ASET
Integrating Work and Learning

ASET Annual Conference 2013

Proceedings of the 2013 Placement and Employability Professionals' Conference

Practitioner Workshops
W1-W6
Tuesday 3rd September 2013

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PRACTITIONER WORKSHOP PRESENTATIONS

W1

Efficient and Effective Placement Management in your University

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Keywords

Efficient and effective work placement management software

Abstract

With a ten-year track record of delivering successful placement management software solutions (including a national rollout across Wales) and expertise in utilising technology to help organisations become more efficient and effective, we can share our unique insights and experiences, showcase our cutting-edge platforms, and provide a glimpse of what is coming in the very near future…

- We will showcase the "All Together" online placement management system, which is currently being implemented in Sheffield Hallam University to combine, standardise and streamline all placement activity across all faculties.

- We will highlight key features from the system and the benefits those features provide.

- We will illustrate how a project like this can save huge amounts of administration time, improve the experience for students and employers alike, and provide quality management information.

- With a track record of successful project delivery and a list of longstanding customer relationships, we will look at some of those customer's journeys and how we have helped them utilise technology to become much more efficient and effective.

- We will discuss why good client-supplier relationships are essential, and how we have adapted together in partnership through changing economic and political climates, including keeping abreast with emerging technology and ensuring continuous improvement.

Issues to be addressed

- Why centralise data and operations?

- Key reasons why software projects succeed, and also why they fail

- Why a pair of "safe hands" is important

- How to get a good return on investment

- How to prepare for and manage change

- What do organisations want from their systems and suppliers?

Presentation

Nicholas Associates
James Waring, Head of Software
Charmian Roberts MBE, Education Business Consultant

We are…

A specialist provider of online placement management, workforce management, and bespoke software solutions for businesses, universities, colleges and schools… for over 10 years.

Our aim: to help make our partners better, more sustainable, more profitable, more effective.

Our flagship products

all together

A placement management platform used by business, schools, colleges and universities across the UK.

all improve

A new skills and compliance platform which facilitates learning and empowers any organisation to better understand its workforce.

Credibility and Capability

In 2012 our All Together platform was used by over 900 organisations to manage over 350,000 placements…

900
Organisations

350,000
Placements / Internships

By the end of 2013 we will have exceeded 40% UK coverage (in pre-16)

>40%
UK coverage (and rising)

This year we anticipate...

1,500 Organisations

500,000 Placements and Internships

Success story: National rollout across Wales

Professionally certified

Microsoft Partner
Gold Independent Software Vendor (ISV)
Silver Independent Software Vendor (ISV)

Great customer service
(endorsed by our customers year on year)

"Always available to answer the phone, with dedicated staff who know us and our requirements. This support is a real positive for your business, your back up team are great."

Jo Lees, Leicestershire Education Business Company

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

TelecityGroup   BBC   Google

Data centre also used by BBC and Google

www.nicholasassociates.co.uk

The "All Together" Platform
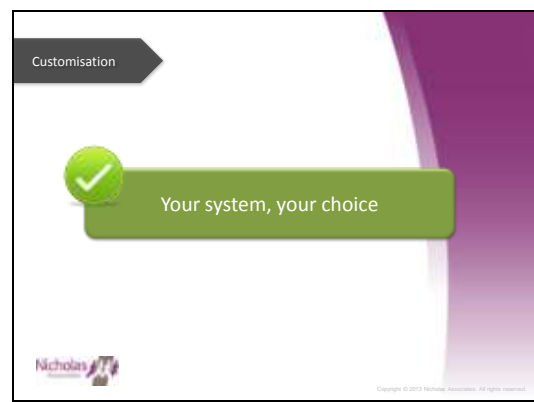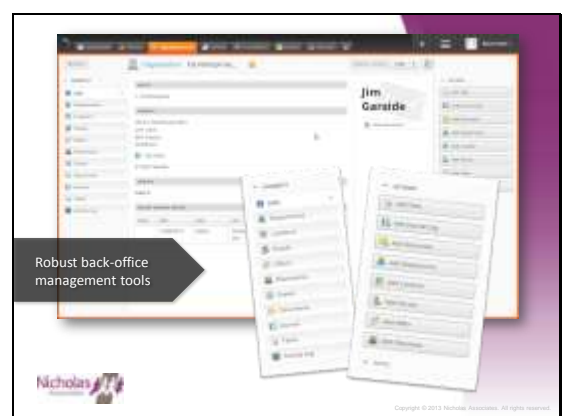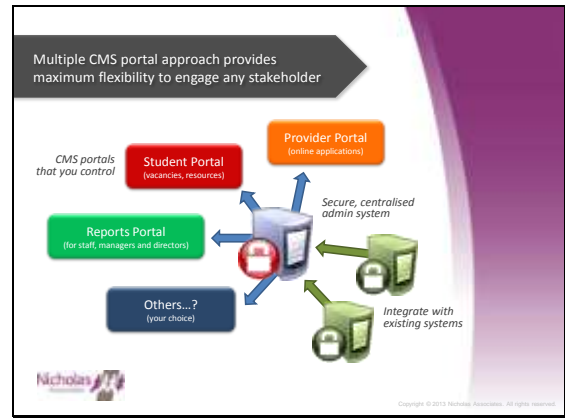
Typical Examples of Stakeholder Portals

External
- Students, placements, resources, assessment, applications, etc
- Provider staff, applications, data management, vacancies, reports
- Provider management, high level reports
- Other customers…?

