ASET Annual Conference 2014

Proceedings of the 2014 Placement and Employability Professionals’ Conference

Practitioner Workshops
W1-W7
Tuesday 2nd September 2014

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21st Annual Conference
Northumbria University, City Campus
2nd – 4th September 2014
# PRACTITIONER WORKSHOP PRESENTATIONS

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Beginner’s Guide to Devising and Delivering Timely Employability Activities in Each Year of Study

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Keywords
‘Student Engagement’, ‘Optional Attendance’, ‘Timely Topics’

Abstract
Aims and Objectives
This workshop is designed for those new to their role and in a position to design their own employability activities as either their main role or as an academic with employability as one of their remits. The workshop will showcase an easy to use approach to structuring employability activities alongside and within the curriculum. By demonstrating and providing this simple structure, the aim of the workshop is to facilitate thinking on how this could be implemented in their own working environment. There will be a period of presentation whereby methods of gaining access to curriculum space and time are discussed along with which topics may suit which different year of a study a student is in. The ultimate goal is to portray a series of exercises that take students from first year to final year and ready and confident to apply for graduate jobs and be successful once they have secured that job.

Experiences Covered
From first year PDP and summer work experience sessions which broaden students horizons, to second year pre-placement module and assessment which readies students for graduate application writing, and then final year skills workshops which provide practical help and advice to prepare students further for graduate applications and professional practices. The workshop will also offer handy tips for sharing the burden and utilising guest speakers.

Issues to be Addressed
• Student engagement when the activities are optional
• Deciding which topics to cover in which year of study
• Writing assessments that will be of use after they have been submitted
• Engaging with industry to deliver employability topics
Beginner’s Guide to Devising and Delivering Timely Employability Activities in Each Year of Study

Tamsin Turner
Queen’s University, Belfast
School of Mechanical and Aerospace Engineering

ASET Conference 2014

Factors Affecting the Programme Development

- Blank canvas
- Finding timetable slots
- Optional placement
- Timely topics
- Beginning to end support
- Centralised careers service
- Student demographic
- Industry demand
- School Plan – 2010-2015 - TARGET TO MEET

Evolution of the Employability Programme: 2012-13
(71 students on placement)

- 2nd year – Employability Module
  - Wednesday afternoon
  - No credits
  - Pass/Fail based on attendance

Evolution of the Employability Programme: 2013-14
(80 students on placement)

- 1st Year sessions – PDP and summer work experience
- 2nd year module
- 2nd year module – placement preparation
- Seminar style interview skills workshops
- Final year and PhD – graduate labour market workshops
- Careers guidance in the School
- 1 day Careers Event

Evolution of the Employability Programme: 2014-15
(107 students on placement)

- 1st Year sessions – PDP, summer work experience, CV and digital citizenship
- 2nd year module – placement preparation
- Seminar style interview skills workshops
- Final year and PhD – graduate labour market workshops
- Careers guidance in the School
- 2 day careers event
- Speed networking

Employability Programme: 2015-16

All of the previous + ?

Questionnaire: Review of the factors that may affect the design and delivery of your employability programme

- 10 – 15 minutes to complete your own questionnaire to revisit when you return to work to help shape your employability programme.

Have a super conference!
W2

One Size Fits All?
Developing a whole University Placement Learning Code of Practice

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Keywords
Placement Learning; Work based learning; QAA Code of Practice; UCEA

Abstract:
I am an academic who has managed placement modules in Faculty, but who is now running a professional service team responsible for employer and Alumni engagement, a vacancy website and the University funded internship programme. My varied experience has positioned me at the heart of the University’s wish to have a centralized Code of Practice for Placement Learning. In September 2013 I was given responsibility to act as secretary and facilitator to a cross university Working Party to review placement learning processes and formalize a staff training programme. I will share my experience and reflections on the successful delivery of the project so far.

Liverpool John Moores University’s (LJMU) World of Work Programme has within it a requirement that every programme includes work related learning. This has caused a huge increase in placement learning across the University. LJMU has twenty-five thousand students with over one hundred programmes, multiple ‘placement teams’ managing work placement with many hundreds of employers locally, nationally and around the world. In addition there is a need to ensure compliance to the QAA Quality Code for Higher Education, in particular Chapter B3: Learning and Teaching (Sept 12) and Chapter B10: Managing Higher Education Provision with Others (Dec 12) and UCEA guidelines. The University aspired to have one document to consolidate the various processes, a go to source of information.

