

# Parallel Sessions

Day 1

Tuesday 5<sup>th</sup> September

**Stream 1 12:45-13:30**

## Regional Hub Sessions



Scotland and Northern England



South West



South East



Midlands



Northern Ireland and Eire

**Stream 2 16:00-17:00**

### Session 1

**Title:** The Global Talent Programme: Developing Future-ready Graduate Workforce

**Presenter:** Dean Hristov and Vianna Renaud, Bournemouth University

**Time:** 16:00-17:00

**Room:** W1-06

### Abstract

The Global Talent Programme (GTP) 2016-17 at Bournemouth University (BU) is an exciting new extra-curricular programme that aims to develop our students as future-ready global talent. The GTP is a banner for a range of extra-curricular activities at the University that equip students with a range of employment and enterprise attributes required by the future workforce and workplace.

Through this workshop we would like to share our experience of transforming BU's vast extra-curricular offer into a single flagship programme, the GTP, which has over 550 students, over 100 activities and games and where 71% of the Programme's core sessions to date have been delivered by global employers, consultants, social entrepreneurs and other industry practitioners.

The 2016-17 GTP builds on BU's successful pilot GTP, which was funded as part of the Higher Education Academy's (HEA) Strategic Excellence Initiative and further two successful HEFCE Catalyst bids for small scale innovation in teaching and learning. It also builds on our co-creation approach to visioning, development and delivery of the GTP in partnership with staff, students and employers which we will cover as part of the workshop.

## Session 2

**Title:** Looking after students' mental health during overseas placements

**Presenter:** Jamie Bettles, InternChina.com ASET Conference Sponsor

**Time:** 16:00-17:00

**Room:** W1-05

### Abstract

The aim of this workshop is for participants to work on case studies and discuss best practice regarding student mental health during overseas placements. The three main topics covered will be; Disclosure and pre-departure support, providing support during the placement and handling overseas mental health emergencies. Case studies will be provided and discussed in groups. The workshop will culminate in a summary of tips, considerations and success stories from both the session leader and attendees.

## Session 3

**Title:** Zero Budget Student Engagement: What works

**Presenter:** Helyn Taylor and Simeon Smith, University of Swansea

**Time:** 16:00-17:00

**Room:** V -LT

### Abstract

Global Workplace?! Some students can't even find their way to the careers service office, yet alone the global workplace. Year after year we were talking to the same group of engaged students, delivering information and guidance to those who would have found it anyway. At Swansea Employability Academy we decided that the only way we could improve our DHLE and TEF rankings was to engage the disengaged, taking our message to the masses.

We've had our successes and our failures working with marketing, video content, social media, student reps, conferences, events and academic modules, all on a very limited budget. We've piloted ideas so you don't have to.

This workshop will be a fully interactive discussion where you can share your successes, hopes and frustrations in trying to engage the disengaged, with staff from 2017's Welsh University of the Year.

## Session 4

**Title:** Improving placement outcomes through blended learning

**Presenter:** Rob Jack, University of Southampton

**Time:** 16:00-17:00

**Room:** W1-04

### Abstract

This workshop will demonstrate how Southampton Business School's innovative placement preparation course is enhancing placement outcomes by embracing blended learning.

Definitions of employability are varied, but tend to focus on the development of a diverse skillset, creating graduates who possess the attributes needed to succeed in the current (and future) workplace (CBI and Universities UK 2009).

Work placements and internships serve as a useful vehicle for the development of employability skills. This focus on skills, however, often leads to the neglect of one key area:

How do students actually get a job?

This question is explored in a workshop, focusing on Southampton Business School's placement preparation module. The module runs across Years 1 and 2, and aims to ensure that students have the skills needed to succeed in an increasingly competitive application process.

Taught mostly online, embracing blended learning has transformed student engagement. This workshop will explore our approach to blended learning, challenges involved in implementation, and how the creation of online resources can improve employer engagement. Participants will be engaged in activities which will help the development of online content, or the improvement of existing resources.