Internal
- Your staff, process management, reports, support, etc
- Your managers, faculty level reports and monitoring
- Your directors, high level, organisation-wide reports

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Engaging with Stakeholders

Online Reporting
(customised to suit your stakeholders)

Report Scheduler
(take the report to the stakeholder)

Build any report, then choose who receives it and at what frequency

No more need for managers to login to access information

Online Contracts
(digital signatures, minimise print and postage)

Applications and CV Upload
(full tracking and automated CV parsing)
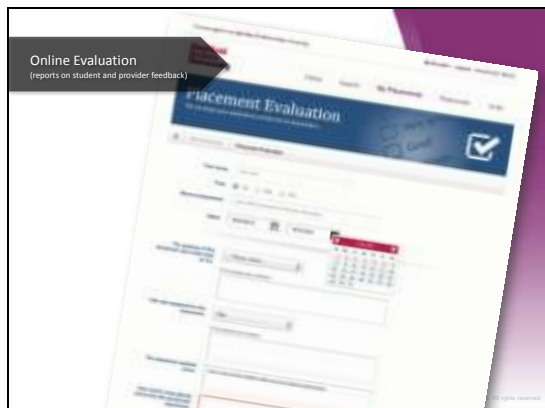
The Results…

Typical Results

✓ Increased operational effectiveness
✓ Increased customer satisfaction (students, providers)
✓ Improved tracking
✓ Clarity of information = reduction in support
✓ Efficiency = reduction in required resource, quantifiable ROI

...and...
✓ Increase your brand awareness and reputation
✓ Improved student and provider engagement
✓ Ability to up-sell / cross-sell your services, CMS portals
✓ Reduction in future attrition, show routes to employment

Thank you

Discussions

W2

"Peer2Peer for Placements" - Improving the take up of Work Placements with the support of Peer Leaders.

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Key words

Peer leaders, placements, employability, engagement, skills

Abstract

The workshop aims to explain the "Peer2Peer for placements" pilot scheme that was delivered within a range of placement units across Southampton Solent University in 2012-13, including the:

- Background to project

- Recruitment and training of Peer Leaders

- Peer Leader facilitation and delivery of sessions

- Evaluation and measuring success

- Future development

In addition it aims to invite discussion and recommendations on the future development and growth of such a scheme. By the end of the workshop participants will have:

- Understood the nature of the pilot delivered at Southampton Solent University

- Weighed up the pros and cons of using peers

- Discussed the feedback from both students and Peer Leaders

- Viewed a film of the Peer Leaders

- Recommended future development of such a project

The Employability & Enterprise Service worked with the three faculties within Southampton Solent University to improve the management of and student engagement in placements. This was done through a Peer-to-Peer (P2P) or Peer Assisted Learning Scheme (PALS.)

Several UK universities have developed such a scheme, including the universities of Manchester, Manchester Metropolitan, Kingston, Bournemouth and West of England. It originated from an

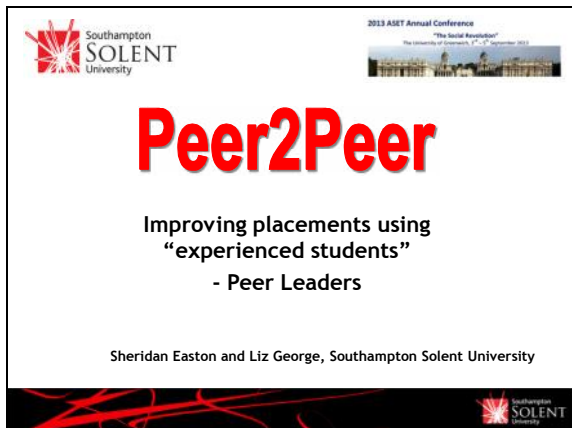American model, 'Supplemental Instruction' (SI) created at the University of Missouri, Kansas City in 1973.

Universities in the UK have developed the model to meet their individual academic environments where students are supported in their studies by more experienced students. Southampton Solent University has an objective of achieving 'excellent student employability' which includes the delivery of some form of "Real world experience" throughout its courses. The workshop explores how this could be achieved through improving the take up of Work Placements, with the development of wider "employability" skills for placement students and Peer Leaders alike.

Liz George worked with Sheridan Easton in the Faculty of Business, Sport and Enterprise and introduced a P2P scheme to support two hundred students in gaining work placements at Level 4 for a variety of courses in; Events, Cruise, Tourism, Health and Fitness and the Outdoors. Liz worked with other staff in the Faculties of Maritime and Technology and Creative Industries and Society to deliver a P2P scheme that supported second year students prepare for their placement year.

The workshop describes the recruitment of Peer Leaders, how they were matched with appropriate course groups/timetables in order to facilitate and deliver sessions in partnership with the academic team and Employability & Enterprise. The Peer Leaders both mentored lower level students and delivered fortnightly sessions within the units. The process aimed to share the reality of finding a placement, while motivating students with confidence to find one themselves and therefore increase the take up of work placements.

The workshop looks at the development of the P2P scheme and how it was successfully utilised to support academics, in delivering placement units and the integration of this into the online learning platform (MyCourse). It will analyse the feedback from both students and Peer leaders and evaluate the effectiveness of the "Peer2Peer for placements" pilot in terms of placement take-up and student employability skills development.