Prior to the Code of Practice, the University (like many others) had experienced incidents of one employer hosting multiple students from varying parts of the University having different paperwork. A legacy of a being a ‘post 92’ University who’s Faculties have operated in isolation with diverse custom and practice, built up over years. Issues included: defining work placement activity, separating academic and administrative responsibilities, being consistent with student expectations and responsibilities, agreeing a protocol for visiting tutors, reducing insurance risks and levels of decision making responsibility.
Working alongside others from the Legal and Governance, Quality professional service teams plus academics and placement coordinators, the journey of preparing a code was an interesting change management exercise, uncovering and accommodating the differing approaches from the many stakeholders. The consultation took nine months, reaching Senior Management sign off in May 2014. The LJMU Code of Practice for Placement Learning has been agreed with the project moving into implementation, with standardized paperwork, a centralized register to hold employer contacts and staff training being planned. The LJMU journey, pitfalls included, may be of interest to others starting out on a similar journey.

Presentation
LJMU Model for Graduate Employability

Institutional Management Factors
Curriculum Development Factors
Engagement and Partnerships Factors
Careers Information Advice and Guidance Factors

World of Work

Role of the Centre at LJMU

- We have a remit to work with all (25,000) students across the University to develop/enhance their employability
- We are responsible for managing all the Alumni relationships for the university
- We are the first point of contact for all employers links
- We work both with students directly and indirectly and with staff to enhance/deliver curriculum content
- Responsible for the both collection and cascading of institutional data on employability

What do we offer all 25,000 students?

- Work Related Experience
- Including placement learning
- all informed by our employer links and relationships

Who are these employers?

Why a Code of Practice?

- LJMU Strategic Objective – One University
- Universal reference point for staff and students
- Safeguarding students
- QAA compliance
- Health and Safety compliance

QAA Compliance

- UK Quality Code outlines what is expected of all HEIs
- HE Review of LJMU in 2015-16 will judge this
- Chapter B3: Learning & Teaching
- Chapter B10: Managing Higher Education with Others (replaces collaborative provision and work-based & placement learning)
- Placements which contribute to learning outcomes
- NOT voluntary placements or work experience

B3: Expectation

“Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.”

B10: Expectation

“Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively”
B3: Indicators

2. L&T resources provide effective opportunities to achieve LOs
6. Learning environments are safe, accessible & reliable
7. Students have clear and current information
8. Students understand responsibilities
9. Student feedback

B10: Indicators

2. Governance arrangements – CoP
5. Risk assessment assessed at outset
7. Written agreement confirming responsibilities – H&S/learning agreement
13. Rigorous processes for delivery of placement learning – CoP
18. Students provided with information about their rights and responsibilities – student conduct/H&S agreement

Timescale

September 2013 – June 2014
- Thorough consultative Working Party – over 45 colleagues
- Academic, operational staff, Heads of Operations, Directors of School and Associate Deans, Quality and Education
- Defining Placements, minimum monitoring requirements and paperwork

Health and Safety

- Requirements of health and safety law
- Duty of care
- Sector best practice
- UCEA guidance
- LJMU Safety Code of Practice
  - introduced in LJMU in January 1999
  - continuously subject to review, particularly in 2010
  - consultation with Health and Safety Committee and network
  - endorsed by University’s lawyers
  - forms are consistent with those in Placement Learning Code of Practice

Managing placements through standardized paperwork

- Appendix 1: University Risk Assessment
- Appendix 2: Placement Provider Health and Safety Arrangements and Learning Agreement
- Appendix 3: Student Placement Conduct and Health and Safety Agreement
- Appendix 4: Student Feedback on Health and Safety Arrangements during Placement Learning

Placements covered?

