

# **Practice and Research Network (PRN) Meeting**

**Research Showcase  
Online 15<sup>th</sup> March 2022**

**Editors: Debbie Siva-Jothy  
Dr Julie Udell**

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## CONTENTS

	Page
<b>FOREWORD</b>	<b>1</b>
<p><b>Dr Julie Udell</b>, ASET Trustee and Research Working Group (RWG) Lead Associate Head Employability &amp; Placements, <i>University of Portsmouth</i></p>	
<b>RESEARCH SHOWCASE</b>	
1. Widening participation in work-based learning at Worcester Business School <b>Dr Catherine Ross and Dr Kay Emblen Perry</b> , <i>University of Worcester</i>	<b>2</b>
2. Utilising Student Placement Ambassadors to encourage peer to peer placement support and learning <b>Melissa Ingleton and Steph White</b> , <i>King's College London</i>	<b>3</b>
3. An exploration of the way in which universities prepare their students for work placements, using a Systematic Literature Review <b>Stephanie Schiaffonati</b> , <i>University of Lincoln</i>	<b>4</b>
4. Developing students as reflective practitioners <b>Deepa Rughani and Dr Ben Onyido</b> , <i>De Montfort University</i>	<b>5</b>
5. Content analysis of placement ads to develop guidelines for employers <b>Dr Helen Hooper</b> , <i>Northumbria University</i>	<b>6</b>
6. Assessment when Developing the Professional Practitioner <b>Dr Pauline Williams</b> , <i>University of Gloucestershire</i>	<b>7</b>
7. Conceptual evaluation of WBL and WIL concepts with international sport management academics <b>Steve Osborne</b> , <i>Cardiff Metropolitan University</i>	<b>8</b>
8. Automating your Admin <b>Lesley Wilson and Tom Meadows</b> , <i>Newcastle University</i>	<b>9</b>
<b>Jamboard Q&amp;A</b>	<b>10</b>
<b>CLOSING REMARKS</b>	<b>12</b>
<p><b>Dr Julie Udell</b>, ASET Trustee and Research Working Group (RWG) Lead Associate Head Employability &amp; Placements, <i>University of Portsmouth</i></p>	

## FOREWORD

Welcome to our 3<sup>rd</sup> Research Showcase! This was a fantastic, fast-paced session held at the ASET Practice and Research Network (PRN) meeting in March 2022.


Earlier in the year we put out a call for contributions around current research or practice members were undertaking, and we had a brilliant response. For the Research Showcase itself, the speakers were presented with the challenge of setting out their research or practice in *just 5 minutes and across 3 slides*. This can be tough for seasoned and new presenters alike, but the challenge was accepted in good spirits and the result was a dynamic and lively session.

Please take a look at the following abstracts and slides from each presentation to get an overview of what was presented. During this session, we also tested Jamboard as a way of collating questions. This worked well and we have included the Jamboards so you can see the questions which were posed to our lovely presenters. Enjoy!

Dr Julie Udell

**Practice and Research Network (PRN)**  
**15<sup>th</sup> March 2-4pm**  
**Zoom meeting protocols**

- Please use headphones
- Your microphone is muted. This is to ensure everyone can hear the speakers
- Please **Rename** yourself upon entry to the event with your first name and abbreviated version of your institution e.g. "Al- ARU", Paul – City, UoL
- Please have your video enabled to fully participate
- Click "gallery view" to see all attendees (up to 25 at a time)
- We will be using the chat box facility. **Please type your email address into the chat box** which will be shared after the event
- This will be an informal session, with short presentations in two groups, followed by a Q&A for each group
- Q&A - Please use the Jamboard to pose questions. You are welcome to do so anonymously or to add your name. The link to the Jamboard will be posted to the chat box throughout the afternoon



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**Programme**

**2:00 PM** Open and Welcome  
**Julie Udell** ASET Research Working Group Lead @University of Portsmouth

**Research Showcases**

1. Widening participation in **woblesed** learning at Worcester Business School  
**Catherine Ross and KayEmblenPerry** University of Worcester
2. Utilising Student Placement Ambassadors to encourage peer to peer placement support and learning  
**Melissa Ingleton and Steph White** King's College London
3. An exploration of the way in which universities prepare their students for work placements, using a Systematic Literature Review  
**Stephanie Schiaffonati** University of Lincoln
4. Developing students as reflective practitioners  
**Deepa Rughani and Ben Onyido** De Montfort University

**2:30PM** Q&A  
**2:45PM** BREAK – 15 minutes



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**Programme contd.**

**3:00 PM**

**Research Showcases**

5. Content analysis of placement ads to develop guidelines for employers  
**Helen Hooper**, Northumbria University
6. Assessment when Developing the Professional Practitioner  
**Pauline Williams**, University of Gloucestershire
7. Conceptual evaluation of WBL and WIL concepts with international sport management academics  
**Steve Osborne**, Cardiff Metropolitan University
8. Automating your Admin  
**Lesley Wilson and Tom Meadows**, Newcastle University

