ASET Annual Conference 2019

Proceedings of the 2019 Placement and Employability Professionals’ Conference

Editors: Debbie Siva-Jothy
Nicola Bullivant-Parrish

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26th Annual Conference
University of Hertfordshire, de Havilland Campus
3rd – 5th September 2019
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PARALLEL SESSION PRESENTATIONS

Tuesday 3rd September

1  “I’ve found this amazing unpaid marketing placement in Venezuela” – supporting students with non-standard placement preferences
Jamie Bettles, Pagoda Projects - ASET Conference Sponsors

2  We are all in this together!
Assisting Programme Teams to map employability to support TEF developments
Deborah Pownall, Liverpool John Moores University

3  Enhancing student employability in the digital age
Laileng Fong and Joanna Ramsay, University of Warwick

4  ‘It takes one to know one’ –
Reflections from a Peer to Peer employability coaching and mentoring project
Vianna Renaud, Bournemouth University

5  Research Paper
Why are placement visits important for students taking a placement year?
Helen St-Clair-Thompson, Newcastle University

Wednesday 4th September

6  The basis for achieving placement success: A Relational Model?
Jane Scivier, Emily Ramsden and Ben Topping, Nottingham Trent University

7  Placements: Embedded as the norm?
Michael Head and Claire Hughes, Solent University

8  Getting Prepared for Placement:
Mental toughness, engagement and attainment in undergraduate sport psychology students
Danielle Anderson and Nicola Smith, Liverpool John Moores University

9  Learning and engagement through games
Francesca Walker-Martin and Vicki O’Brien, University of Central Lancashire

10  ‘Pitch It’ –
Supporting students to develop transferable skills in an interprofessional environment
Emma Pope, Cardiff University

11  How NTU is making the most of technology to support students, employers and the University during the placement process
Sara Jones, Nottingham Trent University on behalf of QuantumIT – ASET Conference Sponsors
12 Addressing the challenges faced and resources needed to design an embedded Micro-Placement Module in the curriculum (Arts, Design and Media)
Nicola Kelly, Jane McAllister and Hilary Weston Jones, Birmingham City University

13 Gaining Recognition with the Higher Education Academy (HEA)
Colin Turner, Ulster University

14 Engaging and Involving employers in course design and delivery – using the new ASET Good Practice Guide to Successful Work Based Learning for Apprenticeships in HE
Sarah Flynn and Lou Taylor-Murison, ASET

15 Research Paper
Simply Better? The impact of a placement year on final year performance
Libby Barton and Rob Jack, University of Southampton

Thursday 5th September

16 A data driven, multi-disciplinary approach to understanding student non-engagement with employability initiatives
Tim Goodall and Kate Watkins, University of Leeds

17 Creating a culture of community and commitment – Swansea University Student Ambassador Scheme
Stephanie Leech and Paige Windiate, Swansea University

18 Why is there a disconnect between employers and Higher Education in the context of supply of and demand for graduate labour?
Emily Timson, University of Leeds

19 Research Paper
Leading through change: seizing opportunities
Claire Colburn, University of Sussex

20 ProjectSet:
An innovative digital platform to drive scale and diversity in work-based learning
Dhruva Banerjee, ProjectSet - ASET Conference Sponsors

21 No need to knock; the door is already open. New to placements? What can ASET offer you?
Nicola Bullivant-Parrish, Mohson Khan and Vianna Renaud, ASET

22 Work Placements in voluntary organisations in a context of austerity and policy change
Lindsay Metcalf and Janine Melvin, Liverpool John Moores University

23 From call centre to career plan – developing transferable skills through summer work; collaboration between a large international employer and UCLan Careers
Sue Thwaites, University of Central Lancashire
FOREWORD

ASET is very pleased to be able to share with you the proceedings of the ASET Annual Conference held at the University of Hertfordshire, 3rd – 5th September 2019. ASET’s 26th Conference once again proved to be a mix of thought provoking, practical and fun sessions. Delegates very freely shared the good practice from their institutions, which is a hallmark of an ASET conference. We know that the strength of ASET is in our community, we are the leading forum to showcase excellence in work based and placement learning because of this. ASET continues to be an authoritative voice for the sector, helping support high-quality support for students and employers alike. Conference saw the publication of two new Viewpoints in addition to four professional development taster sessions, fulfilling our goal of enabling delegates to start the new academic year feeling more excited, empowered and confident in their practice.

Thank you to Quintin McKellar, Vice Chancellor, for providing such an enthusiastic welcome on behalf of the University of Hertfordshire. We are extremely grateful to all our speakers and workshop presenters for such interesting and useful sessions. We would particularly like to thank our keynote contributors; Charlie Ball, Head of Higher Education Intelligence at Graduate Prospects, Dr Alice Diver, Liverpool John Moores University, Ben Walker, Manchester Metropolitan University and Alan Keegan, Director of Business Development, University of Central Lancashire. Our Student Perspectives Panel was led by Lizzie Brock, Marketing Director at RateMyPlacement, and was an opportunity to hear from an amazing group of students about their experiences with placements, and how we can best support and empower our students and aim to future-proof them for both their careers and lives. Our gratitude also extends to our conference sponsors; ARC Technology, InPlace (QuantumIT), Pagoda Projects and ProjectSet, and of course to our longstanding 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. 2019 has marked a year of change in the leadership of ASET, and we are very proud to mark both our achievements and potential. We know that for many of you, the ASET Annual Conference is your essential event for professional development on work based and placement learning, so we look forward to seeing you again at Conference next year, at Keele University 8th – 10th September.

Francesca Walker-Martin  Sarah Flynn
Chair, ASET  Chair 2013-2019, ASET

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
KEYNOTE

‘What do graduates do?’

Dr Charlie Ball
Head of Higher Education Intelligence, Graduate Prospects

Charlie Ball took us through the current state of the UK labour market for graduates, examining some popular myths and fleshing out the evidence on graduate employment. Where do graduates actually get jobs? What are the most common roles they take (well, apart from nursing)? And which jobs are currently in most demand? Proving that stats don’t have to be boring!

Presentation

Higher Education Intelligence for the Graduate Labour Market

There are a lot of myths around about university and the graduate jobs market

“Everyone has a degree nowadays”

- 39.2% of the adult population (16-64) of the UK had a degree at the end of 2018, up from 38% in 2017.
- 44.4% of the UK workforce has a degree or equivalent qualification, up from 43.4% in 2017.
- Less than half of students currently aged 14-18 will ever go to university, and it’s unlikely we’ll ever see a situation where half even of a given age group goes to university.
“There aren’t any jobs for graduates”

- 138,000 UK graduates from 2017 were known to be in professional level jobs six months after graduating (73.9% of graduates)

- Annual Population Survey data showed that at the end of 2018, there were 14.8m people working in professional level jobs in the UK

- Or 46.1% of the workforce

- APS data also shows that the UK added 353,500 new professional level jobs in 2018

The Subject Question

- The UK has a particularly flexible skilled jobs market

- The majority of jobs for graduates do not specify a degree discipline and you can get them with any subject, from fine art to physics

- Studying e.g. engineering, does not mean you have to be an engineer or that you can’t get a job doing anything else (although most engineering graduates do become engineers)

- Degrees are designed to teach a wide range of skills as well as subject knowledge and employers understand that

Graduates only work for big business or on large training schemes

- Last year, 30% of graduates went to work for companies with fewer than 250 employees (37% when hospitals are removed), and one in six were with companies with fewer than 50 employees.

- SMEs especially important in the telecoms, arts, design, architecture, marketing/PR/advertising, sport/fitness, law, web design

- SME graduate employment stronger in London and south of England

- The proportion entering SMEs does seem to be falling, though

All the graduate jobs are in London

- 14.7% of the UK population lives in London

- 19.8% of UK graduates live in London

- 22.4% of 2016/17 graduates started their career in London. Many of those jobs were confined to a relatively small area of London.

- Starting salary for graduates in London was £24,991 compared to £22,399 for UK as a whole

- Most people – and graduates – never work in London

- However, the graduate population does seem to be getting increasingly urban
Some other useful info

(Data comes from the 2018 Annual Population Survey from the ONS)

5.3% of graduates were looking for a new job at the end of 2018 (this includes graduates in work).

Unemployment rate was 2.3%. The majority (53%) of unemployed graduates had been out of work for less than 3 months.

The majority of graduates under 35 had been with their current employer for under 5 years.

The majority of over 35s had been with their current employer for at least 5 years.

The most common length of time graduates over 35 have spent with their current employer is at least 10 years.

13% of graduates left a job in 2018. The most common reason for a graduate to leave their job in 2018 was retirement. The next most common was resignation. One in six of all graduates leaving their jobs (or 2.2% of all graduates) lost their jobs through redundancy or end of contract.

![2017 graduates after six months](image)

<table>
<thead>
<tr>
<th>Types of work of 2017 graduates after six months</th>
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<tbody>
<tr>
<td>On a permanent or one-year contract</td>
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<tr>
<td>On a fixed term contract lasting 12 months or longer</td>
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<td>Voluntary work</td>
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<tr>
<td>Temping (including supply teaching)</td>
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<tr>
<td>On a zero hours contract</td>
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<tr>
<td>Other</td>
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Where did 2017 graduates work?

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
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<tbody>
<tr>
<td>Westminster</td>
<td>6080</td>
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<tr>
<td>Birmingham</td>
<td>4670</td>
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<tr>
<td>Manchester</td>
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<tr>
<td>City of London</td>
<td>4065</td>
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<td>Tower Hamlets</td>
<td>2470</td>
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<td>Essex</td>
<td>2465</td>
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<tr>
<td>Lancashire</td>
<td>2455</td>
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<tr>
<td>Liverpool</td>
<td>2445</td>
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Graduate mobility

- 58% of graduates from 2017 went to work in the region they studied in
- 69% went to work in the region they were originally domiciled
- Only 18% of graduates went to work somewhere they were not already connected to

This pattern is long-standing and mobility may even be falling, although the figures are very similar to last year’s

What do graduates do?

329,325 first degrees awarded to UK domiciled graduates last year. Rise of 12,635 on 2016 – up about 4%

The majority were working after six months – 74.3%

Unemployment was at 5.1% - lowest rate since 1988/89.

Another increase in graduates going into Masters study – 2,800 more graduates going into study

2017 graduates after six months

<table>
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<th>How were graduates working after six months?</th>
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</table>
Occupational shortage

Graduate jobs with highest numbers of reported hard to fill vacancies

- Nurses
- Programmers and software development professionals
- HR and recruitment
- Medical practitioners
- Welfare and housing associate professionals
- Business sales executives
- IT user support technicians
- Sales accounts and business development managers
- Marketing associate professionals
- Engineering professionals n.e.c.
- Managers and directors in retail and wholesale
- Design and development engineers
- Web design and development professionals
- Veterinarians
- Chartered and certified accountants

Hardest graduate jobs to fill

<table>
<thead>
<tr>
<th>Highest proportion of HTFs</th>
<th>Proportion of vacancies that are HTF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses</td>
<td>95.0%</td>
</tr>
<tr>
<td>Veterinarians</td>
<td>86.6%</td>
</tr>
<tr>
<td>Dentists</td>
<td>79.3%</td>
</tr>
<tr>
<td>Nurses</td>
<td>72.3%</td>
</tr>
<tr>
<td>Electronics engineers</td>
<td>68.3%</td>
</tr>
<tr>
<td>Electrical engineers</td>
<td>68.3%</td>
</tr>
<tr>
<td>Civil engineers</td>
<td>57.9%</td>
</tr>
<tr>
<td>Quantity surveyors</td>
<td>56.0%</td>
</tr>
<tr>
<td>Design and development professionals</td>
<td>54.1%</td>
</tr>
<tr>
<td>Design and development engineers</td>
<td>53.9%</td>
</tr>
<tr>
<td>Environment professionals</td>
<td>52.6%</td>
</tr>
<tr>
<td>Pharmacists</td>
<td>52.5%</td>
</tr>
<tr>
<td>Estimation, valuation and scarcely</td>
<td>52.2%</td>
</tr>
<tr>
<td>Programmers and software development professionals</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

Not enough applicants

- Midwives
- Insurance underwriters
- Biological scientists and biochemists
- Chartered architectural technologists
- Health professionals n.e.c. (therapists etc)
- Medical practitioners
- Veterinarians
- Financial managers and directors
- Electrical and electronics technicians
- Nurses
- Managers and directors in transport and distribution
- Secondary education teaching professionals

More than half of all employers with these vacancies said they didn’t get enough applicants to fill positions.

2019 labour market

“Overall employment intentions weakened a little from the previous quarter. Some companies were reluctant to recruit, or were doing so more slowly than they otherwise would, due to Brexit-related uncertainty.

Slowing demand was leading to job losses in manufacturing, especially in the automotive sector, and in retail due to store closures. Investment in automation and technology, partly in response to tightening labour availability, was allowing companies in a variety of sectors to increase output with minimal headcount growth.

Employment growth was being constrained in sectors such as professional services, IT, construction, hauhousing and health and social care, where skills shortages had resulted in vacancies remaining unfilled for long periods. Recruitment difficulties had eased back a little, but remained a significant challenge for many contacts, largely due to skills shortages.”

Bank of England Agent’s Summary of Business Conditions Q2 2019 – 20th June 2019

British Chambers of Commerce BCC Quarterly Economic Survey Q1 2019 – 2nd April 2019

Net changes in UK occupational structure 2017-2018

<table>
<thead>
<tr>
<th>9: elementary occupations</th>
<th>11200</th>
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<tbody>
<tr>
<td>8: process, plant and machine operatives</td>
<td>7300</td>
</tr>
<tr>
<td>7: sales and customer service occupations</td>
<td>-6100</td>
</tr>
<tr>
<td>6: caring, leisure and other services occupations</td>
<td>14200</td>
</tr>
<tr>
<td>5: skilled trades occupations</td>
<td>-5600</td>
</tr>
<tr>
<td>4: administration and secretarial occupations</td>
<td>46100</td>
</tr>
<tr>
<td>3: associate Prof &amp; tech occupations</td>
<td>208000</td>
</tr>
<tr>
<td>2: professional occupations</td>
<td>6100</td>
</tr>
<tr>
<td>1: managers, directors and senior officials</td>
<td>46200</td>
</tr>
</tbody>
</table>

Net changes in UK occupational structure 2008-2018

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Data comes from:

UKCES (now Department for Education)
Centre for Cities
HESA
ONS
British Chambers of Commerce
Bank of England

Dr Charlie Ball
Head of HE Intelligence
Graduate Prospects

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@hecsu
@lmicharlie
highpeakdata.wordpress.com
hecsu.blogspot.com
Supporting Students: Aiding Employability, Avoiding Litigation

Dr Alice Diver
Senior Lecturer in Law, Liverpool John Moores University

A backdrop of economic austerity and political uncertainty has helped to create a potentially volatile mix of circumstances in which opportunities for aggrieved students to litigate against HEPs has arisen. The challenges associated with high student fees, complex academic processes, teaching quality, adequate supervision, pastoral care, and the management of student expectations to name but a few.

Given that the avoidance of student litigation (and formal complaints) seems to be an increasingly significant aim for 'teaching-active' academics, the upsurge in cases has generated some useful guidance for academics and for placement providers/supervisors – at the very least it is ensuring students will gain visible, valuable, and transferable employability skills over the lifetime of their respective degrees. With this in mind, Alice signposted the growing body of case law on this area as perhaps no bad thing to consider.

Presentation

- Negligence  [e.g. 'inadequate' teaching or supervision of dissertations]
- Breach of contract [e.g. failure to mark assessments in accordance with University Rgs]
- Judicial Review  - Decision-making [e.g. human rights issues: Accessing the right to education [Art.2 [ECHR]]; ‘Fair hearing’ [Art.6 ECHR]; non-discrimination, equality [Art.14] e.g. Appeals
- Matters of process/procedure  - [e.g. number of resits, disclosure of info, reasonable adjustments, defining extenuating circumstances, ‘unintentional bias’…]

FARRINGTON AND PALFREYMAN (2006)
ACADEMIC JUDGEMENT ‘IMMUNITY’?

- UK  - ‘A special feature of the law of higher education is the immunity from judicial scrutiny of expert academic judgement’...
- Public policy – applies to all common law countries (UK, US, Canada, Australia, New Zealand...) and Civil code systems (France, Germany, Italy, Spain, etc)
- HE is framed as ‘a public good’ and generally delivered by state-controlled HEIs
- N/A however to ‘misapplication of HEI processes and procedure that results in unfairness.’

[JJ CUMMINGS: 2007]

‘The law, in common law countries, has consistently respected them [academic judgments] and fashioned its remedies accordingly…’
The Office of the Independent Adjudicator is also prevented [by statute] from hearing a student complaint "to the extent it relates to matters of academic judgment." [Draft Rules 5.2]


KAMVOUNIAS AND VARNHAM (2006:1)

• ‘…reluctance on the part of courts to intervene in non-disciplinary decisions which involve academic judgment…’

P Kamvounias and T. Varnham: "Re-hear or in court? Legal challenges to university decisions" Education & The Law (Mar 2006) Vol. 18 (1) p1-17

KAMVOUNIAS AND VARNHAM

UK’S OIA REGS

MIRROR THIS…

• •...

On academic and pastoral matters, "any judgment of the courts would be jejune and inappropriate.” Sedley LJ

Generally, courts will not second-guess academic judgment…

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KEY CASE ON ‘ACADEMIC JUDGMENT IMMUNITY’?

Clark v University of Lincolnshire and Humberside [2000] EWCA Civ 129

• Students academic immunity from judicial oversight/scrutiny …

HELD:

ACADEMIC JUDGMENT = BEYOND COURTS’ REMIT

• Medical student claimed that the University acted "unlawfully [ultra vires] and in breach of contract" by failing to follow the marking and assessment processes set out in their own Regulations.

CRAWFORD'S CASE – KEY ISSUE?

• Uniformity

• Also, Deliberate University action which then breaches the Academic Appeals Procedure by failing to disclose information the student prior to the Appeal Adjudicator’s decision (double weighting, marking scheme)

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CRAWFORD’S CASE – KEY ISSUE?

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University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
THE COURT HELD...

- Marking procedures complex – some assessments were double weighted – ‘average mark’ calculation – Ambiguity in Rgs Handbook...
- But the student was not disadvantaged...
- Had he known of double weighting he would not/could not have prepared differently, and he would still have failed
- OIA – would not have recommended conferring an award – only a further resit

HUMZY-HANCOCK, RE [2007] QSC 34, [14]

- Law student – 3 instances of plagiarism as an UG –
- References for practice courses required 'good character' – Because of the plagiarism, he was denied admission via PG stage of training
- i. Collaborated on an essay with a fellow student
- ii. Family issues, was rushed – failed to reference correctly
- iii. 'Take-home' paper – minimal citation

HUMZY-HANCOCK’S CASE

- Court suggested that universities should consider the wording of their policies on plagiarism 'with great care'

SIGNIFICANCE?

- Two implications
- Firstly, the court's language - and focus - was about the quality of academic work, rather than any lack of procedural fairness
- Suggests...there are circumstances where the courts will intervene and make judgments of an academic nature i.e. educational decisions
- ‘…determination of facts became a judgment of academic quality and behaviour, not of an expected standard of behaviour.’ (Cummings, JJ, 2007)

EARLIER CASES...

- Students admitted plagiarism but pleaded external, mitigating pressures e.g. family, finance, illness
- Liveri, Re [2006] QCA 152
- AJG, Re [2004] QCA 88
- Law Society of Tasmania v Richardson [2003] TASSC 9

- The courts considered in detail the issue of 'procedural unfairness'...


- The student argued that the decision-making process was unfair.
- The university panel had looked at year 1: her mitigating circumstances were not considered and her personal tutor was not consulted (a requirement under their own rules).
- The court held that these were ‘failings of reason and procedure’ - academic judgement immunity rule did not apply here

GOPIKRISHNA’S CASE: NOTED ALSO

- The OIA has jurisdiction to hear a complaint involving academic judgement if there is a suggestion of some...
- “procedural unfairness, bias, impropriety or the kind of administrative irrationality or perversity which the court can and does consider.”

REMITTED BACK TO OIA….

- ‘…to consider “the extent to which” the decision was not made on purely academic grounds.
- The decision would have involved an assessment of the fairness of the process and the relevant circumstances referred to above.
- The University has the right to appeal the decision of the court...

R (MUSTAFA) V OIA [2013] EWHC 1379

- Plagiarism - A student gained a mark of zero
- Group work – he could not find a group...he had an extension
- Claimed exhaustion and depression from the extension impacted upon his exams...
- He did not use quotation marks but he referenced his sources via footnotes and Harvard referencing [32% turnitin match] – claimed discrimination
- University’s definition of plagiarism differed to that of other HEIs
- OIA defined questions of plagiarism [existence, extent] as matters of academic judgment

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
A student complained that ‘harassment by a lecturer’ had affected his mark.

Held: Marking was a matter of academic judgement, but the effects of alleged harassment [on the writing of a research paper] were

ACADEMIC JUDGEMENT DEFINED AS...

...academic assessment of the quality of a piece of work, or where issues are raised about the performance of a student in tutorials or seminars...

NOT complaints about matters which ‘can have an effect on the ability of the student to pursue his or her course of study... It cannot be doubted that misconduct, omissions or failures by an HEI which adversely affect a student are subject to the [OIA] scheme...’

i.e. the conduct of an academic... which can have an effect on marks...

SEE ALSO...

Dance v Oxford University [2017]
Law graduate – suing for loss of earnings & psychological harm
Degree completed a year late – mental health issues – discrimination...
Denied [mock] exam arrangements – [private room + laptop, as per her A levels]
Jesus College, Oxford – provided large room, hard surfaces...

SPECTOR V OXFORD UNIVERSITY [2017]

Denied chance of extension to course work

 victory to take medical leave

Correspondence between tutors ....

ABRAMOVA’S CASE

Say –

BUT she was claiming that the teaching was lacking in reasonable skill and care, not arguing about outcome -

She ... paid the course fee and OXILP agreed to provide the course, together with certain books and materials... educational services would be provided with reasonable care and skill...

ABRAMOVA’S CASE

No –

BUT she was claiming that the teaching was lacking in reasonable skill and care, not arguing about outcome -

BUT she was claiming that the teaching was lacking in reasonable skill and care, not arguing about outcome -

CROSKEY, RE JUDICIAL REVIEW [2010] NIQB 129 (8 DECEMBER 2010)

Supervision of dissertation ‘inadequate’ - 0.5% marks away from a 2.1

Tried to argue human rights issues – Article 6 ECHR [fair hearing], A2P1 [access to an education] – procedural irregularities ...

Job prospects affected...?

Court stayed the proceedings ... QC1 reviewed

CROSKEY’S APPLICATION [2010]

The applicant relied in his written submissions on Art 2 of the First Protocol [of the ECHR] [TreacyJ, para 18]...It is clear that this article is concerned with denial of rights to education. Plainly the applicant has had access to and has exercised his right to third level education. Art 2 P1 says nothing about rights to degrees or other academic qualifications much less to their academic assessment. In my view it is not engaged in this case'.

'...for higher education it is acceptable that enrolment is restricted to those who are capable of benefiting from what is provided...'
SIDDIQUI V OXFORD [2018]

- an unusually large number of lecturers on sabbatical at the same time left the department understaffed.
- "insurmountable" pressures placed upon remaining professors.
- The university conceded that it had had difficulties providing a module due to staff shortages.
- students taking other modules [and those in other year groups] would not have faced these problems.

SIDDIQUI'S CASE

(i) negligently inadequate teaching (it also breached the contractual standard of care)
(ii) failure of his personal tutor to convey information concerning his illnesses to the authorities responsible for making reasonable adjustments and for moderating results.

This Photo by Unknown Author is licensed under CC BY-NC-SA

SIDDIQUI......

- He also alleged that
  - the University should have restricted the numbers taking the module to 8 (rather than the cap of 16) so that the "negligently inadequate teaching" would not have been provided.
  - He alleges that his poor result 'has had a marked deleterious effect on his subsequent career and upon his continuing health..'

LEVEL OF DETAIL IN THE CASE ......

- Assessment – 'gobbets' [not essays] – historian skills
- Required much independent study
- Regarded as difficult by both staff and students

SIGNIFICANT?...

- Argued – lectures are meant to "address the inherent structural problems in this particular subject", which represented "a problematic course" (para 29).
- One Professor referred to "the structural limitations inherent in the course.."
- Student accepted that it was a difficult course with 'issues peculiar to it'
- However, some of the students bought [their] Professor's champagne at the end of the year... (para 59)

TWO DECADES AFTER HIS GRADUATION...

- Court looked in detail at numbers in class – noted extra hours of tutor delivering class
- Staff sabbaticals
- Complaint [letter] from another, former student was key – witness – in conjunction with another tutor...
- "Gobbets' not covered in class in sufficient detail – Professor's reply to the letter – formed basis of complaint

STUDENT WAS CLAIMING...

- "...a serious, adverse reaction to his degree results."
- An "entire identity and personal psyche" had been 'shattered by these poor results.'
- Tutor had no recollection of S raising issues of "depression, anxiety and insomnia" with him at any stage including in early 1998 and apparently had advised student that "no documentation would be required"

TUTOR:

- However, last year I was simply (and physically) unable to devote the same amount of time to each student - which, I accept, an exceptionally demanding student, such as [SB], may have taken as an affront to her 'rights'.

INDEPENDENT READING WAS REQUIRED..

- Tutor:
  - The logic would be that, in order to be prepared properly for the gobbets paper, it would have been necessary for anything that appeared in the examination paper to have been covered specifically in class. The expression 'spoon-feeding' comes to mind which is hardly to be expected for an Oxford undergraduate degree course.

LEVEL OF DETAIL.....

- Email exchanges - hay fever – medical notes
- Alleged that with hindsight - depression, insomnia, anxiety, were to blame also –
- Claimed personal tutor was aware of all his conditions... did not refer this info to the Proctors... (at this time not required)
- "Fraudulent concealment"...?
TIES IN WITH QUESTIONS OF ‘FRAUD’…?!

• Palfreyman [2017] - Oxford Centre for Higher Education Policy Studies
  The current higher education system “raises the question of fraud…”
  He said: “At what point does it become fraud if I am aware of the data but don’t share it and pupils and parents at open days? If I keep babbling on about the average graduate earning potential when I know that particular course has a very poor record?"
  http://www.telegraph.co.uk/education/2017/12/08/universities-mis-selling-scandal-graduates-left-lower-earning/

CONTRACTS…..FRAUD…?

• Students who then find that there is a “material divergence” in their degree course from what they expected would be able to seek redress, which could include measures such as suing their university.
• “It is in the nature of a contract that someone who feels that the benefits promised in the contract are not getting delivered would have some form of redress” (Johnson, 2017)
• http://www.telegraph.co.uk/education/2017/07/20/universities-face-influx-lawsuits-students-ministers-plan-introduce/

‘ACADEMIC JUDGMENT’ – IMMUNITY?

• Lawson and Glenister [2015] [The Times]
  ‘…Of course, neither universities nor the OIA will find it easy to make fine distinctions about the borderline of academic judgement, and universities in particular will need to give their panels more access to legal advice to help them to define the issues from the outset.
  But there is no getting away from the fact that a claim of academic judgement immunity is no longer quite the trump card it once might have been.’

LAWSON AND GLENISTER [2015] [THE TIMES]

• “Of course, neither universities nor the OIA will find it easy to make fine distinctions about the borderline of academic judgement, and universities in particular will need to give their panels more access to legal advice to help them to define the issues from the outset.
  But there is no getting away from the fact that a claim of academic judgement immunity is no longer quite the trump card it once might have been.”

FURTHER READING: KAMVOUNIAS AND VARNHAM (2006: 17)

• ‘The circumstances in which a student has a legal claim against their university are generally unclear…’
  • …Disciplinary decisions that are connected with allegations of academic misconduct (e.g. plagiarism) are very problematic
  • The legal issues raised by university decisions affecting students have not yet been clearly resolved in all jurisdictions.
  Indeed, in some cases, judges have raised many more questions than they have answered.

DILEMMAS…

• Plagiarism, References, syllabus content
• Placement/Workplace assessment
• Accessing HE – adjustments, timetables, venues
• Revisit, extensions, support of personal tutor
• Future issues! Sustainability/ Ethics?
KEYNOTE

‘More important than ever and yet impossible to deliver?
Tackling the Advising and Tutoring conundrum with placement students’

Ben Walker
Senior Lecturer in Academic Development, Manchester Metropolitan University and Vice-Chair of
UKAT (UK Advising and Tutoring) www.benwwalker.co.uk

Ben is co-author of the highly regarded Effective Personal Tutoring in Higher Education which
includes a foreword by Professor Liz Thomas, the author of the ‘What Works?’ reports, seminal
works on student retention and success.

Ben is a keen writer and researcher within education, and passionate about the impact the support
side of a Lecturer’s role, including personal tutoring and coaching, can have on students individually,
as well as institutions more broadly. He is committed to developing this field further, and it was with
this in mind that he spoke to conference.

Presentation

Our terminology

Student advisor
Placement tutor
Academic tutor
Academic Advising (USA)
Student support officer
Progress tutor
Student liaison
...and many more

UK activities where academic or professional staff work in partnership with students to provide one-to-one support, advice and guidance, of either an academic or pastoral nature” (Cochrane et al., 2018)

Common issues and transferability of effective practice

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
**Setting the scene**

**A brief history of advising and tutoring**

Not a new thing and always present in HE

- **11th century** – Oxford – Tutorial method of teaching
- **16th century** – ‘In loco parentis’ moral tutor system – Socratic method – clearly pastoral as well as academic
- **1960s** – expansion – critics: outdated, inefficient, unfit for purpose

Considerable evolution and adaptation since

Concept of advising and tutoring less coherent

Outdated or impossible in the context of ‘massification’?

**Policy and sector developments**

- The Higher Education Research Act (2017) Established a regulatory framework and the TEF
- Metrics associated with the TEF: student retention, progressions and employability, high-quality academic experience, value for money
- Advising and tutoring as a key site in meeting these
- Student-staff ratios
- Problems in the face of rising numbers

**Key research headlines**

- Differential outcomes for ‘at risk’ groups
  - Engagement and lacking social/cultural capital to ask for support is central to this difference
  - Significant variations in retention and achievement for BAME students, disadvantaged backgrounds, mental health difficulties
- What universities need to do; #closingthegap (UUK/NUS, 2019)

**Thinking point 1**

In terms of personal tutoring...

*How have these developments impacted on the work you and your colleagues do at your institution?*

**Discussion**

- A change in, and re-evaluation of, the relationship between HEIs and students
- A personalised learning experience
- Universities reviewing advising and tutoring arrangements

**Thinking point 2**

What are the practical dilemmas and challenges you face when advising students in this context?

**Discussion**

- Pressurised situation caused by metrics-based situation
- Chronic under-resourcing...
  - Purpose, models & structures of advising and tutoring not well articulated
  - In terms of staffing
  - In terms of support & development for tutors

“Training opportunities for tutors can be superficial, lacking in sufficient depth and lacking in purpose” (Lochtie et al, 2018: 6)

**The conundrum**

What creates the need for a personalised learning experience simultaneously makes it impossible to deliver with any effectiveness?
HE has changed – we’re expected to show impact of practices and adopt only impactful practices.

Little research into advising and tutoring, even less which demonstrates impact.

“Tutoring has the potential to play an important role in enhancing student engagement and retention… few studies demonstrated significant impact… Value of tutoring… demonstrated through a number of smaller, qualitative studies” (Webb et al, 2017).

Books
- 1993 - 2001: 3
- 2002 - 2018: 7

Peer Reviewed Articles (2002 -2018):
- 42 published in UK journals
- Mean publication rate: 2.5 articles per year

* Some articles report research conducted outside the UK

From the research...
- More consistency (Gatrell, 2006)
- More confidence & competence (McFarlane, 2016; Race, 2006; Watts, 2011; Ridley, 2006)
- Developmental not just informational support (Walker, 2019a)

What advisors want
- Role clarity & overcoming the idea it will ‘come naturally’ (Owen, 2002) and the ‘tacit understanding’ (Stephen, 2008: 449)
- Increased confidence & competence (McFarlane, 2016; Race, 2010; Watts, 2011; Ridley, 2006)
- Guidance on boundary issues (McFarlane, 2016; Walker, 2019a)
- More consistency (Gatrell, 2006)
- More confidence & competence (McFarlane, 2016; Race, 2006; Watts, 2011; Ridley, 2006)
- Developmental not just informational support (Walker, 2019a)

Definition(s)...what is an effective advisor?
- As with teaching, there is ‘no single correct approach’ (Ridley, 2006: 132), however
- It remains a poor relation: ‘the wealth of writing about effective teaching means there is a lot more for the practitioner to draw on’ (Walker, 2018: 8)
- Without it there is an ‘absence of a secure sense of what it means to be a personal tutor’ (Ridley, 2006: 130)

So, we need a picture...
- ‘One who improves the intellectual and academic ability, and nurtures the emotional well-being of learners through individualized, holistic support’ (Stork and Walker, 2015: 3)
Effective one to one conversations

- Structured and non-structured
- Open ended questions, guiding the conversation
  - Designed to get people thinking
  - Can be used in different ways
- Suggest 'yes' and 'no's

Coaching and solution-focused coaching

- Core skills
  - Core values
    - high expectations;
    - approachability;
    - diplomacy;
    - being non-judgemental;
    - the 'equal partner, not superior' approach;
    - valuing students as individuals.
  - Core skills
    - building rapport with your students;
    - active listening and questioning;
    - challenging;
    - reflecting back and summarising;
    - developing independence and resilience;
    - role modelling.