- ‘Industrial placements’ (commonly referred to as ‘sandwich placements’ including work-based learning and professional experience). Whether paid or not, that are a requirement of the programme and are recognised by LJMU.
- LJMU managed study or working abroad placements for example working in a commercial setting for a voluntary organisation.
- Short periods of work place learning including work shadowing and educational visits (LJMU imposed)
- Part-time students or research degree programmes, such as Professional Doctorate programmes, where the student will be drawing upon the resources and/or support of their employer for work-based research outside of their normal working environment

From when...

All Placement Learning that is being PLANNED
after the 1st August 2014
(There should be total compliance by September 2015)
Defining Responsibility

Placement Coordinator may be
the Academic Programme, Subject or Module Leader, placement or project supervisor
or
the Administrative Placement Support Staff.

Where a job role could be undertaken by either the phrase Placement Coordinator is used

Student Information

• Student Rights
• Essential information for students
• Information that is needed to be in guides
• Also consider insurance, dealing with complaints
• Overseas placements

Monitoring and Evaluation

• Appendix 4: Student Feedback on Health and Safety Arrangements during Placement Learning

• Annual Monitoring Review (AMR)

Register of Placement Providers

• World of Work Careers Centre, Employer Engagement and Alumni Team.

• This will form part of the University Business to Business Customer Relationship Management records.

Big Issues

• Defining Responsibility
  Directors of School/Department and Heads of Operation must be certain that all members of staff involved with placement learning are competent to be so. This includes, for example, health and safety, risk assessment, learning, teaching and assessment pedagogy.

• Colleagues not knowing LJMU information:
  • Emergency phone number
  • Disaster planning
  • Not getting documentation back from employers
  • ‘my students are different’ syndrome
  • Change of leadership mid-way: Ass. Deans Quality to Ass. Deans Education
Lessons learnt

• Too many draft copies
• Tried to be too inclusive
• Need to allow for many one to one meetings
• Get QAA and Health and Safety compliance departments on side
• Road test the documents
• Don’t take ‘comments or complaints’ personally

“Speaking in my role as Erasmus coordinator, the new code of practice finally provides an institutional response to the health and safety and insurance requirements of the European Commission. The new process takes a sensible approach to managing partnerships rather than burdening staff with excessive administrative ‘baggage.’ Michael Harland

Feedback

• ‘As a member of Staff who is new to a placement supervisor role, I received great clarification on what I will be required to do with regards to CoP’

Awards and recognition

Also Shortlisted for:
• Careers Service / Academic department Partnership award 2013
• Employer Engagement Award 2013

Award:
International Project 2014
All Together- University Placement Management System
Considering a new HE placement system?

Charmian Roberts MBE and James Waring

Keywords
Planning, preparation, placement management software

Abstract

Aims and objectives:
Over the past 18 months we have worked in partnership with Sheffield Hallam University to develop a new and bespoke online placement management system which brings together all four University Faculties, in addition we are working with Leeds University to implement a cut down version of the system to manage much smaller placement numbers in their Engineering Department. In this session we aim to show the planning, preparation and commitment required to ensure a successful project implementation and take a look at the software.

- We will share our unique insights and experiences in undertaking this new and challenging development, looking at the pros and cons of the development, from all perspectives.
- We will discuss and stress the importance of early, up front analysis and look at this process.
- We will share lessons learned, looking at good practice gained and feedback on these in order to make your process of analysis and subsequent change easier.
- We will show the process of placing a student on a placement as part of the system

Issues to be addressed

- Appreciating the importance of advance planning including analysis and preparation
- Undertaking part of process as an interactive exercise
- How to prepare for and manage change successfully.
- The generic placement process

Presentation
ASET 2014
James Waring, Head of Software
Charmian Roberts MBE, Consultant

We have over 15 years experience in providing placement management solutions

Placement Management Specialist 15 Years

Long-term partnerships

In 15 years no customer has left us for a competitor *

We host and support...

50+ Live systems

Some of our customers include...

... and more recently ...

... also ...

... and we're in discussions with many more

* One customer did leave but came back
Success story: National rollout across Wales

This year our software will be used by 2,000 organisations to help manage over 700,000 programmes.

700,000 Placements and Internships

2,000 Organisations

400,000 Employers and Providers

So what do you think?

Planning...
Preparation...
Commitment...