**3:30PM** Q&A  
**3:45PM** Closing Reflections  
**4:00PM** Close



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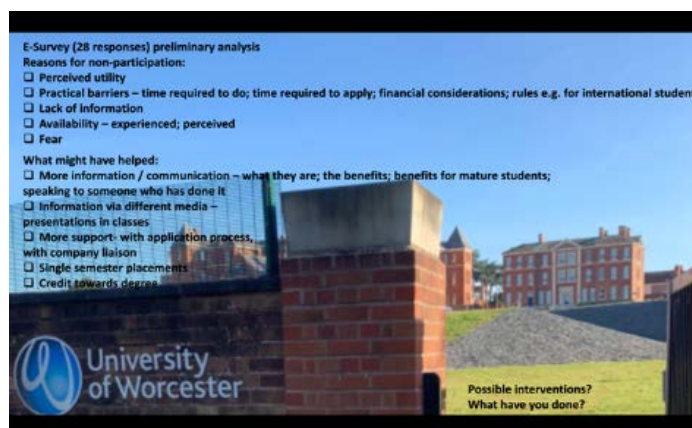
# 1. Widening participation in work-based learning at Worcester Business School

**Catherine Ross**  
*University of Worcester*  
[c.ross@worc.ac.uk](mailto:c.ross@worc.ac.uk)

## Abstract

Worcester Business School has recruited an NUS Green Impact student to help widen participation in its work-based learning opportunities. Preliminary analysis of undergraduate data suggests that while BAME and disabled students may participate in work-based learning at similar rates to other students, many students still do not make use of those opportunities and students from the most advantaged postcodes are over-represented. Our green impact student surveyed final year WBS undergraduates to find out why they had / had not participated and what might have encouraged them. Preliminary analysis suggests reasons for not participating include lack of perceived utility for future careers; practical barriers including time the placement would involve, time required to apply, financial considerations, rules around for example their studies or visa status; lack of information; being unable to find a suitable opportunity or perceiving that they would not be able to, and a sense that work-based learning was 'scary'. The main recommendation was more information, particularly around benefits, and as part of in-class presentations and involving students who had participated before. Other suggestions included more support with applying, single semester placements, and credit towards degree. Our student is continuing the research and analysis to develop interventions.

## Presentation - 3 slides



## 2. Utilising Student Placement Ambassadors to encourage peer to peer placement support and learning

Melissa Ingleton and Steph White

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### Abstract

During our contribution we will outline the thinking and processes undertaken to create and implement Student Placement Ambassador roles here at King's College London. We will discuss what gaps in our service we initially identified, how we worked collaboratively with our prospective student marketing team and the variety of ways that our Student Placement Ambassadors have already contributed and improved our service offering, including insights they have been able to share of the student experience.

### Presentation - 3 slides

<h4>Resource Review</h4> <ul style="list-style-type: none"> <li>Context <ul style="list-style-type: none"> <li>Placements with central PS resourcing in place for ~4 years</li> <li>Work collaboratively with another Faculty who ran a similar scheme in 2020-21</li> <li>Currently expanding number of students and departments working with</li> </ul> </li> <li>Reviewed support offered to students vs capacity &amp; need</li> <li>This academic year we created: <ul style="list-style-type: none"> <li>1 Faculty Placement Adviser role</li> <li>2 x Placement Application Adviser Roles</li> </ul> </li> <li>Noted lack of peer-to-peer learning</li> </ul>	<h4>What did we do?</h4> <p><b>King's College London</b></p> <ul style="list-style-type: none"> <li>✓ Worked with Faculty Prospective Student Marketing team &amp; created Student Placement Ambassador role</li> <li>✓ Purpose is: <ul style="list-style-type: none"> <li>✓ Support 2<sup>nd</sup> year's during their Placement search &amp; applications</li> <li>✓ Attend and engage in Placement sessions we hold for 1<sup>st</sup> and 2<sup>nd</sup> year students</li> <li>✓ Create content, such as vlogs, blogs &amp; advice to share with students</li> <li>✓ Attend open day events and represent the Placement option</li> </ul> </li> </ul>	<h4>Recruitment</h4> <ul style="list-style-type: none"> <li>Joint recruitment with Marketing team</li> <li>Step 1 - complete MS Forms application</li> <li>Step 2 – interview <ul style="list-style-type: none"> <li>asked similar to normal “student ambassador” questions with a Placement focus</li> <li>Given 5 minutes to plan a blog post for prospective students</li> </ul> </li> </ul>	<h4>Training</h4> <p><b>King's College London</b></p> <ul style="list-style-type: none"> <li>2 successful students attended standard Student Ambassador training &amp; Placement specific training</li> <li>Student Ambassador training provided by Marketing team</li> <li>Placement specific training provided by Steph and myself <ul style="list-style-type: none"> <li>Expectations of role</li> <li>General benefits/tips we give to students</li> <li>Collaboratively discussed measurements to assess success of Student Placement Ambassador scheme</li> </ul> </li> </ul>
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### What are our Ambassadors doing?

