibby, 2012a; Hill 2012; Yorke & Knight 2006)

Extension of evidence base and dissemination (Wilson, 2013)

Relates to current HE policy and developments (Leitch, 2006; BIS, 2011; Wilson, 2012; HEAR, 2012; HEFCE, 2013).

Possible benefits for HE and stakeholders

Has potential for longer term, broader socio-economic benefits

Links to possible enhancement of employability

Has significance for the ‘social revolution’ (KIS & HEAR, policy, social media, digital learning, etc)

Large literature base

Many variations in terminology

Some core themes emerging

Types of influences on different perspectives –

chronological

theoretical

HE Culture & sub-culture (policy, CoPs, local to global)

wider socio-economic aspects (business, consumerism, marketisation & social revolution aspects)

Variations in perceptions of different stakeholders

? Use of model (which?) including skills (which?)

CoPs

WRL

Social Revolution

Nutrition Placements

Employability

Again a focus of attention in policy & large literature but

no consensus.


Philpott (1999) described employability as ‘...a poorly understood buzzword’.

Tibby (2002b): ‘defining what is meant by employability remains as much of an issue today as it was 30 years ago’.

Affected by a considerable variety of factors (McQuaid & Lindsay, 2005: 209-10) and

Its interpretation has evolved over the years (Gazier, 1998): describes 7 chronological stages of employability in the last century.

HE interpretation largely based on attributes & skills

Variations in skills identified. ^ supply & demand etc.

Social and relational (a verb not a noun!)

Place ment – emplacement - displacement
’treason of the intellectuals’ (Benda 1927/2006)
’docile citizens’ (Baltodano 2012)
Quality of work is constructed on the basis of pupil outcomes

An individual discours of responsibility
‘individual fault’ and ‘private worry’ (Bauman 2008)
Conflict

Needs – defined by who? Whose are being met?

Political and moral

= Amalgamation, defining (Graduate) employability as:

‘a set of achievements - skills, understandings, personal attributes and development of critical reflective abilities enhancing and empowering the learner, that depending on contemporary supply and demand plus their availability (geographically or otherwise) make Graduates more likely to be able to select and gain employment and be more successful and satisfied in their chosen occupations, which benefits themselves, the workforce, the wider community and economy’. [Modified from Yorke (2006), Harvey (2003) and Dacre Pool (2007) with acknowledgment].


An inclusive approach to employability requires consideration of all actors’ responsibilities and develops understanding of the experiences and responsibilities of all people involved; including how these responsibilities are placed with respect to each other. Employability is therefore not just a matter of student achievements but also of ‘who’ is putting people and their responsibilities in what place.

Social Revolution

- KIS collections & Hear (2012)
- Wilson (2012)
- Social media
- Digital learning
- Other policy e.g. WP.
- Various socio-economic aspects
- What understanding of ‘social’ is being employed and whose ‘revolution’ is it?

Feedback & way forward

- More consensus and research needed

Key References


W12

Learning to Lead –
Peer Assisted Learning to develop student leadership and employability skills

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Keywords
Peer Assisted Learning, Employability, Leadership, Student owned

Abstract
Aim of the session:
The aim of the interactive workshop is to outline the University of Bedfordshire PAL scheme, with a specific emphasis on how the scheme provides PAL Leaders (2\textsuperscript{nd}/3\textsuperscript{rd} year UG students) with the opportunity to develop and enhance the ‘soft skills’ skills demanded by graduate employers.

Wright \textit{et al.} (2010) from The Work Foundation wrote about the apparent misalignment of education and employability, with particular criticism upon the lack of soft skills: “Improving the nation’s skills profile – both hard (qualifications) and soft (generic skills) – is therefore essential to the future prosperity of the UK. The debate about employability and skills has been long-standing. After many years there has been no revolution and we are still discussing a lack of ‘employability skills’, with education providers remaining focused on qualifications targets rather than preparation for the workforce. Softer skills, such as communication, will grow in importance in an increasingly knowledge-intensive economy”.

More recently, the British Chambers of Commerce (2014) indicated concerns that, “too many young people are let down by weaknesses in how they organise themselves and interact with others”.

In response to this, the PAL scheme at Bedfordshire has been designed to encompass elements which allow for this important ‘soft skills’ development to take place.

