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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

Lisa J Ward BSc MSc FHEA
Placement Services Manager
Leeds Beckett University

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)

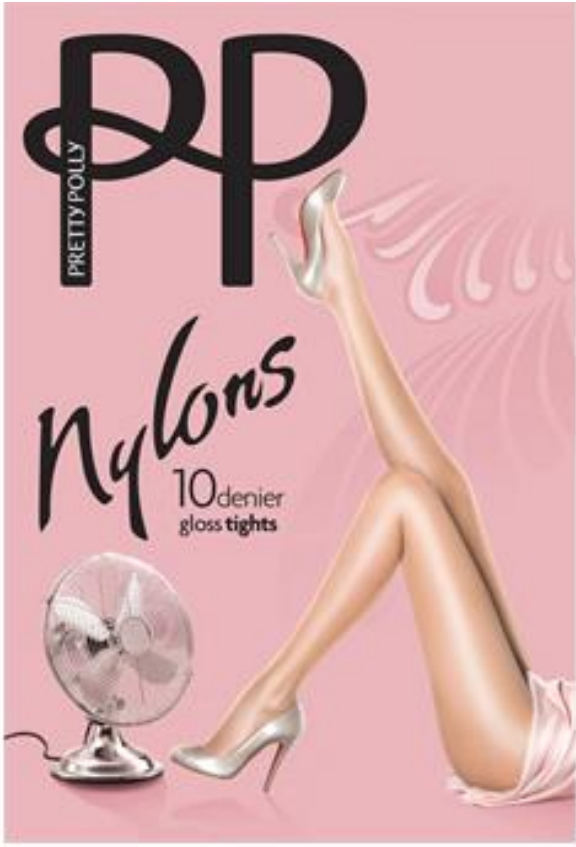
Franklin D. Roosevelt

‘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



PP
PRETTY POLLY

Nylons
10 denier
gloss tights

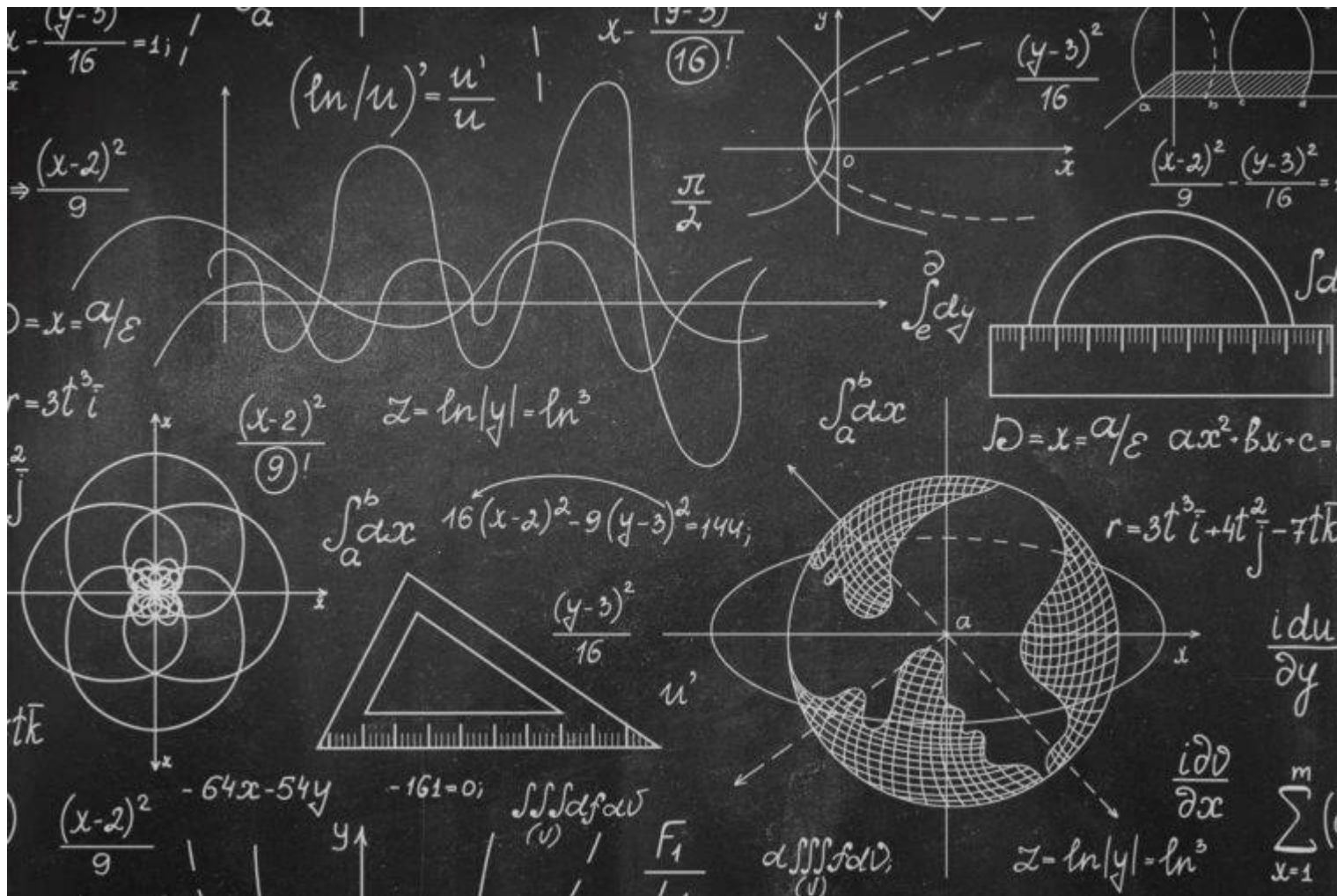
Shop Now

The advertisement features a woman's legs in high-heeled shoes, one foot raised, against a pink background. A small fan is visible at the bottom left. The text 'PP' is large and stylized, with 'PRETTY POLLY' written vertically to its left. Below it, 'Nylons' is written in a cursive font, followed by '10 denier gloss tights' in a smaller, sans-serif font. At the bottom, a white button contains the text 'Shop Now'.