- Supporting face-to-face drop-in sessions
- Sharing experience at 2nd Year webinars about applications and their placement journey, and other events including working with employers
- Supporting Open Days to speak to prospective students
- Creating content for social media/LinkedIn Groups and TikTok
- Writing blogs and creating vlogs

“Sharing amazing experiences from my placement year with other students, as well as promoting the importance of getting early insight into a future career has been a huge achievement and makes me feel proud of myself!”

Xiaohan, Placement Ambassador Software Developer Placement at Expedia





### 3. An exploration of the way in which universities prepare their students for work placements, using a Systematic Literature Review

Stephanie Schiaffonati  
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#### Abstract

Placements are a way for higher education students to gain work-based experiential learning and apply the theory they are learning during their degree to practice in the workplace. Research shows the measurable employability benefits of taking a work placement on both academic achievement (Brooks & Youngson, 2016, Wilton, 2012, Jones et al., 2017) resilience, (Goodenough, 2020) and employability or employment outcomes (Wilton, 2012, Smith & Worsfold, 2015, Wang & Crawford, 2019). Universities' responsibility for the employment outcomes of their graduates has given rise to an emphasis on employability and placements to improve achievement (Hartmann & Komljenovic, 2021). The findings of this research show the importance of preparing students for successful placement including ensuring fit and understanding the stages of self-authorship as a framework for pre-professional identity. A model of mentoring as a way of priming students to be better prepared for securing and taking a placement is presented for further investigation.

#### Presentation - 3 slides

#### A lived experience of learning about the systematic review of literature on supporting Undergraduate Business Students in Finding Work Placements

##### Introduction

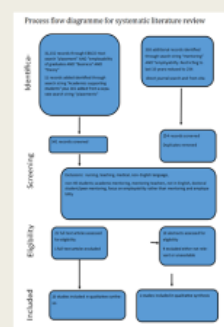
- Only 20% of students in UBS successfully secure a placement year, even though employers say they are unlikely to secure a graduate post without relevant work experience. (Highliers 2020).
- Having a mentor may help with their confidence, opportunity awareness, social capital and skill articulation and a mentoring scheme has been running in UBS for the last 12 years.
- The research is a systematic literature review for the PhD (Prof) Education, looking for evidence of mentoring as a pedagogy for supporting students' placement search.

##### Objectives

- To identify the main issues that business students face when searching for placements
- To identify any helpful pedagogy
- To identify where mentoring can help

#### Methodology

- Systematic approach for building better research habits
- A simplified version of PRISMA was used from Robertson-Malt (2014)
- Used key words and search strings in a variety of databases to identify suitable studies
- Important to record inclusion and exclusion criteria
- Identification, screening, eligibility and selection.



#### Results, analysis and conclusion

- 21 papers found to be relevant, see Process flow (previous slide)
- Subdivided into 4 areas:
  - Placements as experiential learning (11)
  - Pre-professional identity (PPI) (4)
  - Placements & mentoring (1)
  - Mentoring (5)

- Three areas were regarded as significant:
  1. First year academic achievement
  2. Placement "fit"
  3. Ability to progress pre-professional identity through the stages of self-authorship

##### Conclusion

- Mentors can support development of self-authorship or Pre-Professional Identity by giving a better informed picture of work and work opportunities.
- There was less clarity in literature about how universities can support student to stay engaged with developing their PPI.

## 4. Developing students as reflective practitioners

Deepa Rughani and Ben Onyido

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### Abstract

The value of reflective practice is widely undisputed. The ability to look back on an experience/event and take meaning from this helps to inform future practice and development. It is common practice for placement programmes to encourage students to adopt this practice during their placement year. At DMU, this forms the academic assessment for Faculty of Computing, Engineering and Media (CEM) students on placement. Historically, the technique of reflective practice was not taught to students, and thus the ability and skills to articulate this varied, as was evident in the written assessments submitted. This led to the introduction of workshops to help students understand and apply the principles of reflective practice to their placement year. During the sessions, students were introduced to models of reflection and undertook activities to help them understand good reflective principles. A refresher session was also delivered midway through the placement year, revisiting these principles and providing detailed information about the placement assessment. While further data is being collated to determine the impact of the workshops, early student feedback, engagement with the workshops, and academic performance have been positive. Therefore, there is rationale to embed reflection workshops as a tool to support student development and academic success within the placement module.

