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Foreword

ASET is very pleased to be able to share with you the proceedings of the ASET Annual Conference held at the University of Kent, 5th - 7th September 2017. Once again, we had a splendid event, with informative presentations from across our membership who were as generous as ever in sharing the good practice that goes on in their institutions. The strength of ASET is our community, and I know of few other professions who will share their innovations, problems and ideas so willingly, contributing to the generation of more confidence and expertise across the sector.

Thank you to Professor April McMahon, Deputy Vice-Chancellor Education for providing such an enthusiastic welcome on behalf of the University of Kent, the UK’s European University and a fitting location for our conference theme of Preparing Students for the Global Workplace. We are extremely grateful to all our speakers and workshop presenters for such interesting and useful sessions. I would particularly like to thank our keynote contributors; Dr Sonal Minocha of Bournemouth University, David Palmer of trendence UK, Stephen Isherwood of the AGR now known as the Institute of Student Employers, Dan Cook of HESA, and Duncan Piper of Blue Chip Leaders. Our Global Perspectives Panel was an opportunity to think about preparing students for the global workplace and what we need to do differently to enhance this area of work. We appreciate the time that these colleagues gave to come along to conference and share their experiences; Dawn Bennett from Curtin University, Jamie Bettles from Intern China, Katherine Brewster from FDM Group, Maria Forrest of KPMG China, Martyn Lewis of Marriott Hotels, and Susan Oyston of the Department for Work and Pensions. Our gratitude also extends to our conference sponsors; Intern China, Quantum IT, Capital Placement, CRCC Asia and GTI Target and of course to our longstanding our conference supporters RMP Enterprise.

A huge thank you to the ASET team of staff and Trustees, but particularly Debbie Siva-Jothy and Janet Aspinall, whose immense hard work delivers such a brilliant conference. We know that for many of you, the ASET Annual Conference is your essential date for professional development in the work based and placement learning HE sector, so we look forward to seeing you again at Conference next year, 4th – 6th September 2018 at the University of Nottingham.

Sarah Flynn
Chair, ASET
KEYNOTE

Graduates in a Global Marketplace: challenges and opportunities

Dr Sonal Minocha

Pro Vice Chancellor, Global Engagement, Bournemouth University

Sonal’s presentation focussed on Bournemouth University’s strategic approach to developing global graduates through innovative approaches including the Global Talent Programme and Global Festivals of Learning, and discussed them in light of the overarching themes of the conference.

Sonal is the strategic lead for Global Engagement, which encompasses global recruitment, partnership, staff and student mobility and a global profile raising agenda. Her appointment has brought with it a re-energised institutional approach towards comprehensive internationalisation and the creation of a long-term vision for a Global BU that is anchored to, and complementary to, the University’s wider strategic vision. Among the key areas of work Sonal has led at Bournemouth have been the fusing of employability with internationalisation through the pioneering Global Talent Programme to enhance student experience and employability, the innovative Hubs of Practice for a highly profiled presence in the Indian, Chinese and ASEAN markets and the successful Global Festival of Learning – a simultaneous celebration of learning across three continents. This early traction has been demonstrably recognised through the recent nomination for the Outstanding International Strategy category at the 2016 THELMA Awards.

Sonal has more than ten years of senior management experience across the public and private sectors in global Higher Education, having begun her career as a business graduate before moving into an academic career which started at the UK’s University of Northumbria. Before joining Bournemouth, Sonal was Executive Dean at the University of Bedfordshire Business School. In this role, she implemented a practice-led vision including a refreshed course portfolio, innovative ‘mini internships’ called practice weeks, and more than 30 new productive relationships with regional employers. She also led the design and development of an exciting new employability proposition for the university leading to a number of awards for the framework and its projects including awards for two consecutive years for the innovative ‘Hire Me’ scheme.
Presentation

**Graduates in a Global Marketplace**

*Part 1: Graduates in a Global Marketplace – The Challenges*

*Part 2: Opportunities/Ideas for Universities*

*Part 3: BU Case Study and Some Examples*

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**Global Graduate Unemployment**

**Voices from the Global Marketplace**

**The employer voice**

"The global economic climate means businesses are struggling to find the talent they need."

**The government voice**

**The research voice**

**Regional vs. Global Demands**

**Automation**

This company replaced 90% of its workforce with machines. Here's what happened.

Disruption is already happening!
Skills for Today or Mindsets for Tomorrow?

"By 2030, let alone by 2050, we will have lost almost 50% of the workforce to artificial intelligence."

(Oxford University, 2013).

Opportunities for Universities

- Practice-based Education
- Extra-curricular Activity

The Role of Practice-based Education

- Work-based learning and placements play an important role in responding to disruptions in the world of work and challenges related to graduate unemployment.

- "Increased understanding and awareness of the world of work, accelerated personal maturity, self-awareness and ability to articulate skills and achievements."

- "When faced with a multitude of job applicants, many with similar levels of qualification, employees are looking for candidates with high levels of maturity and motivation, and matched with non-academic activities that demonstrate qualities of determination, self-reliance and the ability to work well with others."

The Value of Extra-curricular Activity

Mindsets

Skillsets

Heartsets

Bournemouth University as a Case Study

- Global BU Vision
- Our Approach - The Global Talent Programme
- Integration
KEYNOTE

Students On: The Global Workplace, 2017 and Beyond

David Palmer

UK Research Manager, trendence

David Palmer is the UK Research Manager at trendence, a specialist market research institute that focuses on helping organisations to effectively reach and recruit university and school students. An expert in quantitative research methods in the Secondary and Higher Education markets, David manages two of the largest early careers research projects in the UK. Prior to joining trendence in 2013, David studied at Exeter College, Oxford.

What does a ‘global workplace’ mean to university students in 2017? What would the ideal global work experience programme look like, according to students? How do undergraduates think globalisation is going to change their future careers?

To answer all of these questions and more, trendence has designed a research project specifically for the ASET conference, and the findings will be revealed for the first time in this keynote.

This session will also explore internationalism, work experience, and global relocation patterns by using The trendence Graduate Study, the largest careers-related research project in the UK with 62,000+ students from 126 universities surveyed in 2017.

Presentation
While studying at university in the UK, have you done an international placement/had work experience outside the UK?

- Yes: 15%
- No: 85%

Has had international work experience
- Yes: 17%
- No: 81%

Has not had international work experience
- Yes: 2%
- No: 98%

Do you see yourself living and working outside the UK for a period of one year or more after your graduate?

- Yes: 61%
- No: 39%

Do you see yourself living and working outside the UK for a period of one year or more after your graduate?

- Yes: 55%
- No: 45%

How many countries, other than the UK, do you see yourself living in over the course of your career?

- 0: 6%
- 1: 5%
- 2: 6%
- 3: 11%
- 4: 15%
- 5: 15%
- 6: 15%
- 7: 1%
- 8+: 1%

What does the phrase ‘global workplace’ mean to you?

- Company
- Opportunity
- Employees
- Global
- Place
- International

What would your ideal international work experience programme look like?

- Working abroad
- Language
- Culture
- Skills
- New opportunities
- Company

Do you think Brexit will affect the number of international career opportunities open to you?

- Yes: 38%
- No: 51%
- Not sure: 11%
How will Brexit affect the international career opportunities open to you?

Do you think Brexit will affect the number of international career opportunities open to you?

Answer: ‘Yes’

If you were looking for an international placement, where would you go first for help?

Challenges of working in a multicultural team

Benefits of working in a multicultural team

Benefits of working in a multicultural team

62,814 Students
126 Universities

Diversity Focused
1st Years Finalists

Graduate Study 2017

The trendence
University Partners
Sector Shifts

- Public Sector
- Consulting
- Banking & Financial Services
- Investment Banking
- Energy & Utilities
- Law: Solicitors
- IT & Technology
- Retail

Expected Salaries: On the Up!

End of Recession
Fee Increase

Higher Socio-Economic: £28,165
Lower Socio-Economic: £23,778

£4,487 difference (it was only £3,500 in 2016)

Social Diversity: A Widening Chasm

The International Exodus

2016: only 16% of international students planned to leave the UK

2017: 31% of 1st Year International Students plan to leave the UK

The International Exodus

2016: only 16% of international students planned to leave the UK

2017: 31% of 1st Year International Students plan to leave the UK

UK Nationals: Staying in the UK

"77% of students expect a reduction in international career opportunities in 2017"
- ASET Brexit Snap Study

Measuring Anxiety

How many students agree that "it will be tough to get a job in 2017"?

73% Law
69% Retail
65% Public Sector
57% IT & Technology
57% Engineering

To London, or not to London?

Students who want to move to London:

2016: 43%
2017: 38%

Banking: 4% less anxious
Investment Banking: 3% more anxious
44% of students surveyed have work, study or voluntary experience abroad

25% of students surveyed have completed an internship

Internships & International Experience

The Experience Gap

Internships by Nationality

International Experience by Social Profile

David Palmer
UK Research Manager
david.palmer@trendence.com
KEYNOTE

Better national data on placements

Dan Cook

Head of Data Policy and Development at the Higher Education Statistics Agency, HESA

HESA’s fundamental review of graduate outcomes and destinations data uncovered a strong appetite for better national information about student placements and work-based learning. Dan Cook will present the current thinking on how this will be achieved, and what new data collection will mean for staff working in this area in future.”

Dan has worked in Higher Education for seventeen years, at the universities of Bristol, Southampton and Exeter. Dan holds an MBA in HE management from UCL’s Institute of Education, and an undergraduate degree in English from the University of Exeter.

In 2014 Dan moved to the Higher Education Statistics Agency to lead on the development of the Agency’s data collections to meet the needs of increasing numbers of subscribers and customers. His remit includes data about students, graduates, staff, finances, estates and business and community interactions in higher education.

Dan led HESA’s fundamental re-appraisal of our requirements for data on graduates, which resulted in the Graduate Outcomes dataset. The review also identified a strong appetite for placement information, to be collected alongside other study information in-year. Dan also plays a key role in Data Futures, HESA’s programme to upgrade the HE data infrastructure.

Presentation
Current state of placement data

All leavers (1)

All leavers (2)

All leavers (3)

All students

• On industrial (or other) placement for the year as a whole
• On industrial (or other) placement for a proportion of the year
• Abroad for the whole year
• Abroad for a proportion of the year

ITT students in England

• The school where a trainee is undertaking a placement (up to 5 collected).
• The number of days spent at a particular placement school.

Post-registration medical/allied professions students in England

• Identify a student's NHS employer

ASET’s previous work

#NewDLHE review

**Aims**

Destinations and Outcomes Review

- Futureproof
- Improve efficiency
- Improve effectiveness
- Fit for purpose
- Ensure accuracy in reporting
- With purpose in mind
- Support stakeholders

**What's changing?**

- **#NewDLHE review - remit**
  
  HESA has identified a range of initial questions that should be answered by this review. Through debate and consultation, the review will construct a compelling business case for change:
  - What data will be made accessible by the SRE Act, and in what ways can they be used?
  - Given the availability of SRE Act data, what other requirements do we have for information about what happens to leavers from higher education?
  - What additional data might be required to contextualise destinations data (e.g. interconnectivity between different forms of learning)?
  - What are our remaining needs for post-study survey information, if any?
  - What methodological improvements can we make to reduce costs, and to improve consistency? Consideration should be given to the benefits of centralisation.
  - How complete a picture should the data provide?
  - Where would data be most useful?
  - How should data collection activities relate to HE providers’ venues’ support for graduates?
  - What specific measures do we wish to obtain from these data?
  - What level of detail is required in order to make the data useful for analysis?

- **#NewDLHE review - consultation**
  
  Graduate Outcomes data

HESA will introduce a mechanism for collecting this information in a future Student data collection, aligning the new requirement with the timetable for Data Futures roll-out in 2019/20. We will develop the specification for the collection in-line with existing good practice identified in the sector, by revisiting previously published work by ASET.3


**The future**

“**Data Futures**

“The Data Futures project provides a significant focus point for further enhancing the quality and capability of the higher education data landscape”

Report of the review group on UK higher education sector agencies, Universities UK and GuildHE
**Data specification: Work In Progress**

**Draft specification: Off-Venue Activity**

**Thanks!**

dan.cook@hesa.ac.uk
@dan_HE_man

2017.09.06
KEYNOTE

“Everybody has won and all must have prizes!”
Duncan Piper

Founder and MD, Blue Chip Leaders

Duncan will reframe work placement opportunities to help you radically increase their value to both students and employers, whilst simultaneously decreasing the workload for HE professionals. What will work placement opportunities look like in 2020? If they’re similar to how you remember them in 2010, we’ve got it wrong.

Duncan Piper is the Founder of The Unreasonables and Managing Director of Blue Chip Leaders. His interest in leadership was piqued when he was appointed Head Boy in his final year of school, before reading English Literature at the University of York. He graduated with First Class Honours in 2009 and went on to take up his offer from Procter & Gamble to join their Graduate Leadership Programme in business development.

Duncan resigned in 2012 to build two leadership development organisations. The Unreasonables is partnered with over 40 schools across the UK to support them to develop “cultures of leadership” through programme design and development for students and staff. They are soon to begin pioneering work with parents also, to develop their capacity to support the leadership development of their own children.

Blue Chip Leaders is partnered with governments and companies from around world that sponsor students to study at universities in the UK - BCL is contracted to support these scholars in their non-academic learning and work-readiness throughout their time here, through leadership programmes and one-on-one coaching.

The Unreasonables and Blue Chip Leaders have worked with over 7,000 students from across the UK, US and Asia.

Duncan is a trustee of an educational charity, a graduate of Common Purpose’s Frontrunner leadership programme, and has been trained by the Coaches Training Institute. He is a former Business Advisor to Young Enterprise and Governor of The Skinners’ Academy (a comprehensive school in East London), a Fellow of the Royal Society of Arts, a business coach and a mentor.
"Everybody has won and all must have prizes!"

The Need

- More than three quarters of businesses (77%) expect to have more job openings for people with higher-level skills over the coming years.
- They also expect to need more people with leadership and management skills (+67%).

CBI/PEARSON EDUCATION AND SKILLS SURVEY 2016
How do we meet that need?

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Weiyang

Brixton Street Gym

Student

University

Employer

Where we’re going wrong...

World Economic Forum - 2015
Recommendations

- Invest in students’ leadership development
- Create a ‘culture of leadership’ at your university

Duncan Piper
duncan@BlueChipLeaders.com
ASET ON...Excellence

Sarah Flynn

ASET Chair and Associate Director of Learning and Teaching (Workplace Learning and Degree Apprenticeships), Learning and Teaching Innovation Centre, University of Hertfordshire

As the sector reacts to the results of the first Teaching Excellence Framework, this session looked at how the work of ASET member institutions and placement practitioners might be influenced by, and might affect how, excellence is determined. The Teaching Excellence Framework has been introduced by the Government with the stated intentions of:

- Better informing students’ choices about what and where to study
- Raising esteem for teaching
- Recognising and rewarding excellent teaching
- Better meeting the needs of employers, business, industry and the professions

The TEF is a complex process, and this visual guide from the team at WonkHE shows the complexity of the standard and contextual data and the role of the provider submission in determining whether an institution can consider its provision as Bronze, Silver or Gold.

The TEF uses a range of inputs to make decisions about teaching quality, learning environment and student outcomes. These are formed from a range of core and split metrics; core metrics are the benchmarked figures associated with whole cohorts, whilst split metrics are a series of sub-groups.
reflecting widening participation priorities. The contextual data allow for comparison between institutions who have different disciplines, student populations and provision spread across qualification types. These data look at level of study, domicile, proportion of local students, subject of study, entry qualifications and if they belong to POLAR quintiles 1-2 or 3-5. They also include data on protected equality characteristics of age, ethnicity, sex and disability. Allowing this information to be used in the judgement process supported the stated aim of TEF in support of Government’s aims in widening participation and social mobility. TEF looks at the extent to which the institution achieves positive outcomes for disadvantaged students, and by publishing this information should drive better outcomes and improved social mobility. These factors impact on, or are impacted by, the potential of placement learning. Whether it is the lack of structured work placements in one discipline, the lack of geographical mobility for local students restricting the employers they could work with, or the challenge of success rates for students by different protected characteristics, each of these could or should influence institutional approaches to placement provision. ASET has keenly supported the widening participation agenda throughout its time; by engaging with organisations such as The Bridge Group on their research into Social Mobility and University Careers Services and through supporting our members directly via our staff development provision on placements and social mobility.

Institutions awarded Gold in the TEF were described as typically having...

- Consistently outstanding outcomes for students from all backgrounds in particular retention and progression to highly skilled employment & further study
- Course design and assessment practices provide for outstanding levels of stretch that ensures all students are significantly challenged to achieve their full potential
- Optimum levels of contact time, including outstanding personalised provision secures students’ highest levels of engagement & active commitment to learning
- Outstanding physical and digital resources that are actively and consistently used by students
- Students who are are consistently and frequently engaged with developments from the forefront of research, scholarship or practice
- An institutional culture that facilitates, recognises and rewards excellent teaching and is embedded across the provider

It is the first of these characteristics that placement and employability professionals support most strongly in our institutions, although it could be argued that others also benefit from many of the employability initiatives such as extra curricula programmes, volunteering and student representation.
So how did the sector do? 134 higher education institutions, plus three alternative providers entered, and the following awards were made:

- 45 Gold
- 67 Silver
- 25 Bronze

And how about ASET member institutions? 66% of institutions awarded Gold, 88% of institutions awarded Silver and 52% of institutions awarded Bronze are members of ASET. We watch with a keen eye to see what the results of future TEF exercises, including the proposed subject-level TEF, show us about the provision of our member institutions and the outcomes for their students. It will be interesting to see whether the proposed changes to the collection of placement information through the HESA return could feature in a future TEF as a marker of excellence. At ASET we believe that it could be, and certainly that excellence in placement practice will lead to excellence elsewhere in the student experience.
SUPPORTER PRESENTATION

Lizzie Brock, Marketing Director, RMP Enterprise Ltd
Amirah Hajat, Marketing Coordinator, RMP Enterprise Ltd

www.ratemyplacement.co.uk

Bringing exclusive insights into the undergraduate mind with findings from their recent Students Attitudes to Work Experience survey; including results on how best to attract and engage your students. In addition, taking an in depth look at student written reviews revealing key statistics, trends, recommendations and learnings for 2017-18.

Lizzie Brock: Lizzie is the Marketing Director at RMP Enterprise, the company behind the UK’s leading undergraduate website, RateMyPlacement. Having worked at RMP for over seven years, Lizzie is responsible for overseeing the marketing of all products in the RMP Enterprise portfolio, working closely with internal and external stakeholders (including ASET) to inspire change, growth and recognition within the industry.

Amirah Hajat: As the Marketing Coordinator Amirah works across all of the undergraduate products within the RMP Enterprise portfolio. Working closely on RateMyPlacement, she works alongside university careers and placement services to help them and their students get the most out of the opportunities and resources available to them.

Presentation

Afternoon Tea
With
★ RATE MY PLACEMENT
To start
RateMyPlacement.co.uk

A sweet treat
Students Attitudes to Work Experience

To finish
Key Review Learnings

What is the recommended time for baking a macaroon?
Why you are Important

How can we help You?

Respondents

RATEMYPLACEMENT
STUDENT ATTITUDES TO WORK EXPERIENCE

Decision Making

University of Kent, Canterbury Campus, 5th - 7th September 2017
Why students liked J.P. Morgan & what we can learn

Student Review

"Inclusive and collaborative work environment, impactful projects to complete throughout the internship, and strong exposure to the firm's different teams."

9/10

Value

Why students liked J.P. Morgan & what we can learn

Student Review

"I thoroughly enjoyed my time at JPM. From day one, the company made an effort to ensure everyone felt involved and valued - from socials to networking breakfasts, and everything in between, my time at JPM has been immense."

10/10

Social

Why students liked J.P. Morgan & what we can learn

Exposure

Why students liked J.P. Morgan & what we can learn

Collaborative

Student Review

"I thoroughly enjoyed my time at JPM. From day one, the company made an effort to ensure everyone felt involved and valued - from socials to networking breakfasts, and everything in between, my time at JPM has been immense."

10/10

Independence

Why students liked J.P. Morgan & what we can learn
Q&A Global Perspectives Panel

This year’s panel session brought together a range of colleagues from across the sector to share their experience and expertise on our conference theme of ‘Preparing Students for the Global Workplace’. The panel was chaired by Stephen Isherwood, Chief Executive, Institute of Student Employers, ISE, (formerly AGR) who led discussions following introductions from panel members.

Throughout the session, delegates had an opportunity to pose questions to the Panel directly, in addition to those which had been submitted anonymously throughout conference via https://tinyurl.com/ASET2017Panel

Stephen Isherwood
Stephen was appointed Chief Executive of AGR in June 2013 following seven years as Head of Graduate Recruitment UK & Ireland at Ernst & Young, one of the largest recruiters of graduates in the UK.
Stephen has extensive experience in the recruitment and development of students, both graduates and school leavers. He has worked closely with Higher Education throughout his career with a focus on the career development and employment of students.
In addition to his current role Stephen sits on a number of steering groups related to Higher Education and employment including the HEAR Advisory Committee, the GPA Advisory Group and is on the board of HECSU. He has presented to various committees in the Houses of Parliament and often appears in national and local media.