## **Session 5**

**Title:** Economy, politics and research on Vocational Education: the Great Recession to Brexit

**Presenter:** Giles Milner, Bournemouth University

**Time:** 16:00-17:00

**Room:** W1-03

### **Abstract**

The vote for Brexit has been the single collective experience of economic change and significance since the Credit Crunch, or Great Recession of 2008. Regardless of the outcome of Brexit the vote itself has had a defining impact on the culture, economy and politics of the UK. It is not within the scope of this paper to evaluate Brexit or the effects of Brexit or explore the link between the two events. In this paper I will discuss research policy and discourse leading up to, during and following the Great Recession. The evaluation explores whether we have answers the most important and urgent questions regarding Vocational Education and propose a different direction in future research.

# Parallel Sessions

## Day 2

### Wednesday 6<sup>th</sup> September

#### Stream 3 09:45-10:45

##### Session 6

**Title:** Work-based learning in Marriott Hotels UK (including a case study)

**Presenters:** Martyn Lewis, Marriott Hotels UK, and John Howells, University of Wales, Trinity Saint David

**Time:** 09:45-10:45

**Room:** W1-06

##### Abstract

This presentation will be delivered jointly by Martyn Lewis, *multi-site Director of HR for Marriott Hotels*, and John Howells, *Programme Director for BA International Hotel Management at University of Wales Trinity Saint David*.

Martyn will outline the way in which Marriott Hotels UK promote and offer work-based learning opportunities for students at a range of levels. He will also offer advice for those who wish to place students with Marriott Hotels in the UK and the range of opportunities on offer.

In the second part of the presentation John Howells will outline the relationship between the Swansea and Cardiff Marriott Hotels, and the University of Wales Trinity Saint David, and how they jointly wrote and validated a two year BA degree in International Hotel Management. He will examine the close relationship between the Marriott Hotels and the University and the work-based experience that the students are offered on their degree.

##### Session 7

**Title:** Developing growth mind-set, mental toughness and resilience through quality science placements, to succeed in a global workplace in 2020

**Presenter:** Sam Forde and Pamela Langan, Liverpool John Moores University

**Time:** 09:45-10:45

**Room:** W1-05

##### Abstract

The purpose of this workshop is to demonstrate that with intervention, aspects of mental toughness can be positively influenced, with a subsequent impact on student engagement. We will show how the non-cognitive aspects of learning can influence engagement and how these may be developed. In an

education context mental toughness comprises four areas of development: commitment, challenge, control, and confidence (these are measured by a validated questionnaire).

We want to take you on a journey through the Faculty of Science Placement Learning Support Unit (PLSU) and introduce the pilot model that we have used to ensure our students and placement providers have a quality experience and provide an example of how we have worked together to enhance the student experience.

The long-term aim is to embed some aspects of mental toughness measurement and intervention into one or all of the following:

- Pre placement enrolment (via an online questionnaire)
- Curriculum activity (6 Steps to Success sessions)
- The personal tutor system
- Extra- curricular support (Placement Learning Support Unit (PLSU) intervention).

Attending this workshop will help you to gain a better understanding of mental toughness, growth mind-set and resilience. You will also see how this enhances our students' experience, supports retention and future Graduate employability.

## **Session 8**

**Title:** Getting Started in International Paid-For Placements

**Presenter:** Judith Baines and Becky Jones, University of Hertfordshire

**Time:** 09:45-10:45

**Room:** V-LT

### **Abstract**

Thinking of leaping into the world of Paid-For Internships? International work experience is highly sought after by employers and the impact on employment rates, international graduate roles and salaries are all compelling reasons to embed such opportunities in our students' HE experience, but easier said than done! Careers and Employment at the University of Hertfordshire was keen to drive more international work experience opportunities as part of our strategic employability strategy and this year launched a student competition to win such an opportunity.