Presentation

Peer2Peer

Improving placements using "experienced students"
- Peer Leaders

Sheridan Easton and Liz George, Southampton Solent University

Peer2Peer - Introduction

- Solent developed a Peer2Peer programme for some if its placement units for 2012 – 2013

- Students were supported in their studies by more experienced students (Peer Leaders) who facilitate groups of lower students

- They assisted them practically to develop learning strategies and improve their understanding of, engagement and participation with subject/unit - a placement

Peer2Peer - Background

- Using "experienced" students to support or facilitate sessions to support students who are "at risk" of leaving, disengagement from University, were failing courses or gaining low marks

Most successful when

- Peer leading occurs as a normal part of a course/unit activities and is timetabled
- As a partnership with course teams, a central coordination and/or student union

Peer2Peer – the story

- Developed from the "Supplemental Instruction" (SI) model first pioneered at the University of Missouri in 1973

Also known as
- Peer Assisted Learning (PALS) in the UK
- Peer Assisted Study Sessions (PASS) in Australia

- UK universities have developed Peer2Peer (P2P) schemes to meet their own academic environments: Manchester, Manchester Metropolitan, Kingston, Bournemouth, West of England and Solent

Peer2Peer – learning theories

David R. Arendale "Foundation and Theoretical Framework for Supplemental Instruction"

- Based on "constructivism" and theories of cognitive development

- Jean Piaget – HE student have not developed strategies for learning new ideas simply by "listening to lectures and reading texts"

- "Learners must be actively involved"
- "Telling" students actually perpetuates remedial processing
  Blais, D.M. "Constructivism: A theoretical revolution in teaching

- Hands on experience – "doing the real thing"
  Dale, E. Audiovisual methods in teaching.

- Capability is increased when encouraged by more "capable peers" *Vygotsky, L.S "Mind in society"*

The Cone of Learning

I see and I forget.
I hear and I remember.
I do and I understand.
— Confucius

After 2 weeks, we tend to remember ...

- Reading — • 10% of what we READ
- Hearing Words — • 20% of what we HEAR
- Seeing — • 30% of what we SEE
- Watching a Movie / Looking at an Exhibit / Watching a Demonstration / Seeing It Done on Location — • 50% of what we SEE & HEAR
- Participating in a Discussion / Giving a Talk — • 70% of what we SAY
- Doing a Dramatic Presentation / Simulating the Real Experience / Doing the Real Thing — • 90% of what we SAY & DO

Passive / Active

Source: Edgar Dale (1969)

Peer2peer – The issue - Students are not engaging in placements!

Undertaking some form of work-based practice as part of a course means that students develop the skills employers want and :

■ The statistics! – 70% of placements lead to a graduate job offer!

■ Improved Degree Classification

■ More likely to be in f/t paid work 6 months after graduating

■ Better job after graduation

Objective: Aiming to do something to improve the student take up of placements and therefore achievement on work based learning unit – across all faculties

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Peer leading – Solent's story

❑ September 2012 - recruited fifteen level 5 and level 6 who were recommended by their unit leaders

❑ Sent in their CV and undertook 10 hours training

❑ 2nd year computing courses going on a Placement year, led by Jennifer Muskett in MarTECH

❑ 2nd year Fashion Management and Marketing placement preparation unit led by Isra Jan-Parker

❑ 1st years on Work-based Professional Studies Unit led by Sheridan Easton in FBSE

Work based professional studies unit- LEI 286

Previously, had covered 90 students from the following courses
■ Events management
■ Health and fitness management

2012 -13 - Now includes 200 students from
■ Cruise management
■ Tourism management
■ Adventure and extreme sports management

20 -30 % of students had failed to take up a work placement

Work based professional studies unit- LEI 286

❑ Every fortnight a different subject was delivered, usually by course teams:
- Where to find a placement
- CVs for placements
- interviews etc

❑ The Peer Leaders facilitated the ones in-between

❑ Material and course content was developed and uploaded onto myCourse

❑ Developed content with academics, Employability & Enterprise staff and peer leaders uploaded onto myCourse

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Student feedback

We surveyed all the peer leaders

We surveyed all students who were timetabled to attend the placement sessions over the 10 week term

- 95 responded
- 66% felt very or more confident about finding a placement as a result of having peer leaders into their sessions

As a result of having peer leaders in your placement preparation unit, how confident do you feel about finding a placement?
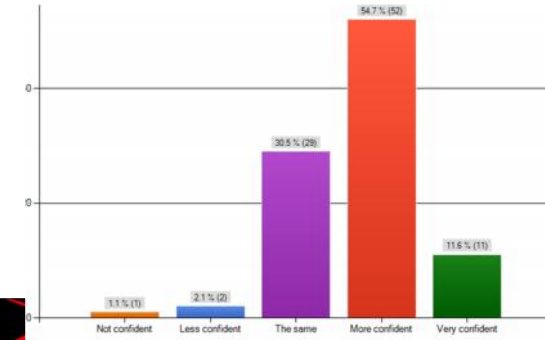
What stage of the process of securing a placement have you reached?
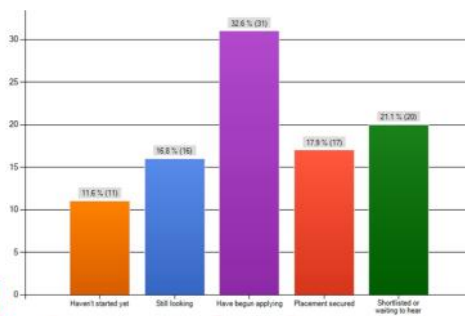
What would you like to see in the sessions to improve them?

"Anymore practical sessions would be good"

"More time actually researching placements ourselves"

"More personal rather than general"

"More time in sessions to look for a placements , more help in finding a placement"

"Slide shows sometimes can be a bit tedious - maybe more activities to break up the information"

"Make it an optional unit in level 6- I want to be a peer leader"

Future

With MarTECH developing a Curriculum + unit on mentoring / peer leading for potential leaders, teaching assistants

Any questions?