The Panel

Dawn Bennett, Professor of Higher Education with Curtin University and Australian National Senior Learning and Teaching Fellow
Dawn began her professional life as a freelance and orchestral musician, before causing a stir in higher music education with the renewal of curriculum. She has since disrupted and enabled thousands of educators and numerous institutions seeking answers to the what, why and when of employability across multiple disciplines.
Dawn’s research focuses on the development of employability including identity and graduate work. She is currently rolling out a metacognitive model of employability, associated resources and a student self-assessment tool with faculty and students in Australia, the UK, Europe and the US. The student starter kit can be found at http://student.developingemployability.edu.au/

Jamie Bettles, Managing Director, Intern China Ltd www.internchina.com
Jamie has driven the growth of InternChina since 2009, establishing 5 China offices and delivering numerous high-profile funded programmes. InternChina work with universities from around the world
and deliver government-funded programmes for the British Council and Education New Zealand. They have placed over 2000 students and recent graduates in China since 2007.

Jamie completed a one-year placement as part of his undergraduate degree, has lived in China for 4 years and is now based in Manchester. He is passionate about work experience, travel, cultural exchange and languages.

Katherine Brewster, Regional University Relationship Manager (London and the South), FDM Group
www.fdmgroup.com
Katherine Brewster works at FDM as the University Relationship Manager for London and the South. She works with universities and professional bodies in order to contribute to the company's graduate recruitment strategy.

Since joining FDM in 2013, Katherine has used her experience to help hundreds of students and graduates succeed in launching their IT careers through the FDM graduate programme and the internship scheme.

Through her work within the graduate market she has gained great insight into the skills required to get ahead in the industry and help prepare graduates for the work place.

Maria Forrest, Overseas Graduate Recruitment, KPMG China www.kpmg.com/cn/careers
Maria is a graduate in Marketing and German. She began her career in London in multilingual recruitment, before moving to Hong Kong where she managed the national graduate recruitment programme for KPMG China for several years. Maria has since returned to the UK and still works for KPMG China but is now dedicated to the overseas Chinese / HK Chinese student population who wish to return home after graduation. With increasing numbers of Chinese students studying in the UK, US, Australia and Canada, KPMG China now recruits around a third of its graduate programme / places from overseas universities.

Maria brings extensive experience and can offer advice about being competitive as an overseas graduate and how to get through some of the challenging selection processes in the market today.

Martyn Lewis, Multi-Property Director of Human Resources, Marriott Hotels Limited
www.marriott.com/careers
Martyn has worked within the field of Human Resources for over 20 years within the World’s largest Hotel Company, Marriott International. Martyn is a Business graduate and a member of CIPD. Prior to Hotels, Martyn worked within local government HR for 4 years.

Working for a progressive, forward thinking global leader in hospitality, the key to Marriott’s ongoing success is its people. Marriott have a business partner approach to Human Resources where HR professionals work cohesively with Managers to deliver exceptional results. Martyn manages multiple
HR teams where key areas of focus are driving employee engagement, talent acquisition, talent development, youth employment initiatives, including apprentices and wellness/wellbeing at work.

The Swansea Marriott Hotel has partnered with the University of Wales, Trinity St David’s to create a 2 year BA (Hons) in International Hotel Management which has been running since April 2016.

Susan Oyston, EURES UK Team, Department for Work & Pensions [www.dwp.gov.uk](http://www.dwp.gov.uk)

Susan is a EURES Adviser who works for the Department for Work and Pensions. She has worked in her current role as a EURES Adviser for 16 years and prior to that, has extensive experience helping jobseekers find employment. EURES is a cooperation network designed to facilitate the free movement of workers within the EU 28 countries plus Switzerland, Iceland, Liechtenstein and Norway.

**Presentation**

A global mindset

1. An ability to work collaboratively with teams of people from a range of backgrounds and countries
2. Excellent communication skills: both speaking and listening
3. A high degree of drive and resilience
4. An ability to embrace multiple perspectives and challenge thinking
5. A capacity to develop new skills and behaviours according to role requirements
6. A high degree of self-awareness
7. An ability to negotiate and influence clients across the globe from different cultures
8. An ability to form professional, global networks
9. An openness to and respect for a range of perspectives from around the world
10. Multi-cultural learning agility (e.g. able to learn in any culture or environment)
11. Multi-lingualism
12. Knowledge of foreign economies and own industry area overseas
13. An understanding of one’s position and role within a global context or economy
14. A willingness to play an active role in society at a local, national and international level.

What a global mind-set isn’t

- Can’t work with different cultures
- Has no interest in what is happening in other countries
- Inflexible approach to work

Developing a global mind-set

- Cross-cultural experience
- Travel/work/study abroad
- Solve problems flexibly
- Learn a new language
- Read the economist
ASET BURSARY PROJECTS

2017 ASET Research Bursary

The ASET Research Bursary was established to provide a funded student placement opportunity, and to grow the body of research into placement and work-based learning. The award is now in its 6th year. This year’s bursary was awarded to the University of Edinburgh:

Award Winner:  Eilidh Steele, Internships Manager, Careers Service, University of Edinburgh

Project Student:  James Hanton, MA (Hons) Social Anthropology 2015-2019, University of Edinburgh

Project:  The Impact of Working During the Semester on Academic Study

James’ presentation can be seen below, and his final report here.

Presentation

Investigation

The maximum number of hours that an undergraduate student can work during the semester without adversely impacting on their academic commitments

Introduction

“Unexpected costs at university mean that many are looking for jobs to help make ends meet.” (Endsleigh, 2015)
Catherine Hakim

“Students’ educational attainment is reduced by competing activities that bear no relationship to their studies – such as a Saturday job as a shop assistant, or evening jobs [such] as barman or waitress.” (Hakim, 1998: p.174)

The ‘Critical Threshold’

Russell Group Working Hour Recommendations

- 8 hours
- 10 hours
- 12 hours
- 15 hours
- 17 hours

Research Question and Scope

1. Gather a sample of views from as large a representative sample of students as possible about their experiences of working during the semester.
2. Uncover how the students perceive the positive and negative impacts of this on their academic study.
3. Develop guidance to help students develop strategies to balance semester-time work with their academic commitments.

Locational Context

Methodology

Results: Focus Group, Emails and Interviews

- Finance and completing university.
- The positives and negatives of STE.
- The current recommendations and policies.
- The understandings of ‘academic commitments’.

Results: The Survey

- Approximately 16,500 students were e-mailed.
- 653 responses were recorded.
- 72% F, 28% M.
- 89% non-International, 11% International.
- 56% CHSS, 33% CSE, 11% Medicine & Veterinary Medicine
- 50% work in either Hospitality or Retail
- 19% work more than 20 hours per week.
Results: The Survey

How many hours do/would you typically work during the week?

Results: The Survey

How many hours do/would you typically work in a week?

Results: The Survey

• ‘My work causes/caused me to fall behind with course readings.’
• ‘My work causes/caused me to spend less time studying.’
• ‘I spend/spent less time using university facilities such as the library as a result of being employed.
• ‘I believe that work causes/caused my grades to be lower than if I wasn’t employed.’
• ‘Working means/meant that I have less time to reflect on my learning and meet with peers and staff.’

Discussion

• Cut-off points
• Reports of Struggle
• Time Management
• Financial Support

Recommendations and Implications

Selective Bibliography


ASET Funded Research Project

The Impact of Working During the Semester on Academic Study

Tuesday 5th September 2017
James Hanton
Student Employment Research Intern
ASET BURSARY PROJECTS

2017 ASET Summer Project Bursary

A second ASET bursary was launched at the 2013 ASET Conference. The Exploration & Enhancement Student Bursary was created to provide a funded student placement opportunity, and also, distinct from the Research Bursary, to facilitate the sharing of innovative practice in placement and work-based learning. The Bursary was relaunched for 2017 as the ASET Summer Project Bursary and awarded to Aston University:

Award Winner: Carolina Salinas, Head of Placements, Aston University

Project Student: Maariyah Imran, BSc Sociology, 2015-2018, Aston University

Project: Increasing student engagement and peer-to-peer support through the Careers+Placements Associates Pilot

Maariyah’s presentation can be seen below.

Presentation
What are Careers+Placement Student Associates?

The perspective of both the Second Year students and the Associates were taken into account.

The services Associates provided were “Placement Sessions”, “CV feedback” and “Quick Queries”.

Qualitative and Quantitative forms of research were carried out.

Second Year Survey

Survey sent out to Second Year engaged students

Two questions were of interest; ‘What Placement services have you used?’ and ‘Would you recommend them to your peers?’

54% of students who responded had some sort of interaction with Student Associates.

Those that interacted with Student Associates selected the ‘very satisfied’ option and rated the experience between 7-10.

Second Years Telephone Follow-ups

95% respondents found the Student Associates service useful.

Comments made about the 3 key services;

CV feedback: Pros: ‘great’, ‘friendly’ and ‘informal’ Cons: visibility

Quick queries: Pros: ability to ask generic questions and be directed to the relevant source.

Placement sessions:


Open Days: Pros: informal discussions in small groups, positive comments.

Responses from Open Days survey tell us:

90% students rate highest the careers presentation
90% students choose Aston because of the placement year

Focus Group with Student Associates

Recruitment, induction and training of Student Associates

Recruitment process was a positive experience
Inductions was ‘very informative’ and it was ‘really helpful and fully set me up for the role’
Clashed with other programmes
Recruitment day - ‘too long’, ‘repetitive’.
Suggestion - Training Pack.

Top 3 skills gained as a Student Associate

What went well and didn’t go well as an Associate?

‘Good opportunity to be part of the team
‘Share their experience’
‘They could relate to students’
‘Hard to persuade students to consider a different type of placement’
Act as a bridge between C+P and the students
‘Lack of communication between Student Associates’

What did you enjoy as an Associate?

‘Rewarding’
‘Enjoyed having 1-2-1’
Students could be vulnerable
Provided them with many skills including:

Communication
Organisational
Presentation skills
 Associates impact on Students

What Associates Say

Why did you become an Associate?

Describe your experience as an Associate?

Recommendations and Future Plans

- Better advertisement
- Visibility
- Recruit student associates over the year
- Recruitment of students from different areas
- Training packs
- Student Associates supervisor
- Meetings between associates
- Engaging with students via social events
- CV corner shop
- Social media champions

Final Thoughts

- Important to hear what Second Years and Associates say
- Research has informed plans for next project stage
- Final Year Associates are in positive grad destinations
- Students trust and communicate better with students
- Students want to help other students
- Careers Teams have a responsibility to promote peer to peer support and set role models

GRACIAS THANK YOU

Danke Tack
Merci Obrigado Grazie
Domo arigato Dziękuję
The Global Talent Programme: Developing future-ready graduate workforce

Vianna Renaud and Dean Hristov
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vrenaud@bournemouth.ac.uk
dhristov@bournemouth.ac.uk

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.

Presentation

WORKSHOP OUTLINE

1. The Global Talent Mismatch and the Changing World of Work
   - Graduate Unemployment and the Skills Mismatch
   - The Changing World of Work

2. Developing the Global Talent Programme in 2015-16
   - The Vision and Concept
   - Piloting the Programme in 2015-16

3. The Global Talent Programme in 2016-17
   - Further Developing the Programme
   - Progress, Achievements and Challenges in 2016-17

4. Looking into the Future
   - Measuring the Student Experience and Learning Gain
   - Taking the GTP to a Global Stage
The Global Talent Mismatch and the Changing World of Work

UK has a high Talent Mismatch score in the Hays Global Skills Index, which will impact industry output and workforce productivity. The score suggests that the skills gap will quickly turn into a 'skills chasm' should it not be addressed by governments and business leaders.

The Changing World of Work

"Employability depends less on what you already know and more on how well you can learn, apply and adapt.

Mark Epstein, Executive Vice President, Global Strategy and Talent, ManpowerGroup

Developing the Global Talent Programme in 2015-16

Our Concept of Global Talent

Internationalisation + Employability = Global Talent

The Global Talent Programme at Bournemouth University is an innovative programme that aims to develop and enable a future-ready global workforce.
over 50% of the sessions have been delivered by or in partnership with global employers.

nearly 200 BU students have been involved in the pilot Global Talent Programme in 2015-16.

Through the Global Talent and Employability (GTE) Group and with the help of Student Services, we have identified and mapped a refined extra-curricular offer at BU.

Over 110 core and optional activities to choose from!

UG students 3 Stages
PG students 4 Stages

STAGE 1
STAGE 2
STAGE 3
STAGE 4

71% of the GTP’s sessions were delivered by employers, consultants, social entrepreneurs and other industry practitioners.

GTP partner organisations have included large global employers such as PepsiCo and Hays Recruitment, to local organisations, employers and entrepreneurs with a global reach and headquarters abroad.

Kevin Hough, Head of Talent Acquisition at Pepsi Co
Matt Desmier, Growth Consultant and Entrepreneur

globaltalent@bournemouth.ac.uk

over 620 Bournemouth University students have joined the Global Talent Programme since its launch for the 2016-17 academic year.

over 110 activities available to students on our innovative online platform that allows them to engage with our full extra-curricular offer at BU.

£100,000 funding from HEFCE in 2016-17 to expand the Global Talent Programme in scale and scope.

£25,000 funding from HEA in 2015-16 to develop and launch the pilot Global Talent Programme.

globaltalent@bournemouth.ac.uk
Measuring Success – Student Experience and Learning Gain

A comprehensive methodology has been embedded to monitor the ongoing and longitudinal impact by tracking the student experience, level of support and learning gain on each stage of the GTP and post graduation.

1) Student self-reflection tools for progression across each GTP stage:
   - Stage 1 – Student Experience and Learning Outcomes Survey (UG and PG)
   - Stage 2 – Student Experience and Learning Outcomes Survey (UG and PG)
   - Stage 3 – Student Experience and Learning Outcomes Survey (UG and PG)
   - Stage 4 – Student Experience and Learning Outcomes Survey (PG)

2) Feedback questionnaires on mid-point and on completion:
   - Mid-point GTP Feedback Questionnaire (UG and PG)
   - On Completion GTP Feedback Questionnaire (UG and PG)

3) Longitudinal study:
   - Long-term Career Destinations (HEFCE) Longitudinal Study

Taking the Global Talent Programme to a Global Stage

The GTP framework enables transferability to other institutions, not just in the UK but also internationally. We have already undertaken pilot pilot work in China and India.

4.5% of the student population at Bournemouth University have engaged with the Global Talent Programme to date.
Looking after Students Mental Health during Overseas Placements

Jamie Bettles
Intern China Ltd., Innospace, The Shed, Chester St., Manchester, M1 5GD
jamie.bettles@internchina.com

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.

Presentation
**DISCLOSURE & PRE-DEPARTURE**

**UNIVERSAL ISSUES TO PREPARE FOR**

- Culture Shock
  - Destination country: expectation vs reality
  - In-depth introduction to the culture in destination
  - Managing limits of contact with home
  - Living up home comforts on moderation
  - Over-setting is important

**BACKGROUND READING COURTESY OF CAMERON WARD, UNIVERSITY OF CHESTERTON**

- Saudi Arabian culture
- Saudi Arabian culture
- Saudi Arabian culture

**STRESS SURROUNDING IDENTITY**

- Identity reinforced by social media
- Traveling as part of a support group isn’t helpful

**BACKGROUND READING CHERI DAVIES, UNIVERSITY OF CHESTERTON**

- The social identity approach in social psychology
- McPhail & Haslam

**SOCIAL IDENTITY THEORY COTT, HENDERSON**

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**SUPPORT DURING PLACEMENT**

**TRAINING FOR ON-SITE STAFF**

- Does this exist? Are our teams mental health experts?
- Basic requirements: empathy, patience, experience, time
- Refer back to case management template & self-care plan

**FREE RESOURCES**

- Local students and buddies
- British Council
- Alumni
- Charities
- Your university’s international office

**TECHNOLOGY**

- WeChat as a ‘Social Whatsapp’
- Self-care apps such as Headspace

---

**USING WECHAT APP**

**WECHAT OFFICIAL ACCOUNT**

- Receive daily updates
- Access guides & reviews
- Trip info and itineraries
- Learn survival Chinese
- China life hacks
- Directions and taxi cards

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**CITY INFO**

**NEWS**

**GUIDES**

**SHARE RICH CONTENT & EVENT INFORMATION TO GROUP MEMBERS**

**ALLOW GROUP MEMBERS TO SCAN QR CODES TO SIGN UP FOR EVENTS**
CASE STUDY

CASE STUDY DETAILS

STUDENT WITH NO HISTORY OF MENTAL HEALTH ISSUES

SUITS UNEXPECTED TRAUMA SHORTHAND BEFORE OVERSEAS PROGRAMME

THERE IS NO EVIDENCE THAT THE STUDENT IS AT RISK

EMAILS THEIR PLACEMENT SUPERVISOR AFTER ONE WEEK TO SAY THAT HE CAN'T

CONTENT AND WANTS TO COME HOME

YOU ARE THE PLACEMENT SUPERVISOR!

WHAT WOULD BE YOUR FIRST STEPS?

WHAT CAN YOU OFFER THE STUDENT IN TERMS OF SUPPORT?

WHAT WOULD BE YOUR PREFERRED OUTCOME AND HOW WOULD YOU TRY TO

ACHIEVE THIS?

MENTAL HEALTH EMERGENCIES

PLANNING & RISK ASSESSING IS KEY

HOW IS AN EMERGENCY COMMUNICATED?

A CLEAR AGREEMENT REGARDING DISCLOSURE IS NEEDED

BE OPEN ABOUT IMPLICATIONS OF CURTAILING A PROGRAMME

BUT AVOID THIS LEADING TO ANXIETY

PERSONAL SUPPORT COMBINED WITH

SOLID PROCEDURES

QUESTIONS?
Zero-budget Student Engagement: What works

Helyn Taylor and Simeon Smith
Swansea University Employability Academy
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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.

Presentation
HELLO. IS IT SEA YOU'RE LOOKING FOR!

Helyn: h.taylor@swansea.ac.uk
Simeon: s.f.g.smith@swansea.ac.uk
employmentzone@swansea.ac.uk
4
Improving Placement Outcomes through Blended Learning

Rob Jack
University of Southampton
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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.

Presentation
Session Outline

1. Our history of placement preparation
2. What do we need to cover in placement preparation?
3. Introducing blended learning
4. Practical considerations
5. Discussion

Our Placements Office history

• Established in 2013 to start a placements programme
• Three person ‘flat’ team
• Placement was an option on one course (BSc Marketing)
• No existing placement preparation

2013/14 academic year

• Introduced a ‘dummy’ placement preparation module in Year One
• 13 Lectures (weekly) in Semester One, then one-to-one support in Semester Two
• Employers engaged to give guest lectures
• 200 students on the module

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Who?</th>
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<tbody>
<tr>
<td>29-Sep</td>
<td>Intro to placements, Opportunities available</td>
<td>Placements Office</td>
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<tr>
<td>16-Oct</td>
<td>Week two: Skills Analysis</td>
<td>Careers Service</td>
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<td>23-Oct</td>
<td>Week three: How to apply for placements and graduate roles</td>
<td>The Wise Company</td>
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<td>30-Oct</td>
<td>Week four: Employer competencies</td>
<td>Odilife</td>
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<td>6-Nov</td>
<td>Week five: Why do a placement/internship?</td>
<td>Rate My Placement</td>
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<tr>
<td>13-Nov</td>
<td>Week six: How to market yourself</td>
<td>Digichamps</td>
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<tr>
<td>20-Nov</td>
<td>Week seven: Telephone Interviews – dos and don’ts</td>
<td>Enterprise</td>
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<td>27-Nov</td>
<td>Week eight: How to conduct yourself at interviews</td>
<td>Hays</td>
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<tr>
<td>4-Dec</td>
<td>Week nine: 1:1 sessions on CVs and reflective reports (slots available throughout the week)</td>
<td>Placements Office</td>
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What is placement preparation?

After a bad first year, we took time to wipe the slate and approach placement preparation afresh.

What do students need to learn and be able to do in order to secure a placement?

Learning Outcomes

“Tell us what a successful student on a course will be able to do on completion of the learning opportunities provided”

By the end of the module, students should be able to...

Learning Outcomes

Have a go:
In a few minutes, list the learning outcomes you think students should achieve in a placement preparation module.

Learning Outcomes

- How many do you have?
- Do they involve complex theory, or are they practical?
- What are the activities which will allow learners to achieve your learning outcomes?
- In what situation will students best engage with these topics?

Blended learning

- 20 online lessons
- 8 face-to-face sessions, linking with online content
- Employers engaged to create videos
- Varied activities online
- Discussion-based offline

Engaging activities

- Successful teaching must be engaging
- Online, this means more than just text and videos – but these can be good, too
- We need to be detailed in our direction – but not condescending
- Need to fine tune learning outcomes

Learning Outcomes: CV

By the end of this lesson, students will be able to:

- Identify the appropriate CV style according to their current experience levels (experience-based or skills-based).
- Identify the key elements of a successful CV
- Clearly structure a successful CV.
- Know how to use formatting in Microsoft Word to make a clear CV.
- Appreciate how to amend a CV as per different job adverts.
- Reduce a two-page CV to a one-page CV.

This wasn’t detailed enough!

H5P Tool
Learning Outcomes

Have a go:
List detailed learning outcomes for one online lesson, and match them with a learning activity.

Practical Considerations

- Lots of different tools available
- We use Wordpress + Woothemes Sensei + H5P – user friendly
- Do you have learning development teams?
- Use video training resources if putting together materials yourself
- Takes time – unless you can get someone to do it for you?

