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W13

Are Disabled Students excluded from the “Social” Revolution?

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Abstract

It is easy to assume that all students are actively engaged with social media. Experiences of the team members indicate that this is not the case, especially when disabled students are considered. In fact, there is growing feeling amongst the team that some, maybe many, disabled students are being excluded from the “social revolution” for a variety of reasons. It is this idea that will be put to the workshop.

The team believes that disabled students, especially those with complex conditions, really need the more personalised touch that, say, targeted workshops can provide rather than the essentially generic interaction of social media.

Currently, De Montfort University has active presence on several social media platforms, covering, amongst other topics, careers and employability, to which all students have access. The aim is to bring to their attention the range of services and facilities the university offers. There is no special dispensation for disabled students. However, available statistics on usage are limited to monthly numbers of hits, likes, and followers. Disabled users cannot be differentiated. Therefore, we rely on anecdotal evidence. Can ASET colleagues help?

The topics for discussion are as follows.

- What impact does the nature of disability have on social media engagement? For example, we know from experience that
  - Blind or severely visually-impaired students have major problems with graphical interfaces, such as used by social media. This is because they either lack the visual model in their head, because they have never seen it, or they have great difficulty following what is happening on the screen. Screen-reading software tools are not much help here.
  - Asperger’s Syndrome has its own spectrum, meaning that different students react differently to the same situation. For example, some students will ignore social media completely, while others will become obsessed by it.
  - Does the variety of social media features and platforms provide enough support for different needs; e.g., using text chats, sound clips, video clips, images, screen layouts on PCs, laptops, mobile phones, tablets?
• Is the generic nature and anonymity of social media a help or hindrance?
  • Experience shows that a disabled student may not wish to be seen attending a real-
    life support group but may be happy to engage anonymously behind an avatar or
    assumed name. On the other hand, they do not get the personalised help that they
    need.
• How involved are disabled students in using social media? Can we tell?
  • Do they have a presence?
  • Do they follow other disabled/non-disabled students?
• How do national organisations for specific disabilities (e.g., National Autistic Society) use
  their social media presence?
• Do placement and disability support professionals think social media make any difference to
  the engagement of disabled students in their employability activities?
• Is there an appetite for university employment services to tailor their social media use to
  engage disabled students?
  • Difference between not doing something because you’ve tried and found it wanting
    versus having never tried it and so having no direct experience of it.

Aims and Objectives
1. To share experiences of using social media to engage disabled students in employability
   activities.
2. To discuss what can be seen as relevant issues.
3. To consider whether disabled students should be approached in particular ways through social
   media.

Experiences covered
1. Anecdotal evidence from discussions with DMU support professionals
2. Team members’ experiences with disabled students, drawn from informal chats about the
   students’ intentions towards placements and employment.

Issues to be addressed
The workshop will run in three sections: presentation, discussion, and dissemination.

Presentation
The session will start with a summary of the discussion topics, as set out above in the abstract,
supported by personal experiences of the team members.
Discussion
Participants will then be invited to choose which topics and/or questions to concentrate on for discussion, based on their own experiences and preferences. The group will be encouraged to consider the particular needs of disabled students towards employability.

Dissemination
The intention is to capture the views and arguments put forward during the session. The team will subsequently disseminate these to all interested parties.

Presentation
**Dissemination**

- Capture participants' comments
- Email summary to interested parties

**Thank you**

Any questions?
W14

How to engage and maintain active engagement with students

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Keywords
Engagement, placements, internships, communication, RateMyPlacement.co.uk

Abstract
RateMyPlacement is the UK’s leading website in the field of undergraduate employment. We work with over 300 employers to promote their employment opportunities, engage with a student-body in excess of 150,000 and feature over 16,000 student-written. We’ve also launched a new University Services resource page on the website to help you engage with students and show them the benefits of undertaking a placement year.

This interactive session will include sharing insights, shocking statistics and best-practice on how to ensure students become hooked on securing that all-important work experience. We’ll also be announcing exclusive results from our survey, revealing how best to engage with students.

What the session will include?
An in-depth overview into social media communications and e-marketing as well as exclusive hints and tips on how to ensure your campus events are more popular than a Hollyoaks casting at the student union.