Planning
- Be clear about what you want to achieve
- Keep it achievable – simple is better!
- Identify time-bound objectives
- Be realistic
**Preparation**
- Identify roles and responsibilities
- Understand change management
- Undertake detailed analysis
- Map your processes
- Use MoSCoW to define requirements
- Don’t assume it’s going to work out of the box

**Commitment**
- Your time, lot’s of it!
- You must lead it – this can’t be “done” to you
- Be ready to go through change yourself, and manage change in your team(s)
- Remember, Rome wasn’t built in a day

**What did we want to achieve?**
- Complete end-to-end placement solution...
- Measurable student engagement
- Team/individual caseload management
- Help meet QAA standards

**How?**

**Graphical MI Reports**
(customised to suit your business)

**Student Engagement**

**Caseload Management**
Focus on usability

Robust back-office management tools

Hasle free professional hosting (guaranteed uptime, security and disaster recovery)

Data centre also used by BBC and Google

MI Portals (for both clients and staff)

Available 24/7 on any device

Customisable CMS portals

Thank you

For more enquiries, quotations and demonstrations please call 0800 198 11 68 or visit us at www.placement-management.co.uk
Exploring the value of Pearson’s MyEmployabilityLab to develop graduate attributes

Pearson

Pearson Education, Edinburgh Gate, Harlow, UK, CM20 2JE
www.pearson.com

Keywords
employability, employment, outcomes, engagement, assessment and student, developing graduate attributes

Abstract

The aim of this session is to explore how Pearson has worked with placement, employability and teaching professionals to develop an online programme to improve employability skills in higher education students and prepare them for success in their future employment. Our key objectives are to give academics the opportunity to learn about MyEmployabilityLab, trial it, and learn from users in the academics community.

The workshop will focus on three key elements:

Understanding the experiences of undergraduates and those working to support graduate employability, including the methods and technologies they are using to achieve their aims. Within this, we invite a student to provide perspective on their journey towards graduate life, the preparations they are making and the support available to them.

Insights from Universities using MyEmployabilityLab on how they have supported students and helped them improve their skills. How they plan to build on the successes achieved so far. Within this segment they will outline their particular objectives and summarise their historical approach to this mission.

The opportunity to share ideas and best practices and to learn new techniques for practical use in your institution. We will discuss ways of involving students within employability programmes at university and welcome contributions from delegates on their experiences and ideas for heightening engagement. We will also address the issue of measuring outcomes within programmes and services of this kind, demonstrating meaningful results to students and stakeholders across the organisation or institution.

We hope that this interactive workshop can set foundations for implementing new resources for placement, employability and teaching professionals that will make a significant positive impact on our workforce of the future.
Presentation

MyEmployabilityLab™

By
Frances Trought
Co-Author of MyEmployabilityLab
Author of Brilliant Employability Skills
Founder of I Brand Ltd

Summary

Why MyEmployabilityLab?

The Challenge

Rigour

Which Topics?

Future Fit: Preparing Graduates for the World of Work

Students different courses
one platform
Students different levels
different backgrounds

One resource many options:
Stand alone, Integrated or
Employability modules

Assessment and Feedback
Reflection

Employability is about “Doing”

Employability is an ongoing journey

Thank you for listening.
Any Questions?
Keywords
Work Shadowing, Student Outcomes, Measuring impact

Abstract:

Work shadowing is a rare offering in Higher Education. This session will use the University of Chester, Work Shadowing programme as a focus to provide an opportunity for work shadowing coordinators to share experiences and best practice. The session aims to be useful for existing practitioners and organisations considering setting up their own programme.

The University of Chester offers extra-curricular work shadowing opportunities to students of every discipline. The programme is run by the Enhance Your Employability team within Careers and Employability. Visit objectives are to support students to gain a more detailed understanding of graduate professions, clarify career options and make contacts for the future.

Hosts are sourced from a wide variety of professional backgrounds with our aim to cater for the wide variety of courses on offer at Chester. Students can choose to visit professional employers from 34 different backgrounds including Management, Finance, the Legal sector, performing arts, media and design to name a few.

With over 230 Employers actively engaged in the work shadowing programme at the University of Chester, each one offering anything between week-long visits to half a day work shadowing, relationship management is a vital tool.