2013 ASET Annual Conference
"The Social Revolution"
The University of Greenwich, 3rd – 5th September 2013

Practical exercise with peer leaders

Interview practise for work / placements and finding graduate jobs

Showgirl
Ventriloquist
Magician
Clown
Stuntman

W3

PIPed at the Post

Dr Lorna J Warnock & Dr Hilary M Jones

Training and Careers, Department of Biology, University of York, UK

Background

Sandwich degrees for undergraduates have been around for a long time, and research shows that students undertaking them are more likely to obtain a good degree.[i] In 2009, the Confederation of British Industry (CBI) encouraged the use of work-based learning in Higher Education with the aim of producing students with the appropriate transferable skills and readiness for the world of work.[ii] In 2011, the government-funded Research Councils, who provide research funding for the UK's Universities expressed an interest in creating work-based placements as part of their PhD degrees. The Biotechnology and Biosciences Research Council (BBSRC) was the first to implement these in its Doctoral Training Programmes, and Universities bidding for funding under the scheme were required to ensure that professional internships for PhD students (PIPs) for the duration of three months were built into their PhD research programmes.

The White Rose Consortium was successful in winning funding under the Doctoral Training Programme scheme, and the PIPs journey began for the consortium Universities of York, Leeds and Sheffield.

The Pilot Phase

BBSRC released funds for the implementation of a pilot phase and each university placed three students. Within the Department of Biology at the University of York, three high-quality PhD students were identified who were interested in undertaking a PIP at the end of their PhD, after submitting their theses. The BBSRC funds meant that the PhD students would continue to receive their PhD stipends for the three months of the placement – a real incentive for the students to take part.

As the timeframe for the implementation of the pilot phase was rather short, we looked at the resources we already had available to us. The Department of Biology at the University of York has run a very successful undergraduate Year-in-Industry programme for many years and its current manager has been responsible for year-on-year increase in participation since she has been in post. Her contacts and experience in organising placements were an obvious starting point.

The hosts were able to receive the PIPs students without having to go through any employment procedures, and at no cost to themselves. Initial reservations about finding placements in this new format proved unfounded and organisations were keen to offer three month internships to our best research students, and we received a surplus of offers from a range of hosts. In the end, pilot PIPs students chose the following internships that were most closely matched with their career aspirations:

- Science Communication Team, the Food and Environment Research Agency
- Plant Importation Team, the Food and Environment Research Agency
- Biomedical Laboratories, York General Hospital

Students completed a pre-PIPs and a post-PIPs evaluation document, and were visited approximately halfway through the PIP. Hosts were also asked to complete an evaluation document as well as holding a face-to-face meeting with the PIPs organisers to identify any problems or act upon any suggestions.

The pilot PIPS were overwhelmingly successful, with all hosts willing to offer placements when the full programme is launched. The PIPs students felt that the experience had been very beneficial too, and had opened their eyes to a range of career options as well as improving their transferable skills. This is very much in line with the aspirations of the CBI.

Launching the system

Our next task was to launch the full programme. The BBSRC was relatively non-prescriptive about how and when the PIPs should be completed and what format they should take other than that the process should be student-led.

The University of York took the decision for PIPs to be undertaken after upgrade – usually eighteen months into the PhD, and preferably before the end of the second year, meaning that the first PIPs at the University of York will take place between April and October 2014. The possibility of PIPs being completed at the very end of the PhD, as in the pilot phase was discussed, but two problems were identified a) we would hope that the student would bring learning, perspective and contacts from their PIP back into their PhD research and b) that if a PhD student was offered employment at the end of their PhD, we would not be in a position to insist that they undertook the PIP – especially if this interfered with the offer of employment - which would result in failure to meet our funding requirements.

Since the PIPs scheme was welcomed by so many employers, a database of hosts was created and 'job descriptions' were collected from those who wanted to recruit to a particular project. In

addition to this, a student-facing online resource was launched on the University of York's virtual learning environment, allowing PIPs students to browse the organisations and projects on offer.

Currently we have twelve job descriptions and over thirty expressions of interest from organisations as diverse as the Lake District National Park, the National Science Learning Centre and a scientific consultancy. With just nine students to place in 2014, there is already plenty for them to choose from.

The Doctoral Training Programme was formally launched at the Food and Environment Research Agency in November 2012 and students and their supervisors were briefed on PIPs and their requirements. A separate information event was also held for academic staff within the Department of Biology. Initially, the requirement that the PIP should not be related to the student's research was questioned in detail by academic staff who had hoped that a placement at a different lab would enable them to continue their research. However, it was made clear that this kind of placement would not fulfil the requirements of the PIP.

Other potential challenges include the students trying to complete both their PIP work and their PhD at the same time, for example by returning to the Department after hours to culture cells or to take care of plant material. This will be strictly discouraged, but may be impossible to prevent.

The future of PhD internships

Other funders are looking closely at the PIPs agenda and it is likely that they will become more and more commonplace – particularly as they are so warmly welcomed by employers. BBSRC is also considering the introduction of a PIPs-like placement for its postdoctoral programmes.

These changes will put increasing pressure on universities to become more outward facing. Networking between universities and employers, and the creation of collaborative and mutually beneficial projects will become more commonplace. The old-fashioned model of milk-rounds and careers fairs may be replaced by a more intertwined relationship between universities and other organisations in the UK economy, resulting in a more fluid exchange of people, knowledge and skills.

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[i] Mandilaras, A. Industrial Placement and Degree Performance: Evidence from a British Higher Education Institution International Review of Economics Education. Vol 3. No1. (2004)

[ii] "Future Fit: Preparing Graduates for the World of Work" (2009)

W4

The "Social" Revolution - unravelling the conundrums

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Keywords

Social media, Ethics, Employability, Work-place readiness

Abstract

This workshop is based around questions triggered by the 2013 ASET Annual Conference call for papers and presentations.