School Work Experience



Maths Degree



Kodak – Quality Improvement



W Edwards
Deming

Total Quality Management
SPC

MSc Manufacturing Systems Engineering

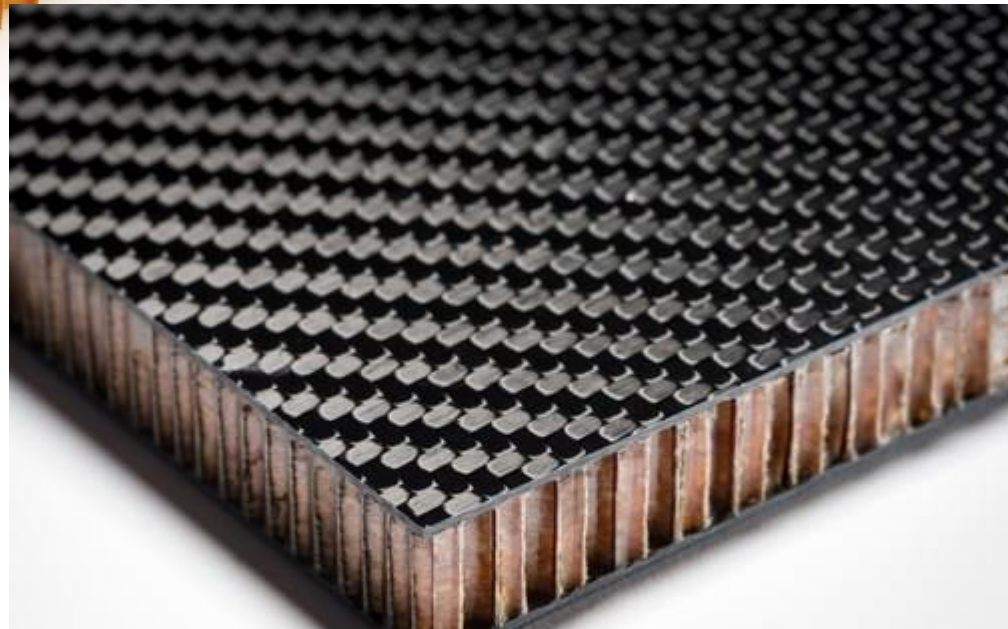
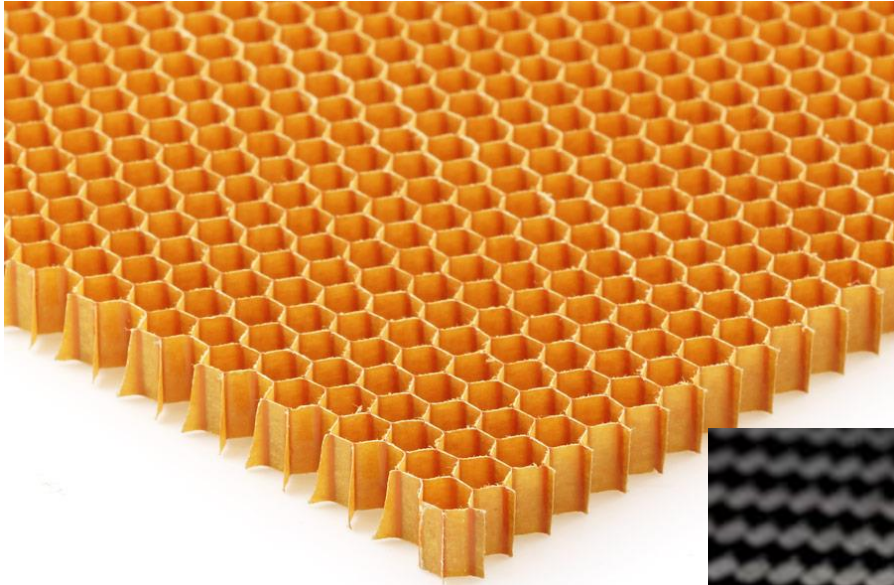
Interface between Business and IT

Glaxo

Tablet Manufacturing

People Management

Manufacturing





Prof Brendan Evans

PVC Academic Affairs



Introduced Work Placements
into Politics and History
Around 1980

ASET

INTEGRATING WORK AND LEARNING

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

Placements - Yes



Placements - No

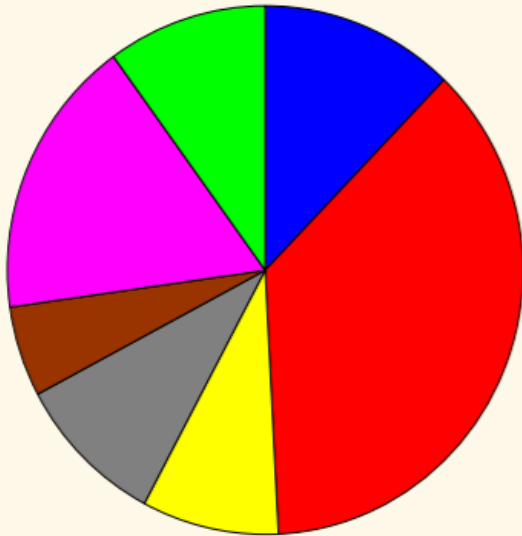


- Managers, Senior Officials and Professionals
- Associate Professional and Technical Occupations
- Administrative and Secretarial Occupations
- Other Jobs
- Doing Something Else
- Actively Looking for Work