Join our session to hear about our experience and learning in our pilot year of Paid-For International Internships - to make a smoother experience for your Institution.

In our workshop, we'll review:-

- how international paid-for internships might fast track your employability strategy
- the challenges of choosing where / when / who to partner with
- the stakeholders to get on-board and the funding question
- the marketing / communications plans

Feel free to benefit from our learnings on overcoming obstacles and brainstorm fresh ideas for your Institution!

## Session 9

**Title:** Support International Students through our “Enhancing Employability through Work Based Learning” module

**Presenter:** Vikki Brockhurst and Leanne Lewis, Chester University

**Time:** 09:45-10:45

**Room:** W1-04

### Abstract

This workshop aims to stimulate debate about approaches implemented to support international students to develop employability skills. The workshop will share our experiences of developing a business simulation project to help Chinese students to engage with and attain successful outcomes from our Enhancing your Employability through Work Based Learning module. Whilst difficulties in finding and securing a placement are not exclusive to non-English speakers, it has been evident that a large proportion of our Chinese students encounter difficulties with the compulsory placement aspect of our module.

To enable Chinese students to succeed in this module, and in responding to identified difficulties, the team have been instrumental in developing and facilitating an alternative business simulation project to meet the needs of the students and the module. This workshop will use our approach as a case study outlining the steps we have taken to support students and will provide a forum for delegates to share and reflect on best practice and their own experiences and challenges.

The workshop will focus on:

- Background – how and why our approach was implemented
- How it has developed, issues overcome and how it looks now
- What we’ve learnt
- Feedback from students and academics
- Further areas for development

## Session 10

**Title:** Smiling at the right cameras: An exposition of the red carpet methodology on global career progression

**Presenter:** Gillian Saieva, Mike Head and Celia Walters, Southampton Solent University

**Time:** 09:45-10:45

**Room:** W1-03

### Abstract

The Global labour market enjoys mobility as an avenue to attract the best candidate and give employees a multi-site experience, whether this be virtual or physical. With an impressive 87% of Millennials citing “Professional or career growth and development opportunities” as important to them in a job (Gallup, 2016), opportunities to gain recognition from key senior leaders and establish that desired profile and build networks are a key reason why staff seek to ‘smile at the right camera’ to leverage that career progression opportunity. What leads to a successful career opportunity is an important theoretical and practical question to be explored.

This research paper will examine the impact of students who proactively engage with activities that gain opportunities for recognition and build their profile around key people within the organisation or relevant industry, thus leveraging advantage for career progression. The study will provide insight into

how personality influences career success and provides support for both contest and sponsored mobility models of career success (Ng, Eby, Sorensen, & Feldman, 2005:393). Research participants will represent students who have engaged in work placements and analyse how proactive behaviour has achieved network development, global labour market experience and other unique opportunities to enhance their personal development and leveraging of future career opportunities. Students who have also received mentoring support within this context will also be examined, to identify successful integrated approaches with both models.

## **Stream 4 12:30-13:30**

### **Session 11**

**Title:** Managing expectations – Preparing students and ourselves for the global work placement process

**Presenter:** Susannah Day, University of Exeter

**Time:** 12:30 – 13:30

**Room:** W1-06

#### **Abstract**

Placement preparation carries responsibilities; on the student, the placement provider but also on us, the placement practitioner. Navigating domestic placements is challenging enough but with the current focus on “internationalisation” many HEI’s are looking to expand and enhance outward mobility options. This workshop will identify and discuss challenges for global work placements such as student engagement, bureaucracy, the political climate as well as the HEI responsibilities and our own decision making. Placement practitioners can feel that they need to consider every aspect of the students international experience; culture shock, accommodation, insurance, personal issues, business etiquette and “norms” not to mention detailed knowledge of international labour laws and the processes surrounding national identity documents.

The aim of the workshop is to help colleagues manage their own expectations with regards to global work placement challenges which in turn should help them manage the expectations of the students.