1. E-marketing
- How to increase your open rate
- When to target
- What content are students looking for exactly?
- Shocking Stats
2. Social Media Communications
   - Statistics into digesting recruitment opportunities on social media
   - Striking the balance between work and play
   - Leveraging trends to your advantage

3. Hints and Tips
   - Incentives; how to encourage students to attend events
   - Peer-to-peer reviews
   - Exclusive content and infographics

Presentation

Please use the following link to view the presentation via Prezi:

http://prezi.com/tqikuf8zmu9s/?utm_campaign=share&utm_medium=copy&rc=ex0share
Placement Research: Tips and advice for securing Funding

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Keywords
Funding, Placement, Teaching and Learning, Bids.

Abstract
This workshop is aimed at staff who are interested in apply for funding for their placement research. It will look from the point of view of a reviewer, in terms of what is needed to present the best possible case for your research.

Topics include:
- Why carry out placement research?
- Linking to funding priorities
- Making projects a success
- What do reviewers like and not like to see
- Writing Your proposal
- Managing risk
- Dissemination

Participants are asked to bring along a research idea that they are prepared to share with others. There will be an opportunity for sharing suggestions and working on improving your existing bids.

Presentation

Placement Research: Tips and Advice for Securing Funding

Lisa Ward
Head of Teaching and Learning Institute
University Teaching Fellow

Practitioner Workshop
- Short Presentation
- Time for you to discuss and refine your research idea.
Reviewer Experience

- Teaching and Learning Innovation Fund
- ASET Research Bursary
- Journal Co-operative Education and Internships
- NTFS Reviewer

Overview

- Why carry out placement research?
- Linking to funding priorities
- Making projects a success
- What do reviewers like and not like to see
- Writing your proposal
- Managing risk
- Dissemination

Why Bother with Placement Research?

- Solve a problem
- Find out more about placement practice
- Gain support / within your Institution
- Become better known in the placement community
- How does money help?
  - Gain extra resource: people, equipment
  - Go to conferences
- Support you towards PhD or publication
- Journey to NTFS, UTF or professorship

Funding Priority Areas

- Carefully check the bid call for funding priorities.
- Clearly link your proposal to the funding call.
- If it doesn’t match don’t bid.
- Consider ways to make your bid stronger.

Get support

- See if your institution has a T&L institute or research office who can give you informal support
- Ask colleagues internally and externally to review your bid.
- Try to get someone who knows nothing about your bid to review it – fresh approach.
- If unsuccessful ask for feedback.
- Do you need find partners? Where can you find them?
- Sign up for mailing list with news on new bids

What do you need to make projects a success?

- What immediately comes to mind as an area of placements you want to research?
  - No Barriers
  - Unlimited time, resource, enthusiasm
  - 2 minutes then feedback
What do reviewers like to see?

• Exciting project, ‘hooked’ from first paragraph
• Committed team
• Research question, could be reflecting on your practice
• Clear rationale backed up with evidence
• A project that meets the criteria
  – Match, adapt or ditch
• Achievable but ambitious deliverable
• Finance involvement evident (get involved early)
• Student Involvement
• Comprehensive dissemination

What they don’t like to see

• Messy forms – sections not filled in properly
• Inaccurate or unexplained costings
• Pet projects, lack of placement engagement
• Similarity to recently funded projects
• Too long forms – over word limits
• Rushed form, idea not developed.
• Fantastic idea – just don’t understand it!

Writing Your Proposal

• Timing of funding calls – plan. Resubmit and improve.
• Highly competitive, don’t waste time, submit to right call
• Quote vision and strategy
• Micro check and confirm funding criteria – phone funder.
• Strong case and context within the sector.
• Financially viable and achievable.
• Get peer feedback. Another area if general funding
• Who’s doing what? Active participants

Managing Risk

• Address ethical considerations
• Redundancies, absences, capacity (inc. partners)
• Difficulties in engaging staff/students. Sometimes around timing, forward planning, who will be available?
• Technical problems dependency upon kit
• Changing priorities
• Risk awareness, personal planning process
• If things go wrong, alert funder

Dissemination

• 2 most common: Conference (often funders), Paper – where?
• Wider society: stakeholders, schools, comm. groups; how?
• Starts on day one: local press, colleagues, manager, meetings.
• What’s your message? What? To whom? Why? How? When?
• Funder engagement – plan ahead
• Grant holder networks
• External stake holders - discipline community

Dissemination Methods

Institutional Newsletter; Project website; Press release; Flyers; networking meetings; Conference presentations, posters, workshops; Demos; Online discussion lists; Journal articles; Case Studies; Twitter; Promotional t-shirts
What next?

- ASET Research Bursary
- ASET Exploration and Enhancement Student Bursary
- HEA calls?