### Presentation - 3 slides

**Developing students as reflective practitioners**  
Deepa Rughani, Dr Ben Onyido - Faculty of Computing, Media & Engineering, De Montfort University

**Background**

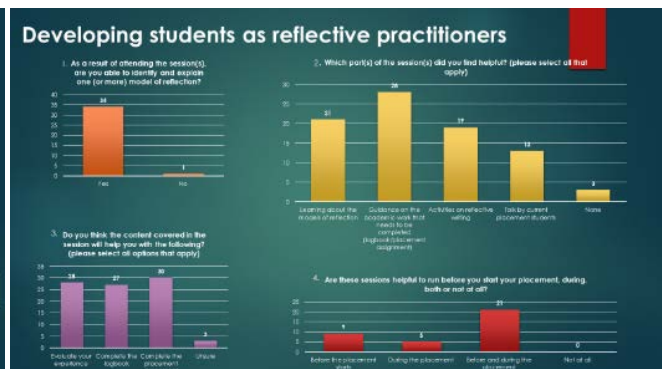
- Gaining initial employment requires the correct skills and qualifications, but also the ability to present them (Dunne 2017).
- Challenges noted with written reflection include students' unfamiliarity with reflective writing (Tanner, 2012).
- Reflection can be taught (Russell, 2004).
- Online reflection workshops were devised.
- Placement students were introduced to principles and models of reflection and undertook activities to facilitate self-reflection.

**Method**

- Sample: Level 5 CEM students undertaking a placement during the 20/21 & 21/22 academic years.
- Data Collection: Quantitative data collected via an online evaluation questionnaire after each session delivered.
- Analysis: Quantitative analysis of feedback. Comparative analysis of placement marks for session attendees and non attendees.

**Reflection is ... "the way that we learn from an experience in order to understand and develop practice" (Gasper 2003)**

**Aim:** To explore the effectiveness of online workshops in helping CEM students to understand and apply principles of reflection to their placement experience.



**Developing students as reflective practitioners**

**Impact on Assessment marks**

Placement cohort	0-39	40-49	50-59	60-69	70-79	80-100
2018/19	1 (1.2%)	7 (8.2%)	9 (11%)	27 (32.9%)	29 (35.4%)	9 (11%)
2019/20	1 (1.2%)	12 (15.9%)	38 (48.3%)	27 (33.9%)	3 (3.7%)	
2020/21		5 (6.9%)	31 (42.3%)	35 (47.3%)	2 (2.7%)	

**Recommendation:** to embed reflection workshops as a tool to support student development on placement and academic success in the module.

**Conclusion**

- Overall, student feedback, engagement with the workshops has been good. Early indications on academic performance have also been positive.
- The content of the sessions has helped the majority of students to identify and explain a model of reflection.
- The most helpful part of the sessions was reported to be the guidance on the academic work.
- The majority of students also stated they would be able to evaluate their experience and meet the academic requirements of the module.
- Preferences were noted on the timing of the sessions. The majority of students stating the best time to hold these was for before and during the placement.

**References:**  
Dunne, J. (2017), 'Work placement effective: assessment and development' accessed through highlighting practice offshore, journal of working and learning in Creativity, Innovation, 1(1), 63-69.  
Tanner, C. (2012) 'Report of writing placement on the basis of Learning and Development' Working with the Future, 7 (2005), 'The Value of Practice in the Field of Reflective Practice' (15, 19-24).  
Russell, B. (2004) 'Improving student performance: the role of reflection' Education, 128, 119-126.

## 5. Content analysis of placement ads to develop guidelines for employers

Helen Hooper

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### Abstract

Previous research employing both archival and experimental analyses demonstrates that the specific wording employed in recruitment materials can impact on an applicant's perceived 'fit' with the role being advertised and their inclination to apply. A content analysis of the text of placement advertisements focussed on scrutiny of features shown to increase perceived fit and inclination to apply in women and BAME people. Initial findings reveal the majority of placement ads use (strongly) masculine or feminine coded text, do not clearly articulate the benefits of placement and only one ad contained a positive action statement. Such findings are relevant for employers who wish to improve workforce diversity, including increasing applications from under-represented groups into placements and highlight scope to develop practical employer guidelines.

### Presentation - 3 slides

Content analysis of placement ads to develop employer guidelines.  
Helen Hooper

**Words matter!**

- Born, MP and Taris TW (2010). **The impact of the wording of employment advertisements on students' inclination to apply for a job.** *J Soc Psychol*, 150(5), pp.485-502.
- Gaucher et al., (2011) **Evidence that gendered wording in job advertisements exists and sustains gender inequality.** *J Personality & Soc Psychol* 101(1), 109-128 <https://doi.org/10.1037/a0022530>
- Nater, C. and Sczesny, S., (2016). **Affirmative action policies in job advertisements for leadership positions: How they affect women's and men's inclination to apply.** *European journal of social psychology*, 46(7), pp.891-902.
- Wille L & Derous E (2017). **Getting the words right: When wording of job ads affects ethnic minorities' application decisions.** *Management Communication Quarterly*, 32(4), 533-558.
- Linos E (2018) **More Than Public Service: A Field Experiment on Job Advertisements and Diversity in the Police** *J Public Admin Res & Theory*, 28(1), 67-85. <https://doi.org/10.1093/oxford/9780190811000.001.0001>

