A Journey from Work Placement to Work Integrated Learning Pedagogy.
What I’ve learned from my own Research and Practice and Research and Collaboration with others

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Outline

• My background
• Interest in Work Placements
• Some people who have inspired me
• My research and changing perspective on:
  • Teaching and Learning
  • Work Integrated Learning (WIL) Pedagogy
  • MWIL (Multiple WIL)
‘Competition has been shown to be useful up to a certain point and no further, but cooperation, which is the thing we must strive for today, begins where competition leaves off’.
My Background
Women’s Work
School Work Experience
Maths Degree
Kodak – Quality Improvement

Total Quality Management

SPC

W Edwards Deming
MSc Manufacturing Systems Engineering

Interface between Business and IT

Glaxo

Tablet Manufacturing

People Management
Prof Brendan Evans
PVC Academic Affairs

Introduced Work Placements into Politics and History
Around 1980
Why bother going on Work Placement?

Everyone knows’ students who do placements get better jobs and degrees

But where is the evidence to support this?

DLHE Analysis 2005
Across Four University Schools

Students who do a placement are more likely to:
- Gain a Managerial, Professional or Senior Official post
- Gain an Associate Professional or Technical Post
- Get any job
Placement Students are more likely to get an Associate Professional or Technical Occupation. Note: many of the jobs in this category could be typical ‘graduate’ jobs for Arts and Design.

Customer Service Occupations are much more common in the School of Art and Design than other Schools who offer student placements.

Art and Design students are less likely than students from other schools to do administration and secretarial occupations.
First Class and Upper Second Class Degrees

- Sandwich Placement: 70%
- No Sandwich Placement: 30%
Updated Research


So despite this evidence, why don’t students do placement?

1988 Peer Group 80-90% on placement
- Exception home based students

2005 – 50% take up
- Many more students living at home
- Financial Pressures
- Desire to Graduate
- Peer Group
- Housing Choice
- Social Factors

Use others to Persuade
Placement Take Up by Ethnic Group

% Placement Students Compared to Final Year

ASIS Ethnic Group 2002/03

- White
- Black (Small Sample)
- Asian
- Mixed (Small Sample)
- Undisclosed
Asian or Asian British Students

Key: Females = Checks, Males = Solid
Note: No Bangladeshi Females went on placement

Lisa Ward TQEF Project Manager (Student Employability and Good Practice in Placement Provision)
Placement Podcasts: Our Film

Student Placements at the University of Huddersfield
Placement Podcasts: Website

The Value of Placement Experience

Student Pod Casts: Why go on Placement?

- Alia Ashraf: Applied Sciences
- Lee Ishenwood: Art, Design & Architecture
- Rinod Acharya: Applied Sciences
- Jennifer Roning: HUBS
- Alex Jolly: Music, Humanites & Media
- Nicola Geisler: Applied Sciences
- Kate Jackson: Art Design & Architecture
- Joan Brown: SEPDP
- Hannah Speed: Music, Humanites & Media
- Maysoon Shafiq: HUBS
- Helen Green: Human & Health Sciences
- Andrew Pollard: Human & Health Sciences

Students share their thoughts on the value of their individual work placement experiences, including how they found the placement, what support was available, what they learnt and how it affected their future career paths.
wace
advancing cooperative & work-integrated education
Dr Karsten Zegwaard

- Director of Co-operative Education at University of Waikato
- Winner of Donald MacLaren Jr Award for Professional Advancement of CWIE
- Editor of International Journal Work Integrated Learning (IJWIL) prev APJCE
- Editor International Handbook for CWIE
What about the Employer Voice?

Tripartite Relationship:

Students
Employers
University
What are placement journeys?

- 'Placement Podcasts' DVD
- On-line video resources

Oct 2007
Student at University

April 2009
Student in Final year with placement tutor

May 2008
Student With Employer at Work premises

Inspiring tomorrow's professionals
Meet the Students – Computing and Engineering

Karl Griffiths: Barnsley Academy, Craig Clavin-Booth: Cummins Turbo Technologies & James Harvey: Nestle

Inspiring tomorrow’s professionals
Student Placement Journeys

• Filmed and followed 14 students with employers and academics over 2 years.
• Produced 40 films.
• Massive physical difference in confidence.
• Transformative experience noticed by students, employers and academics.
• Employers – wanted to give something back.
Judie Kay