We will lead a focused discussion on how to communicate effectively with employers from a wide range of professions. We will look at how to convert potential contacts to hosts, how to build and maintain a good working relationship with these hosts, and look at ways to add to the bank of engaged employers.

In some employment sectors it can be difficult to meet student demand, either because of confidentiality issues or limited professionals in the area. As a result of the Work Shadowing programme, the EYE team has seen a need to run a series of spin off activities to broaden the work shadowing programme’s impact. The programme has taken some unexpected turns to respond, leading the team to create ‘Question & Answer sessions’, ‘Information Interviews’ and the
development of the ‘Organise your own Work Shadowing’ training so more students can benefit from the service. We will lead a discussion on creative solutions for difficult placement areas.

In the second part of the session we will focus on student engagement, the marketing and the management of the work shadowing programme. We will briefly highlight the development of our service from a part-time activity to our complete service redesign in 2012/13, leading to the organisation of 137 student experiences in 2013/14.

This year there have been over 440 students registered with the service. First year students are the most frequent service users. We will lead a group discussion on student engagement in extra – curricular work shadowing placements.

Feedback is very positive with 100% of those surveyed after their visit saying they would recommend the Work Shadowing programme to others. Finally we will discuss how our service measures student outcomes and lead a discussion on measuring work shadowing impact.

Presentation
Why Offer Work Shadowing?

- Understanding of graduate professions
- Clarify Career options
  - Explore alternatives
  - Find a new path
- Networking and Contacts

Background

One Day Observation

- Small beginnings
  - Began as an addition to other employability services
- Bespoke visits
  - In any sector/career choice
- Became unmanageable
  - Victims of our own success

Current System - student experience

- Student registers with service
  - Online, email or in person
- Chooses visit
  - Monthly mailing with list of current visits
- Attends appointment
  - Before visit arrangements are made the student has to attend an appointment - helps prevent drop out
- Guidance and Feedback
  - Preparation and reflection materials provided
  - Post visit evaluation - student and host

Who is involved?

Our Work Shadowing Hosts

- Over 230 hosts and growing
- Wide variety of professions

Discussion Topic - Host Relationships

Relationship management:

- Establishing - where to look? Methods of contact?
- Maintaining - keeping contact without pester? how do we thank them for time/efforts?
- Developing - can one host lead to more?
- Fixing - what to do if students don’t attend? Poor previous experience? How to keep on board?
### Creative Solutions

- **Telephone Interviews**: Extends host options
- **Half Day Visits**: Not as much of a commitment
- **Question and Answer Sessions**: Law, Psychology...
- **Interactive workshop**: Organise your own visit
- **Online resources**: Created by Careers & Employability

### How do we engage students?

- **Pre-entry and first years**: Emails, freshers' fair, induction sessions
- **Planned promotion**: Targeted emails, work shadowing of the week
- **Maintain interest with regular communication**: Registered students receive monthly email updates
- **Colleague support**: Career Consultants, academics, volunteering, employability training

### Discussion Topic - Student Engagement and measuring impact

**We're interested in your ideas** - any suggestions for further engagement?

**Evaluations**

Is the method we use to evaluate visits the best way to measure the impact of the experience on the student's employability?

### Any Questions?

- **Ellen Richards**
  Employer Engagement Co-ordinator
- **Felicity Davies**
  Employability Enhancement Officer

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Encouraging Reflection on Work and Learning: Insights from Third Sector Internships Scotland

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\(^3\) Talking Mats Ltd

Keywords
internships, placements, employability, reflection

Abstract:

Objectives

This workshop will offer participants the opportunity to:

- Gain a deeper understanding of how students articulate and communicate their skills in ‘real world’ recruitment situations
- Learn more about the experience of students applying to Third Sector Internships Scotland
- Explore, through a hands-on session, the Talking Mats communication and reflection tool
- Critically consider approaches to support student reflection and skills articulation as part of their journey to employability

Framing Context

In recent years considerable emphasis has been placed on embedding employability and skills development in core university curriculum content as well as providing additional support and development to enhance links between learning and work (SFC 2004,2009, Yorke 2006, Pegg et al 2012). But there is a risk that this has become so ‘embedded’ that students struggle to identify and articulate the skills and knowledge they have developed at university to employers and others.