- Strategies
  - From 'Everything ok...good' to structured interactions
  - Effective one to one conversations
    - Solutions
      - Solution-focused coaching (Jackson and McKergow, 2017)
      - Many definitions of coaching but one of the most widely
        recognised is ' (Whitmore, 2002).

- Targets - and there is a great deal of evidence to indicate that it has played a
  key role in raising standards and student retention.

Effective one to one conversations

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  - approachability;
  - diplomacy;
  - being non-judgemental;
  - the 'equal partner, not superior' approach;
  - valuing students as individuals.

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        recognised is ' (Whitmore, 2002).

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  key role in raising standards and student retention.

The response... Professional Development for Advising

- Professional Standards
- Developmental support

- Professional standards for UK advising and tutoring

- Linked to this research... an exciting and hopefully useful development...

- The specific skills set needs recognising
- Currently under-valued, recognised and
  rewarded so needed!
- The specific skills set needs recognising
- Greater motivation, incentivisation and status

Our survey said

- Developmental support
- Professional recognition and reward for UK advising and tutoring
- Professional Standards
- Recognition and reward

- Currently under-valued, recognised and
  rewarded so needed!
- The specific skills set needs recognising
- Greater motivation, incentivisation and status
- However, ages, it must be meaningf...
The impact…so far

Webinar Series

Tutoring Matters

Professionals felt….

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CONTD…

and reward – to

Professional Standards

Developmental support

Recognition and reward

Reasons to be cheerful…

Developmental support

Professional Standards

Recognition and reward

UKAT


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Follow up?

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QUESTIONS

ASHMT Annual Conference

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
KEYNOTE

Jammin’ it up

Alan Keegan

Director of Business Development (UK Partnerships), University of Central Lancashire

Alan has been the driving force in the conception and continuing evolution of UCLan’s annual Careers Jamming Session (cJAM). He discussed the modern concept of transitioning from ‘student’ to ‘employee’ in the new creative digital world and how this award-nominated concept has continued to grow and adapt.

cJAM is an event where students learn from the best in the business from industries including Journalism, Media, Performance and Law. It allows students to pitch to professionals to win work placements, from a wide range of employers including BBC Breakfast, Good Morning Britain, The Lowry, The Gate Films, MUTV. In 2018, a total of over three hundred industry placements were offered to students over the four cJAM events. This annual event is not a careers fair, it is much more...

Presentation
cJAM?
ASET Conference 2019
University of Hertfordshire, de Havilland Campus,
5th September 2019
Jammin’ it up ……
Where do I start?

Before I begin …..

Yes or No?
Do we have a responsibility to find a job for “our students?”

Is it our responsibility to find “Our students” a job?

What is our responsibility?

Yes or No?
Isn’t it about enhancing the student experience?

How do we/you enhance the student experience?

How To Write Good
1. Avoid Alliteration. Always.
2. Prepositions are not words to end sentences with.
3. Avoid clichés like the plague. They’re old hat.
4. Comparisons are as bad as clichés
5. Be more or less specific.
6. Writers should never generalise.
7. Be consistent!
8. Don’t be redundant; don’t use more words than necessary; it’s highly superfluous.
9. Who needs rhetorical questions?
10. Exaggeration is a billion times worse than understatement.

cJAM?
ASET Conference 2019
University of Hertfordshire, de Havilland Campus,
5th September 2019
Jammin’ it up ……

A fast-track to work based learning

Good old stats!
The UK creative economy comprises jobs in the creative industries and creative jobs which are in non-creative organisations (e.g., design or marketing teams within manufacturers). It comprises an estimated 3.12 million jobs or 1 in 11 of all UK jobs.

Published: June 2019.

The UK creative industries exported £32.7 billion of services in 2017, the latest available year of data. Exports of creative services account for 11% of all UK service exports. The value of these exports grew by 21.1% between 2016 and 2017, and since 2010, the value has increased by 122.6%.

**cJAM - What does it mean?**

Future-proofing Placements:
Sharing Success and Inspiring Innovation

A career jamming session that enables you to meet face-to-face with people working in the industry or profession.

**What to expect**
- Free breakfast and lunch
- Giant speed pitching session
- Chance to win industry placements
- Industry guest speakers
- Industry Q&A panels
- Networking throughout

And enhancing Employability

**Alumni Networking**
The cJAM event format consists of four main components:

1. Students hear from keynote industry speakers who share their personal career journey and how they got to where they are now.

2. The industry Q&A session allows students to ask questions to gain further advice and insight.

3. Informal networking opportunities during the breaks and lunch.

4. The key element of cJAM is the giant speed pitching session. The students have eight minutes one-to-one time to pitch to selected industry guests to try and win a placement. Students can choose to pitch an idea, their reasons for wanting a placement with that particular company or to showcase their enthusiasm, skills and talent. Immediately following the pitching session, placements are decided on and the event closes with all the winning students being presented with their placement awards.

How cJAM began?

BACKGROUND

- Journalism celebrating 50 years at UClan
- National/international network of alumni
- Great reputation

BUT

- More competition - fewer applicants
- 30 miles from MediaCity
- Brand identity weak

Speed pitching

- 2013 - 10 placements
- 2014 - 45 placements in one day
- 2015 - 60 placements
- 2016 - 90 placements

Potential employers at each cJAM:- BBC, ITV, Sky, Johnson Press, Trinity Mirror, regional press. Started with nine, now attracting 30+ to each event.

- Also film production, script-editing, sports journalism, drama, entertainment, R&D, digital innovation.

Employability

- Crucial to recruitment/brand identity/student satisfaction/student jobs
- 50th anniversary – opportunity to celebrate Journalism and Media
- cJAM designed to enhance employability through work placement
- Careers in Journalism and Media – now in its 6th year
- Networking – students face-to-face with senior industry figures
- Speakers – recent alumni/successful alumni/industry leaders –
- ‘Professional Panel’ Q&A
- Pitch-fest!, Showcases ideas, enthusiasm, ability, ambition, innovation
- Competitive. Something in it for the student.
- Linked to Work Placement Module and accreditation requirements
- SECURES PLACEMENTS

Speed pitching topics

How can technology impact the practice of law?

What qualities do you have that would make you have a successful career in law?
cJAM placements across the School / Faculty

- In 2018 cJAM was rolled out across the School of Journalism, Media and Performance …… and Law!
- Journalism - 90+ from the event
- Performance -
- Media Production –
- Law -
- TOTAL

cJAM leverages networks

- Alumni everywhere. Use them to be or to find guests/placement providers
- Use them to identify skills gaps
- Use them to promote your brand
- Personal networks- RTS, Society of Editors,
- Set up partnerships- BBC Talent Pool, ITV Insights, local newspapers, content companies, sports journalism
- Identify an opportunity, set up a partnership
- Bring MediaCity to UClan

Student involvement

- Set up practical, fun opportunities - Soap in a Week, cJAM, election filming , Society of Editors’ Conference, Sci-Fi in a Week
- Profiling alumni- opportunity to connect current and past students
- Students are our best resource
- Social media from events are our best advert

cJAM stats Nov2018

- cJAM: Journalism
  - 32 speed pitching stations and 90 placements/shadowing/mentoring opportunities awarded
  - 85 students, 38 industry guests
- cJAM: Performance
  - 84 students, 28 industry guests
  - 27 speed pitching stations and 68 placements/shadowing/mentoring opportunities awarded
cJAM stats Nov 2019

**cJAM: Media**
- 108 students, 30 industry guests
- 27 speed pitching stations and **112** placements/shadowing/mentoring opportunities

**cJAM: Law**
- 55 students, 26 industry guests
- 16 speed pitching stations and **50** placements/shadowing/mentoring opportunities awarded

The Future of cJAM 2019

Friday 1 November 2019
**cJAM: PERFORMANCE** [https://cjam-performance-industry.eventbrite.co.uk](https://cjam-performance-industry.eventbrite.co.uk)

Friday 15 November 2019
**cJAM: JOURNALISM** [https://cjam-journalism-industry.eventbrite.co.uk](https://cjam-journalism-industry.eventbrite.co.uk)
- Students attending: Broadcast Journalism / International Journalism / Journalism / Sports Journalism.

Friday 22 November 2019
**cJAM: MEDIA** [https://cjam-media-industry.eventbrite.co.uk](https://cjam-media-industry.eventbrite.co.uk)

Friday 28 February 2020
**cJAM: LANGUAGE AND GLOBAL** [https://cjam-languageglobal-industry.eventbrite.co.uk](https://cjam-languageglobal-industry.eventbrite.co.uk)
- Students attending: Asia Pacific Studies / Intercultural Business Communication / Interpreting and Translation / Modern Languages (Arabic, Chinese, French, German, Japanese, Korean, Spanish, Russian) and North Korean Studies.

The Future of cJAM 2020

Friday 7 February 2020
**cJAM: BUILT ENVIRONMENT** [https://cjam-builtenvironment-industry.eventbrite.co.uk](https://cjam-builtenvironment-industry.eventbrite.co.uk)

Friday 13 March 2020
**cJAM: HUMANITIES** [https://cjam-humanities-industry.eventbrite.co.uk](https://cjam-humanities-industry.eventbrite.co.uk)
- Students attending: BSL Deaf Studies / Creative Writing / English Language / English Literature / Film, Media and Pop Culture / History / Liberal Arts / Philosophy / Politics / Public Services / Religion, Culture and Society / Sociology.

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Thank you!
ASET ON........the Shape of the Sector

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

ASET On the Shape of the Sector gave the outgoing Chair of ASET an opportunity to reflect on her twenty-year engagement with Higher Education and Placements, and the chance to think about what the constant challenges were, as well as the new imperatives for attention. Back in 1999, the sector was still responding to a recommendation from the 1997 Dearing Review that work experience should be an essential part of all first degrees; whilst grappling with a changing political agenda, the growth of the SME and much more of a focus on student experience. Delegates were given the opportunity to share what they thought the current challenges and imperatives were, and here we saw a prominence on mental health and wellbeing, widening participation, student engagement, technology, resilience, diversity – and the seemingly ever looming Brexit. We also shared the results of the ASET Survey of members, looking at how well placed the sector is to deliver on these challenges and imperatives. The diversification of the types of work based and placement learning opportunities has been significant, but has not happened everywhere, and we need to be more aware of the differentiated needs of our student population and serve them equally. A final message was that the collaboration between academic areas and careers / placement areas is vital, more so than ever, as we shift from destinations data to Graduate Outcomes, which requires a slow burn, long term effort on employability.

Presentation
Back in 1999…
What did the sector think the important factors were?

- Change
- Focus on people
- Political agenda
- Role of SME

Globalisation, more jobs for life, access to knowledge and technology, organisational shapes, more informal working, more autonomy.

A real shift to understanding the importance of this labour market for students and graduates, thought to be a difficult location for placements.

What about now?
What are the important factors?

Multi-stakeholder influence on higher education; more work, focus on higher level skills, research, problem solving, development, taking responsibility and critical thinking.

A real shift to understanding the importance of this labour market for students and graduates, thought to be a difficult location for placements.

ASET Survey results

- Emerging from the first ASET Placements Survey, which will become an annual occurrence.
- Open during April 2019, 121 responses.
- ASET is often approached for detailed information on the uptake of work-based learning and how it is evolving.
- Aims to support you to keep abreast of current trends, and be able to compare your institutional practice against the national picture.
- By holding the survey annually, we can develop a picture of how placement is being managed across our members and within departments.

What types of students do sandwich placements, are placements compulsory, are they paid, how are they assessed, how do overseas students fit in and how are trends in numbers of placements moving?

To help protect your privacy, PowerPoint has blocked automatic download of this picture.
ASET Survey results

90% of respondents charge a fee for a sandwich placement year
37% allow students to undertake a self-employed placement year
78% of overseas sandwich placements are in English-speaking countries
37% indicated students were required to take a placement or work-based learning as part of their course
70% of respondents use an electronic management system for placements – 60% were bought off the shelf

ASET Headsline: Survey results

54% indicated that financial support was available to students on placement, within this 41% offered university bursaries and 38% accessed Santander funding
There are a lot of unknowns around the uptake of placement by student groups important to Teaching Excellence Framework metrics despite some offering specific support to these student groups:
- 50% don’t know if more or fewer BAME students are going out on placement
- 55% don’t know if more or fewer students with disabilities are going out on placement
- 62% don’t know if more or fewer students from the lower POLAR quintiles are going out on placement

ASET On... the Shape of the Sector

Many institutions are still structured to work with the challenges from 20yrs ago
Focus may still be on overall numbers going out on placement
The diversification of the types of work-based and placement learning opportunities is significant, but this has not happened everywhere – disciplines and geography are important here
Changing student demographics and demands have not fed into the options that we have available to them in most institutions, we need to be more aware of the differentiated needs of our student population and serve them equally
Great emphasis on the need to support students through times of change
Sector and political interest in the value for money of higher education has not gone away
Great collaboration between academic areas and careers / placement areas is still, more than ever
Shift from destinations data to Graduate Outcomes requires a slow burn, long term effort on employability

What are the important agendas right now?

So it is time to celebrate...

Thoughts from #ASET19 delegates

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Student Perspectives on the support we give
What do students really think about the support we give?

This year we were delighted to host a panel of students and recent graduates to share their all-important perspectives and insights. The session explored how we can engage with and support students effectively in their work experience journey. We set out to discover what we could learn from students who have been through the process and come out the other side.

Our panel session was chaired by Lizzie Brock, Marketing Director RateMyPlacement

What did the Student Panel Representatives tell us?

The findings from the Panel Session were detailed in a RMP blog, by student representative Shoaib Ahmed, currently on Placement at RateMyPlacement, and are summarised here.

1. Have a designated person for students to contact

Having a single designated contact for all things placement is a must. Having a consistent contact for support with sourcing, applying for and then completing a placement year was extremely helpful, and was seem by our panel students as a great opportunity to build rapport and really get to know their personal goals, aspirations and career plans. Student schedules are often brimming with deadlines, and being sent back and forth between different officers and admin staff doesn’t help.

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Designated contact officers can also help to streamline the placement process and play an invaluable role in ensuring students have someone familiar on hand for support.

2. **Introduce placement clinics**

Some panellists said that it was hard to sustain morale, especially when they felt that they were alone in the application process.

However, Business Management graduate, Alex told us that having regular ‘placement clinics’ at his university meant he didn’t feel alone at all. In fact, he said meeting with other students also searching for placements helped him hugely. Placement clinics can help students build resilience and iron out any anxieties they might have about rejection. They also allow students to share their interview experiences and vocalise any obstacles they come across.

Whilst we live in an increasingly digital world, it seems that physical encounters between students and their placement officers are more appreciated than ever.

3. **Get in there early**

The placement journey can be long and stressful. However, international business student Tony said making students aware of the process as early as possible will give them a better chance of tackling whatever is thrown at them.

The panel suggested introducing ‘placement sessions’ for first years, perhaps as part of their freshers’ introductory week. They suggested thinking of it as planting a ‘placement seed’, sitting back and watching it grow. Shoaib also recommended a ‘no escape’ from the lecture theatre method, with placement officers taking 10-15 minutes at the start of students’ introductory lectures to give them a whistle-stop tour of all-things placement. Thereby reaching all students on a course.

4. **Collaborate to increase attraction**

Why aren’t some students inspired to consider a placement year? Our panellists put this down to the lack of promotion of all the great opportunities out there. Tony suggested universities could team up with employers to deliver presentations on the types of work students can do across a range of industries.

Our panellists also said that it would be beneficial for students to hear about placement opportunities directly from employers, not just from placement officers.
They also flagged how important it is to market events in the ‘right’ way. For example, an ‘exclusive insight into Microsoft- with beer!’ sounds much more exciting than a ‘placement event.’ Apparently it’s all about the ‘authenticity’!

5. Give the right amount of support

It shouldn’t come as a surprise that placements officers tend to meet-up regularly with their placement students. However, the panellists revealed that if they needed extra support, they would rather reach out to their designated contact themselves. Masters’ student Vivek was grateful for the support provided by his placement officer during the application process, but whilst on placement, he was happier to independently ‘get on with things.’

All the panellists agreed that having a visit from their placement officers at their office once, was enough.

Social psychology student Katie suggested that it would be helpful to give students advance notice of key dates and freshers’ events happening at their university. It was agreed this would help students transition back into university life after their placement.

We are grateful to Lizzie and all the student panellists for their insights and an engaging session.
ASET BURSARY PROJECTS

2019 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 bursary is open to current students or recent graduates. This year’s award, our 8th, was awarded to Harper Adams University:

Award Winner: Patricia Parrot, Principal Lecturer in Agri-Food Marketing and Placement Co-ordinator, Harper Adams University
Project Student: Jenny Lister, BSc (Hons) Bioveterinary Science, 2015-2019, Harper Adams University
Project: The role of placement in the development of entrepreneurship

Jenny’s presentation can be seen below, and her final report here

Presentation

The role of placement in the development of entrepreneurship
Jenny Lister: ASET Student Research Bursary
Patricia Parrott: Supervisor

Introduction
• Characteristics associated with entrepreneurs are desirable graduate attributes regardless of whether they go on to create their own enterprises (characteristics of drive, intuition, highly motivated, creative and energetic (Obembe, 2014).
• Farming families or families with parental self-employment may influence a student by:
  – Social learning having grown up within narrative of self-employment.
  – Entrepreneurial legacy (Jaskiewicz et al, 2015)
• Work Placement offers opportunity for personal development and may help to inform future intentions (Little and Harvey, 2006).

ASET student summer research project
• Builds on the work of Manning and Parrott, 2018.
• Uses three years of data at Harper Adams University
• Harper Adams has a compulsory integral year-long placement year in industry

Research Question: In what ways can the industrial placement influence the development of entrepreneurs?

In what ways can the industrial placement influence the development of entrepreneurs?
Does undertaking a work placement influence student entrepreneurial attitude (EA)?

H1. Undertaking a work placement during a university course increases student EA.
H2. Gender influences baseline student EA.
H3. Gender influences the increase in student EA during work placement.
H4. There is a difference in baseline student EA in line with course studied.
Methodology

1. Review of literature
3. In-depth interview with alumni incorporating Rich Picture analysis

Quantitative data

<table>
<thead>
<tr>
<th>Gender Profile</th>
<th>Number of respondents</th>
<th>% Number of respondents</th>
<th>Weighted mean EA before placement</th>
<th>Weighted mean EA after placement</th>
<th>Difference in weighted mean</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>189</td>
<td>55%</td>
<td>7.10</td>
<td>7.61</td>
<td>0.51</td>
<td>0.001</td>
</tr>
<tr>
<td>Females</td>
<td>314</td>
<td>45%</td>
<td>6.61</td>
<td>6.99</td>
<td>0.38</td>
<td>0.004</td>
</tr>
</tbody>
</table>

Table 2. Gender profile and difference in weighted mean EA before and after work placement

Female students consistently have a higher mean EA before placement, but males show a greater overall difference between weighted mean EA post placement. This is significant (P=0.001, Wilcoxon Matched-Pairs test).

Entrepreneurial Attitude (EA)

Task:

Please rank your entrepreneurial attitudes before and after the placement based on a scale of 1 to 10 (1 being no entrepreneurial attitude and 10 being you have a high level of entrepreneurial attitude and you intend to start your own business or develop an existing business when you leave Harper Adams and start work).

H1 Undertaking a work placement during a university course increases student EA.

H3 Gender influences the increase in student EA during work placement.

Table: Profile and related course 2016-2018 Average

<table>
<thead>
<tr>
<th>Profile and related course</th>
<th>Weighted mean before placement</th>
<th>Weighted mean after placement</th>
<th>Difference in weighted mean</th>
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</thead>
<tbody>
<tr>
<td>Whole Survey</td>
<td>7.10</td>
<td>7.61</td>
<td>0.51</td>
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<tr>
<td>Agriculture: BSc</td>
<td>7.64</td>
<td>7.84</td>
<td>0.20</td>
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<tr>
<td>Forestry</td>
<td>7.83</td>
<td>8.66</td>
<td>0.83</td>
</tr>
<tr>
<td>Engineering</td>
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<td>8.03</td>
<td>0.36</td>
</tr>
<tr>
<td>Rural Estate Management</td>
<td>7.21</td>
<td>8.03</td>
<td>0.82</td>
</tr>
<tr>
<td>Agriculture (Agric)</td>
<td>7.32</td>
<td>7.64</td>
<td>0.32</td>
</tr>
</tbody>
</table>

Entreprenurial attitudes - Agriculture Courses 2018

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Entrepreneurial Attitudes - Agriculture FdSc Course 2018

Entrepreneurial Attitudes - Agriculture BSc Course 2018

Entrepreneurial Attitudes - Animal Courses 2018

Entrepreneurial Attitudes - Countryside, Environment, Geography Courses 2018

Entrepreneurial Attitudes - Business, Agrifood and Agribusiness Courses 2018

Entrepreneurial Attitudes - Vet Physiotherapy Course 2018

Family Background - Longitudinal Quantitative Data

Influence of a history of family business or self-employment on students entrepreneurial attitude, and the variation by gender and course.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2016-18 Mean</td>
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<tr>
<td>Whole Survey Total 2016</td>
<td>Yes</td>
<td>Yes %</td>
<td>No</td>
<td>No %</td>
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<tr>
<td>Females</td>
<td>141</td>
<td>64.70</td>
<td>77</td>
<td>35.30</td>
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<tr>
<td>Males</td>
<td>146</td>
<td>67.00</td>
<td>72</td>
<td>33.00</td>
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<tr>
<td>Course</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture - FdSc</td>
<td>47</td>
<td>77%</td>
<td>14</td>
<td>23%</td>
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<tr>
<td>Business, Agrifood, Agribus.</td>
<td>56</td>
<td>78%</td>
<td>16</td>
<td>22%</td>
</tr>
<tr>
<td>Agriculture - BSc</td>
<td>61</td>
<td>77%</td>
<td>18</td>
<td>23%</td>
</tr>
<tr>
<td>Rural Estate Management</td>
<td>39</td>
<td>68%</td>
<td>18</td>
<td>32%</td>
</tr>
<tr>
<td>Engineering</td>
<td>23</td>
<td>58%</td>
<td>17</td>
<td>43%</td>
</tr>
<tr>
<td>Food related</td>
<td>20</td>
<td>77%</td>
<td>6</td>
<td>23%</td>
</tr>
<tr>
<td>Vet Physiotherapy</td>
<td>7</td>
<td>54%</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>Countryside, Environment, Geography</td>
<td>14</td>
<td>38%</td>
<td>23</td>
<td>62%</td>
</tr>
<tr>
<td>Animal Behaviour, Welfare</td>
<td>26</td>
<td>41%</td>
<td>38</td>
<td>59%</td>
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</table>

Family background of family business/self-employment

<table>
<thead>
<tr>
<th>Profile and related course 2016-18</th>
<th>Yes</th>
<th>Yes %</th>
<th>No</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Survey Total 2016-18</td>
<td>Yes</td>
<td>Yes %</td>
<td>No</td>
<td>No %</td>
</tr>
<tr>
<td>Females</td>
<td>134</td>
<td>58.30</td>
<td>96</td>
<td>41.70</td>
</tr>
<tr>
<td>Males</td>
<td>148</td>
<td>68.66</td>
<td>68</td>
<td>31.34</td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture - FdSc</td>
<td>48</td>
<td>80%</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Business, Agrifood, Agribus.</td>
<td>50</td>
<td>76%</td>
<td>16</td>
<td>24%</td>
</tr>
<tr>
<td>Agriculture - BSc</td>
<td>66</td>
<td>70%</td>
<td>28</td>
<td>30%</td>
</tr>
<tr>
<td>Rural Estate Management</td>
<td>36</td>
<td>66%</td>
<td>18</td>
<td>34%</td>
</tr>
<tr>
<td>Engineering</td>
<td>26</td>
<td>63%</td>
<td>15</td>
<td>37%</td>
</tr>
<tr>
<td>Food related</td>
<td>16</td>
<td>58%</td>
<td>12</td>
<td>42%</td>
</tr>
<tr>
<td>Vet Physiotherapy</td>
<td>6</td>
<td>32%</td>
<td>13</td>
<td>68%</td>
</tr>
<tr>
<td>Countryside, Environment, Geography</td>
<td>14</td>
<td>46%</td>
<td>17</td>
<td>54%</td>
</tr>
<tr>
<td>Animal Behaviour, Welfare</td>
<td>23</td>
<td>58%</td>
<td>12</td>
<td>42%</td>
</tr>
</tbody>
</table>
Has your family background shaped your views?

Has a background of family business/self-employment shaped your views on yourself starting a business or developing an existing business?

Note: this is only for students with a background of family business/self-employment, positive or negative.

2016-2018

<table>
<thead>
<tr>
<th>Profile and related course</th>
<th>Yes</th>
<th>Yes %</th>
<th>No</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Survey total 2016</td>
<td>182</td>
<td>87%</td>
<td>92</td>
<td>23%</td>
</tr>
<tr>
<td>Females</td>
<td>201</td>
<td>77%</td>
<td>64</td>
<td>23%</td>
</tr>
<tr>
<td>Agriculture: MSc</td>
<td>367</td>
<td>84%</td>
<td>77</td>
<td>16%</td>
</tr>
<tr>
<td>Agriculture: BSc</td>
<td>128</td>
<td>88%</td>
<td>19</td>
<td>12%</td>
</tr>
<tr>
<td>Business, Agrifood, Agribusiness</td>
<td>125</td>
<td>86%</td>
<td>20</td>
<td>14%</td>
</tr>
<tr>
<td>Engineering</td>
<td>68</td>
<td>79%</td>
<td>19</td>
<td>21%</td>
</tr>
<tr>
<td>Animal Behaviour, Welfare</td>
<td>16</td>
<td>88%</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Vet, Physiotherapy</td>
<td>12</td>
<td>83%</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>Rural Estate Management</td>
<td>12</td>
<td>71%</td>
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<td>29%</td>
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<tr>
<td>Countryside, Environment, Geography</td>
<td>27</td>
<td>63%</td>
<td>15</td>
<td>37%</td>
</tr>
<tr>
<td>Food</td>
<td>34</td>
<td>71%</td>
<td>14</td>
<td>29%</td>
</tr>
</tbody>
</table>

Family Background - Longitudinal Qualitative Data

Responses by students who chose to elaborate on their yes/no answer asking if their background of family business/self-employment has shaped their views on starting a business or developing an existing business.

**Themes**

**Positive**
- Support from family
- Developing the existing family business
- Positives of running a business
  - Be your own boss
  - Individuality
  - Flexibility and freedom
  - Higher standard of living
- Expertise running a business
- Directly reaping rewards of hard work

**Negative**
- “Not for me”
- Challenges of running a business
  - Time
  - Low returns
  - Impact on relationships
  - Hard work
  - Stress
- Too much responsibility
- Security

**Developing an existing business**

- Knowledge of how businesses work (Agriculture student)
- Understanding the cost, price and how the market works (FdSc Agriculture student)

**Expertise in running a business**

- Knowledge of how businesses work (Agriculture student)
- Understanding the cost, price and how the market works (Agriculture student)

**“not for me”**

- Don’t feel it appeals to me (FdSc Agriculture students)
- Not keen (animal science students)
- I don’t have any aims to start a business (Engineering student)
- I never wanted to start my own business. Placement hasn’t changed that. (Business student)
Security of working for a large company

Different business area

Themes

Alumni – Rich Picture Methodology

In-depth qualitative interview and combined with Rich Picture questions:

1. What influenced you to become an entrepreneur?
2. How would you describe an entrepreneur?

With the aim to see if placement was an influencing factor without directly being questioned about placement.

Alumni – Rich Picture methodology

Family
Both entrepreneurs mention family – a theme consistent in research, and mention that growing up on a family farm was highly influential.

University
Both entrepreneurs mention their study at Harper Adams, E2 mentions it developed their personality, E1 mentions it equipped them with technical skills such as knowing how to carry out audits.
Think outside the box
Both entrepreneurs use this metaphor to discuss thinking differently. Both mention needing to think differently and not following a path you are “expected” to follow during high school and university. Both entrepreneurs also have dyslexia, and mention thinking differently at school and being less successful in traditional academia.

Social
Communication and networking skills are emphasised.

Self-motivating
The ability to keep moving forwards and get back up after facing challenges.

Male?
The male entrepreneur only draws men in his rich pictures and only mentions male lecturers as influences. Female entrepreneur draws both males and females after noticing she is only drawing men.

What have we learned?
- Placement consistently increases self-reported student EA.
- Female students report a lower EA pre-placement and post-placement than male students, but show a larger increase in EA during placement.
- Student EA varies largely by course area.
- Agricultural courses and Veterinary Physiotherapy consistently have the highest EA values for students, with Countryside/Environment/Geography, and Animal Science courses having the lowest.
- Family background has a significant influence on student EA.
- Most courses have a correlation between family background of family business or self-employment and EA with the exception of Veterinary Physiotherapy with a below-average family background of self-employment but high EA amongst students.

Moving Forward
- Future research should target entrepreneurs from a non-farming background from Harper, or from another university.
- This work may inform pedagogical development in embedding entrepreneurial teaching in future curriculum for each course area.
- Comparative research with a non-rural university, and a university where placement years are non-compulsory.

Thank you ASET for this opportunity, the skills this has allowed me to learn!

Any questions?
Thank You
Jenny Lister
Email: 15049500@live.harper.ac.uk
ASET BURSARY PROJECTS

2019 ASET Summer Project Bursary

A second ASET bursary was launched in 2013, and in 2017 relaunched as the ASET Summer Project Bursary. Distinct from the Research Bursary, the Summer Project Bursary offers a placement opportunity exclusively for undergraduates. This year’s bursary was awarded to Cardiff University:

Award Winner: Megan Jenkins, Deputy Director, Careers and Employability, Cardiff University
Project Student: Hope Francis, BSc (Hons) Economics, 2017-2020, Cardiff University
Project: Why don’t students want work experience? An investigation and analysis.

Hope’s presentation can be seen below, and her final report here.

Presentation
Voluntary work will look as good on my CV as work experience

FREE TEXT ANSWERS
14 concerned about the relevance of work experience to their career
12 students wanted flexibility around their studies and holiday plans
11 students were worried about cost of work experience, particularly unpaid
9 want an easier searching and applying process

INTERVIEWS
- Semi-structured
- 11 students
- Themes from the survey analysis:
  - Support from the Careers Service and its Promotion
  - After Graduation
  - Voluntary Work

SUPPORT
“I’d like a constant presence of careers advisors across campus”

“Lectures are when people are most likely to listen”

“I don’t think the careers service has the specific knowledge for me because the area I want to go into is so different”

AFTER GRADUATION
“I’ve got the contacts I need now to get a job when I graduate”

“I don’t want to move back in with my parents so I need to be able to support myself”

VOLUNTARY WORK
“Proof that it’s something that you take pride in and something that you care about”

“It’s hard to justify doing voluntary work when there’s a similar paid opportunity”

RECOMMENDATIONS
- For Careers Departments
  - Use student networks to your advantage
  - Promote services through shout outs in lectures
  - Constant presence across campus
- For Students:
  - Utilise current resources
  - Engage in opportunities

FUTURE RESEARCH
- Survey and interview students who are less engaged
- Investigate reasons for students transferring off placement courses
- Continue research into what methods are optimal for promoting careers services
- Look into the best ways to support students through the application process
- Survey Limitations: timing and questions

THANK YOU
Please contact us with any questions:
Hope Francis: francisha@cardiff.ac.uk
Megan Jenkins: jenkinsm@cardiff.ac.uk
ASET PROFESSIONAL DEVELOPMENT TASTERS

These sessions were designed and delivered by the ASET Trustees and cover topics relevant to daily practice.

Session 1

“Be bold, be brave, be courageous” (Captain Pike, Star Trek: Discovery)

In times of change, are we taking the opportunity to boldly go outside our comfort zones? This interactive, positive session encouraged reflection on current practice and provided ideas and tips about assertiveness, confidence and the joy of taking calculated risks in the workplace. The session was designed to elevate delegates’ mood and encourage each person to consider how they can be their own hero.

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Helyn Taylor, Swansea University
Kimberley Harris, University of Warwick
**Who are your bold and brave icons?**

Mentimeter code: XXXXXX

https://www.mentimeter.com/app

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**How bold and brave do you feel?**

Rate yourself out of 10

How bold and brave are you currently now?

[Image]

What would it look like if I was just one point braver?

https://www.mentimeter.com/app

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**To boldly go...**

What are the barriers to:
- Leaving your comfort zone?
- Being open to risks and failure in order to learn?
- Asking for help?
- Taking a challenge?
- Suggesting something new?

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**Hints and Tips: Assertiveness**

Our thoughts and feelings effect our confidence and our assertiveness need to recognize and manage both before we can speak and act assertively.

Assertiveness Formula:
- Positive statement
- State the facts
- State your feelings
- State your needs
- Seek a response

Use "I" statements
- Use "I want", "I need" or "I feel" to convey basic assertions and get your point across firmly. For example, "I feel strongly that we need to bring in a third party to mediate this disagreement."