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Northumbria University  
NEWCASTLE

**Methodology**

- [ratemyplacement.co.uk](http://ratemyplacement.co.uk) datamined for advertisements for paid placements of ≥ 5 months
- Text extracted verbatim
- Analysis
  - Subtle gender bias in language used (gender decoder tool)
  - Positive action statement
  - Benefits of placement and/or organisation

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**Work in Progress: Initial Findings**

- The majority of ads use (strongly) masculine or feminine coded text
  - no consistent correlation with gender bias in ad text and gender bias in workforce (including within different parts of the same organisation)
- Benefits of placement or working for the organisation focussed on gain of 'real world' experience
  - a minority included on site 'perks' or subsidised/free organisation- related services e.g. gym/sports club; canteen; parking/travel
  - just 1 reference each to: mentorship; flexible working; childcare; CPD
- 1 ad contained a positive action statement

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## 6. Assessment when Developing the Professional Practitioner

Pauline Williams

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### Abstract

The University ambition is to give students outstanding support to learn in a community which values them as individuals and a breadth and richness of experience which prepares students for rewarding lives and successful careers.

The team redesigned a coherent modular strand, developing the professional practitioner with study at each level preparing students for their chosen career pathway beyond the standard instrumentality of employability modules. Key to the team's perceived success has been the use of the e-portfolio in encouraging students to develop skills and capabilities such as creativity, aesthetics, empathy, self-presentation, wellbeing management and innovation. Yet at present, evidence for success is anecdotal, therefore we will formalise understandings to enhance future practice. The project (2021-23) will explore the way in which extra-curricular, in-curricular, placement and learning through assessment enhance student experience, and develop an authentic learning journey. Within that it will explore the use of the e-portfolio in the holistic development of the professional practitioner in sport. Data collection focuses on long-term effectiveness and a range of stakeholder insight. Therefore, we anticipate data collection to happen over a two-year collection period. Methods for identified stakeholder groups are :

Questionnaire - to all students at L4,5,6

Focus groups with self-nominated students

Semi structured interview – Employers

### Presentation - 3 slides

**Assessment when Developing the Professional Practitioner**  
Dr Pauline Williams  
Ben Moreland

Extracurricular  
Within curriculum  
Within placements  
Assessment

Retain the coherence - assessment for learning  
Celebrate/recognise students as they transition to professional life  
Connectivity between academia, practice and career aspirations

**YOUR FUTURE PLAN**

Level 4 Introduction to Professional Practice  
Level 5 Developing Professional Practice  
Level 6 Evaluating Professional Practice

**ASSESSMENT - e-PORTFOLIO**

- Develops toolkit relevant to a technologically driven world
- Personalised learner journey (with own sense of purpose)
- Creativity in demonstration of ILOs (diversity/inclusion)
- Encourage self-reflection and 'ownership' of future
- Emerging - reflection of MHW

**A Brief Example**

**Global Reflective Learning Cycle**

**Work in progress**

Project commence in 2021/22

- Authenticity in assessment: The use of an e-portfolio (Mahara) as a tool to enable learning through assessment
- Method
  - Data collection over a two-year collection period
  - Questionnaire - to all students at L4,5,6
  - Focus groups with self-nominated students
  - Semi structured interview – Employers
- Analysis
  - Questionnaire data will be analysed using SPSS
  - Focus group data and Interview data will be thematically analysed using Braun and Clarke's (2021) reflexive thematic analysis.