Objectives of the session:
\begin{itemize}
  \item outline the PAL scheme at Bedfordshire
\end{itemize}
• outline the Bedfordshire Edge employability award, and how this is embedded into PAL Leader development
• outline Level6 PAL Leader CPD programme, and how this is embedded into PAL Leader development
• provide delegates with an opportunity to hear from students (PALumni) who have completed the PAL Leader journey, with a specific emphasis on their soft skills development
• provide delegates with an opportunity to share ideas and to engage with each other as a means of inspiring them to develop their own scheme, or as a means of enhancing existing schemes at their own institutions

The Bedfordshire PAL scheme has been designed to echo the facilitative, non-teaching Bournemouth Model that has been adopted by numerous HEIs in the UK since the early 1990s. With its roots in the S.I (Supplemental Instruction) model devised in the 1970s by Dr. Deanna Martin, the Bedfordshire PAL model has been designed and customised upon these pedagogic foundations.

The session will outline the PAL scheme operated by the university, with particular emphasis upon the development of leadership and employability skills within the PAL Leader (student) body. Using PALumni (students who were PAL Leaders, have graduated and gained graduate level jobs) to illuminate the student experiences and inputs, the session will focus on how these ‘soft skills’ are specifically developed. Students who have been through the PAL Leader journey will articulate how their confidence, communication and ability to ‘think of their feet’ has been developed as a result of being a PAL Leader.

A specific PAL Leader CPD programme for 3rd year PAL Leaders to assist them in focusing upon planning for graduation and beyond, as well as supporting students to complete the university’s employability award (The Bedfordshire Edge) will be outlined.

The session will also describe how students are instrumental in developing PAL and how it provides PAL Leader students with a truly transformative experience, one which will enrich them personally, and afford them opportunities to develop a suite of skills and experiences that will give competitive edge in the graduate marketplace.
Objectives of the session

Outline the PAL scheme at Bedfordshire
Outline the Bedfordshire Edge employability award
Outline Level 6 PAL Leader CPD programme
PALumni focus
Ideas exchange and questions

Soft skills gap?

"Too many young people are let down by weaknesses in how they organise themselves and interact with others" - British Chambers of Commerce (2014)

Improving the nation’s skills profile – both hard (qualifications) and soft (generic skills) – is therefore essential to the future prosperity of the UK.

The debate about employability and skills has been long-standing. After many years there has been no revolution and we are still discussing a lack of ‘employability skills’, with education providers remaining focused on qualifications targets rather than preparation for the workforce.

Softer skills, such as communication, are going to be even more important in an increasingly knowledge-intensive economy" - Wright et al. (2010) (The Work Foundation)

Leadership and employability skills… Soft skills

Generic Competency Model

Source: United States Department of Labor, Competency Model Clearinghouse

What is PAL?

*PAL fosters cross-year support between students on the same course. It is run for students and by students to provide an informal, yet structured opportunity for new students to learn from those who have been there before them*

86% of UK universities offer student to student mentoring (Andrews & Clark, 2009)

The Bedfordshire PAL is a facilitative model

“Student owned and student led”

PAL Leaders = 
Empathy…
“The Heineken Effect”

• Olympics Gamesmaker
• Empathy and approachability
• Facilitator not teacher
• More Knowing Other (Vygotsky, 1978)
• Stewards for their course

* PAL Alumni focus

Ideas exchange and questions

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CPD scheme for Level 6 returning PAL Leaders

PALumni focus

www.beds.ac.uk/pal/palumni
http://www.youtube.com/watch?v=oOPA2UJ8gXA&feature=c4-overview&list=UUGpr8LIrdwrEak3GuZLQPwg
http://beds.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=8940ff91-7971-4a27-97e4-ad511f2bfeaf
http://beds.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=03bb9b56-9e41-47d0-80fd-8f87a8153a4e
http://beds.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=8ee0d5cf-0f53-4f60-bbe8-bbe80f0a49578b5a
http://beds.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=fb7f46bd-b3ad-4efb-8d3f-3d5c61d4bcc5

Facilitated ideas exchange and questions with PAL team

Thank you for participating in this workshop

References


Encouraging and supporting non-language students on the journey of an overseas placement

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Keywords
International internships, international placements, intercultural learning, internationalisation, student outward mobility, student peer-to-peer