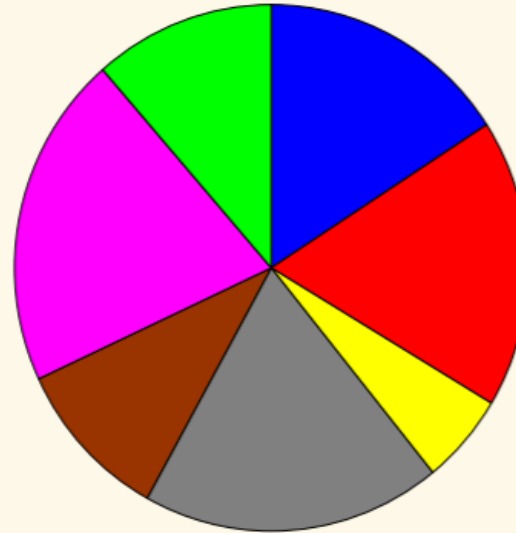
Students who do a placement are more likely to:

- Gain a Managerial, Professional or Senior Official post
- Gain an Associate Professional or Technical Post
- Get any job

Placement - Yes

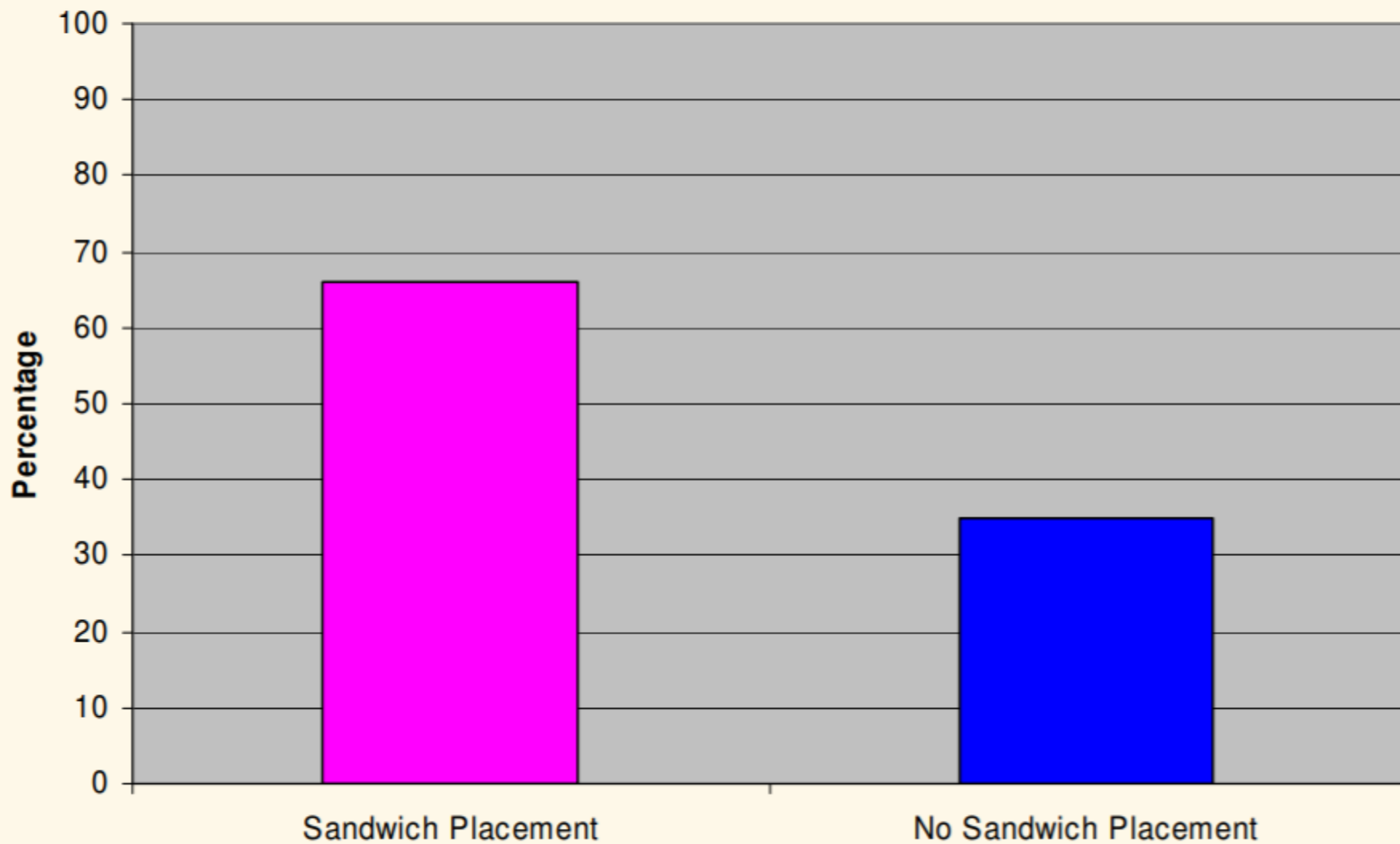


Placement - No



- 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



Updated Research

- Jones, C.M., Green, J.P., Higson, H.E., (2015), 'Do work placements improve final year academic performance or do high calibre students choose to do work placements', *Studies in Higher Education*,
<https://www.tandfonline.com/doi/full/10.1080/03075079.2015.1073249>
- Tanaka, Y., (2014) 'The Economics of Cooperative Education: A practitioner's guide to the theoretical framework and empirical assessment of cooperative education.' *Routledge Studies in the Modern World economy*.
- Brooks, R., & Youngson, P., (2014) 'Undergraduate work placements: an analysis of the effects on career progression', *Studies in Higher Education*, 41 (9)