The call highlights the theme of the conference and mentions a number of key phrases for participants to focus on. Our aim is to discuss the issues that lie behind these phrases, partially playing the Devil's Advocate.

Sample discussion topics and questions are given below. We recognise that time is limited; so, the discussion will focus on the topics and/or questions chosen by the attendees.

The first topic is the degree to which social media will solve employability problems. For example, our experiences suggest that there are many reasons why too many of our students are actively deciding not to do placement or take part in other employability-enhancing activities. However, the absence of social media interaction is not one of those reasons. So,

- What evidence is there that social media will prompt career-development ownership and activity?

- Also, students use social media for fun, as part of their social lives. How will they react when universities high-jack it for academic purposes, even if those purposes would benefit them?

Another topic is *"student-centred, quality-focused culture"*, prompting the following questions:

- How different is this culture from what we do currently?

- What is the definition of quality in this context?

- Who defines it, individual institutions or an independent body?

- Whose responsibility will it be to develop and manage the quality framework?

The final topic is for universities to *"groom the best students with targeted preparation and coaching to be work-place ready"*. This is a crucial topic for discussion, in three parts.

- Generally speaking,

    - How far should we go towards training, as well as educating students to be mature, independent, and enthusiastic?

    - What does it mean to be "work-place ready", beyond what is currently incorporated into university curricula and support?

    - What is that makes students work-place ready – education or training? What contribution should universities make and where in the continuum?

- Specifically speaking,

    - How to define "the best" when it comes to selecting students?

    - Who should define the nature and mechanisms of the targeted preparation and coaching?

    - Which are the targeted fields and how are they chosen?

    - And, by extension, which work place is being addressed?

- Ethically speaking, which is a mine-field,

    - How will this "grooming of the best" affect the rest, academically, financially, personally?

    - When and how will the best be selected and how will the others be informed of this decision?

    - Can selected students subsequently be un-selected and initially non-selected students be subsequently selected, based on their ongoing performance?

    - If we take the verb "grooming" to mean "preparing for a position",

        - Will the selected students be allowed to choose their positions?

        - Will grooming not distort the current efforts we make for graduates to be employable in their chosen fields?

Aims and Objectives

1. To explore ways that social media can contribute to or encourage a student's employability activities.

2. To understand what we mean by a "student-centred, quality-focused culture".

3. To discuss some of the issues around "grooming the best students".

4. To provide a chance to play the Devil's Advocate and, perhaps, say the unsayable.

Experiences covered

Taking the ASET call for proposals as a starting point, we offer an opportunity to explore some of the conundrums and questions that are perhaps unanswerable but which seem to incorporate many issues in need of clarification.

Issues to be addressed

The workshop will run in three sections: presentation, discussion, and dissemination.

Presentation

We propose to start the session with a summary of the discussion topics, as set out above in the abstract.
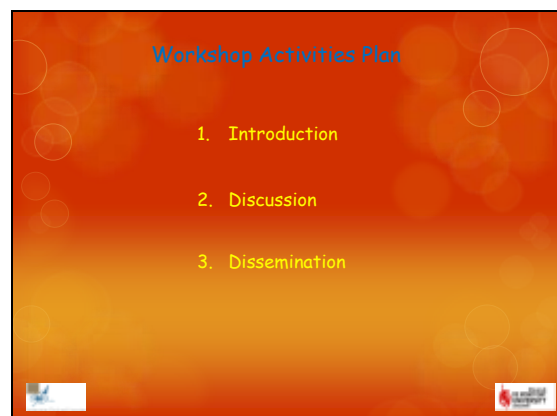
Discussion

Participants will then be invited to choose, based on their own experiences and preferences, which topics and/or specific questions to concentrate on.

Dissemination

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

Presentation

Introduction

○ Based on the Call for Papers & Presentations

○ Thought provoking or shallow/clichéd

○ Evidenced or wishful thinking

Group-led Discussion Topics

a) The degree to which social media will solve employability problems

b) Student-centred, quality-focused culture

c) Groom the best students with targeted preparation and coaching to be work-place ready

a) Any other burning issues

Dissemination

•Summary document

to be emailed to all interested parties

Thank you

Any questions?

W5

Working with "Zombies"

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Key Words

Generation Z, Instant Generation, employment, employability, Edutainment

Abstract

I am interested in understanding more about any emerging issues that colleagues are seeing surrounding placement students entering the workplace or new graduates embarking on their graduate careers.   Our students graduating today are the first to enter the job market from the Generation Z age group. These are young people born post 1995. They have become known as the "Zombie" Generation partly because of the Z but also because of the manner in which they amble along the streets with their heads down and eyes firmly fixed on their mobile devices and usually oblivious to what is going on around them.

These students have never had to entertain themselves as they have enjoyed a constant flow of gaming consoles, DVD's, the Internet, multiple television channels, MP3 players and laptops to keep them constantly entertained. They are sometimes referred to as the "Instant Generation" as they have never known life without superfast communication and unlimited access to media technologies and they are used to sharing their most personal details with their virtual friends on social media pages. They work with multiple web pages open at once, using different applications, utilising more than one device whilst instant messaging their friends on their smart phones. How will they cope in the workplace where they may find the world of work mundane and lacking stimulation?

There are additional issues that are faced by this generation.   They are often brought up in quite small family units with a high level of parental engagement and control in every aspect of their lives, high levels of support in their educational settings and frequently recognised as high achievers with an abundance of praise regardless of how small the achievement. Will employment for Generation Z additionally mean that there will be more of a need for structured mechanisms for coaching,

mentoring, and peer learning groups in the workplace to handle their needs for scaffolding, praise and recognition to enable employers to retain their workforce?