### **Session 12**

**Title:** Supporting and Monitoring student mobility through work experience and placement opportunities

**Presenter:** Sara Jones, Nottingham Trent University (on behalf of ASET Conference Sponsors QuantumIT)

**Time:** 12:30 – 13:30

**Room:** W1-05

#### **Abstract**

Connecting Globally and Creating Opportunity are two of the main pillars of Nottingham Trent University’s 2015-2020 strategic plan. In the workshop we would like to share NTU’s employability and enterprise

stakeholder approach to support the increasing demand from students for global experiences through work experience and placement opportunities. Sharing our approach on how we effectively prepare students for the global market. Working in collaboration with our international office to host international employer fairs\* to raise awareness of the range of experiences available, and by providing essential preparation via our online international briefing module, which looks at risk assessment and cultural awareness prior to a student commencing their placement.

To showcase how we currently use InPlace to drive business engagement and respond to our students (global) aspirations – collating pre placement information and how by adopting account management behaviours we have increased global opportunities and expanded our existing employer networks. Highlighting the importance of quality assurance and how systems such as InPlace can support this effectively, by tracking and monitoring our students, plus the ability to record incidents in central management reports to know exactly where our students are at any given time to respond to major incidents across the globe.

### **Session 13**

**Title:** Scaling up a Summer Global Internships Programme from 30 to 140 students - Successes, Challenges & Lessons Learned

**Presenter:** Katie Black and Andrew Kidals, King's College London

**Time:** 12:30 – 13:30

**Room:** V-LT

#### **Abstract**

In 2016, the King's Global Internships Programme facilitated opportunities for 30 students to gain international work experience and immerse themselves in one of three countries (India, China and the US), to help them become truly global graduates and establish a valuable overseas network. In June 2017, the number of participants increased nearly five-fold to 138 students undertaking internships in 9 dynamic cities across 7 countries.

Across two cycles, over 1,600 applications have been individually reviewed, with 500+ students given follow-up consultations to discuss their own careers strategy. In addition, 50 participants have had access to a distinctive mobility bursary.

As successful as this programme has been at King's, the scaling up of participants by nearly 500% has presented a number of operational challenges. In the first part of the workshop we will share how we have developed the programme and increased capacity without additional resource, the challenges we have faced, and the lessons learned. For the second part of the workshop, colleagues will be invited to share the challenges they have encountered in developing global graduates, through internship programmes or other initiatives, and participate in an open group discussion to explore how to address these.

## Session 14

**Title:** Preparing For Success; Health & Safety for placements outside of the UK

**Presenter:** Tara Cavanagh and Arnett Powell, Sheffield Hallam University

**Time:** 12:30 – 13:30

**Room:** W1-04

### Abstract

Part of our success in preparing the hundreds of SHU students who undertake overseas placements each year, is ensuring the workplace is safe and any associated risks are tolerable and managed. The aim of this workshop is to enable practitioners to feel confident in their pre-placement H&S checks and encourage participants to reflect, discuss and share best practice utilising scenario based activities.

## Session 15

**Title:** What do students think of employability and overseas work placements? A comparison of English and German views

**Presenter:** Clare Forder and Julie Fowlie, University of Brighton

**Time:** 12:30 – 13:30

**Room:** W1-03

### Abstract

Following the Bologna Declaration (European Union, 1999), the Council of the European Union adopted a new strategic framework (ET 2020) for European cooperation in education and training (Barroso, 2010). One of its main objectives stipulates that by 2020 at least 20% of higher education graduates should have spent a period of study or work abroad. With data from the UK's Higher Education Statistics Agency (HESA) revealing a relatively static number of UK undergraduate students opting to undertake a work placement in another country but trends in Germany showing a larger increase in number of outwardly mobile students (ICEF Monitor, 2014), a small-scale research project was conceived to explore the views of English students on working abroad during their degree and to compare them with those of their German counterparts. Data collected via online surveys issued to undergraduates at the Brighton Business School, University of Brighton and Goethe University Frankfurt form the basis of the investigation and are supported by qualitative data collected from academic and support staff at both institutions. Concepts of employability in the different contexts are discussed and means of supporting and encouraging students' outward mobility are evaluated.