'To feel brave, act as if you were brave'

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**Hints and Tips: Body Language**
Hints and Tips: Breathing for Bravery

- Diaphragmatic Breathing
- 7/11 Breathing
- Triangle breathing - counts of 4: in, hold, out.
- STOP Technique:
  - Stop
  - Take a breath
  - Observe feelings
  - Proceed

Hints and Tips: being less passive

Saying "No"
- Plan in advance - "I'll need to check my schedule"
- Offer an alternative
- "Thanks for asking"
- Practice makes perfect
  NB: Offering an explanation gives people the option to change their request!

Apologising too much

Pause. Have I actually done anything wrong?
Turn Apologies into Gratitude "Thank you for your patience"
Don’t Apologise for ‘Bothering’ People - "Is now a good time for a quick question?"
There’s no need to over-apologise when you need clarification, try “Could you please say a bit more about that for me?” or “Could you provide an example to help me understand the exact situation?”
Self Awareness and constructive feedback - “Thanks for pointing that out, what else is worth knowing here?”
Admit if you were wrong - but commit to rectifying it

What will I do to be bolder and braver today/this week/this month?

- Say ‘good morning’ to somebody to whom you do not usually speak.
- Go into a shop and ask if they will give you change for a five pound note.
- Pay a compliment
- Tell your spouse or close friend something personal about yourself
- Make a point of telling somebody how you are feeling, and/or what you have been doing recently.
- Suggest an idea
- Ask someone for a favour in a direct way.
- Accept a challenge
- Say no to something/someone

Session 2

Getting started with research

This session was designed to support those new to and considering undertaking research, as well as those looking for possible research partners. The first part of the session encouraged discussion to consider areas of research to explore in each delegate’s institution. Posing the question; are there existing data sets that could be used more fully in your own institution, the presenters set out a roadmap for getting started. For those seeking research collaborations and partners, ways to share ideas were considered that could enable research partners to be identified within ASET to promote comparative or collaborative research opportunities.

ASET Trustees
Emily Timson, University of Leeds
Tric Parrott, Harper Adams University
Getting Started in Research
ASET Conference 2019 Professional Development Taster Session
Emily Timson, Assistant Head Placements University of Leeds
Sarah Flynn, Associate Director of Learning and Teaching University of Hertfordshire
On behalf of ASET

What do we mean by research?

Sharing our experiences in the room

Start with WHAT it is that you want to research

• What do you want to know?
  – Identify your main question, and any smaller ones to look at along the way
  – This will help you to stay focused

• Has anyone else researched it before?
  – Searching previous projects, the web using Google Scholar and the library databases
  – Doesn’t have to be extensive, it is about using appropriate sources
  – This can form a literature review, business case or like a feasibility study

• How will you answer your question?
  – This is about selecting your approach “methodology”, what kind of information / data you are interested and tools you will use to get it “methods”

WHAT are you all interested in?

• Are there particular areas of the placements/careers support that you would like to explore within your own institution?
• Are there existing data sets (both quantitative and qualitative) in the university that could be used more fully in the university?
• Is there opportunity to expand on existing data sets within your own institution or you wish to compare with other similar sectors?
• What could be useful for your line of work, or institution?
• Care to share any examples of research undertaken?

Has anyone researched it before?

• Useful journals:
  • Higher Education, Skills and Work-based Learning
  • International Journal of Work-Integrated Learning
  • Journal of Workplace Learning
  • Development and Learning in Organizations
  • Education + Training
  • Journal of Vocational Education & Training

• Web resources:
  • QAA Work Based Learning
  • NCUB Skills & Talent Projects
  • ASET Research
  • Reports
  • Previous conference proceedings

How will you answer your question?

• There are many different forms of research and some very practical action related to some very theoretical. Not all research needs to be highly complicated but do bear in mind that you have to have a clear research design if you want to publish your work in an academic journal.


How will you answer your question?

• The methodology describes the broad philosophical underpinning to your chosen research methods, including whether you are using qualitative or quantitative methods, or a mixture of both, and why:
  – Quantitative approach: based on numerical information
  – Qualitative approach: analyzing, and collecting data on what people do or say
  – Mixed methodology
• The philosophy of the research will guide what you are trying to find out:
  – Descriptive as postulated or exist, and is very applied in its nature and is designed to solve a particular problem, e.g. has there been a decline in the number of work placements?
  – Descriptive in interpretative or pragmatic, often focuses on the more complex principles of human interaction, e.g. why do some students engage in work placements and others don’t?
  – For a genuine investigation, you shouldn’t presume the answer but it will shape the research approach:
  – Inductive or Exploratory: Research into the unknown (often qualitative)
  – Deductive or Confirmatory: Exploring a theory to see if it is backed up by evidence (often quantitative)

Which methods could you use to give the data to answer your question?

• Case studies
• Statistics
• Literature reviews
• Structured interviews
• Semi structured interviews
• Open interviews
• Focus groups
• Surveys
• Observations
• Text based analysis
• Graphical analysis
Session 3

Calling IT support - Have you tried switching it off and back on again

Building on the Spring Regional hubs theme, we know technology is becoming more prominent in the management of placements, recruitment and support. This session explored in further detail how you can use technology within your practice and feel confident in doing so.

ASET Trustees
Vicki O’Brien, University of Central Lancashire
Laura Bielby, Durham University

Calling IT Support! Have you tried switching it off and on again?
Vicki O’Brien, Lecturer in Employability
University of Central Lancashire
Laura Bielby, Faculty Placement Manager (Social Sciences)
Durham University

What do we need Tech support for?

Moving on from the spring regional hubs, technology is becoming more prominent in the management of placements, recruitment and support. This session will explore in further detail how you can use technology within your practice and feel confident in doing so.

Session content
#TechHacks
Placement Management Systems
Gamification of recruitment
Interview Practice Software (Shortlist Me, CV360)

Our tips for getting started successfully

- Start small; if you haven’t done any formal research before, don’t let that put you off. Simple questions and workshops can yield really interesting results and will build your confidence for more work in the future.
- Workload and timing; research projects almost always take longer than you expect them to, especially when you are starting out. Be generous with your timescales and leave yourself plenty of time before you’re committed to share the findings.
- Ethical approval; if you are using data that you already hold it must usually be used in accordance with a research protocol – reflective practitioner protocol. This usually means that you can’t publish it but you can use it to improve the teaching, learning, assessment and student experience internally. Applying for ethical approval is usually essential if you are intending to share material or if the purpose of the research is beyond the scope of a reflective practitioner. It’s not as scary as it sounds, and more experienced researchers can help!

Our tips for getting started successfully

- Access to data and participants; try to work this out before you get started so that you have a clear idea of what you can, and can’t, do. Having ethical approval should make this easier.
- Find a friend; it’s really helpful to identify any personal concerns in undertaking research and discuss these with your own institution, or through ASET.
- Share your findings; whether it is with your local colleagues, at an internal event at work or at a national conference the more you share the better the body of knowledge within the academic community, and sharing is especially important for the future.

- Join the ASET Practice and Research Network
#TechHacks

- #TechHacks used by Vicki and Laura 2018-19
- Try using Trello boards for managing your own work but also sharing resources with students and colleagues
- Team Up for managing group calendars and other events
- Class Notebook – Using Microsoft 365 Class Notebook programme to manage portfolios of 150 students.
- Microsoft Teams – Again part of the Microsoft 365 package used a communication tool for placement messages, ways of connecting students and for circulating job postings in addition to more traditional methods.

What #TechHacks do you use on a day to day basis?

Write your suggestions on a post-it note and place it on the board. If you are happy to give more information, write your name and institution beneath.

Placement Management Systems

- Can help to streamline and simplify the process of approving placements.
- Can be bespoke or off the peg systems
- Multiple providers
- Cost associated with placement management systems
- Can be difficult to find a system that is ‘perfect’ for all users

Placement Management Systems

The guiding principles here, for any technological aid, should be:

1. Using computing power should make no task more tedious and make many a great deal less tedious;
2. Software should support processes people use or want, rather than enforcing change simply because an existing process can’t be accommodated;
3. It should be easy for stakeholders to access the software at any time, from anywhere;
4. It should be scalable, it needs to work well for 20 students or 2000 students;
5. It should be adaptable for changing needs in the future; and
6. That this freeing of time and resources can then be better spent on the real business of placement coordinators – dealing with the students, staff and placement providers.

(ASET 2007)

From Flip Chart to Online

You can discover more about a person in an hour of play than in a year of conversation.
Many of the larger graduate recruiters are moving away from the use of psychometric tests to other “gamification” methods of recruitment. On a basic level, gamification is the concept of applying game mechanics and design in non-game contexts.

- Claims to eliminate bias
- Reduces drop out rate during recruitment process
- Gets “the best” out of candidates during the recruitment process

Organisations develop a “fit profile” which identifies what a “high performing” employee looks like to them. Although employers are using the same games or tools, the fit profile is different for each employer. Each employer is looking for different qualities so this means there is no ‘correct’ or ‘best’ approach.

Candidates are encouraged to answer as genuinely as they can rather than trying to think about what the right answers should be.

### Lets have a go!

**Skyrise City:**
- [Android Download](#) | [iOS Download](#) | [Mac OSX Download](#) | [Windows Download](#)

Player key: demo18
Password: durham

**Support for students**

- Make sure they turn off notifications from other apps
- Ensure they have a strong internet connection
- Other advice to online recruitment applies, just somewhere quiet, take advantage of practice games and avoid being tired or stressed
- Students who require reasonable adjustments are encouraged to contact the recruiter as they normally would
- Assessment games aren’t about speed so students should not necessarily be worried about how quick they need to click (unlike their hazard perceptions driving test!)

Target Jobs has a great [article on gamification](#) which you can refer students to.

This demo was kindly provided by Artic Shores
Tara Franks
Business Psychologist
+44 7946640597 |
[www.arcticshores.com](http://www.arcticshores.com)

### Interview practice software

- Allows students to experience and practice video interviews.
- Allows the students to watch
- Used in assessments for large modules (150+), quick and easy to give feedback.

### CV360

- Mimics Applicant Tracking Systems (ATS) commonly used in recruitment processes.
- Checks uploaded CV against 50 criteria, including size of file, File name, Last updated, layout, grammar, structure, content.
- Can be used as pre screening prior to one to one appointments or as an assessment criteria, for example, must have 60% or more to be submitted for an assessment, encouraging students to reflect on and develop their CV’s.

[https://www.abintegro.com/cv360](http://https://www.abintegro.com/cv360)
Session 4

How to look for signs of a struggling student

This session explored some of the many ways in which we can see that students are struggling. Considering a range of indicators and focussing on the practical actions you can take, delegates were able to leave this session feeling more confident in identifying a struggling student and be better able to refer students on for additional support. The session also covered interventions before things escalate from an issue to a problem, looking at what some of the symptoms might mean and talking through some of the ways to begin to address issues, covering:

- Difficult conversations
- Processes for successful referral
- Barriers to engagement
- Self care

ASET Trustees

Francesca Walker-Martin, University of Central Lancashire
Lou Taylor-Murison, Keele University

This session will explore...

- Introductions and Issues
- Difficult Conversations
- Successful Referrals
- Barriers to engagement – Group Discussion
- Caring for you!

Introductions

1. Introduce yourself and your role
2. Tell us about your experiences of struggling students

Difficult Conversations

- Importance of honesty and being aware of unconscious bias
- Understanding perspectives – everyone experiences life in different ways, so be open to everything
- Confidentiality – building a rapport – be clear that everything that is said (within reason – think safeguarding) is confidential
Identifying a Struggling Student – Things to be aware of

Visible and invisible

Visible
• Lateness, poor attendance
• Addressing physical manifestations
• Changes in language/physical appearance
• Disabilities
• Present but not really there

Invisible
• Internal/external
• Cultural/background issues
• Settling in/friendship groups
• Finances
• Mental health and disabilities

Structuring your conversations 1

DO

1. Build rapport – find some common ground, which could be as simple as ‘it’s raining again’ / ‘it’s really good to see you again’ / ‘how is the placement going?’ / ‘describe a typical working day’.
2. Maintain eye contact and smile (if appropriate). Nod and acknowledge the speaker with ‘yes’, ‘mmm’, ‘ok’.
3. Use open body language – you may reflect the speaker’s body language (if appropriate).
4. Encourage the student to talk to you – tell me more about… / ask what do you mean by that…?
5. Don’t be afraid of silence – it can be very powerful. Use silence to allow the student to talk to you. It may be that the student is trying to think of the right words, or building the courage to say what they want to.
6. Summarise – ‘so, am I right in thinking…’ ‘what you’re telling me is…’ ‘if I understand correctly, the main issue…’
7. Use empathy ‘I see…’, ‘That sounds like an important issue to you…’, ‘I can see that this is difficult for you…’

DON’T

• Interrupt
• Look bored
• Poor body language
• Too much focus on recording the meeting / taking notes

Structuring your conversations 2

Use Open Questions

• What has been happening?
• Where does that need to be done by?
• How did that come about?
• Where would you like to go from here?
• Who was involved?

Avoid

Why??

Instead use

‘When you did that, what did you hope to achieve?’

If you need straight answers, use closed questions – ‘is it the end?’

Successful Referrals

• University systems and signposting
• Employer systems – students may not know where to look
• Get to know your systems – what is available?
• Student Support – does what is says on the tin
• Degree Apprentices – wide range of issues

A successful referral will only happen if the student is willing to engage

Group Discussion

In your view, what are the barriers to engagement?

Caring for you

Your questions please

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
“I’ve found this amazing unpaid marketing placement in Venezuela” – supporting students with non-standard placement preferences

Jamie Bettles and Clare Harding

Pagoda Projects
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Clare.Harding@pagodaprojects.com

Abstract

Not every student makes it onto a product tasting placement with Cadburys or the £25k/year placement scheme with Deloitte. Some students won’t leave Sheffield and some will complete their placement in a ‘Top 10 Most Dangerous’ country.

With post-brexit uncertainty and an ever-competitive placement market, our workshop looks at ways in which you can ensure that all of your students can complete a placement, whether you’re pushing the student out of their comfort zone, or they are pushing you outside of yours.

Session Outline:

Section 1 (20 mins): Unearthing non-standard placements at home or overseas

• Outline our experience in locating paid placements in Manchester
• Look at non-standard destinations in which there are paid placements available
• Discuss: How can we encourage students to consider a placement outside of their comfort zone?

Section 2 (20 mins): Supporting students in non-standard destinations

• How did we risk-assess Mexico as a placement destination?
• What are the learning points from our first cohort of students?
• Discuss: What would be on your student checklist when they embark on a placement in a non-standard destination?

Presentation

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
WHAT’S AVAILABLE IN 2019?
- GENERATION UK – CHINA – 8 WEEKS
  INTERNCHINA.COM/GENERATIONUK
- TAIPEI PLACEMENTS – 6-12 MONTHS
  INTERNCHINA.COM/PLACEMENTS
- CAREERS WITH PAGODA PROJECTS
  PAGODAPROJECTS.COM/CAREERS
- OUR TOOLKIT OF FREE RESOURCES FOR H.E.
  PAGODAPROJECTS.COM/PARTNERS

TODAY’S WORKSHOP

SECTION 1: HOW CAN WE ENCOURAGE STUDENTS TO LEAVE THEIR COMFORT ZONE?
SECTION 2: ONCE THEY’RE OUT THERE, HOW CAN WE SUPPORT THEM?

WHAT MIGHT BE CONSIDERED A NON-STANDARD PLACEMENT?
- OVERSEAS BUT NOT IN THE USA
- SMALL BUSINESSES (THE S IN SME)
- NICHE SECTORS
- REMOTE WORKING
- SEVERAL (UNPAID) MICRO PLACEMENTS

WHY SHOULD WE CONSIDER NON-STANDARD PLACEMENTS?
- #1 – THERE ARE STILL NOT ENOUGH PAID 12-MONTH PLACEMENTS AVAILABLE
- STUDENTS SOMETIMES HAVE INFLEXIBLE OR UNREALISTIC EXPECTATIONS OF THEIR PLACEMENT
- NOT ENOUGH STUDENTS ARE COMPLETING PLACEMENTS OVERSEAS
- BREXIT
- GRADUATE CAREERS ARE MORE VARIED THAN EVER BEFORE
- REMOTE WORKING AND NOT DEARING IS BECOMING THE NORM

SOURCING PLACEMENTS WITH SMALL BUSINESSES
- LOOK FOR “ALUMNI” BUSINESSES FROM INCUBATORS
- THINK LIKE A SMALL BUSINESS: WHERE WILL THEY BE?
- WHO ELSE IS FIGHTING FOR THEIR ATTENTION?
- PROFESSIONAL SERVICES NETWORKING EVENTS?
- CONTENT MARKETING:
  FORMAL GUIDELINES FOR EMPLOYING STUDENTS

EXPLORING NON-STANDARD OVERSEAS DESTINATIONS
- AUSTRALIA
- CANADA
- JAPAN
- MONACO
- NEW ZEALAND
- HONG KONG
- REPUBLIC OF KOREA
- TAIWAN
  HTTPS://WWW.GOV.UK/TIER-5-YOUTH-MOBILITY/ELIGIBILITY

ENCOURAGING STUDENTS TO LEAVE THEIR COMFORT ZONE
- DON’T MAKE THE APPLICATION PROCESS DIFFICULT OR BORING
- DISCUSSION: ANY OTHER IDEAS OR EXPERIENCES TO SHARE?
LEARNING POINTS FROM OUR FIRST MEXICO COHORT

- Thorough Preparation: Insurance & Pre-departure
- Student Perspectives: Cover All Bases
- Legal Advice: Sources That Can Be Trusted
- 3-Step Strategy: Preparation + Reassurance + Risk Awareness
- Open Forum: Tailored Briefing + Emergency Procedures
- Reminders: Guard Against Complacency
- Peer Support

SUPPORTING STUDENTS IN A NON-STANDARD DESTINATION

HOW DID WE RISK ASSESS MEXICO?

LEARNING POINTS FROM OUR FIRST MEXICO COHORT

THOROUGH PREPARATION: INSURANCE & PRE-DEPARTURE

STUDENT PERSPECTIVES: COVER ALL BASES

LEGAL ADVICE: SOURCES THAT CAN BE TRUSTED

3-STEP STRATEGY: PREPARATION + REASSURANCE + RISK AWARENESS

OPEN FORUM: TAILORED BRIEFING + EMERGENCY PROCEDURES

REMINDEES: GUARD AGAINST COMPLACENCY

PEER SUPPORT

SOME PERSONAS TO CONSIDER...

THE RISK-TAKER

THE HYPOCHONDRIAC

THE ADVENTURER

THE RELUCTANT CHAMELEON

DISCUSSION: CREATING A KICK-ASS PRE-DEPARTURE

FOCUS ON 100% ATTENDANCE, BUILD THIS INTO YOUR TIMETABLE EARLY

ALLOCATE PLENTY OF TIME, BUT INCLUDE BREAKS

CONSIDER ASSESSMENT SCHEDULES

WHAT ARE YOUR IDEAS?
WHAT SHOULD WE INCLUDE OR NOT INCLUDE?
HOW CAN WE FIND THE RIGHT BALANCE?
Assisting Programme Teams to map employability to support TEF developments

Deborah Pownall
Liverpool John Moores University
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Abstract
Every The careers and employability agenda has become an integral part of Higher Education (HE) provision in the UK with graduate employability outcomes now part of the Teaching Excellence Framework (TEF) introduced in 2017 as core metrics and institutional quality benchmarks. The contributors have applied their ‘Institutional Employability Mapping Tool’ to help Subject Programme Teams to identify where teams could develop student employability strategies. The impact of the ‘Institutional mapping Tool’ has already been proven in a number of settings. The authors were engaged by the Algerian Department of Higher Education and Science in 2017, delivering the workshop in three Algerian Universities. One participant stated; ‘It was a pleasure – I’ve learned so much new information that’s useful for developing our institutional employment strategy’. The Employability Mapping Tool mapping has now been completed by a number of Liverpool John Moores University Programme Teams with positive feedback being received such as; ‘As a relatively new member off staff, it helped me to think more deeply about how to incorporate employability into my teaching and general programme delivery’. The workshop aims to explain how this was achieved, gaining the support of senior leadership during the process of working with Subject Programme Teams.

Presentation

Aims of session

To share the experience of 10 years of implementing a institutional wide Employability Strategy.
To share how we engaged academic colleagues across the University to review their employability status.

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
**Background**

Alongside their key roles in LJMU, Dr Deborah Pownall and Dr Ives have been reflecting on and mapping the journey an institution takes to move from a traditional model of careers and employability into a 21st-century modern and university wide career development and employability embedded and integrated into its core mission.

During the last decade the innovative work developed has been of interest to higher education across the world and is now linked to extended work undertaken with the British Council and higher education institutions oversees to share our insight and help them develop their institutional strategies and embedding capacity around this agenda.

Prior to taking up these institution wide roles 10 years ago, Dr and Deborah have strong academic careers at LJMU and the world and research has been reflected in the awarding of an NVC thematic fellowship. For both Deborah, around embedding career development and employability and Dr Ives’ around institutional mapping and embedding of careers development, integration and embedding of institutional wide career education and employability.

Their joint expertise, together with their knowledge and familiarity of our institutional journey facilitated them to create a framework of critical success factors, to establish a shared view of meeting priorities and set strategy development and action planning.

The framework was initially designed for use with an overall institutional context, and even recent events, they have developed this work to allow the mapping tool to be used within the context of a discipline or programme of study.

Given the challenges of TEF 2 and the focus on employability outcomes, the framework and mapping tool may be of interest to schools/academic disciplines and programmes teams to further understanding and developing our own approach to this work.

**LJMU Employability Journey**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Curricular Industry</td>
</tr>
<tr>
<td>2009</td>
<td>Industrial scale</td>
</tr>
</tbody>
</table>

**Strategy Workshops**

1. How did we get here?
2. How did the institution change?
3. Reflecting on the work and experiences and categorising key themes into a framework/model?
4. Can this model be used for future change?

**Institutional Structures**

**You can't manage what you can't measure!**

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Students: How and where do we engage?

Optimising technology?

Email

Academics forwarding messages to students?

Website

Facebook

Twitter

Feedback from students on strategy, plans and service?

Visual messaging Other stakeholders?

Institutional Structures

Engagement, Collaboration and Partnership

Careers and Employability

Students

Academics

Employers

Policy Makers

Alumni

Jo Ives and Dr Deborah Pownall

Copyright to Jo Ives and Dr Deborah Pownall

ACET Annual Conference
We need to shift from knowledge provision to students empowerment with skills for employability

In times of change learners inherit the earth, whilst the learned find themselves beautifully equipped to deal with a world that no longer exists.  

Eric Hoffer

Curriculum Development

- Career Smart: Explore embedded in all first year programmes - looking at career choices /opportunities whilst at University and starting the career planning process
- Career Smart: Experience - benefits of engaging with employers, preparation for placements.
- Career Smart: Engage – how to successfully transition into employment or further study

Institutional Structures

Scale 0 – 10 please plot your current programme on this scale
(0 – not established to 10 fully functioning)

Impact of careers education on graduate outcomes

Students who engaged with employers had a significant increase in the number of job offers and better job satisfaction compared to those who did not.

Career Smart: Experience

-cv

Career Smart: Engage

- a readable and relevant persona

Career Smart: Explore

- an employer

Career Smart: Experience

- a day in the life

Career Smart: Engage

- a ready and relevant persona
Where are you now?

**Identifying and mapping your current position**

**Institutional Structures**

- Curriculum Development
- Management and Leadership
- Engagement, Information and Partnership
- Careers and Employability

**Impact of the Mapping Process**

- A shared language to enable discussion
- Shared parameters to the discussion
- Focus of attention on employability values
- Highlighting Careers Services resources to academic colleagues
- Ownership by whole teams
- Action planning to meet TEF requirements
- A realisation that not everything has a resource implication
- Buy in from all academics to support employability
- Evidenced based approach developed
- Mechanism for longer term evaluation

**How did we engage our academic colleagues?**

- We introduced the process to Assistant Deans of Learning and Teaching individually
- We asked them to engage senior colleagues
- We presented to teams either Programmes or whole Schools
  - We used their understanding (or lack of understanding) of data to engage the academics
  - Word of mouth spread a positive message
Enhancing student employability in the digital age

Laileng Fong

University of Warwick
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Abstract

Join us to:

- explore a typical Warwick student’s online journey through work-related thinking, learning and practice
- hear about how our online courses were developed and promoted
- find out how research and student feedback are contributing to continuous development

Gen Z, also known as ‘digital natives’ were born into a world of communications and technologies...

* First mobile phone call by Martin Cooper of Motorola, 1973
* Internet begins, 1983
* Gen Z born, mid-90s to early 00s
* LinkedIn launches, 2003
* Facebook becomes public, 2004
* Massive Open Online Courses (MOOCs) introduced, 2006
* Smartphone/tablet use explodes, 2007-2010
* Gen Z starts entering University, 2013

With increased expectations from growing numbers of student consumers and a shortage of resources demanding careers professionals ‘do more with less’, Gen Z’s affinity with technology is the opportunity to increase and enhance engagement with today’s students.

Combining knowledge of the employment sector with technology, Warwick launched the “Getting Started with Work Experience” and “Work Experience Learning & Development” Moodle courses in Autumn 2018. Aimed to help students seek, prepare and reflect on work experience, around 1,600 have now enrolled.
The “Internships, Placements and Work Experience” portal has also been developed to support employers working with Warwick students.

Presentation

During the workshop, you will ...
- explore a Warwick student’s online journey through work-related thinking, learning and practice
- find out how our online courses were developed and promoted, and
- learn how research and student feedback are contributing to continuous development.

This is what we will be covering...
- How did it all start? Why is Moodle the preferred online learning resource?
- "Getting Started with Work Experience" Moodle Course Brief and Concept
  - More popular pages
  - Activity - "play-time"
- "Work Experience Learning & Development" Moodle course Brief and Concept
  - Activity - try-out our student's experience
  - Activity - "play-time"
- What do you think?
- Promotion and engagement
- Challenges
- Using data to inform practice
- Moving forward
- Questions?

In the beginning...

Course Development Brief
- Flexibility to suit individual students’ work-related needs and journey
- Reflection, scaffolding & construction of knowledge, skills & experience
- Engaging, thought provoking yet informative to inform choice
- Interactivity and variety of delivery method for different learning styles
- Conveys ‘smart casual’ visual & easy user experience
- Historical success with Moodle to support internship programme

2 Moodle courses were born...

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
### Getting Started with Work Experience

**Target audience:** Support Warwick students looking for work experience

- Glossary explaining types of work experience
- What stage are you at
- Timeline – what to do and when

### Getting Started with Work Experience

- Reasons why work experience is important
- What is important to you – setting goals
- Graduate and employer stories

### Getting Started with Work Experience

- Activities around:
  - self-awareness; setting long and short term goals; mapping skills; strengths
  - Practical matters e.g. time commitments, pay

### Getting Started with Work Experience

- Explanation of types of work experience
- International work experience
- Funding your work experience
- Case studies

### Getting Started with Work Experience

- Different methods for finding work experience (slide show)
- Networking advice

### Getting Started with Work Experience

- Tips on changing role from student to employee – professional behaviour
- Understanding employment status
- Responsibilities of employer
- Share responsibilities (student and employer)

### Getting Started with Work Experience

- Unit 5: How can I find work experience?

#### Company Websites

- Research employers and use your network

### Getting Started with Work Experience

- Making contacts
- Before you go to work
- Making contacts by email

### Getting Started with Work Experience

- How to capture skills & strengths gained?
- Personal & work objectives achieved?
- What was my overall work experience like?

### Work Experience Learning & Development

**Target audience:** Warwick students who have secured work experience

- Are you prepared for your first days at work to make the most of the experience?
  1.1 Know who you are working for
  1.2 What do you want from the experience?
    - Skills Audit
    - Strengths Analysis
    - Set SMART Objectives
  1.3 Practical tips for your first day!
  1.4 How to behave in professional setting?
  1.5 Are you ready to meet new colleagues?
  1.6 Understanding your Rights
  1.7 Signing a confidentiality agreement?
  1.8 To disclose or not to disclose?
  1.9 Keeping safe during work experience

### Getting Started with Work Experience

- The initial nerves & excitement of starting your new work experience has worn off; you may now be faced with working world challenges

#### Recognising the value of work experience

#### Employability and how to develop it

#### Capture your learning using CARE

#### Becoming part of the organisation

#### Creating positive first impression

#### What is commercial awareness?

#### Regular reviews to find out if you are on track

#### Overcoming workplace issues

Employers don’t just care about your degree and skills - more importantly, it’s how you use them to add value to their organisation

### Getting Started with Work Experience

- How to understand learning from work experience
  - How to capture skills & strengths
  - Personal & work objectives achieved?
  - What was my overall work experience like?

### Getting Started with Work Experience

- Applying work experience to your Career Plan
- Update your CV & LinkedIn
Introduction to Work Experience L&D: WELD

Work Experience Learning & Development Activity – Track Jasmine’s employability journey

Hi! I’m Jasmine. I have just completed my first year in Business Studies. I have never had a paid job. In February, I helped a local charity to set up their website. I still do the occasional maintenance. I enjoy playing handball. We practice every Tuesday and I enjoy the monthly socials.

I didn’t think that I would be working this summer. However, after sending my CVs to a few companies, I am now starting a 4-week work experience with an advertising agency! 😊

Work Experience Learning & Development Activity – Jasmine would like to set some personal development objectives for her internship

Fingers crossed! I think I’m ready for my summer work experience in WELD advertising agency. The stuff in Section 2, Getting Ready for Work Experience and especially the First Day at Work Checklist has really helped to calm my nerves. I have just completed my skills audit and would like to improve my commercial awareness and expand my network in the advertising industry. I just have to set some personal development objectives to discuss with my line manager when I start…

Work Experience Learning & Development Activity – Jasmine wants to find out if the skills gained are useful, and how to use them for future applications

I helped out at an event aimed at celebrating creativity in advertising. I was given the task of escorting guests to their seats. I was really nervous. I thought it might help if I research the companies and their work so that I have some topics for conversation. 2 companies gave me their cards when they heard about my work for the charity.

I wonder if what I have done helps to build my employability. Is it useful for my intended career as a business consultant? Should I record what I have learnt for future applications?

Setting SMART Objectives

Understanding employability/ transferable skills & Capturing learning using CARE framework

What do you think?

It’s play-time!

Access iPad - 3333

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Promotion & Engagement

- More than 850 users on each course since launch in Autumn 2019
- Timed, themed, tailored social media & emails throughout the year
- Drop-ins in Autumn & Spring 2019
- Easy self-enrolment with Warwick login
- Work Experience L&D supports Warwick Summer Interns' development - referral from Warwick Summer Internships Application Moodle page
- Messaging facility allows regular contact with enrolled users

Challenges

- Limited 'face-to-face' with students & non-compulsory L&D
- 'Unguided' online L&D enable accessibility by all Warwick students at different 'work' stages but reliant on student's own motivation
- Difficulty in presenting ALL content at a glance – barrier to students' accessibility
- Low engagement on certain activities e.g. forum and blogging
- Moodle statistics not meaningful nor reliable
- Awareness of courses and importance of work experience – messages can be diluted by academic priorities

Using data to inform practice

- Moodle data and survey responses used to review Getting Started with Work Experience course
- Review aims to enhance content and promote internationalisation
- Data collated on:
  - Total number of users on course
  - Student status – home/EU/International
  - Survey data from 'Feedback' on Moodle course
- Data used to:
  - Gather student feedback to inform in-depth research
  - Identify themes and inform recommendations

Moving forward...

- Regular housekeeping – current with up-to-date content (& URLs)
- Continuous improvement
- Feedback from students, colleagues - informal, survey, focus group
- Review – is content relevant to the audience? How do students interact with it? What works and what can be improved?
- Incorporate institutional messages e.g. WP, internationalisation
- Vary the content format e.g. video, audio
- Bite-size sessions to increase engagement
- Accessibility of engagement data to report KPIs
- Course tour map to improve user experience and accessibility

QuestionTime???

Support for our employers...

Internships, Placements and Work Experience portal

l.fong@warwick.ac.uk
uk.linkedin.com/in/laileng
‘It takes one to know one’ – Reflections from a Peer to Peer employability coaching and mentoring project

Vianna Renaud

Bournemouth University
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Abstract

In promoting work based and placement learning opportunities, we have seen the ever constant change of student support needs across the HE sector. Whilst facing challenging times, not only from a resource perspective but also from a student engagement perspective, we as employability professionals need to be creative in how we approach our work.

In this session, lessons gained from a pilot peer to peer employability project will be discussed and explored as something that could greatly impact the student experience. By drawing upon the proven success of Peer Assisted Learning within HE, delegates will be able to discuss how applying the same principles to a more employability focused theme could be developed and gain insight from the researcher and a student participant.

Presentation

Research History and Background

- From a practitioner lens as a third year Placement Development Advisor…
  - Drastic mismatch of student expectations and realistic placement opportunities
  - Lack of student awareness around professional behaviour
  - Large percentage of students not having any previous related work experience
  - Student unfamiliarity and anxiety about the transition between student and placement employee
  - Overall lack of awareness and confidence about the second year placement process, from placement search, university resources, application materials, interview, etc.