Abstract
With an ever-increasing demand for intercultural awareness and the ability to live and work in multicultural environments, Aston University’s International Placements Team send over 300 students to work and study abroad every year as an integral part of their degree. Placements abroad are often associated with foreign language degrees but at Aston, those days are long gone and 65% of the total number of placements abroad are English-speaking roles. Our experience has taught us that placements abroad require extra attention and preparation if they are going to be successful; this is particularly important when students do not speak the language of the country they are going to, and in some cases, have limited or no international travel experience. In order to address this Aston University has a dedicated International Placements Team which focuses on supporting students before and during the placement, as well as sourcing and promoting opportunities available to work and study abroad. These dedicated support services have become critical to ensure the settling in period abroad runs smoothly and to maximise students’ development and learning whilst on placement overseas. Support mechanisms include specialist one-to-ones, access to a peer-led International Placements Fair, employer presentations on campus (virtual and face-to-face), social media with a specific international focus, liaison with international societies on campus, intercultural training sessions and resources, student country networks, visits and Skype calls.

Learning Outcomes:
In this session, participants will learn about the structure of Aston University’s International Placements Team and the various support mechanisms put in place over the years to support
students who do not speak languages and decide to do a placement abroad. Participants will also
learn about the challenges we have encountered along the way, and plans for the future.

Outline of the Presentation:
Around 30% of Aston University’s undergraduate placements take place overseas. Over 300 students
from four academic schools do placements abroad and this includes Business, Engineering,
Languages, Social Sciences and Health Sciences. Placements are divided into two categories:
placements requiring additional foreign language skills and English-speaking placements. The
duration of placements can vary between 6, 9 and 12 months and they take place in various
locations worldwide during the third year of the undergraduate degree. International placements
mainly take the form of real jobs with real organisations but they also include studying and
volunteering abroad.

Besides extra promotion of opportunities, extra support services have become critical to ensure that
students are able to adapt and settle in and that the placement runs smoothly, particularly when
65% of students going abroad do not speak languages. These support mechanisms include:

- Pre-departure intercultural awareness workshops
- Specialist one-to-ones
- Tailored placement sessions throughout the academic year
- Weekly drop-in sessions
- Access to an International Placements Fair where students are encouraged to engage with
  their peers who are abroad or have completed placements abroad
- Employer presentations on campus (online and face-to-face)
- International Placements Facebook group
- Liaison with international societies on campus
- Pre-departure intercultural training sessions
- Intercultural learning resources including online and in-house materials i.e. placement
  handbook, country profiles, culture shock related publications on loan
- Student country networks
- Visits
- Skype calls
- E-counselling
- Alumni contacts per location
Encouraging and supporting non-language students on overseas placements

Carolina Salinas
Deputy Head of Placements

Emma Mason
International Business Development Manager

Session objectives
- Share our experience of sourcing, promoting, preparing and supporting students with English speaking placements abroad
- Challenges and future plans
- Invite you to share your own thoughts and experiences

Aston University: Employable Graduates, Exploitable Research

- Founded in 1895, Aston is a long-established research-led University known for its strong links to industry, government and commerce
- "Aston turns out some of the most sought-after graduates in Britain, with 89% graduate employment (Sunday Times University Guide 2013)

26% of current placements are abroad, 65% of these are English-speaking placements across the 4 Schools: Engineering, Business, Health Sciences and Languages & Social Sciences

Initiatives & Collaboration

The International Placements Team works closely with academics and staff from other departments, e.g.
- One World Week & World Awareness Week
- Societies (Erasmus and Study Abroad Society)
- Languages For All (free language tuition in the first year)
- International Welcome Week (for incoming international students)
- CROCUS Project (Cross-Cultural Training for US and EU students)

Funding Opportunities
- Routes into Languages
- China Development Group
- Santander
- Academic Scholarships

Aston University Placement Team

Students placed overseas (English Speaking)

65% of all international placements are in English speaking roles

Top Locations:
- S.Korea
- China
- Japan
- USA
- Chile
- France
- Germany
- Spain
- Australia

Initial problems

- Placements abroad require extra attention and preparation if they are going to be successful, this is particularly important if students:
  - Do not speak the language of the host country
  - Have not travelled abroad before or very little
  - Family and cultural restrictions, parents need reassurance
  - Lack of intercultural awareness

Making it happen!