Higher Education lecturing styles have adapted to be more interactive to maintain the attention of students and assessments have become more imaginative to challenge the minds of the students who have a constant stream of online information to hand so may be less inclined to read. To provoke deeper thought and understanding we use problem based learning techniques, peer assessed exercises and projects that involve real scenarios and we encourage team work to share and explore ideas and knowledge. Through these changes the term "Edutainment" has evolved. But is the workplace adapting to retain the interest and commitment of these individuals? Should we be fostering a new range of employability skills in our graduates to enable them to fit better into the workplace as by 2020 they will form 30% of the workforce in the UK?

I would like to facilitate a workshop to explore these issues and share views on how this new phenomenon of students can be helped to fit into the workplace and what advice might be given to help employers enhance their working environments to help them retain their recruits and their talents.

Presentation

Do you remember a time when?

1960's

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan
University of Central Lancashire

Do you remember a time when?

1970's

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan
University of Central Lancashire

Do you remember a time when?

1980's

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan
University of Central Lancashire

What was life like back then?

- Larger families
- Few extra curricular activities
- Lots of "playing out"
- Imaginary play
- Reading
- Limited supervision

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan
University of Central Lancashire

What did we manage without?

- 100's of TV channels
- DVD's
- Mobile telephones
- Computers
- Electronic gaming consoles
- Gadgets

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan
University of Central Lancashire

What was a treat back then?

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan
University of Central Lancashire

What was a treat back then?

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan

What entertained us back then?

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan

What did we enjoy back then?

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan

What TV do you remember?

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan

School Today

INNOVATIVE THINKING
FOR THE REAL WORLD

uclan

What is a treat for children today?
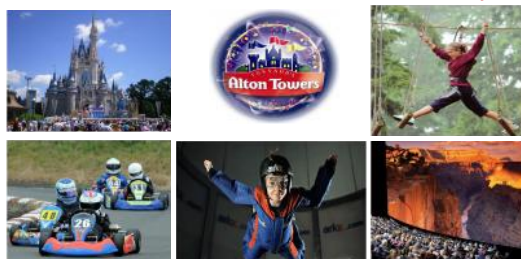
INNOVATIVE THINKING
FOR THE REAL WORLD

uclan

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

What entertains children today?

The Generations

- 1928 – 1945   Post-War Cohort
- 1946 – Late 1950   Baby Boomers
- 1960 – Late 1970   Generation X
- Late 1970 – Mid 1990 Generation Y
- Post 1995 – 2010   Generation Z
- 2010 – Present   Generation Alpha

Generation Z are Graduating !

Exception or the Rule?

- In 2007 :
  - Own a computer   97%
  - Own a mobile phone   94%
  - Own an MP3 Player   56%
  - Use instant messaging   76%
  - Do school work whilst messaging   75%
  - Get their news primarily from the Web   34%
  - Have a Facebook account   69%

Generation Z Characteristics

- The internet, technology, war, terrorism, recession and social media shapes their lives
- Tech savvy
- Social media connects them globally to their peers
- The internet is their source of knowledge
- Flexible
- Accepting of diverse populations

Generation Z Characteristics

- Social media
  - Cloud based world of friends, data and entertainment
  - Allows instant contact which is highly important
  - Waiting for emails is not part of their world
  - Social media has made them aware of social causes and social justice and they will look for careers to help the world

Generation Z Characteristics

- Gadgets and Tools
  - They want to interact rather than be passive
  - They want gadgets that have multiple functionality
  - They prefer websites, apps and social media that allow them to be creative
  - They want to comment, like, rate, feedback and blog so their voices and opinions are heard
  - Working in multi sensory environment with many applications and devices operating at the same time

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Generation Z Characteristics

- Commerce
  - They are not brand loyal. Mixing, matching and following
  - They have had the biggest impact on an economy than any other generation. What they "like" moves products
  - They spend more on the economy than any other generation before them. Driven by gift cards
  - They are more concerned about purchasing environmentally safe products than any other previous generation

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Generation Z Characteristics

- Socialisation
  - They are connected seamlessly all over the world
  - They are able to work, learn and study wherever and whenever they like
  - Their day is filled with images from all over the world
  - They will take their gaming lifestyle with them into adulthood
  - Do they grow up to fast or do they not grow up at all?
  - They are closer to their parents because they are exposed to the same TV shows, listen to the same music and play video games

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Generation Z Characteristics

- Socialisation
  - They have less need for direction because they have all the answers
  - Parents and teachers tend to build too much self esteem into them
  - Too many digital tools mean they think they can do anything
  - The completely take for granted how much data is available to them and at an incredible speed
  - They spend more time and longer hours with their digital habits. In December 2013 "Internet Addiction" will officially be classified as a disorder

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Generation Z Characteristics

- Future Professionals
  - 65% of Primary School pupils will work in jobs that don't exist today
  - 80% feel they won't have jobs when they finish University
  - Many want to enter professional and technical "idea economy" whilst the largest growth is in the service economy.
  - Less will work 37 hour weeks and more will freelance
  - They are wary of long term plans and few are planning 30 year careers in one place.
  - Due to their need for flexibility retention will be a problem

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Generation Z Characteristics

- Future Professionals
  - Less loyalty
  - They expect quick results, feedback and praise and will need to be monitored and supported in the workplace
  - The recession will have them competing for jobs at all levels and with much older adults
  - Many will demonstrate an entrepreneurial flair
  - They quickly bore and will need to be employment that entertains them

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Generation Z Characteristics