- From the institutional perspective…
  - Noticeable reduction in student engagement
  - Increase of students with additional needs or needing additional support
  - Feedback from the NSS and other Student Experience measuring methods
  - Concern about graduate outcomes and the impact on the DLHE
  - Universal across the sector encountering a severe reduction in staff resourcing
First year students will be more...
- Confident in self and motivated to undertake work experience during the first summer
- Aware, and more confident, of the second year sandwich placement search process
- Aware, and greater ownership, in how to manage their own employability
- Active and comfortable in using the GROW Model of Coaching for greater self-resilience
- Proactive in using the university career and placement support services
- Connected to the Faculty and University therefore encouraging a stronger brand connection

Final year students will be more...
- Confident in their graduate role search
- Reflective of their own placement experience with the ability to articulate their experience
- Keen to share their experience on social media to help in securing a graduate job
- Connected to the Faculty and University therefore feeling a stronger bond to the brand
- Confirmed advocates of the GROW Model of Coaching
- Keen to coach and mentor peers again in the future

Final year students will be more...
- Confident in their graduate role search
- Reflective of their own placement experience with the ability to articulate their experience
- Confident in their career search
- Keen to share their experience on social media to help in securing a graduate job
- Connected to the Faculty and University therefore feeling a stronger connection to the brand
- Confirmed advocates of the GROW Model of Coaching
- Keen to coach and mentor peers again in the future

First year - M-Coachee...
- This has helped me so much during my first year. I have grown so much in confidence.
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- This has helped me so much during my first year. I have grown so much in confidence.
- This has helped me so much during my first year. I have grown so much in confidence.

Final year - M-Coach...
- I've learned that I can actually support my juniors, which has been a pleasant surprise which has increased my confidence. I now take this opportunity to support others and give them this experience.
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Field Work and Project
- Initial idea of the time frame of 5 months with 8 sessions
- Delivery style of sessions
  - Use of the new student UVI
  - Social Media, blogs, FaceTime, LinkedIn, email
  - Face to Face
- Coaching and Mentoring Leadership
- Introduction and usage of the GROW Model
- Session guidelines highlighting institutional support and resources
- Evaluation sheets following each session

Initial Ideas and Thoughts
- Many more ideas of the time frame of 5 months with 8 sessions
- Delivery style of sessions
  - Use of the new student UVI
  - Social Media, blogs, FaceTime, LinkedIn, email
  - Face to Face
- Coaching and Mentoring Leadership
- Introduction and usage of the GROW Model
- Session guidelines highlighting institutional support and resources
- Evaluation sheets following each session

Feedback...
- First Year – M-Coachee...
  - I am so thankful I participated in this project. I feel much more prepared for my future and I know that with this I wouldn’t be leaving next week to do an international work experience.
  - I am so thankful I participated in this project. I feel much more prepared for my future and I know that with this I wouldn’t be leaving next week to do an international work experience.
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Contact
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  - Email – vrenaud@bournemouth.ac.uk

The Reality...
- First year students will be more...
  - Confident in self and motivated to undertake work experience during the first summer
  - Aware, and more confident, of the second year sandwich placement search process
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  - Connected to the Faculty and University therefore encouraging a stronger bond to the brand
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This has been a great initiative and I want to see this run again next year. This should be offered to every student at BU.

Placements Development Advisor...
- This has been a great initiative and I want to see this run again next year. This should be offered to every student at BU.
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Feedback...
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Why are placement visits important for students taking a placement year?

Helen St Clair-Thompson
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Abstract
In a competitive job market it is becoming increasingly important for higher education institutions to focus on employability, including the offering of placement years. Delivering a quality service to students on placement requires institutions to provide support to students throughout the placement process. Often this includes visiting students on placement. However, today, when educational institutions are carefully scrutinising how their money is spent, can we always justify visiting students on their placements? The current project involved an investigation into the perceived benefits of placement visits, from the student’s perspective. Students who were nearing the end of their placement year were invited to complete an online questionnaire. They were asked to rate the usefulness of their placement visit and to indicate their overall level of satisfaction with their placement year. They were then asked to provide their views about whether their placement visit had been useful, and if so why. The results revealed that students valued their placement visit, for example as a sign that they were being supported by their institution. This and other perceived benefits will be discussed in terms of implications for placement processes and placement policies. Discussions will also consider whether alternative methods of maintaining contact with students, for example through videoconferencing, afford the same benefits as face-to-face visits.

Introduction
A key consideration within higher education is that of graduate employability, and one potential way of enhancing employability is through work experience. For example, reports by Dearing (1997) and Wilson (2012), commissioned by the UK government, suggest that higher education institutions should look to integrate work experience into university education to enhance graduate employability. Similar reports have also promoted the development of greater links between higher education and employment elsewhere in Europe, recognising work placements as a contributor to graduate employability (e.g. Reddy & Moores 2006; Little & Harvey 2007).

With a growing number of university courses therefore offering work-based and placement learning opportunities, comes considerable diversity of placement practices varying across institutions, faculties and even departments (e.g. Bullock, Gould, Hejmadi, & Lock, 2009). These varying practices relate to several aspects of the placement process, before, during, and after
placements have been completed. One particular aspect of placement practices that is examined here is the monitoring of students on placement, by conducting placement visits. In some subjects in higher education face-to-face visits for students on placement is considered as good practice (e.g. in the case of governing bodies in healthcare). However, when considering non-clinical placements, whilst visiting students on placement may be the norm in many institutions, face-to-face visits may no longer be feasible within financial, time and environmental constraints faced by institutions. It is therefore important to consider the perceived benefits of placement visits.

In an opinion article, Martin (2005) considered whether placement visits offer value for money from the perspective of both students and staff. It was suggested that students seem to value placement visits; allowing them to seek advice and reassurance, deal with potential problems, and feel that they are not forgotten about by staff. Martin also suggested that for staff, placement visits allow an audit of a placement’s learning opportunities, and allows clarification of the expected learning outcomes with both the student and placement provider. Acknowledging the lack of empirical research into the benefits of placement visits, Martin then suggested that further research in this area would be useful.

In more recent work, Taylor (2012) investigated students’ perceptions of placement visits in terms of their purpose and content. Taylor found that the most important purposes of visits were perceived to be in supporting and developing learning and addressing any issues that had arisen on placement. However, data was collected predominantly through a questionnaire which asked students to indicate their agreement with statements about the purpose of placement visits, without allowing students to express their own perception. Interestingly, Taylor also examined students’ opinions of possible alternatives to face-to-face visits. For students who had successfully completed a placement, the most popular alternatives to visits were attending drop-in sessions with a tutor if required, and communicating by email only. Another possible option that was presented was videoconferencing. Fewer students responded positively towards this as a replacement for in person visits.

From the perspective of higher education institutions, however, Collins, Gutridge, and James (1999) suggested several benefits of videoconferencing, such as making savings in relation to travel, and leading to more efficient, focused and ‘to the point’ discussions. Although they also noted some disadvantages, including technical difficulties, a short questionnaire with a small number of students and tutors revealed general satisfaction with using videoconferencing.

There is, however, a paucity of research examining the perceived benefits of placement visits, and also perceptions of alternative practices such as videoconferencing and email contact. The current study therefore aimed to investigate students’ satisfaction with and perceptions of the benefits of
face-to-face placement visits, and also their views of alternative methods of support during optional year-long sandwich placements.

Methodology

The participants were 35 undergraduate students, who were invited to fill in a questionnaire upon completion of a year-long placement. The placements that students had completed were in a range of paid (54%) and unpaid (46%) settings, with some being related to a student’s degree programme (e.g. professional placements in psychology), and others being more aimed at developing transferable skills and gaining experience in a workplace. The majority of the participants (91%) had been visited at least once during the course of their placement. Most participants (89%) also indicated that they had been extremely satisfied or satisfied with their placement experience.

Participants were contacted via email and invited to complete a questionnaire on a voluntary basis. Their participation was anonymous and the study had been granted ethical approval from the relevant ethics committee. The questionnaire firstly asked for some placement details (whether the participant’s placement was on a paid or voluntary basis, whether they were visited on placement, how useful they found the visit, and how satisfied they were with their overall placement experience). It then contained an open ended question about the perceived benefits of a placement visit, with participants being asked to provide as much information as possible and to spend at least a few minutes answering the question. Responses to this question were analysed using thematic analysis. Participants were then presented with a list of four methods of contact; face-to-face visits, videoconferencing, phone calls, and email, and asked to rate the extent to which they thought these would be useful for future placement students. They were asked to respond (1) Very useful, (2) Slightly useful, or (3) Not useful. Finally, participants were asked to choose their most preferred method of contact from the list, and were then debriefed and thanked for their participation in the study.

Results

Figure 1 shows participants perceptions of usefulness of their own placement visit.

Figure 2 shows participations perceptions of the usefulness of visits, videoconferencing, phone calls and email for students in the future.

Figure 3 shows participants preferred method of contact.
Figure 1: How useful was your placement visit?

Figure 2: How useful would these methods of contact

Face-to-face visits  Phone calls
Videoconferencing  Email

Figure 3: Preferred method of contact

Face-to-face visits  Videoconferencing  Phone calls  Email
The themes that emerged from the thematic analysis, in terms of perceived benefits of placement visits, are presented and illustrated with relevant quotes in Table 1.

Table 1: Perceived benefits of placement visits

<table>
<thead>
<tr>
<th>Theme</th>
<th>Illustrative quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving support</td>
<td>“I thought it was helpful to talk about some of the worries I had about the placement, I was assured that what I was worrying about was normal for placement students and everything would be fine”</td>
</tr>
<tr>
<td>Receiving information</td>
<td>“For me, the visit was helpful to ask questions about upcoming university activities including assignments, project choices, module choices and sessions run by the university”</td>
</tr>
<tr>
<td>Confidence</td>
<td>“I think it also helped to hear positive feedback from my placement supervisor, as this definitely boosted my confidence and made me feel as if I was helping”</td>
</tr>
<tr>
<td>Reflection</td>
<td>“I thought it was very useful as the tutor asked some questions to me and my supervisors which helped us reflect on the first part of the placement. It allowed me to express some of the experiences I had and let my supervisors know my understanding of this”</td>
</tr>
<tr>
<td>Connecting</td>
<td>“I think it was helpful more so in the sense of connecting to the university again and thinking about going back”</td>
</tr>
<tr>
<td>Benefits for others</td>
<td>“The visit was useful for my placement providers as they could gain an insight into how this placement could be improved for future students”</td>
</tr>
</tbody>
</table>

Discussion

The aim of this study was to investigate students’ perceptions of placement visits and alternative methods of contact during optional year-long sandwich placements. The majority of participants reported that they had found their own placement visit useful (31% extremely useful and 43% slightly useful). Six main themes then emerged from the qualitative data regarding the perceived benefits of these visits. Students thought that visits were useful for receiving support from university staff, particularly in terms of any worries or difficulties when settling in to their placements, and also for receiving information or the answers to questions they had about academic matters. Visits were also considered by some as useful in terms of developing confidence, which can come from receiving praise or positive feedback. Some students reported that visits were useful in terms of encouraging self-reflection, which may also be required in some cases for placement assessments. Other students perceived that visits are useful for connecting...
(or staying connected) with the university, and finally, some students recognised that there may also be benefits of placement visits to other parties including the placement provider or future placement students.

The benefits of placement visits perceived by participants in the current study are largely consistent with the findings of Martin (2005) and Taylor (2012), which emphasised the opportunity for students to receive advice and support. However, they add to the previous findings by suggesting that placement visits may also be important for the development of personal attributes including confidence, and for encouraging reflection about the skills and abilities that a student has developed whilst on placement. It is, however, important to note that several participants in the current study were enrolled on a placement module which required them to submit a reflective log about their placement experiences, thus helping with reflection about learning and development may not necessarily be an outcome associated with placement visits in all subjects and all placement contexts. Similarly, perceiving benefits of placement visits for others, such as placement providers and future students, may depend on placement practices that are unique to some programmes. For example, in the current study some students were enrolled on a placement programme in which placement opportunities are sourced by university staff. Thus students may have been aware that other students from their institution would be likely to take similar placements in the future.

The study then explored the perceived usefulness of alternative methods of contact for students on placement; focussing on videoconferencing, phone calls and emails in addition to face-to-face visits. The method of contact that was perceived to be most useful was face-to-face visits, followed by email, then phone calls, with videoconferencing being the least preferred option. Interestingly, although students reported that placement visits would be the most useful for placement students in the future, when it came to selecting their preferred method of contact more students chose email. There are several possible explanations of this finding, for example that when considering themselves (rather than future placement students) they had already successfully completed their placement so had no need for accessing support. The findings are largely consistent with those of Taylor (2012), who found that students would prefer to use email (and also drop in sessions with tutors when required) rather than videoconferencing. A dislike for videoconferencing relative to face-to-face interaction has also been revealed in other work in higher education. Within the context of distance learning, Gillies (2008) found that students seemed to place a high value on tutor contact and social presence. Within a new degree programme, Johnson, Sutton, and Poon
(2000) surveyed communication behaviour, and found that face-to-face communication was preferred over all forms of computer-mediated communication including email. It would be useful for further research to explore the underpinnings of such preferences for face-to-face interaction, in order to fully consider whether alternative methods of maintaining contact with students could be developed in such a way to afford the same benefits as face-to-face visits. It would also be useful to further explore the preference for email contact, particularly as this is another method which does not allow for social presence.

The findings of the current study have important implications for placement processes and placement policies. Students’ perceptions and preferences about methods of contact from their university during their placement are important to consider. If we employ practices which are not perceived by students to be the most beneficial, then this has the potential to influence satisfaction with placement experiences, and satisfaction with degree programmes as a whole. Placement visits are of course expensive, but institutions need to balance budgetary concerns against the messages from students about the importance and perceived value of face-to-face placement visits.

It is important to acknowledge some limitations with the current study, including that there was a relatively small sample from a single higher education institution. Given the diversity of placement practices varying both across and within institutions (e.g. Bullock et al., 2009) it would be useful to explore students’ perceptions about placement visits and alternative methods of contact in differing placement contexts. It would also be interesting to further explore the perceived benefits of placement visits by other stakeholders, including placement tutors and placement providers.

Researchers have reflected upon potential benefits (e.g. Martin, 2005), but there is little empirical work in this area, particularly regarding placements outside of healthcare. Nonetheless, the current study suggests that students perceive that there is indeed value in placement visits, and highlight the need for higher education institutions to consider students’ perspectives when deciding upon placement policies and practices.
References


Abstract
This session will present a model for achieving very high levels of placement success (2018 - 100% of students placed). The work is based on an approach that has been developed to support students on an accelerated sandwich business degree. On this degree, first year students must gain a placement for their second year of study, which is work based. This outcome must be achieved by all students on the programme within the time limit of nine months.

To meet this demanding outcome a programme of activity has been developed based on a relational model. Excellent relationships between the delivery team (both employability professionals and academic staff) combine with a ‘joined up’ approach to content and delivery, which builds strong relations with the student body and underpins success. The approach is built around a shared purpose, which builds commitment to achieving a placement. It also builds resilience and a mind-set that is open to the challenge of achieving a placement in nine months, whilst competing with more mature second year students. The aim of this workshop is to create an opportunity for you to consider how this approach could be adopted into your own setting.
Who we are, our relationship and shared purpose

Emily Ramsden, Employability Team, Student facing
Ben Topping, Employability Team, Employer facing
Jane Scivier, Academic, Module Lead 'Prepare for Placement'
Isobel Heffernan, Course Administrator, BA Business Management (In-Company) (BABM)
First Year BABM students, acting in a mentoring role
First Year BABM students, seeking a work based learning placement
Employers, those hosting our work based learning placement students

Our relationship is driven by a mindset that is open to challenge with a shared purpose:

"For all BABM students to achieve a work based learning placement...if they want to attain this outcome."

This approach breeds commitments that is underpinned by a set of habits that support this challenge.

Activity 1: What percentage of your second year students, who state that they want a placement, achieve this outcome?

Context/Perspective: Degree, Department, School, University-wide view
Percentage: ?%

Impact of relational model on the success of first year BABM students attaining a placement....

In excess of 85% placement success. Those not placed have achieved other positive outcomes....

Prepare for Placement Module

What percentage of your second year students, who state that they want a placement, achieve this outcome?

Activity 2:
Is this outcome good enough?
What hinders/promotes this outcome?

Our position....

Within universities there is a high level of commitment to providing resources that support students 'getting a placement' and insufficient time and energy devoted to building relationships that deliver this outcome.

Relationships should be built across functions within a university, including students as significant stakeholders and also outside the institutions boundaries to build purposeful relationships with employers.

Prepare for Placement Module

Context: BA Business Management (In-Company) an accelerated degree

And outcomes...

NBS ‘Standard’ Placement Delivery Model...lots of lovely resources!

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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</thead>
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<tr>
<td>Workshops</td>
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<tr>
<td>Essentials</td>
<td>Engagement</td>
<td>Engagement</td>
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</tbody>
</table>

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Exam board deadline for placements

Pre arrival activity (CV submission)

Induction to process and introduction to key staff and student mentors

Essential learning (CV, cover letter, emails InPlace), psychometric tests

Mock interviews, Mock Assessment Centre, Employer/partner talks

Attendance at Placement and Recruitment fair

One to one advice and guidance via 'Drop In'

Activity 3:
Relationships: Are they important?
What needs to happen in your environment to put relationships at the heart of placement practice?

Activity 4: Setting an outcome that develops a placement process based on a relational model

- Identify a specific area of placement that you can impact
- Identify a specific area for change that is manageable
- Small impacts are good...you are a pebble in the pond of action and change!

Intended Outcome: With whom do you want to build a relationship?

Journey/Safari...

Actual Outcome:

Sustainable Success = Talent + Luck!

Sustainable Success = Purpose + Journey/Safari

Passion

The Sustainable Success Habit®
Faithful Servant Sacred Gift

Jane Scivier September 2019

Sustainable Success = Talent + Luck!

Sustainable Success = Purpose + Journey/Safari

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Jane Scivier September 2019

Sustainable Success = Talent + Luck!
Abstract

It is known from a wide range of research undertaken on the subject (Fishman et al 2017 and NCUB 2016) that work placements have a huge benefit to all stakeholders, student, employer and University, especially in raising the employability skills, confidence, networks and further job opportunities for students. So why do students opt not to go?

This workshop will give the opportunity for peers to explore the barriers facing students securing short and long term placements and identify some solutions in the form of a case study of the experiences on the Business Management Degree at Solent University. We will show how steps were taken to embed taking up a placement as the expected norm and how this was interwoven into the core curriculum design. Discussion will also take place around the results of the measures which were put in place to encourage an increase in student placement take up. In addition, peers will be given the opportunity, through interactive activities, to work through the challenges and identify best practices in embedding placements as the norm, so as to enhance student employability by gaining vital work experience in a complex and competitive graduate market.

Presentation

<table>
<thead>
<tr>
<th>PLAN FOR THE WORKSHOP</th>
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<tbody>
<tr>
<td>1. Case study and research findings</td>
</tr>
<tr>
<td>2. Workshop to identify the many challenges and also best practice in overcoming these</td>
</tr>
<tr>
<td>3. Next steps!</td>
</tr>
</tbody>
</table>
**WHY ARE WORK PLACEMENTS IMPORTANT?**

- Ever-increasing competitive job market
- Students need to differentiate themselves through “personal added value”
- Employers prefer graduates with relevant work experience and “work ready”
- We know they come back more developed and focussed which almost always means better final year marks

**REVIEW OF LITERATURE**

Why a placement?

- Ever-increasing competitive job market: 13.5% expansion of UK student numbers since 2003/2004 has led to increasing number of graduates entering a challenging labour market, with high competition for places in the top graduate recruiting organisations.
- Differentiation through personal added value: in addition to academic qualifications, students increasingly need to differentiate themselves in a crowded job market through personal added value such as relevant experience, skills and qualities (Brooks and Youngson 2017)
- Work-ready graduates: Employers prefer graduates with relevant work experience, with same viewing it as more important than the degree classification and institution attended (Bennett 2008)
- Being able to demonstrate ability based on actual workplace achievements can also differentiate a placement from a non-placement route (Jones 2017)

**MARKET NEEDS**

Universities UK 2019: 2.3 million in the graduate market

1.77 million were Undergraduates

That’s a big competition pool!

**EMPLOYERS WANT MORE THAN THE DEGREE**

- Good Honours Degree
- Extra Qualification
- Opportunities and self development
- Work Ready - not just theory but practical application

**WE ASKED AND THE STUDENTS SAID...**

- My job don’t want to lose it
- Finding a 3 month placement
- Finding a placement starting in Jan
- Finding the right one, how do I know?
- Anxiety
- Hard to find one easier to do the units

**RECENT RESEARCH**

- Student data collected from the Wilson review (2012) states that students felt the “extra year of study was not producing enough added benefit”
- 65% of all European graduates had undertaken some form of internship period, with over 80% in Finland, Germany and the Netherlands.
- Youngson (2008) reaffirms perceptions of educationalists and employers with regard to the importance of a placement student in terms of gaining initial employment, with the former more likely to be in graduate employment than the degree classification and institution attended (Bennett 2008) etc)
- 55% of all European graduates had undertaken some form of internship period, with over 80% in Finland, Germany and the Netherlands.

**EMBEDDING AS THE NORM**

It needed to be part of the core curriculum - as much as any other core unit, e.g. Ops Management, Strategic Management, Marketing etc.

We needed to coach them into the values of work placement and to overcome the fears about it

They needed development to be aspirational and to see that it was as important as getting a Good Honours degree

The norm had to be embedded in the thinking and across our course teams

So what did this look like in real life......

---

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Placements - Embedded as the norm?

THAT WAS THE PLAN...DID IT WORK?

As a result of our new strategy to embed this as the norm:

• Over a third out on 3 month placement in January 2019
• Work placement extended
• Job offers a year ahead of graduation
• Employer engagement increased (e.g. ecs - eracs - charities)
• Great employer feedback about the quality of our students - enhancing our talent reputation - through social media too
• Students on social media being very complimentary
• Alumni approaching me with jobs/placements and guest lecture spots
• All staff members talking to students about importance of work placement
• Work placement working group set up with Mike leading for our area
• Students now giving reasons why they can’t as opposed to why they could do work placement
• Students definitely talking as though it is part of the main curriculum
• Current L4 students indicating many will want to go out on work placement, and are already emailing across the summer holiday break to arrange these details

WHAT’S NEXT?

Work still to be done…

• Further research on this area
• Continued work on the ‘strategy to embed it as the norm’
• Setting up a forum for work placement practitioners so we can continue to share best practices or vent frustrations at the challenges!

But now literally what is next - it’s our interactive session!

SELECTED REFERENCES


Getting Prepared for Placement: Mental toughness, engagement and attainment in undergraduate sport psychology students

Danielle Anderson and Nicola Smith
Liverpool John Moores University
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n.l.smith@ljmu.ac.uk

Abstract
The CBI/Pearson Education and Skills Survey (2017) indicates that a third of employers are dissatisfied with graduates’ attitudes and behaviours of self-management and resilience.

With this in mind, in collaboration with the School of Sport and Exercise Sciences, the Science Placement Learning Support Unit (PLSU) at Liverpool John Moores University have been supporting a project that seeks to explore a non-cognitive construct called Mental Toughness (MT) amongst level four Applied Sport Psychology (ASP) students. The aim is to better understand the skills development needs of our students relating to self-management (engagement and attainment) and resilience/MT.
This is not only for placements but in relation to the expectations that employers have when they become graduates.

Following this pilot, it is planned for the work to be embedded throughout the ASP programme (L4, 5, 6), preparing students for success in their placements at level 6 of the programme. The aim is to empower students to understand more about their MT through the use of the Mental Toughness Questionnaire MTQ48 (Clough, 2002) and how this impacts self-management and resilience. We will discuss the interventions offered to students, including workshops and one-to-one coaching and take our audience through some of the activities that level 4 students undertook.

Presentation

What did we do?
- Professor Zoe Knowles received VC Award for Excellence in Teaching and Learning Funding
- Collaboration between academic programme and a professional services
- Effectively prepared ASP students for placements

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
**What is Mental Toughness?**

“...a personality trait which determines in large part how people deal with challenge, opportunity, stressors and pressure... irrespective of circumstance” (Clough, 2002)

- It is not about being macho, dominating, 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.

---

**MT in Sport Psychology**

The concept of mental toughness has recently attracted much attention from sport psychology researchers attempting to understand how psychological factors can underpin success in sport.

---

**Is Mental Toughness important?**

- Performance
- Behaviour
- Wellbeing
- Aspirations
- Transition
- Retention
- Attainment

---

**The Four C’s**

- Commitment
- Control
- Confidence
- Challenge

---

**Timeline**

- **Week 3**
  - Workshop 1 – Understanding the basic concepts of Mental Toughness Delivered by Science PLSU
- **Week 5**
  - Students complete MTQ48 questionnaire for first time
- **Week 7**
  - Workshop 1 – Understanding the basic concepts of Mental Toughness Delivered by Science PLSU
- **Week 9**
  - Workshop 2 – Understanding student results in more detail and increasing student mental toughness Delivered by Science PLSU
- **Week 12**
  - Students complete MTQ48 questionnaire for second time
- **Week(s) 10 & 11**
  - Drop in sessions available with PLSU to discuss individual student reports in more detail
- **Week 29**
  - Students complete MTQ48 questionnaire for third time

---

**AQR Resources**

- Train the trainer session (Programme team & PLSU)
- Cue cards & workbooks
- Portfolio of Exercises (individual & group exercises)
- Positive thinking
- Anxiety Control
- Attentional Control
- Goal Setting
- Overall Mental Toughness
- Goal Setting

---

**What results did we get?**

- **Figure 1.** Mean (SD) AQR score for screening 1 and screening 2 for each AQR sub-scale.
- **Figure 2.** Mean (SD) AQR score for screening 1 for pass and fail students on each AQR sub-scale.
- **Figure 3.** Mean (SD) AQR score for screening 2 for pass and fail students on each AQR sub-scale.

---

**What students said…**

- “I learned what mental toughness means and how I can change it.”
- “I enjoyed the activities and discussing our coaching reports.”
- “The number grid exercise was my favourite exercise.”
### Future plans

- **L4 Familiarisation**
  - Semester 1, Week 2 - PLSU intro & MTQ48 completion
  - MT workshops embedded in curriculum and coaching appointments offered – our aim is to ensure greater uptake of these sessions
- **L5** – Development of ‘Placement Readiness’
  - Classroom sessions and individual coaching appointments
  - Culminate in a CV/covering letter
- **L6** - Core placement
  - Working with students through processing of early placement contact experiences (Sem 1)
  - Placement learning and consolidation on approach to programme exit (Sem 2)

### Control

**Procrastination** - Questionnaire

**Aim:** Encourage students to:
- Overcome procrastination
- Prioritise, plan and organise
- Action plan

### Commitment

**Number Grid** - Concentration

**Aim:** Encourage students to:
- Reflect on what they have done and learned
- Identify what they can do to improve concentration
- Think how they can apply this to coursework, study, etc.

### Challenge

**Heroes and Heroines** - Challenge Building

**Aim:** Encourage students to:
- Reflect
- Believe in themselves
- Not fear failure

### Confidence

**Self-Belief Builder** - Confidence

**Aim:** Encourage students to:
- Discuss successful experiences that lead to greater feelings of self-efficacy
- Reflect and discuss times of failure
- Think about ‘strategies of success’

### Questions?
9

Learning and engagement through games

Francesca Walker and Vicki O’Brien

University of Central Lancashire
On behalf of ASET
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vlo-brien@uclan.ac.uk

Abstract

What does effective communication look and sound like? How do you know if you have leadership skills? Can you learn to be a good team player? Being creative is often seen on job descriptions, but how can you demonstrate it?

These are some of the questions that we will be exploring through a very practical demonstration of a range of games that we have been using and developing over the last 8 years at the University of Central Lancashire. The tools that we use are inexpensive and easily accessible to all.

Our measure of success is the amount of laughter that we generate.

10

‘Pitch It’ – supporting students to develop transferable skills in an interprofessional environment

Emma Pope

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Abstract

A student’s first experience of a placement setting can be daunting and anxiety provoking as they are faced with a new environment and new people from diverse backgrounds and disciplines. This may not reflect the university setting, where often learning opportunities occur within their chosen discipline. This workshop will showcase a way of supporting students to develop transferable skills linked to teamworking, such as communication and decision-making skills, in an interprofessional environment which helps to mirror the diverse nature of a work-based setting.

Interprofessional education (IPE) is well established within the healthcare sciences but may be less well developed in other university disciplines. The Centre for the Advancement of Interprofessional Education [CAIPE] (2002) defines IPE as ‘two or more professions learning with, from and about each other to improve collaborative practice’ (cited in CAIPE, 2017 pg 4).
'Pitch It’ is a group-based activity where students are engaged in the development of promotional material which is then ‘pitched’ to fellow students. As part of the process, students are asked to reflect on the teamworking, communication and decision-making skills within their groups, as well as their own contributions.

CAIPE, 2017 Interprofessional education guidelines [Online]
Available at: https://www.caipe.org/resources/caipe-publications
How NTU is making the most of technology to support students, employers and the University during the placement process

Sara Jones

Nottingham Trent University
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Abstract

At Nottingham Trent University, we understand that employers are wanting to recruit graduates who have real world work experience. We are 8th (2016/17 HESA data) in the UK for the number of students taking year-long work placements and have a reputation for not only managing the employer and student relationships whilst out on placement but are known as leaders within the HE sector for offering solution focused approaches for businesses seeking the right student or graduate.

Following on from my presentation last year, when I discussed how all students will have relevant work experience by graduation, in today’s session I will be discussing how we are utilising InPlace for all our placement administration. InPlace is now in its fifth year at NTU and it underpins all our work-experience / placement processes.

There will be 3 main themes discussed in the workshop, which will be interactive and allow for questions.

Firstly, prior to students commencing placements, we are using pre-placement forms to understand their interest areas and identify any support needs while on placement in order to make reasonable adjustments.

While on placement, we are introducing the use of the InSight Tool to track and monitor students’ performance. This will allow for more flexible and dynamic reporting and further to this we can use the data, year on year to analyse our placements.

Finally, we are exploring the use of the Timesheets functionality to track and monitor placements and give us better understanding of where students are and when.
Presentation

How Nottingham Trent University is making the most of technology to support students, employers and the University during the placement process

Sara Jones

Introduction
Pre-Placement Form and Business Development
InSight Tool
Timesheets
Moving Forwards
Questions

All students who enrol at NTU will develop relevant professional attributes, gained through meaningful work experience which is embedded into the design, learning, and assessment of every course.

100%

Pre-Placement

Business Development

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
How are you supporting students placement needs?

InSight Tool

- Academic visits logged onto InPlace via InSight

Respondents

- This can also be reported on in the query tool.
- Meaning we can actually analyse our placement data & quality of placements.

Reports

- Timesheets

- This can also be reported on in the query tool.
- Meaning we can actually analyse our placement data & quality of placements.
Moving forwards

- InPlace is now in its 5th year at NTU
- Exploring all the functionality
  - Timesheets live in 19/20
  - Academic Insight live for Agriculture, Rural and Animal Sciences, Nottingham Business School and School of Science and Technology in 19/20
- Highly configurable – HE & FE
- InPlace feed into our CRM which supports Business Development
- Adding new areas into the system such as Apprenticeships
- We have several systems including Career Hub, Abintegro, Pebblepad

Questions
Addressing the Challenges Faced and Resources Needed to Design an Embedded Micro-Placement Module in the Curriculum (Arts, Design and Media)

Nicola Kelly, Jane McAllister and Hilary Weston Jones

Birmingham City University
Nicola.Kelly@bcu.ac.uk
Jane.McAllister@bcu.ac.uk

Abstract
A workshop to explore the challenges faced and resources needed to support and grow an embedded micro-placement module within curriculum – with particular focus on engaging the creative sector. With an overall shift towards micro-placements and apprenticeships being the preferred activity, Birmingham City University’s Arts, Design and Media Careers+ team will discuss the importance of an embedded work placement module within the curriculum, that allows students to engage in employability activities during their course without having to take a year out of study.

The workshop will cover the key points of setting up this module in collaboration with academic staff, what considerations were given, resources needed and the support that was delivered to the students in preparation for, and during, their placements – while engaging HE professionals in activities and discussion for sharing of best practice.

Presentation

**Addressing the Challenges Faced and Resources Needed to Design an Embedded Micro-Placement Module in the Curriculum (Arts, Design and Media).**

Nicola Kelly, Employability Adviser
Jane McAllister, Employability Manager
Hilary Weston Jones, Lecturer in Professional and Academic Development
Birmingham City University

**Objectives**
- Explore the challenges faced and resources needed to support and grow an embedded micro-placement module within curriculum.
- Share best practice for embedding placement activity and support – both microplacements and sandwich placements.