Workshop

- Questions
- Your bids

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Teaching and Learning Institute blog: http://theinstituteblog.co.uk/
W17

Workload Management for Placement Teams: a discussion session

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Abstract

There is a wide variety of practice in the sector as to how universities organise the teams that support students in the securing and management of their placements. Expansion of placement activity in a time where every extra resource needs to be well justified requires a systematic and evidenced approach to the staffing of placement units and workload allocations. Building on the work of Henri Jacobs, Director of Work Integrated Learning and Skills Development at the Central University of Technology in South Africa, this session will look at ways of modelling the workload associated with the preparation, placing, monitoring and assessing of student placements. It will be an opportunity to look at an example of a workload model, and to share ideas for the development of models that may be useful in delegates’ own institutions.

Presentation
### Discussion about the model

- Could this work in your role/Department?
- In principle, do you think it is an effective tool to calculate placement workload?
- Would you add any other activities to calculate?
- Who is responsible in your institution for this and what would be some of the challenges with presenting this model to them?
- Could there be any negative impacts in carrying out this activity for you/team/department?

### Summary

- This model was developed as a cross university approach
- Assumption that all activity is part of the curriculum as opposed to extra curricula – so that may impact on the calculations
- Impact of these activities on your work load
W18

‘Industry Intersections: Professional practice and student working in/as industry’

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Keywords
Professional Practice; Flexible Learning; Industry Partners; Project Briefs; Employability; Identity.

Abstract
This workshop session explores findings from the Higher Education Academy funded project, ‘Industry Intersections: Flexible Learning through Professional Practice’ to explore the ways in which students ‘work in industry-like ways’ and ‘work with industry’. A twenty-minute overview of the project and findings will be provided, and participant engagement will be encouraged through questions, a walkthrough of the website resource containing the project case studies, and participants responding to specific project materials from different disciplines.

‘Industry Intersections’ examines how flexible, work-related learning is facilitated through professional practice contexts where students are positioned as industry professionals or within industry contexts and challenged to respond to client/consultancy briefs set by employer/industry partners. Flexible learning can be examined in terms of ‘how, when, and where’ (Outram, 2011), and this paper presentation addresses each of these in relation to working with industry partners: ‘where’, for example off campus at partner’s premises or on location; ‘when’, for example outside of scheduled weekly lecture/seminar contact time; and ‘how’, for example, in the types of activities and projects students participate in. With project participants from four case study subject areas (Business, Design, Heritage, Media) across five HEIs, the project builds a cross-discipline and cross-institution evidence-base to document different ways in which industry is engaged with in partnership to facilitate professional practice learning contexts.
Interviews with course/module leaders were used alongside course documentation to map and detail the specifics of how industry partners were recruited and how the professional practice context was established. These interviews provide a detailed resource outlining professional practice learning contexts including: project briefs; simulated work environments; consultancy relationships; and Dragon’s Den style pitches. Focus groups were then carried out for students to evaluate the effectiveness of these flexible, industry-like ways of working. Students were specifically asked about: the prior knowledge needed; their motivations for learning; how they could apply what was learnt; the links they made to their potential career after graduation; and whether they felt supported. They also participated in key word/image exercises to capture how they understood and felt about the ‘industry’ roles they were asked to undertake and any changes they would make to how their professional practice learning contexts were designed and structured.

This workshop will focus on headline findings including the ways in which students adapt to different circumstances, express preferences for specific forms of contact and industry input, and develop their own expertise. Practical insights and a range of ‘takeaway’ suggestions that participants may be able to consider and implement in their own institutions will be developed in summary.

Presentation

Work-(based)related learning

- Work-related learning: using ‘the context of work to develop knowledge, skills and understanding useful in work’ (Education Act 2002 cited in Stanley, 2012, Work-related teaching and learning; pg. 2).

- How does the ‘work context’ bring about diverse and flexible ways of learning?

Flexible learning

Outram (2011: 7) Flexible Learning Pathfinder projects evaluation: ‘Flexible learning extends choice to learners in relation to what they learn, how they learn, where they learn and at what pace’:

- Flexibility in relation to when learning takes place can include the timing of classes and assessments.

- Flexibility in relation to where learning takes place encompasses off-campus learning at home and at work.

- Flexibility in how a student learns includes flexibility in learning and teaching methods and formats, flexibility in assessment, and flexibility in what one might term ‘the learning scaffolding’ or ‘architecture’.
Flexible, work-related learning across HE ...

What are your experiences of work/industry contexts that facilitate flexible learning?

- **When?**
  (Do student activities take place within the usual contact time of a module, e.g. 2 hours a week at the same time over 52 weeks during term time, ... or sometime else?)