# Parallel Sessions

## Day 3

### Thursday 7<sup>th</sup> September

#### Stream 5 09:30-10:30

#### Session 16

**Title:** Preparing Students for cultural differences in the international workplace

**Presenter:** Rebecca Claris and Dimpy Patel, FIE

**Time:** 09:30-10:30

**Room:** W1-06

#### Abstract

Students gaining professional experience in an international environment face the additional challenge of negotiating cultural differences. How can we prepare students to succeed in the target culture when faced with 'strange' and 'perplexing' new workplace customs? What information do students say they need to succeed?

Presenting from the perspective of an educational organisation which hosts international students for study and internship programmes, we'll turn the spotlight on us – what surprises and challenges students about working in our native cultures? By flipping the script, participants will confront their own 'strange customs' and gain new insight into what might challenge students who work abroad.

The session will include opportunities for sharing ideas and best practices and will draw on the work of K Fox, and the cultural models of G Ferraro, SC Schneider & JL Barsoux, G Hofstede, JRP French & B Raven, and F Trompenaars & C Hampden-Turner. Participants will leave with a tool kit of resources for preparing students to succeed in an international work experience.

Please download the "Socrative Student" app before the session as we'll be using the app to share ideas on the big screen.

#### Session 17

**Title:** Internationalised Careers Support: providing for the needs of the diverse and mobile student body

**Presenter:** Anthony Manning and Helen Johnson, University of Kent

**Time:** 09:30-10:30

**Room:** W1-05

#### Abstract

This session will identify some of the ventures at the University Kent which support an internationalised approach to preparing students for the global workplace. The session will also identify a range of developmental projects which are currently being trialled. Participants will also be encouraged to share good practice which is underway at other institutions.

## Session 18

**Title:** Utilising digital resources to support placement activity

**Presenter:** Rebecca Evans, University of Leeds

**Time:** 09:30-10:30

**Room:** W1-04

### Abstract

Launched in September 2016 the 'Your Placement Year Guide' supports students throughout their placement journey from 'Securing your placement' and 'Planning and preparing for your placement', to 'Support during your placement' and finally 'Finishing your placement – returning to university'. This interactive guide uses content such as video case studies from students, employers and Careers Centre colleagues, quizzes, timelines and animations to make the content varied and engaging.

The aims of the project included providing students with instant access to placement information anywhere, anytime, creating a student community and reducing transactional costs.

This interactive workshop will share learnings from developing this resource:

- The rationale for development
- An overview of the Your Placement Year Guide
- Successes and development areas

as well as providing an opportunity for participants to discuss ways in which we can utilise digital resources to prepare students for the global workplace.

## Session 19

**Title:** Not all humanities students are equal: perception of vocational training in English Literature and Languages

**Presenter:** Marga Menendez-Lopez, University of Surrey

**Time:** 09:30-10:30

**Room:** W1-03

### Abstract

These are the results of a qualitative study of student feedback about an employability-skills training pilot project in humanities degrees at the University of Surrey. UG students from English Literature and Languages were given a questionnaire about their opinions on a new employability-related initiative, which took the form of a series of workshops, presentations and fairs that enhance current provision. English Literature and Languages were selected due to the differences in the curriculum and the perceived student expectations. Their feedback on this "Employability Week" presents a snapshot of the "work readiness" of these students. Results show a clear divide between them; in Languages, with a compulsory placement year and a strongly vocational curriculum, student engagement with employability is more positive than in English Literature. While a majority of all students welcomed this type of activities within their academic course, the results confirm previous research findings on the resistance of traditional humanities students to engage with employability. Lessons can be learnt about the transition from HE to graduate employment in an area of study that has traditionally been tangential to HE debates on employability. The results from the Languages degrees at Surrey show how a humanities degree can be vocational too.