## 7. Conceptual evaluation of WBL and WIL concepts with international sport management academics

Steve Osborne

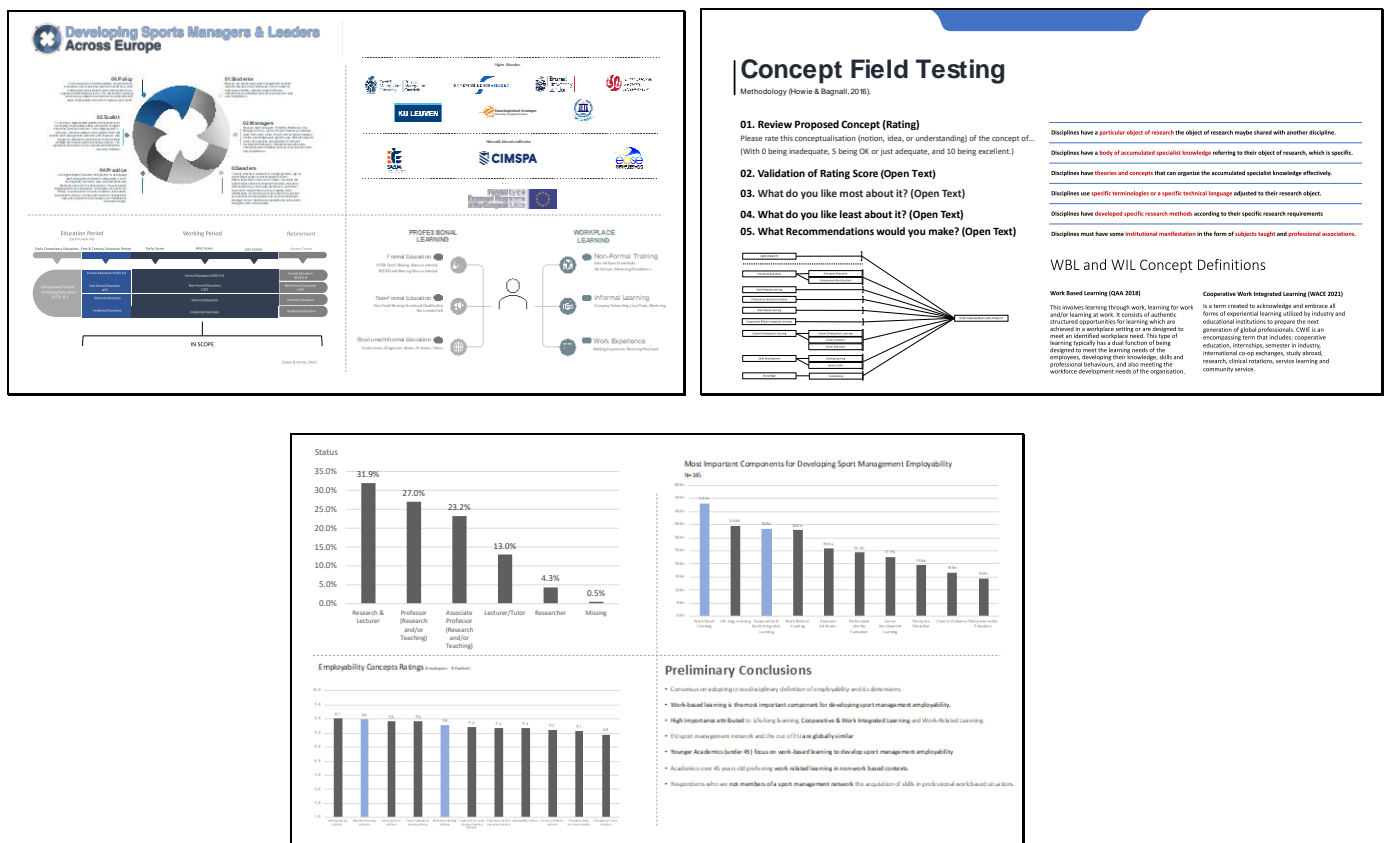
Cardiff Metropolitan University

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### Abstract

Employability, including work-based learning and strategic workforce planning, are complex issues. Developing Sport Managers and Leaders Across Europe (DSMLE) is an Erasmus funded research project which aims to develop guidelines and policy recommendations on how to plan, deliver and embed employability frameworks in sport management higher education and continuing vocational education frameworks. This transdisciplinary project aims to engage non-academic, sport management and employability linked academic networks in problem identification and theory development. Lawrence, Williams, Nanz and Renn (2021) advocate that the first phase of building any transdisciplinary strategy is to frame the boundary object of interest and develop common ground between the key communities' norms, beliefs, and definitions. A field-testing conceptual field study (Howie and Bagnall, 2016) with a purposive sample of n=185 global sport management academics explored whether they would accept generally agreed work-based and placement learning definitions. Therefore, this study aims to be a first step towards building common ground between the sport management communities and the employability networks, including ASET and WACE. The initial results outline a general acceptance of work-based and placement learning definitions (QAA, 2018 and WACE, 2021) by sport management academics and high reported use in their educational practice. The study aims to act as a springboard for engagement and debate between the professional and academic network communities to develop effective work-based learning practice and research.

### Presentation - 3 slides



## 8. Automating your Admin

Lesley Wilson and Tom Meadows

Newcastle University

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### Abstract

The administration of placements can be costly in terms of systems, human resource and the time required to undertake it. With Microsoft Power Automate, the Placements Team at Newcastle University have vastly reduced the amount of time required, and the potential for human error, by automating both simple and complex processes. The best part is that it uses a user-friendly interface to produce quite complex processes that would normally require a strong knowledge of coding, so you can build 'workflow' with little to no prior knowledge. There are lots of templates to help you along the way too. In this short presentation, we will give you a whistle-stop tour of our workflows and some general pointers to get started on your own!

### Presentation - 3 slides

**Microsoft Power Automate**

- Power Automate is a Microsoft application which helps you create automated workflows between key Microsoft apps and external service to synchronize files, get notification, collect and share data to key documents and update files. Allows you to create workflows from scratch or start with a huge selection of prebuilt templates.
- Easy to find via Office 365 Apps list- initially you'll probably need to click through into the 'All apps' list. Downloadable desktop app is available.
- Particularly useful in situations where an operating system doesn't enable you to manage a process as complex as placement ones often are.