**Module Planning**
- Employability Adviser worked with Module Leader Hilary Weston Jones to define and create objectives and content for the module
- Each school appointed a lead academic to work from a discipline specific perspective
- Working group set up March 2018 - module officially launched October 2018 to run January – May 2019
- Employability Adviser and Module Leader defined and created core process for the module overall, with schooled consultation and recommendations

**Work Placement Module Outline**
- 20 credit module in semester two of second year
- Optional module alongside two other employability-led modules – live project and collaborative practice
- Minimum of 70 hours with an employer, minimum of 140 hours
- Mandatory paperwork to be completed, submitted and approved before placement commences
- Assessment - 10 minute presentation critically reflecting their placement experience and all developed throughout.
Resources

- Online Moodle pages created for each school containing specific and tailored information for appropriate industries
- Live-recorded sessions via Screencast-o-Matic software created to further engagement for those unable to attend live sessions
- Staff Resources – 1 Module Leader, 1 Placement Adviser, 6 School Specific Leads
- Embedded track and Student Passports used to clearly define expectations and explain necessary assessment criteria:
  - Placement Agreement
  - Health and Safety Form
  - International Placement Approval Process – including visa statement

Careers+ Embedded Support

Various methods of support and guidance were structured and tailored throughout semester one and semester two in preparation for the module.

This included:

- One-to-one appointments
- Embedded workshops and webinars
- Additional drop-in workshops for individual and groups
- Email and telephone support before and during placement period
- On-site Work Experience Fair with employers offering live placement opportunities

Embedded Sessions

- CV and Cover Letter
- Applications and Interviews
- How to Find a Placement
- Networking and Creating Opportunities
- Online Branding
- Assessment Guidance and Presentation Tips

Aims of the Sessions

- Confidence building – networking, speculative applications, interviews, presentation skills
- Development of core employability skills – CV, LinkedIn profile, how to talk to employers, networking principles (face-to-face and online)
- Better understanding of industry – understanding expectations, likely roles for placements and how to find opportunities

Work Experience Fair

- Arts, Design and Media specific employers were invited
- Consultations held to ensure live opportunities were on offer that fitted the module requirements
- An additional 25 live opportunities were advertised and applied for by employers not in attendance on a ‘Live Opportunities’ table run by Careers+ team
- Over 100 students attended the fair and 60 placements were offered on the day directly to employers and students
- Fair followed a bulk of the preparatory embedded sessions covering CVs, networking etc. which aided the students’ experience on the day.

School Initiatives

- School of Fashion and Textiles – Networking evening with employers and 3rd year students that had been on placement to share advice, tips and employer recommendations
- School of English – a suite of industry speakers to discuss various areas of industry to help decision making
- School of Art – created opportunities and visits with school partners such as TATE Liverpool for students to attend and apply to

Module Outcomes

- 458 students enrolled on the module actively looking for placements
- High proportion of enrolled students successfully gained a placement – c. 80%
- Students without a placement worked on a replica industry brief

390 assessments submitted

- 35% achieved 1*
- 35% achieved 2.1
- 20% achieved 2.2
- 10% achieved 3rd

Feedback

- Thank you so much for all the help you’ve given me at everything, you are so great everyone’s been saying how helpful you are to do them and appreciated it, you really make me feel so much less... – Textile Design student
- Thank you for all the help and support you have given me over the weeks, because of your help I have gained confidence in creating work that is industry ready and have become more confident in presenting it to potential employers. – BA Fashion and Design student
- We continued to benefit from the support of your team this year, and a record number of Textiles students gained a placement – thank you so much to play such a significant and positive role – BA Textiles Lecturer...
### Immediate Challenges

- Faculty-wide module: some schools have a good historic placement culture, others have never engaged in placements before.
- Managing expectations: ensuring students and employers understand the role of the Careers+ service, i.e., support and guidance, not a matching service.
- Location for industry: as a faculty-wide module, there were several industries to engage for a large number of students. Not all industries had a huge hub of businesses within a commutable area.
- Opportunities for WP students: ensuring direct support for WP students on the module allowing them to gain meaningful experiences.

### Further Challenges

- Timings of placements: some schools set their own placement periods, while others allowed hours to be completed at any point, presented issues with students completing placements early in the semester.
- Completion of paperwork: not all students completed the necessary paperwork before their placement = a lot of time spent calling employers to complete the mandatory checks.
- International placements: a new, fit for purpose student-facing process was needed across the Faculty, including staff interviews, online with specific information. Additional liaison was still required with overseas and health and safety content for employers.
- DBS checks: employers requiring DBS checks but not willing to process them meant students requiring help from the University for application authorisation = no existing process or resource as it was a brand new module.

### Lessons Learnt

- Mandatory paperwork will equal 10% of overall module mark ensuring all necessary checks and authorisations are made. This includes international placements and has been amended in the marking criteria to reflect this.
- Front-loading needed of Careers+ embedded sessions in semester one to enable more preparatory time for students before semester two begins.
- Further defined and amended processes to enable smoother placement acquisition, i.e., DBS checks and staff authorisation of paperwork.

### Plans for 2019/20

- Networking events for 3rd years and 2nd years to encourage sharing of experience and potential leads for opportunities.
- Work Experience Fair 2020 to be held in February again with relevant employers and more live opportunities.
- Core Careers+ offer further embedded with all schools looking to take up all sessions.
- Increased one-to-one bespoke support, especially supporting WP students gaining industry experience.
- Employer engagement with 2018/19 placement providers to create meaningful opportunities for students in 2019/20.

### Any Questions and Activity

- Briefly discuss your own placement provision at your institution and what challenges you feel you face in your role.
- As a group, now use the Issue-Bloom model to explore these challenges and what solutions there may be.
- Please share your experiences and suggestions with each other - hopefully we can walk away with more solutions than challenges.
Gaining Recognition with the Higher Education Academy

Colin Turner
Ulster University
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Abstract
The Higher Education Academy (now part of AdvanceHE) offers recognition as part of its UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF). The framework covers descriptors at four levels: Associate Fellow, Fellow, Senior Fellow and Principal Fellow; providing opportunities for recognition for both Academic and Professional Services staff in various roles and with different levels of experience.

Recognition by the HEA is fast becoming an essential criterion in many job vacancies in Higher Education, and can be a gateway to many activities including the ability to bid for Academy funds.

This workshop will explore all four descriptors and help participants to evaluate the best descriptor for them by beginning the process of mapping their knowledge, skills and experience against the framework. Many institutions have internal accredited recognition schemes and these, and direct application to the HEA will be considered. Common pitfalls of applications at each level will be discussed, arising from the facilitator’s experience of assessment at all four levels.

Academics or Professional Services staff can benefit from the workshop, whether they have no HEA recognition as yet, or plan to apply for a new category of fellowship from an existing recognition.

Presentation

The UK PSF, from Advance HE née HEA

While most of the recognition we will discuss refers to the HEA (Higher Education Academy) in its lettering, on 21 March 2018, the HEA merged with the Leadership Foundation and the Equality Challenge Unit to form AdvanceHE.
A word about NTFS and CATE

The UK Professional Standards Framework (UK PSF)

Areas of Activity (A1 – A5)
1. Design and plan learning activities and/or programmes of study
2. Teach and/or supporting learning
3. Assess and give feedback to learners
4. Developing effective environments and approaches to student support and guidance
5. Engage in continuing professional development in subjects / disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice

Core Knowledge (K1– K6)
1. The subject material
2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
3. How students learn, both generally and in the subject / disciplinary area
4. The use and value of appropriate learning technologies
5. Methods for evaluating the effectiveness of teaching
6. The implications of quality assurance and enhancement for academic and professional practice with a particular focus on teaching

Professional Values (V1 – V4)
1. Respect for individual learners and diverse learning communities
2. Promote participation in higher education and equality of opportunity for learners
3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Categories of Fellowship

• AFHEA - Associate Fellow
• FHEA – Fellow
• SFHEA – Senior Fellow
• PFHEA – Principal Fellow

Associate Fellow – AFHEA – Descriptor 1

Dimensions of understanding, application, and learning support in their own teaching and learning by their contributors to the improvement of the overall teaching and learning process.

- Successful engagement in and the improvement of the teaching and learning process.
- Successful contribution to the development and improvement of the teaching and learning process.
- Successful contribution to the development and improvement of the teaching and learning process.
- Successful contribution to the development and improvement of the teaching and learning process.

Fellow – FHEA – Descriptor 2

Demonstrates a substantial role in promoting and supporting the development of teaching and learning support, as well as the advancement of the learning process. This role should be defined in terms of:

- The development of the learning process.
- The advancement of the learning process.
- The advancement of the learning process.
- The advancement of the learning process.

Senior Fellow – SFHEA – Descriptor 3

Demonstrates a substantial role in the advancement of teaching and learning support, as well as the advancement of the learning process. This role should be defined in terms of:

- The development of the learning process.
- The advancement of the learning process.
- The advancement of the learning process.
- The advancement of the learning process.

Senior Fellow – SFHEA – continued

- Successful engagement in and the improvement of the teaching and learning process.
- Successful contribution to the development and improvement of the teaching and learning process.
- Successful contribution to the development and improvement of the teaching and learning process.
- Successful contribution to the development and improvement of the teaching and learning process.

Principal Fellow – PFHEA – Descriptor 4

Demonstrates a substantial role in promoting and supporting the development of teaching and learning support, as well as the advancement of the learning process. This role should be defined in terms of:

- The development of the learning process.
- The advancement of the learning process.
- The advancement of the learning process.
- The advancement of the learning process.
Applying for Fellowship

- Some institutions offer internal schemes, you should check this first.
- Otherwise you can apply directly to AdvanceHE, you may be able to avoid application fees using an internal accredited scheme.
- You will need to make a clear claim that you meet the descriptor you choose, so consider the evidence base carefully.
- You will need referees / advocates also. You may need them, depending on category, to be internal or external, and you may need them also to have a category of Fellowship.
- There may be variations in internal accredited schemes, so you need to consult this in detail.
- In making a claim, be careful to be explicit about what you did, why, how, and about the impact of your work.
- Be sure to consult and reference the pedagogical literature.

Over To You

- Consider which descriptor is most appropriate for your application, D1–D4
- Pick a partner
- Discuss, with them, how you feel you meet the dimensions of practice requirements (Areas of Activity, Core Knowledge and Professional Values)
- Write them down, it’s easy to forget important things in your evidence base.
- Remember to think broadly about your work and these dimensions.
- Help your partner explore where the evidence may be.
- Can you identify gaps? If so, are these gaps in experience and capability, or evidence. If the latter, what do you need to do to secure this evidence.

Reporting Back, Next Steps

- How did that go?
- What gaps did you identify and are these gaps in capability / achievement, or just gaps in evidencing these?
- What actions can you identify to resolve these gaps?
- Bear in mind some actions will have a delay in maturing (e.g. asking colleagues for evidence) so ensure you do these well before any deadline.
- Can you identify people you will need to “buddy” your application, or mentor it? If you need advocates, do you know who these will be?
- What actions will you take to progress your application after conference?
Engaging and involving employers in course design and delivery – using the new ASET Good Practice Guide to Work Based Learning for Apprenticeships in HE

Sarah Flynn¹ and Lou Taylor Murison²

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Abstract

Whether delivering placements, internships or a work based learning programme like Higher or Degree Apprenticeships, all require employer engagement and involvement through the planning, design, development and delivery of a course. In this workshop we will use prompts from the new ASET Good Practice Guide to facilitate discussions about how this can be done effectively and efficiently, with ideas for getting a good representation of views from a specific sector to focussing on articulating those graduate attributes or transferable skills that apply whichever discipline students are from.

Firstly, the workshop will take a positive approach to looking at what works from the perspective of delegates before moving onto the more challenging aspects of involving employers in course design and delivery before finally moving onto signpost how the new ASET publication can assist in working with employers.

This workshop is suitable for colleagues working with any type of provision, not simply apprenticeships, but does offer an opportunity for those delegates who wish to connect with others in the ASET community also delivering apprenticeships.

Presentation

Aims for the session

1. Taking a look at what works from your perspective
2. What are the more challenging aspects of involving employers in course design and delivery?
3. Signpost how the new ASET publication can assist in working with employers
Taking a look at what works from your perspective...

- Reviewing student and employer feedback on internship programmes
- Getting students and employers together at external events, which is good for building student confidence and employer hiring time expectations
- Planning well ahead
- Making sure that the design of events includes employers and not just the students
- Being asked early on to have input into designing courses with elements of placement
- Having a strategic approach to engagement with key employers, using the account management protocol with an operational plan

Introducing the latest Good Practice Guide Successful WBL for Apprenticeships in HE

- Launched this summer, available to download from the ASET website
- Designed to provide assistance to those who have developed, already run, or are considering developing new Apprenticeship and are seeking advice and support
- РРР- also useful for those considering how best to engage employers throughout the course, not for a one-off activity like a project, module or placement

Apprenticeships have worked-based learning at their core. An Apprenticeship is considered as employee first, and student second. They come to their Higher Education experience by virtue of their employer or employment.

Apprenticeships integrate learning with employment in which the apprentices:
- Work alongside experienced staff
- Gain specific skills
- Experience industry role today
- Get time for study related to their role

How are Apprenticeships employer-led, and how can they be useful for non-apprenticeship programmes?

- The design of the curriculum is very open, providing the sector benchmarks are met:
  - UK Quality Code for Higher Education
  - Framework for Higher Education Qualifications
  - Subject benchmark statements
  - SEEC Credit Level Descriptors
- Many programmes will be also recognised or accredited by a Professional or Statutory Regulatory Body (PSRB) and therefore the design of the curriculum will need to be aligned with the PSRB requirements.
- Staff workshop from placements to employability might be useful if you are new to course design.
- Apprenticeships have a further set of reference points which provide a nice integrative framework: these are in the Apprenticeship Standards, the Assessment Plan (AP) or the Trailblazer Assessment Plan (TAP). These are written by groups of employers, professional bodies and some universities, collectively known as a Trailblazer.
- They look like job description and person specifications and are really useful for seeing what a collection of employers you may or may not work with think it takes to do a particular role in their sector.

What specific conversations can you have with employers about course design and delivery?

- Apprenticeships group learning is knowledge, skills, behaviours - and in some cases - values. This can be a useful foundation to help to project specific in consultation with employers.
- When designing an Apprenticeship programme, you must be able to evidence that the employer you will be working with have had an influence on the curriculum: its content, delivery model and assessment methods.
- An extended version of the tripartite relationship we are used to for placements.
- Consider the most appropriate means of consulting with employers: e.g. groups or one-to-one in person or remote.
- In the new Good Practice Guide we ask key questions that can be used in employer consultation to make sure that we will make more effective placements engage with employers and push the focus and helpful ideas about how the course will complement or prepare for the career. Knowledge of these is useful in any skill course.

What are the more challenging aspects of involving employers in course design and delivery?

- Not often that you’re asked for four placements at the same level which is a missed opportunity.
- Time that it takes to push for changes in course content as employers think that it should be much faster.
- Collaboration between universities departments doesn’t always work and it can be challenging to plan for the rest of the course.
- Sometimes there is a fear of going back to business development units but not to worry, employability is placement driven.
- It can be difficult for employers when there are multiple sets from one university to make sense of it all.
- Client Relationship Management systems can help, but must be populated, refreshed and used by the right people.
- Universities are still seen as impenetrable, large and intimidating organizations by many employers.

How much do you know about Apprenticeships?

- Higher and Degree Apprenticeships combine university study and work
- Typically employed on a full-time basis and paid for a minimum of 20% of their employed time for all the job (FT) training
- Apprenticeships often have physical attendance models such as day release, work based learning and distance learning (although not pure distance learning)
- To order for an apprenticeship it is important to verify an Apprenticeship they might have an Education and Skills Funding Agency (ESFA) funding agreement. Apprenticeships are delivered matter and practice offers in Jobcentre, Wales and Northern Ireland.
- Apprentices do not pay for training costs or student fees and are not eligible for student loans.

- It is important to state that Apprentices are the client, not the Apprentice, so they should have more influence over the curriculum content, delivery and assessed choices.

For example, a level 6 Digital Marketer

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>Credits</th>
<th>Learning Hours</th>
<th>Contact Hours</th>
<th>Tutorials</th>
<th>Practice</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Module 1: Digital Marketing Strategy | 20 | 120 | 40 | 6 | 2 | Project 1: Digital Marketing Plan
| Module 2: Social Media Marketing | 20 | 120 | 40 | 6 | 2 | Project 2: Social Media Campaign Plan
| Module 3: SEO and PPC | 20 | 120 | 40 | 6 | 2 | Project 3: SEO Strategy Plan
| Module 4: Content Marketing | 20 | 120 | 40 | 6 | 2 | Project 4: Content Marketing Plan
| Module 5: Mobile Marketing | 20 | 120 | 40 | 6 | 2 | Project 5: Mobile Marketing Plan
| Module 6: Email Marketing | 20 | 120 | 40 | 6 | 2 | Project 6: Email Marketing Plan

Questions to ask your employers...

1. What exactly do you deliver through the programme?
2. What will the students look like at the end?
3. What will students learn and develop at work?
4. What skills, knowledge and behaviours will students be expected to develop?
5. How will programme delivery be managed or evaluated?
6. How will students be assessed?
7. What does a typical week in the programme look like?
8. What systems or processes can be used?
Simply Better: The Impact of a Placement Year on Final Year Degree Performance

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Abstract
This study aimed to explore whether students who complete a placement year perform better in their final year of university than those that do not complete a placement year, and to explore the reasons for this difference. The findings of the study suggest that a placement year significantly improves final year performance. Data collected from students and academic staff suggests that placement students are more engaged in the final year than non-placement students. Qualitative data suggests that a placement improves work ethic, confidence and maturity. The experience of working full time gives a greater level of experience to relate to theory. This study highlights the clear benefits to completing a placement programme for both improved academic achievement and future employability. The findings provide an evidence base for the benefits of Higher Education Institutions investing in programmes where students receive an intensive level of placement preparation support.

Introduction and context
The number of organisations offering year-long placements to undergraduates as part of their course continues to increase (High Fliers, 2019), as graduate recruiters seek to attract talent into their organisation whilst providing opportunities for students to “test drive” a career, enhance their employability, and improve their skills. In UK business schools, placements also provide the opportunity for students to apply theory to practice, enhancing the relevance of their studies. This in turn may explain why several studies have found that students who take a placement as part of their business undergraduate studies perform higher in final year than those who do not (Duigan, 2003) (Foster, et al., 2011) (Mandilars, 2004) (Reddy & Moores, 2012) (Surridge, 2009). Knowledge transfer is easier due to the closeness of the placement to their studies (Duigan, 2003), which may in turn enhance academic performance in final year.

The introduction of the Teaching Excellence Framework (TEF) at subject level, which will include investigating grade inflation (Department for Education, 2018), may cause concern for institutions with growing placement programmes. If increasing numbers of students are taking performance-
enhancing placements as part of their course, we can expect academic performance to continue to rise. This may be perceived as undesirable grade inflation unless institutions can explain the causes of enhanced academic performance.

This paper aims to explore the reasons for placements improving academic performance, focusing on Southampton Business School’s placements programme. The programme, which started in 2014, is nationally recognised, with the placements team receiving the “Best Placements Service (under 500 placements)” at the National Undergraduate Employability Awards in 2019. Student numbers on the programme have increased year-on-year, with almost 1/3 of undergraduates now completing a placement as part of their undergraduate course.

**Literature review**

Several studies have investigated the impact of placement on degree performance, focusing predominantly on proving that a link exists, with a limited number of papers exploring the reasons for this link. The results of these are inconsistent and suggest a more in-depth look at the structure of placements and how this may affect final year performance is warranted. Placement was found to have a significant positive effect on degree performance in an investigation into Accounting and Finance students (Surridge, 2009), as it was in a BSc Managerial and Administrative Studies course in a larger-scale study (Reddy & Moores, 2012). Both found that prior academic achievement in the second year were significant influencing factors, suggesting that generally, more academically able students do placements, but importantly, Reddy and Moores (2012), noted that “lower achieving students [benefit] just as much as higher achieving students and therefore the benefits seen from taking a placement year are not explained by which students choose to go on placement in the first instance”.

Second year success was also found to be a significant contributing factor by (Foster, et al., 2011), who demonstrated a positive placement effect on final year degree performance and found that students undertaking a placement year also achieved more highly in the second year. The same study also controlled for tariff points on entry, but found no statistically significant difference, concluding that “there is therefore no evidence to support the contention that “better” final year performance for those students taking placement derives from such students having better general academic ability as measured by total tariff points on degree entry”.

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University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
All three studies investigate gender as a further potential explanatory variable, with Reddy and Moores (2012) finding that females are more likely to take a placement year than males. Surridge (2009) found no significant difference in the performance of female and male students in the second and final years, whilst Foster et. al (2011) found that females did perform significantly better than their male counterparts.

A further control measure is considered by (Mandilaras, 2004), who found that nationality was a significant variable in predicting the academic performance benefit of placement, with home students benefiting more than EU or overseas students in the Economics department of a British institution. The same study found a significant academic benefit for all students, that “opting to do the professional placement increases the likelihood of an upper-second-class degree by 30 percentage points”. There is limited discussion around the reasons for this, with enhanced maturity, reliability, relevance of studies and time management posited as potential explanations for the enhanced academic performance of placement students in final year.

These inconsistencies across institutions encourage us to consider how the structure of a placement programme may affect the impact of placements on academic performance, which is explored by (Duigan, 2003) in his examination of the academic performance of placement students across two models of placement within business undergraduate courses in one institution. The first, the “work environment”, is defined as a programme in which the university has limited involvement in the placement programme beyond providing core CV and interview guidance, visiting students on placement, and assessing of the placement module. The second “learning environment model” sees an embedded programme of placement preparation, a structured system of support and encouragement for students to reflect on their placement experience. Duigan (2003) found that students taking a placement under the second model performed significantly better in their final year than those who did not take a placement, whilst under the first “work environment” model, there was no significant difference in academic performance between placement and non-placement peers in final year. The notion that the architecture of a placement programme can affect any academic performance benefit in final year is significant and warrants further discussion. If the architecture can impact the type of students who secure placements, their learning gain on placement, and their behaviours or skills post-placement, then what architecture(s) will maximise these benefits, and how can they be achieved?
Other benefits of placement

Whilst the above studies consider directly the academic performance of placement students in final year, a number of other studies explore other benefits of placement which may indirectly increase academic performance, and which therefore should be considered. Placement is often seen by both staff and students as a year of significant skills development: (Paisey & Paisey, 2010) report increased ability to extract and analyse information, time management, ability to interpret financial information, computer ability, and oral communication skills, in a survey of both students and employers. These skills are often tested in final year undergraduate studies, and so we might expect that students with enhanced abilities in these areas would enjoy higher academic performance post-placement.

(Arnold & Garland, 2019) examined the development of initiative, involvement, awareness, clear thinking and communication through reports from students and managers at two intervals during placement. They found that both groups reported significantly higher performance in all five key areas, but that surprisingly, these skills gains in part predicted lower academic performance in final year. To explain this counterintuitive finding, the authors suggest that the skills used in a business placement may be different to those needed to succeed in academic work. Adapting Duigan (2003), we suggest that if the architecture of placement was configured to enable students to reflect on how their enhanced skills could be used in final year, these skills gains could be converted to academic gains in final year.

Enhanced employability and job prospects are a further common perceived benefit of placement. Students who took an internship during college in the USA were found to enjoy higher salaries and to be more productive in a survey of employers (Gault, et al., 2010). Six months after graduation, students who had taken a placement year were over 50% more likely to be in full-time paid work than those who had taken a degree without placement in the Destination of Leavers of Higher Education survey in a UK institution (Brooks & Youngson, 2016). With many employers using placement years as an important part of their graduate recruitment process (High Fliers, 2019), and anecdotal evidence of graduate offers being made conditional on certain degree outcomes, perhaps academic performance in final year is boosted by the employability gains made on placement.

Overall, the results of past studies into the effect of placement on academic performance in Business Schools are mixed, and the literature mostly limited to proving that a placement benefit exists, with no conclusive reasons for any benefit. The majority of studies focus on assessment data, without exploring the opinions of students or teaching staff. The structure of a placement programme seems
likely to affect the benefits associated with a placement year, and enhanced skills and employability seem likely to be linked with any academic performance boost, but these are not explored in detail by the literature. This study looks to address these gaps, looking at assessment data, the experiences of staff and students, and the structure of Southampton Business School’s nationally-recognised placements programme.

Method
A mixed method design was utilised with the aim of exploring three key areas.

1. The impact of a placement year on final year degree results.
2. The perceptions of students of the impact of their placement on their final year performance.
3. The perceptions of academic staff of the impact of placements on final year students.

The impact of a placement year on final year degree results
Final year degree results were obtained for students graduating from undergraduate programmes that offered a placement option in Southampton Business School at the University of Southampton in 2017, 2018 and 2019. The aim was to investigate whether there is a statistically significant difference between the final year degree results of placement and non-placement students. It is hypothesised that student who complete a placement year will achieve a statistically significant higher final year results compared to students that did not complete a placement year. This hypothesis is based on anecdotal evidence and the findings from previous research (Surridge, 2009) (Brooks & Youngson, 2016) (Gomez, et al., 2004).

The perceptions of placement students
The second objective of the study was to explore student perceptions of the impact of their placement year on their final year of studies. Student perceptions were investigated using an online survey containing a combination of closed questions on a 5-point scale and opened ended questions to allow for a greater depth of understanding. Students who had graduated from or were about to graduate from an undergraduate programme with a placement year from Southampton Business School in 2018 or 2019 were invited to participate. Students from 2017 were not included as they were not deemed likely to produce an adequate response rate due to the time that had lapsed since their placement year and a lack of contact details to attract participants.
Students were invited to participate in the study via email. Recruitment emails outlined the nature of the study and provided a link to an anonymous online survey. The survey remained live for a three-week period to achieve optimum response rates. Although evidence on response rates to emailed, online surveys is mixed (Sappleton & Lourenço, 2016), it was deemed this method would achieve the greatest response rate in a student population and encourage honesty due to greater anonymity, thus increasing reliability.

The aim of the survey was to explore whether students believe they benefit from completing a placement year and how their placement impacted in five key areas.

1. Do students benefit from a placement year?
2. Are there any negatives to completing a placement?
3. Does a placement impact final year engagement and attendance?
4. Does a placement impact your final year degree result?
5. Does the process of searching for a placement impact of second year results?

The perceptions of academic staff

The final part of the study explored the opinions of academic staff of undergraduate placements and their impact upon students in their final year. All academic staff who were module leaders on final year modules were able to participate in an individual interview. Participants were recruited via email invitations. Individual interviews are the more efficient method of gaining a more in-depth explanation from participants.

Interviews had a semi-structured format. Pre-arranged questions were a mixture of closed questions with a 5-point rating scale. These were followed by more open questions allowing the participant to expand on specific topics.

Interview aims were to explore four key areas

1. Do academics have a good understanding of the placement programme?
2. Do academic staff notice any significant differences between placement and non-placement students?
3. Do academic staff perceive there to be difference in engagement and attendance between placement and non-placement students?
4. Do academic staff have believe that completing a placement year impacts on final year degree performance?
Results

Final Year Degree Results

Final year degree results for all students graduating from Southampton Business School on a degree programme with a placement option in 2017, 2018 and 2019 were analysed. The 2017 and 2018 cohorts incorporated students from Marketing or Accounting and Finance programmes either with or without a placement year. The 2019 graduation cohort incorporated students from a wider range of degree programmes as the placement programme had expanded to incorporate all Business School undergraduate programmes. Additional programmes were Business Entrepreneurship, Business History, Business Innovation, Business Management, Business Philosophy and Business Analytics. These programmes were combined and identified as Business programmes to analyse the data in this study.

Final year degree results were analysed for the 2017, 2018 and 2019 graduation cohorts. Independent t-tests were conducted to compare the final year degree results of placement and non-placement students. Table 1. Show the full findings of the t-test which show there was a significant difference in all three cohort. These findings show that students that complete a placement year perform significantly better in their final year.

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Placement Student Result</th>
<th>Non-Placement Student Result</th>
<th>df</th>
<th>t - value</th>
<th>Sig (2-tailed) value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>N=19</td>
<td>N=98</td>
<td>115</td>
<td>2.34</td>
<td>0.021</td>
</tr>
<tr>
<td></td>
<td>M=67.7</td>
<td>M=64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD=5.63</td>
<td>SD=6.38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>N=35</td>
<td>N=116</td>
<td>149</td>
<td>4.54</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>M=70.0</td>
<td>M=63.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD=5.62</td>
<td>SD=8.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>N=90</td>
<td>N=197</td>
<td>285</td>
<td>6.97</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>M=70.3</td>
<td>M=62.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD=5.42</td>
<td>SD=10.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One previously explored argument (Reddy & Moores, 2012) for placement students achieving a higher final year results is that students who are more academically able choose to take a placement year. For this reason second year results of placement and non-placement students were analysed in the 2018 cohort. An independent T-test was completed to compare second year marks between placement and non-placement students. No significant difference between placement (M=63.4, SD 5.24) and non-placement (M=63.6, SD 6.09) conditions t=(153) -0.125 p=0.90. This T-test was
repeated for the 2019 cohort, where again no significant difference between placement (M=67.6, SD 6.80 and non-placement (M=66.4, SD 7.79) conditions t=(294) 0.238 p=1.18. These results suggest that students enrolled on the placement programme are not significantly more academically able than those enrolled on a non-placement programme.

The analysis of the results over a three year period support the initial hypothesis that students who complete a placement perform better in their final year degree results than students that do not finish a placement year.

**Student Survey**

The second part of the study was a student survey that aimed to gain a greater depth of understanding of placement student final year performance. Placement students who graduated in 2018 or 2019 were invited to participate in an online survey. A total of 57 participants completed the full survey.

**The benefits of completing a placement year**

The survey initially set out to establish whether students believed they benefited from taking a placement year. 55 participants (96%) stated that they benefited from their placement, with only 2 participants (4%) stating that they were unsure and no participants stating they did not benefit from their placement year. It is apparent that students believe that completing a placement year is beneficial.

When asked to comment on the specific benefits gained from their placement, three key themes arose from student responses. Firstly, participants repeatedly identified an increase in practical experience that was additionally applicable to their final year of studies. Secondly, students consistently reported that their placement increased their confidence and maturity. Finally, students felt that their placement would benefit future employability, making them more employable and helping them plan their future career.

**Final Year Engagement**

The second survey section explored students perceptions of the impact of a placement on engagement in the final year, which incorporated attendance and student contributions in lectures. Respondents consistently believed that finishing a placement year positively impacted final year engagement, with 84% engaging more. When asked to identify why engagement changed in the final year a number of key themes arose. Respondents highlighted an increase in work ethic, confidence,
motivation and time management. Experience of working enabled students to have a greater ability to relate theory to practice which enabled them to be more engaged in their final year.

Participants were asked if they believed their placement specifically effected attendance during their final year of university. 31 participants (54%) stated that they believed their attendance was greater due to completing a placement year. Attendance was the area that appeared least influenced by a placement. Participants identified that working full time for a year improved time management but attendance remained most effected by their perceived quality of modules. 36 participants (63%) responded that they believe they contributed more in lectures or seminars because of their placement experience. When asked to expand further students reported that increased confidence made them more willing to contribute whilst some believed the knowledge they gained gave them more to discuss. The survey clearly identifies that overall, placements have a positive impact on final year engagement. It is arguable based on previous research that attendance (Paisey & Paisey, 2004) (Halpern, 2007) and engagement (Webber, et al., 2013) will positively impact on academic performance.

**Student perceptions of final year performance**

Student perceptions of the impact of their placement on final year performance were explored, 46 students (81%) believed that they had performed better due to their placement year. These findings support the findings of the final year results analysis that placement students perform better in their final year. Respondents did not highlight one key cause of improved final year performance, those that did offer an explanation suggested that it may be due to improved time management and maturity that developed on placement or the ability to relate their practice experience to theory at university. When we link this back to the benefits that students reported gaining from a placement we can see potential explanations for this including increased work ethic, confidence and maturity.

**Student perceptions of the impact of securing a placement on second year performance**

It could be argued that placement student’s performance in their second year is negatively affected by the time and effort it takes to secure a placement. This theory, discounted by (Surridge, 2009) would explain why you do not see a significant difference between placement and non-placement student second year results.

Student survey findings revealed that 42 students (74%) did not believe that the process of securing a placement negatively affected their second year results. Qualitative feedback shows that student
did find the process of searching for a placement was considerably time consuming and stressful but most students did not feel this directly impacted on their second year results.

**Academic Staff Interview Results**

All final year module leaders were invited to participate in the study. 21 individuals were invited via email to participate, 6 completed the study. Participants were given an individual semi-structured interview.

**Understanding and Opinions of the Placement Programme**

Participants were initially asked about their understanding of the placement programmes. All of those interviewed appeared to have a good understanding of the placement programme. All participants expressed a positive opinion of the placement programme, most respondents linked placement experience to improved employability which is supported by previous studies (Brooks & Youngson, 2016). However not all academic staff presented as having a thorough understanding of the level intensive level of support that placement student receive from the placement team within Southampton Business School.

**The Difference Between Final Year Placement and Non-Placement Students**

Participants were asked if had have noticed any significant difference between placement and non-placement students. Five out of the six participants stated that they thought placement students were academically stronger than those who had not completed a placement, based on their overview of assessment data for their module.

**Staff Perceptions of Student Engagement**

The interview intended to establish whether staff perceive there to be a difference in engagement between placement and non-placement final year students. “Engagement” incorporated attendance and student contributions in lectures. When asked generally about engagement all participants stated that they believed placement students engaged more in their final year than non-placement students.