Practical benefits: staff

- Lots more time to dedicate to student support
- No need to re-teach resources year-on-year (but you can update them)
- Raises profile amongst colleagues
- Employers love it
- Can track student engagement
- Initial investment = long term gain

Practical benefits: students

- Complete Placement Prep at a time that suits them
- More time and space to reflect
- Can take as long as they want – suits different learner styles
- Never ‘miss the boat’
- Fully accessible

Outcomes – 2016/17

- 74% (143) submitted a formative assessment at the end of first year
- 70% (92) secured a placement in Year 2
- 297 hours of content watched through course
- 4.4/5 overall satisfaction with module

Data from 1 August 2016 – 31 July 2017

Discussion
Economy, Politics and Research on Vocational Education: the Great Recession to Brexit

Giles Milner
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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 the discourse leading up to, during and following the Great Recession. Following the exploration, we will evaluate the content of discourse and whether it answers the most important and urgent questions regarding Vocational Education.

‘In the sense of the three critiques of Immanuel Kant, the true, the good and the beautiful are intrinsically interwoven. VET research which strives for the truth tries, at the same time to further “good” VET practice by supporting adequate features and conditions. The practice shows – in a somehow idealistic diction - “beautiful” shape in as much as its individual elements should be matched and act together as well as possible.’ (Heidegger 2008, 719)

Research Questions
Recent trends in literature on VE predominantly fall into two categories: firstly, the economic and societal benefits and secondly research on the structure and implementation of VE practice. The link between these discourses, as we shall see throughout the literature, is the intent to prove that a particular structure has greater economical and societal benefits. The focus of this paper is to map current dialogue on VE, understand what the key issues are and present a case for perusing research, in light, and in spite, of the current discourse on VE practice. To understand VE in the UK within these trends we would need to look at the underlying principles, effect of policy and the potential effect in the future following Brexit through the following questions:

1. What principles underlay VE in its educational history in the UK?
2. How have UK educational policies shaped the implementation of VE since 2008?
3. What effects might Brexit have on the future of VE in the UK?

From an evaluation of the principles, impact of policy and speculative glimpse into the future we can again reflect on these questions and whether the answers tell us anything about effective VE practice.
Economic and cultural discourse on Vocational Education

In April 2008 Nick Perry and David Sherlock’s *Quality Improvement in Adult Education and Vocational Training* was published. Two key founders of both the Training Standards Council and Adult Learning Inspectorate and advisor’s to David Blunkett, whilst he was Secretary of State for Education, Parry and Sherlock (2008) were at the forefront of Education in the UK at the time of the credit crunch. In a section called The British Experience Parry and Sherlock (2008) present a graph of the rising levels of employment in the UK between quarter one of 1971 and quarter one of 2006 titled “The Shock of the knowledge economy” (Parry and Sherlock 2008, 13) claiming that ‘the proportion of working-age people who are employed in Britain has settled into a steadily rising path’ (Parry and Sherlock 2008, 12). Dismissing population density, lack of natural resources and manufacturing as reasons for this “so powerful an economy” (Parry and Sherlock 2008, 12). Parry and Sherlock settle on the success of this economic success and “rising” level of employment as ‘an economics which favours the fleet-of foot, the highly educated and the skilled’ (Parry and Sherlock 2008, 13).

The employment statistics from the Office for National Statistics show that, at the time of Parry and Sherlock’s (2008) publication, the employment rate was at the highest since January 1975. However, within two months, by June 2008 the employment rate went into decline and did not recover to the same level until June 2014. At one point, in July 2011 the employment rate fell to a fifteen year low. Parry and Sherlock’s (2008) illusion of a powerful economy with a steadily rising path of employment favouring the highly educated and skilled fell apart as soon as it was proclaimed. As we shall see the link between economy and Education was discredited by Gough (2010) building on the work of Wolf (2002), from six years before the Credit Crunch in a criticism that may well have been directed at Parry and Sherlock:

*‘The simple one-way relationship which so entrances our politicians and commentators–education spending in, economic growth out- simply doesn’t exist’*  
*W*olf (2002, xii – xiii)

This negative perspective, at a time of rising employment levels and extensive investigation and development of the quality of VE in the UK, could easily be ignored. Parry and Sherlock’s misplaced faith in the economic power of education serves as a warning of the risks of making claims about the link between economics and education but they give an insightful account of how NVQs were perceived at the time the Training Standards Council inspectorate was set up in 1997:

*‘The credibility of the NVQ was sinking fast; its initials were held to stand for ‘not very qualified’. And there was a prevailing atmosphere that all the private training providers were probably using suspect financial practises and anything we could do to catch them out would be welcomed’*  
*Parry and Sherlock 2008, 3*
Parry and Sherlock go on to say that this view was unjustified and the reality was very different. So where does this concern come from that NVQs are a poor substitute for academic education? Why are the finances of VE brought under such scrutiny with suspicion cast at the training providers themselves? The reality of VE funding is that it has historically always been very expensive in comparison to academic education which raises questions about its economic value:

‘Since TVET generally costs up to three times more per learner than do academic courses, this raises some key questions: Is TVET worth the extra money,’... ‘What is the economic return on resources devoted to TVET, and is it really possible to accurately measure such returns?’

(Gough 2010, viii)

Gough’s exploration of these questions leads him to conclude that these questions are invalid. Perceiving any form of education as a financial investment that can be measured in terms of financial input and output is unjustifiable. This is principally because of the unpredictable changes in economy and technological advancements that will impact on training requirements. In 2008, during the credit crunch, the building industry significantly reduced which resulted in a high proportion of learners passing NVQs in labouring being out of work. There was a difference between the requirements in the UK economy for labour between the beginning of their training and the end due to unforeseen circumstances.

Parry and Sherlock are not alone in their employment of empirical data to demonstrate that VE is the singular salve to curing unemployment. As part of their case for the success of the German Dual System Hummelsheim and Baur (2014) cited a fall of unemployment from “a peak of 11.2 in 2009 to 7.5 in 2013, the lowest youth rate in Europe” (Hummelsheim and Baur 2014, 280). Whilst they do not make the direct claim the inclusion of this figure is clear, dual system VET means low unemployment. Whilst Parry and Sherlock (2008) are comfortable using rising employment figures to make their case for VET and Hummelsheim and Baur (2014) are comfortable citing a fall in employment of 3.7% over a four year period since Germany’s peak in 2009 We should resist making any such claims about the connection between the quality of VE in the UK and the fall of overall unemployment from a peak of 29.9% in 2011 to 25.9% in 2015 (Office of National Statistics, 2016).

Any such claims about the relationship between economic empirical data and VE can be subject to questions of failure. If we accepted Parry and Sherlock’s (2008) link between employment and VE we must ask what went wrong with VE between 2008 and 2011 to cause high levels of unemployment. We can ask the same question of the German dual system, which was developed in the 1970’s (Hummelsheim and Baur, 2014, 283), and why it resulted in a peak of youth unemployment in 2009. We cannot pretend that VE and employment exist in a vacuum divorced from influences of economy,
culture, industry and society. To imagine that employment statistics are inseparable from VE is, at best, delusional.

We have seen that VE is expensive, has a poor reputation for the value of its qualifications and is perceived, as Gough describes, ‘second class’ education. How does Educational Policy relate to how this view of VE has formed? Ball states that there is a prejudice, amongst middle-class parents that drives educational policy making in favour of the middle-classes:

‘I shall suggest that, at this point in time, educational policy and institutional orderings are potentially ‘classed’ – that in a number of respects they reflect and enhance the social and economic interests and concerns of the middle classes’

(Ball 2003, 3)

Ball (2003) uses specific examples of parent’s thoughts over educational choice that demonstrate both the middle-class concern over a good education and the assumption that the “right” education is going to lead to a successful career and a prosperous and happy life. Not attaining success in academic education, failing to live up to middle-class expectations, is perceived as failing at life. VE is thought of as where people go when they have failed at academic education. This was explored in Channel 4’s Dispatches (Dispatches: Low Pay Britain, 2015) with an economist presenting research that showed that individual economic gains are not evident with the attainment of a Level 2 NVQ in retail and only became evident with the attainment of a Level 3 NVQ in retail. The hidden hand of class was evident in that Dispatches did not acknowledge that a Level 2 NVQ and Level 3 NVQ are respectively the same levels as GCSE and A-Level in terms of qualification attainment and the statement that economic value increases with qualifications at Level 3. This reduction of “value” to terms of individual economic gain misses the point that a Level 2 NVQ is intended to lead to a Level 3 NVQ. Existing best practice in VE is to progress a learner completing a Level 2 framework onto Level 3 units with accreditation and certification for those units within their Level 2 Qualification. Not only does this practice give the learner partial accreditation for their achievements at Level 3 it also prepares the learner to progress to a higher level of learning.

Moving from VE dialogue at the start of the Great Recession and through the following eight years we find ourselves at the brink of the Brexit vote to explore two documents, both published by the Department of Innovation and Skills, either side of the Brexit vote. In a comparison of research published by the government and a report published two months later we can compare the findings of research with the rhetoric of policy.

In May 2016, a month before the Brexit vote, the Department for Innovation and Skills published Research to understand the extent, nature and impact of skills mismatches in the economy (Gambin et al, 2016) in which the authors explore first-hand experience, statistics, rhetoric and the effect of skills
mismatches, drawing a distinction between skill shortage and surplus. Regarding the relationship between economy and skills the authors postulate that:

‘one may be observing nothing more than the effects of the economic cycle on the demand for, and supply of, skills rather than some structural failing in the operation of the skills system which may require intervention’

(Gambin et al. 2016, 8.)

This statement is in concert with the conclusion reached by Wolf (2002) and Gough (2010) that there is no relationship between economic performance and the quality of skills training. Directly regarding skills shortages Gambin et al (2016) state ‘The evidence points to the level of skill shortages being, at best, modest’ (Gambin et al. 2016, xii.) and the specific level of shortage ‘At most, at any point in time, shortage may account for no more than around 0.2 per cent of employment’ (Gambin et al. 2016, viii).

Following this recent research project from the Department for Business and Innovation, building on a long history of warning against claiming a link between economy and skills training, the statement by the then Minister of State for Skills, Nick Boles, in the foreword to the Post-16 Skills Plan (Sainsbury et al. 2016) published on 8th July 2016 made the astonishing claim that: ‘The economic case for further reform of the skills system is compelling’ (Sainsbury et al. 2016, 5). The case made for the economic/education link, is repeatedly perpetuated when education is being promoted or sold in order to justify a change in direction or approach with the promise of assured economic rewards. As with Parry and Sherlock (2010) and Hummelsheim and Baur (2014) we find an alterior motive for promoting this link within the Post-16 Skills Plan (Sainsbury et al. 2016) as one of the main aims of the Post-16 Skills Plan (Sainsbury et al. 2016) is that ‘by introducing a UK-wide levy in April 2017 to help fund the increase in quantity and quality’ (Sainsbury et al. 2016, 18). A direct link is made in the plan between finance raised from the levy with quality but the quality of education relies not upon changing the source of funding but understanding of the process, implementation and facilitation of learning.

In order to justify the expenditure, by businesses, through a levy, the Department for Business Innovation and Skills are implying economic returns to reassure risk-averse employers but Gambin et al (2016) explain employers are risk-averse because ‘they fear that the costs of making the wrong appointment could be substantial’ (Gambin et al. 2016, xi).

Gambin et al (2016) go on to recommend that a training levy should be used to encourage larger employers to over-train in skills shortage areas so that smaller employers can recruit the “excess apprentices” but make a second recommendation that:

‘Alternatively, there are other means of ensuring that employers become less risk averse when investing in Apprenticeships. Such an approach is not necessarily dependent upon a levy. This relates to developing a balance within the Apprenticeship that allows employers to obtain the
unique bundles of skills that comprise jobs within their workplaces, whilst the apprentice is able to obtain skills that will afford them a degree of labour market mobility’ (Gambin et al. 2016, 84).

In this proposition we see something that appears more ephemeral, immeasurable and out of reach, the prospect of a cultural change in the perspective of VE and Training. Gambin et al (2016) propose an alternative of apprenticeship content that is beneficial both to the employer and the apprentice. In attempting this we are faced with the difficulty of changing perceptions from the perpetuated rhetoric that ‘Technical education remains the poor relation of academic education’ (Sainsbury et al. 2016, 5). From the proposals in the Post-16 Skills Plan (Sainsbury et al, 2016) we are told that a move from government funded to levy system somehow meets a moral obligation to provide better education to people from ‘disadvantaged backgrounds who have been denied this opportunity by poor-quality and irrelevant education’ (Sainsbury et al. 2016, 5).

In the eight years of VE discourse, from the Great Recession to the Brexit vote, claims and criticism about the structure, economic impact, quality and place have taken centre stage. What is absent from the research, literature and policies is detailed discussion about the central issue itself. The process of learning skills and knowledge, their application, the act and experience of learning is silent and ignored. There is no better time, than one of cultural, political and economic uncertainty, to return to a dialogue about the cognitive processes of development and learning within a vocational context and its impact at a personal level and within the immediate lives of learners, employers and communities. Looking back at Heidegger’s (2008) appropriation of Kant’s critiques to VE research, in his terms VE in the UK is perceived as “bad”, “ugly” and a false promise of individual prosperity.

The relevance of the Great Recession in VE literature and decision making is evident in the discourse six to seven years after the event. In their sales pitch for the German Dual system Hummelsheim and Baur (2014) reference the ‘global economic and financial crisis’ (Hummelsheim and Baur 2014, 279) and Eighhorst et al. (2015) begin their Road Map to Vocational Education and Training in Industrialised Countries ‘Unemployment rates among youth employment have soared since the Great Recession of 2008’ (Eighhorst et al. 2015, 314) demonstrating how this key event in our collective history continues to be a watershed moment and a continued frame of reference. It is possible that literature published in 2020 will begin by referencing Brexit in the same way to discuss the events that follow.

From the literature discussed we have seen that VE is researched and explored from political, socio-cultural, economic and structural perspectives. Some attention is paid to learning theory that is applied or developed within VE but the overriding research preoccupation appears to be the structure and implementation of learning rather than the process of learning itself. This can be summed up as “How is VE perceived?” and “How is VE structured?” a more pertinent question is “How does VE happen?” This is not a question about the demonstrable educational attainment compared to
academia and quantified economically or about whether the learning process is situated in an ergonomically designed environment. This is about the interaction of the learner, educator and wider environment across practical and conceptual levels within the vocational context.

**A new direction**

There is a gap in policy and research literature between the reality of the practice of VE within the interaction of learner, educator and employer and VE at a structural and organisational level. The central aim of VE, from the literature discussed, is to offer a cost-effective education structure that will generate profit within a growing economy and society with reduced unemployment. Both the cost and effect of VE, at micro and macro levels, are crucial parts of the ongoing discourse but this discourse cannot continue without focus on the process of teaching and learning within the Real Work Environments (RWE). Whether the structure is called, hybrid, dual or situated learning, whether it is practised in a technical college in Bremen or TK MAXX in Bournemouth the process of learning and interactions is a key part of understanding good quality VE.

Where do we start with this new discourse? The starting point, from the literature I have read, comes from Bound and Salter’s (2009) research into situated learning with the only account I have found that relates to the interaction between educator and learner and the learner’s ability to succeed. Bound and Salter (2009) interviewed teachers and made clear observations about the relationship between the skills and knowledge of the educators in relation their understanding of learners and learning theories, allowing them to draw conclusions about teaching ability and knowledge. A clear example of their findings demonstrates the value of exploring VE at the level of practice:

> ‘While teachers noted that some people are visual learners, some, auditory, some tactile and some are kinaesthetic learners, there was puzzlement expressed by a few teachers about why some apprentices pick things up much more quickly than others. Their exposure to the range of different theories of learning styles and types of intelligence was limited. Extending this knowledge would assist teachers to address puzzles such as this’
> 
> *(Bound and Salter 2009 p.84)*

This example demonstrates the importance of exploring the experience of educators, learners and employers within research and this is something that is absent in the majority of research literature I’ve come across. Regardless of the structure or policy of delivery the knowledge and ability to interpret and communicate as an educator is an essential component that requires further investigation. From this quote we get a glimpse of the educator’s expectation of the application of a single learning theory on the process of learning and this is a good starting point. From educators working within VE we can learn about their perceptions of the practice of VE, what they view as
contributing to success, what is defined as success and what are the primary and recurring causes of failure.

To develop an understanding of the practice of VE for the educators and how this relates to successful learning we need to move away from questions about policies, economy and society and return to the fundamental practice of education and explore how learning theories, that are often drawn from academic contexts, function and relate to the vocational context. For this we will require a new set of questions that interrogates the practice of VE:

1. How are theories of learning, behaviour and cognitive development, specifically: absolute and relative learning, scaffolding, learning cycles, learning levels and motivation applied in the interpretive environment of VE?
2. How does the skill of interpretation connect to the structural process of VE curriculum?
3. What are the skills, knowledge, support and structure required for the Vocational Educator to develop the ability to interpret and react to the vocational environment to practice effectively as an educator?

Each question explores the experience of VE in RWE from a different focus, beginning with the relationship between the environment and the learner, learning theories and VE, recording, interpretation and structure and finally the practice and support structure required for VE.

**Conclusion**

VE literature and research, for at least the last eight years, has focused on the structure, construction and fabled economic benefits. We do not see the same need to validate academic education because it is not subject to the same cultural prejudice and economic scrutiny. In a future of political and economic uncertainty; in a time where cultural perceptions and actions have taken on unexpected metamorphoses we can turn our attention to the educational theory and action that lies behind any model, process or structure of VE.

To understand what is happening behind the fabric of dual, situated or school based models for the individual learners, their environment and how this is interpreted. A re-examination of theories on the cognitive process of learning and development in the context of vocation will provide valuable information that can be applied in spite of external factors. An exploration into the application of learning theories and their impact on VE has relevance that transcends concerns about economy, structure and politics and can be applied to whatever situation we find ourselves in throughout a time of uncertainty.
Bibliography


Work-based Learning in Marriott Hotels UK (including a case study)

Martyn Lewis and John Howells
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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.

Presentations
John Howells, UWTSD

The School of Tourism and Hospitality
A study of innovation in Tourism and Hospitality at Degree Level.

BA (Hons) International Hotel Management
An Exciting Partnership...
Programme Overview

- Two years full-time study
- Three points of entry: January, May and September
- Each year is divided into three blocks:
  - Two blocks spent studying at Swansea Business Campus
  - One block spent on placement at the Marriott Hotel, Swansea
- Total of 8 months on placement in various departments at the Marriott.

The Swansea Marriott Hotel

- Located in Swansea’s Maritime Quarter
- Four-star hotel
- Trades strongly throughout the year
- Hosts visiting Premier League football teams and international celebrities

Marriott Hotels: “Spirit to Serve”

- Develop the relationship
- Co-operation – confidence in each other
- Dialogue
- Clarity of roles and responsibilities – all parties
- Training plan
- Effective supervision (Marriott and UWTSD)
- Critical Evaluation (students, Marriott & UWTSD)
- Reflection
- Improvement

Training Plan 1

<table>
<thead>
<tr>
<th>Day One</th>
<th>Orientation</th>
<th>COSHH, DDA, H&amp;S, Manual Handling</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Online fire training</td>
<td>Safety Matters, Great Food Safe Food</td>
</tr>
</tbody>
</table>

Training Plan 2

- Reporting/help process
  - Daily placement working time capture process
  - Absence reporting
  - When designated individual(s) are not available
  - Hotel HR Department/Programme Director
- Work area
  - Function of department
  - Relationship of job to department
  - Relationship of department to other departments
  - Relationship of department to overall hotel
- Working Conditions
  - Starting & finishing times - schedules
  - Schedule change policy and procedure
  - Red sticker policy/Company property
  - Break periods and location
  - Meal periods and cafeteria
  - Staff toilets
  - Getting to your department – Associate entrances and routes
- Basic duties and responsibilities
  - The Art of Hosting
  - Job performance standards
  - Appearance and image standards
  - Guest relations standards
  - Safety practices and safe work methods
  - Special PPE equipment/clothing requirements
  - JSA’s (Job Safety Analysis, COSHH and risk assessment)
  - Empowerment
  - Basic and Daily briefings
  - Guest Voice and Problems Experienced
- Brand standards departmental overview

Weekly Learning Log

- Week
- Department
- Work undertaken
- Self-appraisal:
  - Strengths
  - Weaknesses
  - Lost opportunities / Concerns
  - Plans for next week

Manager’s Report

- Self Management
- Managing tasks: evidence and outcomes
- Communication: evidence and outcomes
- Team work and relating to others: evidence and outcomes
- Applying knowledge: evidence and outcomes
- Specialist skills developed e.g. Marketing
- General comments

Any questions?
Martyn Lewis, Marriott Hotels UK

Our Company, Heritage and Culture  Working for Marriott  Work Based learning opportunities  Voyage Global Development Leadership Program

At Marriott, we believe the foundation for our success is driven by wellbeing. We have made a commitment to make our workplace an environment where physical, emotional and financial needs matter.
**Our Culture**

Our culture is our competitive advantage

- We put people first
- Training and Development
- Diversity and Inclusion
- Corporate Social Responsibility
- Local and Supplier Leadership

**Benefits at Marriott**

**Travel Perks**
- Free stays at Marriott
- Free stays at other hotels
- Early check-in/check-out
- Free parking
- Free Wi-Fi

**Rewards and Recognition**
- Annual recognitions
- Performance bonuses
- Recognition awards
- Opportunities for internal promotions

**Growth Opportunities**
- Career development
- Leadership training
- International assignments

**Post Graduate/Under Graduates Entry Routes**

- Voyage Global Leadership Development Program
- Direct Entry routes
- Placements
- Non-Management roles
- Apprentices

**Corporate Jobs**

- Our corporate recruiters help define the company's L&D activities and ensure the projects are delivered on time.