- **Where?**
  (Do student activities take place on campus in their usual classrooms ... or somewhere else?)

- **How?**
  (Are student activities set exclusively by University staff ... or by others?)

Please note down examples on the ‘ideas sheet’ (shared after the conference). A few ideas from three groups – one for each of the above.

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**The Industry Intersections project: Design, methods and participants**

- Two case study modules – one from Bath Spa University and one from another HEI.

  **Business (8 students)**
  'Management and Consulting' (Lancaster University)
  'Strategic Human Resource Management' (BSU)

  **Design (7 students)**
  'Global Fashion and Textile Sourcing' (University of Huddersfield)
  'Integrated Practice' (BSU)

  **Heritage (10 students)**
  'Heritage in Context' (BSU)
  'History in Practice' (Manchester Metropolitan Museum)

  **Media (13 students)**
  'Creative Enterprise/Artswork Media' (BSU)
  'BU Station' and ‘Red Balloon’ (Bournemouth University)

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**Findings: Professional Practice Frameworks**

- **Business**
  Taking the role of consultants on briefs set by external partners to provide recommendations to them.

- **Design**
  Responding to internal and external project briefs set by clients and tutors.

- **Heritage**
  On-location placement/project engaging with projects that external partners identify/outline.

- **Media**
  Taking the role of industry professionals on briefs set by clients.

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**Professional Practice Frameworks**

Brief illustration from Bath Spa University case studies of students positioned through external briefs ...

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**Heritage: ‘Heritage in Context’**

- Uses single organisation/site as a case study
- Taught on site, with regular input from organisation’s practitioners

- Practical hands on engagement with day-to-day business of organisation
- Long term and deep engagement with one organisation, embedded in broader sector context
Design: ‘Integrated Practice’

- Level 6 Module - portfolio.
- 5 equally weighted projects where students create different approaches to work.
- Includes self-authored, self-defined projects as well as briefs to respond to.
- Students usually work individually (sometimes collaboratively).
- Briefs include competitions and external client set live briefs, often branding related.
- Last year clients pitched their projects for students to choose.
- Important to ensure that the student’s creative input is clear.

Media: ‘Creative Enterprise’

- Entire third year of BA Creative Media Practice (comprised of three modules) working at a Artwork Media – a university operated media production company.
- Located off campus within one of Bristol’s Creative Quarters.
- Respond to briefs by external clients – promotional films, social media campaigns; book trailers.

‘Overall my experience at Artwork has given me more, I believe, than almost any other degree can offer. Every project, essay or meeting has been conducted in a professional, real life office environment. We dealt with real people who wanted a real product, some were even willing to pay for the privilege. At the end of such an action-packed year I feel that as a group we went into Artwork Media as students but we are walking away from the office as young professional’ Ed Whitcher, Creative Media Practice graduate 2012

Flexibility and authenticity

- For Brown et al. (1989: 34) authentic activities are important for learners as the ‘only way they gain access to the standpoint that enables practitioners to act meaningfully and purposefully’ (36).
- Working with industry professionals and employers as partners provides opportunities for students to make purposeful connections with areas under investigation and potential future employment possibilities.
- Authenticity remains something to question in terms of how students embrace and/or challenge these professional contexts.

Summary and closing discussion

- After the conference, the project website will be used to share ‘ideas sheets’ on:
  (i) work-related learning that facilitates flexible learning
  (ii) your initiatives and professional practice framings

(http://industryintersections.org/)

Hopefully the handout with student focus group quotes provides some insights into how students reflect on and evaluate this way of learning. Any further questions or comments on the student experience or the project?

Business: ‘Strategic HRM – Theory and Practice’

- Phase 1: Strategic HRM – Theory
- Phase 2: Company Project: Practice
- Phase 3: Professional Project - Reflection

Sharing and positioning your examples

- Sharing and group discussion of different examples.

- Please use the template grid on the ‘Ideas Sheet’.

Evaluating student learning: Emerging themes from focus groups (Handout)

- Structure and Adaptability
  These comments indicate the structured uncertainty that students face when they are asked to work as industry professionals/with external partners, and the ways that students are able to respond by setting their own priorities.

- Contact and Relationships
  These comments indicate the preferences students have for forms of contact with external project partners/clients. These comments emphasize the importance of regular contact and an investment of time in the process from external partners.

- Developing Expertise
  These comments indicate how the professional practice framework that students work within (e.g. as consultants; on projects with external partners) provide opportunities to develop their own forms of expertise.

University of Greenwich, Greenwich Campus, 3rd – 5th September 2013