Participants discussed their opinion on whether there was a significantly difference in attendance between placement and non-placement students. Only 60% of participants felt able to respond as they did not formally record attendance rates. All those that did respond felt that attendance was greater for placement students. In order to establish whether there is a difference in attendance it
would be necessary to analyse attendance rates, however this data is not routinely recorded across all modules.

Participant perceptions of any difference between how much students contributed in final year modules were explored. All respondents reported that they believe placement students contributed more than non-placement students. This difference was believed to be linked to increased confidence and greater knowledge; linked to work-based experience. One participant did then raise the question that if we are seeing difference between placement and non-placement students in the final year then are fairly supporting their differing needs and how can we ensure we do so? These are question which may need to be addressed when moving forward and reviewing the teaching we offer in the final year.

Staff Perceptions of Final Year Results
Participants were asked whether they thought there was a significant difference between final year performance in placement and non-placement students. All participants believed that placement students would perform better in their final year than non-placement students. These findings support the numerical data and the opinions of students. Qualitative data supported the opinions of students, that placements improve work ethic, confidence and maturity as well as providing the opportunity to relate theory to practice, which could improve performance.

Some colleagues suggested that academic performance may not solely be a result of the placement, questioning whether more academically able and motivated students were opting for a placement year. However, our analysis of the data of second and final year results between placement and non-placement students discourages us from supporting this opinion.

Discussion
Findings
This study aimed to explore the impact of a placement year on final degree performance. The findings support the hypothesis that students that complete a placement year will perform better in the final year of their degree compared to those that do not complete a placement year.

The data suggests that it is not that more academically able students are completing a placement year, but that the completion of a placement improves academic performance, which contradicts some previous studies (Reddy & Moores, 2012) (Foster, et al., 2011). The increased knowledge
acquired during a placement and the ability to link theory to practice are argued as benefiting students when they return to university. The experience of working full-time as an employee increased work ethic, motivation and confidence, which was believed to have a positive impact on engagement and results, which is supported by the findings of previous research (Bullock, et al., 2009). The skills that students learn on placement such as time management and professionalism will clearly benefit students when returning to university and managing their own workload independently. The clear benefits of the placement programme provide evidence for the continuation and development of the placement programme with the school and further across the institution.

Links Previous Research
The findings of this study support previous research that suggest that completing a placement programme will have a positive impact on academic performance (Surridge, 2009) (Reddy & Moores, 2012). However there has been a paucity of research to explore student and academic staff perceptions of final year performance and engagement. This study has provided a greater understanding of how students engage in their final year and why they perform better, with skills development, attitude, and motivation all posited as factors benefitting academic performance in final year.

The difference in the final year results of placement and non-placement students is similar to that found by (Mandilaras, 2004). In this study, there was no significant difference in second year results between placement and non-placement students, which encourages us to look at the “architecture” of the placement programme as a potential explanatory variable.

Southampton Business School’s placement programme follows the “learning environment model” (Duigan, 2003), and is distinctive in that it prepares students for placement in first year through a year-long, non-credit-bearing module. The module aims to ensure that students are ready to apply for placements as soon as roles are advertised (as early as the summer after first year). This keeps students ahead of the curve, and means that in second year – in contrast to many other placement programmes – their placement focus is on moving through the application process, rather than preparing a CV, learning about what roles are available, or other employability-related topics. This in turn means that students have more time to focus on their main degree studies, which perhaps explains why placement students did not feel that their second year studies had suffered as a result of their placement search.
Students on the placement programme work 1:1 with an allocated placements advisor, who provides advice on the application process, mock interviews, and importantly, motivation to continue through what is often a challenging and demotivating process. Results from feedback surveys suggest that students highly value the professional and personal relationship that they enjoy with their placement advisor, who may have encouraged them to continue in their placement search during times where the student’s resilience is tested. In doing so, perhaps students who may not have otherwise secured placements under another placement architecture are successfully securing placements through this programme. If so, the extra academic performance boost seen in this study could be due to those students benefitting more from their placement year. Further research is needed into this area.

Limitations
The sample size of academic staff in this study was relatively small. In order to increase the reliability of the data it would be beneficial to have a larger sample. The findings in this component of the study are supported by the statistical analysis of the degree results and the online survey, meaning that the findings remain valid. This low response rate may have improved if the data was collected via an online survey rather than interview. An online survey would have had the initial benefits of being less time consuming and increasing anonymity for participants, however there is the risk that less detailed answers would have been collected.

Further Research
This research study clearly demonstrates the beneficial impact of a placement year on final degree performance for students in Southampton Business School. Further research is require to see if these research findings would be duplicated if the study was expanded to across the university, or across other institutions. An investigation with other institutions or other schools which may have students on placement in the same organisations would help explore if the placement architecture as described above is a significant contributing factor in final year degree performance. Due to the varied nature of placements across different disciplines, further studies would be required to assess whether the architecture of placement affects any performance benefit in other disciplines. The constraints of this study mean that the perceptions of employers have not been considered. There is a paucity of research into the perceptions of employers of placement students whilst on placement. This research could further enhance our understanding of what it is about a placement year that leads to academic performance.
This study has explored the shorter-term benefits of a placement year. Further research exploring the longer-term impact of a placement year would be highly beneficial. This would incorporate gaining a greater understanding of the impact of a placement year on securing a graduate role. More in depth study in this area could explore how successful individuals are within their graduate role compared to those that have not completed a placement year. Will the increase work ethic and confidence that students reported after their placements mean that settle more quickly and are initially more successful in a graduate role?

Implications for Practice
The results of this study clearly demonstrate the benefits of Higher Education Institutions investing in placement programmes that offer a high level of support to students. In the current climate universities are under increasing pressure to offer greater value for our student population and placements arguably contribute positively to this.

If we are to learn from these findings we need to move forward with using the benefits of placements into guiding our programme development. If enhanced skills, motivation, and the links between theory and practice cause the academic performance benefit of placement, then institutions should consider how to instil these benefits through other programmes, such as “live” business projects, business simulations, or other curriculum enhancements.

If the architecture of a placement programme affects the success of students in final year, then institutions should consider how to enhance their existing programmes to encourage students who might not otherwise secure a placement to find a placement role. The differences between the two groups of students raise questions as to how institutions should best support the different needs of both those that have experience a placement and those that have not. As our experience in Southampton Business School shows, a successful placements programme can be a powerful tool for student recruitment which positively affects NSS scores and enhances degree outcomes. We encourage colleagues across all institutions to reflect on how to improve their existing programmes, using professional networks such as ASET to share best practice and support more students in finding valuable experience as part of their degree programme.
Conclusion

It can be concluded that students that complete an industrial placement as part of their undergraduate degree at Southampton Business School perform significantly better in their final year than those that do not complete a placement year. These findings are supported by the perceptions of students and academic staff, who report that increased skills, confidence, and the links between theory and practice are all factors which may impact degree performance in final year. It is not the case that more academically able students undertake a placement year, but rather, perhaps the architecture of the placement year enables students who may not otherwise secure a role to go on placement, and to enjoy the associate boost in academic performance.

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A data-driven, multi-disciplinary approach to understanding student non-engagement with employability initiatives

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Abstract
In order to further develop our ideas for how to engage and empower non-traditional students in employability activities, we felt we needed to have a better understanding of the scale of non-engagement across various groups and then explore why those students were not engaging, as well as the effects of non-engagement. The study is data driven, using both empirical and qualitative evidence across two phases.

Phase one included the statistical interrogation of a five-year institutional level dataset (33,434 students, over 1 million data points), supplemented with faculty-specific data. This has allowed investigation into whether student characteristics, such as socio-economic classification have impact on student engagement in employability initiatives, degree classification and graduate prospects.

Phase two has obtained evaluative data from current students and alumni via questionnaires, interviews and focus groups to gain a better understanding of what motivates them to engage and what discourages them. Employability activities include industry year, study abroad, mentoring and professional development modules.

Learning Outcomes:
1. Gain a deeper understanding of the barriers to engagement
2. Understand statistically significant associations between particular characteristics of the ‘non-engaged’ student
3. See whether/how non-engagement affects attainment and graduate outcomes
4. Explore specific interventions to overcome any identified barriers to non-engagement

Presentation

Introduction
Teaching Enhancement Project
- Funded by the Leeds Institute for Teaching Excellence
- www.teachingexcellence.leeds.ac.uk

Collaborative project across multiple areas:
- Several faculties, academic and professional services and student interns

A data-driven, multi-disciplinary approach to understanding student non-engagement with employability initiatives
The Project

Opportunities to develop students’ employability

- Industrial placement years
- Study years abroad
- Integrated masters programmes
- Credit-bearing professional development modules
- Mentoring schemes

Key questions for this session

1. Are there any statistically significant characteristics of the non-engaged student?
2. Does non-engagement affect attainment and graduate outcomes?
3. What are the barriers, challenges and reasons preventing engagement?
4. What specific interventions could overcome any identified barriers to non-engagement?

Why?

Only around 10% of eligible* students undertook an optional industrial placement year at Leeds

*Census Data Student information QlikView model 2012-2017. Eligible students are defined as those entering the third year of their programme of study where a year studying in industry or abroad does not form a compulsory component of the course.

Activity 1

a) In groups, try to identify the characteristics that would influence whether an individual engages with an Industrial Placement Year (or any employability initiative) or not.
b) Which categories do you think are more likely to engage?

Data Analysis

Glossary

- IPY=Industrial Placement Year
- GESO/GSOE=Graduate Employment Student Outcomes which is the same as Graduate Prospects
Data Analysis

Comparing the effect of PT on GRAD between high and low socio-economic groups
• statistically significant at p < 0.05

Qualitative Survey

• Asked students about barriers to taking up industry year and study abroad.
• 500 responded
• 81 one of these were final year students who hadn’t completed an Industry Year or Study Abroad

Activity 2

• In groups, what factors do you think would be barriers to taking up an industry year or study abroad?

Study Abroad or Placement: how do students feel? (Personal) (n=81)

0.0 10.0 20.0 30.0 40.0 50.0 60.0 70.0 80.0
% Strongly agree & Agree

Study Abroad or Placement: how do students feel (Professional)

0.0 10.0 20.0 30.0 40.0 50.0 60.0 70.0 80.0
% Strongly agree & Agree
**Study Abroad or Placement: how do students feel (Careers)**

- I already have connections so don't need a placement year
- I don't have any work experience
- I don't know which industry to apply to
- I have already taken a work placement module as part of my degree
- I don't have enough about these opportunities
- I don't think I'd find paid employment
- I don't know enough about these opportunities
- I don't have any connections to the industry

**Activity 3**

- We then interviewed students individually
- Have a look at some of the individual comments
- For the comments that you have been given, what do you think we can do to overcome some of these barriers?

**What next?**

- Further analysis
- Publishing the research
- Working with the university to find ways to overcome these barriers

**Questions?**
Creating a Culture of Community and Commitment – Swansea University Student Ambassador Scheme

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Abstract
Student Ambassador Programmes are nothing new, but maybe they need to be.
At Swansea University, we have brought the ambassador programme into the Employability Academy to ensure it offers excellent work-based learning for all participants while improving student engagement with employability themes. The programme is now entering its 10th year and sees over 400 students each year benefiting from this paid, worthwhile work experience.

Ambassadors are not only used for our own University events and Open Days. Student Ambassadors are also external partners for collaborative events across the City, engaging business partners in a new way and offering our Ambassadors a wider professional network and more diverse opportunities.

Presentation
This session was presented via Prezi:
https://prezi.com/qr3omyi4iuc4/?token=2f7539fc66b2ae13538388320992519466ce0cbac161a477009338bb6aece49a&utm_campaign=share&utm_medium=copy
Why is there a disconnect between employers and Higher Education in the context of supply of, and demand for, graduate labour?

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Abstract

This workshop is based on research carried out in 2017 at the University of Leeds, which sought to explore the disconnect between employers and Higher Education in the context of supply of, and demand for, graduate labour.

Four themes were researched, including to:

- Explore the tension around the role of Higher Education in producing graduates who meet the needs of industry.
- Locating the problem within the UK graduate labour market and the supply of, and demand for graduate labour.
- Identifying what an impactful relationship means to Higher Education and to industrial partners.
- Understanding the barriers to an impactful relationship with Higher Education and industrial partners.

This workshop will give you a unique and honest insight into academic and industry views around supply and demand in the graduate labour market and the apparent skills shortage the UK is facing. Sharing findings from a series of interviews across a range of sectors and academic colleagues, you’ll be encouraged to share your experiences and thoughts as we explore this highly nuanced issue which work based learning has sought to address but still doesn’t quite seemed to have delivered on or to meet industry expectations.

Presentation

- Why is there a disconnect between employers and higher education in the context of supply demand for graduate labour?
  - Emily Timson

  Rationale?

  - The UK is facing a higher skills shortage
  - Literature points to higher education not doing enough to meet the needs of industry
  - Work placements have sought to address such skills gaps
  - Figures indicate that the UK has the 3rd highest percentage of graduates in non-graduate jobs in Europe
  - Literature indicates that higher education institutions grapple with how exactly to address the multitude of industry demands, and how to build effective relationships for this purpose
  - Placements do not appear to address this gap sufficiently
Examples

- The Confederation of British Industry (CBI) in 2015 identified 36% of businesses believed the quality of STEM graduates was not sufficient and 46% identified a lack of workplace experience as an issue.
- European Social Survey, the UK has the 3rd highest percentage of graduates in non-graduate jobs: 58.8%. In 2015, only 55.8% of graduates aged 21-30 were in high skilled employment, with 30.8% of graduates in medium/low skilled employment.
- The CIPD (2016) claim that 41% of jobs in property, housing and estate management are now taken by graduates, yet in 1979 only 3.6% of such jobs were held by graduates.
- The AGR (2015) found that 45% of 300 recruiters surveyed in 2015 had unfilled graduate jobs. A survey in the same year by High Fliers (2016), confirmed 1000 graduate vacancies remained unfilled across the 100 employers they surveyed.
- Periclese et al. (2016) note that students (and newer universities, studying new types of degree (e.g. media studies) are now at risk of underemployment.
- The Wakeham review (2016), conducted the largest research review into UK STEM graduate prospects, found issues of unemployment, underemployment or low salaries across every discipline for low and high tariff institutions.

What are your thoughts, / experiences on this?

Dearing (1997)

“It would be difficult to prescribe centrally what higher education should do to meet the demands of a higher skilled workforce”

Dearing (1997)

“it would be difficult to prescribe centrally what higher education should do to meet the demands of a higher skilled workforce”

Literature Review

Graduate Employability
- Graduate identity - devise away from a skills centric one to instead see creating an employment profile and identifying relevant to particular situations (Newman 2009)
- Old Vocationalism - oriented towards meeting the express needs of graduate employers (Bourner, Greener & Rospigliosi 2011)
- New Vocationalism - with emphasis on employability (ibid)

Supply and Demand - The Graduate labour market
- STEM - Supply and Demand
- HE and Industry Collaboration
- Engagement complexity
- Engagement - Placements and work-based learning

Research Objectives:

- To explore the tension around the role of Higher Education in producing graduates who meet the needs of industry.
- Skills / Responsibility / ‘generic skills lists’
- To locate the problem within the UK graduate labour market and the supply / demand for graduate labour.
- Role of HE / Meeting needs of industry

Methods

Group 1: Industry - (Common Characteristics)
- Being employed in a technical engineering role also involved in engineering student recruitment and university engagement.
- Have appointed an engineering graduate/s into an engineering role in the last 2-3 years.
- Been involved in the graduate’s training and continual skills development.

Group 2: Higher Education Staff - (Purposive Sampling)
- Identification was based on participant’s job titles and roles within the faculty - curriculum design, delivery of technical lectures, programme leaders or an employability remit in their role.

1.5 hours semi-structured interviews with 14 participants - look behind the surface and gather detailed, rich, extensive data.

Workshop - Insight into the findings!

- How would you answer questions within some of these themes?
- Discuss on your table or group your responses
- Then I’ll reveal findings!

DISCUSS!
- Skills / Responsibility / ‘generic skills lists’
- Role of HE / Meeting the needs of industry:

Research Objectives:

- To identify what an impactful relationship means to Higher Education and to industrial partners.
- To understand the barriers to an impactful relationship with Higher Education and industrial partners.
- Experience of engaging with Industry / HE & business.
Research Findings - Skills & Role of HE

"I think this is a bit hard for employers to try to find 21-22 year-old people who have the ability of dealing with conflict. I think it comes with experience really.”

Academic

"Dealing with conflict and negotiation, and influencing, are two skills which I think graduates should have, but unless we have a case where it’s specifically informed with issues and presentations, I can’t see how we’re actually teaching this.”

Industry

"I’d be reluctant to say the burden should be on the shoulders of universities, some of this can only be taught in a working context.”

Academic

"Industry should take responsibility, I mean, industry will want to do this in their own way and we have to be really careful that we don’t want to be creating fully formed work drivers”

Academic

Summary Research Findings
Skills & Role of HE

- General satisfaction with general skills - BUT where, how and by whom should these be addressed unclear
- Essential for graduates to be taught fundamental engineering principles by HEIs as a priority
- Accreditation dominates - however perception this leaves no space to address additional skills
- Reluctance to compromise technical skills from both groups
- Characteristics: Person, values, integrity, work ethos, continued learning - strong themes

Research Findings: Successful Relationships

"The key is having a contact in employability. Having a relationship with an individual key, universities are huge”

Industry

"It can be very dependent on the University contact, sometimes you get a contact of a senior lecturer or head of department…there is an element of admin in…getting these Industrial placements going, and they are rubbish at it.”

Industry

"When the individual leaves, genuinely the whole thing can fall apart if you’re suddenly not getting CVs.”

Industry

Research Findings: Successful Relationships - Time

"It is always time, always it is time, how do you fit your next 20% into the 150% you’re already doing. It’s the same with industry I am sure”

Academic

"Me personally, I don’t have any time - that has been my feeling since coming here, has been my industrial engagement”

Academic

"[HEIs] responding to an email within a week is not unreasonable, that was a bit harsh from employers to try to find 21-22 year-old people who have the ability of dealing with conflict. I think it comes with experience really.”

Academic

Research Findings: Successful Relationships - Time Cont.

"From a teaching perspective it would be nice if they [Industry] had projects which they were willing to wait a year for a response, over a few years we will give them answers they will want.”

Academic

"I’ve not got time to research the best point of contact”

Industry

"…it’s trying to fit it in around other things. I think it’s maybe it’s different for SMEs it’s harder when we’re an SME and trying to navigate [HR] myself”

Industry

Summary Successful Relationships & Barriers:

Successful
- Personal contact
- Mutual benefit
- Trust
- Priorities
- Communication
- Expertise

Barriers
- Time: Expectations of each group differed significantly in regards to responding and both felt lack of time to develop meaningful relationships with each other

DISCUSS!
- Impact of HE and Industry relationships / Motivations for engagement
- Experience of engaging with industry / HE and Success

- How do you find engaging with industry in a context of employability?
- Thinking about successful industry / HE partnerships, what do you feel has made these successful?
- Have you experienced any barriers?

Research Findings: Successful Relationships cont.

"The best relationships are where there is mutual benefit. How you align the right people…I think there is a bit of luck in that. If what your research is in happens to be the sector they’re in…then you’ll put more effort into developing that.”

Academic

"…I think trying to pin point and find the right people talk to and that is not always easy, there are so many faculties…who should I be talking to…It’s labyrinthine sometimes”

Industry

Research Findings: Successful Relationships Barriers - Time

"There is very little scope for something else, and I suppose if they want something else, something from the core engineering would have to go, as there is just no space”

Academic

"Unless our industrial advisory board say that that was more important than knowing about chemical engineering core skills and if the IChemE requirements had there in.”

Academic

"It is always time, always it is time, how do you fit your next 20% into the 150% you’re already doing. It’s the same with industry I am sure”

Academic

"You [institutions] can’t do everything, trying to bring up students into a place where they know everything is impossible, it really is impossible”

Industry

Research Findings: Successful Relationships Barriers - Time Cont.

"Dealing with conflict and negotiation, and influencing, are two skills which I think graduates should have, but unless we have a case where it’s specifically informed with issues and presentations, I can’t see how we’re actually teaching this.”

Academic

"I’d be reluctant to say the burden should be on the shoulders of universities, some of this can only be taught in a working context.”

Academic

"Industry should take responsibility, I mean, industry will want to do this in their own way and we have to be really careful that we don’t want to be creating fully formed work drivers”

Academic

Communicate

- Industry

Recruit

- Industry
Research Findings: Recruitment

“...we just decided to go native and run it ourselves...so we've divorced ourselves from the HR recruitment merry-go-round.”
Industry

“...there is not necessarily the quality of student we're looking for...[T]he recruitment process is very bureaucratic...[it] takes time.”
Industry

“...we don't necessarily succeed in attracting mid-career engineers (this industry) is known for the bureaucracy with it...they want engineering not paperwork.”
Industry

“...we've never had a problem, if we've been out looking, we usually get a really good tranche of applicants for any particular role.”
Industry

“...we take on about 8 to 10 students per year...we get over 200 applicants...it's a buyers market certainly for chemical engineering...”
Industry

Results - Overall Main themes

Skills
- Technical Engineering Skills
- Generic Skills
- Industry role in training
- New Vocationalism
- Graduate Identity

Successful Relationships
- Time
- Academic Research Expertise
- Recruitment
- Placements

Research Findings: Recruitment

“The experienced hire may have had habits, talk a good talk in interview, maybe have gaps in knowledge...the alternative is to employ bright graduates with a good work ethic...you know everything they've learnt, we have a skills shortage and, it's getting harder to recruit skilled people.”
Industry

“It is very hard to avoid graduates now as so many people go to university and become graduates...we study out the present turd and the academics stuff too.”
Industry

“...recruitment is tough, we're not BP or Shell, we don't attract the top tier students / graduates, so we tore up the book...that led us to the sandwich approach, so we are not chasing them at point of graduation.”
Industry

Summary: Recruitment

- Frustration with internal recruitment procedures.
- These frustrations motivated line-managers (rather than HR) to directly engage themselves with HEIs
- Talent attraction is competitive
- However it is still more attractive to recruit a graduate than an experienced hire

Results - Overall Main themes

Skills
- Technical Engineering Skills
- Generic Skills
- Industry role in training
- New Vocationalism
- Graduate Identity

Successful Relationships
- Time
- Academic Research Expertise
- Recruitment
- Placements

To locate the problem within the UK graduate labour market and the supply of, and demand for graduate labour: Skills / responsibility / ‘generic skills lists’

Industry:
- How do you find recruiting graduate engineers describe your experiences.
- How helpful are prescriptive skills lists to your organisation?
- If every graduate could demonstrate these skills, what else would you consider as a priority in recruitment?
- Do you feel universities should adjust their curriculums to ensure graduates acquire these skills?

Academics:
- How helpful are prescriptive skills lists in indicating what universities should be delivering?
- Does embedding skills in the curriculum ensure we are meeting the needs of industry?
- Do you feel universities should adjust their curriculums to ensure graduates acquire these skills?

Detailed Questions

To explore the tension around the role of Higher Education in producing graduates who meet the needs of industry: Role of HE / Meeting the needs of Industry:

Industry:
- What do you consider the role of HE to be?
- Do you feel HE understand the challenges faced in Industry to meet their needs?

Academics:
- What do you consider the role of HE to be?
- Do you feel HE understand the challenges faced in HE to meet their needs?

To identify what an impactful relationship means to higher Education and to industrial partners: Impact of HE and Industry relationships / Motivations for engagement

Industry:
- Thinking about the HE relationships you have, what is the impact on your business because of this relationship?
- What is your main motivation for engaging with universities?
- Why is this important?

Academics:
- Thinking about the HE relationships you have, what is the impact on your business because of this relationship?
- What is your main motivation for engaging with industry?
- Why is this important?
To understand the barriers to an impactful relationship with HE and industrial partners, (Experience of engaging with industry / HE & Success)

INDUSTRY:
- How do you find engaging with universities in a context of employability.
- How proactive is your business in engaging with HE?
- How easy do you find this as a business?
- How do you / have you experienced any barriers?
- How do you find recruiting graduates (engineers) describe your experiences?

ACADEMICS:
- How do you find engaging with industry in a context of employability.
- Describe your experiences?
- Do you / have you experienced any barriers?
- How proactive are you in embedding industry in your area of work?
- How easy do you find this?

Selected References
Introduction

This report investigates distributed leadership characteristics exhibited by professional services staff in Higher Education Careers Services, when implementing institutional responses to changes in government policy (Department for Business Innovation and Skills, 2016).

UK Higher Education Institutions (HEIs) are in a state of continuous change (Doyle & Brady, 2018). Government evaluation metrics such as the Teaching Excellence Framework (TEF) (Office for Students, 2018) have generated competition between HEIs, forcing them to adapt to the marketisation of the sector, and causing some academics to express their distaste for managerialism and ‘creeping neo-liberalism’ (Collini, 2012), (Bleiklie, 2018).

The introduction of the TEF and its link to undergraduate tuition fees has been particularly contentious. The National Union of Students campaigned to boycott the National Student Survey1 — a key contributor to TEF metrics — on the basis that it is likely to exacerbate inequalities for students upon both entry to and exit from HE. Academics have also expressed concern about the TEF using graduate job productivity and salary as a proxy measure for good teaching (Dogliani, 2015).

This report does not seek to debate the validity of measuring the quality of an HEI through employment destinations, but notes that many academics strongly disagree with what they perceive to be the dilution of teaching and research with notions of employability (Frankham, 2017), (Dogliani, 2015). This can be a key factor contributing to resistance to careers and placements initiatives.

This environment, however, offers careers services the opportunity to provide leadership in their area of professional expertise – careers education and providing work experience opportunities for students and graduates (Barbour, 2016). It also presents a threat, in that careers services do not have the authority to give direct orders to faculty, and attempting to do so may result in tension and resentment (Raelin, 1995), (Jones & Harvey, 2017). Without formal leadership positions, careers professionals must adopt a more strategic approach to working with faculty – one which respects faculty expertise in subject areas, but also asserts the

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1 https://www.nus.org.uk/Documents/Boycott%20the%20NSS%20Flyer_.pdf
Careers professional’s expertise in their own field. This is not an easy task – managing tensions and balances in HEIs via distributed leadership techniques is akin to ‘herding cats’ (Pounder, 2001).

Value of studying change in placements and careers services

While the effectiveness of employability education built into the curriculum has yet to be proven (Tymon, 2013). Students who undertake a period of work experience, part of their programme of study but away from HE, enjoy a demonstrable increase in both employability and academic achievement (Foster, et al., 2011).

Many HEIs are increasing their offer of placements and work experience to undergraduate students due to student demand (Tymon, 2013), causing development of this area to be a focus of many change initiatives (Barbour, 2016). Academics and professional services (PS) collaborate particularly closely on placement activity and, given it could be argued that PS have greater expertise, it is an interesting field for studying leadership and change in HE (Jones & Harvey, 2017).

A review of the literature revealed that the majority of texts on higher education leadership focus on the role of academics, e.g., (Brown, 2011), (Jones & Harvey, 2017), (Petrov, et al., 2006) (Bolden, 2011) (Bryman, 2007) (Boyett, 1996), with very few empirical studies into the role of professional services. Leadership behaviours and activities appear different depending on where you are situated in the organisation (Bolden, et al., 2009), so the perspective of PS is a valid inquiry.

Comparative analysis of careers and placements services in two HEIs can help identify good practice in leadership and change management, to inform an upcoming change initiative in HEIC - the researcher’s institution.

![The University Value Chain](image)

*Figure 1: The University value chain (Groves, et al., 1997)*
Porter’s (1985) Value Chain model was adapted by Groves, et.al. (1997) to show how it applies to the HE context. Careers, employability and placements feature both explicitly and implicitly through teaching provision and student recruitment. This model proposes, therefore, that careers education is a primary component of the value added by HE to society.

**Summary of findings**

A SWOT analysis demonstrated that participating services exhibit similar strengths and weaknesses, and face similar opportunities and threats. Comparisons between the institutions, therefore, are likely to be relevant.

Common themes arising from this analysis included:

- **Strengths**
  - Good stakeholder engagement

- **Weaknesses**
  - Inadequate organisational structure

- **Opportunities**
  - Government policy encouraging measurement of employability

- **Threats**
  - Lack of knowledge about careers amongst institutional leaders

Data from the interviews showed that the participants are confident in their own expertise in the field of careers and placements. Participants carefully assert leadership to develop placement activity and support students. In many cases, interviews undertaken for this project showed that academics are pleased to be given advice by people who are trained and experienced in this area. Each institution demonstrated some of the characteristics of distributed leadership to different degrees. None of the institutions exhibited all characteristics, however, and recommendations will be for changes that could bring about greater success in embedding a model of distributed leadership.

**Project aim**

The aim of this project is to test the following statement:

*To increase its chances of meeting the government’s agenda for improving outcomes from university graduates, placements staff in HEIC should employ a model of distributed leadership.*
Objectives and literature review

Objectives

Terms of reference

Placements services were chosen as a case study because:

- They are an area of development for many universities as a proven method to improve graduate outcomes;
- Placement provision involves partnerships between academics and PS, and can be an area of academic resistance, requiring PS staff to adopt a strategic approach to influencing;
- Academics aren’t necessarily placements experts, so PS may be required to lead.

The research aim was to study PS approach to delivering a key part of the respective institutions’ responses to the Government’s employability agenda.

Careers and placements services were considered to be the internal environment, with the wider university as the external environment.

Literature review

The UK Higher Education context

The UK Government’s policies of introducing market forces and competition to the HE sector are having profound effects. Students are increasingly acting like consumers – understandably seeking value for money for annual undergraduate tuition fees of £9,250. As a response, institutions are adopting management practices that have, until recently, been the preserve of the private sector (Bleiklie, 2018).

In this marketised and competitive sector, applicants have a number of tools to help them choose where to study, most of which include employability metrics. The Guardian University League Tables (The Guardian, 2019) measures career outcomes six months after graduation; Unistats² allows applicants to compares courses and includes salary data after six months and three years. The Teaching Excellence Framework (TEF) (Office for Students, 2018) places importance on employability in the curriculum and graduate outcomes.

The idea that universities even have a role in, let alone should be measured by, graduate employability, remains contentious. Some academics believe that the employability agenda is diminishing higher education (Frankham, 2017), but many accept that students are increasingly career-minded and wish to see a return on their considerable investment (Taylor, 2006).

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² https://unistats.ac.uk
Academic members of staff are subject experts engaged in teaching and research, but do not necessarily feel that they have enough knowledge of the ‘real world’ (Pitt & Mewburn, 2016) to adequately advise students on employability matters such as work placements, how to research employers, or how to prepare for an interview. Therefore, many institutions look to their professional services careers teams to take a lead on these activities (Watts and Butcher, 2008:3 in (Barbour, 2016)).

The working environment for PS looks very different to that of academics. They do not have the same tenets of academic freedom and autonomy, and are therefore more accustomed to working in a management hierarchy (Watson, 2000). Academic reluctance to accept authority — even from fellow academics in formal leadership roles (Bolden, et al., 2015) — can lead to a corresponding reluctance to change (Taylor, 2006). However a recent empirical study found PS staff takes satisfaction from challenges and variety (Regan & Graham, 2017).

**Traditional change management theories**

Change management as a field of study began with Lewin’s characterisation of change as a planned activity (LaMarsh, 2015), (Al-Haddad & Kotnour, 2015). Lewin’s Force Field analysis can demonstrate where the drivers and resistances to change lie (Lewin, 1948 in (Cameron & Green, 2004). It is often combined with his three-step model as shown in the diagrams below.

![Figure 2: Lewin's Force Field Analysis. Adapted from (Cameron & Green, 2004)](image-url)
The next wave of development in change management was led by Kotter, who proposed an eight-step framework, adding specific action points to Lewin’s model.

While Kotter’s model of change presents a more nuanced view of change, it remains formulaic, and assumes that change can be mapped out as a series of predictable steps, rather than a continual process during which organisations evolve.

Kotter’s eight-step model was tested in HE by Wentworth, et al (2018). This case study found that the outcome produced by using the model was favourable, however, when events deviated from the plan it gave little guidance on how to correct the course.

Despite the growing number of change management studies and theories, the success rate remains at around 30% (Al-Haddad & Kotnour, 2015), suggesting that planning efforts do not automatically create the preferred outcome. Burnes & Jackson (2011 in (Al-Haddad & Kotnour, 2015)) conclude that one of the reasons behind the high failure rate is a mismatch between organisational values, the type of change desired, and the approach taken in implementation.
Leaders, therefore, have the responsibility to ensure that changes are introduced in a manner that is congruent with the values and culture of the organisation. If a change is imposed on an organisation, it can tend towards a ‘punishment-centred’ bureaucracy, which is ruled by discipline and sanctions. If the change process is managed poorly, the efforts might be ignored, leading to a ‘mock’ bureaucracy (Gouldner, 1953).

Traditional change management and leadership theories are based on rational and efficient hierarchies and so have little relevance to universities (Weick 1976 in (Pounder, 2001). HEIs are continually evolving, complex entities and they operate within a super-complex sector (Barnett, 2000, p. 32). In organisations where change is the norm, the concept of ‘freezing’ an organisation is “… a quaintly linear and static conception,” (Kanter, 1992 in (Burnes, 2005)). Kanter’s own ‘ten commandments’ of change – and other formulaic models – have been criticised as ‘snake oil sales pitches’ (Graetz & Smith, 2010) with little basis in the reality of human behaviour. It would appear, therefore, that another approach is necessary.