**Placements**

- Duration can vary: 3 – 12 months
- Paid or unpaid
- All disciplines within hotel considered:
  - Food & Beverage
  - Rooms
  - Culinary
  - Engineering
  - Sales
  - Finance
  - Leisure and Fitness
  - Human Resources
- Applications direct to each hotel, as needs vary from site to site

**Marriott’s Global Leadership Development Program**

Marriott’s global leadership development program for recent college graduates, offering a foundation of development, resources, and support to grow the future leaders of our company.

**Post Graduate/Under Graduates Entry Options**

- Voyage – Managed centrally: Assessment centre/interviews
- Direct Entry – applicants unsuccessful in Voyage application
- Placements – managed by each hotel HR team
- University outreach – Key recruiting Universities
- Non-Management roles – direct application
- Apprentices – college/training provider/direct application

**Awards and Recognition**

- **Fortune**
  - Best Places to Work for 20th Consecutive Year
- **LATINA**
  - Company of the Year
- **Diversity**
  - Top 50 Companies for Diversity

**Opportunities in Our Hotels**

**Hotel Jobs**

- We are looking for dynamic and energetic team members to join our team.
- Opportunities are available at all levels of the organization.

**Opportunities at Corporate**

- We are seeking passionate and driven professionals to join our corporate team.
- Opportunities are available in all areas of the business.

**Take care of your employees and they will take care of your customers.**

J.W. Marriott
Join a world-class hospitality company.

Find a place to start your journey.

Let our core values guide and inspire you.

It’s a blank page. It’s an open door.

Voyage basics:
- 18 month, self-paced program
- Currently offered in more than 30 countries
- Access curriculum through an innovative virtual environment
- Connect with and learn from industry leaders

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- 18 month, self-paced program
- Currently offered in more than 30 countries
- Access curriculum through an innovative virtual environment
- Connect with and learn from industry leaders

It’s connections formed across continents.

The virtual environment—a unique, online network created just for the Voyage program.
- Access training materials
- Attend webinars with company executives
- Connect with other Voyagers

Areas of focus may include:
- Food & Beverage
- Revenue Management
- Accounting and Finance
- Rooms Operations
- Sales and Marketing
- Human Resources
- Engineering
- Event Management

Hands-on experience:
- Discipline-specific training by brand
- Leadership Development

It’s advice given from some of the industry’s brightest minds.

Find support locally and around the world.
- A Champion and Coach provide guidance and direction along the way.
- Virtual environment offers program resources all in one place.
- Just one click away from other Voyagers who are sharing your experience.

And at the end, it’s the start of a successful career.

After successful completion of the program, you’ll enter into an entry-level leadership position.

And you can stay involved through the exclusive, global network of Voyage alumni.

Build a successful career.
Continue to learn and grow.
Lead as a Voyage alum.

Here’s to the journey.
Developing growth mind-set, mental toughness and resilience through quality science placements, to succeed in a global workplace in 2020:

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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.

Presentation

What is MENTAL TOUGHNESS?

“A personality trait which determines in large part how people deal with challenge, opportunity, stressors and pressure .... irrespective of circumstances”

It’s universal – it’s applicable in many walks of life. Think of it as “Mindset” or “Attitude”
What is MENTAL TOUGHNESS?

It is not about being....
➤ Macho
➤ Domineering
➤ Aggressive

It is about being.....
➤ The best that you can be
➤ Comfortable in your own skin
➤ Accepting that life can be challenging but that it is full of opportunities as well as threats

There is a strong positive theme in Mental Toughness

Growth Mindset

What does Early Intervention look like?
➤ PLSU getting involved in lectures (regular slots for each level)
➤ Skills workshops
➤ Webinars
➤ Up-to-date information on PLSU web page
➤ Information available on Canvas

Graduate Market 2017 Review

Placements are only part of the answer for future employability

What is MENTAL TOUGHNESS?

There is a strong positive theme in Mental Toughness

Growth Mindset

What does Early Intervention look like?
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Faculty of Science Pilot Model

Level 4
➤ PLSU information
➤ Benefits of Placements
➤ CV Writing
➤ Networking
➤ Sourcing Placements

Level 5
➤ Building on Level 4
➤ Understanding Opportunities & Learning

Level 6
➤ Reflective Practice
➤ Evaluation

Six Steps to Success

1. Commitment
   Goal Setting & Achieving
   Doing what it takes!

2. Challenge
   Risk Taking
   Not afraid of new things

3. Control
   Emotional Intelligence
   Self-belief

4. Confidence
   Resilience
   Interpersonal Confidence

5. Courage
   Personal Strength
   Initiative & Enterprise

6. Communication
   Verbal & Written
   Getting the message across

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5. Courage
   Personal Strength
   Initiative & Enterprise

6. Communication
   Verbal & Written
   Getting the message across

Hard Skills v Soft Skills

➤ Hard Skills – How to use a machine, answering a phone
➤ Soft Skills – Behaviors, Mental Toughness & Resilience

Preparing young people for employment involves equipping them with the essential soft skills that they need to succeed. These skills play a key role in the employability of a young person (Strycharczyk & Clough, 2014).

What did the students say?

“Thanks to my 1-2-1 session I found out about the placement”

“I didn’t realise that I had gained transferable skills through my placement experience”

“Setting goals helped me to understand the path I needed to follow”

“Updating my CV in a 1-2-1 session after my placement, showed me how much I had learned on placement and really improved my confidence levels”

University of Kent, Canterbury Campus, 5th - 7th September 2017
Developing Mental Toughness

**Benefits**
- Helps to understand something about people which is fundamental to their performance and wellbeing
- Easy to use framework – it applies to all soft skills development
- Ability to evaluate – reliably – what you are doing with people at all levels.
- Its an enabler – which translates into personal success and greater impact as well as organisational success

MTQ48 Questionnaire

Sam Forde – S.J.Forde@ljmu.ac.uk

Pamela Langan – P.Langan@ljmu.ac.uk

**How can we assess it?**

**Challenge**
Describes to what extent you use challenges, change, adversity & variety as opportunities or as threats.

- Those who manage risk
  - “I will push myself – I am driven to succeed”
  - Will stretch themselves
  - Like trying new things
  - Not afraid of change – they embrace it
  - Readily volunteer for new activities
  - Seek out challenging opportunities – opt for the difficult over the easy

- Those who learn from experience:
  - “Even setbacks are opportunities for learning”
  - See setbacks as opportunities for learning
  - Enjoy learning new things - reflective
  - Have an optimistic view
  - Aspirational
  - Try anything once

**Commitment**
Describes to what extent you see challenges, change, adversity & variety as opportunities or as threats.

- Those who are goal orientated
  - “I promise to do it – I like working to goals”
  - Like working to goals and targets
  - Targets motivate them – a source of drive
  - Set personal bests and seek to better them
  - Visualise success and feel it
  - Like being tested

- Those who do what it takes
  - “I’ll do what it takes”
  - Will work hard even if they didn’t set the goals
  - Will keep promises – to others, and others
  - Concentrated
  - Will sacrifice to get there

**Control**

- Someone with a strong sense of Life Control
  - “I really believe I can do it”
  - Believe they make a difference
  - Have control over their life
  - Is good at planning & organisation
  - Work hard, everything is possible
  - I might not understand it but I can master it

- Those with good emotional control
  - “I can manage my and other’s emotions”
  - Manage their emotional responses
  - Influence the emotional reactions of others
  - Are difficult to provoke or annoy
  - Good with difficult people & situations

**Confidence**

- “Can do!”
  - Describes to what extent you believe you can deal with what happens to you

- Someone with a strong sense of Life Control
  - “I really believe I can do it”
  - Believe they make a difference
  - Have control over their life
  - Is good at planning & organisation
  - Work hard, everything is possible
  - I might not understand it but I can master it

- Those with good emotional control
  - “I can manage my and other’s emotions”
  - Manage their emotional responses
  - Influence the emotional reactions of others
  - Are difficult to provoke or annoy
  - Good with difficult people & situations

**MTQ48 Questionnaire**

You have been invited to complete MTQ48 (The Mental Toughness Questionnaire). This measures an individual’s level of resilience and ability to cope with pressure and change around scales of Challenge, Control, Commitment, and Confidence. The questionnaire takes approximately 6 minutes to complete.

**IMPORTANT:** This is an on-line assessment. Before accessing please ensure that you have sufficient time to complete the measure and that you are free from distraction in a quiet room.

Once you have completed the assessments your data will be returned automatically to us for processing. Your report will be returned to you via email.

If you have any problems in accessing or sitting the measure please contact us on headoffice@aqr.co.uk

[Click here to get started:](https://mtq48.aqrtest.com/go/10910-mtq48-aset-conference-kent)

**Questions?**
Getting Started in International Paid-For Internships

Judith Baines and Becky Jones
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r.1.jones@herts.ac.uk

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!

Presentation
Strategic challenge – driving international placement activity – are Paid For International Placements the golden bullet for UH?

UH - top 20% of world's most international universities
2800 International Students from over 100 different nationalities
210,000 International Alumni

How do we tap into this for our employability agenda? – The Beijing Internship Competition

CE will actively work with Alumni Team and International Team to increase workplace engagement for home and international students

CRCC – flexibility to tailor to entrepreneurial experiences

8 weeks long – connect with colleagues / get over homesickness / more full immersion culturally
4 weeks – not long enough to get over the culture shock / working pattern / time zones
4 students in their 1st or 2nd year (so they could come back to campus to help promote next year if we carry on)

Allowed some budget to support travel bursary – a matched contribution towards their flights

1. Singapore – problem as Visas are increasingly selective and only look at the top 200 units in the world (pff) – UH is 356th
2. Complexities of the contracts – UH with the provider/UH with the students entering the competition
3. Students! Communicating with them / encouraging entrants to competition / changing their plans – international outlook means they might just pop off to the States for a year
4. Visas for Beijing – rejected for country of birth (not on original list) – delayed start and change of programme
5. Supporting students who get ill – hospitalised within 24 hours of arrival – consider sending home for MRI – safe to travel?

The Challenges – time, money, student engagement

1. Apply for funding – Santander / Alumni
2. Develop Student blogs / case studies

Next time – lessons learnt
• Start international placements conversations earlier – Go Global Fair in October as part of WorkFest
• Review programme – provider / destinations
• Promote it as something home students can engage in
• Use our case studies – get our champions to promote at fairs / talks
• Meet up with Alumni in China

Your next steps – is this the “short cut” for you?
Supporting International Students through our “Enhancing your Employability through Work Based Learning” Module

Vikki Brockhurst and Leanne Lewis
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L.Gleave@chester.ac.uk

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

Presentation
INTERNATIONAL STUDENTS

The presentation is only concerned with the International Students enrolled on the 'Enhancing your Employability Through Work Based Learning' Module at the University of Chester, and will focus in particular on a cohort of Chinese students included within it.

- Total of 47 students, of which 45% are from China
- Undertaking Business-related degrees
- Not all students are directly into Level 5
- Majority of students from China at University of Chester are enrolled on a degree where WBL Module is compulsory

CHALLENGES

- Student non-engagement
- Not applying for advertised placement opportunities
- Lack of understanding, reluctance & anxiety
- Taking for granted the students understanding and capabilities
- Poor quality CVs, applications and interviews – rejection from organisations
- Language barriers and cultural differences
- Need for additional support and supervision
- Compulsory placements – will fail unless they complete placement

DEVELOPMENT - WHAT WE LEARNED

- Too high expectations
- Not all saw the benefit of undertaking a placement as unlikely to work in the UK upon graduation
- Chinese student perception - wanting placements in large multinational companies
- More emphasis on academic success

FEEDBACK

- "WBL module established for over 25 years - Level 5 students undertake a 5 week placement in May/June" (Tutor)
- "7 week module - Induction Programme, 5 week placement of not less than 130 hours and academic assignment" (Tutor)
- "Placement - pre-placement employability skills matrix, a desk reflection on 2 employability skills experienced during placement and personal development plan" (Tutor)
- "Approx. 150 students per year enrolled on the module" (Tutor)
- "WBL Team - 15 staff, including 10 ft/pt WBL Placement Co-ordinators" (Tutor)
- "Approx. 1500 students per year enrolled on the module" (Tutor)
- "Assignment - pre-placement employability skills matrix, critical reflection on 2 employability skills" (Tutor)
- "Completion of Placement Objectives Document" (Tutor)
**FUTURE RECOMMENDATIONS**

- **2016/17** - Approx. 42% Chinese Students undertook an external WBL placement – be great to continue/increase this amount
- Closer working link with local retail outlet with increased offering of placement opportunities
- Developing links with other local organisations with a connection to Chinese business market
- “Taster Day”
- Dedicated WBL Placement Co-ordinator
- More tailored sessions and incorporating training provision from wider institution and local area
- Clearer outline of employability skills & WBL Module requirements
- Mixed groups involving Home and EU students?
- Multiple projects to meet varied needs?
- Little things have a big impact… (places to eat, room suitability, access to IT)

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**GROUP DISCUSSIONS**

In groups, please discuss one of the following topics for 10 minutes—

- A) your own institution’s experience of finding placements for international students
- B) Your own institution’s experience of international students during their placement
- C) Any of the issues raised in our presentation based upon our experiences
- D) Other topics, such as:
  - Engagement of international students
  - Managing expectations of all stakeholders
  - Perceptions of placements by international students and the importance we place on employability
  - How can we ensure international students get the most from their placement experience?
  - The impact and consequences of a business simulation project

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Thank You

Vikki Brockhurst
Leanne Lewis (nee Gleave)

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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.
Research journey
Where did it all begin?
2014 University of Northumbria
ASET Conference
Investigating the barriers experienced by students taking up work placements abroad
2015 Global Internship Conference
University College Dublin
Richard Sant and Gillian Saieva
HEA Funded Project
Toolkit for embedding internationalisation in the Curriculum
2015 Exeter University
ASET Conference
Helping Careers set sail – Positive placement partnering with the cruise industry
Meredith Smith and Gillian Saieva
2016 Global Internship Conference, Boston, USA

Global Mega Trends
Global changes shaping business and society
• Sustainable Energy
• Healthcare
• Urban Migration
• Aging Population & Population Growth
• Internet of Things

What factors predict career success?
(Feldman, 1989)
Determinants of career success examined - Contest and Sponsored mobility model (Turner, 1960)
The initial development of receptivity to working abroad (Tharenou, 2003)
Social Cognitive career theory approach - personal agency, few barriers, opportunities (Findlay et al., 2004)
To know how we are known (Palmer, 1993)

87% of Millennials citing “Professional or career growth and development opportunities” as important to them in a job (Gallup, 2016)
• Gain recognition from key senior leaders
• Create a profile
• Build networks are key
‘Smile at the right camera’ to leverage that career progression opportunity

Second year students
BA (Hons) Business Management, International Business Management & International Tourism Management
13 week work placement / 2nd Semester (Jan - April)
Student is responsible of finding their own placement
Supported by weekly sessions and Peer Mentoring, Guest Speakers from Industry and previous placement students

Research Sample
30 work placement portfolios over a period of 4 years
Students had to complete a 3,000 word reflective portfolio at the end of their 3 month work placement
Students had worked both Nationally and Internationally

Qualitative Research
• Rich data collected with reflective quotes across portfolios
• Themes were created as follows:
  • Skills
  • Challenges
  • Self-efficacy (beliefs about their abilities)
  • Development of confidence
  • Global mind-set

Data Findings
Skills / Personal Development

Communication Skills
Networking
Problem-Solving
Foreign Language
Time Management

“Overall job roles, gaining new and improved skills in a real world environment.”

“Devising job roles, gaining new and improved skills and exposure.”

“Gain recognition from key senior leaders, create a profile, build networks are key”

Communication Skills
Networking
Problem-Solving
Foreign Language
Time Management
Data Findings

**Challenges**

- Time Management
- Unfamiliar Environment
- Unease of self at the start
- Confidence - knowing my weaknesses

"Recall not being too happy with the role initially due to lack of knowledge - I was incorrect."

- Nervous
- Time Management
- Unconfident
- Unfamiliar Environment
- Scared
- Unsure of myself (at the start)
- Language barrier

"Not brave enough (before placement) to risk myself in many different situations because of the fear of causing bad impressions."

Data Findings

**Self-Efficacy**

- Knowledge is being developed
- Further gained an extra qualification
- Offered positions for what the placements help
- Grew as a professional
- Career idea of the future
- Improved employability
- Growing in person trying to achieve objectives.

"My initially, did not communicate much with staff members - at the end of the placements I can claim a had good integration."

**Development of Confidence**

- Building Confidence
- The key difference - I now have real, quality work experience - I now stand out from the crowd.
- Enthusiastic and happy to return to work as no two days were the same
- Improved experience has been fantastic - a joy to complete. I have grown as a person because of this placement.

"The power to make decisions by myself rather than being told what to do or say all the time - has improved my self confidence."

Positive Experience

- Best thing that has happened to me

"Relationships with management and colleagues was important to my professional growth and confidence."

Evaluation

1. Qualitative findings demonstrated a positive correlation between placement completion and personal development.
2. Students experienced in the main a loss of confidence at the beginning however, they passed this experience and feel they can better cope with challenges.
3. High levels of self efficacy now exist with students building on the skills and knowledge they have achieved.
4. Students now have a better understanding of business operations, skills and knowledge in the sector they have worked.
5. Global Mind-set has developed in the main across all students, some with exposure to a different culture, which shows an awareness of work culture differences.

**Data Findings**

Conclusions

- Students to share learning to inspire the next year of placement students.
- Sharing of challenges to develop self-efficacy in others.
- Importance of developing a profile to set recognition early in their career journey.
- Make the most of mentoring support to build confidence, connections and learn from others.
- High success rate of graduates getting jobs who have completed placements.

Any questions?
Managing Expectations - Preparing students and ourselves for the global work placement process

Susannah Day
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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.

Presentation
Challenges – group discussion

1) Students
2) Employers
3) Colleagues
- Detailed knowledge of environment
- Risk assessment
- Hand holding
- Job details
- Paperwork process
- Insurance
- Engagement
- Volume
- Understanding processes

Resolutions:

01 Make no assumptions
02 Communicate
03 Make expectations realistic and achievable

Managing expectations

What can we not be expected to know
- The actual working environment
- The intricacies of the NIE process
- The best places to live in Salzburg
- International labour laws
- How insurance works intricately in 194 countries around the world
- What else?

Communication

How do we manage our communications?
- What we do
  - In person
  - Virtually
  - Frequency
  - Online resources
  - Through academic staff
  - Peers
  - Too many emails/not enough emails
  - Briefings
  - What else?

Expectations should be realistic and achievable
- Is there a better way
  - Handbooks
  - Social media
  - Lecture shout outs
  - Signposting
  - Automated email status updates?
  - ELE/VLE/Blackboard

Be realistic with your expectations, I’d really like to cuddle a unicorn, but it aint going to happen. I’m not right

What can we reasonably be expected to know
- Quality of placement (%)
- Module/academic requirements (%)
- University processes (%)
- Macro level country information (%)
- Overview of insurance requirements (ASET guidance)
- Details of previous students who’ve been there (%)
- University/College/School strategy and KPIs (%)
- Rough payment timelines (%)
- What else?

What can we reasonably be expected to know
- Quality of placement
- Module/academic requirements
- University processes
- Macro level country information
- Overview of insurance requirements (ASET guidance)
- Details of previous students who’ve been there
- University/College/School strategy and KPIs
- Rough payment timelines
- What else?
What can we not be expected to know

- The actual working environment
- The intricacies of the NE process
- The best places to live in Salzburg
- International labour laws
- How insurance works intricately in 194 countries around the world
- What else?

What can we do?

- How can we make this happen?
- Working in groups
  - For each stakeholder think about how we can manage their expectations
  - Examples:
    - Establish ground rules—what stakeholders can expect from us and what we expect from them
    - Set our limitations—what are the boundaries in which we operate?

Conclusion

- Identified some challenges and quick wins
- Discussed assumptions—ours and the stakeholders
- Talked through communication techniques
- Thought about expectation management
- Added some tips to our toolkit
- Any questions?
Supporting and monitoring student mobility through work experience and placement opportunities

Sara Jones - on behalf of ASET Conference Sponsors, Quantum IT
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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.

Presentation
International Employer Fairs

- We have aspirations to work with our Global Lounge to host international employer fairs to raise awareness of the range of experiences available
- Currently for our Placement and Graduate Recruitment Fair we have an international recruiters zone
- Fair guides and online “flipping books” highlight companies who offer international placements

Online International Briefing

- For 17/18 we have 153 students who are on an international placement
- Our online briefing provides essential preparation, including risk assessments and cultural awareness prior to a student commencing their placement
- The video outlines the student, the placement providers and NTU’s responsibilities to ensure that risks are managed and controlled
- What should be included on an induction
- Accident reporting
- Research and documents prior to leaving
- Visa information

Overseas Presentations

- Hold visa presentations 3 times per year
- For Knitwear and Fashion Management we hold a separate presentations on overseas opportunities, what roles we expect will go live, culture and what the roles will involve
- What should be included on an induction
- Accident reporting
- Research and documents prior to leaving
- Visa information

Pre Placement Information

- PVH – initially self-sourced by student, we have developed the relationship to now offer placements within Tommy Hilfiger and Calvin Klein – currently we have 4 students placed
- Hugo Boss – take students via the sandwich route. Laura Lewis, BA, visited Switzerland and due to our account management they now offer graduate and roles suitable for NBS
- LF Americas – ongoing established relationship where we place both Knitwear and Fashion Management students

Account Management – Art & Design

- Able to report on key accounts
- Overnight feed to CRM
- Able to track conversations with employers
- All sites linked to head-offices
Incident Reporting

- InPlace has also given us the ability to record any issues or incidents with students, while on placement by using the incidents tab.
- There are four categories of classification – Injury, Misconduct, Near Miss and Performance Concern. We can classify these in three ways – Critical, Major and Minor.
- Business Advisers, Employability Advisers and Academic Tutors have access to this feature. Once this is actioned we then get a notification in a widget on the home screen.

