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Ward, Lisa J. and Gaffikin, Jane A.

Placement Podcasts: The Employers' Perspective

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Placement Podcasts
The Employer’s Perspective

Lisa Ward and Jane Gaffikin
3rd September, 2008
ASET Annual Conference, Plymouth
Overview

• Why Podcasts?
• Phase One – Last Year’s Work
• Phase Two – Current Work
• Employer’s View
• Films A and B
• Conclusions and Findings
Why Podcasts?
University of Huddersfield

Strategic Aim A7

‘To produce employable and enterprising graduates’
Placement Take Up Trends

- UK wide trend for decrease in sandwich placement take up since 1990s
- Why?
  - The research base is inconclusive
  - More students living at home?
  - Greater financial pressure?
  - Peer Pressure?
Previous Research

In our 2005 survey students who did placements tended to get:

– Better degrees
– Better jobs
– Better salaries

But we can not link this directly and say this is solely because of placements.
Previous Research

Placement tutors often say that students come back:

- More mature
- Ready to learn
- Improved context for academic learning
- More determined to do well and get a good job
Phase One
Last Year’s Work
Phase One Podcasts – Student Selection

- Selected enthusiastic students via Jobshop
- Broad cross section
  - Disciplines
  - Ages
  - Genders
  - Ethnicity
  - International
- Included sandwich, professional and short term placements.
Phase One Podcasts- Outcomes

• 15 minute interview per student
• Edited into short individual film
• Composite of placements and learning experiences
• DVD produced
• Used at University Open Days
• Available via website: www.hud.ac.uk/tqef/placementvideo.html
Placement Podcasts: Website

### Student Placements at the University of Huddersfield

- Title: Placement Podcasts
- Description: A short film & 12 individual student profiles produced and funded by TQUEP Project. 'Student Employability and Good Practice in Placement Provision'

#### Note Title

Click on video to activate control - then click on Play button

#### Individual Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Degree</th>
<th>Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee Wiltshire</td>
<td>2016</td>
<td>BSc (Hons)</td>
<td>Product Design</td>
</tr>
<tr>
<td>Nicola Godfrey</td>
<td>2017</td>
<td>BSc (Hons)</td>
<td>Molecular and Cellular Biology</td>
</tr>
<tr>
<td>Hannah Green</td>
<td>2018</td>
<td>MSc (Joint)</td>
<td>Veterinary Science</td>
</tr>
<tr>
<td>Hannah Redfern</td>
<td>2019</td>
<td>MSc (Joint)</td>
<td>Veterinary Science</td>
</tr>
<tr>
<td>Anna Nelson</td>
<td>2020</td>
<td>MSc (Joint)</td>
<td>Medical Biology</td>
</tr>
<tr>
<td>Alex Jeffery</td>
<td>2021</td>
<td>BSc (Hons)</td>
<td>Music Technology with Popular Music</td>
</tr>
<tr>
<td>Jennifer Rouse</td>
<td>2022</td>
<td>BSc (Hons)</td>
<td>European Business</td>
</tr>
<tr>
<td>Jack Jackson</td>
<td>2023</td>
<td>BSc (Hons)</td>
<td>Fashion and Textile Design</td>
</tr>
<tr>
<td>Andrea Meddick</td>
<td>2024</td>
<td>BSc (Hons)</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>Hannah Brown</td>
<td>2025</td>
<td>BSc (Hons)</td>
<td>Law</td>
</tr>
<tr>
<td>Hayley Brown</td>
<td>2026</td>
<td>MSc (Joint)</td>
<td>Postgraduate Diploma in Guidance</td>
</tr>
<tr>
<td>Helen Green</td>
<td>2027</td>
<td>MSc (Joint)</td>
<td>Higher Diploma in Health and Nursing</td>
</tr>
<tr>
<td>Ruth Robinson</td>
<td>2028</td>
<td>BSc (Hons)</td>
<td>Transport and Logistics</td>
</tr>
</tbody>
</table>

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Phase One - Review

• Feedback from internal focus groups
  – Concentrate on sandwich students
  – Tutors to select

• Format
  – Three interviews per student
  – Interview with employer
  – Interview with tutor

• Student’s professional development and growth
Phase Two
This Year’s Work
Why Bother?