Key to employability is, as Knight et al succinctly explain, the ability to ‘make the tacit explicit’ (Knight et al 2003:5), to bring experience and learning to the fore and to be able to articulate it to others. Tools such as reflective diaries, ‘personal development plans’, e-portfolios, journals and blogs have emerged as practical mechanisms for module developers to actively – and visibly – encourage ‘reflective learning’ and the recognition and articulation of skills into the core curriculum. Through such approaches space is developed to support the “everyday sense making role of storytelling” (Mattingly 1991, Schon 1988, 1991), but in a form that can be captured, shared and (in many cases) ultimately assessed. However, more critical questions need to be raised about what
such an approach can ‘mask’ and what opportunities can be developed through alternative spaces for / approaches to reflection and communication.

Workshop Outline

This workshop introduces insights from the *Third Sector Internships Scotland programme* to highlight the challenges many students have in articulating skills and experience. Over the past three years TSIS has offered over 275 internships and received 6500 applications from students from across Scottish universities, subjects and levels of study. The application data, coupled with insights from the 1000+ interviews the TSIS team has attended and provided bespoke feedback on, means that the project has gained unique insights into the spectrum of student employability across the Scottish sector.

The main focus of the workshop will be a hands-on engagement with tools developed by the TSIS team to support student reflection and skills articulation, including a bespoke *Talking Mats* communication and reflection toolkit developed by the programme. Participants will have the opportunity to trial the tools and explore their relevance and value for their own university contexts. The session will conclude by posing critical questions about how to support that critical stage of the students’ journey to employability: their capacity to reflect on, articulate and (re)present their skills, knowledge and experience.

Presentation

**Encouraging Reflection on Work and Learning: Insights from Third Sector Internships Scotland**

Dr Martha Caddell
The Open University in Scotland

Fiona Boyle
Queen Margaret University

Dr Joan Murphy
Talking Mats

ASET workshop
September 2014

**Third Sector Internships Scotland**

- Collaboration between Scottish universities and Third Sector: to enhance student employability and the capacity of the TS.
- Third sector engagement: support third sector organisations to develop opportunities that will make a difference.
- Higher education engagement (students, academic staff, student associations, careers services): open on competitive basis to all students across all Scottish universities.

**Outline**

- A whistle-stop tour …
  - Context
  - Demonstration
  - Emerging themes and learning
- Discussion.
Making Internships Meaningful

- Diversity of organisations, locations and internship focus.
- Supporting students and employers and encouraging reflective learning.
  - Support in developing posts and assisting recruitment is critical.
  - On-and post internship support is key.
  - Support for applicants not just interns.
- Making connections, making a difference.
  - Third sector organisations completing projects that they would not have been able to do without intern.
  - Students gaining meaningful work experience, recruitment insights... and jobs.

Emerging Themes

- The Employability Challenge
  - Currency of internships
  - Ethical and legal concerns
- Access and success – who can access experience?
- Pedagogic challenges at work-learning interface
  - Supporting reflection
  - Integrating work and learning experiences
  - ‘Exe’s’ support or embedded in curriculum?
- Making employer engagement meaningful
  - Resources and support to facilitate engagement
  - Responsibility?
- Implications for interventions and support

Opportunities for reflection during TSIS

- Completing the application form/preparing for interview/interview feedback
- Pre, during and post reflective questionnaires for interns
- Phone call from TSIS staff
- Pre and post questionnaires for employers
- Mid-point visits for interns and employers
- Careers days
- Communicate with Confidence course
- Applying for next position

What is a Talking Mat?

- Social Enterprise
- Talking Mats is an interactive communication tool that helps people consider issues and express their views
  - It is based on extensive research
  - It uses unique, specially designed symbols that are attractive to people of all ages, abilities and from all backgrounds
  - It can be used as a physical, textured mat or on a tablet, smart board or computer screen

Talking Mats improves quality of information by:

- Giving control to the person being interviewed
- Providing a structured framework for open questions
- Avoiding direct confrontation
- Giving people time
- Helping people to say “no”

Why use Talking Mats for TSIS?