Any questions?
Scaling up a Summer Global Internships Programme from 30 to 140 students—Successes, Challenges & Lessons Learned

Andrew Kidals and Katie Black
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katie.black@kcl.ac.uk

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.

Presentation
Objectives

The key focus for today's session is exploring **HOW OPERATIONAL** you can effectively scale up a summer global internships programme, thereby increasing the number of international work experience opportunities available to your students:

- What's the rationale for building an international internships programme?
- How can this be made possible without loads of additional resources?
- How do you manage quality assurance and risk assessments?
- What are the main challenges, and how can we address these?

Do you have anything else you'd like to get out of today's session?

If you haven't done so already, feel free to visit [slido.com](http://slido.com), enter with the code #J318 and add any thoughts or questions you have throughout the session – we'll come back to these at the end.

Global Internship Models

In order to support students at varying stages in their career development the Global Internships Programme promotes opportunities under a single brand, delivered through three models:

- **Provider Experiences**
- **Employer Experiences**
- **Self-sourced Experiences**

**Provider Experiences Model**

King's approve one internship provider per supported location to deliver part of our programme:

- Students take part in a co-branded King's/ Provider programme
- Providers match students with role/sector of their choice
- Additional pre-departure and on location support specific to destination
- Provides accommodation, visa support, 24/7 on location support, cultural and social events.

**Employer Experiences Model**

The Employer Relations & Development (ERD) Team set up direct relationships with global employers

- Ethiopian (IRED) Team set up direct relationships with global employers
- IRED team given target numbers, sectors, locations
- Team provided with training to engage with employers cross culturally
- Employers are encouraged to give a stipend and accommodation
- Marketed to students as more independent compared to the provider model.
Lessons Learned

Exploring various other funding options

Challenges: Self-sourced Experiences Model

- Students 'enrolled' into programme and are invited to travel clinic and provided with plenty of online resources, but still lacking capacity for bespoke 1:1 support

FEE STRUCTURE & CONTRACTS – a huge access barrier to students, especially those without sufficient funds

Students supported to find their own funding options, but with limited guidance and support

Not reviewing every full tender (review Expression of Interest first then if successful at that point)

Putting learning from last 2 years into practice to streamline and increase quality control e.g. international employer engagement visits, budget for LinkedIn premium and TOIL offered

Up-skilling students through improved online resources and events

INTERNATIONAL EXPERIENCE – huge access barrier to students, especially those without sufficient funds

So… what are the challenges?

These are our challenges – do you share the same, similar or are yours completely different? How have you addressed your challenges?

Lessons Learned

Group Exercise: get into small groups and discuss the challenges you are facing in enabling international work experience for your students.

Challenges

Lessons Learned

Self-sourced Experiences Model

- King’s runs summits and offers tools on how to self-source internships
- Students supported to find their own internship and register the opportunity with King’s
- We quality assure opportunities against internal criteria
- Allows students to access the support offered by King’s
- Allows King’s to grow international vacancy list
- Marketed towards students confident in going it alone.

Snap shot of the Global Internships Programme 2016 & 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Students on placement</th>
<th>Supported Locations</th>
<th>Satisfaction</th>
<th>Nationalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>605</td>
<td>945</td>
<td>7</td>
<td>100%</td>
<td>105</td>
</tr>
<tr>
<td>2017</td>
<td>360</td>
<td>120</td>
<td>7</td>
<td>100%</td>
<td>105</td>
</tr>
</tbody>
</table>

Lessons Learned

So… what have we found to be the main challenges of each model & what lessons have we learned?

Challenges: Provider Model

- Lower satisfaction/success stories/outcomes data etc showcasing value of international internships to better engage students through media/case studies/success stories/outcomes data etc

CAPACITY – limiting number of students (can it be 215?)

AUTONOMY – when does/should this lie?

CONTRACTS – between us, providers & students

CAPACITY: supporting large number of students (can it be 315?)

ACTIONS

- Setting clearer expectations for students
- Change mobility grant criteria to offer larger grants

GROUPS

Satisfaction

GROUPS

Globes

GROUPS

Lessons Learned

So… what have we found to be the main challenges of each model & what lessons have we learned?

Challenges: Employer Model

- Limited funding for employers
- Limited engagement and support from employers
- Limited employer engagement visits, budget for LinkedIn premium and TOIL offered

SNAPSHOT

- Students working independently and not engaging with King’s career service

Occupational

GROUPS

Satisfaction

GROUPS

Globes

GROUPS

Lessons Learned

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Occupational

GROUPS

Satisfaction

GROUPS

Globes

GROUPS

Lessons Learned

So… what have we found to be the main challenges of each model & what lessons have we learned?

Group Exercise: get into small groups and discuss the challenges you are facing in enabling international work experience for your students.

These are our challenges – do you share the same, similar or are yours completely different? How have you addressed your challenges?

Lessons Learned

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GROUPS

Globes

GROUPS

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Occupational

GROUPS

Satisfaction

GROUPS

Globes

GROUPS

Lessons Learned

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Challenges: Employer Model

- Limited funding for employers
- Limited engagement and support from employers
- Limited employer engagement visits, budget for LinkedIn premium and TOIL offered

SNAPSHOT

- Students working independently and not engaging with King’s career service

Occupational

GROUPS

Satisfaction

GROUPS

Globes

GROUPS

Lessons Learned
Concluding with Slido

THANK YOU!

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Preparing for Success: Health and Safety for Placements Outside of the UK

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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.

Presentation

Objectives

- Share what we think is H&S good practice at SHU, with reference to Faculty of ACES and Sheffield Business School.
- Encourage everyone to discuss, share and evaluate their own practice.
- Assessing risk through scenario based activities.

How do we measure if we have been successful in preparing our students?

- Students understand their responsibility for their own health and that of their colleagues, customers and stakeholders.
- Students understand their responsibility for their own health and that of their colleagues, customers and stakeholders.
- Students know who and how to ask for help, university & workplace.
- Students complete their placement safely—without incident, error or near misses.
- Students are engaged in the placement process.

Faculty of ACES

- 404 students placed so far in 2016/17.
- 10% will undertake at least one placement outside of the UK.
- 13% will undertake a placement with more than one provider.
- All placements are obtained through an open application process.

Sheffield Business School

- 664 students placed so far in 2016/17.
- 11% will undertake at least one placement outside of the UK.
- All placements, excluding language courses, are obtained through an open application process.

A Bit of Background Information

- Sheffield is the 8th largest university in the UK.
- It has 31,485 students (24,705 undergraduates and 6,775 postgraduates).
- It has 4,407 members of staff.
- It has 4 faculties: Arts, Computing, Engineering & Science (ACES), Development & Society, Health & Wellbeing, Sheffield Business School.
**Scenario Based Activity - Assessing Risk**

**Activity - Start, Stop, Continue**

**SBS** - **Stop** yearly checklists. Unless there are significant changes checklists are valid for 3 not 1 years.

**ACES** - **Continue** with the 1-2-1 briefings.

**ACES** - **Start** activities to try and prevent social isolation on placement.

FEEDBACK OR FURTHER INFORMATION

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

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Abstract
A central role of Higher Education Institutes in the UK is to prepare graduates for the global economy, however the UK target set in 2017 for students undertaking a period of work or study abroad remains lower than the original set by the Bologna Process in 1999; with other European countries achieving substantially higher numbers of outwardly mobile students. The research in the field of outward mobility mainly concentrates on study abroad, providing an opportunity for further research. This paper examines employability and outward mobility/internationalisation in the context of the perceived reluctance of UK students to undertake a work placement abroad. The views of undergraduate Business Management Students at Brighton Business School were compared with those of German students studying at a similar institution in Germany: Goethe University in Frankfurt. Staff from Brighton Business School and other universities in the UK were also surveyed to gather data on their attitudes towards work placements abroad. The research found that students from Brighton and Frankfurt displayed similar barriers to going abroad but were motivated by different drivers. The difference in these drivers is further echoed in the variations of their definitions of “employability”. The research also found that lack of staff awareness or interest in placements abroad could negatively affect students’ decisions about going abroad.

Introduction
The Bologna Process (European Union, 1999) decided that countries within the European Higher Economic Area (EHEA) would work towards a figure of at least 20% outward mobility by 2020. Most recently the United Kingdom’s outward mobility strategy (Universities UK International, 2017c), which has at its core the aim of increasing the number of students who undertake a period of work or study abroad set a target of at just over 13% of all UK-domiciled, full-time, first degree students, therefore far below the 20% established by the Bologna Process (European Union, 1999). In addition, as Findlay et al (2010) point out, where UK growth in outward mobility has stalled, other countries are recording strong increases in the number of students going abroad. Germany is one such example, and, alongside Austria and Denmark, is aiming for 50% or higher outward mobility (European Commission,
2015). With common goals of increasing outward mobility and preparing students to compete in the global market (Sweeney, 2012), it is interesting to see such variance in targets.

It is perhaps important at this point to note that there is widespread agreement on the difficulty of accessing standardised data on international student mobility (British Council, 2015; Finger, 2011; King et al, 2010; Schomburg and Teichler, 2011; Teichler, 2009). Some studies report on degree mobile students (e.g. Brooks and Waters, 2009; Findlay et al, 2010) whilst others focus on credit mobile undergraduates (e.g. Byram and Dervin, 2008; King and Ruiz-Gelices, 2003). Further research distinguishes between Erasmus data, provider-led programmes and other instances of mobility (Findlay et al, 2009; Findlay et al, 2010). Even the parameters of the data collected by the Higher Education Statistics Agency (HESA) have changed recently from measuring minimum periods of mobility of four weeks up to until 2012-13 to a minimum of one week from 2013-14 onwards (Universities UK International, 2017a). For ease of reference, this study reflects upon credit mobile students – i.e. those who spend (or consider spending) a designated period of time abroad rather than undertaking their whole degree in another country, and will not focus solely on Erasmus statistics as a result of exploring overseas work placements rather than study abroad.

The UK context

The UK Higher Education Statistics Agency (HESA) reports that on average just 1.4% of the UK’s total undergraduate population spent time abroad during the period 2012-2015 (HESA, 2012-13; 2013-14; 2014-15). Lowe (2017) reports that while countries such as Germany are continually increasing their outward mobility targets, only one in fifteen UK undergraduates went abroad as part of their degree in 2014-15. It is evident that outward mobility here is not growing at the same rate as many other European countries.

In a recent presentation to The Office for Students, Barber (2017) notes that when addressing employability, “the challenge is to engender the skills that will allow graduates to thrive in a global economy...” Others also mention the importance of being able to compete in the European graduate job market (Findlay et al, 2006), and the ability to demonstrate international cultural awareness (Standley, 2015). However, seminal research (e.g. Pool and Sewell, 2007; Yorke, 2006) on employability makes no reference to the need for students to achieve some level of international experience to help prepare them for working life after graduation. This is reflected in many UK universities where the focus on placements available to students is often largely UK-centric and placement offices lack awareness of and interest in placements offered in other countries; a topic which we will return to later on in this paper.
Tensions surround the concept of internationalisation. Knight (2004:11) provides a useful definition, suggesting internationalisation is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”. This neutral outline reflects the broad scope of the higher education internationalisation agenda, which necessarily results in many interpretations which depend on factors such as national context and thematic understanding of the concept (Jones and de Wit, 2012). On one hand, there is an understanding that internationalisation and student mobility are intrinsically linked, with students gaining the benefits of language and intercultural skills as well as flexibility of outlook from having spent time abroad (Findlay et al., 2006). On the other hand, there are two further interpretations which believe internationalisation is operationalised by means of increased international student recruitment or through the growing “internationalisation at home” agenda (e.g. Crowther et al, 2000; Wächter, 2003).

Internationalisation at home aims to provide students with a portfolio of globally-relevant skills and knowledge without them leaving their home country (Harrison and Peacock, 2010). This generally includes but is not limited to using international students to provide alternative perspectives and input from other countries and cultures as well as developing an international curriculum with a global theme (ibid). This is particularly relevant in the UK context where numbers of outwardly mobile students are relatively static (King et al, 2010) and where proponents of internationalisation at home believe that all students, not just those who are mobile have the opportunity to consider the global impact of their field of study (Jones, 2013). This is turn may impact students’ beliefs about the need to spend time abroad during their studies. Indeed, a recent overview of UK higher education internationalisation found that 78% of undergraduates believe that studying alongside international peers prepares them for working in a global environment (Universities UK International, 2017b:10).

The disconnect between what employers see as imperative for graduate success in the global workplace and what many UK HEIs are offering in terms of placement activity can also be seen in the overarching policies in the areas of employability and internationalisation as outlined by the Higher Education Academy. Issued in 2015, the Framework for Embedding Employability in Higher Education (HEA, 2015a) and the Framework for Internationalising Higher Education (HEA, 2015b) do not appear to echo the objectives contained within each document as one might expect. Whilst the internationalisation framework makes reference to helping prepare graduates to live in and contribute responsibly to a globally interconnected society for, among other aspects, individuals’ future employability (HEA, 2015b:2), the framework for employability does not include internationalisation as a consideration. It mentions the importance of stakeholder expectations alongside enhancing students’ immediate employment prospects and longer-term employability (HEA, 2015a:2) but does
not define international experience as being a factor which can contribute to these end results. As a result, the gap in joined-up strategies presents a lost opportunity for reinforcing the value of international experience for students’ overall employability. Consequently, it could be argued that UK higher education institutions (HEIs) may find difficulty in meeting the desire of 60% of employers requiring graduates with international experience and competencies (Molony et al, 2011), as well as in addressing employers’ concerns around the significant risks inherent in graduates’ lack of intercultural skills (British Council, 2013). And “the challenge is to engender the skills that will allow graduates to thrive in a global economy…” (Barber 2017).

The German context

Mirroring difficulties in accessing standardised data in the UK is the similar, if not more problematic challenge of reviewing research data in Germany from the UK perspective. Not only is there a two-tier university system in operation, with traditional universities alongside universities of applied sciences (Finger, 2011) but data are managed federally across the sixteen German states, thus hampering direct comparisons with UK institutions (Hillman, 2015). However, the German Ministry for Education and Research does produce a social survey every four years in which German students’ outward mobility is addressed. It is primarily from these sources that we draw our data (e.g. Middendorff et al, 2012; Middendorff et al, 2016).

As reported by Isserstedt and Schnitzer (2002), German students have exceeded European Union targets for outward mobility since the late 1990s. A target set by the EU in 1992 determining that 10% of students should spend at least half a year abroad was met in 1997 (op cit, 7). Since then, the 20% mobility target set thereafter has also been surpassed. The period between 2000 and 2006 saw a total of 32% of students studying, working or doing a language course abroad (Middendorff et al, 2016: 19). However, the intervening years have started to witness a small decline in this total, reaching 28% in 2016 (Middendorff et al, 2016: 19).

Delving further into these figures reveals that study abroad participation grew from 7% in 1991 to 18% in 2012 but has since dropped to 16% in 2016. Similarly, students undertaking overseas work placements rose from 9% in 1991 to 14% in 2012 but in 2016 fell back to 9% (ibid). German students studying languages abroad has also dropped off, with numbers peaking at 9% in 2003 but decreasing to only 1% in 2016 (ibid). Nonetheless, when the overall picture is compared with figures from the United Kingdom, there still remains a difference between the two countries. As Hillman (2015: 39) notes, outward mobility has a more concentrated focus in Germany than the UK. At a time when the UK did not set any tangible outward mobility targets (Universities UK International, 2013), Germany set itself an ambitious objective of 50% of its graduates gaining international experience (Federal
Ministry of Education and Research, 2014), despite seeing a small decrease in its outward mobility trends.

In terms of internationalisation the picture in Germany is somewhat different to the UK. The call for internationalisation at home is evident yet there is little in the literature about the specific German context. The research found addresses specific institutions or curricula and does not provide an overall picture. The main themes in the existing literature examine the “untapped potential” of the international aspect of much of the engineering curricula in ten German technical universities (May et al., 2013:136); while Gorges et al. (2012) promote internationalisation at home through language learning in German HEIs as a means of avoiding the costs of going abroad.

In contrast, internationalisation in terms of outward mobility appears a much stronger aspect within German higher education. According to a recent British Council report, Germany (alongside Malaysia) was found to have the most balanced portfolio of policies relating to internationalisation and scored “very high” across all categories measured (British Council, 2016). As Streitwieser et al. (2015) attest, internationalisation in Germany can be characterised as a more co-ordinated process than in most other European education systems. This is largely down to strong support at state and federal level but also due to its successful mobility targets (ibid). Hillman (2015) also highlights that the higher education sector in Germany is strengthened by its focus on internationalisation, as do Powell and Finger (2013), who state that German HEIs must meet both political expectations and increasing student demand for internationalisation and mobility.

With contrasting statistics and apparent differences in driving outward mobility forwards evident from these comparisons, questions arise as to why the pictures in each country should be at such variance. This brings us to our research questions:

- What drives higher numbers of German students to undertake a placement abroad in comparison to UK students?
- What are the limiting factors about spending time abroad?
- Are limiting factors attitudinal or informed by institutional practice?
- How is “employability” defined by students in the two countries?

Outward mobility barriers and drivers

Comparing some of the main barriers to and drivers of international mobility faced by students and their higher education institutions provides a more nuanced context in which to explore the differences between English and German students. Taking barriers first, there is agreement in the literature that factors such as costs/finance, home ties, lack of language skills, personal issues (e.g. confidence) and academic concerns are commonly found to impede students’ ability or desire to
spend time in another country during their degree (e.g. King et al, 2010; Powell and Finger, 2013). Other research has highlighted further barriers students may face, including administrative problems such as organising visas (British Council, 2015), concerns about access to quality healthcare (British Council, 2015), and issues relating to socio-economic background (Findlay et al, 2006; Netz et al, 2012). Additionally, Beerkens et al (2016) found that a main barrier was simply a lack of interest, echoing Holland and Kedia’s (2003) claim that student indifference prevents an increase in the numbers of those who go abroad.

There is similar agreement when it comes to the drivers of going abroad. The main themes recurring in the literature include gaining language skills (British Council, 2015), employability/improved career prospects (Findlay et al, 2010; Deakin, 2014), improving subject knowledge (HEFCE, 2004) and developing intercultural competence/intercultural experience (Sison and Brennan, 2012; Beerkens et al, 2016). Additionally, there are factors which some researchers (e.g. Deakin, 2014) term “personal drivers” which typically include motivators such as wanting to have fun, travel opportunities, development of personal skills or just a general interest in a new culture (Van Mol and Timmerman, 2013).

Research design
In order to answer the questions above, a small-scale research project was designed to gather and compare the attitudes of students and staff at Brighton Business School and Goethe University in Frankfurt. Goethe University was chosen because of an existing link within the authors’ network and because it offers some similar undergraduate degree options to those available at Brighton Business School. It was also ranked one of the world’s best universities for Global Employability in the recent Times Higher Education rankings (Minsky, 2016).

An online survey was deemed the most appropriate means of capturing the data for the research, particularly because the majority of it was conducted during the vacation period where students were not easily accessible for other research methods such as interviews or focus groups. It was also the most appropriate way of gathering data from the German students due to geographical constraints. In the first instance, a pilot survey was designed and tested with students who had volunteered to complete it. Once refined and after ethics approval, it was sent to first year Brighton Business School students on Business Management (and associated pathways) degrees, having used the common method of purposive sampling, where participants are usually selected for their relevance to and knowledge of the topic under research (Denscombe, 2014:41). Students on these degree programmes are required to undertake a work placement during the third year of study and would shortly begin preparing for this so they were a good fit for the study. In the German context, students at a similar
point in their degrees were identified by staff at Goethe University and a translated version (completed by a native speaker) of the same survey was distributed to them via email. The survey was designed using the online research platform Qualtrics (www.qualtrics.com). This assured anonymity of response and also the safe storage of completed surveys via a password-protected log-in. A total of 32 students (21 Brighton/11 Goethe) responded.

A similar survey (including a German version) was designed, piloted and distributed following the methods above to both academic and professional staff at Brighton Business School and at Goethe University. For comparative purposes, invitations to complete the surveys were also extended to other academic and professional staff in the UK and Germany. Fifteen responses were gathered from the UK survey but unfortunately only one German reply was received. A number of efforts were made to increase the German response rate, including emails to existing contacts, Facebook and LinkedIn posts, requests to the DAAD (German Academic Exchange Service) and Erasmus+ but to no avail. Therefore, the data on staff attitudes to work placements abroad remain UK-focused.

**Ethics**

Students and staff were invited by email to complete the survey. All were made aware that participation was non-compulsory and that if they did decide to provide a response, it would be anonymous (e.g. Denscombe, 2014).

**Data Analysis**

Collected data were analysed following Glaser and Strauss’ (1967) Grounded Theory approach. All qualitative responses were subject to inductive, thematic coding whereby initial themes were identified and repeated analysis of responses allowed an initial theory to be built from the data, rather than the data being made to fit a pre-defined hypothesis. The reliability of the study was enhanced by the two researchers conducting the coding process independently of each other and deriving similar themes.

**Results**

Considering first the student survey, participants were asked to complete a five-point Likert scale question on the likelihood of them undertaking a work placement abroad during their degree. Data revealed that 40.91% of Brighton students would consider themselves extremely likely to undertake a work placement abroad. This compares closely to the Goethe students, of which 45.45% said the same. More substantial differences occur at the other end of the scale, with more Goethe than Brighton students expressing a neutral opinion about going abroad (18.18% versus 4.55%). However,
double the number of Brighton than Goethe students were slightly or extremely unlikely to consider a placement abroad (18.19% vs 9.09%).