Dedicated International Placements Team:
- Intercultural preparation delivered by team
- Student focused
- Employer focused
Making it happen with students

STUDENT FOCUSED:
- Tailored interactive and engaging workshops (separate from UK placements but in collaboration)
- Specialist 1:1 appointments (582 vs 244 two years ago)
- Specialist CV checking service for international market (371 vs 149)
- International placement events: peer-to-peer interaction, share their own experience of other cultures
- Tailored marketing and communications: bulletins, social media
- Intercultural Awareness sessions pre-departure (communication style, symbolism, cultural values, homesickness, coping strategies)
- Keeping in touch
- Student networks abroad

Making it happen with international employers

EMPLOYER FOCUSED – sourcing international placements:
- Channels:
  - Repeat business
  - UK Business contacts – branches abroad
  - Online job boards
  - ERASMUS network
  - Alumni
  - Academic contacts
  - Opportunities found by students on previous years
- Follow up & Business Development activities – essential!
- Agents or 3rd parties – occasionally
- Employers on campus (including Skype)

Ongoing challenges

- Student engagement - attendance
- Family, culture, finances, fear and confidence
- Attitudes – there’s more to life than the US!
- Timing – capturing students from pre-entry. Internship cycles abroad are different!
- Involvement from colleagues and academics
- Some Schools need more support than others
- Support during the settling in period abroad

Integrating intercultural learning

- Celebrating and promoting international experience i.e. awards, competitions
- International events on campus

Future developments

- Increased use of student ambassadors
- Cultural Network – building up a series of country-specific cultural information through student surveys, blogs and social media
- Increasing cross-functional working within wider Employability Team i.e. International Marketing Executive
- Marketing plan in collaboration with Schools
- Use of tools that measure intercultural learning, i.e. IDI Intercultural Development Inventory software
- Working closer with international student societies

Questions and discussion

GRACIAS  Domo arigato  Danke  Tack  Dziękuję  Merci  Obrigado  Grazie

THANK YOU
Developing Students’ ‘Career Adaptability’ through work experience

Gill Frigerio\textsuperscript{1} and Toni Wright\textsuperscript{2}

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Keywords
career adaptability, placement, evaluation

Abstract
Career Adaptability provide a different way of thinking about employability: rather than listing the skills and qualities needed for a graduate to get their first job, it focuses on the qualities and mindset (in terms of ‘psycho-social competences’) that we all need to survive and thrive in a changing world throughout a career. Based on the work of US Career theorist Mark Savickas, these competences are defined as CONCERN, CONTROL, CURIOSITY & CONFIDENCE, and an international research group has been studying it in different country contexts.

Here in the UK, a consortium of Warwick, Newman and Birmingham Universities along with HECSU, established the reliability and validity of a 24item inventory to score career adaptability (the Career Adapt-abilities Inventory, or ‘CAAI’) for use in the UK. Thanks to Higher Education Academy funding, this inventory is now being piloted in a number of higher education institutions. Pilots will report in July 2014 on their experiences of:
- Putting the inventory online and signposting to relevant resources
- Using the inventory as a reflective tool with cohorts of students in particular need.
- Using the inventory to identify cohorts of students in particular need.
- Integrating the concept of career adaptability and the inventory with an institution’s career and employability strategy.

One pilot in particular has looked at using the inventory to explore the placement learning of a particular cohort of students.
This session will outline the background, summarise the theory behind the work and share learning from the placement pilot. Together we will explore how the ideas behind career adaptability can be used in placements and employability practice.

**Aims and objectives**

The learning outcomes for this workshop are that at the end of the session, participants will be able to:

- Explain the key ideas behind career adaptability, and the Career Adapt-Abilities Inventory (CAAI) – UK
- Consider the use of these ideas and the accompanying inventory in work based learning
- Critically evaluate how career adaptability relates to their own practice

**Presentation**

Gill Frigerio, University of Warwick
Dr Toni Wright, Newman University

- This session will outline the background, summarise the theory behind the work and share learning from the placement pilot. Together we will explore how the ideas behind career adaptability can be used in placements and employability practice.