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

1988 Peer Group 80-90% on placement

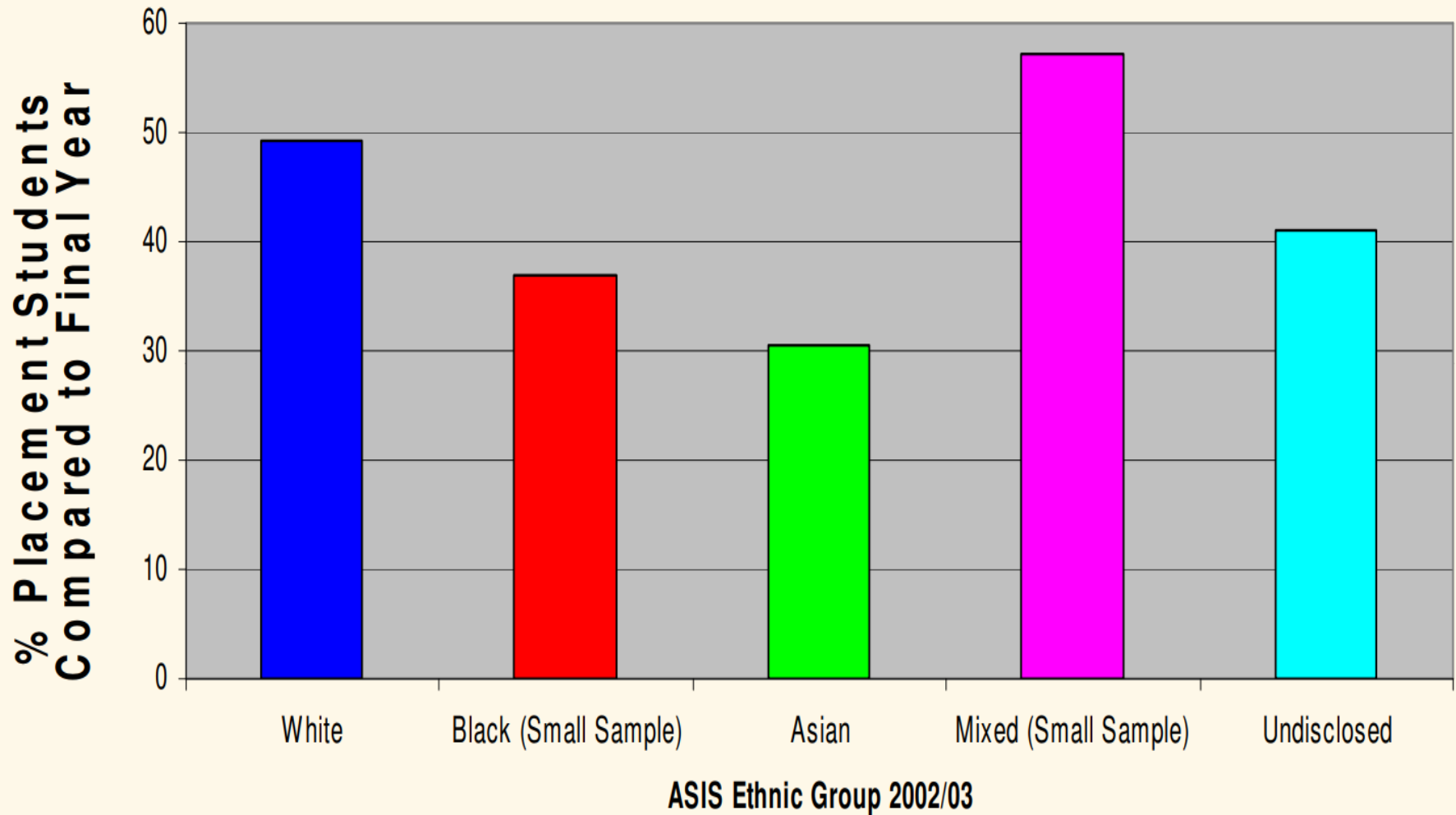
- Exception home based students

2005 – 50% take up