Participants were then asked to rank four statements drawn from the literature on barriers to going abroad in order of reasons for not undertaking a work placement in another country. These were:

- An overseas work placement is too expensive
- I am not confident enough to work abroad
- An overseas placement is not necessary
- I could learn the same things in the UK/Germany

Interestingly, the statements were ranked identically by the two groups of students as follows:

1. An overseas placement is not necessary
2. I could learn the same things in the UK/Germany
3. I am not confident enough to work abroad
4. An overseas work placement is too expensive

A free text box was also included for any additional barriers students might identify. These included:

- It is hard not knowing anyone (Brighton)
- Personal commitments at home (Brighton)
- Inability to fit in (Brighton)
- Not wanting to go abroad (Brighton)
- Not enough resources (Brighton)
- Costs too much time (Goethe)
- Concerns about job opportunities (Goethe)

Similar statements about the drivers of undertaking a work placement abroad were also drawn from the literature and again respondents were asked to rank them in order of what would make them want to do a work placement abroad. In this instance, the rankings provided by the two groups were quite different:

<table>
<thead>
<tr>
<th>Brighton students</th>
<th>Goethe students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain/improve language skills</td>
<td>1. Develop international business knowledge</td>
</tr>
<tr>
<td>2. Improve intercultural awareness</td>
<td>2. Gain/improve language skills</td>
</tr>
<tr>
<td>3. Make myself more employable</td>
<td>3. Make myself more employable</td>
</tr>
<tr>
<td>4. Develop international business knowledge</td>
<td>4. Improve intercultural awareness</td>
</tr>
</tbody>
</table>

**Table one: rankings to drivers of undertaking work placements abroad**

Again, participants were also provided with a free text box to add any further drivers. These included:

- To get a feel of a job placement in a new environment (Brighton)
- To make links and get to know more people in the business industry (Brighton)
- It will be very different and we should jump at the opportunities given to us (Brighton)
- Chance to deal with a new challenge (Brighton)
- I was offered an internship (Goethe)
- It would be a beneficial experience and a new way of learning (Goethe)
Students in both groups were also asked to define “employability” and answered as follows:

<table>
<thead>
<tr>
<th>Brighton students</th>
<th>Goethe students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience, attitudes and behaviours making companies want to hire you</td>
<td>The experience and skills you have to offer</td>
</tr>
<tr>
<td>Skills needed to get a job</td>
<td>Flexibility and being able to adapt/switch workplaces</td>
</tr>
<tr>
<td>Ability to complete task</td>
<td>Educational status: employability increases with grades and/or previous experience</td>
</tr>
<tr>
<td>Likeliness of employers to hire you</td>
<td>A certain level of social and behavioural ability</td>
</tr>
<tr>
<td>How much you appeal to an employer/your market value</td>
<td>Achieving highly in the workplace</td>
</tr>
</tbody>
</table>

**Table two: students’ definitions of “employability”**

Moving on to the UK staff survey, participants were asked to rate the likelihood of their students undertaking a work placement in the UK versus one abroad. The interest in a UK work placement was rated at 93.75% whereas students’ interest in doing one abroad was rated much lower at 56.35%. Approximately one third of respondents rated their students’ interest in going abroad as “neutral”.

The following themes were identified from responses on why UK students’ lack interest in placements abroad:

- No institutional promotion or UK placement marketing is given preference
- Difficulties in raising student interest and/or awareness, particularly within Widening Participation cohorts
- Number of students asking about possibility of going abroad is small/there is a lack of initiative
- Belief that overseas opportunities are not numerous and those that are available are complex to organise
- Fear of going abroad

UK staff replied with similar reasons as found in the literature as to why students may want to go abroad; i.e. fun, adventure, travel opportunities, development of future career prospects, but were much more expansive on why they thought students might prefer to stay in the UK:

- Access to employers/former placement students
- Clearer recruitment processes
- Easier to succeed
- Fear of going abroad
- Higher UK salaries
- Less uncertainty
- “Real work” experience
- Response to good marketing of home placements

Finally, the following themes were identified from the answers to the survey questions asking about how students can find out about placements abroad; how are students prepared for undertaking an
overseas work placement; how are the benefits of an overseas work placement communicated to students:

- Supported information provision vs independent student research expected ("there is a limit to what the team can pass on")
- Same way as UK placements/stronger focus on UK
- Little staff knowledge ("no idea", "not sure", "there is work to be done")

The comments in brackets are verbatim extracts from the survey answers.

Discussion

Although not representative, this study indicates that at the outset, when UK and German students are thinking about the opportunities for their placement year, the likelihood of going abroad is fairly similar. However, as the literature bears out in the wider context, ultimately far fewer UK students go abroad than German ones. So, we must ask what changes for UK students as they reach the final stage of decision making; and are the changes attitudinal or influenced by institutional practice?

Beerkens et al (2016:199) point out that students in Europe appear rather similar when it comes to barriers and drivers. Our data suggest this may be true of the barriers, but find that there are some interesting differences when it comes to the drivers. For instance, Goethe students rated developing international business knowledge as the top reason for undertaking a work placement abroad, whereas for Brighton students gaining/improving language skills was the primary driver. In this single answer, an immediate difference between the two groups of students can be suggested: Goethe students appear to be focused on ways to develop themselves in the workplace and Brighton students are seemingly more focused on a cultural experience. The ordering of the remaining drivers seems to bear this out, with Brighton students ranking developing international business knowledge last and Goethe students rating improving intercultural awareness last. This echoes recent British Council (2015) research (albeit about studying abroad) which found that for UK students, cultural experience was a significantly stronger driver than academic or employability-related factors. Conversely, Netz et al (2012) note that study-related aspects are objective factors for going abroad for German students.

Yet this still does not explain why the percentage of UK students spending time abroad during their degree is lower than that of some other European countries. A robust set of drivers as identified in this study is evident, supported by just shy of 50% of Brighton students indicating they were extremely likely to consider a placement abroad, but it is clear that from the overall picture in the UK that consideration does not always convert to action. Looking at the ways in which the students in this study define the concept of employability may provide some further answers.

As displayed in table two, Goethe students’ definitions of employability vary quite differently from those offered by Brighton students. In the first instance, there is clear evidence of a more passive understanding of the concept by Brighton students. Comments such as “…making companies want to
hire you” or “likeliness of employers to hire you” appear to put employability in the hands of the employers – it is something for them to identify in potential candidates. However, Goethe students appear more active in their definitions, with comments such as “experience and skills you have to offer” or “being able to adapt/switch workplaces”. There is more evidence of employability being something they are responsible for.

Continuing in the same vein, analysis of the two sets of definitions also suggests a higher level of achievement orientation (Goleman et al, 2017) is encouraged in the German context. Responses such as “employability increases with grades and/or previous experience”, “certain level of social and behavioural ability”, and “achieving highly in the workplace” all reflect the importance of achievement and ability on the part of the Goethe students. Only one reference to ability was made in the responses from Brighton students and there is no mention of achievement. Instead the focus seems to rely on how much you appeal to an employer, again reflecting a somewhat more passive understanding of the concept.

Finding out why and how Goethe students displayed a more nuanced understanding of employability may help determine why Brighton students are more passive in their relation to the concept. It would have been useful to draw on data collected from German academic and professional staff at this point, but as discussed previously this was not possible so desk research was conducted instead. We found that Goethe students are provided with intensive career training (alongside individual appointments with careers staff) on a large scale. In the period May-July 2017 alone, 108 sessions were offered. Importantly, these included a high number of workshops focusing on either careers or work placements in other countries, such as:

- Applying for jobs in English
- Working in China
- Intercultural competence training
- Work placements in the EU

Goethe students are also provided with access to an extensive career planner (online and offline versions available), which include an events calendar, company insights, focus pages on specific careers or roles, and more. Lastly, Goethe students may also undertake additional training courses alongside their degree in subjects such as reading, accountancy and economics.

The extensive portfolio on offer at Goethe University can only serve to intensify students’ focus on work placements and their future career. There is access to a wide variety of tools and workshops, and a strong focus on going abroad is evident. In comparison, the equivalent portfolio at Brighton is much more UK-centric, giving academic and professional staff pause for thought in how this arrangement may be made more expansive.
This leads us to the final aspect of this study; institutional practice and how far this may affect students’ attitudes towards undertaking a work placement abroad. As discussed above, the focus on internationalisation within the work placements and careers services at Goethe University is evident, suggesting support and input from staff. However, despite individual pockets of well-focused activity at some institutions, our data reflect a much different picture in the UK where there is little staff knowledge and awareness of work placements abroad and an acknowledgement that “there is more to be done”.

There is little in the literature which addresses UK staff attitudes to students undertaking a work placement abroad. King et al (2010) and Sweeney (2012) do look at staff opinion on internationalisation but this is largely in the context of staff mobility or the hiring of international academics. Perhaps Fielden’s (2007:35) statement that for many academic staff the commitment to internationalisation can be seen as an unimportant distraction remains accurate even ten years later. Later research by Sin (2012) also emphasises this point and notes the low profile of the Bologna Process in England. She goes on to suggest that not only do academics see the implications of the Bologna Process as something people at upper levels need to action but also that it appears more as a threat than an opportunity (2012:395). If this is indeed the case then perhaps it is no surprise that the number of UK students undertaking work placements is low.

Recommendations

In answer to our research questions this study finds that one possible reason for the higher outward mobility figures in Germany compared to the UK is the stronger focus on developing international business knowledge. Consequently, we suggest that more can be done in the UK context to address this.

We have identified that limiting factors to going abroad displayed by both countries in this research are similar, yet still more German students spend time abroad than those in the UK. In the light of the data collected on staff knowledge, awareness and attitudes to work placements abroad, we contend that institutional practice in the UK could well be contributing to low outward mobility figures.

Finally, we suggest that policies and frameworks surrounding employability and internationalisation need to be better aligned to successfully reinforce the ideas inherent in each of them.

Conclusion

In conclusion, we present a four-quadrant model of the factors determining outward mobility and suggest that the ideas contained in the upper-right quadrant are those that lead to successful outward mobility.
Figure one: four-quadrant model demonstrating how to increase outward mobility

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Preparing students for cultural differences in the international workplace

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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.

Presentation
INTERNATIONAL STUDENTS COMING TO THE UK…

- What are the top 3 cultural difference challenges which students face?
- Experience
- Isolation
- Enter your responses into the app
- Max 300 words. 30 words
- Most popular responses will be highlighted

STUDENT FEEDBACK:

THE “TYPICAL” BRITISH WORKPLACE

- Kate Fox, “Watching the English”
- Serious about work, but not too serious; modesty
- Money-talk taboo makes it difficult to address business directly
- “Culture of amateurism”
- Pervasive humour (which can cause confusion)
- Moaning (Monday moan, meeting moan)
- Compared to other cultures, Americans most “mystified” by British working culture

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KNOWLEDGE SHARE

- Given what British students are used to, what may surprise/challenge them when they work abroad?
- What are your best practices and tips for preparing students for the international workplace?
- After each response, hit send

FINAL THOUGHTS

- Resource pack

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

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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.

Presentation

Careers & Kent's Internationalisation Strategy

- Raise the profile and increase international esteem of the University of Kent and its research
- Embrace, learn from and respond to cultural diversity and embed cross-institutional internationalisation
- Champion and extend the University's unique position as the UK's European University
- Further develop and enhance partnerships and networks in the wider international world
- Continue to increase and support international student recruitment

At the University of Kent, we say or another, we are #ALLINTERNATIONAL

- 27% international intake
- 150 European Exchange Partners
- 140 languages taught and studied
- 170 countries represented

The need for and benefits of internationalised careers support is evident from each of the five areas of our internationalisation strategy:

- Enhance the quality of education and research for all students and staff, and to make a meaningful contribution locally
- Raise the profile and increase international esteem of the University of Kent and its research
- Embrace, learn from and respond to cultural diversity and embed cross-institutional internationalisation
- Champion and extend the University’s unique position as the UK’s European University
- Further develop and enhance partnerships and networks in the wider international world
- Continue to increase and support international student recruitment
Internationalised Employability Programme

- Mastering UK CVs
- Navigating the graduate recruitment cycle
- We’ll get you noticed! Finding a job while you study
- Work experience and placements in the UK and how to protect your Tier 4 status
- Making career decisions
- Working in the UK after you study options for international students
- International Student Experience Fair
- Talking Cultures - In the Work place

Ventures to support internationalisation in careers and employability

- GLOBAL STUDENT AMBASSADORS
- GLOBAL SKILLS AWARD
- GO ABROAD FORTNIGHT

Managing partnerships with overseas organisations

- What are your concerns?

B-KEW Global - Press Release!!

- Bursary and paid internship opportunities for international placements are now available through the Careers and Employability Service B-KEW Global schemes.
- You may be aware of the B-KEW bursary scheme which has supported over 250 students to undertake unpaid work experience placements in the UK. This year the schemes have expanded to offer a limited number of bursaries for international work placements.

Scenario 1: Partnering with International Expertise

Whether it be through finding international placements or other experiences which allow your students to mix with international talent in the workplace, such opportunities can add a crucial dimension to an internationalised student experience which prepares students for the world of work.

How does your institution seek to achieve this and how could current activity be extended or developed?
Scenario 2: Students as a resource

Our students come from a wide range of international backgrounds and have a wealth of experiences of the workplace in different cultural settings.

How can we continue to make a virtue of this and draw on our students' experiences to both support them and other students who may be heading to other countries after graduation?

Scenario 3: Increasing Engagement

The Careers and employability service at your institution has organised a series of careers talks for Stage 3 UG students and all PG students. You have noticed that only home students have been attending these sessions.

Imagine some of the potential reasons why the sessions might not appeal to international students and consider what could be done to encourage attendance by the whole student body?
Utilising digital resources to support placement activity

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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 rational 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.

Presentation
Project overview

- HEA and University of Leeds funded
- Online resources to support students through the full process
- Launched 19 September 2016
- 4 sections
  - Securing your placement
  - Planning and preparing for your placement
  - Support during your placement
  - Finishing your placement: Returning to University

Format

Examples

- Student interviews
- Animation
- Interactive content
- Employer interviews

Facts and figures

From 19 September 2016:
- Number of enrolments: 1,634
- Active learners: 1,412
- Total time in course: 752 hours

User activity

Lessons learned / future plans

- Project plan from outset
- Project team continuity
- VLE reporting limitations
- Interactivity limitations
139 responses
60% (84) want to be able to communicate with other students
- To find other students working in the same organisation
- To find other students working in the same city
- Practical advice e.g. Applying for a visa to work abroad
- Share accommodation

Preferred forms of communication Facebook and social media (36%), discussion boards (18.5%) whilst email was repeated as an option not listed.

Specific information
- More advice on resilience
- More information on where students have been on placement previously
- Better promotion?
- More links to actual placements
- More advice on finding a placement
- Information on assessments and interview tips

Discussion

- How do you support students in a global workplace?

- How do you create a student community?

- Do you face any barrier in this area? What are they and how can we overcome them?
Not all humanities students are equal: perception of vocational training in English Literature and Languages

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Introduction

Professional training at the University of Surrey has a long tradition embedded into the university’s polytechnic origins (University of Surrey, accessed 10/08/2017). The engineering courses offered at that time included an “Industrial Year Experience”, which expanded to other subjects when it became a university and started offering sandwich courses to all its degrees. Now the main feature of the current Professional Training Year programme consists of a recognition of industry-based learning as an integral part of undergraduate degrees; as such, it includes visits to students on placement by academics, a formalised relationship between the university, the student and the host company through a Placement Agreement, 120 assessed credits recognised in the academic transcript and integration of the work supervisor’s feedback into the assessment process. The result of this integration is that traditionally non-vocational undergraduate courses benefit from a vocational orientation.

Some of the courses that have traditionally been labelled as non-vocationally oriented are the ones in the humanities. The ISCED report (UNESCO, 2012) distinguishes vocational and non-vocational degrees according to their purpose: while vocational degrees are oriented to a profession, occupation or trade, and thus offer direct entry to the job market, non-vocational degrees are academically-oriented, involve a broad focus of general knowledge, skills and competencies, and therefore do not link directly to a career. In the current context of higher fees, decline and threat to the humanities, and competition with STEM subjects, it is more important than ever to explore how relevant humanities degrees are in terms of employability (Watson and Terry 2011:1). It is therefore essential to guide humanities student in their professional development, particularly after research (Allan 2006) showing that humanities graduates take longer to find permanent full-time work, due to a longer period of ‘bridging’ activities and a longer range of careers available. To this end, this paper will analyse and compare student perception of employability skills training across years and programmes in two humanities degrees in the School of Literature and Languages at Surrey to assess its vocational orientation.
The BA in English Literature, in the first place, can be combined with creative writing or other social sciences and arts subjects. Its format includes a traditional curriculum, research-led, with some assessed vocational elements. The English department at Surrey is one of first to include a sandwich option, something that is taken up by a third of the students. Out of the students on the Professional Training Year, 70% choose the work placement route and 30% a study exchange. On the other hand, the Languages degrees include popular combinations with Business Management, other languages, and other social sciences subjects, such as Politics. Its curricular focus lies on proficiency in language use and knowledge, contemporary cultures, professional and intercultural communication. To achieve these goals, teaching is almost exclusively in the target language. In line with most of language degrees in the UK, the degree is only offered as a sandwich course, with most of the students choosing the work placement route over the study exchange.

**Employability Week**

In 2016, the School of Literature and Languages redesigned the preparation activities for work placements and study exchanges. Maintaining this programme within the School was a priority, as students have been found to value employability more when integrated in the subject and degree programme and recognised by academic staff (Kandiko and Mawer 2013; Watson and Terry 2011). With all languages students spending their compulsory Professional Training abroad, this preparation is even more necessary to ensure a positive and enriching experience across the board, and not just for those who were already primed for it. As Daniel and Daniel conclude in their study about Arts students (2013:148), it is necessary “to ensure students are personally ready and motivated for this level of direct engagement with the sector”. Likewise, it was important that Literature students were encouraged to think about employability. As Day argues (2010:20), Literature students “will benefit most from work-related learning opportunities when subject teams create a culture where work-related learning is a normal, expected and fully-supported part of doing an English degree”.

This training was to be made compulsory to all UG students regardless of their programme, pathway (3- or 4-years) and year. In this regard, first-year students were offered this programme so their experience of their degree included a professional focus. As Tyrer et al (2013:17) conclude from their study, a result of the institutionalisation of their strategy was a “sense of cultural normalisation” of employability. Medland et al (2015:1), also identify a “need for career guidance and employability to be ingrained in the student experience from the very beginning of degree programmes”. The final aim of this programme was to facilitate humanities students’ transition to employability, i.e., make them “ready for work”, as articulated within the Teaching Excellence Framework (TEF) (Department for Business, Innovation and Skills, 2016). The compulsory nature of the programme means that all UG
students, regardless of their programme and pathway, receive employability skills training appropriate to their subject, hopefully avoiding the low attendance of optional career events (Medland et al 2015). The format of this pre-placement training was aimed at focusing students’ attention on employability for short periods of time. Thus, Employability Week was created for the middle of semester 1, around the beginning of November, and Placement Week for the end of Semester 1, around the beginning of February. This concentration of employability-related activities early in the academic year was designed to provide students with head space and plenty of time to think about their placement options. Employability Week was available to all students, while Placement Week was aimed at those students who had decided to enrol on a 4-year sandwich degree after encouragement at Employability Week. This paper will focus its analysis on Employability Week, to assess its impact on all UG students, rather than just those who self-selected for a sandwich year.

The programme of Employability Week was less straightforward than in more vocational-oriented courses. The diversity of the student population and interests, as reflected in the Destination of Leavers from Higher Education (DLHE), meant a complex programme of activities and training. In response to the conclusions from Watson and Terry’s survey (2011), showing students’ lack of awareness of potential career prospects and a mismatch between their career expectations and the actual career destinations, an essential session in the programme was to present the wide range of careers available to students in their degrees. Another key session was to put the students in contact with those who have experience in professional fields related to their discipline, such as final-year students returning from their Professional Training Year, creating mentoring groups (Kandiko and Mawer, 2013; Medland et al, 2015). Other sessions catered for summer internship opportunities, study exchanges, British Council English Language Assistantships, and CV, cover letter and job interview support tailored to their subject. Finally, the sessions were created and delivered by different speakers: academics from within the department overseeing the placement year, staff from Careers & Employability and external speakers, which included alumni, employers and placement providers.

**Student Feedback**

The implementation of Employability Week in the first year required student feedback about its value and use, but also how the feedback reflected two different humanities degrees, English Literature and Languages. The research questions for this paper are then the following:

- Do all humanities students respond to employability-related training in the same way?
- If not, how do responses change in relation to degree type?
- How do different responses reflect different degrees?
To answer these questions, a survey collected anonymous feedback from all students participating in Employability Week. It took the form of two semi-structured open questions: positives and negatives of the programme. The only data attached to the feedback referred to the type of programme (English Literature or Languages) and year of study (FHEQ Levels 4 and 5). A thematic analysis of the comments was followed by a quantitative analysis of the main result.

Useful

This feedback paints a picture of a range of different students and needs. The programme of sessions was well received in general, with most students saying they liked it and was “useful” or “helpful”. These concepts are interpreted in longer comments about their expectation of university including not just an academic curriculum but also support on how to find a job after graduation, the “usefulness” of a degree in terms of employability. The transition from student to employment in this theme is interpreted in different ways.