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**What is career adaptability?**

- The capability of an individual to make a series of successful transitions where the labour market, organisation of work and underlying occupational and organisational knowledge bases may be subject to considerable change’ (Bimrose et al, 2011)
- Theoretically informed: Origins in the vocational psychology of Donald Super which developed into Career Construction theory (Savickas, 1997)
- Recognises labour market change: moves the debate from vocational maturity to lifelong adaptability. Relational (psycho-social) component recognises external influences
- Recursiveness and reflexivity: Foregrounds the creation of the self and career as “a story that individuals tell about their working life” (Savickas, 2013: 150)
- Consistent with professional values: The focus is on the individual and their psycho-social resources, as opposed to employability – where employers and their needs tend to dominate.
- Relevant at time of transition: Incorporates both individual readiness & resources and the concomitant responses & results
The Career Adapt-abilities Inventory

- International life design group met in 2008 and 2010; 13 countries (not inc. UK) involved in study to develop and validate the Career Adapt-Abilities Scale from the four competency factors (CAAS). (Savickas & Porfeli, 2012)
- In the UK Bimrose and colleagues developed qualitative descriptors. (Bimrose et al, 2011)
- Birmingham, Warwick, Newman and HECSU - UK collaborative project validated a UK version of the questionnaire: CAAI-UK

Practice applications – The Career Adapt-abilities Inventory

- 67 students on Combined Hons UC programme in the institution’s School of Humanities completed the CAAI before starting placement – a compulsory double module. 65 remaining students did not
- 30 students completed it after placement and reflective assignment had been completed
- Pre & post data was only available for 11 students
- Reflective assignment marks were available for the majority.

Using the CAAI with a curriculum based work placement in a WP HEI

This pilot involved a quantitative and a qualitative element

- One group of students completed CAAI before and after placement; the other group after placement only, and the data compared.
- A small number of students were interviewed and the interview data analysed

Sample questions

Different people use different strengths to build their careers. No one is good at everything, each of us emphasises some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below.

Strongest Very strong Strong Somewhat strong Not strong
(5) (4) (3) (2) (1)

- Becoming aware of the education and career choices that I must make
- Actively engaging with my career
- Remaining positive
- Taking responsibility for my actions
- Acting in line with my values and principles
- Relying on myself
- Looking for opportunities to grow as a person
- Observing different ways of doing things

Adapted from Savickas & Porfeli (2012)
### Mean CAAI scores post placement for the two groups

<table>
<thead>
<tr>
<th>Factor</th>
<th>Completed CAAI Pre &amp; post placement (mean score)</th>
<th>Completed CAAI post placement only (mean score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern</td>
<td>22.6</td>
<td>23.0</td>
</tr>
<tr>
<td>Control</td>
<td>22.5</td>
<td>23.5</td>
</tr>
<tr>
<td>Curiosity</td>
<td>21.6</td>
<td>21.3</td>
</tr>
<tr>
<td>Confidence</td>
<td>26.3</td>
<td>23.5</td>
</tr>
<tr>
<td>Adaptability</td>
<td>93.0</td>
<td>91.3</td>
</tr>
</tbody>
</table>

### References


Developing Students’ ‘Career Adaptability’ through work experience

Anya Higgins

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Keywords
creativity, validity, networking, relevance, experience

Abstract
A Foundation Degree in Sport Studies has been delivered within the Hertfordshire Higher Education Consortium (HHEC) since 2004 and for several years “Work Based Learning” has culminated in an annual symposium whereby both Level 4 and Level 5 students from all partners convene to share and showcase successful project work. The event was established to celebrate and highlight the importance of this mode of learning and to expose Level 4 students to opportunities, meet potential employers who also attend to formally present placements and project opportunities.

A recent review of work placement projects amongst two cohorts revealed an interesting trend. Over 65% of all students in 2014 had undertaken similar work related projects, and 100% of students in one cohort had chosen a project with similar objectives. However, whilst at first alarming, it is worth highlighting that differences exist between 90% of the projects which were carried out with a range of employers in the sport and leisure sector in Hertfordshire. Nonetheless, the similarities relate to projects which mostly sought to “increase participation or memberships” within a particular sport/club/health club amongst a particular target market. An initial analysis reveals that, firstly as sport and leisure is primarily a service sector industry, memberships of clubs and customer retention remain key performance indicators for many employers in this arena. Secondly, whilst the curriculum takes a broad approach from, social and cultural aspects of sport participation, physiology and movement analysis, fitness testing, nutrition, marketing, management, sport development and coaching, the trend with work based learning projects has begun to shift almost exclusively towards participation orientated projects.