- President of ACEN for over a decade
- Australian research / academic alignment culture
- Winner of Dr Constantine Papadakis Leadership Award
- Developed Australian Statement of Intent for WIL, leading to National Strategy for WIL

NATIONAL STRATEGY ON WORK INTEGRATED LEARNING IN UNIVERSITY EDUCATION
National Association Meetings

ACEN – Australian Collaborative Education Network
ASET – Work based and Placement Learning (UK)
CAFCE – Canadian Association for Co-operative Education
NZACE – New Zealand Association for Co-operative Education
SASCE – Southern African Society for Co-operative education
TACE – Thai Association for Co-operative Education
The Vilar Network (Sweden)
Japan
Teaching and Learning Institute

Academic Excellence

New role

Making time for research
2012 FHEA: 100%

The first (and still only) UK University to achieve 100% of Teaching Staff as Fellows of the Higher Education Academy
Extra Mile Awards

- Initiated in 2006
- Student nominated, now includes staff scheme
- Partnerships: Hospitality, Art and Design
- 300 nominations in 2009
- Reward staff
- Mainstreamed

Inspiring tomorrow’s professionals
Where Teaching and Learning Meets Work integrated Learning
Supporting Humanities Initiatives

https://www.heacademy.ac.uk/system/files/ee_huddersfield__hea.pdf

Report on University of Huddersfield’s HEA-funded project

‘Employability in the Humanities curriculum’

Jane Lugea
Pat Cullum
Emma Andrews
July 2015

In partnership with:
Research Partnership

University of Waterloo, Canada – Dr Maureen Drysdale
University West, Sweden – Dr Kristina Johansen
University of Central Florida, USA – Dr Sheri Dressler
Liverpool John Moores University, UK – Dr Elena Zaitseva
University of Huddersfield – Lisa Ward
Research question

Do students who pursue WIL have significantly higher self-concept, self-efficacy, hope, and motivation for study, and significantly lower procrastination, compared to students who pursue a more traditional degree programme?
The Research Team

Lisa Ward
Head of Teaching and Learning Institute UTF

Prof Nigel King
Director of Centre for Applied Psychological Research

Dr Tina McAdie
Senior Lecturer Psychology

Research Assistants
Fiona Purdie (Phase II)
/Alison Bravington (Phase II)

Inspiring tomorrow’s professionals
Sample

- Self selected sample of undergraduate students, from all academic schools at the University of Huddersfield, UK (n=621)
- Placement: 33.3% / non placement: 66.7%
- Males: 25% / Females: 75% (significantly more females undertake placements)
- Mean age (yrs): 26.5

Complex questionnaire which took 20 minutes to complete
Based on American Psychological Scales
Findings

Independent samples T-tests on students who pursue placements at the University of Huddersfield:

• **Significantly** higher trait hope (positive motivational state)
• **Higher** agency (sense of control)
• **Improved** test anxiety (extreme distress in testing situations)

In effect **higher** confidence, resilience and sense of control

Than their non-placement counterparts. However there were **no significant differences** in:

• Academic Self Efficacy (belief in own abilities and meting challenges)
• Motivation and Study Skills
• Procrastination.
Proportion of students undertaking work related activity

Current part time work: 38% (62%)

Placement: 33% (67%)

Voluntary work: 29% (71%)

Relevant previous work: 15% (85%)

Internship: 4% (96%)

Experiential learning: 9% (91%)

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Multiple Work Integrated Learning (MWIL). What is it?

All previous slide plus Study Abroad and wider definition of Experiential Learning.

Multiple WIL or MWIL is when students engage in multiple WIL activities.

Data showed something special about students who engaged in around 5 WIL experiences.
Psychological Differences Intensified by MWIL

The more work-related experiences students have:

- the more hope
- intrinsic goal orientation
- confidence in attaining their goals
- academic self-efficacy they have.

Consistent across both:

- multiple distinct placement experiences
- multiple work related activities (such as voluntary work, experiential learning, internships, etc),

though multiple work related activities appeared to influence a greater range of psychological factors including positive self concept and self esteem.
What is WIL Pedagogy

Intentional Design

Woven Placements

Deep Reflection
Sonia Ferns

World expert on WIL Pedagogy, leading major collaborative projects. Her PhD is a rich source of references.

Embedding Career Development Learning Assessment Theory

Sonia was a member of the lead team for the OLT project: Assessing the impact of work-integrated learning (WIL) on student work readiness – one of the biggest WIL studies ever completed


Developing strategies to maximise industry contribution and engagement with the WIL experience.
Does this go against previous knowledge?