In the following paragraphs, the comments about “usefulness” have been quantified. All in all, nearly three quarters of the responses refer to this positive feedback on average. However, there is a great disparity between student satisfaction according to the years and programmes in the following order:

![Useful and helpful](image)

There is a clear discrepancy between programmes: while all languages students report similar satisfaction levels, the English literature students’ results are very different. With regards to languages, a similar number of students comment explicitly on the programme usefulness, around 70%, which may be related to the compulsory nature of their degree and therefore clearer expectations that employability skills need to be embedded in the UG curriculum. The slightly lower percentage of first-year languages students may be linked to other comments they made about the irrelevance of some sessions to their own situation; for instance, one of the activities that could have potentially been very relevant to them, the Summer Internship Fair, had few options for languages
students. This is picked up on the fact that most negative comments related to the Summer Internship Fair were made by this group.

In contrast to the languages data, the English literature students in the first-year rank Employability Week the highest, while the second-years rank it the lowest of the four, with only just over half of them claiming that the EW was useful for them. Among the chief factors that may have led to this result is the fact that these sessions were compulsory to all English Literature students in the second year, both the sandwich and the 3-year degree students. The latter may have felt forced to take part in activities perceived as not as relevant for them as for the sandwich students, who have decided to do a Professional Training Year. This explanation could be supported by other comments from this group such as “I didn’t attend because I’m not doing a Professional Training Year”, or “I don’t know what I’m going to do after graduation, so this is irrelevant for me”. Linked to this explanation, the lower levels of satisfaction may be a consequence of a sudden change in culture; not only 3-year students are made to attend something they perceived irrelevant to them, but they come from a first year which did not have this compulsory element. The second-year English students did not have a compulsory work-related training programme in their first year and this novelty may have been received in a negative way: “why is it compulsory now and wasn’t in the first year?” In relation to this idea, there are some comments that see this ‘irrelevant’ programme as taking time away from other more ‘relevant’ activities, such as academic lectures: “it is a pity to lose one teaching week”.

When the placement year is optional, students feel pressurised when asked to attend compulsory employability-skills training. Positive comments about the chance to think about the future are balanced out with a sense of missing on lectures. In contrast, none of the students on language degrees, for whom the placement year is compulsory, mentioned this.

This is in line with previous findings about arts and humanities’ students and staff, who may consider these activities as “irrelevances or distractions from the main objective, subject development” (Holmes and Miller, 2000:656), but also Day (2010). In our case, students in the second year and students in the first year are showing different acculturation processes: students in the first year are more open to work-related training as part of their degree as they do not know any different, while students in the second year, particularly those in the 3-year degree programme, had a very different experience in their first year and they are reacting to the change of culture in their second year. As Day (2010:20) points out: “[a]lthough [English] students are increasingly seeking out such opportunities, many still feel that work-related learning modules or projects take their time and energy away from learning about their discipline”. This hypothesis will be tested in the feedback of the second year of Employability Week, when this training will have become the norm for all years. In the long term, the solution seems to involve early enculturation to normalise expectations.
Reducing uncertainty between degree and wide range of careers
In many cases, the theme of ‘usefulness’ relates to the struggle of non-vocational degrees to link to the world of work. By targeting this issue explicitly in one of the sessions, it seems that students’ uncertainty about this link is reduced. Students refer to increased awareness of their degree career options, which results in increased confidence, but also perhaps relief about being presented with options, about having choice:

- “clear information for jobs for a non-vocational degree” (English Literature Y1).
- “useful to know what options I have” (English Literature Y2).
- “very helpful to [...] get to know different sectors” (Languages Y2).
- “employers panel of ex students (sic) gave us confidence that we are employable as language students in wide areas” (Languages Y1).

Value of humanities degrees
This employability has also had the effect of creating positive employability-related associations with a traditionally non-vocational degree. The general or broad nature of a more academic degree is perceived as something positive in a job market where a job for life may not be the norm:

- “I feel more motivated after employability week; it has made me more optimistic about the course and my future” (Languages Y1).

Opportunity to think about the future and prepare
Other “useful” comments relate to the programme offering a mental space to think long-term, or in some cases, to prepare for the next step. This presents a picture of transition from student to professional as a series of steps or milestones:

- “time to think; reason to think about future” (English Literature Y2).
- “it was very informative; it got us thinking” (English Literature Y1).
- “made me think and plan my future” (Languages Y1).

Increased awareness of stakeholders in the professional world
This increased awareness extends to other career stakeholders, as students expand their consciousness of the professional world to other people:

- “[I now] understand what employers are looking for” (Languages Y1).
Contact with “real” professionals and alumni, who act as referents
In many cases, the positive aspect of these sessions is the contact with the real world, or having people like them showing a template for a career, reassuring them that they are on the right track:

- “interesting to hear from real people on their career journeys” (Languages Y1).
- “found out real opportunities” (English Literature Y1).
- “workers were invited to share their own experience of their career life, gave as a

In these comments, students perceive their studies as a simulation. Despite being in contact with academics and other professionals working around them in education, their professional role models are sought outside the academic world.

Irrelevant to me
The second most frequent theme counterbalances the positive “useful” one above. It is interesting to note that the topics mentioned in opposite ends of the scale are the most frequent: all groups coincide that Employability Week was useful and raised awareness, but at the same time there was also a strong element of not being tailored enough to the students’ programmes. “Irrelevant” was among the three most frequent comments for all cohorts.

English Literature students complained that the focus of the sessions was on Languages; Languages students said it was on Literature; first years said that many sessions were only relevant to second years. Second-year English Literature students on the 3-year programme said there was too much information on placements, irrelevant for them, and too little on summer internships or employment activities post-graduation. Compulsory attendance to the whole programme seemed problematic for all cohorts; contrasting with the results above about having choice, it seems that it was good for them to have choice of careers but not lack of choice to attend the sessions they felt were more relevant to their situation. This also exposed the heterogeneity of students’ experience and expectations, with some students finding it too general and some too specific – but not for their interests. An interpretation of this result in the light of the wide range of careers available to them is that they found it useful to learn about career options but resisted to learn about all of them in detail. While they acknowledged the wide range of careers both degrees shared, they still focussed on careers traditionally linked to their specific subject.

While the findings, as shown above, suggest that non-vocational students may see these employability activities as “irrelevances or distractions from the main objective, subject development” (Holmes and Miller, 2000:656), but also Day (2010), the frequency of this comment is perhaps related to
compulsory attendance and the very nature of the wide range of potential career paths of non-vocational degrees:

- “on the employability panel I felt like it would have been better if there were 2 separate panels (1 for languages, 1 for English) so that all the guests presented relevant information to us” (Languages Y2).
- “I didn’t like feeling I HAD to go to everything when it wasn’t always relevant to me” (English Literature Y2).
- “many events were not useful for first year students, only second year students, despite being open to all students” (Languages Y1).
- “Too general/for first year students. Not enough separate sessions, too much on Languages/Year Abroad” (English Literature Y2).

**Optionality of training and timing**

One of the main issues emerging from the student feedback in English Literature, where the placement year is not compulsory, is the resistance to compulsory attendance to these employability events. The learning gain in this programme is both short- and long-term, with some students feeling positive about the programme immediately after the event and others who would like this to have taken place later in their degree or perhaps after their degree. This resistance to compulsory attendance was coupled with a sense of lack of immediate relevance, particularly in those studying English Literature in the non-sandwich programme:

- “should be optional sessions throughout term, taking a week out of our timetable meant most people didn’t bother. Nobody seemed to go, pointless missing a week of class” (English Literature Y2)
- “I don’t think all the talks should have been compulsory because not all of them were relevant to all individuals” (English Literature Y2)
- “lectures should not have been compulsory. Many felt like a waste of time, especially when we had coursework due” (English Literature Y2)

This result contrasted with the positive response from mainly Languages students, for whom the Professional Training Year is compulsory:

- “Good that there are no classes, therefore possibility to attend all events” (Languages Y2)
- “Positive: [...] the availability of the week itself” (English Literature Y1)
- “A week was definitely needed to focus on placements” (Languages Y2)
Other comments focused on the length or timing of the training, highlighting the unusual format of condensing this training outside the usual class timetable. Some of this feedback links back to the comments about relevance and how learning about the wide range of careers available to their subjects is not always welcome at this stage. In some cases, the comments, from English Literature students, reflect the perception of employability-related skills as something outside their degrees, despite recent research about its importance in student subject choice:

- “Negative: could be narrowed down a bit” (Languages Y1)
- “I feel as though the whole thing could have been put into a day or a weekend. The week off felt unnecessary. I didn’t like missing the lectures and seminars that we are paying for” (English Literature Y1)
- “too long. Could have been covered in 2/3 evening session during a normal week” (English Literature Y2)
- “it would’ve been nice to have things at the usual lecture time” (English Literature Y1)
- “could have been condensed to a few days” (English Literature Y1)
- “I would rather be doing my course; it could be done later in the year” (English Literature Y1)

Individual sessions

The best-rated sessions in Employability Week were the ones about CV and cover letter writing and the one on careers with their degree. First-year students both in English Literature and Languages were quite positive about these sessions. It shows that in the first-year students in non-vocational degrees struggle linking their studies to a direct career route and welcome the opportunity to discuss options:

- “made me feel a lot more prepared for the job application process (interviews, CV + cover letter)” (Languages Y2)
- “the CV talk was helpful” (English Literature Y2)
- “CV writing talk was very helpful” (English Literature Y1)
- “going in to detail on important things that will have to do when applying, e.g. CV, interviews” (Languages Y1)
- “interesting to hear about possible career choices” (Languages Y2)

A few of first-year Languages offered negative feedback about the CV writing skills – but it is necessary to consider that these students need to write their CV in the target language, not in English, which is the session in offer for them.
− “some sessions weren’t relevant, e.g.; interview and CV sessions had potential but were a bit boring and I didn’t learn anything I didn’t already know” (Languages Y1)
− “CV writing and interview sessions were rather repetitive and straight after each other, difficult to concentrate” (Languages Y1)
− “What I didn’t like: talk on CVs and interviews” (Languages Y1)
− “CV and interview talk was too long and often irrelevant” (Languages Y1)

Conclusions
The analysis of student feedback of Employability Week shows an appreciation of being exposed to the links between their general, non-vocational studies and potential careers. While this was a positive outcome for students, they also struggled to link the reality of career options to their expectations of traditional careers with a degree subject. In relation to the Teaching Excellence Framework, this result shows that students in non-vocational courses do benefit from this early exposure to help them be more “work-ready”.

However, this study indicates a correlation between degree programme and attitude to employability-skills training. In programmes with a compulsory Professional Training Year, such as the languages degrees, students are ready, or have self-selected, to participate in these activities, while in humanities programmes with an optional Professional Training year, such as English Literature, there is a higher level of resistance to creating space in the curriculum for this type of events. The results from this survey highlight second-year students as more resistant than first years. In this sense, first years have not decided yet whether they will participate in work-based learning activities, so their attitude was more positive. In the second year, students who have decided to complete their studies in 3 years, without a Professional Training Year, seem to view these activities as detracting from their studies, a conclusion in line with previous studies (Allan, 2006; Day, 2010).

Among all the sessions in Employability Week, CV, cover letter and interview training are rated very highly. This is useful feedback for both Career Services and departments. Situating this training within the subject seems to be appropriate for the students, and its compulsory element is not being resisted.

The difference in the feedback of Languages and Literature students also reflect some fundamental curriculum differences. The Languages curriculum seems to be more vocationally-oriented, with a compulsory sandwich programme, social sciences curriculum, preference for work placement and
emphasis of career outcomes. This is an example of how a humanities curriculum can link the broad nature of a more academic content with the preparation for the world of work. In this sense, the perceived value of a humanities degree could increase by having both an academic and a vocational focus in the curriculum.

Finally, the results of this feedback analysis should also discuss student motivation to study a subject or degree programme. While the curriculum seems to be a powerful tool for departments, it seems that students self-select in a degree programme depending on its vocational orientation. As such, Allan’s seminal study of English graduates (2006) concluded that the selection of the degree subject is dependent on the students’ intrinsic interest in literature, reading or books. Applying Gardner and Lambert’s model of student motivation to learn a second language (1972), English Literature students choose to study English for its intrinsic value. On the other hand, Languages students, many of which are also studying Business Management, seem to have chosen to study a language degree, not only because they love languages and cultures, but also because, as Canning (2009) critiques, there is a perception that learning languages boosts career prospects. Using Gardner and Lambert’s model, these students are also instrumentally motivated to study this degree. This indicative finding seems to have relevance for the concept of “work readiness” in the TEF in that students instrumentally motivated will be more predisposed for work than those who are only intrinsically motivated. For this reason, a further study focusing on the link between student feedback and motivation to study a degree will be carried out in a future study.

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Degree Apprenticeships – what’s it all about?

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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.

Presentation

Why Degree Apprenticeships?

- Impending skills gap of 2.9 million skilled workers by 2022
- Competition for graduate talent is fierce with record vacancies and budgets in 2015
- 80% of employers feel that graduates have unrealistic work expectations, the majority plan to leave in their first 2 years
- 80% of companies complain that Universities do not produce work-ready graduates
- Regional loss of 1:3 graduates to London and 1:10 overseas
- The average cost of replacing an employee is estimated to be £30,000
- Poor management is believed to be the biggest cause of the UK’s productivity shortfall and currently costs >£19b pa
- The average debt of a graduate has risen to over £40,000

Benefits of Apprenticeships to Employers

- Apprenticeships help to address the skills gap
- Apprentices benefit from on-the-job training and a tailored learning programme
- Apprentices contribute to the workforce’s productivity
- Apprentices are often cheaper to employ than graduates
- Apprentices are typically highly motivated and committed
- Apprentices are often more likely to stay longer than graduates

Aims of the Workshop

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.

- How would you describe your knowledge and experience of apprenticeships?

University of Kent, Canterbury Campus, 5th - 7th September 2017
English Apprenticeships: 2020 Vision

- All about putting employers in the driving seat
- 3m new apprenticeships by 2020
- 2.3% public sector target (120+)
- £13bn procurement (12 months+)
- Apprenticeship levy on pay bill £3bn+
   May 2017 (expected to raise £36bn by 19/20)
- For existing workforce as well as new recruits
- Can already hold a degree or apprenticeship

Levels of apprenticeships

<table>
<thead>
<tr>
<th>LEVELS</th>
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<tbody>
<tr>
<td>TRAINEESHIPS</td>
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<tr>
<td>INTERMEDIATE APPRENTICESHIP</td>
</tr>
<tr>
<td>LEVEL 2 12 - 18 MONTHS</td>
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<tr>
<td>ADVANCED APPRENTICESHIP</td>
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<tr>
<td>LEVEL 3 12 - 18 MONTHS</td>
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<tr>
<td>HIGHER/DEGREE APPRENTICESHIP</td>
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<tr>
<td>LEVEL 4 5 6 &amp; 7 12 - 36 MONTHS</td>
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Skills, knowledge, and competencies

Higher or degree?

HIGHER AND DEGREE APPRENTICESHIPS

- HNC / FOUNDATION DEGREE
- LEVEL 4 & 5
- BACHELOR’S DEGREE
- LEVEL 6
- MASTER’S DEGREE
- LEVEL 7

How do they work?

- Degree apprenticeships combine university study and workplace learning to enable apprentices to gain either an undergraduate or postgraduate degree; the students – or apprentices – are employed on a full time basis
- Often means atypical attendance models like day release, block teaching or online and distance learning – required to have a minimum of 20% off the job learning
- In order for a university or college to deliver a degree apprenticeship they have to have an Education and Skills Funding Agency (ESFA) funding agreement. Degree apprentices do not pay for training costs or student fees and are not eligible for student loans

Funding (post May 2017)

Levied employers

Full price

- £7,000 (from Levy pot to be spent within 24 months)
- Administered via Digital Apprenticeship Service (DAS) Account

Non levied employers

- £9 for £1
- £27,000 (from Levy pot to be spent within 24 months)

<50 employees

- 100% funded or £9 for £1
- £2,700 (Employer)
- £24,300 (Government)
- 100% funded if employing a 16-18 year old or 19-24 EHCP or LAC
- £9 for £1 for all others

>50 employees

- £9 for £1
- £4,500 (Employer)
- £48,600 (Government)
- 100% funded if employing a 16-18 year old or 19-24 EHCP or LAC
- £9 for £1 for all others

+ Incentive payment of £1000 for employers employing an apprentice who is 16-18 years old 19-24 with an Education Health & Care Plan (EHCP) or Leaving Care (LAC)

How are degree apprenticeships designed?

- Degree apprenticeships are employer led; they are co-designed by groups of employers, professional bodies and universities, collectively known as “Trailblazers” and each of these Trailblazers will propose:
  - an apprenticeship standard
  - assessment plan
  - arrangements for an end point assessment
- The idea is that this results in a fully-integrated programme specifically for apprentices, which delivers and tests both academic learning and on-the-job training.
- A degree apprenticeship cannot run until the standard is approved; once approved any provider on the register can pick it up and offer it, not just those involved in the design.
Apprenticeship Standards and Assessment Plans

- The purpose of the apprenticeship standard is to describe typical roles of a completer of the apprenticeship, and to define the knowledge and skills developed.
- The assessment plan covers arrangements for both academic learning and workplace competency, and most institutions have expectations around visits to the workplace to assess competency which are usually every 12-13 weeks. This used to be tied to ESFA funding but has recently been dropped for degree apprenticeships.

End Point Assessment

- Arrangements for end point assessments vary from standard to standard.
- Sometimes the responsibility sits with the University but often a professional body like CMI or an awarding body like City & Guilds run the end point assessment.
- If the end point assessment is not part of the degree itself, then a student could gain a degree but not be awarded the degree apprenticeship if they fail the end point assessment. As well as this being hugely impactful for the student, the University concerned would receive reduced funding too, 20% can be withheld.

What are the Employee/Apprentice Benefits?

- Offering a debt-free way to combine university education with invaluable work experience, with funding support for employers.
- Open up opportunities for learners, young and mature students, who might not have considered going to University to get a full Bachelors or Masters degree and work at the same time.
- A great way for employers to up-skill, reduce their skills gaps and make their employees more ready for new work, innovation and development.

Key differences to other HE programmes

- Business to business sale, not traditional recruitment of students.
- Reduced / no role in selection of students.
- Build the partnership with the employer/s as an integral part of their workforce planning and development.
- Students employed throughout – what implications for Graduate Outcomes?
- Target market uncertain; high fliers, existing staff, possibly widening participation students.
- What happens to employability development in the holistic sense? Is this narrowed because of the sharper vocational focus?

What expertise can placement practitioners bring to degree apprenticeships?

1. Good employer relations skills.
2. Understanding of generic skills development in the workplace; identifying it, exploring it and documenting it.
3. Experience in devising a range of assessment tasks to demonstrate learning from work – both planned / structured learning, and unanticipated learning.
4. Helping students to identify links between the learning at work, and the academic learning – more of a hole in an apprenticeship, than the ‘sandwich’ approach.
5. Supporting employers to understanding their involvement in assessment and feedback (as opposed to appraisal and review).
The Chartered Management Institute (CMI)

• “Today the world puts huge emphasis on performance and demands more skills than ever before. Yet far too many managers don’t get the guidance they need to tackle their challenging roles. We want to end this paradox and help managers to stop simply getting by… and to start excelling.
• It was over 60 years ago that we, as the British Institute of Management back then, developed the UK’s very first diploma in management studies. In the years that followed we have constantly been at the forefront of all aspects of management training and thinking.
• Today we are the only chartered professional body dedicated to promoting the highest standards in management and leadership excellence. No wonder over 100,000 managers use our unique services on a daily basis.”

Chartered Manager

The Institute of Leadership and Management (ILM)

“We are passionate about harnessing the power of leadership to transform people and businesses for the better.

Our purpose is to enable people and organisations to develop their leadership skills for personal and economic growth. We do this by helping employers and training providers to develop, assess and accredit leaders with the right blend of skills.

As the UK’s top leadership and management qualifications specialist, we help to develop more talented leaders than anyone else, giving them the skills to make a real difference in their organisation and beyond.”

The Leadership Hub

• The Leadership Hub is a highly skilled team of individuals with a passion for and expertise in: creative facilitation; developmental coaching; and the enhancement of professional practice in leadership development and research.
• Our work to date has included the strategic development of senior leaders and managers in public sector organisations; facilitated sessions; team development in the outdoors; individual coaching for senior managers; group coaching; leadership development of front line supervisors and CMI accredited programmes; leadership masterclasses and project management.

Want to know more?
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.