Arguably, this reflects current industry needs, providing students with opportunities to support an employer with an ecologically valid experience. However the question remains why so many students choose projects in this area, how is the breadth and depth of this programme being fully exploited and is there a need for more tutor guidance in this area. Further discussion with course
tutors reveals how the majority of staff supporting students on this programme possess Sport Science degrees and do not feel adequately knowledgeable in supporting students with projects outside of scientific realms. As sport science projects carry higher levels of risk, are less workplace related coupled with a progression route which is non-scientific*, suchlike has therefore been discouraged. It is assumed that the trend towards participation based projects has been influenced by consistently high achievement rates in marketing which encourages students to apply their knowledge from this module to benefit an organisation and therefore may be perceived as a means to an end.

In conclusion, in order to stimulate creativity within WBL, a cross curricular approach is being considered in future whereby staff and students receive enhanced levels of exposure to other subject areas and opportunities within each college environment and to also consider cross curricular commissioned team orientated projects e.g. sport business and creative arts. The symposium is proposed to take a more localised approach in future also.

*only one top up programme exists at UH in BSc Sport Studies which focuses on coaching, management and sport development

Presentation

BACKGROUND
Since 2004, University of Hertfordshire has offered the Foundation Degree in Sport Studies in partnership with 3 local colleges: Hertfordshire Higher Education Consortium (HHEC)
Articulation with BSc (hons) Sport Studies >50% L6
Over 9 years of delivery – average of 19-20 students have progressed into L6 BSc (hons) from FDSc (N= 176) ~50% progression rate*
DHLE Data at UH for BSc (hons) Sport Studies at 100% employment - FD students feed into this.

FOUNDATION DEGREE SPORT STUDIES
Valued part of the HHEC portfolio (Business/Early Yrs/Computing/Creative Arts/+...)
Link Tutor Supported- high level of stability provided by UH
Culture of vocational learning, praxis and academic challenge – both students and staff
Team work/collaboration levels on FD Sport notably highest amongst consortium working groups
Centrally led and supported consistently through Link Tutor amongst a “revolving door” of college based Higher Education staff
Articulation provides continuous source of income and freshness into final year cohorts at UH

PROGRAMME STRUCTURE

<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to Sport Coaching</td>
<td>• Work Based Learning</td>
</tr>
<tr>
<td>• Social Aspects of Sport &amp; Exercise</td>
<td>• Applied Research Techniques for Sport Studies</td>
</tr>
<tr>
<td>• Physiology &amp; Movement Analysis</td>
<td>• Sport Health &amp; Exercise Issues</td>
</tr>
<tr>
<td>• Study Skills for Higher Education</td>
<td>• Applications of Sport Science Support</td>
</tr>
<tr>
<td>• Fundamentals of Sport Development</td>
<td>• Work Based Learning</td>
</tr>
<tr>
<td>• Sports Marketing and Event Promotion</td>
<td>• Applied Sport Management</td>
</tr>
<tr>
<td>• Practical Aspects of Sport Science</td>
<td>• Social Cultural Dynamics of Sport and Exercise</td>
</tr>
<tr>
<td>• Sport Industry Management</td>
<td>• Developing Sport Coaching</td>
</tr>
</tbody>
</table>

*only one top up programme exists at UH in BSc Sport Studies which focuses on coaching, management and sport development
WORK BASED LEARNING

Work Based Learning ‘defining’ module for FDs
Annual Symposium hosted at UH to celebrate and elevate profile of WBL since 2008
Target audience – includes Level 5 and Level 4, employers, tutors (colleges and UH)
Presentation format evolved to Poster Conference Format since 2011

LEVEL 6 MODULES 2006-2012

LEVEL 6
- Advanced Sport Development
- Advanced Sport Management
- Advanced Sport Coaching
- Final Year Project

LEVEL 6 MODULES 2012-13

LEVEL 6
- Advanced Sport Development
- Advanced Sport Management
- Advanced Sport Coaching
- Final Year Project
- Advanced Work Experience

WORK BASED LEARNING

- Most have experienced Sport through PE/education system
- PE Teacher/Club Coach – Role Model
- Therefore many placements have been around sport in the sense of it being a curriculum based theme.
- Variety of opportunities in the wider sport industry have been are being missed.
- Sport Partnerships e.g. HSP/Media/Marketing/Support/Governance and Administration/Sport Retail/Adventure Based Sport and Lifestyle Sports/Sport Facility Management/Professional Athlete Support/Sport Travel/Local Authority Sport Development