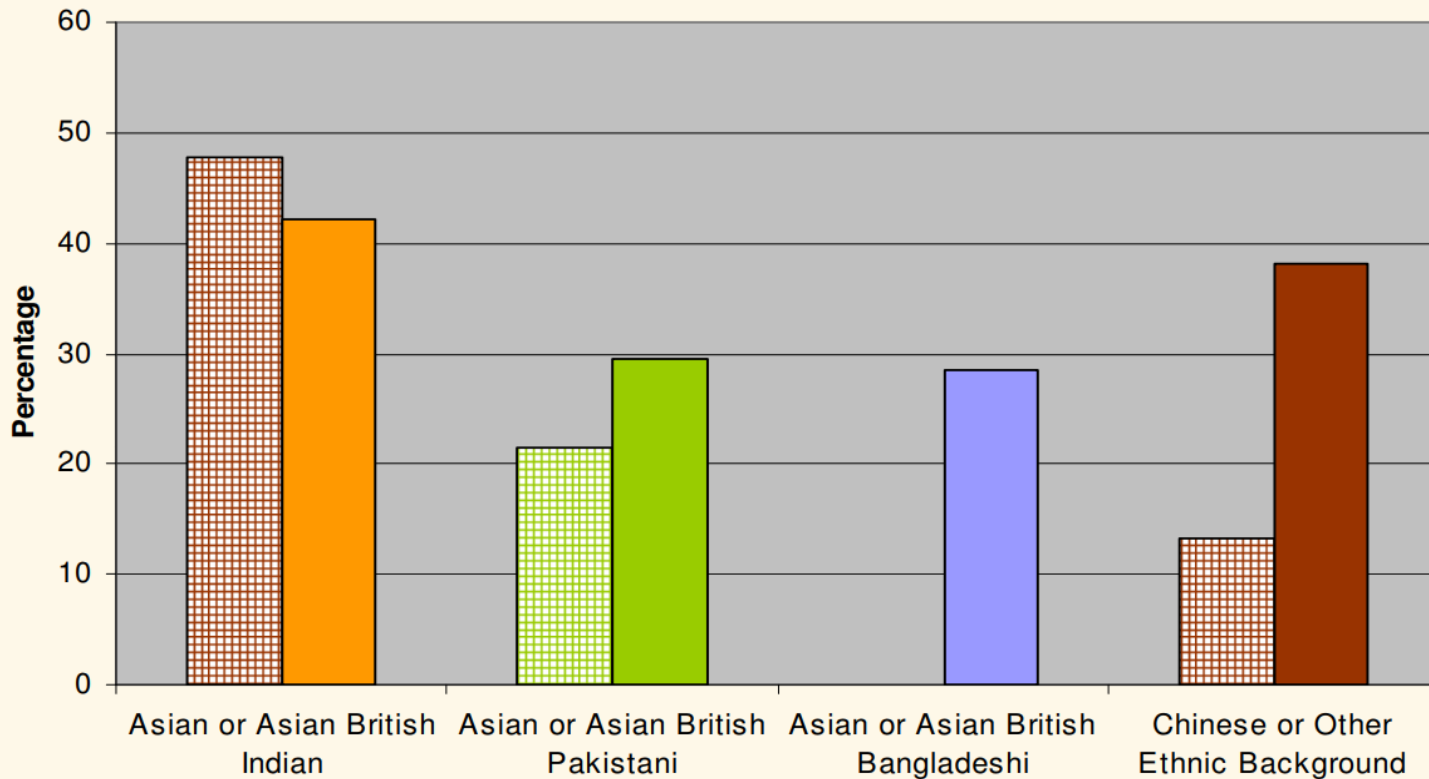
- Many more students living at home
- Financial Pressures
- Desire to Graduate
- Peer Group
- Housing Choice
- Social Factors