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**What would you like to automate?**

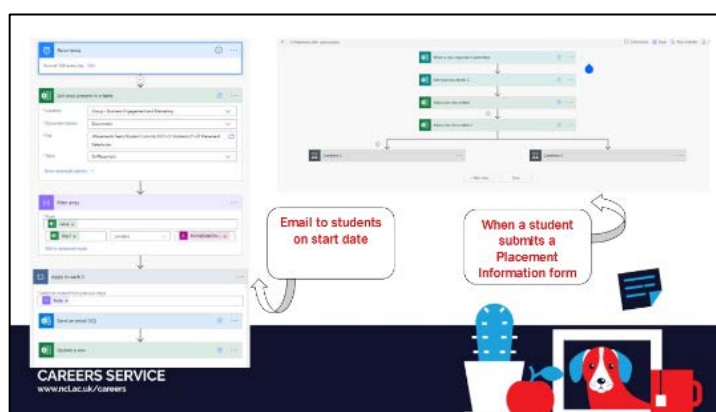
Important to consider where automating processes is most appropriate:

- We looked at the **most time consuming processes** first - we found this also tended to line up with our most **basic administrative actions**
- Where **numerous actions** are required as a result of a decision or action - for us these were often across a number of applications
- We considered **where human intervention or action was and wasn't required** and built this in

So far, typical processes we've automated include:

- Final approval of key placement documents by Senior Managers
- Sharing of key placement information via Teams sites with key partners - Student Health and Wellbeing, Student Progress
- Placement information submission by students - automated emails to students with key info, creation of SharePoint folders, adding details to spreadsheets and updating information in Trello.
- Emails to placement students based on placement start date - week before, first day, 2 weeks in etc.

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# Showcases 1-4

Please add questions for each Showcase using corresponding colour Sticky note

Feel free to add your name, or to remain anonymous

**Showcase 1**  
Widening participation in WBL at Worcester Business School  
Catherine Ross & Kay Emblen Perry, University of Worcester

**Showcase 2**  
Utilising Student Placement Ambassadors to encourage peer to peer placement support and learning  
Melissa Ingleton & Steph White, King's College London

**Showcase 3**  
An exploration of the way in which universities prepare their students for work placement using a Systemic Literature Review  
Stephanie Schiaffonati, University of Lincoln

**Showcase 4**  
Developing students as reflective practitioners  
Deepa Rughani & Ben Onyido, De Montfort University

Do ambassadors get paid?

Could you explain a bit more about your LinkedIn Groups - did the Student Ambassadors set them up?

what data bases are you using please? and who counts (who are you counting) as mentors in terms of including/excluding potential sources?

1/2 Reflection is of course critical for LLL and indeed placement but is often so poorly done. Very much needed piece of work - really interesting.

2/2 Opportunity here for a distance travelled study with these students post graduation to see how this is developing in their careers.

Other - any general question or comment

Re: Steph's comments about "how do we get shorter videos"? at NBS we're exploring LinkedIn Learning and the resources there

Did the students highlight what would help, or did you give them options?

Any practical ideas about addressing fear (about leaving comfort zone or not getting a placement etc)? was fear higher in WP group?

your ambassadors are doing a LOT- (how) are you going to evaluate what has the most impact and refine for future years?

Sounds fantastic! What are the prerequisites for becoming an Ambassador? You mentioned they are PhD students - could you use UG or PG students too?

Love the idea of mentors helping with pre-professional identity. Depending when students get a mentor do you not think they could help with 1st year achievement?

(how) do you think covid might have affected achievement (did you control for this in any way when comparing with 2 previous academic years)?

1/2 Love this session! So fast and interesting - bouncing between really interesting presentations. Well done!

2/2 My first PRN and it certainly will be a priority in my diary going forward. Works so well online too! Thank you to all presenters for sharing and ASET organisers.

From previous experience with WP pupils, fear of unknown is big issue. We found having ambassadors speaking about their experience from those backgrounds was key in placating some of those nerves

1/2 Are there any challenges recruiting ambassadors? Love this idea and think peer to peer is key to motivate and reduce the fear mentioned in the first showcase.

2/2 Would also love to know how do you measure the impact of these ambassadors and inform how to change/revise/improve/build on best practice?

Do you find these sessions create more time for your colleagues as there's fewer individual, ad-hoc interventions?