PLACEMENTS COLLEGE 1 2010

- North Herts & Stevenage Athletics Club
- Epping Sport Centre
- Potters Bar Gymnastic Club
- MCC Indoor Cricket School
- Luton Beds and Herts Community & Schools Football Programme
- London Tigers
- Haverstock School
- Stewards School
- Harwood Hill JMI & Nursery School
- Upfront Cricket Academy
- Saracens Foundation
- Enfield Civic Centre
- Camelot Rugby Club
- Tunford School
- Mount Grace School
- St John Church of England Primary School
- Fearnhill School
- Brazilian Soccer Schools South East
### PLACEMENTS COLLEGE 2 2010

- The Venue
- Aim Higher
- Beds Football Association
- Stevenage Borough Juniors Football
- Sportability Programme
- Gosling Sports Park
- Saracens
- Potton Bar Cricket Club
- John Henry Newman School
- HSV
- Herts Football Association
- FAB Football
- Heathcote School

### PLACEMENTS COLLEGE 3 2010

- Milton Keynes Dons
- Street League Soccer
- Game on Sport Coaching
- Phoenix Leisue
- Christ’s College, Finchley
- Three Rivers and Watford School Sport Partnership
- GM Fitness
- Show Racism the Red Card

### TYPE OF PROJECTS 2013/14

![Image of a graph showing type of projects 2013/14]

### PARTICIPATION

- Reviewing range of projects amongst 2 cohorts in 2014 revealed an emerging trend
- 65% similarity
- 100% within ONE cohort similarity i.e objectives- “Increasing Participation/ Membership”
- ‘Safe’ Projects
- External examiners comments on “safe” nature of Final Year Projects BSc (hons)

### WBL & SPORT STUDENTS

- Coaching ?
- Physical Education?
- Working with schools and clubs?- safe
- Working with children-safe
- Traditionally The Trend
- In 2011- UH imposed stricter controls on students working with U18s
- Ethical Application required for WBL projects which intended to gather primary data from human subjects.
- Wider focus on cross curricular aspect of the programme

### Issues

- Why are students choosing to undertake a “safe” option?
- Congenital insularity within programme- “inbreeding” - Annual Symposium!!
- Lack of inspiration/ ambition with WBL projects (student/staff)?
- Link Tutor influence
- Majority of staff have had Sport Science degree backgrounds. However restrictions imposed by UH (Ethical considerations and distance involved in projects involving minors or intervention “type” projects with a Sport Science flavour) have limited options
- Lack of subject specialist input from college staff and UH L6 staff

### Going Forward

- Increase & Enhance subject specialist input from college staff and UH L6 staff
- Creativity
- Cross Curricular Approach – interdisciplinary and multidisciplinary approaches
- Increased access to a wider range of organisations
- Exposure to other HE programmes within institution
- HEA affiliation of College Staff

### ANY OTHER SUGGESTIONS?

- Thank you

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Northumbria University, City Campus, 2nd – 4th September 2014

34 of 37
Do universities need a professional employment and recruitment agency?

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Keywords
Internship, recruitment, agency, outsourcing, temps, commercial

Abstract
Universities as a group are paying more attention to enhancement of the employment opportunities open to its students and new graduates, although the level of priority and resource allocation varies greatly between institutions. There has been a consequent increase in the scale and range of provision for internships, temporary work and permanent graduate positions. Are the largely ad hoc and uncoordinated facilities of the past fit for purpose in this new graduate employment landscape?

A number of universities are now looking to establish new, professionally-run recruitment agencies with a commercial outlook. The aims of the new agencies may vary in emphasis, but most will include the following:

- Provide fair and open access to employment opportunities
- Increase the number and breadth of opportunities
- Improve DLHE metrics
- Ensure legal compliance and best practice in recruitment and employment
- Improve employer contacts

There are a number of alternative models open to universities considering an agency: commercial outsourcing; franchise; in-house development; consultancy; shared service. What are the pros and cons of each model and what lessons can be learned from case studies?
University of London Recruitment Solutions

Do universities need a professional employment and recruitment agency?