Use others to Persuade

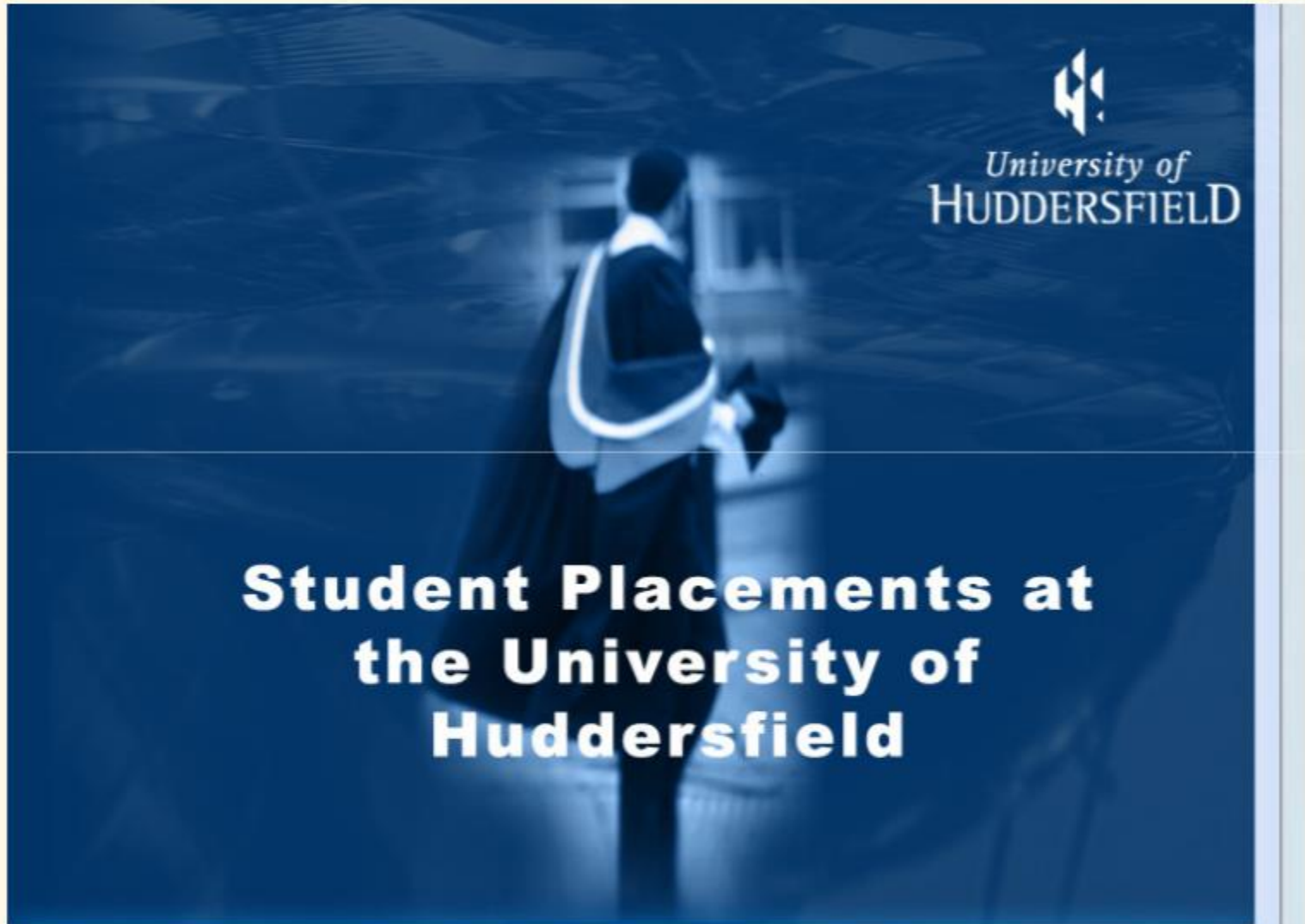
Placement Take Up by Ethnic Group



Asian or Asian British Students



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



**Student Placements at
the University of
Huddersfield**

Placement Podcasts: Website

The Value of Placement Experience

Placement student advice

Placement Units

Careers Advisory Service

Advice about fees



View our compilation film:
"Student Placements at the
University of Huddersfield"

Student Pod Casts: Why go on Placement?



Alia Ashraf:
Applied Sciences



Lee Isherwood:
Art, Design & Architecture



Binod Acharya:
Applied Sciences



Jennifer Roning:
HUBS



Alex Jolly:
Music, Humanites & Media



Nicola Geisler:
Applied Sciences



Kate Jackson:
Art Design & Architecture



Joan Brown:
SEPD



Hannah Speed:
Music, Humanites & Media



Maysoon Shafiq:
HUBS



Helen Green:
Human & Health Sciences



Anrew Pollard:
Human & Health Sciences

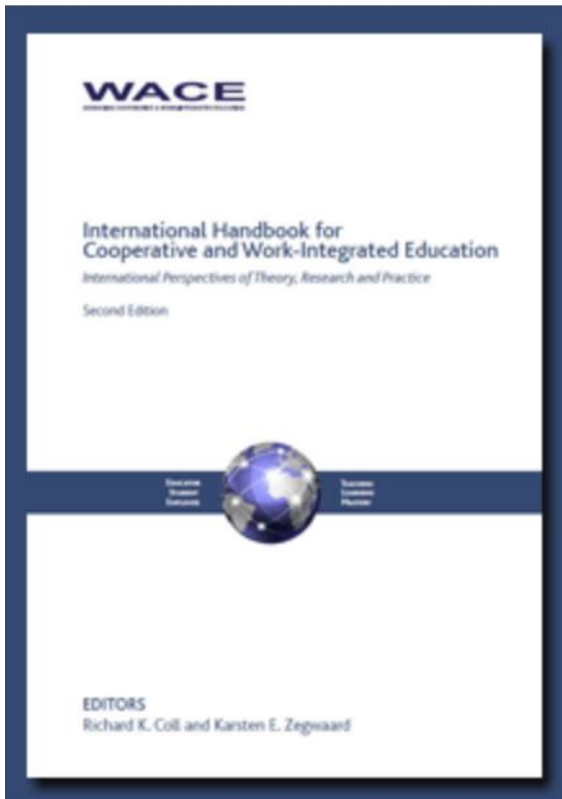
Students share their thoughts on the value of their individual work placement experiences, including how they found the placement, what support was available, what they learnt and how it affected their future career paths.



wace
advancing cooperative &
work-integrated education

Dr Karsten Zegwaard

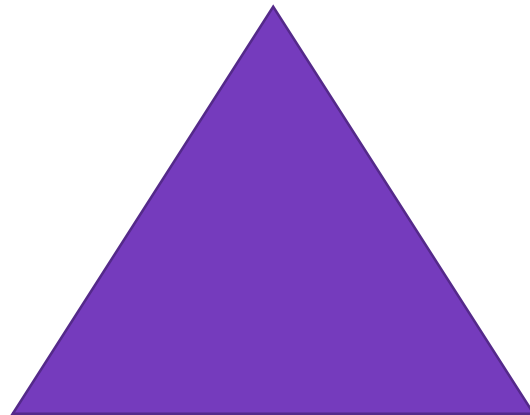
- Director of Co-operative Education at University of Waikato
- Winner of Donald MacLaren Jr Award for Professional Advancement of CWIE
- Editor of International Journal Work Integrated Learning (IJWIL) prev APJCE
- Editor International Handbook for CWIE