Presentation

Overview
• About us
• Projects
• International Research
• Benefits
• Discussion

@iasas.global
• Founded in 2009, Chartered in Belgium 2013
• Office with EucA (European university college Association) in Brussels
• ~1000 members representing 72 countries
• As an organization, IASAS acts as a global advocate for: students engaged in higher education; student affairs and services practitioners; and for the profession itself. We do this by:

@iasas.global
• Providing a global platform for improving multi and intercultural communication and understanding;
• Strengthening and diversifying co-operation between individuals and organizations working in student affairs and services worldwide;
• Promoting both the profession itself and the welfare of students at an international level through advocacy with governmental and higher education organizations;
• Providing consultation and advisory services for government organizations, university leaders, student services staff and graduate students.
Board of Management

- President, Achim Meyer auf der Heyde (Germany, Deutsches Studentenwerk)
- Vice President, Howard Wang (China, Duke Kunshan University)
- Treasurer, Mirela Mazalu (Belgium, European University College Association)
- Secretary, Lisa Bardill Moscaritolo (United States, Pace University)

Regional Coordinators

- Africa - Birgit Schreiber (South Africa, University of Stellenbosch) & Mustapha Jourdini (Egypt, Al Akhawayn University)
- Asia – Qi Li (China, Beijing Normal University) & Adriana Pérez Encina (Spain, Universidad Autónoma de Madrid)
- Europe – Vianna Renaud (United Kingdom, Bournemouth University) & Damian Medina (Qatar, Texas A&M University at Qatar)
- Middle East – Adnan Farah (Bahrain, University of Bahrain) & Glenn Pope (Fiji, University of Fiji)
- South America - Vacancy

Appointed positions

- Emeritus President - Roger B. Ludeman (United States of America)
- Immediate Past-President - Rob Shea (Canada, Memorial University of Newfoundland)
- Website - Shaun Jamieson (Turkey)
- Membership Coordinator – Theodore Kruse (Kuwait, American University of Kuwait)
- Research Coordinator - Darbi Roberts (United States of America, Southern New Hampshire University)
- Social Media Coordinator - Madeline Heath (United States of America, University of South Florida)

Projects

- Partnership with UNESCO
- International Research initiatives
- E-mentoring
- Global Summit Student Affairs & Services
- Student Leader Global Summit
- Book Projects & Special Journal Issues
- Global Competency Project

Partnership with UNESCO

- Since 2009
- 3rd edition in process

Global Summit

- The third Global Summit took place in Cape Town, South Africa, October 26-28, 2016
- Invitation list from key leaders of higher education and student services association around the world
- 50 practitioners in attendance from 19 different countries
- UNESCO Response

Student Leader Global Summit

- 25 students from 12 different countries participated
- Montreal, Canada & Ohio, USA
- 2018 Texas, USA
- Looking for an international host in 2019
Global Issues Examined

• An increasingly diverse and mobile student population
• Expanding diversity on campuses
• Rapidly growing numbers of international students around the world
• Closer relationships between student affairs and services (SAS) colleagues around the world

Content for this Book

• 15 chapters
• 29 authors from 10 different countries
  – Australia, Canada, China, Germany, Italy, Ireland, Qatar, Saudi Arabia, South Africa, United States
• Organized in three sections
  – 1st: Interconnected & Interdependent world
  – 2nd: Preparing ourselves to support student success
  – 3rd: Call to Action

Journal of Student Affairs Africa (JSAA)

• IASAS Special Issue: Collection of global themes and issues: Voices from across the globe
• Editors: Kathleen Callahan (USA) & Chinedu Mba (Canada)

Emotoring

• Registrations from across the world including: America, Australia, Cambodia, Canada, Egypt, England, Greece, Kuwait, Liberia, Lithuania, Nepal, New Zealand, Nigeria, Pakistan, Philippines, Qatar.
• Managed by Eva-Marie Seeto (Australia, University of Sunshine Coast)
• Published results of the pilot in JSAA.
• Join as a mentor or mentee anytime

Examples of International Research Collaboration in Higher Education

• IASAS Survey (Seifert et al, 2014) – collaboration through professional associations
• JSAA (Journal of Student Affairs in Africa) – IASAS special journal collaboration
• UNESCO/IASAS book on Student Affairs and Services in Higher Education (3rd Edition)
• Study on Global Competencies in Student Affairs (IASAS growing partnerships)

International Research Initiatives

• What are the key factors contributing to the lack of global representation in literature on international higher education?
• How do we provide space, encouragement, and resources to develop networks for research throughout the world?
• How do we overcome language barriers to encourage research representing other perspectives from around the world?
• How do we encourage more international submission and participation in the academic research process?

Research Study 2017

• Countries: Germany, Ireland, Italy, Kuwait, Pakistan, Philippines, Spain, Saudi Arabia, Sweden, UK, & USA
• 75% are graduate students or faculty members in higher education programs
Survey Results: What would encourage more international research?

- Funding & Grants
- Recognized for efforts
- Feedback/Suggestions/Surveys
- Special research interest groups/clusters
- Better access to forums for idea sharing that are inclusive and non-geographically specific
- Institutional partnerships, especially at the graduate level (association partnerships)
- “Beginner’s Guide” & Mentor programs

Survey Results: What are shared research interests across borders?

- Core purposes of student affairs/services work.
- Student transition and the first year
- Academic anxiety, student mental health, and intersection of wellbeing and learning
- Student Mobility
- Development of soft skills, role of organizational advisors in the context of the Outcomes-based learning
- Global Benchmarking of Student Affairs practices
- Assessing Student Leader Learning
- Student Disciplinary Practices and Student Development
- Managing student diversity
- Retention/completion, student resilience
- Student Identity Development, Cultural Competency, Cross-Cultural Leadership
- Student needs; Student engagement in student governance; Student services relevant to the changing times
- Faculty-led Study Abroad Programming including pre-orientation prep, reflections, and post assessment
- Additionally, researching, reviewing, assessing, analyzing, and/or contributing to student affairs practices in West Africa
- Cultivating culturally contextual approach to student affairs, specifically not to adopt a western lens

Survey on Graduate Programs outside of USA

- Lead by Qi Li, Professor and Founding Director, HESA Graduate Program, Beijing Normal University, IASAS RC Asia
- Possible outcome: Collaboration & Networking

Global Competencies in Supporting College Student Success Study

- To gain an idea of the shared work of student support services across borders.
- Identify regional differences in competencies and/or skills.
- Elevate the work we do on a global scale by bringing attention to the importance of this work to university and government leaders.
- Promote the impact of our work in your own country.

Website as your resource... Get Involved!

- Keep us updated on conferences, positions & vacancies, links to higher education & student services, links to student organizations, and research
- Update your membership profile that will allow you to connect with others
- No joining fee to be part of our international community
- Write for an upcoming newsletter
- Engage in research opportunities

Thanks for joining us!
http://iasas.global/

Mirela Mociu, Secretary-General at EUCA & Treasurer of IASAS
Vianna Renaud, Placement Development Advisor at Bournemouth University & UK Regional Coordinator for IASAS
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?

Presentation
Agenda

- Development of Research Question
- Workshop Activity
- Discussion
- Project Overview & Early Findings
- Grant updates

Development of the Research Question

Based on a review of existing staff experience of delivering the Year in Industry module and feedback from students and employers.

Evidence-based approach used to identify policy and support changes to increase access to employability opportunities.

To what extent are barriers to placement opportunities caused by social mobility challenges?

Suggestions that access to placement opportunities may be linked to social capital.

Perceptions that unpaid placements deter some students from opting for a placement year.

Evidence that placements can improve academic grades in final year.

There is a positive correlation between completing a placement year and graduate employability.

‘Opportunity trap’ for graduates – degree is not enough, employability skills differentiate.

Comparative Project

Optional Year in Industry programme open to undergraduates

Business School
- 153 Year in Industry students in 2016/17
- 99% placements paid
- Placement lasts 9-12 months
- 3% overseas placements
- 15% Leeds-based, 28% London-based

School of Design
- 115 Year in Industry students in 2016/17
- 37% placements paid
- Placements last 1-14 months
- 14% overseas placements
- 9% Leeds-based, 51% London-based

Workshop Activity

We need your help!

On each table is a pack of cards. Each card has a barrier that may stop a student opting for a Year in Industry placement.

Working in mixed groups (HEI & Employers), order the deck of cards in terms of the impact this barrier may have on students’ likelihood to opt out of doing a placement.

Prioritise the cards with the most impactful, or most likely reason not to opt for a placement at the top of the deck, and the least likely at the bottom of the pack.

If you find there are other barriers to doing a placement other than those cards provided, please use the blank cards to record these and prioritise these with the others.

You have 15 minutes to discuss and prioritise the cards, we’ll ask each table for their feedback.

Summary: What did you find?

Biggest barrier Smallest barrier

Early research findings

- Bristol Online Survey of 2016/17 Year in Industry students across both schools (June 2017)
- LUBS n = 15, 10% response rate
- SoD n = 33, 29% response rate

Top: relevant experience, interview, CV and cover letter

Bottom: degree subject, degree classification, personal contacts

Top: personal recommendations, interview, relevant experience

Bottom: degree subject, degree classification, CV and cover letter

LUBS: Employer priorities

SoD: Employer priorities

Next steps

Further data analysis

Surveys of other cohorts (during semester 1 2017/18)

Interviews/focus groups of other cohorts (during semester 1 and 2 2017/18)

Policy recommendations for schools and UoL, publications
Outward mobility in turbulent times: the relevance of global skills in post-Brexit Britain

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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.

Introduction
Global employability skills have long been considered of great relevance to the UK labour market. Britain has an increasingly globalised economy as a result of its dynamic international trade relations. In turn, this results in a high demand for workers with the foreign language, intercultural skills and global competences necessary to perform efficiently in this context. Graduates with this profile are generally described as "global graduates" and typically gain their global skill set through a mobility programme overseas. These outwardly mobile, internationally-minded professionals are rare within the British-born population, a fact that has raised some alarm amongst UK employers. In the last few years, a number of British Council reports (British Council 2011, 2013, 2015, 2017) have highlighted such concerns. Figures from the All-Party Parliamentary Group for Modern Languages (2014) confirmed that this skills gap has a negative impact indeed on the UK economy, being directly responsible for an estimated £48 billion contracts lost every year.
After the 2016 referendum results on EU membership, however, some voices have been heard questioning the long-term need for global graduates for the UK labour market. In a future where trading relationships with the EU lose importance, so will global graduates. This paper will demonstrate that, far from such suggestions, the demand for globally-minded professionals will increase once Brexit is finalised. I will also evaluate the competitive advantage that international mobility affords and will explore the best ways for young graduates to showcase their global skill set to employers.

The impact of Brexit on EU migration flows

The current lack of professionals with global and foreign language competencies has been partly resolved through intense recruitment of foreign-born professionals, many of whom come from the EU. British companies often default to EU graduates for their multilingualism and ability to work with global clients, as demonstrated by The Impact of Brexit on UK Graduate Recruitment, a study based on a survey of 75 top graduate employers (Pathmotion 2016). European workers bring along foreign language skills and a global outlook, making them well-positioned to work in international roles: "UK attitudes to language learning mean that the vast majority of young people in the UK do not have the kind of language skills to compete with their European peers for these [managerial] jobs." (British Council 2013).

However, the 2016 referendum is likely to change the UK’s reliance on European graduates. One of the expected outcomes of leaving the EU is a notable reduction of EU migrants arriving in the UK, particularly if freedom of movement is phased out. Indeed, the 2016 UK immigration figures already show this trend, with a 14% decrease in the number of European entrants to the UK labour market compared to 2015 (Office of National Statistics, May 2017). This change in migration flows has been directly attributed to the Brexit effect and the current uncertainty surrounding the right of European workers in the medium-term. It is also partly linked to the wave of hostility triggered by the referendum results, particularly towards central European workers; as a result, inflows from these countries have slowed down to levels not seen since they joined the EU in 2004. The drop in European migration does not only affect labour-intensive, low-qualification sectors, but also professional ones: interest in UK jobs by European graduates fell by 18% in the three months since the 2016 referendum, according to a 2017 study run by LinkedIn (Addison, J. 2017).

Once Brexit takes effect, it is assumed that European inflows will decrease even further due to the subsequent migration restrictions and other barriers to mobility set out by the British Government. Although it will still be possible to recruit European professionals, it will become more onerous and expensive than it currently is, rendering it potentially unworkable for some firms. A smaller European
labour contingency will entail more difficulties to find the right professionals to fill the UK’s gap in global competencies; therefore, there will be a more pressing need to develop those skills in the national workforce. This is the challenge the British labour market is facing now.

"It will be a key issue to see (...) whether, once that settlement has been agreed, UK employers still have access to the skills that they need at all levels. And if not what alternative sources of supply are they going to find, both from other parts of the world but, most particularly, from within the UK and whether we can develop our own skills at all the levels that are currently filled by EU nationals."

(Hillage 2016, my emphasis).

HE and the gap in global competencies

The UK’s HE sector has long acknowledged that "...the continued growth of the global labour market is fuelling the need for graduates to have the right skills to enter employment, including the ability to adjust to and accommodate different cultures and ways of working." (Higher Education Academy 2015). It is also commonly accepted that with a reduced EU contingency in the UK, the demand for UK-born global graduates is likely to surge after Brexit. Despite this scenario, the British HE sector has not been doing enough to promote outward student mobility, the quickest route to gaining the global skillset. It is fair to mention that since the UK Higher Education International Unit published the UK Strategy for Outward Mobility in 2013, British universities have increased their efforts in promoting outward internationalisation. The figures indicate that there has indeed been an increase in UK students participating in mobility schemes year-on-year since then. However, despite this promising trend, the numbers are still very low indeed. Internationalisation initiatives in universities, although a major priority, tend to focus too heavily around international student recruitment. It appears that internationalisation is understood as a one-way process, something that becomes apparent when comparing the figures for inward and outward mobility. These show that the British HE sector has invested heavily in attracting overseas students to its institutions and has done so in a very successful way. The 2016 UNESCO figures rank the UK as the second country in the world with a most international student population, with 1 in 6 students coming from another country. The inbound mobility rate for 2015 is a very healthy 17.5%. However, the data for outward mobility is much less positive, with the UK ranking 25th in the world in terms of outward student mobility and with an outbound mobility rate of only 1.2% for the same year.

The above figures are disappointing when we consider the excellent employability outcomes for outwardly mobile students. These have been highlighted by different sources, most notably the 2014 Erasmus report. Their survey of European employers has confirmed that international study or work experience are seen as significant assets, with 64% seeing outward mobility as "important" and a
similar number believing outwardly mobile graduates are able of positions of higher responsibility. This is indeed translated in better long-lasting employments prospects: outwardly mobile graduates are 23% less likely to experience unemployment for up to 5 years after finishing their studies. Findings from UK-based reports (HEA 2014, HEA 2015, British Academy 2015) provide further evidence that British employers value internationalisation greatly. In light of the evidence of the enhanced employability prospects provided by international study and work placement opportunities abroad, it would be desirable for the UK HE sector to invest more assertively in providing such opportunities for their students.

Brexit and Erasmus+: the case of Switzerland

The relevance of the Erasmus programme (Erasmus+ since 2014) for facilitating international mobility for UK students cannot be overestimated. Over 50% of all outwardly mobile students study or work in the EU thanks to the programme, with the second most common option being provider-led schemes (British Council 2017). Erasmus+ not only provides a framework to allow mobility, but much-needed student finance to cover the costs of relocating and living in another country. Financial concerns are, in fact, the main barrier to participation in mobility programmes (British Council 2015) and Erasmus+ funding goes a long way to mitigating this obstacle.

There is great concern amongst HE British institutions about the potential impact of Brexit in the UK’s membership of Erasmus+. In theory, a future outside of the EU does not necessarily entail a withdrawal from the programme; indeed, currently 5 non-EU countries feature amongst the members of Erasmus+: Iceland, Liechtenstein, Norway, Republic of Macedonia and Turkey. But the case of Switzerland, a former Erasmus+ member country, proves that suspension from the programme is a very real outcome for the UK if the Brexit negotiations are not successful.

Switzerland is not an EU country; however, it has a number of bilateral agreements with the EU which have enabled solid trade links and other forms of co-operation between both regions since 2002. One such agreement used to be free movement of people and as part of this policy, Switzerland enjoyed full membership of the Erasmus mobility scheme. Due to opposition to what some sectors of society viewed as "mass immigration" coming from Europe, a referendum was called in 2014. A very narrow 50.3% majority backed the proposal to bring back immigration quotas, which brought freedom of movement to an end. As a result, the country was suspended from the Erasmus+ programme that same year. The EU Employment Commissioner at the time, Laszlo Andor, justified the EU’s decision with words that ring pertinent to the current Brexit negotiations: “I want to make very clear that this freeze of negotiations is not a punishment or sanction of the expression of the Swiss electorate but a
logical consequence of the choice Switzerland itself has made, the consequence of which was very well known before. Nobody can pretend to be surprised here.”

Switzerland’s example suggests that if the UK were to leave the Single Market, with the subsequent phasing out of the freedom of movement it would entail, it would in all likelihood be suspended from the Erasmus+ programme. The negative repercussions of this event could potentially bring down the already low number of internationally mobile UK students much further, particularly as the framework for university collaborations would be lost and so would the much-needed associated student finance.

If we look again at how events developed in Switzerland, however, there is a glimmer of hope. The country had to resort to putting in place an alternative scheme, the Swiss-European Mobility Programme. This new arrangement necessitated the renegotiation of education agreements with European universities and, as Switzerland was no longer eligible for EU funding, the full cost of the new initiative had to be funded by the Swiss government. However, the new scheme did eventually ensure Swiss students could study in the EU.

It is to be hoped that the British government will step up with a similar initiative if the UK decides to withdraw from the single market, thus losing its membership from the Erasmus+ programme. It is particularly crucial in order to ensure that students from disadvantaged backgrounds, such as widening participation students or black and ethnic minority students, continue to benefit from the employability advantages associated to international mobility. Students from these demographic groups are currently underrepresented in the UK mobility figures, yet research suggests they are the ones benefitting the most from such experiences (British Council 2017).

The competitive advantage of global graduates

In the meantime, the existing young professionals with extended exposure to international environments can capitalise on their competitive advantage and access premium employment opportunities. But for this to happen, outwardly mobile graduates must be able to understand their skills and articulate them in a manner that reflects their value appropriately. In my role as Languages Course Leader at Sheffield Business School, I oversee the 18-month study and work placement period of International Business, Tourism and TESOL students who do at least one language as a core part of their course. I have witnessed how most of them, despite the excellent range of global skills they gain during this time abroad, will define themselves primarily through their foreign language competencies. This provides a rather one-dimensional impression of their graduates’ attributes; additionally, the narrow focus on language limits employment avenues to specialist linguistic areas such as education or translation/interpreting. Although foreign language fluency is a useful professional attribute for most employers, there is ample evidence suggesting that what employers
look for are the wider range of soft skills that come with language learning and especially, with extended international experiences (Diamond 2011). Therefore, being aware of the global skills set and describing it correctly is essential.

**Branding internationally mobile graduates as global professionals**

The global graduate, or global professional, label, has the advantage of being quickly recognised and valued by employers. At Sheffield Business School, we encourage our final year students to brand themselves by emphasising their international study and work placements abroad. This can be done in a number of ways:

**Learning to identify as global graduates:** Internationally mobile graduates must describe their profile based on their global competencies, in addition to their subject-specific capabilities. Their experience of study or work overseas and the global skillset gained during this time must be emphasised as much as foreign language proficiency, if not more.

**Using examples taken from the time abroad as evidence of their employability skills.** Key core skills such as adaptability, cultural agility or problem-solving competencies can be demonstrated by drawing on examples from the time spent overseas. This serves the main purpose of reinforcing the global label. Additionally, these examples often make for compelling and distinctive stories, which in turn make the student more memorable.

**Building an online presence with an international flavour.** Online activity is increasingly important in terms of attracting employers' attention (ACAS 2013) and LinkedIn is particularly useful in this regard. A well-written profile where the global skillset is highlighted appropriately is an essential first step. But LinkedIn can also be used as a platform for graduates to disseminate information about their careers goals, values and interests. Posting regularly about global issues, commenting on international events or following transnational professional groups are all ways to reinforce the global label and create positive associations.

**Conclusion**

Employers' concerns around the lack of global employability attributes in the UK is nothing new. A 2011 report of top executives of some of the largest UK companies showed that 75% of them felt that Britain was "in danger of being left behind by emerging countries unless young people learn to think more globally." The risk of losing Britain's prominent role as an international trade power is only
emphasised in the light of the challenges surrounding the current Brexit negotiations. Indeed, the UK is already losing or failing to attract necessary European talent, as a result of the uncertainty surrounding the 2016 referendum results. It is expected that this trend will only intensify after the UK leaves the UK, particularly if the country leaves the Single Market. The UK HE sector, therefore, has a responsibility to prepare for this eventuality. One way of doing this is by promoting outward mobility with a level of investment that reflects its employability value. In particular, it is imperative that students understand that the time abroad is an investment in their career. Disseminating the employability outcomes of international mobility more widely should prove fruitful in this regard.

Finally, very significant consideration must be given to an alternative scheme to replace Erasmus+ in the scenario that the UK loses its membership of the scheme. Only with a parallel scheme, backed by the government as in the Swiss example, will the UK be able to drive its mobility numbers up and help achieve the calibre of graduates needed for the country's leading position in the global economy.

REFERENCES


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The Placement and Employability Professionals’ Body

ASET is the professional body for placement and employability staff. It has been at the forefront of developments in sandwich courses and other forms of work placements, in both Higher and Further Education, for more than 30 years. We represent over 1800 academic and administrative placement staff at more than 120 HE and FE institutions.

ASET has been the catalyst for the development of guidelines in many areas and also the promotion and dissemination of best practice. We also seek to champion the general concept of work-based learning.

ASET is an educational charity run by work-based learning practitioners for work-based learning practitioners and offers support, advice, guidance and representation to all professionals who work in the sector.

As the leading organisation in the work-based and placement learning sector we seek to provide independent and influential strategic leadership for it.

Membership gives all relevant staff at universities, further education colleges and employers the opportunity to benefit from, and contribute to, a wealth of experience and expertise.

If you wish to discuss any aspect of ASET’s work, please contact the ASET office or any of the Executive Committee Members. Contact details are below:

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## Co-Optees

- Mr Mohson Khan - City, University of London
- Ms Vicki O’Brien - University of Central Lancashire

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### ASET Conference 2017

The next Annual Conference will be 4-6 September 2017 at the University of Nottingham. Further details available on the ASET website.

[www.asetonline.org](http://www.asetonline.org)

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