- Learners
  - They are always at risk whilst being online and need to be educated of the risks
  - Their brains are wired for fast delivery, images, videogames and the internet
  - They need feedback, clear goals, rewards, fun and challenges
  - Edutainment
  - Teachers are struggling to keep up with the new digital needs
  - The want collaborative problem solving learning environments

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Generation Z Characteristics

- Dangers for Generation Z
  - They are aware that they live in a world filled with uncertainties
  - They are too dependent on technology
  - Higher education costs are rising. They will need niche skills and education is slow to catch up
  - They will face health problems associated with sedentary lifestyles
  - Other generations will have to learn to deal with Generation Z's changing interpersonal skills

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Key Issues

- Challenged
- Results
- Praise
- Goals
- Speed
- Multi Sensory
- Support

- Communication
- Tech Savvy
- Boredom
- Boundaries
- Flexible
- Feedback
- Rewards

- Interact
- Control
- Mentoring
- Interaction
- Phubbing
- Creative
- Less Loyal

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Entering the Workplace

- Lack of experience
  - In 1990 40% of teenagers had a Saturday job
  - In 2012 it was down to 20%
- Lack of interest
- Lack of motivation
- Short attention spans
- The need for rewards, challenges, support and results.

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Entering the Workplace

- Negative comments from employers
  - Too much hand holding required
  - Lack of professionalism
  - Time keeping an issue
  - Easily stressed out
  - Clearly bored
  - Keen but needs constant monitoring to get things done
  - A distraction in the office
  - Would not engage with mundane tasks

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Entering the Workplace

- What will the issues be for graduate employers?
- Are there particular issues for short term placement providers?
- What changes should employers consider?
- Do we need to prepare our students differently?

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References

- The Pew Research Centre for the People and the Press (2007)
- Meet Generation Z (Renfro A 2012)

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Thank you for listening

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W6

Supporting Masters Students Entering the Workplace

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Key Words

Masters, 'Postgraduate Taught', 'work based learning', 'careers education'

Workshop Aim

This workshop will enable participants to consider the support which can be provided to masters students who will be engaged in work based learning activities.

Workshop Objectives:

The workshop will enable participants to:

- Determine the key characteristics of a masters student cohort within their own setting
- Identify the particular aspects of support their masters students may require in relation to taking up a WBP
- Identify ways in which this support could be embedded within their own institutions

Abstract

Employers increasingly demand graduates, of all levels, who are able to enter and adapt to specific workplaces as quickly as possible. Indeed, CIHE's 'Talent Fishing: What Businesses Want from Postgraduates' stated that 'deficiencies in the behavioural skills such as employability and cultural fit, which businesses seek from all graduates nowadays, are more of a concern than deficiencies in technical skills'.

The Making the Most of Masters project (MMM; www.mastersprojects.ac.uk) addresses these issues through provision of work based projects (WBPs) as an alternative to conventional university based dissertations for Masters students. Developing material to support masters students through their WBP, and enabling them to make the most of the opportunities to develop social and cultural skills needed for their future workplace is a key component of the MMM project.

Closer consideration of the masters student and what we expect of them highlights many issues. The students come from diverse backgrounds, with a varied range of experiences. Their programmes

range from those where the focus is the in-depth study of a particular subject through to vocational courses, which range from conversion courses to highly specialised professional training.
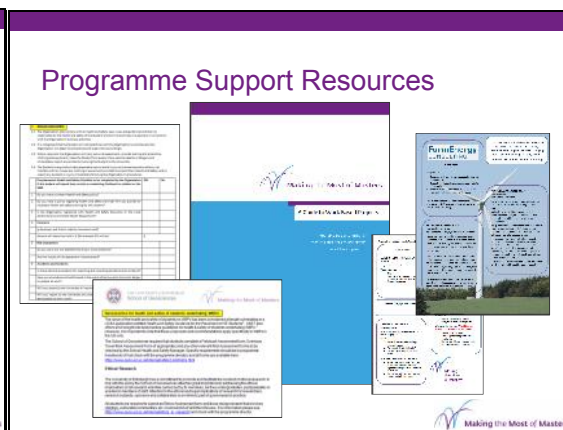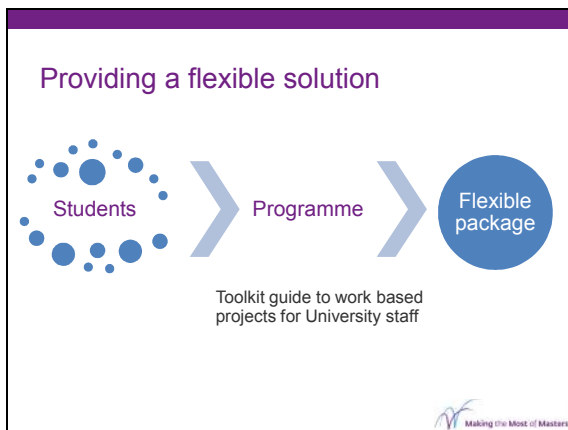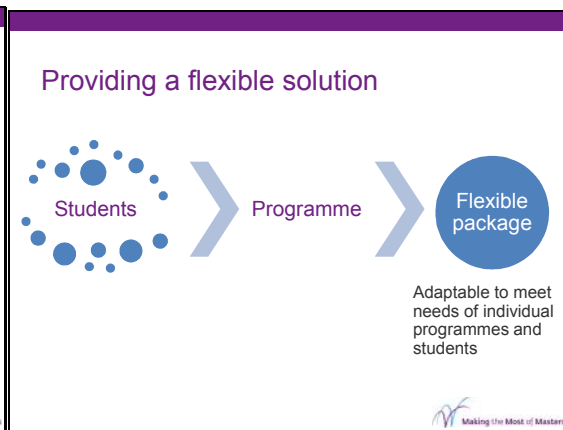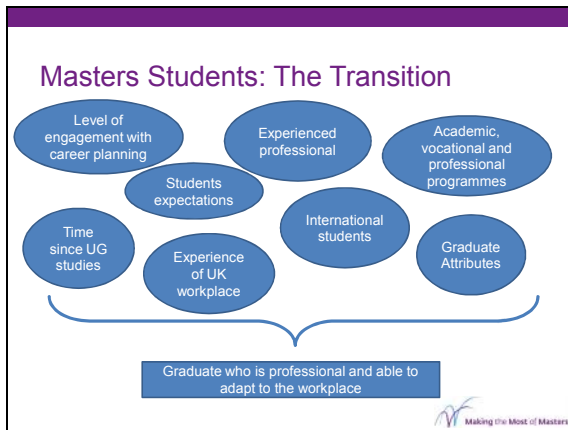
Add to this the expectations we place on the masters student. As with undergraduate degrees, even a masters programme closely aligned to a particular profession is no longer a ticket to a 'good job' and a 'successful career'. Graduates need to be able to articulate what they have gained from their studies, understand it in relation to their lifelong learning and persuade an employer that they have the attributes that will allow them to fit within their organisational culture. Many institutions have defined a set of graduate attributes which every graduate should have attained or be able to demonstrate on completion of their programme. These often draw upon skills, experiences and dispositions which are well suited to development through co-curricular activities and can be enhanced further through engagement with workplaces. As a final challenge, this has to coalesce with a demanding twelve month programme.