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

May 2008
Student With
Employer at
Work premises

April 2009
Student in Final
year with
placement tutor

Meet the Students – Computing and Engineering



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

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



The WIL Leadership Framework

- 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%

University of
HUDDERSFIELD
Inspiring tomorrow's professionals



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

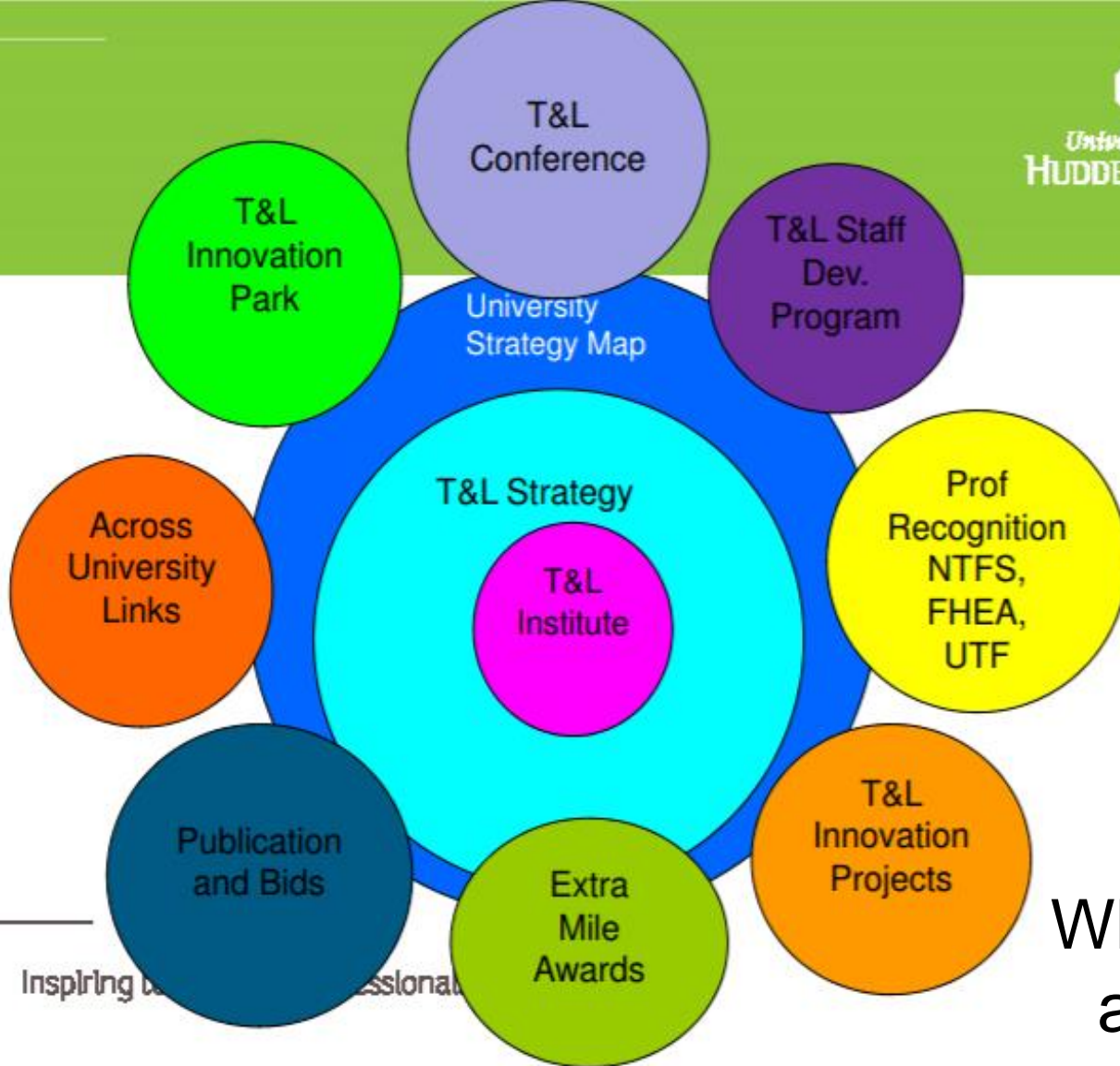
Inspiring tomorrow's professionals



Extra Mile Awards

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





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

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)

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)

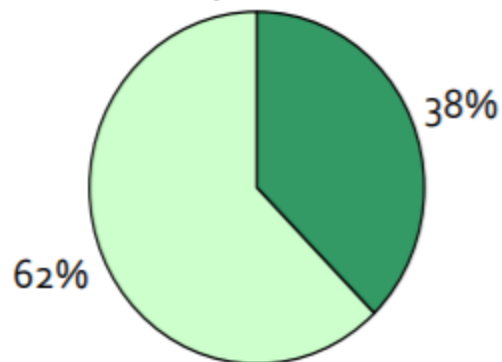
In effect higher confidence, resilience and sense of control

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

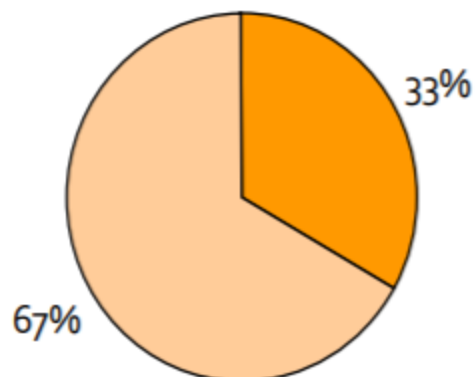
- Academic Self Efficacy (belief in own abilities and meeting challenges)
- Motivation and Study Skills
- Procrastination.