**Adaptive change**

If the HE sector is continually experiencing complex change, the concept of adaptive change, as defined by Heifetz (1994, 2001, 2004), may be more relevant. Heifetz recognised that some types of change can require individuals, teams and organisations to examine - even modify – fundamental and ingrained tenets and routines.

Adaptive work is required when our deeply-held beliefs are challenged, when the values that made us successful become less relevant, and when legitimate yet competing perspectives emerge. (Heifetz & Laurie, 2001)

Heifetz categorises types of change by the complexity of the problem and solution, as shown in Figure 5. Situations are classified by the extent of the learning required in defining both the problem and solution – and who needs to undertake that learning.

Technical work is that where the end result and the solution is known – although it could be complex. In many situations requiring adaptive work, both leaders and team members need to undertake learning to define the problem, and more learning to devise the solution. A core principle of adaptive change is to create an environment where learning can take place, and where competing ideas can be discussed and flourish (Heifetz, 1994).
Even within Type III change, where the team holds more responsibility than the formal leader, Heifetz still provides a role for authority. In these situations, leaders should:

- Identify the challenge
- Keep the stress levels of the team high enough to produce results but low enough that nobody burns out
- Focus on the issue rather than distractions
- Distribute work at a reasonable rate
- Create an environment where everyone feels empowered to ask ‘hard questions’ *(Heifetz, 1994, p. 128)*

An adaptive change process — requiring learning by all — is more likely to result in a representative bureaucracy *(Gouldner, 1953)*, where rules and routines emerge by consensus, and leadership is based on expertise.

**Leadership theories**

Effective leaders are often seen to have a specific set of traits and behaviours which allow them to inspire followership *(Early, 2017)*, including self-awareness, self-confidence, empathy and social skill *(Goleman, 2004)*, *(Bryman, 2007)*. Whilst this type of leadership can have value in providing a clear structure for organisations to meet their goals *(Petrov, et al., 2006)*, it suggests that leaders inherently belong to an exclusive club of ‘deviant individuals’ *(Boyett, 1996)*.
Revering intrinsic traits can lead to the idea of ‘heroic leadership’ – where leaders are idolised and seen as crucial to an organisation. In reality, the effectiveness of a leader is often dependent of factors outside their control (Collinson & Collinson, 2009).

Leadership studies moved through a series of iterations, including transactional leadership, contingency theory and transformational leadership theory (Early, 2017), all of which placed the leadership power and responsibility, to varying degrees, on an individual with formal authority. Yet mistaking authority for leadership is a problem – authority can be taken away as easily as it is given (Heifetz, 1994, p. 57).

With regard to this report, resistance to the employability agenda is creating tensions within HE which require a new approach to leadership (Jones & Harvey, 2017), where it is reframed within the sector as collective responsibility rather than individual power; and a process of learning and cooperation rather than a heroic, solo endeavour (Heifetz, 1994), (Mintzberg 2006 in (Collinson & Collinson, 2009)). This type of leadership — distributed leadership — is not a new idea, but the pressures of marketisation are driving it into the foreground in HE (Bolden, et al., 2015).

**Distributed leadership**

*Effective leadership is best achieved through teams, not heroes.*

*(Bennett & Hempsall, 2010 p5)*.

Distributed leadership (D.L.) allows for a more nuanced and inclusive perspective on life within an organisation – one which the HE sector appears to have embraced (Petrov, et al., 2006). D.L. consists of groups, teams and individuals influencing strategy and displaying leadership at all levels (Bolden, et al., 2009).

In a review of the literature, Bennett, et al (2003) identified three qualities of D.L.: leadership as an emergent property of a group; leadership with open boundaries; leadership situated with expertise and distributed across the organisation. These criteria are defined in this report as:

- **Emergent**: an unplanned process
- **Open**: driven by relationships and shifting between individuals (Alvesson, 2013)
- **Distributed**: sits with, and is available to, anyone with the required expertise.

Under these circumstances, it is important to work within boundaries, and for staff to be empowered to make decisions – and make mistakes (Bolden, et al., 2009). Therefore, strong leadership is a pre-requisite for effective distributed leadership frameworks.

The view of leadership as a process does not necessarily simply transpose on to existing structures. A paradigm shift must take place in recognising that leadership is performed by all who work in the
institution (Jones & Harvey, 2017). Watson (2000, p. 5) suggests that HEIs already have a structure that fits D.L., with a shared sense of responsibility for success and expertise dispersed across multiple departments (Green & Ruutz, 2008 in (Jones & Harvey, 2017)).

Sustainable change only happens when people are prepared to confront, and think radically about, key issues (Collins, 2001), (Attwood, et al., 2003). This ‘new leadership game’ values engagement and involvement, rather than hierarchical domination, and devolves power to the many rather than the few (Attwood, et al., 2003, p. 17).

If leadership in HE belongs to everyone “from the Vice-Chancellor to the parking attendant,” (Davis & Jones, 2014), then change initiatives must take a whole system approach, and link top-down directives and frontline staff. This link is most often middle managers (Dauphinais, 1996), (Attwood, et al., 2003, p. 9).

Organisations should think carefully about structure and suitability of operating a model of D.L. Formal leadership plays a key role in offering learning and development opportunities, empowering staff to recognise when D.L. is appropriate, and providing an organisational framework for accountability (Pearce, 2004 in (Hempstall, 2014)).

Critique of distributed leadership

Distributed leadership may appear to be more progressive and participatory (Alvesson, 2013), where each individual has the chance to lead on their area of expertise. However, whilst it builds on the traditional dynamic of leaders and followers, it still makes the distinction between the two groups (Linstead, et al., 2009, p. 511). Senior leaders set the rules within which the complex system can organise and change, and so formal and authoritative leadership is a prerequisite to distributed leadership. This could be an advantage in HE, where many appreciate the structure and vision provided by senior leaders (Bolden, et al., 2009).

Alvesson (2013) is concerned with shifting the concept of leadership (with a ‘little l’) from positions of authority to mundane activities. If leadership is something with which any member of staff can be entrusted dependent on their knowledge — rather than authority — lines of accountability and power can become blurred (Collinson & Collinson, 2009), and it becomes unclear about what, exactly, is being distributed (Petrov, et al., 2006), (Bolden, et al., 2009).

In a complex system, this has the potential to lead to breakdowns of process and communication – which could contribute to a decrease in organisational efficiency (Pounder, 2001). This may, in turn, counter any increases in productivity that arise from faster decision-making and an increase in morale from empowering staff (Pearce, 2004 in (Hempstall, 2014)).
Specifically within HE, Bolden et. al., (2009) argue that distributed leadership does not accurately reflect the reality within the sector as HEIs are ultimately hierarchical institutions (Watson, 2000). Power is not always distributed in correspondence with leadership responsibilities (Bolden, 2011), which can cause confusion and frustration; leading to staff feeling that D.L. is no more than rhetoric.

**Leadership and strategic change**

When organisations need to undertake complex, adaptive change, all members of the organisation have the responsibility to undertake the learning needed to define problems and devise solutions. Managers take on a role that allows discussions to take place between different groups, and co-ordinates development. Collins (2001), describes the process of leadership as being an “agent of incremental change.”

Leaders in HE should carefully consider how strategic change will contribute to their institution’s ability to survive – or ideally, thrive – in competitive knowledge economy. Government policy places increased importance on student choice and value for money, and the White Paper published in 2016 (Department for Business Innovation and Skills) allows for new entrants to the HE market, citing student choice and achievement as a primary concern.

A useful tool could be Porter’s generic strategies (Porter, 1980), which are applicable to the marketised sector. These are:

- Cost leadership (low price)
- Differentiation (creating something unique)
- Focus (serve a segment of the market well, do not engage with other segments)

HEIs tend to employ a differentiation strategy, presenting their institutions in marketing materials as exceptional in some aspect. Cost leadership is an undesirable strategy – few institutions charge less than the maximum fees set by the Government³; possibly because cheaper tuition implies lesser quality. A focus strategy can be employed by some (generally small) specialist colleges e.g. music and/or performing arts institutes⁴, but they are also competing against other specialist colleges and must also differentiate their institutions.

³ [https://www.theguardian.com/commentisfree/2016/apr/19/degree-graduates-low-pay-high-debt-students](https://www.theguardian.com/commentisfree/2016/apr/19/degree-graduates-low-pay-high-debt-students)

Methodology

Primary research

The research was designed as a comparative, multiple-case study, focusing on three HEIs, designated HEIA, HEIB and HEIC.

HEIA and HEIB were studied to test whether distributed leadership is present in each institution, and, if so, to understand how it contributed towards a recent change initiative. The findings were applied to HEIC, which is at the beginning of a large-scale change process.

Within HEIA and HEIB, group interviews (focus groups) were used to gain an understanding of the culture within each institution. Participants then collectively agreed on which aspect of a recent change initiative would be the focus of the individual interviews. The individual interviews were semi-structured, and designed to gain an understanding of each participant’s role in, and perception of, the events and activities.

Questions asked in the focus groups were identical, and asked in the same order, to allow comparison. Three main types of question were used:

- Primary questions to ensure that the participants addressed the research brief;
- Probing questions to understand activities and roles in more detail;
- Follow-up questions were not necessarily directly related to the research brief but were deemed an interesting avenue of inquiry which may yield ideas meriting exploration (Rubin & Rubin, 2005).

In HEIC, a focus group was held to understand institutional culture, drivers and barriers to change. Individual interviews did not take place, as in HEIC the change initiative was in the future, and participants would not be able to describe events and activities.

In-depth interviews are an appropriate method of gathering qualitative data on how and why events occur within organisations (Hair, et al., 2007). Understanding activity can help to identify patterns in structure and individual agency (Gronn, 2002).

By describing and analysing events using a constructionist approach (Rubin & Rubin, 2005), this study does not aim to generate new theory but test existing theory in the context of HE placements services. Identifying models of good practice from HEIA and HEIB will contribute to a set of recommendations for HEIC.

Analysis was undertaken using deductive reasoning, using the concept of distributed leadership in careers services as a working theory, and the interview data as empirical research (Ghauri & Groenhaug, 2010).
Sample selection

Participants were sought by emailing an invitation to the ‘AGCAS Heads’ JiscMail list\(^5\). This is an email distribution list for Heads of Careers and/or Placements services, at institutions that are members of the Association of Graduate Careers Advisory Services\(^6\).

Participants were requested to work in a careers or placements service that had experienced significant change within the previous two years. Three heads of service responded, and once initial contact had been made, a telephone call took place to explain more about the study and understand more about the institution.

Of the three interested parties, two HEIs were selected as suitable subjects. The author’s institution is of a medium size, and gained university status in the mid-20th Century. The two HEIs selected to participate were HEIA, a small, ‘new’ university, and HEIB, an older university.

The heads of services chose the individual participants from each institution, with the request that they represented a range of job roles and grades.

Secondary research

The primary research was supplemented with secondary research. The following sources were identified as secondary data:

- Organograms provided by the HEIs
- The institutions’ websites
- Government policy documents
- League tables

Analysis

Group and individual interviews were transcribed and content analysis performed in Nvivo 12\(^7\) via descriptive coding of themes. Two examples of coding can be found in Appendix 4.

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\(^5\) Email discussion lists for the UK education and research communities: [https://www.jiscmail.ac.uk/](https://www.jiscmail.ac.uk/)

\(^6\) [http://www.agcas.org.uk/](http://www.agcas.org.uk/)

\(^7\) [https://www.qsrinternational.com/nvivo/nvivo-products/nvivo-12-pro](https://www.qsrinternational.com/nvivo/nvivo-products/nvivo-12-pro)
Critique of methodology

Sample
Only members of AGCAS were invited to participate, and there may have been suitable HEIs outside of this group. HEIs were chosen by convenience sampling (Hair, et al., 2007, p. 181): the most critical factor was which HEIs could accommodate a face-to-face visit in a suitable timescale. Only professional services careers staff participated. This was the intention of the project, to fully focus on the professional roles in an area of strategic change. However, this could have produced a narrow focus and perspective — even a single HEI can exhibit ‘multiple personalities’ depending on the perspective (Bargh, et al., 2000, pp. 112-3), and so vital viewpoints may have been omitted, despite this being an intentional boundary of the study.

Heads of service selected the individual participants, as they had knowledge of the team, and formal leverage to encourage participation. However, it is possible that they chose participants who were uncritical of their leadership or in agreement with their behaviour. The confidentiality agreements, and private individual interviews, were designed as to mitigate this effect, but are unlikely to have eliminated it.

Design
A flaw with the multiple case-study design is that it can lead to the researcher focusing on variations between participants rather than the subject to be studied. ((Dyer & Wilkins, 1991) in (Bryman & Bell, 2011, p. 74)). To minimise this effect, a hypothesis was created; testing a hypothesis meant that it was possible to continually refer back to the question being investigated. Case studies can allow for in-depth analysis of a given situation, however, it is not always appropriate to extrapolate findings or draw general conclusions applicable to other situations (Denscombe, 2004).

Participants in the group interview may have been cautious in their answers, as their colleagues and — in some cases, managers — were present. Equally, in the individual interviews, participants may have been unwilling to present the full story to a researcher who is not well-known to them.

Secondary sources
The secondary data used for this report are set out below:
Sources produced by the individual HEIs are often used as marketing tools, and should be viewed with caution as they will present an uncritical view of the institution, and will not contain any unfavourable information.

HEI organigrams go out of date quickly – all of the HEIs were happy to provide the documents but stressed that they may not reflect the true picture. This is consistent with research by Bargh, et al., (2000), who described them as ‘historical documents’.

League tables are comparative tools, however many commentators argue that they should be disregarded as not presenting a true picture of the U.K. HE sector. Similar criticisms are made of the TEF metrics, which have the additional disadvantage that the National Union of Students encouraged a boycott of the National Student Survey, one of its key components, potentially affecting the outcomes.

Transcription

Transcripts were created from the audio recordings as quickly as possible after the interviews, to ensure that the conversations were fresh in the memory. Pauses, colloquialisms and verbal tics (such as ‘um’, ‘you know’) were disregarded. No significant nonverbal communication or interactions.

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8 https://wonkhe.com/blogs/tef-wont-sweeten-my-rankings-rancour/
10 https://www.timeshighereducation.com/blog/stop-celebrating-tef-results-your-hypocrisy-galling

University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
between focus group participants were observed. It is possible that some important information was contained within these sections.

In allowing participants to ‘sign off’ the transcripts, it is also possible that excessive caution was employed to avoid controversial statements. However, great care was taken to preserve accuracy in the text.

Using NVIVO

Nvivo has been criticised as a method for analysing qualitative data as taking some concepts out of context (Buston, 1997; Fielding & Lee, 1998 in (Bryman & Bell, 2011)), and when analysing group interviews, it lacks the ability to connect communication between participants (Catterall & Maclaran, 1997 in (Bryman & Bell, 2011, p. 607)). To mitigate this effect, the group interview transcripts were cross-checked for themes and annotated.

The learning curve for Nvivo was steep; interview coding for previous projects had taken place manually. Although great care was taken to use the software accurately, using Nvivo introduced the risk of inaccuracies entering the process.

Project activity

Primary research

To encourage participation, an email was sent to all heads of careers services in the AGCAS network, describing the nature of the research and the expected level of commitment. Four universities responded, citing the turbulent landscape in HE and their willingness to examine their departments’ capacity for change. Each of the four heads of service participated in a half-hour phone call to discuss the project and all were amenable to taking part.

The participating universities were:

HEIA is a small institution in South-West England. It has fewer than 50 students currently on placement, with targets for higher numbers in the coming years.

HEIB is a very large ‘Russell Group’ University with a substantial number of students currently on placement (academic year 2018/19), and has a universal placement module.

HEIC is a medium-sized institution with around 250 students on placement.

Interviews

Interviews were held between 7th and 20th March 2019. They all lasted for 45 minutes and were audio recorded. All interviews were held in person, in a private meeting room to avoid interruptions.
Participants were sent an information sheet and consent form by email, prior to the visit (see Appendix 1). The information sheet detailed the purpose and parameters of the study, and explained what the collected data would be used for. The consent form was signed by all participants, and detailed confidentiality, data protection and gave consent to the interviews being recorded.

An example focus group transcript is found in Appendix 2. An example individual interview transcript is found in Appendix 3.

All participants are referred to in gender-neutral terms. For the purpose of this report, each was allocated a letter and number corresponding to their HEI and the order they were interviewed; for example, the third interviewee at HEIA is A3.

**FOCUS GROUP**

The focus group was held first. Structured questions were asked to gain an understanding of the culture and power dynamics and at the institution. The group was then guided to form a consensus on a significant strategic change, to be discussed in depth during the individual interviews. This ensured that all participants were describing the same events and activities.

Questions asked at the focus group were:
1. Do you think that careers and placements are high on the agenda at your institution?
2. How would you describe the power distribution?
3. How would you describe the culture at your institution?
4. What is the most significant change that you have recently experienced?*

*Q4 was designed only to generate a consensus on the topic for further exploration, and therefore is not included in detail in further analysis.

**INDIVIDUAL INTERVIEWS**

Individual interviews were less structured, concentrating on three main questions:
1. Please can you describe the change that we agreed on in your own words?
2. What was your individual contribution to that change?
3. How did you change your practice?

These questions were intended to delve into what happened, how it happened, and who took particular roles.

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University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Anomalies
Participant A4 was unable to attend the focus group, but was interviewed individually. Some of the topics that would have been covered in the group interview were instead covered in the individual interview.
At HEIB, B3 entered the discussion around halfway through (20 minute mark). They did not participate in discussions about culture and power at the institution.

Analysis and coding
The focus group and interview audio recordings were transcribed and edited for clarity. They were then imported into Nvivo, where phrases were assigned codes, corresponding to concepts from the literature.
Group interview transcripts were also coded with perceived strengths, weaknesses, opportunities, and threats of the placements services, and the results set out in the findings.

Secondary research
Secondary research was used to inform the research questions and provide context to the findings. Institutional strategies and organisational charts provided a comparison, between what the HEIs are publicly stating as their aims and priorities, and the lived experiences of staff.
League tables and government policies provided national context. Documents such as guidance for Universities in completing the TEF submission (Office for Students, 2018) demonstrate the policy drivers for HEIs to embed employability and placements into the curriculum.

FINDINGS
FINDINGS FROM SECONDARY DATA
All of the HEIs operate a universal module which allows any student to opt in to a 12-month placement between years two and three of an undergraduate degree.

<table>
<thead>
<tr>
<th></th>
<th>HEIA</th>
<th>HEIB</th>
<th>HEIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guardian University League Tables 2019</td>
<td>Top 100</td>
<td>Top 20</td>
<td>Top 20</td>
</tr>
<tr>
<td>Times World Rankings</td>
<td>Unranked</td>
<td>Top 150</td>
<td>Top 150</td>
</tr>
<tr>
<td>Times UK Rankings</td>
<td>Unranked</td>
<td>Top 25</td>
<td>Top 25</td>
</tr>
<tr>
<td>TEF Award</td>
<td>Silver</td>
<td>Gold</td>
<td>Silver</td>
</tr>
</tbody>
</table>

Figure 7: Rankings and awards
This data provides only an indication of quality rather than an absolute measure, and is used as a guide. This is because:

- Employment information used in the 2019 rankings is from the Destination of Leavers from Higher Education survey for academic year 2016/2017, which is published in 2018/19. This survey relates to undergraduates who entered the institutions in 2013/14 for a three-year degree, and 2012/13 for a four year degree (students on an integrated Masters course, or who undertook a study abroad/placement year). This means that changes that took place in the last six years would not have had a full impact on the students;
- Employment outcomes constitute only an element of each of these metrics — and placements activity is only an element of employability;
- Even small variations on employment outcomes can have a large effect on the ranking as institutions can be only a fraction of a point apart;
- The surveys used to measure employability always relate to graduates of the previous academic year, who would have begun university over five years previously, making the information dated (Christie, 2018).

HEIA’s teaching and learning strategy is linked to the institutional vision of a transformative cultural and creative hub. Student experience is woven through all aspects of the strategy; however careers and placement opportunities are mentioned only in the context of facilitating international experiences.

This is inconsistent with the primary data – participants felt that careers, employability and placements were high on the organisational agenda. The mismatch between strategy and experience will be discussed in this analysis.

HIEB’s strategy places high importance on providing opportunities for students. It explicitly states that the working environment will be ‘high-trust’ to enable employees to deliver the best experience for students.

This strategy strongly implies that distributed leadership is a feature of this HEI, and that individuals would be trusted to carry out their duties. This sense was corroborated by the primary data, whereby participants felt that they were valued as careers professionals and “trusted to get on with it.” (B1)

HIEC’s strategy emphasises disruption and pioneering behaviours. It aims to have world-ready graduates who have had opportunities to undertake work-based learning worldwide.

The primary data showed that the thinking around what this strategy would mean in practice was...
still at a very early stage. Universal placements were not enthusiastically embraced, or even understood, by some faculties.

**Primary data analysis**

A SWOT analysis was considered more appropriate than using a PESTLE. SWOT allows a greater analysis of the internal working environment, whereas the political, economic, social, technological, legal and environmental issues would be similar (although not identical) for each HEI. When studying leadership, considering the immediate environment of the team is an appropriate method (Handy, 1999, p. 112).

Analysis was carried out using interview transcripts. Participants were not asked about their perception of strengths and weaknesses directly, to maintain the flow of discussion and elicit more natural responses. Only the group discussions were considered for the SWOT analysis, as one-to-one interviews focused on the individual’s experience and perception.

A full SWOT analysis is shown in Appendix 5, and the results displayed below, with factors that are unique to an institution are in bold. The differences are significant because HEIs tend to employ differentiation strategies (Porter, 1980), and differences between the institutions could be sources of competitive advantage.

![Figure 8: SWOT Analysis](image-url)
Key findings from SWOT analysis
Stakeholder engagement was felt to belong in all categories by participants from HIEB and HEIC. This contradiction reflects the complex relationship that the service has with other university departments, described in more detail below. In HEIA, stakeholder engagement was seen as a strength and an opportunity, but not a weakness or threat. The comparatively positive outlook could be related to the culture of HEIA: placements and careers professionals are viewed as teaching staff, and teaching is a valued activity, making academic engagement a conversation between equals.
All participants welcomed government policies encouraging an increased focus on employability, and recognised the opportunities that they provided for careers services.
A notable opportunity found in HEIB, but in neither of the other institutions, is a system of evaluation. Participants felt that both their internal self-evaluations, and the institutional requirement to measure the impact of their work, provided an opportunity to recognise and continue successful activity, and to identify and correct activity that was not having the desired effect.

Institutional context
The focus group questions were intended to reveal the HEIs respective priorities and culture, providing context to the subsequent findings; summarised below:

Q1. Are careers/employability/placements high on the agenda?

<table>
<thead>
<tr>
<th>HEIA</th>
<th>HEIB</th>
<th>HEIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – because it is high on the government’s agenda, and it helps with student recruitment.</td>
<td>Yes – because of the TEF and measurement of graduate outcomes.</td>
<td>Yes – but the process is just beginning and it is unclear how it will progress.</td>
</tr>
</tbody>
</table>

Q2. How is the power distributed?

<table>
<thead>
<tr>
<th>HEIA</th>
<th>HEIB</th>
<th>HEIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals hold the most power – especially academics.</td>
<td>Strategy is developed centrally with school and faculty input integrated.</td>
<td>With academics. There are influencers who do not necessarily hold formal power.</td>
</tr>
</tbody>
</table>

Q3. How would you describe the culture?

<table>
<thead>
<tr>
<th>HEIA</th>
<th>HEIB</th>
<th>HEIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small, community institution. Relationship-driven and collaborative.</td>
<td>Supportive and collaborative, senior manager buy-in. Expertise is respected.</td>
<td>Careers service is supportive but the institution has a problematic culture. Relationship-driven.</td>
</tr>
</tbody>
</table>
The focus groups described three institutions with very different qualities. HEIA and HEIB were at a more advanced stage than HEIC of implementing changes to respond to the employability challenges set out in the White Paper (Department for Business Innovation and Skills, 2016). Participants characterised HEIA as a collegial institution, where academics and PS enjoyed parity of esteem. Power is held centrally, however the senior leadership is approachable and values the expertise of the careers team. The universal placements module was introduced five years ago, under a previous leadership team, who were more distant and did not undertake consultation or invite feedback. Participants felt optimistic that the new leadership team is more supportive and this would assist them to implement the placements module.

HEIB is developing functional leadership for employability with central administration working with faculty employability leaders to deliver institutional strategy and enable change which takes into account local context.

Whilst league table information suggests that HEIC is most similar to HEIB, this data has drawbacks (as previously discussed). League tables and TEF awards are important to institutions, as they are designed to help students make the decision about where to study. The focus group data suggests that HEIC has more in common with HEIA – power is held with individuals, and the institution operates more like a network of relationships rather than a hierarchy like HEIB. When drawing conclusions, these similarities and differences will provide the context to identify the measures that are suitable for HEIC.

Scenario: HEIA

Five years ago, the senior leadership committee decided that HEIA would expand the placements module in its Business School, to allow all students to undertake a placement. The careers service — despite being a crucial part of delivering this initiative — were not consulted or informed in person, but found out by chance.

This lack of consultation or planning resulted in the service being unprepared to expand its offering, particularly as the institution’s strategy was not suitably structured, and no additional resources were provided. Participants felt that the leadership committee did not fully appreciate the scale of the work or the increase in resources required to deliver this activity.

At the same time, the head of careers post was vacant, with participant A1 informally acting up into the role. It was under these circumstances that staff within the careers service needed to ‘learn the ropes’ (A1) about what they needed to do to so that the committee’s decision could be delivered.
Scenario: HEIB

HEIB is in the final stages of a structural change process, which has taken a number of years due to its institutional scope and the university’s size. In this process, all PS, whether support staff in the faculty or central services, are increasingly aligned within a single service. The new division was intended to reinforce the institution’s commitment to teaching excellence. It was initiated long before the TEF was created, allowing HEIB a competitive advantage.

Participants B1 and B2 have worked in the central careers service since before SES was introduced, and felt that the process had been inclusive and consultative. B3, however, originally worked as placements support within a faculty, and their role had recently been migrated to the central service. Although B3 felt generally positive about the new configuration, they had experienced more difficulties than their central colleagues. They did not feel that the leadership had communicated sufficiently about the strategic implications, and that there were some practical problems – such as bidding for recruitment and finances – that had not yet been solved.

HEIA AND HEIB: emerging themes

The HE context

Government policy had a profound effect on the careers services in both institutions.

A2: Careers used to be five people in a cupboard. I’m sure that we wouldn’t have such a large team now if employability wasn’t a key government objective.

B2: TEF and the new Graduate Outcomes have cemented an imperative for the institution to increase opportunities for students.

All participants reported some resistance to this new priority, but the reasons differed between HEIA and HEIB.

A1: We’re trying to meet the University’s objective of placements across the subjects, but some course leaders don’t agree that their courses should include a placement year - they believe employability is already embedded into their teaching. So there’s conflict there, but academics hold the key.

B1 thought that it was academic pressures and the volume of work required created resistance.

B1: Students and the institution are expecting more from [placements and employability]. I can certainly understand that academics might not see it as a priority. We’ve all got a lot of competing pressures and it’s yet another thing to do.
ADAPTIVE CHANGE

In HEIA, the careers team needed to step into a gap that was created by the sudden introduction of universal placements. The team began a process of learning – they took advice from a neighbouring institution, the AGCAS network, and internal teams such as finance. Simultaneously, the leadership were beginning to understand the wide-ranging implications of implementing a universal placements model, because at first, “They didn’t appreciate the knock-on effect and the huge implications across the whole university,” (A1).

With the problem definition and the solution requiring learning on the part of the leaders and team, but the focus of the work on the team, HEIA needed to undertake adaptive change within a Type III situation (Heifetz, 1994).

In HEIB, senior managers appeared to take a very structured approach to changes, along the lines of Kotter’s (2012) eight steps, with an imperative for change, a powerful coalition and leaders communicating the vision.

**B1:** I understand the key messages for the organisation; they are communicated consistently by all of the senior managers - from the VC down. There’s a degree of clarity and confidence that comes with that set of clear programmes. Every meeting I’m at we have the same messages, and they are very visible to managers and the academic community.

By using a planned approach to change, it would appear that barriers and resistances were minimised, and the main challenges were the complexity and size of the institution. This type of change would be characterised as Type I/Type II (Heifetz, 1994).

Distributed leadership

Referring to Bolden’s (2009) pre-requisite of strong formal leadership; and Bennett’s (2003) framework of distributed leadership as an emergent process, with open boundaries, and sitting with the experts, evidence was found to support the hypothesis that careers services were using distributed leadership techniques to drive forward the change process.

Evidence of an emergent process

Leadership as an emergent process was most evident in HEIA. When the decision to develop a universal placements module was discovered, A2 realised that they needed to exert some control over the process.

**A2:** Senior managers left all of the decisions about implementation to us. The more we unpicked it, the more we realized we had to drive it. So we went beyond the original idea of administering placements, and took ownership of the whole process.
Leadership within HEIB was much more hierarchical and ordered – an emergent process in an organisation of its large size may have created duplicated processes. Leaders at all levels were empowered to make decisions, but they have been granted that permission, rather than the process emerging.

**B1:** There is a structure written down and there is a management team. There is a professional service that is responsible for delivering student services to a high standard. But you can’t wait for one person to make a decision in a place like this; decisions have to be made at all levels.

**Evidence of open boundaries (relationship-driven leadership)**
Participants in both institutions displayed leadership by engaging with academic staff, and requesting support from senior managers.

**B2:** …we work continually to ensure there is academic buy-in, and encourage that participation, and getting senior academic buy in to support us.

In HEIA, however, this did not always go to plan.

**A1:** There was a huge communication piece that had to take place because academics hadn’t heard of it. We were having conversations and engaging them to let them know what was happening, but initially they didn’t really take it seriously. We tried to create newsletters that somebody more senior would send out to add weight to our communications, but that was pushed back.

**Evidence of leadership distributed with expertise**

**A2** felt that their professional experience and knowledge helped alleviate senior managers’ concerns about delivery of placements:

**A2:** I think [senior managers] were apprehensive about the work that was involved, and how it would be delivered. I was told that I was going to manage it, because I’m an expert and have managed things well in the past.

**A3** saw taking this expertise-based leadership role as an opportunity to expand boundaries.

**A3:** Some of the tutors responded really positively… some of them were a bit nervous because they know their subject but they don’t necessarily know about careers or placements. So it had the potential to open up even more relationship building.

**A2:** I suppose on how it was going to be delivered, there was no consultation, it was just ‘well it’s down to you to decide that’ and the more we unpicked it, the more we realized we had to drive it. Careers staff in both HEIs felt that managers were happy for them to lead on placements and employability.
B3: Our work is valued in that [heads of school] are happy that employability activity is going on, provided someone else is doing it.

B1: The senior managers will say ‘this is where we need to be, and we would like you to get us there’.

Careers staff in HEIB are actively encouraged by senior managers to take a leadership role, with B2 leading the development of an institution-wide employability network, “and that’s quite a big thing (B2).”

Evidence of strong formal leadership

The introduction of a universal placements module at HEIA came as a surprise to the careers service in HEIA. Participants spoke about ‘the decision’, in a passive voice, as if change was happening to them. They were unhappy about the lack of consultation, and felt that the senior managers did not support them, as if they were being ‘punished’ (Gouldner, 1953).

A2: So the decision was made...

A1: ...it was a simple point within a meeting, which got picked up and run with... we weren’t involved with that at all.

In HEIB, formal leadership was more consultative. The major structural changes felt more like the organisation evolving.

B1: [We had a] sense of consensual development rather than anyone saying that we need to centralise to be more efficient, or devolve to be more responsive. We set priorities in consultation with the centre and the function managers, then [the action plan] is discharged through the faculties.

Findings from heic

Analysis of HEIC seeks to understand the organisational culture, the challenges it will tackle and the barriers to change.

Participants from HEIC felt that institutional commitment to careers and placements was inconsistent.

C2: In some schools it's high on the agenda, and other schools it's not, but it could be because careers isn't their area of expertise... and academics have a lot of other pressures.

C3: In some schools, placements aren't even on the agenda, let alone high or even halfway up.

This suggests that HEIC may face similar challenges to HEIA in engaging academics. There was an awareness that formal leaders will need to play a role in influencing any staff reluctant to participate in the employability agenda.
C1: [They need to provide a] top-down steer for [placements] to grow and progress and to be accepted in those areas that don’t currently accept it.

There were similar concerns to those found in HEIB about heavy academic workload and competing pressures.

C1: ...you go to certain meetings, you realise what a tiny slice of the schools agenda [employability is]. They have so much more to be concerned with.

Power but does not necessarily sit with the formal leaders and the structure is opaque.

C2: There tend to be key influencers within schools and they can be very different people. We have to work out who they are... it isn’t obvious.

If stakeholder engagement was a key element to success in HEIA and HEIB, then this strategy would be difficult for HEIC if they cannot identify or access the key actors.

C2 was optimistic about the careers service’s ability to initiate local change, demonstrating that some distributed leadership is already practiced.

C3: I think we have localised power. We’ve changed placements completely - just because we recognised that it needed to be done. It’s unrecognisable from when it started and we didn’t get anyone’s permission or direction – we made changes because it was best for the students, and best for us.