This workshop will begin with discussion and identification of the challenges faced in working with a diverse range of masters students and programmes, in particular, within participants' own institutions.

There will be a brief outline of the approach taken by MMM in developing resources - both online and face to face - w discussed above and provide an appropriate level of support to students at this stage of their career journey. A range demonstrated and time made available for participants to reflect on how these could be used in their own institution for the implementation of a support system for masters students who are undertaking work based learning. However applicable to supporting any masters student with career or professional development and use for this purpose may theme running through the resources themselves is that professional development is an ongoing process which prece programme.

Presentation

Masters Students: The Transition

- Level of engagement with career planning
- Experienced professional
- Academic, vocational and professional programmes
- Students expectations
- International students
- Time since UG studies
- Experience of UK workplace
- Graduate Attributes

Graduate who is professional and able to adapt to the workplace

Making the Most of Masters

Providing a flexible solution

Students → Programme → Flexible package

Adaptable to meet needs of individual programmes and students

Making the Most of Masters

Providing a flexible solution

Students → Programme → Flexible package

Toolkit guide to work based projects for University staff

Making the Most of Masters

Programme Support Resources

Making the Most of Masters

What is the Project Agreement?

A document that sets out the roles and responsibilities of the student, host organisation and University.

Making the Most of Masters

What needs to be done?

Generate tailored agreement that incorporates details relevant to the specific proposed work based project and the agreed outputs with the host organisation supervisor

Making the Most of Masters

What information does the Project Agreement contain?
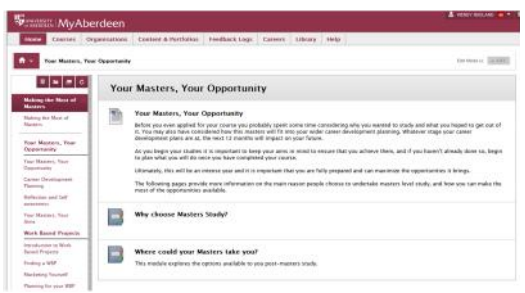
- Names and responsibilities of the 3 parties involved
- Agreed formats and dates for project
- Clarification of communication channels
- Project ownership and IP issues
- Confidentiality and data handling guidelines
- Health and safety requirements
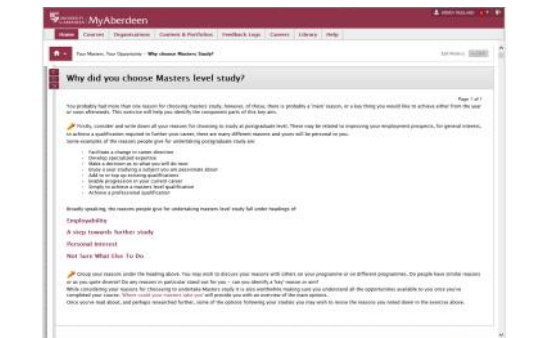- Insurance
- Remuneration

Making the Most of Masters

Providing a flexible solution

Students → Programme → Flexible package
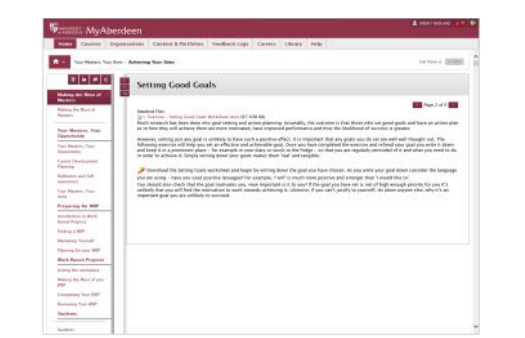
- Virtual Learning Environment (VLE)
- Workshops
- Quick reference guides

Making the Most of Masters

VLE Supporting Work Based Learning

Making the Most of Masters

Making the Most of Masters

Making the Most of Masters

Making the Most of Masters

Discussion: Using the Resources

- Consider how you could use the resources available with masters students?

- Any potential problems and ideas for overcoming these?

- Do you see any gaps in the resource?

Thank-you for listening

www.mastersprojects.ac.uk