- Placement lifecycle
- Generic resources
- Convenient
- Triangular partnership
- Student awareness of employer needs
- Better placement preparation
- Web resource for second phase
Phase Two – What’s Different?

• Three triangular viewpoints: student, employer, university
• Getting employers and students involved
• Placement units input
• Nine employers, 14 students
• Filmed students in autumn term, 2007
• Employers and students - summer, 2008
• Focus on employer’s views
Phase Two – The Employer's View

• Several employers were placement student’s themselves
• Support ethos
• Commonalities of successful students:
  – Interest in the job
  – Enthusiasm
  – Quick to adapt and become part of the team
Employers

• Don’t expect ‘finished product’
• Develop and train professionals
• Placement Students and graduates – difference?
• Liked real examples at interview
Film A
What Employer’s Want
Benefits to Employers

- Desire to learn, enquire and challenge
- Recent academic knowledge – plus market place developments
- Challenge existing processes and procedures
- Keen to volunteer
- Research projects
- Quick to acquire skills - flexible
Project Progressions – Hospitality Industry

Start off by helping at functions
• work independently supported by the team
• supervise agency staff
• independently manage their own small dinner function
• manage bigger numbers – e.g. a conference
• culminating with large events such as weddings.
Team Working

- Quick to become key members
- Hard to replace at end of year

**Student Vs Admin Assistant**

<table>
<thead>
<tr>
<th>Student</th>
<th>Vs</th>
<th>Admin Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genuine interest in company</td>
<td></td>
<td>Just want a job</td>
</tr>
<tr>
<td>Initial output levels good</td>
<td></td>
<td>Initial output levels good</td>
</tr>
<tr>
<td>More flexible, happy to move, extra experience</td>
<td></td>
<td>Covering jobs = more work</td>
</tr>
</tbody>
</table>

3-6 months later a huge difference
Findings - Employer

• Regard students as their workers for a year
• Skills built over year
• Deeper projects
• Shy - > confident
• Working within ‘real’ teams
• Specialist equipment in ‘real-life’
• Widen social circles – e.g. mature colleagues
• Time management
• Career ‘try outs’
Findings - University

- Triangle: student, employer, university
- Long term relationships with university - service to future generations
- Knowledge back to University re business practice
- Linking employers to university for potential
  - Consultancy
  - Knowledge transfer
  - Partnerships
Film B
Skills and Employers
Conclusions and Findings
Conclusions – Phase Two

- Highlight employers perspective
- Students broader appreciation of world of work
- Insights into interviews
- Enthusiasm, positive attitude and desire to learn
- Work skills can be taught
- Genuine interest in job role and company
- Students treated ‘similarly’ to graduates
- Triangle supports all three
Learning Points

- More complicated to set up
- Chose on the basis of companies
  - Local
  - Blue chip
  - Highly specialised
- Impact on students
- Time consuming
- Transcripts typed up to assist editing
- Web resources – ‘access details cards’
Future Work to Complete

- Finals edits of all films so far
- Final interviews with students
- Interviews with tutors
- Loading materials onto web
- Consultation with staff for dissemination and embedding into curriculum
Contact Details

Lisa Ward
TQEF Work Placement and Project Manager
01484 473085
L.ward@hud.ac.uk

Jane Gaffikin
TQEF Project Officer
01484 473146
j.gaffikin3@hud.ac.uk
Web Resources

TQEF Homepage
www.hud.ac.uk/tqef

Placement Podcasts – Phase One
www.hud.ac.uk/tqef/placementvideo.html

Placement Podcasts – Phase two
(Coming soon)