- Used in Talking Mats interviews... so let’s try it!
- Can using TM produce more in-depth/honest discussions?
- TM provides the opportunity to develop bespoke materials.
- Opportunity to trial in intern Careers workshops (ice-breaker + end of day reflection)
- Opportunity to trial in mid-point visit (to use with intern and employer).

Using TM/TSIS materials

- Take a mat
- Take a set of cards
- Imagine you are an intern (or maybe not!)
- Discuss your mat with your partner – similarities/differences?
- Did you react to any cards in particular? How did you react?

Symbols © Adam Murphy and assigned to Talking Mats Ltd in perpetuity
Using TM/TSIS materials: TSIS reflections

- Interns are taken out of their ‘comfort zone’
- Physicality of the mat engages interns/curiosity.
- Visual representation of feelings – you can talk to the mat.
- Interns can see progress/areas for development at the end of the day.
- Interns have a record.

Using TM/TSIS materials: reflection

What about employers?

Two short clips from a mid-point visit (island location), summer 2013:

- http://youtu.be/JcnTH-0eMw
- http://youtu.be/fMI815HqXG0

What happened next?

Where next?

- Pilot in spring 2015 for mid-point visits.
- Exploring use of TM for other points in the internship process.
- Digital Talking Mats
- Training
- And….from your perspective?

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Does (Placement Employer) Size Matter?

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Keywords
Student engagement, SMEs, Own business, Choice

Abstract
Aims and objectives
Explore whether, why and how students can be encouraged to consider SMEs or running their own business as ways of maximising their placement experience, as opposed to automatically applying to large employers.

Objectives
Participants will be able to:
• Identify when it may be appropriate to suggest that a student consider a placement at an SME/working for themselves
• Identify practical help to be given to those students who choose to work for an SME/themselves during placement
• Share and consider the evidence that working in an SME/for yourself is a valuable way to optimise a student’s placement experience.
• Contribute and learn from each other’s experiences of engaging with students in a variety of workplace settings
• Compare and contrast the advantages and disadvantages of working in smaller companies/being self employed vs placements in big companies
• Reach a personal decision as to whether they would encourage students to make a conscious choice to opt for the SME/self employed option during their placement year.

Experiences covered
Short (5 min) overview of existing research (NUS survey and Wellcome Foundation)
Small group/paired discussion
Feedback to group
Collation of views
Comparison with research data
Role play - persuasion
Invitation to share decision made and reasons for it with group
Conclusion

Issues to be addressed
Positives of working in SMEs/self employment (visibility/ impact/personal development).
Student perceptions.
Participants own experiences (positive and negative).
Reasons for students to consider the SME/self employment option.
Practical help to be given to those students who choose to do so.
Presentation

NUS Survey Students’ SME experience

<table>
<thead>
<tr>
<th>Responsibility earlier</th>
<th>A smaller employer</th>
<th>A large employer</th>
<th>No difference</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%</td>
<td>9%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stand out more personally with</th>
<th>A smaller employer</th>
<th>A large employer</th>
<th>No difference</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>9%</td>
<td>9%</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Learn skills and develop more quickly with</th>
<th>A smaller employer</th>
<th>A large employer</th>
<th>No difference</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>11%</td>
<td>9%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students’ perspective:</th>
</tr>
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<tbody>
<tr>
<td>“It is easier to get a job with smaller employers – it’s not so competitive”</td>
</tr>
<tr>
<td>“More responsibility, better facilities, actually get to do hands-on stuff”</td>
</tr>
<tr>
<td>“The chances for early responsibility are great, meaning there is a greater involvement in decision making from an earlier point.”</td>
</tr>
<tr>
<td>“You have better access to personal mentors.”</td>
</tr>
<tr>
<td>“More attention, better training, more responsibilities”</td>
</tr>
</tbody>
</table>

Doing Your Own Thing

How many students do you anticipate recruiting/offering placements to in the next twelve months?

In your opinion, are graduates better or worse than they were five years ago?

Employer’s perspective: https://www.youtube.com/watch?v=EjzTwqSIX58

GTI Media Research Nov 2013

Good on Cv
Glamour
Training opps
Job security

Conclusions

V  isible
I  mpact
P  ersonal development