Organisational structure was a key concern.

C1: We need the structure for [placements and employability] to be implemented. We keep getting the answer that it’s everybody’s responsibility. That’s all very well, but people don’t see it as their responsibility... they don’t see the connection between employability and student recruitment.

If people are not connecting the internal employability agenda and student recruitment, the scenario in HEIC could tend towards a Type III situation (Heifetz, 1994), in which leaders and teams should enter into discourse to understand the issues and enable learning at all levels. However in HEIC, the environment is not necessarily conducive to open discussion.

C1: I still think there’s an ‘us and them’ feeling between the schools and the centre, and a resentment from many academics about changes.

**Leadership with open boundaries**

Similar to HEIA, participants felt that HEIC was reliant on the goodwill held in the network of relationships between individuals.

C1: We are an institution built on personality and goodwill, and in many ways it is held together by professional services. Academics and senior managers have tenure of ten years or so, so you build that relationship and then they move and you lose all that good will. There’s no structure to say this
is the bare minimum you should be doing with the centre. More is great, but this is the bare minimum and I don’t think we’ve got that structure. I’m hoping that we will get that structure, but it’s not filling me with confidence at the moment because there isn’t that strength of leadership.

C2: There are loads of brilliant individual relationships - that’s how the university keeps working properly. That’s how we keep working despite all of the bigger problems.

However other participants were less optimistic about relationships, both between PS and academics, and with the careers service and other PS senior managers:

C3: There’s a constant battle between academics and professional services.

**Leadership distributed with expertise**

Participants from HEIC did not always feel that their roles as careers professionals were valued – or even understood.

C1: There’s definitely a lack of respect, and a lack of acknowledgement of the skills and experience we bring.

C2: [The biggest barrier to change is] academics not understanding, fundamentally, what professional services do. That's the barrier - but we can’t seem to get to them to tell them what we want, what we do and what the benefits are.

HEIC has already been through significant changes, with many new senior managers. Some of the participants felt that the leadership team needed to make some firm decisions:

C3: In some ways I think it would be good if someone just decided what we need to do.

C2: There’s a culture where there is so much consultation and so many people who want their views taken into consideration, that there’s a kind of paralysis in decision-making.

**Strong formal leadership**

The formal leaders at HEIC were perceived as being overly consultative.

C1: We don’t seem to have that balance between listening to people’s opinions and just making a decision. There is lots of conversation and not much action. And the action that does happen... the motivations are unclear.

One example was given of a team member influencing the provost to send an email on their behalf to formalise the postgraduate placements process – and that the

C3: We did bring about an email from the provost, about shaking up postgraduate placements, and it did work to some extent, so it can have an effect.

**SUMMARY OF FINDINGS**
Participants in HEIC reported a lack of trust and knowledge between some groups of staff, but conversely felt that there were many fruitful working relationships between individuals of all groups. The structure of the institution appeared to hinder collective responsibility for meeting employability goals, and it was felt that the current senior management team did not yet fully understand the institution.

From (Bennett, et al., 2003) and (Bolden, et al., 2009):

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HEIA</th>
<th>HEIB</th>
<th>HEIC</th>
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<tbody>
<tr>
<td>Emergent process</td>
<td>✅</td>
<td>✗</td>
<td>✅</td>
</tr>
<tr>
<td>Open boundaries</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Distributed</td>
<td>✅</td>
<td>✅</td>
<td>✧</td>
</tr>
<tr>
<td>Strong formal leadership</td>
<td>✗</td>
<td>✅</td>
<td>✗</td>
</tr>
</tbody>
</table>

*Figure 9: Characteristics of distributed leadership*

In most cases, evidence of distributed leadership properties is found. Exceptions are:

HEIA’s formal leaders were not perceived as setting boundaries and empowering staff at all levels. Lack of consultation on introducing a universal placements module had a lasting effect on the careers team, who needed to undertake most of the implementation work. In this case, distributed leadership was a necessity to undertake the adaptive work required to deliver the placement.

In HEIA, the careers service practiced distributed leadership out of necessity – as experts they needed to take the leading role in delivering the senior managers’ promise of building a placements service for all students. However, the additional complexity of the work, and the leadership role they needed to take, was not recognised by the institution. Therefore A2 and A4 felt that they had been taken for granted by senior managers.

In HEIB, the senior leadership team was supportive and responsive to the placement team’s needs, and so they are able to ‘get on with it’ – if the assumption is made that ‘getting on with it’ means creating tactical plans of how to deliver the HEI’s careers and placement’s strategy, this is likely to have a positive impact on service efficiency and therefore value-added to society. This is consistent with the results obtained from the TEF and the Times and Guardian league tables, so this assumption may be valid.
Conclusions and recommendations

Conclusions
The hypothesis to be tested was:
To meet the government’s agenda for improving employment outcomes for university graduates,
HEIC should follow a model of distributed leadership.
HEIA and HEIB demonstrated many, but not all, of the characteristics of distributed leadership.
The perceived lack of strong formal leadership in HEIA appeared to create an additional barrier to
the service delivering a universal placements module.
The lack of an emergent process in HEIB means that change, and leadership, are structured
activities, rather than ‘snake oil sales pitches’. However the size and complexity of the institution
made these constraints necessary - and conversely demonstrates strong leadership on the part of
the senior management team, and allows individuals to lead in their area of expertise.
Analysis of HEIC showed that the institution would require Type III adaptive work to implement
increased employability work, for which a model of distributed leadership would be most suitable.
However the lack of strong leadership would – as in HEIA – create additional barriers.
The research shows a weak link between distributed leadership characteristics and the effectiveness
of the careers service. Most notably, In HEIA, lack of strong formal leadership had a negative impact
on morale, and created extra work for careers experts.

Leading change
Gouldner’s (1953) research into bureaucracy is relevant to each of the HEIs. If the manner in which
changes are introduced impacts on how they are received (punishment, representative, mock), the
institutions appear to be good examples of each category:
HEIA was undergoing a Type I change. The decision to introduce universal placements was made
behind closed doors, however once the decision had been made, careers staff were clear about
what they needed to do to implement that decision. As the careers team had change imposed upon
it, participants felt somewhat punished by the actions of the senior managers.
HEIB was undergoing Type II change. The organisation is complex and some challenges required
learning, however the SMT provided strong leadership, and the careers team were clear about what
actions they needed to take, and the reasoning behind them. Change is being implemented slowly
and with plenty of consultation. Participants generally felt that they were represented in the
process, and the change effort was generally received well.
HEIC appears to require Type III change. Participants expressed that they needed to undertake
learning to appreciate the academic viewpoint, and to understand the challenges that they
experienced when embedding employability and placements into the curriculum. The biggest change is yet to come in HEIC, however experience led the participants to feel that new rules and expectations were ignored by many colleagues – sometimes for understandable reasons – leading to a mock bureaucracy whereby leadership is ineffective.

**Recommendations**

The recommendations focus on what HEIC can learn from leadership and change activities that took place in HEIA and HEIB, in order to have greater success in embedding employability and placements activity into the curriculum, to meet the government’s agenda for graduate outcomes.

**Recommendation 1**

Leaders should improve their communication: To meet the requirement of strong formal leadership, the SMT at HEIC should examine their own leadership practise. Participants were keen to see more decisiveness and, based on events taking place in HEIB — this could provide structure and boundaries for careers staff and academics to lead on employability work. However, the SMT would need to retain an element of consultation — and ‘show their working’ — to avoid a scenario similar to HEIA. Trust levels at HEIC were already low between some groups of staff, so changes introduced in this manner could further damage working relationships.

**Recommendation 2**

Leaders should create opportunities for discussion across the institution: The SMT should then provide a ‘holding environment’ for academics and PS to have a frank exchange of views and ask the ‘hard questions’. This would also enable colleagues to recognise each other’s goals, challenges and expertise, creating the conditions for distributed leadership.

**Recommendation 3**

Better evaluation processes are required: HEIC should devise a system to evaluate the effectiveness of these measures. HEIB had confidence in its change and leadership processes – it could therefore continue with successful activity, and self-correct any that are not having the desired effect.

**Recommendation 4**

A hybrid model of change should be employed: Leaders should decide what their desired end state is, and using planned change theories communicate that vision. This produced a successful result in HEIB, which could be emulated in HEIC.
Further research

Neither students nor academics were included in this study. Although this provides a detailed perspective of the placements teams’ viewpoints, a larger study might be expanded to include these further participants.

The research considered how government policy affects the institution as whole, but omitted other external factors that may have an effect on the placements services’ behaviour. Again, this was constrained by the scale of the study, but could be considered in further research.
References


Department for Business Innovation and Skills, 2016. Department for Business Innovation and Skills. [Online] Available at:
[Accessed 19th April 2019].


### Initialisms and Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>AGCAS</td>
<td>Association of Graduate Careers Advisory Services</td>
</tr>
<tr>
<td>DL</td>
<td>Distributed leadership</td>
</tr>
<tr>
<td>GO</td>
<td>Graduate outcomes - a measurement of HEIs on the employment destinations of graduates: <a href="https://www.hesa.ac.uk/innovation/outcomes">https://www.hesa.ac.uk/innovation/outcomes</a></td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher Education Institution</td>
</tr>
<tr>
<td>OfS</td>
<td>Office for Students</td>
</tr>
<tr>
<td>PESTEL</td>
<td>Political, Economic, Social, Technological, Environmental, Legal analysis</td>
</tr>
<tr>
<td>PS</td>
<td>Professional Services (non-academic staff in Higher Education)</td>
</tr>
<tr>
<td>SMT</td>
<td>Senior Management Team</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats analysis</td>
</tr>
<tr>
<td>TEF</td>
<td>Teaching Excellence Framework</td>
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<tr>
<td>VC</td>
<td>Vice Chancellor</td>
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### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Academic</td>
<td>Member of university staff whose is primarily employed to teach, undertake research, or both</td>
</tr>
<tr>
<td>Careers professional</td>
<td>Member of professional services whose primary role is to work with students to provide careers and/or placements advice and guidance</td>
</tr>
<tr>
<td>Careers service</td>
<td>Generic term for the careers department in a higher education institution, which typically includes the placements service</td>
</tr>
<tr>
<td>Faculty</td>
<td>Generic term for academic departments and schools of study</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher education institution</td>
</tr>
<tr>
<td>HEIA</td>
<td>A small, ‘new’ institution in the UK</td>
</tr>
<tr>
<td>HEIB</td>
<td>A large Russell Group institution in the UK</td>
</tr>
<tr>
<td>HEIC</td>
<td>The author’s institution - a medium-sized institution in the South-East UK</td>
</tr>
<tr>
<td>Placement</td>
<td>A period of work experience, which is assessed as part of a degree</td>
</tr>
<tr>
<td>Placements Service</td>
<td>Group of professional services staff dedicated to facilitating one-year placements and other forms of work experience</td>
</tr>
<tr>
<td>PS</td>
<td>Professional services (or non-academic) staff working in an HEI</td>
</tr>
<tr>
<td>Student</td>
<td>Refers to undergraduate students</td>
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Abstract
The importance of work-related learning in university curriculum is well acknowledged. However, ~ 10% university students in UK experience meaningful work-based learning programs and diversity candidates are ~25% less likely to access these opportunities. ProjectSet addresses these twin issues of scale and inclusivity by engaging students and employers in virtual projects.

Virtual Projects uses digital technologies to help students connect with employers and collaborate online to execute real-world projects. This model offers students the opportunity to gain work experience and employability skills without commuting, relocating or committing to full-time engagement. It also offers employers a cost-effective and robust approach to find fresh ideas and talent. Most importantly, it offers University tutors, placement and employability teams data and insights to efficiently manage student and employer engagements. Virtual projects complement existing internship and other placement models in terms of its scale, inclusivity and impact.

This session will:
1) Clarify how virtual projects help universities drive scale and inclusivity in work-based learning;
2) Examine how virtual projects work;
3) Review learnings from pilot programs;
4) Discuss how Universities can best adopt such models to accelerate impact of their work-related learning programs (incl. key stakeholders, etc.)

Presentation
Work-based learning (WBL): definition

1. Structured opportunities to apply academic and technical knowledge in a workplace setting
2. Develop students' employability skills and meet employer's workforce development needs
3. Merge theory with practice by integrating real-world projects in the curriculum
4. Encompass a variety of formal, nonformal and informal arrangements (e.g., apprenticeships, work placements, etc.)

What are the top 3 challenges/priorities for your WBL program in the next 3-5 years?

1. Build new employer relationships
2. Secure more projects/opportunities
3. Create inter-disciplinary projects
4. Get better oversight of student-employer engagements
5. Increase student participation
6. Reduce workload
7. Other?

WBL is more relevant now than ever

“53% employers believe too much emphasis is placed on book learning rather than real world experience, which stunted graduates as they enter the workforce.”

“65% employers are willing to play a greater role but report significant barriers including difficult, time-consuming processes.”

Near-term challenges and priorities

• <100K internships for 2.2m students
• 23% employers believe that graduates arrive work-ready

Inclusivity

• 43% of middle-class graduates take internship compared to 31% of working-class graduates

Longer term trends and their impact

Growth of online education

Growth of gig economy
Growth of AI / automation / robotics

Note: "Collaborative robots" that share workspace and interact with humans.

Emergence of new jobs and roles

Which 3 skills are likely to be most critical for student community during the next decade?

1. Communication
2. Digital
3. Project management
4. Teamwork
5. Time management
6. Problem solving
7. Other?

Please enter your answer at tbc.

Online projects (or "online internships")....

1. A structured piece of work with clear end-points (or outcomes) and timeline
2. Involving one or more university students in specific roles and deliverables
3. Engaging part-time, anytime of the year
4. Executed online end-to-end under the guidance of an Employer and/or a Mentor
5. Involving clear performance feedback on conclusion of the project

....address these current and emerging issues effectively

- Projects from new clients in remote locations
- More projects from existing clients with more flexibility and cost savings
- Simplify communication between employers, students and tutors
- Automate routine tasks (e.g. follow-ups)
- Strengthen oversight with real-time data and insights

All 3 stages are performed online

Let’s see how this works (video)
Pilot learnings: How to maximise impact?

- **Clear ownership**
  - Align stakeholders (incl. WBL, career services, employability, employer engagement, etc.), on priorities and agendas

- **Collaborative pitch**
  - Outline project brief (what), team (who) and engagement model (how) to accelerate employer sign up

- **Comprehensive onboarding**
  - Drive clear and share understanding of platform features, workplan (i.e. deliverables, timeline and responsibilities)

- **Committed mentor**
  - Ensure expertise, commitment and availability; scout networks of both employers and universities to find valuable mentor

What is the status of online internships in your university’s WBL agenda?

1. Not considering it
2. Actively reviewing options
3. Preparing for rollout / implementation
4. Under implementation
5. Already in use

Please enter your answer at tbc

Questions?

Thank you

Please contact us for a demonstration to see how we can help you accelerate your online internship agenda

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Online projects increases flexibility for employers to offer more opportunities

Online projects offer distinctive value to all stakeholders

Select perspectives

“"When it comes to recruiting graduates, attitudes and aptitudes are often seen as more important than formal qualifications.”

“"The overwhelming message from recruiters is that students should build up work experience to boost chances of getting hired - through internships, for instance.”

“You’re more than a third of recruiters warned that graduates without any previous work experience are unlikely to be selected for graduate programs, irrespective of their academic achievements or the university they had attended.”

The Graduate Market in 2018
No need to knock – the door is already open. New to placements? What can ASET offer you?

Nicola Bullivant-Parrish, Mohson Khan and Vianna Renaud

ASET
nicola@asetonline.org
Mohson.Khan.1@city.ac.uk
vrenaud@bournemouth.ac.uk

Abstract
Being new to placements and employability is something that we’ve experienced ourselves – we’ve been there too and understand that the placement pathways are sometimes difficult to navigate for those of us on the ground. As a membership organisation, ASET can offer you a wide range of tools, resources, information and guidance to help support you in your role. This workshop will focus on what is available for members, and will also offer participants the opportunity to talk to ASET trustees about their careers in placements as well as their roles with ASET.

Presentation
ASET: Who are we and what do we do?

Who are we? We are a charitable organisation, formed of a group of placement professionals in different roles and from various UK HEPs, all with a shared interest in placements. ASET was established in 1982 to advance the prevalence, effectiveness and quality of work based and placement learning in Higher Education.

Our Vision

- A Higher Education sector in which all students have access to high-quality integrated learning opportunities in a workplace, supported by committed, well-trained and properly resourced staff in educational institutions.

Our aims, and who we represent

Our Aims

- Provide strategic leadership and a national voice as a central agency;
- Champion the concept of work based and placement learning;
- Share good practice;
- Provide training and staff development;
- Offer informed and authoritative representation, advice and support to all professionals working in the field;
- Provide a forum for groups and individuals to discuss and formulate policies;
- Prepare, develop and publish information and research relating to work based and placement learning.

Scope

Spectrum of work-based and placement learning activities:

- 1-5 days
- 1-2 weeks
- 3-5 weeks
- 6-8 weeks
- 10-13 weeks
- 16-20 weeks
- More than 20 weeks

Continuum of Proportionate Good Practice

Publications

- E-Bulletins – monthly to the inbox of 2000 HEP professionals working to support students on work based and placement learning programmes
- Proceedings and papers – conference presentations, workshops and research
- Viewpoints – research informed policy snapshots on pertinent topics
- Good Practice Guides
- Good Practice Guide toolkit

Publications – cont.

- Proceedings and papers – conference presentations, workshops and research
- Good Practice Guides
- Good Practice Guide toolkit

Publications – cont.

- The ASET Board

- ASET is governed as a charity by a Board of Trustees, and our Trustees contribute to the running of our organisation by being members of our Executive Committee. Our constitution allows our Executive Committee to have up to fifteen members who may be Trustees or co-opted individuals, and the Committee is also open to our President and the Development Manager in an ‘ex-officio’ capacity. There are currently three Officers Nominally within the Committee.

- Francesca Walker Martin, Chair
  University of Central Lancashire
- Emily Timson – Vice-Chair
  University of Leeds
- Rebecca Evans – Treasurer
  University of Leeds

Practice and Research Network

- Predominantly, virtual group of interested colleagues
- Meet twice a year; Spring and September (ASET conference)
- Group Convenor – Emily Timson
- Supportive community, sharing of ideas and projects
- Peer review of the research stream of annual conference
- Peer review of the ASET Research Bursary proposals
- Open to anyone working at an ASET member institution

2020 Summer Project Bursary

2020 Student Research Bursary
Development Bursaries *New for 2019*

Event Support Bursary (up to £150)
To support staff wishing to attend an ASET conference or staff development workshop. For delegates who incur additional costs for attending due to requirements for childcare, social care, or other matters related to a protected characteristic such as a disability.

Work Shadowing Bursary (up to £150)
For staff wishing to spend a day work shadowing another individual from an ASET member institution. The bursary is to pay for travel costs, with a requirement to submit a 500 word reflection on the learning which may be published in the ASET bulletin. Recipients will also be invited to submit a Poster for the ASET Conference.

Student Bursaries

The Summer Project Bursary
For a current undergraduate to carry out a project examining an aspect of your institutional practice, or exploration of a new initiative, with the goal of sharing with the ASET community. The student must be currently studying at your institution, which must also be a current member of ASET.

The Student Research Bursary
For a current student or recent graduate to carry out a clearly defined piece of small scale research designed to probe the body of research into work-based and placement learning. The student must be currently studying at your institution, which must also be a current member of ASET.

Staff Development Workshops – our portfolio

• An Introduction to Work Placement Management
• Risk Assessment and Due Diligence
• Supporting Students with Disabilities on Placement
• Supporting International Students with Placements
• Employer Engagement
• Innovation in Placement Assessment
• Promoting Placements
• Widening Participation and Placements
• Developing Overseas Placements
• Placements for Postgraduates and PhD Students
• Resilience and Placements
• From Placements to Employability

What to expect at a Staff Development Workshop

• A warm and friendly welcome
• The opportunity to meet and learn from practitioners from a range of UK HEIs
• Networking
• Both research and practitioner-informed sessions
• Experienced facilitators
• Sharing of good practice
• Encouragement to participate in discussions
• Practical suggestions to take away in your tool kit

Our topic and scope, broadly speaking

This is aimed at work placement managers, officers, administrators and academic placement tutors, particularly those with little experience who are new to their role, about to be appointed, or wanting a refresher course.

This session will provide guidance for the management and support of work placements. Participants will be furnished with a basis from which they can develop their own plans and manage the day-to-day problems likely to be faced in their jobs.

This session is designed to introduce all the fundamental aspects of working in the field. The workshop is intended to be flexible and responsive to participants’ needs and interests and therefore emphasis may vary between topics.

Placement management in 2019/20 - context and landscape

• Increased interest in the student experience – National Student Survey
• Graduate Outcomes statistics (formerly DLHE)
• From “employment” to “employability”
• Competition amongst universities - what is your offer?
• The marketization of HE
• Push for placement learning inside and outside the curriculum
• Labour market requirements
• The skills agenda
• Corporate objectives – how are we going to achieve these?
• Doing more with less?
• Teaching Excellence Framework
• Life post-Brexit?
• The Apprenticeship Levy and Degree Apprenticeships
• What are your local drivers?
Risk Assessment and Due Diligence - outline for the day

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<tr>
<td>10.00</td>
<td>Arrival and registration</td>
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<td>10.15</td>
<td>Welcome and introductions</td>
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<td>Aims for the day</td>
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<td>Good practice guides and QA</td>
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<td>Risk Assessment and Due Diligence in the HE context</td>
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<td>Coffee</td>
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<td>11.30</td>
<td>Lunch</td>
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<td>12.45</td>
<td>Risk assessment and risk factors</td>
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<td>Approving placements</td>
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<td>More on overseas placements</td>
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<td>“What if” scenarios</td>
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ASET Events 2019-20

- Regional Hubs
- Staff Development Workshops
- Webinars
- Leadership Exchange
- Research Network Meeting
- Conference 2020 – 8-10th September

Regional Hubs

- Provide an opportunity, 3 times a year, to meet and network locally with ASET members from HEIs in your region
- Each 2 hour meeting will have a current topic as its theme for discussion
- Complimentary for our members
- 2 people from each member institution may attend
- If you would like to offer a venue, please get in touch
- 5 regional hubs
  - Scotland and Ireland
  - Midlands
  - North
  - South West
  - South East

Social Media

- Twitter:
  - Follow us @ASETOnline
- LinkedIn:
  - 5 groups
    - ASET Practice and Research Network
    - ASET Postgraduate Placements Network
    - ASET Equality Network
    - ASET International Placements Network
    - ASET Placement and Employability Professionals

Becoming involved

- ASET Working Groups
  - Staff Development Working Group
  - Research Working Group
  - Membership Working Group
  - Communications Working Group

Keeping in touch

- www.asetonline.org
- aset@asetonline.org
- @ASETOnline
- 0114 234 5197
- Join the LinkedIn group – ASET Placement and Employability Professionals
Work placements in voluntary organisations in a context of austerity and policy change

Janine Melvin and Lindsey Metcalf
Liverpool John Moores University
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l.j.metcalf@ljmu.ac.uk

Abstract
This workshop examines the role of student work placements in voluntary organisations within a context of a rapidly changing policy environment and climate of austerity. It considers the challenges and benefits of student work placements in this context - both for students and hosting voluntary organisations. We explore case studies of students with specific needs arising in this wider context and look at how we might support students to access work placement opportunities and to realise the potential benefits.

We draw on our experiences of leading a work placement module for final year criminology students. This is a reimaged module, representing a shift from a School-wide generic work-based learning model to a number of Programme/subject-specific work placement modules (of which Criminology is one). In a changing context whereby criminal justice and other public services are increasingly delivered by voluntary organisations on a contracting basis, work placements in the voluntary sector are an increasingly relevant and popular choice for students taking the work placement route.

Presentation
CRIMINOLICAL CONTEXT

- Students find placements relevant to criminology.
- Criminal justice agencies (police / prisons), government departments, health and education sectors, youth mentoring, community work and charities.
- Criminal justice and other public services increasingly delivered by voluntary organisations contracting.
- Work placements in the voluntary sector increasingly relevant, popular choice for students.

Socioeconomic and Political Context

- Voluntary organisations - issues and challenges faced by those hosting work placement students.
- Students - broad social policy context impact.
- Workshop - Conversations about ways of overcoming barriers to and realising the benefits of student voluntary sector work placements within times of change.

Voluntary Organisations in a Context of Austerity and Change

- "turbulent times" (Milbourne and Murray, 2017)
- VOs have experienced deep cuts in public expenditure.
- Universal Credit, and substantial changes to benefits relating to housing, unemployment, disability support, incapacity, Child Benefit and Tax Credits.
- Funding to VCOs from Liverpool City council 2010/11 to 2016/7 cut by 48% (Jones et al., 2016).
- A study of the impacts of Universal Credit in NE England found classroom pushed into debt, teaching and social work sector pressure, and increased homelessness and financial insecurity (Cheachar et al., 2019: 1).
- Vulnerable individuals - welfare reform has increased quantity and complexity of VOs work dealing with them, they are struggling to cope with changing demands on services.
- Growing pressure on VOs with staff reporting distress they experience in response to working with clients in crisis (Finnegan, 2018).

Liverpool - Context of Austerity and Change

- Liverpool council's funding cut by 68% by 2020 compared to 2010 (LCC 2017).
- Funding to VCOs from Liverpool City Council 2010/11 to 2016/7 cut by 48% (Jones et al., 2016: 2076).
- VCOs are concerned about the financial viability of their organisations.
- In turn, voluntary organisations locally experienced increasing demand for their services at the same time as financial ensured that are making them to struggle to stay afloat (Jones et al., 2016).

Volunteering - Benefits

- Many universities encourage student volunteering to contribute to the community while meeting their own goals.
- Volunteer can help to build new skills and contribute to students' employability.
- Student volunteering helps universities in achieving their overarching goals, while also helping the community and NPOs meet their needs (Haski-Leventhal et al., 2010).
- Volunteer experience can benefit students up to at least 5 years after the volunteering has occurred (Bo, Aina, & Adebos, 1999).

Volunteering - Benefits 2

- Volunteering can result in higher levels of employability, (Papage, Rinicke, & Ashforth, 2004).
- The volunteer experience increases students’ human capital, aiding future career prospects (Mead, Muchin, & Dunford, 2011) and contributing to their success (Shandy et al., 2010).
- Students gain valuable life skills and personal development.
- Volunteering during the undergraduate years substantially enhances students' leadership ability, critical thinking skills, self-confidence, and conflict resolution skills (Roff, Shearer, & MacKillop, 2011).
- Additional related benefits include interpersonal communication skills and self-efficacy (Cunningham, Tunich, & Gallagher, 2015).

Volunteering - Benefits 3

- Student volunteering enables the development of positive citizenship values, social responsibility, and service (Anderson & Green, 2012; Sax et al., 1999).
- Volunteer experience can benefit students up to at least 5 years after the volunteering has occurred (Bo, Aina, & Adebos, 1999).
- As a result of their engagement with the community, including disadvantaged groups, student volunteers develop higher levels of empathy (Primavera, 1999).

LEARNER PERSPECTIVE

- Placements offer social science students rich learning opportunities - helping them to understand the context in which organisations are operating and to see the impacts of social policies.
- Placements provide insights into welfare and social justice fields - invaluable experience for Criminal Justice students wanting to secure graduate employment in these areas.
- At the same time, several barriers to successful work placements in these times of change are apparent. It is to this student perspective that we now turn.

LJMU Students

- High percentage from the Merseyside area.
- High percentage from lower socio-economic groups (9-3 38%).
- Students with disabilities.
- Students with caring responsibilities.
- Students with part-time, even full time jobs.
**STUDENT CASE STUDIES**

- **Victoria** is a mature student, a single parent of 4 children including one nursery school age, and one with a disability. She has limited access to nursery provision, and is restricted by school pick up times. Victoria has no work experience.

- **Malintha** is a young international student, she is painfully shy and lacks confidence. Her English is good, but she speaks very quietly and only when spoken to. Malintha is in student accommodation and does not appear to have made any friends on her course.

- **Mike** is a young student who works as many shifts as he can (he “needs the money”). He is also already volunteering as a Police Special Officer. This is all he has time to commit to, he can use the PSU role for his work place module, but doesn’t believe he has the time and “head space” to be keeping a reflective diary of his experience on top of the reporting he already does for the role.

- **Ed** has found a placement with a charity that helps homeless people, he has no experience in this area, but the charity are glad to take him on as they need any help they can get. The placement is Risk Assessed and all appears to be well but on his first day he is left to supervise a client that he later discovers has a serious mental health problem. The client is verbally abusive and threatening. The client calms down with the help of other clients and staff, but Conor is upset by the incident and is reluctant to return.

- **Conor’s** placement is at a charity that helps people with drug and alcohol addiction problems. The Risk Assessment is approved for him to be working on the Reception desk, but in his second week they are desperately short-staffed and Conor is asked to run a wellbeing workshop. During the week a drug user is reported as acting suspiciously and Conor is asked to “kick off” the person. The person calms down, but the Police are called to the incident. Conor is upset by the incident and is reluctant to return.

**REFERENCES**


**ACTIVITY**

- On your tables please address the issues facing the Student Case Study that you have been assigned. Use the Flip Chart paper provided to feed back to the group any suggestions you may have to help the student.

**THANK YOU!**
From call centre to career plan –
developing transferable skills through summer work;
collaboration between a large international employer and UCLan Careers

Sue Thwaites
University of Central Lancashire
sethwaites@uclan.ac.uk

Abstract
An innovative enterprise between a large international company based in Preston operating an inbound call centre offering 300 well paid summer jobs for UCLan students. UCLan developed an online skill development programme to enabling students to understand and develop their transferable skills to their career goal. Careers facilitated recruitment on campus, including awareness raising, CV help, and an assessment centre activity. Full training was provided onsite at the call centre. On successful completion of the contract, the student is given an enhanced reference to support their ongoing career search. This unique solution provided excellent outcomes for all stakeholders – the call centre achieved their service level agreement with their client, UCLan helped a large number of students gain work experience and understand their skills and career goal, with Careers bridging the gap between employers and the university.

Presentation
Thank You
Sue Thwaites, UCLan
George Ahmed, HGS

Handout

- Victoria is a mature student, a single parent of 4 children including one nursery school age, and one with a disability. She has limited access to nursery provision, and is restricted by school pick-up times. Victoria is the first in her family to come to university and has no support from wider family. Victoria has no work experience.

- Malintha is a young international student, she is painfully shy and lacks confidence. Her English is good, but she speaks very quietly and only when spoken to. Malintha is in student accommodation and does not appear to have made any friends on her course.

- Mike is a young student who works as many shifts as he can (he “needs the money”). He is also already volunteering as a Police Special Officer. This is all he has time to commit to, he can use the PSO role for his work place module, but doesn’t believe he has the time and “head-space” to be keeping a reflective diary of his experience on top of the reporting he already does for the role.
• Ed has found a placement with a charity that helps homeless people, he has no experience in this area, but the charity are glad to take him on as they need any help they can get. The placement is Risk Assessed and all appears to be well but on his first day he is left to supervise a client that he later discovers has a serious mental health condition and a reputation for violence, he is also asked to keep an eye on someone who is suspected of trying to deal drugs.

• Conor’s placement is at a charity that helps people with drug and alcohol addiction problems. The Risk Assessment is approved for him to be working on the Reception desk, but in his second week they are desperately short-staffed and Conor is asked to run a wellbeing workshop. During the work shop one of the clients “kicks off” he is verbally abusive and threatening. The client calms down with the help of other clients and leaves, but Conor is upset by the incident and is reluctant to return.
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University of Hertfordshire, de Havilland Campus, 3rd - 5th September 2019
Sarah Jackson University of Southampton
Senna Bains Brunel University London
Seth White London College of Fashion, University of the Arts London
Shanade Johnson Kingston University
Shaun Butcher CRCCAsia
Sophie Baldry RMP Enterprise Ltd
Stephanie Leech Swansea University
Stephanie Schiaffonati University of Lincoln
Sue Thwaites University of Central Lancashire
Sukhmani Mohain Brunel University London
Suzanne Swift University of Leeds
Thomas Jepsen Symplicity
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Tim Hills Loughborough University
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Vicki O’Brien ASET Trustee/University of Central Lancashire
Victoria Babatunde University of Sussex
Wendy Sissons University of York
Yvonne Powell University of Hertfordshire

Speakers and Guests
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Alex Clarke University of Central Lancashire
Alice Diver Liverpool John Moores University
Ben Walker Manchester Metropolitan University
Charlie Ball Graduate Prospects

Geoffrey Copland ASET
Hope Francis Cardiff University
Jenny Coles Harper Adams University
Katie Quintin Loughborough University
Quintin McKellar University of Hertfordshire
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Alex Clarke University of Central Lancashire

ASET Staff Team
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Janet Aspinall Membership and Events Co-ordinator
Nicola Bullivant-Parrish Learning and Development Advisor
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 130 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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ASET Office

Debbie Siva-Jothy     Chief Operating Officer
Janet Aspinall       Membership and Events Co-ordinator
Executive Committee Members

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<th>Role</th>
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ASET Conference 2020

The next Annual Conference will be at Keele University
8-10 September 2020

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