## Showcases 5-8

Please add questions for each Showcase using corresponding colour Sticky note

Feel free to add your name, or to remain anonymous

# ASET

INTEGRATING WORK AND LEARNING;

**Showcase 7**  
Conceptual evaluation of WBL and WIL concepts with international sports management academics  
Steve Osborne, Cardiff Metropolitan University

**Showcase 8**  
Automating your Admin  
Lesley Wilson & Tom Meadows, Newcastle University

**Other - any general question or comment**

**Showcase 5**  
Content analysis of placement ads to develop guidelines for employers  
Helen Hooper, Northumbria University

**Showcase 6**  
Assessment when developing the professional practitioner  
Pauline Williams, University of Gloucestershire

What elements are included in your eportfolio? Is it standardised?

Do you have any advice about how to start off setting up an eportfolio for all 3 years?

Interesting research, think making that link between all the different "dots" of an organisation is really important!

How simple is this to set up? Do you need a degree in IT? :)

have you received feedback from students on their opinion/view of the e-portfolio?

Is the the eportfolio compulsory? If so, how do you award credits? If not, what is the update like?

You mentioned that there was a difference in the preferences of academics depending on their age. Could you talk a bit more around that? Why do you think it was?

How much time did you need to invest in setting this up? Looks great!

1/2 Really interesting, more of a comment but I think our personalisation and experiential learning team in NBS could be a good link for you.

2/2 They use the PebblePad software to help L4-6 students document their CPD and professional development. Happy to make intros if you'd like? Katie, NTU

The big football clubs quite often don't pay their placement students - is this something that you can comment on?

Goodness this sounds like a game changer! We've been looking for a way to put client details into project briefs for academic supervisors... thank you!

Could you give an example of what a masculine/feminine coded phrase or sentence would look like?

Can you give some examples of the language used for male, female or neutral? Fascinating stuff!

Also, what impact do these have on potential applicants and how is that measured?

Do you feel this is something we should be engaging employers in? Or should we work with students to help them see past the bias?



## CLOSING REMARKS

First of all, we would like to thank our 8 presenters for putting themselves forward to speak at the Research Showcase. Their engaging talks made for an immensely interesting session. Nearly 40 of our members also attended the event in order to listen to our fantastic speakers. This is the highest attendance for our Showcase to date and we are excited to think that this could reflect the growing interest around undertaking research with placements and presenting practice to our community.

In the first half of the session, we heard how placement students are being recruited to undertake research. Dr Catherine Ross demonstrated this through her project, undertaken with Dr Kay Emblen Perry, which recruited an NUS Green Impact Student to help widen participation in their work based learning opportunities at the University of Worcester. Student involvement continued to be the topic from Steph White, King's College London, who talked about utilising Student Placement Ambassadors and the work she has undertaken with Melissa Ingleton around peer-to-peer placement support and mentoring. Next up Stephanie Schiaffonati, University of Lincoln, who has bravely undertaken a systematic review and came to tell us what she has found about the different ways universities prepare their students for work placement. And rounding off the first half of the session Deepa Rughani and Dr Ben Onyido, De Montfort University, demonstrated how they support their students to develop important reflective practice skills through workshops.

The second half of the session started with another fascinating topic presented by Dr Helen Hooper, Northumbria University, who has undertaken a content analysis of placement adverts with a view to developing guidelines for employers. Helen's initial findings suggest employers still have some work to do around this topic. Assessment around work placements and experiences can always be tricky but Dr Pauline Williams, University of Gloucestershire, presented the strategy from her HEP which incorporates an e-portfolio for all 3 years of the degree. Understanding the concepts around work-integrated learning or work-based learning and being engaged with those concepts are key to us establishing common aims and goals in the work that we all do. Our next speaker Steve Osborne, Cardiff Metropolitan University, talked about how he is currently exploring this process with international sport management academics. And last but definitely not least, a topic that is important to many of us. Tom Meadows presented details of a method of automating many of the administrative processes around placements he and the team led by Lesley Wilson, have been using at Newcastle University. This is well worth checking out!

In conclusion, this was a really informative, insightful Research Showcase. We hope you have gained some good knowledge and insights from this report, and the abstracts and slides from our presenters - please don't hesitate to contact any of the presenters, or myself, if you would like any more information. We also hope this Research Showcase will give you some ideas for your own research or introduce you to new ways of working that you can incorporate into your own workplace.

We are keen to grow a strong community around research and to encourage you to share your research with us, whatever stage it's at. ASET events are often the first place people present their research, and we aim to provide a welcome space for this, where you can come and test out your ideas, ask for advice and get some friendly feedback. The Research Showcase is an annual event, and we'd really like you to get involved. If you are thinking about presenting at next year's event, then it's probably a good idea to start thinking about it now, as it can take a while to get ideas up and running. Remember too there is another opportunity to present at the 2022 ASET Conference in September. Again, the conference research sessions are in a friendly environment where you can get some good feedback.

And finally, don't forget the Research Spotlight section of the ASET e-Bulletin, another good opportunity to share your research with the ASET Community.

Dr Julie Udell

## Did you know?

The ASET website has a useful list of publications associated with Work Based and Placement Learning  
<https://www.asetonline.org/research/journals-papers/>

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