## **Stream 6 11:00-12:00**

### **Session 20**

**Title:** Degree Apprenticeships – what’s it all about?  
**Presenter:** Sarah Flynn and Francesca Walker, ASET Trustees  
**Time:** 11:00-12:00  
**Room:** W1-06

#### **Abstract**

Perhaps you are being asked to get involved in the design and delivery of degree apprenticeships? Heard your regular employers talking about them? Wary of the impact their introduction might have on placement numbers and graduate recruitment? Conscious that you don’t know much about them and feel you should? This workshop is a broad introduction to the degree apprenticeship landscape, the terminology and practice, and will focus on how they are different to other HE programmes and what expertise placement practitioners can bring to the world of degree apprenticeships.

### **Session 21**

**Title:** International Association for Student Services and Affairs (IASAS) – Looking towards the future  
**Presenter:** Mirela Mazalu, IASAS  
**Time:** 11:00-12:00  
**Room:** W1-05

#### **Abstract**

This session will talk about the history, aims and purpose of IASAS, the International Association of Student Affairs and Services. This report is from the joint summit in 2014 in collaboration with the European University College Association, NASPA: Student Affairs Administrators in Higher Education, and IASAS. The theme of the summit included discussions around employability and how to best move forward with the subsequent 2016 and 2018 summits, the latter taking place next year in Chile.

### **Session 22**

**Title:** Year in Industry Placements: Barriers, Challenges and Motivations  
**Presenter:** Alice Shepherd and Mark Sumner, University of Leeds  
**Time:** 11:00-12:00  
**Room:** W1-04

#### **Abstract**

There is evidence that doing a Year in Industry positively impacts students' subsequent academic performance (Crawford and Wang, 2016; Jones et al, 2015) and career development (Hergert, 2009). However, unpaid internships and lack of social mobility in accessing professional graduate roles have received widespread attention (APPG on Social Mobility, 2017; The Guardian, 2017). Barriers and challenges to undertaking a placement in the UK or overseas, and transitioning to final year studies afterwards are under-researched areas (Anderson and Novakovic, 2017). The impacts of increasing competition for graduate jobs and £9k tuition fees on students' decision-making are unclear.

This workshop will discuss the literature review and early findings of a University of Leeds Teaching Enhancement Project on Year in Industry in the School of Design and the Business School.

The workshop will consider these questions:

- Are there differences in socioeconomic characteristics between students who do a Year in Industry and those who do not?
- What factors affect students' decisions about whether to do a Year in Industry or not?
- What barriers and challenges are there for students who go on placement?
- To what extent does social capital affect access to and uptake of Year in Industry placements?

### **Session 23**

**Title:** Outward mobility in turbulent times: the relevance of global skills in post-Brexit Britain

**Presenter:** Cristina Lopez-Moreno, Sheffield Hallam University

**Time:** 11:00-12:00

**Room:** W1-03

#### **Abstract**

This paper will examine how the employability skills of outwardly mobile British graduates fit in the UK labour market, particularly in a future outside the EU. A number of recent reports have highlighted the current shortage of professionals with such global attributes. I will demonstrate that demand for such competencies is likely to intensify in post-Brexit Britain, once employers can no longer rely on easy recruitment of the EU nationals who currently meet this skills gap. In view of the likely surge in demand for internationally-minded British graduates, I will argue that the UK Higher Education sector should promote outward student mobility much more assertively.

This presentation will also highlight the importance of describing the global skill set in a manner that conveys its value and uniqueness to employers effectively. Drawing upon my extensive experience in international mobility programs at Sheffield Business School, I will argue that many outwardly mobile final year students fail to recognise the distinctiveness and value of their global profile, or do not articulate it appropriately. I will illustrate the ways in which such issues can be overcome and how we can enable our students to capitalize on their competitive advantage.