Proportion of students undertaking work related activity

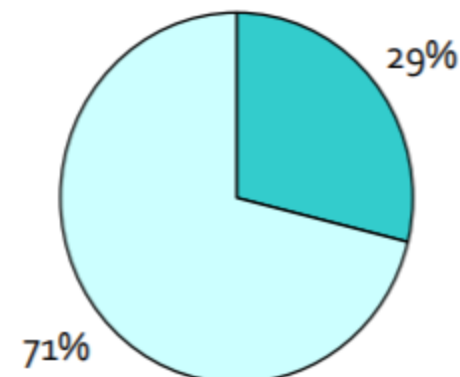
Current part time work



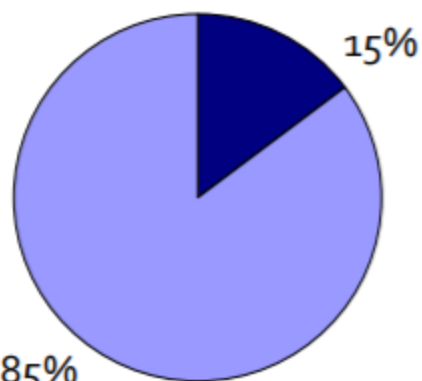
Placement



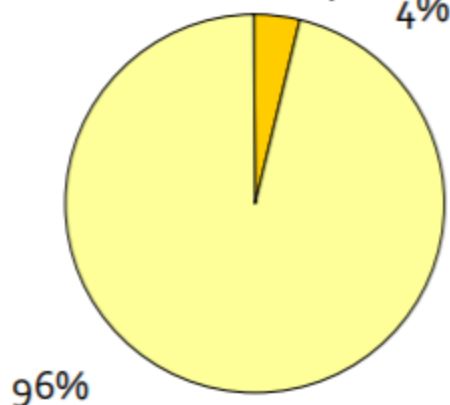
Voluntary work



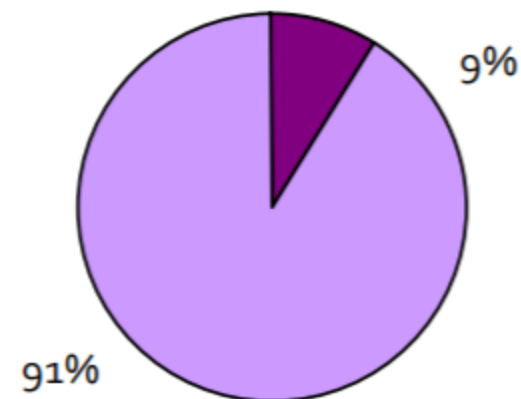
Relevant previous work



Internship



Experiential learning



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

<http://acen.edu.au/assessing-the-impact-of-wil-on-student-work-readiness/>

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

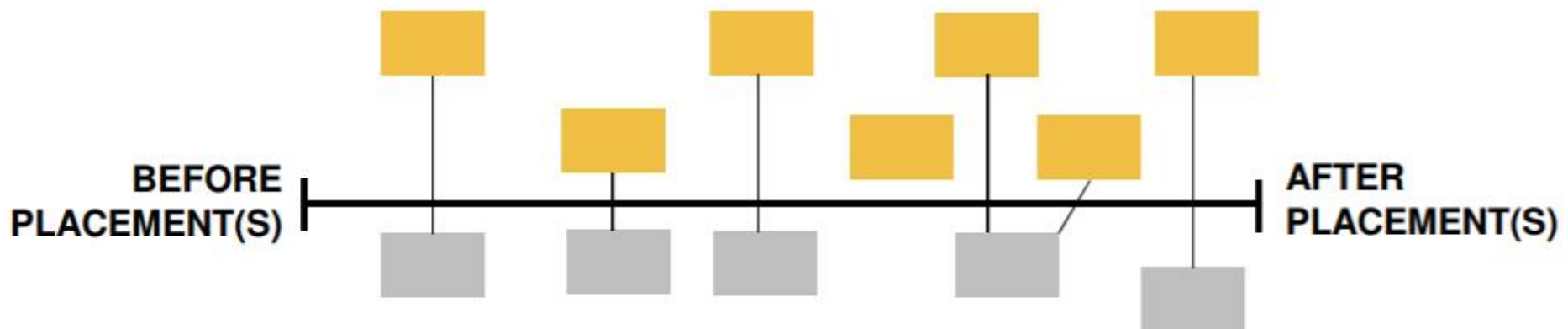
Podiatry

- 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

Significant moments in learning and personal development



**Episodes of work experience/
placements, in chronological order**

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 that I'm giving the right amount of time to each project and making sure that I concentrate on the projects that are more important.

Confidence

Teamworking

Analysis/
IT skills

Attention
to details

Report
writing

Presentations

Managing
time

BEFORE PLACEMENT

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...

Inspiring tomorrow's professionals

THE AWARDS
AWARD WINNER
UNIVERSITY OF THE YEAR

Entrepreneurial
UNIVERSITY AWARDS
Winner
2013

2012
THE AWARDS
WINNER
Entrepreneurial University of the Year



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

Inaugural President of Australian Collaborative Education Network

The WIL Report

Developed Service Learning at Griffith University, providing students with transformative Experiences



Community Internship

Developing socially responsible graduates.



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WIL is most effective when it's Collaborative

Questions?

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