**WHO WE ARE...**

- Founded in 1909, The Careers Group, University of London specialises in providing a full range of graduate recruitment services and careers guidance.
- The largest network of HE careers services in the EU, covering 18 institutions including UCL, Kings College London and Queen Mary, putting us at the heart of the graduate recruitment market.
- As part of the University of London, The Careers Group is a not-for-profit organisation, meeting the development needs of students, graduates and businesses.

**CONTEXT & BACKGROUND FOR HE**

- Help improve student employability.
- Provide fair and open access to employment opportunities for students and graduates.
- Improve local employer links/contacts.
- Offer paid employment.
- Improve DLHE metrics.
- Increase the number and breadth of opportunities available for students and grads.

**WHERE IT ALL STARTED FOR US**

- STEP internships
- Temp Agency
- Permanent recruitment
- No funding/Commercially sustainable

**CASE STUDY**

**Name:** Loukia Chionidou

**Degree:** MA in Media and Communications, Goldsmiths University of London

**Company:** Dennis Publishing

**Position:** Digital Account Executive - STEP Internship Programme

"From day one of my internship I was given a great deal of responsibility, took part in team and departmental meetings and was treated as an equal part of the team. This exposure made my internship even more valuable and helped me learn my new job role.

"The STEP Internship Programme has been a truly valuable experience for me. It helped me gain first hand knowledge and understanding of how the media industry operates and led me to a full-time position within the field. I continue to use all the knowledge that I gained during those three months in my current job role."

Loukia was made permanent with Dennis Publishing in May 2014 and was also shortlisted for the ASET ‘Most Valuable Intern Award’ at The Careers Group Rewarding Interns event, which was held at Senate House in June 2014.

**INTERNSHIPS**

- Our internship schemes are commercially sustainable and serve ambitious, enterprising and work-ready grads with paid internships.
- Open to all student & graduates from UK universities – we charge for our services and run as a professional recruitment agency.
- Allows employers the opportunity to introduce new talent to their organisation.
- Various internship programmes, including graduate, summer and part-time as well as a unique scheme working with London Councils.
- Fully managed service, releasing employers of all the burdensome administration and bureaucratic.
- Supported by the Cabinet Office and Boris Johnson.
- Held first ‘Rewarding interns’ event in June 2014 – special guest HRH Princess Anne.

**TEMPORARY & PERMANENT RECRUITMENT**

- Providing a legally compliant fully managed service, directly from University of London.
- Recruit for internal departments, Institutes and external employers.
- Allows employers access to the best students and graduates.
- Commercially sustainable whilst enhancing students and graduates employability.
- Offers fair job access to students and graduates, focus on offering roles to our students specifically.

**UNIVERSITY OF LONDON**

A ‘family’ of universities and institutes affiliated with or bound to The University of London.

**WHERE IT ALL STARTED FOR US**

- STEP internships
- Temp Agency
- Permanent recruitment
- No funding/Commercially sustainable

**UNIVERSITY OF LONDON**

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**CONTEXT & BACKGROUND FOR HE**

- Help improve student employability.
- Provide fair and open access to employment opportunities for students and graduates.
- Improve local employer links/contacts.
- Offer paid employment.
- Improve DLHE metrics.
- Increase the number and breadth of opportunities available for students and grads.
ALTERNATIVE MODELS

• In-house development:
  Pros: self-reliant, self-sufficient, university branded
  Cons: lack of commercial awareness and industry knowledge, lack of expertise and qualified employees, high risk, low return

• Commercial Outsourcing
  Pros: less liability to deliver, simplest option
  Cons: lose control, lose brand, expensive, hard to sustain values

• Shared Service
  Pros: VAT benefits, shared expertise in the local area, cost effective, spread risk
  Cons: diluted identity, confusion over stakeholders, less control

• Franchise
  Pros: less liability to deliver, easier option
  Cons: lose control, lose brand, expensive

• Consultancy
  Pros: keep identity, full control, more cost effective, self-delivery with external expertise
  Cons: reliant on third parties

HAS IT WORKED FOR US?

• DLHE benefits
• Gained excellent reputation within the sector
• Commercially viable £££
• Professional and expert staff
• Unique model
• Employability enhanced for students and graduates

ANY QUESTIONS…?

For further information on any of the areas we have covered, please feel free to contact one of us:

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