Could this mean the end of the gold standard of 'Sandwich Placements?'

What is it about MWIL that makes this difference?
The More the Merrier – Qualitative Research

- 14 students across 7 academic schools
- Some placements
- Some others forms of MWIL
- Initially based upon Salmon Line (King & Horrocks, 2010)
- Developed Placement Timeline
- Capture: personal development, learning and sense of progression.
Formal MWIL

- Intentionally designed curriculum
- MWIL exemplar

Podiatry

- Lectures
- Placements
- 2 days a week in Podiatry clinic
- Meets both MWIL and WIL Pedagogy
Informal MWIL

- Self starters
- Part-time jobs
- Internships
- Always prepared to try something new and adapt
PLACEMENT TIMELINE

Significant moments in learning and personal development

Episodes of work experience/placements, in chronological order

Inspiring tomorrow’s professionals
INTERVIEW 8: Yasir, Accountancy & Finance, sandwich placement.

The first month was pretty hard, but after that, yeah, I would say I got a lot more confident... as you get more work and you get your hands onto the work, then you know, whenever you’re struggling, you know, if you sit down there, obviously the work isn’t going to get done itself, so you know, I need to go and ask someone for help.

[Writing work reports] makes me think that you don’t only have to look at one thing, you’ve got to be more open, look into more than one source, for example if you’re doing a report... for one of the modules, what you’ve got to do is not only look at the basics, but look into the details, go more like deep down, find the root causes and everything of it, rather than concentrating only on the main picture.

As time goes on, you get more and more tasks. For example when I started off, it was really relaxed, you only had one or two things to concentrate on for the week. But when, whereas now, as time has gone on, coming near the end, I’ve got a lot more tasks, so I’ve got to make sure I’m giving the right amount of time to each project and making sure that I concentrate on the projects that are more important.

BEFORE PLACEMENT

Confidence
Teamworking
Analysis/IT skills
Attention to details
Report writing
Presentations
Managing time

AFTER PLACEMENT

Patient Experience
Microsoft Academy

Health Service IT placement

It’s my manager who has really given me the opportunity to develop myself and he’s really getting me to develop other employability skills, and he’s said to me, ‘I want you to be able to, you know, show me that you can, you’ve got the skills, that you’ve improved from the way you started off’, because I know in the first couple of weeks or even months, if he said to me you’re going to this meeting yourself, I would have not been able to do it. But because he took me along to the... first couple of meetings, he showed me how everything works.

As a person, I think this placement year just has been the best point in my life... the experience that I’ve got from working within all these skills... all the opportunities that I’ve been given...
Theme One – Making the Transformation

- Core value of anchoring the self, needed again and again
- Experiential evolution
- Change to practice, observe and try new things
- Linking theory to practice
- Comparisons of different work situations
- Personal growth
Theme Two – Student and Personal Identity

- Don't start as a 'blank state'
- How students fit into the world of work
- Establishing norms and hierarchy
- Team values
- Discovered more about themselves
- Unlocked potential
- Greater sense of self
Theme Three- Becoming a Professional

- MWIL
  - lots of experiences
  - lots of organisations
  - lots of cultures
  - Learning becomes exponential
- Sense making
- Learning by doing / experimenting
- Career maturity
Conclusions MWIL

Students want to see themselves as work ready
Placement timeline tool – good to get conversation started
Can be used as a reflection tool

Ready to be an effective professional
Career Cartographies

Leeds Beckett University

An online module for Arts and Humanities Students exploring Careers Development Learning and Work Integrated Learning
Partnership: Careers, Academics, Students, Employers
Carol-Joy Patrick

Inagural President of Australian Collaborative Education Network

The WIL Report

Developed Service Learning at Griffith University, providing students with transformative Experiences
<table>
<thead>
<tr>
<th>Reference</th>
<th>Title</th>
<th>Conference Details</th>
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<tbody>
<tr>
<td>Purdie, Fiona, McAdie, Tina M., King, Nigel and Ward, Lisa J. (2011)</td>
<td>In the right placement at the right time? An investigation of the psychological outcomes of placement learning</td>
<td>Procedia - Social and Behavioral Sciences, 29. pp. 717-724. ISSN 1877-0428 Metadata only available from this repository.</td>
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WIL is most effective when it's Collaborative

Questions?

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